

## Students' Reading Habit and Their Reading Comprehension in Learning English

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### ABSTRACT

The purpose of this study is to find out the correlation between students' reading habit in learning English and their reading comprehension in learning English and was used quantitative descriptive approach. The data was collected from 100 students of Grade VII students in SMP Negeri 1 Airmadidi. To answer the research questions, descriptive mean analysis and Pearson Product Coefficient Correlation were used. The findings revealed that the level of students' reading habit was 3.30, indicating as moderate level. The level of students' reading comprehension was 2.70, indicating as moderate level, and the  $p = 0.00$ , and  $r = 0.45$ , indicating that there is a significant correlation between reading habit and reading comprehension. However, the correlation was moderate. Since there is a significant correlation between the two variables, it is important for teachers to pay attention to students' habit in reading for their good comprehension as well.

## **INTRODUCTION**

In the world of education, according to Maharsi and Maulani (2019), an essential skill that students can acquire in learning English is reading. It means, reading really helps students in learning English. Furthermore, according to Wiyasa (2015), reading is essential for students because reading is required in school, especially for books written in English. From that, students can know that reading is important in learning English. In reading, it is the habit of reading that can help students to get information from their lessons easily. This is supported by Pramita and Atmazaki (2021) that, when a student has a reading habit it can lead them to organize what they read. From that reason, the purpose students read is to find out the information, they get from the reading so students can understand what they read.

The student's goal for reading is to understand what is read. For example, Rasema (2020) stated that interest in reading is when students get information from the text they read. It means the information that students get proves that they have read well and understand every piece of information they get. As we all know that it is natural for someone to read to find out information and understand the concepts and situations in the reading. According to Sesma et al (2009) without the ability to understand related words in one sentence, the readers will not get any information. Due to that, reading English is difficult when there are some words that the readers do not understand. This is supported by Zhang and Annual (2008), that students who have problems with the inability to interpret difficult words in English also find it difficult for them to improve their reading comprehension. Hence, reading comprehension will prove whether students understand what they read or not.

It is assumed that students' reading habit improve their reading comprehension in learning English. According to Indriani (2019) reading is about thinking, assessing, and finding out about written texts. Hence, people nowadays begin to cultivate what is called reading because it is considered very important not to misinterpret information. Tantri (2017) added that reading activities that have become habits and are developed will help students achieve effective results. Consequently, students who already have the motivation to read will make it easier for them to understand the main content contained in the text. As claimed by Cahyono (2011), the students' abilities were seen when they were able to listen and connect every word in English into one meaning. For this reason, it is evident that students' best understanding when reading texts in English is supported by their habitual reading culture. In short, students' reading habits can improve the comprehension of their reading.

The researchers found some problems in students' reading habit. The first one is limited access to reading resources. Based on the research found in China by Yi et al. (2019), students in developing countries also often experience the problem of a lack of reading resources themselves. This proves that even in developed countries, they still have problems with reading habits. The second problem is the lack of reading programs carried out in schools. The researcher found an example in research conducted at one of the Universities in Malaysia. According to Mohd and Ahmad (2003), students' reading of texts in English in

this school is low due to the lack of implementation of an extensive reading program in schools. In other words, inventory in terms of reading also influences students' reading habits. Lastly, the researcher found an example from SMP Negeri 2 Tembuku. Arsani (2020), in her observation, found that the students in seventh-grade parallel A of SMP Negeri 2 Tembuku had learning problems in English, especially reading skills and it showed in data obtained from initial observations showed the average reading value of new students reached 57.18 with learning completeness of 35.71%. This showed that at the school and country levels, there are still problems with reading habits.

