

The Impact of Student Reading and Reading Habits on Their Reading Performance

Betria Sani^{1*)}

¹Universitas PGRI Palembang

*Corresponding author. Email: betriasani33@gmail.com

ABSTRACT

This study seeks to explore how: (1) students' interest in reading understanding is influenced, (2) the students' habit of reading understanding, and (3) their interest in reading and habits of reading the students' understanding of reading. This thesis is an ex post-facto study that contains two different variables and one dependent. There were 7th grade students in the population. The study consisted of 70 students. The data were gathered by reading questionnaires and reading habits, and by reading understanding tests. Prior to analyzing multiple linear regressions, a necessary study was performed. On the basis of a regression analysis, read interest can be concluded that the student's ability to read the achievement of understanding ($p = 0.04$, $p < 0.05$) influences reading habit and understanding capacity ($p = 0.000$, $p = 0.05$) of the student, while reading interest and read habit have an impact on the students' ability to read understanding ($R^2=0.000$, f-count). The result was that if students are keen to learn, they would quickly understand and understand the text.

Keywords: Influence, Reading Interest, Reading Habit, Reading Comprehension Achievement

1. INTRODUCTION

The learning of English has four language abilities: listen, voice, read and write. Reading is one of the main skills students have understood and have mastered English well. Reading is also including in receptive skills besides listening. Receptive skill is how individuals receiving information because the learned do not need to produce language, they receive and understand. The students must understand the text in order for the reading to provide detailed details from the text. Learning to read and write is a basic ability that not all children in the world have learned enough, sadly [1]. The goal is to train students early on to "learn how to learn" and to bring these skills to other areas of their lives so that they can be independent researchers and users of knowledge throughout their lives [2]. Learning styles are seen as one of the main influences influencing the way students learn. In addition, it is prone to align student education with the "teaching types" of the teachers concerned [3].

In the acquisition of higher-level readers, interest plays a crucial role. The students will achieve a high and low interest rate by assessing the interests of individual students in specific topics and by creating reading comprehension. Determining the results, the interest of higher skills readers in passage issues was dramatically affected. They cannot have the middle or lower ability in

reading interest. Instead of reading, leisure time interests increasingly focus on technology and social media [4]. Consequently, the teacher should help her students increase their reading interest to maintain their determination and enthusiasm. Students must only have expertise in reading and writing but must also master all their basic language skills to engage in society [5].

In addition to reading importance, the key point which influences student understanding of reading is the reading habits. Understanding is the mind's ability to interpret and comprehend the force, action and method of learning through understanding, intelligence and understanding through an understanding of abstract concepts. The ability to comprehend a text is primarily crucial to be improved so that students can get the message, data, and aim of a text in written form. If students have comprehended, they would have been able to make many texts as complete as what they have read. Reading habits have been singled out to immensely affect the scholarly output of the students [6];[7];[8]. If students have strong reading practices, their fundamental thinking abilities can be increased and finally academic results can be improved [9].

Based on the writer's experience and observation in teaching reading comprehension at SMP Negeri 32 OKU, The author observed that her students had already

inadequate understanding of reading, low reading understanding and difficulty with reading content. Their ability to read was poor. The students are not interested in reading text which is used because the writer finds some students difficulties in reading. First, the students lack interesting in reading activities. Secondly, students find it hard to read English; obtain general knowledge, the basic information and principal idea of the paragraph in the book. Certain aspects make it impossible for students to read: the students lack vocabulary, the student's prior knowledge, the student interesting in reading English text, and the students knowledge of sentence structure. The students feel bored in the teacher's way of the teaching-learning process. It makes the students get low scores to change the strategy of teaching to solve this problem. The students are said low interest because they once in a while visit the library to reading a book.

Based on the preliminary research which was done by the research in her class, there are two factors that make the students' ability in reading comprehension is low, the first factor is from the students themselves that are students' reading interest. The students are not interested in reading English books, such as scientific books, storybooks, magazines, or newspapers, they also feel hesitant to read English books, they feel difficult to read English books. The second factor is that students have difficulties in comprehending the text, they just read the text without getting the point from the text, so they can not get the meaning of the text easily, and they feel difficulty in getting ideas and messages from the text.

