

**THE CORRELATION BETWEEN READING HABITS AND READING
COMPREHENSION OF ELEVENTH GRADE STUDENTS AT
MADRASAH ALIYAH AT-TAHZIB**

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ABSTRACT

This study examines the correlation between students' reading habits and their reading comprehension at Madrasah Aliyah At-Tahzib. The problem addressed is students' low reading comprehension, which is influenced by limited reading practice, lack of vocabulary, and low motivation in reading activities. This study aims to determine whether there is a significant correlation between reading habits and reading comprehension among eleventh grade students. This research employed a quantitative correlational design with an ex post facto approach. Data were collected using a reading habits questionnaire and a reading comprehension test, and were analyzed using the Pearson Product-Moment correlation. The results showed a correlation coefficient of $r = .399$ with a significance value of $.006$, indicating a positive and significant correlation between reading habits and reading comprehension, although the level of correlation is considered low.

Keywords: correlation, reading habits, reading comprehension

ABSTRAK

Penelitian ini bertujuan untuk mengetahui hubungan antara kebiasaan membaca dan pemahaman membaca siswa di *Madrasah Aliyah At-Tahzib*. Permasalahan dalam penelitian ini adalah rendahnya pemahaman membaca siswa yang dipengaruhi oleh kurangnya praktik membaca, keterbatasan kosakata, serta rendahnya motivasi dalam membaca. Penelitian ini menggunakan pendekatan kuantitatif dengan desain korelasional melalui metode *ex post facto*. Data dikumpulkan menggunakan angket kebiasaan membaca dan tes pemahaman membaca, kemudian dianalisis dengan menggunakan korelasi Pearson-Product Moment. Hasil penelitian ini menunjukkan nilai koefisien korelasi sebesar $r = 0,399$ dengan nilai signifikansi $0,006$ yang menunjukkan adanya hubungan positif dan signifikan antara kebiasaan membaca dan pemahaman membaca, meskipun tingkat korelasinya tergolong rendah.

Kata Kunci: korelasi, kebiasaan membaca, pemahaman membaca

A. Introduction

Reading is a fundamental skill that plays a crucial role in students' academic success and personal development. In English language learning, reading is one of the four essential skills alongside listening, speaking, and writing, all of which are interconnected in developing language proficiency. Among these skills, reading is considered particularly important because it serves as the primary medium through which knowledge and instructional materials are delivered (Azmi et al., 2020, p. 70). Nunan (2006, p. 69) states that reading is a cognitive process that enables readers to interpret and extract meaning from written texts. Therefore, reading comprehension becomes the main objective of reading activities, as students are expected to recognize words and understand and interpret the meaning of texts (Pang et al., 2003, p. 6).

One important factor influencing reading comprehension is reading habits. According to Sangkaeo (1999, as cited in Baba & Affendi, 2020, p. 110), reading habits refer to an individual's tendency to engage in

reading activities based on interest and preference. Similarly, Chettri and Rout (2013, p. 13) define reading habits as patterns of behavior that include reading frequency, the amount of material read, and time spent on reading. These theories suggest that students who engage in regular reading activities are more likely to develop better comprehension skills.

In Indonesia, reading literacy remains a significant concern. Data from UNESCO indicate that reading interest among Indonesians is relatively low compared to other countries. At the regional level, the Indeks Pembangunan Literasi Masyarakat (IPLM) reported that Nusa Tenggara Barat achieved a score of 66.88 in 2023, which still requires improvement (BPS, 2024). These data highlight the need to improve students' reading habits in order to enhance their reading comprehension.

The condition at Madrasah Aliyah At-Tahzib reflects this issue. Preliminary observations and interviews with the English teacher revealed that many eleventh-grade students experience difficulties in comprehending texts due to limited

reading practice, lack of vocabulary, and low motivation. Students often struggle to identify main ideas, understand supporting details, and interpret texts effectively. This situation indicates that students' reading comprehension requires further attention. Therefore, this study aims to determine whether there is a significant correlation between reading habits and reading comprehension of eleventh-grade students at Madrasah Aliyah At-Tahzib.