Moreover, the researchers also found several problems in students' reading comprehension. The researchers found evidence from one of the schools in Wuhan, China. Dara (2019) found that the lack of knowledge of language in reading a text is one of the problems. It shows that, when students read English texts, it will be difficult for them to understand the meaning of the readings if they do not understand the language they are reading. Similarly, Ganie and Rangkuti (2019) found that high school students in Medan had problems in reading comprehension when there was vocabulary they didn't understand. It means, the problem regarding vocabulary also turns out to have an effect when they read. Then, a problem was found in SMP N 4 Tegallalang from Saraswati (2021), students at this school had problems finding specific information through their reading passages. In other words, their difficulty in finding information or understanding in reading turns out to be a fundamental problem for readers.

Furthermore, the researchers want to see if there is a significant relationship between students' reading habits and their reading comprehension in learning English. Firstly, the researchers have asked the English teacher at SMP Negeri 1 Airmadidi about students' reading habits and reading comprehension in learning English. Based on what the teacher told the researchers, there are some of the students who still have deficiencies in learning English through reading. When students are given the opportunity to read, there are some who are not interested because the reading seems long or complicated. Then, when asked to read the passage, some of the students who read it often make mistakes in pronunciation or have some problems with intonation. Also, for students who are asked to read they often say they do not know how to read. And that was caused by the lack of reading habits of the students. From there, it was found that they had difficulty reading because from the assumption they had low reading habits and influenced their reading comprehension. To support the examples above, Sartika et al (2020) explains that to have a good reading comprehension the students need to have a good reading habit as well. In other words, when students want to understand more about what they read, they need to read more. Tanura (2022) stated that habit influences students' reading activities and, in this case, refers to students' reading comprehension. The purpose of this study was to find out the level of the students' reading habit and their reading comprehension. Also, the researchers would like to find whether there was a significant correlation between reading habits and reading comprehension when students learn English. This study was intended to find out the correlation between reading habits and reading comprehension in learning

English. Specifically, this study was designed to answer these following questions: First, what is the level of students' reading habit. Second, what is the level of students' reading comprehension, and the third, is there any significant correlation between students' reading habit and their reading comprehension.

In this study, the Alternative Hypothesis ( $H_a$ ) was used. The researchers used alternative hypotheses because based on the several problems, it was found that there is a significant correlation between the variables under study. The results of this study are intended to be useful for several parties. First, this research may help teachers when they teach English. Teachers could help students through the motivation given to students to improve their reading habits. In addition, teachers can also provide reading resources and reading situations that are enjoyable and good so that students can easily understand the reading. Second, this research may help students to learn English. Students will have a very good chance of understanding what is read when they have similar reading habits and can support their reading. Third, for other researchers. This research may help other researchers to become references and support in their future research. Finally, readers in every circle or even readers at the regular education level can get any information contained in this research that can be understood and can be applied to achieve their reading comprehension through their reading habits.

This study was focused on the level of reading habit and level of reading comprehension of the grade VII parallel A which consisted of 30 students and each 10 students for parallel B, C, D, E, F, G, and H who are enrolled in the second semester of the 2022/2023 academic year. This study is a quantitative study, and the correlative method was used in this study. Through this study, the respondents fill out a questionnaire that was adapted from Poluan (2022) and originally from Scales and Rhee (2001) for students' reading habit and for reading comprehension the adapted questionnaire from Hidayati (2018) was used. There were several limitations in this research study. This study was implemented only in Airmadidi, specifically in SMP Negeri 1 Airmadidi. The respondents of this study were only the students from grade VII. Then, in distributing the questionnaires to the students, the researchers could not avoid some of the possibilities that the students did when filling out the questionnaire. Some respondents may not be serious about filling out the questionnaire that has been given to them and there are other things that disturb their concentration such as rushing and distractions from their friends.