2. METHODS

This study conducted a questionnaire and test in order to learn the importance of students in reading, reading habits and reading understanding. Thus, the subjects were never treated or experimented in any way. The investigator first gave the questionnaire and then a reading understanding test. The data obtained from the

questionnaire and evaluation were then analysed to see whether the student's reading interest and habit play a major part in the student's reading understanding. In an analysis of the study results, the investigator used the quantitative approach. The approach was used to find an effect on students' understanding of reading motivation and habits. This study was quantitative with an interpretation of regression, so X_1 , X_2 , and Y were analyzed for regression. In order to explain and quantify the impact among students' interest in reading, students' reading habits on their understanding of reading, the investigator shall use the multilinear regression by means of the SPSS 16 Windows programme.

In the first step, students' interest in reading and interests are assessed by means of a questionnaire and, secondly, the student's comprehension of the reading. In most regression analyses, the researcher then conducts a regression analysis between the three variables using questionnaire data and tests.

This study was carried out in the academic year 2020/2021 on the SMP Negeri 32 students at Ogan Komerung Ulu. The data of interest in reading was obtained by means of a questionnaire administered on Monday 16 November 2020. The data on reading habits were obtained using a Tuesday questionnaire, November 17th, 2020, and the data of reading comprehension were obtained through a multiple choice test done on Wednesday, November 18th, 2020.

3. RESULTS AND DISCUSSION

To measure the students' reading interest, the researcher distributed the questionnaires consisted of 25 items in the Likert Scale form. Siregar [10], stated that to calculate the amount of class use $K = 1 + 3.3 \log n$, to calculate the length of class use the highest score take away the lowest score divided by the amount score of class.

Table 1. Score of Students' Reading Interest Questionnaire Summary

No	Interval Score	Frequency	Percentage
1	58 - 64	6	8.57%
2	65 - 71	9	12.85%
3	72 - 78	16	22.85%
4	79 - 85	18	25.71%
5	86 - 92	10	14.28%
6	93 - 99	11	15.71%
	Total	70	100%

Based on the table above, there were 8.57% or 6 students who got interval score of 58–64, 12.85% or 9 students who got interval score of 6 –71, 22.85% or 16 students who got interval score of 72-78, 25.71% or 18 students who got interval score of 79–85, 14.28% or 10

students who got interval score of 86–92, and 15.71% or 11 students who got interval score 93–99, and 12.85% or 9 students who got interval score of 94–99 in reading interest.

Table 2. Descriptive Statistics of Students' Reading Interest

Statistics	Result Reading Interest
N Valid	70
Missing	0
Mean	79.5571
Std. Error of Mean	1.24439
Median	80.0000
Mode	70.00
Std. Deviation	10.41130
Variance	108.395
Range	40.00
Minimum	58.00
Maximum	98.00
Sum	5569.00

Using the SPSS 16 Windows software, researchers then analyzed the data after the frequency of student interest. The researcher found that mean score of reading interest was 79.55, Median was 80.00. Thus, mode was

70, Standard Deviation was 10.411, Variance was 108.395, the range was 40, and the Minimum score that student got was 58, Maximum score that students got was 98.

Table 3. Scores of Students' Reading Habit Questionnaire Summary

No	Interval Score	Frequency	Percentage
1	58 - 64	6	8.57%
2	65 - 71	3	4.28%
3	72 - 78	9	12.85%
4	79 - 85	27	38.57%
5	86 - 92	13	18.57%
6	93 - 99	12	17.47%
	Total	70	100%

The researcher distributed questionnaire consisting of 25 items as Linkert Scale in the measurement of student reading habits. that were 8,75% or 6 students who got interval score of 58-64, 4.28% or 3 students who got interval score of 6 -71, 12.85% or 9 students who got

interval score of 72-78, 38.57% or 27 students who got interval score of 79-85, 18.57% or 13 students who got interval score of 86-92, and 17,47% or 12 students who got interval score of 88-93, and 11.42% or 8 students who got interval score of 93-99 in reading habit.

Table 4. Descriptive Statistics of Students' Reading Habit

Statistics	Result Reading Habit
N Valid	70
Missing	0
Mean	81.6714
Std. Error of Mean	1.16020
Median	82.0000
Mode	80.00
Std. Deviation	9.70689
Variance	94.224
Range	40.00
Minimum	58.00
Maximum	98.00
Sum	5717.00

After getting the frequency of students' reading habit, the researcher analyzed the data by using SPSS 16 Program for Windows. the researcher got that the mean score of reading habit was 81.73, Median was 82.00,

Mode was 80. Thus, Variance that was gotten was 94,548, Range score was 40, Standard Deviation was 9.724. The minimum score that students got was 58, and maximum score that students got was 98.

