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Students Reading Habit and English Academic Achievement

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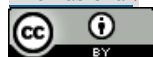
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ABSTRACT

The present study aimed to find out the level of students reading habit and English Academic achievement and to find out whether there is a significant correlation between students' reading habit and their English academic achievement. This study used descriptive and correlational research designs. The instrument is a questionnaire adapted from Scale and Rhee (2013). The research was carried out on 61 students of grades IX A and B of SMP Advent UNKLAB Airmadidi. The result showed that the level of reading habit students of grade IX A and B at SMP Advent UNKLAB Airmadidi was found to be moderate with a mean score of 3.05. While for the students' English academic achievement, the result showed that the students had a low score with a mean score of 70.16. The result further showed that there was a significant correlation between students' reading habit and their English academic achievement, with a p-value of .009. The obtained results indicate that the students' low English academic achievement has significant correlation with the moderate students' reading habit.

INTRODUCTION

Reading is essential for school success and success in the workplace. Doing a lot of readings constantly can create one's reading habit. Skenderi (2017) stated that reading shapes the mind, gives broader and enriched vocabulary, helps in character creation, widens the mental horizons, and provides other benefits. Reading habit is a reading activity performed continuously without coercion from others, or it is something that built from them. "Reading is a prerequisite of effective study habit which will help to improve students' academic performance" (Daniel, et.al. 2017). "Reading habit tends to be associated with course work and examinations, rarely with pleasure" (Ameyaw & Anto, 2018, p.4). Moreover, "Reading as a habitual activity also helps the student to pleasure their understanding, helps them become more intelligent, and boosts their vocabulary meaning." (Muawanah, 2014, p.21). Knowing that reading is one part in language learning to achieve students' success as language learners, thus, it is important to further investigate these two variables. More specifically, since students reading habit can affect their academic achievement in English class, it is important to see if students reading habit can significantly affect student English academic achievement. Based on the experience of the researcher when she attended students' practice teaching at SMP Advent Universitas Klabat (Unklab), the researcher found that some of the students did not have interest in reading. The students could not answer the questions given based on reading text correctly, for they did not read the reading text. For those reasons, the researcher was interested to conduct this study to see the level of student reading habit and their academic achievement in English class, and whether or not students reading habit significantly correlated toward academic achievement in English class.

The purpose of this study was to find out the level of students reading habit and their academic achievement in English class, and also was to find out whether there was a significant correlation between students reading habit and their academic achievement in English class. This study focused on

the correlation between student reading habit and their academic achievement in English class. The result of this study was expected to give insights to teachers who teach English to develop students reading habit to improve student academic achievement in English class. Furthermore, this study could also help the students to realize the importance of reading habit to achieve their academic achievement especially in English class. Moreover, this study can be one of the bases for future researchers who are interested in conducting similar studies in different levels and contexts. The last but not the least, this study could enrich the literature on students reading habit on their academic achievement in English class, especially in North Sulawesi.

METHODS

Research Design

In conducting this study, the researcher used descriptive and correlative design. In this study descriptive method was used to find out the level of students reading and their English academic achievement. Johnson and Christensen (2010) explained that descriptive research is "to learn about attitudes, behaviors, and demographics (e.g., age, gender, ethnicity, education) of people." (p.366).

The researcher used correlative method to find out whether there is a significant correlation between students reading habit and their English achievement. According to Cheprasov (2018) defined "a correlational study is a type of research design where a researcher seeks to understand what kind of relationships naturally occurring variables have with one another."

Respondents

The respondents of this study were the students of grade ninth at SMP Advent Unklab who were enrolled in the first semester of 2019/2020 academic year. The respondents were 25 male and 36 female students. Thus, the total of the students were 61 students.

Sampling Techniques

In this study, the researcher used convenience sampling method. According to Lathan (2007) convenience sampling method only includes the

participants who are willing to participate in a study. Furthermore, Sekaran & Bougie (2010) stated that convenience method was a collection of data from participants who are willing to fill in the data. The researcher collected the data based on those who were present at that time.

Research Instruments

The instrument was used by the researchers in conducting this research is an adapted questionnaire. The original questionnaire was constructed by Scales and Rhee (2001). The questionnaire was used to find data about students reading habit. The questionnaire has two parts, the first part is about the frequency of reading, and the second part is nineteen items about students reading habit.

Data Collection Procedures

To collect the data of the real study, the researcher followed some steps. First, the researcher submitted a letter of recommendation from the Dean of Education Faculty to the principal of SMP Advent Unklab Airmadidi to get permission of doing the research. Second, the researcher distributed the questionnaire to the students of SMP Advent Unklab Airmadidi. Then, the researcher explained the purpose of this study and the questionnaire clearly and how to fill the questionnaire. Next, the researcher gave the time for students to fill the questionnaire. The last, the researcher collected, analyzed, and interpreted the data.