B. Research Method

The population of this study consisted of all eleventh-grade students at Madrasah Aliyah At-Tahzib in the 2025/2026 academic year, totaling 46 students from two classes. Since the number of subjects was relatively small, the entire population was taken as the sample.

This study employed a quantitative approach with a correlational design using an ex post facto method. The quantitative approach was used to examine the relationship between variables through statistical analysis, while the correlational design aimed to determine the degree of association between students' reading habits and

their reading comprehension (Creswell, 2012, p. 338). This study was categorized as ex post facto research because both the independent and dependent variables had already occurred prior to data collection, without any treatment or intervention from the researcher (Ary et al., 2010, p. 332). Therefore, the researcher only observed and analyzed the existing data to identify the relationship between the variables.

The data were collected using a reading habits questionnaire and a reading comprehension test. The data were then analyzed using the Pearson Product-Moment correlation to determine the significance and strength of the relationship between the variables.

C. Research Findings

1. The Results of the Questionnaire and the Test

a. The Result of Students' Reading Habits Questionnaire

The results of the reading habits questionnaire indicate that the majority of students were in the medium category, with 25 students (54.35%). Meanwhile, 17 students (36.96%) were classified in the low category. Only a small proportion of

students were categorized as high, with 2 students (4.35%), while 1 student (2.17%) was classified in the very high category and 1 student (2.17%) in the very low category. The distribution of students' reading habits is presented in Table 1:

Table 1 The Distribution of Reading Habits

Category	Score	f	%
Very high	210 - 248	1	2.17%
High	173 - 209	2	4.35%
Medium	136 - 172	25	54.35%
Low	99 - 135	17	36.96%
Very low	62-98	1	2.17%
Total		46	

b. The Results of Students' Reading Comprehension Test

The results of students' reading comprehension scores indicate that the majority of students were in the very high category, with 24 students (52.17%). Meanwhile, 6 students (13.04%) were classified in the high category, and 8 students (17.39%) were in the medium category. In addition, 6 students (13.04%) fell into the low category, while 2 students (4.35%) were classified in the very low category. The distribution of students' reading comprehension is presented in Table 2:

Table 2 The Distribution of Reading Comprehension

Category	Score	f	%
Very high	85 - 100	24	52.17%
High	75 - 84	6	13.04%
Medium	60 - 74	8	17.39%
Low	50 - 59	6	13.04%
Very low	0 - 49	2	4.35%
Total		46	

2. Descriptive Statistical Analysis

The results of the descriptive statistics of the students' reading habits questionnaire and reading comprehension test are presented in Table 3:

Table 3 Descriptive Statistics of Questionnaire and Test

	N	Descriptive Statistics			
		Minimum	Maximum	Mean	Std. Deviation
Reading Habits	46	92	215	140.93	22.501
Reading Comprehension	46	40	97	78.39	15.879
Valid N (listwise)	46				

The descriptive statistics show that the reading habits scores of 46 students ranged from 92 to 215, with a mean score of 140.93 and a standard deviation of 22.501. Meanwhile, the reading comprehension scores ranged from 40 to 97, with a mean score of 78.39 and a standard deviation of 15.879. These results indicate that students' reading comprehension is generally high, although variations in individual performance are still evident.

3. The Results of The Normality Test

This study employed the One-Sample Kolmogorov-Smirnov Test (N = 46) with a significance level $>.05$. The results are presented in Table 4.

Table 4 Normality Test

One-Sample Kolmogorov-Smirnov Test

Unstandardized Residual		
N		46
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	5.10944665
Most Extreme Differences	Absolute	.123
	Positive	.088
	Negative	-.123
Test Statistic		.123
Asymp. Sig. (2-tailed)		.078 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Based on the results, the Test Statistic value was .123, and the Asymp. Sig. (2-tailed) the value was .078. Since the significance value .078 $>.05$, the data are considered normally distributed, so the normality assumption is fulfilled, and parametric statistical analysis can be applied.

4. The Results of The Linearity Test

The linearity test was conducted using the ANOVA Table by referring to the Deviation from Linearity value with a significance level of $>.05$. The results are presented in Table 5.