## **LITERATURE REVIEW**

Reading is a source of information. Reading is the best skill to obtain information and knowledge. Many people argue about the information obtained through reading (Woudenberg, 2021). In reading, it turns out that you cannot just look at the reading briefly but must also understand it. According to Pais (2020) reading is "comprehending the ideas, gaining new words, studying how the terms are used" (p.1). In other words, in reading, one must try to understand what is being read to get information. In terms of reading, many have explained the meaning of reading which is a simple benefit of reading. Many do not realize that reading helps people understand life. Hughes (2015) found that reading is

to know about things in the world and work to build awareness about new things. It means people get to know the ideas that are around them. In addition, reading is a skill that is useful for all people in various circles of society. Therefore, reading is getting information for individuals, groups, and even students, and it is emphasized once again that reading is very important. In learning English, reading is important when students study at school. First, students need to read carefully to read the questions in the exam. According to Wiyasa (2015) reading helps students' when they take an examination and need to understand the written questions. When they read the questions in the questions they will answer well. Moreover, Munawir and Ramli (2021) also stated that the more students read, the newer words they would find. In other words, reading helps students expand their vocabulary. Diarani and Syamsi (2019) also believed that "reading continuously, it would improve someone's vocabularies" (p.2). By knowing many words, it will broaden the knowledge of the readers, especially the students who are currently in the phase of learning and receiving knowledge. Furthermore, Mart (2012) stated that "reading will help learners to decipher new words that they need for conversations" (p.93). It emphasizes that students who read over and over can help them communicate in English using every word they come up with while reading. In all the above theories, habits are closely related to all aspects. This means that reading habits play an important role for students in obtaining information.

Habits can be defined as something that people do repeatedly. According to Duhig (2012), habit is something that is done repeatedly every day without thinking about it and does it right away. This means that habit is one part of humans in everyday life. Simamora (2015) claimed that the habit was consistent and often carried out continuously and resulted in effectiveness. It also means that in an action that is done repeatedly will result in something that is effectively profitable or even effective is not profitable. In other words, good habits that a person does greatly affect the next thing that is the result of that habit. Furthermore, habits affect a person's personality. Wood (2017) found that people facilitate desired behavior with beneficial habits followed by action. Thus, if reading is an action that reflects the students' habits, it means that their reading habits will unwittingly become part of their personality.

As previously explained, reading is a process of obtaining information and knowledge by knowing the meaning of each word that is read and habits which are actions that are carried out every time and produce an effect similar to reading habits. Kumara and Sampath (2019) explained that reading habits are skills that are actively carried out to gain meaning and knowledge in the aspects that are read. This is emphasized that students who have reading habits show that they will produce something from the actions that are often carried out which are reading habits. Hence, reading habits can provide benefits and uses for those who have them. Furthermore, Owusu-Acheaw and Larson (2014), found that students with good reading habits are able to answer questions easily compared to students who do not get used to reading. That means reading habits are based on intentional and planned. Therefore, when students get used to reading, they will be great to understand the meaning as well. Moreover, there

are factors that can influence students' reading habits such as reading interest and reading ability. It is no longer a surprise in the world of reading habits that there are factors that support reading habits. One of them is reading interest. According to Kirby et. al (2011) they stated that interest in reading develops first at home when parents actively teach children reading skills. When they are at home, parents play an active role in encouraging their children to be diligent in reading and be aware of the interest in reading from within the child itself. However, if the child does not have an interest in reading from within, that is a challenge. In addition, Fitria (2019) explains that when there is an interest in reading, students will be active in reading and to get it students must have a willingness to read. Then, there is something called the impact of reading interest. Renninger and Bachrach (2015) found that interest in reading turned out to have a strong impact on influencing the minds and feelings of readers about what they read. It means that student interest is the first strong factor to improve students' reading habit.

Word recognition is useful to assist the reader in the reading process. Harianto (2020) stated that, a student must recognize word by word to absorb the message. It shows that, through recognizable words it will help students better understand what is read. Adams (2011) also supports by providing a view of word recognition that with word recognition, students can connect word by word to clarify and strengthen the understanding of what is read. It is emphasized that students who read by repeating sentences or words are one of the word recognition techniques. So hereby, Schadler and Thissen (1981) explain that the process of word recognition becomes a technique and skill for readers in reading. Therefore, the existence of word recognition supports this factor to be a way that readers get used to when reading.