Pilot Study

The goals of conducted this pilot study was to find out the validity and reliability of the real study. The questionnaire was distributed to the students of SMP Advent Unklab Airmadidi ninth grade on January 22, 2020. The data was collected and then analyzed using statistical instrument.

Validity and Reliability

To find out whether the questionnaire was valid or invalid, the researcher analyzed the items of the questionnaire using statistical tool, which is correlations statistic. The result showed that out of 19 items, there were 2 invalid items, which are the item number 10 and 11. Those invalid items have been removed. The total 17 valid items had passed the reliability test that were analyzed using Cronbach alpha scale, and the result was 0.85, which means

that the 17 items were reliable. The total 17 items were used to get the data for the real study.

Ethical Consideration

The respondents of this study were provided information about the purpose of this study. The respondents were convinced that what they would contribute could not affect their grade. Then, to avoid misunderstandings between teachers and students, the respondents did not have to include personal data such as their names.

Data Analysis Techniques

The data collection was analyzed and interpreted by using statistical instrument. The data would described as: Descriptive analysis of mean will be used to answer research question number one and two: "What is the level of students' reading habit?" and "What is the level of students' achievement in English class?" Pearson Product Moment Coefficient Correlation will be used to answer research question number three: "Is there any significant correlation between the student reading habit and their achievement in English class?"

Interpretation of the Data

To find out the level of students' reading habit, the data was interpreted used Likert's scale as follow: (1.00-1.49) was very Low, (1.50-2.49) was low, (2.50-3.49) was moderate, (3.50-4.49) was high, (4.50-5.00) was very high.

Sullivan and Anthony (2013) "Developed in 1932 by Rensis Likert to measure attitudes, the typical Likert scale is a 5- or 7-point ordinal scale used by respondents to rate the degree to which they agree or disagree with a statement." (Para, 2)

The responses of the students reading habit and their English academic achievement were interpreted by used the scoring system of SMP Advent Unklab as follows: 91-100 was very good, 81-90 good, 73-80 was enough, <73 was low.

RESULTS AND DISCUSSION

This section provides the results, the interpretation of the data, and the discussions. This section presents the level of students reading habit and the level of their achievement in English class, and also the results of the correlation between

students reading habit and their English achievement in English class.

mean score of students reading habit was 3.053 (table 1). Based on the interpretation scale, the mean score of students reading habit which was 3.053 is interpreted as moderate.

The Level of Student Reading Habit

Based on the finding about the level of the student reading habit, the result showed that the

Table 1. The Level of Students Reading Habit

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
ReadingHabit	61	1.5	5.1	3.053	.6411	.411

The Level of Student Achievement in English Class

Based on the finding, the result showed that the mean score of the students' achievement in English class was 70.164 (see table 2). According to the interpretation scoring system of the high school SMP Advent UNKLAB, the mean score which was 70.164

in the range <73 showed that student achievement in English class is categorized as low. The level of student achievement in English class was found to be low based on the interpretation scale.

Table 2. The Level of Students Achievement in English Class

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Achievement	61	20.0	100.0	70.164	22.8788	523.439

The Correlation between Students Reading Habit and Their Achievement in English Class

Pearson Product Moment Coefficient Correlation formula was used in order to find the answer to the last research question of this study which focused on discovering whether there was significant correlation between students reading habit and their achievement in English class. Table 3 shows the results of the correlation between students reading habit and their achievement in English class. The output showed $r = .331$ and the $p = .009 < \alpha = .05$

(see Table 3). According to McLeod (2019) "a p-value less than 0.05 (typically ≤ 0.05) is statistically significant" (para 2). It means that there is a significant correlation between students reading habit and their achievement in English class. In other word, the alternative hypothesis that there is a significant correlation between students reading habit and their achievement in English class is accepted.

Table 3. The Correlation between Students Reading Habit and Their Achievement in English Class

		Reading habit	Achievement
Reading habit	Pearson Correlation	1	.331**
	Sig. (2-tailed)		.009
	N	61	61
Achievement	Pearson Correlation	.331**	1
	Sig. (2-tailed)	.009	
	N	61	61

** . Correlation is significant at the 0.01 level (2-tailed).

CONCLUSION

Based on the result, it could be concluded that the students reading habit of SMP Advent UNKLAB Airmadidi were moderate, and their English academic achievement were less. In this case, the researcher concluded that students' English academic achievement was influenced by students reading habit. In other word, reading habit had an important role in their English academic achievement. If they have a high reading habit, it can be possible to improve their academic achievement in English class.

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