Table 5 Linearity Test

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Reading Comprehension *	Between Groups	(Combined)	1061.812	32	33.182	1.285	.324
Reading Habits	Linearity		222.688	1	222.688	8.624	.012
	Deviation from Linearity		839.123	31	27.068	1.048	.486
Within Groups			335.667	13	25.821		
Total			1397.478	45			

Based on the results, the significance value of Deviation from Linearity is .486. Since the value .486 $>.05$, it can be concluded that the relationship between reading habits and reading comprehension is linear.

5. Hypothesis Testing

The analysis was conducted using the Pearson Product-Moment correlation, and the results are presented in Table 6:

Table 6 Hypothesis Testing

		Correlation	
		Reading Habits	Reading Comprehension
Reading Habits	Pearson Correlation	1	.399**
	Sig. (2-tailed)		.006
	N	46	46
Reading Comprehension	Pearson Correlation	.399**	1
	Sig. (2-tailed)	.006	
	N	46	46

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

The results show a Pearson correlation coefficient of $r = .399$ with significance value (Sig. 2-tailed) of .006 (N = 46). Since the significance value .006 $<.05$, the alternative hypothesis (H_a) is accepted, indicating a significant correlation between

reading habits and reading comprehension.

Referring to Sugiyono's (2017, p. 257) criteria, the correlation coefficient of $r = .399$ falls into the low correlation category. Although the strength of the correlation is low, the positive coefficient indicates that better reading habits are associated with higher reading comprehension.

6. Discussion of Findings

The reading habits questionnaire used in this study was adapted from Balan et al. (2019) and Senthilkumaran & Revathi (2022). The results showed that 1 student (2.17%) was categorized as having very high reading habits, 2 students (4.35%) in the high category, 25 students (54.35%) in the medium category, 17 students (36.96%) in the low category, and 1 student (2.17%) in the very low category. The mean score of reading habits was 140.93, which indicates that students' reading habits were generally at a moderate level.

Meanwhile, the reading comprehension test was developed based on the English Learning Outcomes (*Capaian Pembelajaran*) for Phase F in the Merdeka Curriculum (Kemendikbudristek, 2022). The

results of reading comprehension showed that 24 students (52.17%) were in the very high category, 6 students (13.04%) in the high category, 8 students (17.39%) in the medium category, 6 students (13.04%) in the low category, and 2 students (4.35%) in the very low category. The mean score was 78.39, indicating that students' reading comprehension was generally high.

To examine the correlation between reading habits and reading comprehension, the Pearson Product–Moment correlation analysis was conducted. The result showed a correlation coefficient of $r = .399$ with a significance value of .006, indicating a positive and significant relationship. Although the correlation is categorized as low, it suggests that students with better reading habits tend to have higher reading comprehension.

Based on the significance value of $.006 < .05$, the alternative hypothesis (H_a) was accepted, and the null hypothesis (H_0) was rejected. This confirms that there is a significant correlation between reading habits and reading comprehension.

This finding supports the idea that reading activities contribute to

students' comprehension ability. Students who read more frequently are more exposed to a wider range of vocabulary, ideas, and text structures, which help them understand texts more effectively. This is consistent with Sangkaeo (1999), and Chettri and Rout (2013, p. 13), who emphasize that reading habits influence comprehension through consistent reading behavior.

The findings are also in line with previous studies that reported a positive correlation between reading habits and reading comprehension. Sintawati and Azzahro (2024) found a high correlation, while Sartika et al. (2020) and Syafitri reported moderate correlations between reading habits and reading comprehension, although with different levels of strength. This indicates that reading habits remain an important factor in developing reading comprehension across different educational contexts. However, the relatively low correlation in this study suggests that other factors may have influenced students' reading comprehension, such as limited reading motivation, lack of vocabulary, and the use of self-report questionnaires, may have affected the results.

D. Conclusion

This study concludes that there is a positive and significant correlation between students' reading habits and their reading comprehension among eleventh-grade students at Madrasah Aliyah At-Tahzib. The correlation coefficient ($r = .399, p = .006$) indicates that, although the relationship is categorized as low, students with better reading habits tend to have higher reading comprehension.

Therefore, improving students' reading habits through increased reading practice, motivation, and access to reading materials is important for supporting better reading comprehension. Future research is recommended to explore other factors that may influence reading comprehension in different educational contexts.

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