There will be a challenge for English learners when there is a problem in reading ability. In fact, reading ability is needed in the world of learning English. According to Chen et al. (2018) the definition of reading ability is the ability that results from two aspects, namely academic achievement, and personal development. Academic achievements that students get improve their ability to read. Herbers, Cutuli and Supkoff (2012) support this statement and they explain that academic achievement produced by students can train and enrich their new skills. Personal development according to Abbott (2021) is "phallic stage, which a child enters at around 4 years of age" (p. 30). This applies to the things a child does from childhood to adulthood.

Reading comprehension is an important part of reading to find out the results of the reader whether they find meaning in what they read or not. Indriani (2019) stated that reading comprehension is to understand the meaning, function and find the information contained in the reading. Also, in the process of searching for existing understanding, readers must be able to find the correct understanding of the information obtained. According to Septiarini and Rahmat (2018) appropriate understanding of readers is needed to the maximum because the knowledge obtained must also be correct. Thus, when knowing the context of the reading the readers must be ready to describe what they get. Sulaiman and Harpiansi (2018) also stated that reading is an intelligent process that requires

readers to learn a lot about each symbol and the meaning of sentences contained in existing paragraphs, be it short passages or long passages.

In reading comprehension, there is a factor that enables students to understand what they read, namely the intrinsic factor. In the opinion of Logan et al (2011), intrinsic factors can motivate students to learn to understand what they read. Therefore, the students provide their own strategies to find out the meaning of what is read. As said by Rosmarie (2021), students will try to find out the topics and main ideas in every paragraph they read. In fact, students must try the same thing with text in any language and especially in English. Lipka and Siegel (2012) also stated that students who read English texts must need attention and focus to understand what is read. In other words, when a student reads a text, this process must be encouraged by self-motivation to try to understand what is read to produce an understanding worthy of being called a good reading comprehension.

Students who easily understand what they read must have support from their family to keep them motivated and also supportive reading sources. According to Mohseni and Ahmadi (2017), motivation from their family can influence a student to be comfortable reading and easy to understand texts. This factor is called extrinsic factor and is often forgotten by people today because support from their families to diligently read will motivate them to persevere. Likewise, readers will find it easy to read if there is support through the sources they will read. Moreillon (2007) stated that the collection of reading provided in the library is a factor that supports students to make it easier for them to read. In other words, students will have good opportunities to read when resources are available. In short, the two points explained above will help students in their learning understanding and it is called extrinsic factor. When reading a text in English the students experience difficulties. For example, students find it difficult to get and interpret the main ideas in the text. Kendeou et al (2014) found that students who were weak in understanding English reading were those who did not understand the vocabulary and grammar of the text. Because, if students do not have knowledge of sentence structures it becomes difficult for them. Cain and Towse (2008) also stated that, students who have difficulty understanding the language in the text they read are when they do not understand the context. That is, these difficulties interfere with students in achieving understanding in reading. Cain (2016) also added students will also experience difficulties in understanding the reading in the inference section. In other words, inference is important to incorporate every information contained in the text or story so that if students do not understand this passage, they fail to have good reading comprehension. Therefore, these difficulties are factors that must be avoided by students.

There are students who use technique while reading. For example, to understand a word they do not understand, the students ask someone else or look up the meaning in a dictionary. Jun Zhang (2001) found that, if there are problems in reading, students often try to solve the problem through the dictionary or ask for help to clarify the meaning by friends. This shows that there are ways that students can do to understand reading. Moreover, reading

techniques when difficult and even long sentences or words appear can affect their understanding. Jalilehvand (2011) stated that the length of the reading and difficult sentences can change the way they understand the reading. In addition, reading for a long time to focus is also a technique that is used when trying to understand text. Brown (2017) analyzed that reading for a long time is very useful to help readers focus on ideas. This emphasized these techniques affect the reader's understanding of reading the text.



Picture 1. Conceptual Framework of Students Reading Habit and their Reading Comprehension.

Figure above show the major variables of this study. The variables are students' reading habits, which is the independent variable (variable X), and reading comprehension as the dependent variable (variable Y). Based on these variables, the conceptual framework is assumed that students' reading habits correlate significantly with their reading comprehension.