Table 5. Score of Students' Reading Comprehension Test Summary

No	Interval Score	Frequency	Percentage
1	40 - 51	1	1.42%
2	52 – 63	8	11.42%
3	64 - 75	29	41.42%
4	76 – 87	23	32.85%
5	88– 100	9	12.85%
	Total	70	100%

To assess reading comprehension used multiple choice test with four options A, B, C, and D, the number of item were 20. Students who answered right given score 5, and 0 for wrong answer. There were 1.42% or 1 students who got interval score of 40 -51, 11.42% or 8

students who got interval score of 52 – 63, 41.42% or 29 students who got interval score of 64 – 75, 32.85% or 23 students who got interval score of 76 – 87, and 12.85% or 9 students who got interval score of 88 – 100 in reading comprehension achievement.

Table 6. Descriptive Statistics of Students' Reading Comprehension Achievement

	Reading Comprehension
Valid	70
Missing	0
Mean	80.7143
Std. Error of Mean	1.51352
Median	80.0000
Mode	80.00
Std. Deviation	12.66302
Variance	160.352
Range	50.00
Minimum	50.00
Maximum	100.00
Sum	5650.00

The researcher found that mean score of reading comprehension achievement was 80.71 and Median was 80.00. Thus, Mode was 80, Variance was 160.352. The Standard Deviation of the data was 12.663, Range was 50, the Minimum Score that students got was 50, and Maximum Score that students got was 100. It can be inferred from the explanation above that students' understanding of reading is strong.

On the basis of research, the researcher used the SPSS 16 window-based program software to respond to the statistical hypothesis, and the researcher used multiple regressions and two ways to determine whether or not: (1) student interest was significantly influenced in the

reading of SMP Negeri 32, Ogan Komering Ulu; (2) The reading habits of students at SMP Negeri 32 Ogan Komering Ulu had a substantial influence on their reading performance; (3) There was a major impact on reading habits at SMP Negeri 32 Ogan Komering Ulu among students' reading engagement and reading skills.

Measuring major impact on the reading performance of students' confidence in reading. This section, the researcher used the basic linear regression to figure out whether the interest in reading and the performance of understanding were significantly influenced. In the following table, the outcome of regression is shown:

Table 7. The Regression between Students' Reading Interest on Their Reading Comprehension Achievement Summary

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	538.638	1	538.638	8.692	.004 ^a
Residual	10.525.647	68	154.789		
Total	11.064.286	69			

a. Predictors: (Constant), Result Reading Interest

b. Dependent Variable: Reading Comprehension

From the calculation, the researcher found that the value of $F_{\text{count}} = 8.692 > F_{\text{table}} = 3.98$, implies, H_a has been accepted, H_0 has been rejected and regression has been significant.

Measuring significant influence between students' reading habit on their reading comprehension achievement. The researcher continued to analyze the regression of students' reading habit on their reading comprehension achievement. The result of regression can be seen in the following table:

Table 8. The Regression between Students' Reading Habit on Their Reading Comprehension Achievement Summary

ANOVA^b

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	5.503.007	1	5.503.007	67.287	.000 ^a
Residual	5.561.278	68	81.784		
Total	11.064.286	69			

a. Predictors: (Constant), Result Reading Habit

b. Dependent Variable: Reading Comprehension

From the calculation, the researcher found that the value of $F_{\text{count}} = 67.287 > F_{\text{table}} = 3.98$ and it means that, H_a was accepted, H_0 was rejected and the regression was significance.

Measuring significant interaction effect among students' reading interest and reading habit on their reading comprehension achievement. The researcher found out the influence of X_1, X_2 , on Y . Multiple regressions were used to calculate the regression on them.

The result of calculation was presented in the following table:

Table 9. The Regression among Students' Reading Interest, Reading Habit, on their Reading Comprehension Achievement Summary

ANOVA^b

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	5.560.479	2	#####	#####	.000 ^a
Residual	5.503.807	67	82.146		
Total	11.064.286	69			

a. Predictors: (Constant), Result Reading Habit, Result Reading Interest

b. Dependent Variable: Reading Comprehension

The researcher has found in the table above that the F-count value = 33.845 > Ftable = 3.98. The results of this study have now proven that Ha has been accepted and H0 rejected. Ha said that students' interest in reading (X₁), habits of reading (X₂), and reading understanding have a major interaction impact (Y). Ha was approved. It can be inferred. The relationship between (X₁), (X₂) and was important (Y).

4. CONCLUSION

The following inference can be taken from the results discussed in the previous chapter: 1) if students have a high level of interest in reading English, they can understand good English easily; 2) if students are well used to reading text and understanding the text easily, the skill of students to understand the word is also good; and 3) if they are interested in reading, they can understand and understand the word easily.

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