## METHODOLOGY

In conducting this study, a quantitative study was used. This research is called quantitative research because the reporting uses numbers. According to Babbie (2010) quantitative study is focus on numerical mathematical statistical measurement and analysis through data from survey results or questionnaires. Descriptive design was also used in this research because the researcher provided an explanation of the level of students' reading habit and reading comprehension in learning English. Johnson and Christensen (2010) stated that descriptive design is "to learn about attitudes, behaviors, and demographics (e.g., age, gender, ethnicity, education) of people." (p. 366). Then, the researcher used a correlation method to see the correlation between reading habit and reading comprehension in students learning English. According to Mukaka (2012), correlation is a statistical method used to assess the possibility of a linear relationship between two variables. Thus, the research designs were correlative and descriptive. The respondents of this study were grade VII students from SMP Negeri 1Airmadidi, especially those who enrolled in the second semester of the 2022/2023 academic year. The respondents included the students from grade VII parallel A to parallel H. Further, the respondents who were included in the data were only 10 students in each parallel and were grouped into 80 students for the pilot study. This was done using data from these eight classes from a pilot study to a real study, but in real study, the statistician recommended the researcher to add 20 students from parallel A and it became 30 students for the whole class for this parallel and became 100 students for the real study. The researcher is responsible for the data collected by not distributing the data twice to the same respondent and not at the same time.

In this study, the researcher used convenience sampling. According to Etikan, Musa and Alkassim (2016) convenience sampling is a technique used to collect easily accessible information from participants. In other words, sampling techniques are for participants who give their time and also fill in the required data. Therefore, the sample of grade VII (10 students in parallel B to H and 30 students in parallel A) of 100 students partook in this study.

To collect data, the researcher used two questionnaires as an instrument for this study. Firstly, the questionnaire originally came from Scales and Rhee

(2001) and was adapted. The questionnaire was used to collect data regarding the reading habits of students. The researcher modified the questionnaire, and it contains 20 items. The first part consists of statements number 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10 which direct respondents to interest in reading. The second part are the statements related to word recognition when the respondent reads; namely statements number 11, 12, 13, 14, and 15. Third, statement numbers 16, 17, 18, 19, and 20 are referred to reading ability. Specifically, the number of statements on reading habits is presented in the following table.

Tabel 1. Number of Statements in Each Subscale of Reading Habits Instrument

Name of Subscale	Number of Statements	Statement Serial Number
Reading Interest	10	1,2,3,4,5,6,7,8,9,10
Word Identification	5	11,12,13,14,15
Reading Ability	5	16,17,18,19,20
TOTAL	20	20

Secondly, another questionnaire used for reading comprehension was from Hidayati (2018) and the questionnaire already translated into Indonesian, and the researcher adapted the questionnaire as well. The items for the questionnaire consist of 17 items only. For the first part of the questionnaire there are statement number 1, 2, 3, and 4 referring to intrinsic factors in reading comprehension. Next, the statements number 5 and 6 are about extrinsic factors that are related to reading comprehension. Then, statements number 7, 8, 9, and 10 referring to difficulties in reading. Also, the last part consists of reading technique in statements number 11 to 17. Specifically, the number of statements on reading comprehension is presented in the following table.

Table 2. Number of Statements in Each Subscale of Reading Comprehension Instrument

Name of Subscale	Number of Statements	Statement Serial Number
Intrinsic Factors	4	1,2,3,4
Extrinsic Factors	2	5,6
Difficulties in Reading Reading	4	7,8,9,10
Technique	7	11,12,13,14,15,16,17
TOTAL	17	17

And to fill them, respondents fill out on a scale of 1-5 which refers to never to always, as in the following: 1 (Sangat Tidak Setuju); 2 (Tidak Setuju); 3 (Netral); 4 (Setuju); and last 5 (Sangat Setuju). In addition, before distributing the questionnaire of reading habits. The researchers conducted a pilot study only to find the validity and reliability of the questionnaire's items. This pilot study was conducted at SMP Negeri 1 Airmadidi, which is in Sarongsong II, Airmadidi. The respondents of the pilot study involved 10 students in each parallel of grade VII in the school which are eight parallels (A, B, C, D, E, F, G, and H) in the academic year of 2022/2023 which is the same setting as the real study. Then, after the researchers distributed the questionnaires, the researchers ran the data, and the results showed that out of 20 items for variable x (Reading Habit) there was 1 invalid item, namely item number 20. Also, out of 17 items for variable y (Reading Comprehension) there were 3 invalid items, namely items 1, 4, and 9. After that, Cronbach's Alpha scale is used to see the reliability of the questionnaires. The result of the reliability test for the questionnaire in variable x (Reading Habit) was 0.697 and for the questionnaire in variable y (Reading Comprehension) was 0.642.

In addition, since the two questionnaires were already used by previous researchers for their pilot study and real study, the researchers used the same questionnaires and did not need to issue invalid items when carrying out real study data. The reason was that the criteria and standard of these questionnaires were reliability, and it was reliable enough to use the two questionnaires from the pilot study and the real study. When the researchers distributed the questionnaires, the researchers explained to the respondents how to fill out the questionnaires. The researcher did not force the respondents but asked them to fill out the questionnaire properly, sincerely, and honestly. The researchers did not ask respondents to write down their names or other identifying information. When the researchers saw that they were ready, the researchers immediately distributed the questionnaires and asked them to fill them out. The researchers analyzed the data using statistical tools and the data analyzed as follow: to find out the answer of the research question number one and two or to determine the level of students' reading habit and the level of students' reading comprehension, the researchers used descriptive analysis of mean scores. For the last question, the researcher used the Pearson Product Moment Coefficient to find the correlation between students' reading habit and students' reading comprehension.

To interpret the data from the questionnaire, the researcher used Likert's Scale to interpret the Mean score of the level of students' reading habit and reading comprehension as follows:

Tabel 3. The points of Likert's Scale

Range	Verbal Interpretation
1.00 - 1.49	Very Low Level
1.50 - 2.49	Low Level
2.50 - 3.49	Moderate Level
4.50 - 5.00	Very High Level

(Joshi, Chandel and Pal (2015)

To interpret the data for the significant correlation between the two variables, the researchers used Pearson Product moment correlation analysis. Taylor categorized the value of  $r$  in the correlation coefficient as follows:

Table 4. Correlation Coefficient

Range	Verbal Interpretation
$\leq 0.35$	Weak Correlation
0.36 – 0.67	Moderate Correlation
0.68 – 1.0	Strong Correlation
$R > 0.90$	Very High Correlation

(Taylor, 1990)

## RESEARCH RESULT

To find the level of students' reading habit, mean score was employed.

Table 5. The Mean Score of the Level of Students' Reading Habit

	N	Minimum	Maximum	Mean	Std. Deviation
Reading Habit	100	1.00	5.00	3.30	.87039
Valid N (listwise)	100				

The average score of students' reading habits is 3.30. Based on the interpretation scale, the average score for reading habits is in the range of 2.50-3.49 which indicates a moderate level. This means that students' reading habits do not have low or high levels of reading habits. This finding also has the same results as those by Diets and Sengkey (2023) who found a moderate level in reading habits. The researchers used a descriptive analysis of the mean score to find out the level of reading habit and found that the reading habit level of the 10th grade students at the school which is a private high school in North Sulawesi is moderate with a score of 2.76.

To find the level of students' reading comprehension, mean score was employed.

Table 6. The Mean Score of the Level of Students' Reading Comprehension

	N	Minimum	Maximum	Mean	Std. Deviation
Reading Comprehension	100	1.00	5.00	2.70	.86801
Valid N (listwise)	100				

The average score of students' reading comprehension is 2.70. Based on the interpretation scale, the average score for reading habits is in the range of 2.50-3.49 which indicates a moderate level. This means that students' reading comprehension do not have low or high levels of reading habits. Based on the mean score found by the results are the same as Tampi (2020) who found that the mean score of reading comprehension for seventh grade students of SMP Negeri

1 Eris was moderate level as well with a score of 61.62. The research in that school using the mean score on the total score found in the test which is a moderate level is the same as what researchers got in their research result as well.

The third research question of this study was to investigate if there was a significant correlation between variable x (Reading Habit) and variable y (Reading Comprehension) in students during learning English by using Pearson Product Moment Correlation Coefficients.

Table 7. Correlation Between Students' reading Habit and Their Reading Comprehension

Reading Habit	
Reading Comprehension	Pearson Correlation 0.455**
	Sig. (2-tailed) 0.000
N	110

The findings showed that the  $r = 0.455$  and  $p = 0.000$ . Since the p-value was lower than  $\alpha = 0.05$ , it can be concluded that there is a significant correlation between these two variables concerning students' reading habit and their reading comprehension. Thus, the hypothesis stating "There is a significant correlation between reading habit and reading comprehension in learning English" is accepted.

Furthermore, the results of this study are supported by several previous studies that the researchers have found. The first one, conducted in Vietnam by Pham (2020) explained that when the researcher ran this study to EFL Van Lang students it was found that there was a significant correlation between these variables in reading habit and reading comprehension. From the results of this study, the researchers found that the more often students read, the more significant results they would have for their reading comprehension. The second one, a study from Muawanah (2016) found a relationship between students' reading habit and reading comprehension. The respondents of this study were the students in SMA Dua Mei Ciputat in the academic year 2012/2013. Additionally, the researcher can provide the study at the same high school level from Lusianah (2017) who were in seventh-grade students at Patra Mandiri Middle School who have the same result, which was at the moderate level.

## DISCUSSION

This study used a quantitative method that used descriptive as well as correlational methods to find out the significant correlation between reading habit and reading comprehension among students in learning English. The researchers used a questionnaire from Scales and Rhee (2001) for the first variable and Hidayati (2018) for the second variable. The respondents of this study were students in grade 7 in parallel A to H but in each parallel the researchers only took 10 students for pilot and the final study the researchers added 20 new respondents in parallel C, who enrolled in the second semester of academic year 2022/2023. The findings of the study showed that students had a moderate level

of reading habit since the mean score was 3.30. Furthermore, students in SMP Negeri 1 Airmadidi had a moderate level as well in reading comprehension since the mean score was 2.70. Lastly, the researchers found out that there is a significant correlation between students' reading habit and their reading comprehension in learning English since the p-value 0.000 which is less than  $\alpha = 0.05$ .

## **CONCLUSIONS AND RECOMMENDATIONS**

It can be concluded that students had neither a low nor high level of reading habit and reading comprehension. It was found that for research question number one the level of reading habit was 3.30 for the mean score and analyzed as a moderate level. For research question number two, it was found that the level of reading comprehension was 2.70 and in the range of moderate level as well. Regarding the r-table for Pearson correlation, it was found in the score of 0.455 which indicated as a moderate correlation in the range of 0.36 - 0.67. It means that, reading habit and reading correlation in this study have correlation.

In this last section, the researchers provide several recommendations regarding the study that have been conducted. Firstly, since the students' reading habit and reading comprehension are both at a moderate level, the researchers recommended that the English teachers should improve students' reading habits by providing appropriate reading sources and enjoyable reading times for students so that what will be read is available. Also, teachers should help students if they have difficulty recognizing difficult words or sentences. In addition, teachers should teach students how to read so that reading skills and techniques are well organized. Secondly, students should be able to manage their time well when reading. Also, students should learn any words or sentences that are not easy for them to understand. In addition, students should find out the meaning of sentences that are difficult so that it is easier to understand what is read.

## **ADVANCED RESEARCH**

The researchers would like to recommend that if there are other researchers who want to use this study as their references, they can use it in different locations or even at different levels by seeing how each variable can be correlated.

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