



SENIOR HIGH SCHOOL STUDENTS' ENGLISH READING HABITS AND THEIR ABILITY TO COMPREHEND SHORT STORY IN ENGLISH: A Correlational Study at SMA Negeri 1 Gunung Tuleh

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Abstract

This study is aimed to investigate senior high school students' reading habits and their reading comprehension of short story in English. There are several categories were asked to the students in order to find out their reading habits category, the amount of reading practice, the length of time having reading habits, the types of the text read, the number of books read, the number of publish writing, the respondent of their English reading habits, the EFL students' purpose of reading English text, the motivation of the EFL students to read English and the last the belief of EFL students about reading English. Moreover, the categories tested in reading comprehension test are main idea, finding detail information, inference, reference, and vocabulary. The participants of this research were 66 of second grade students of SMAN 1 Gunung Tuleh who took English as elective course. This study employed descriptive research. The instrumentations of this research were questionnaire and reading test. The result of this research showed that students' reading habit is strongly influences their reading ability to comprehend short story I English. Reading habit has positive impact towards the students reading comprehension. Nevertheless, it have negative impact toward students' reading comprehension.

Keywords:

Reading Habits, Reading Comprehension, Short Story in English

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INTRODUCTION

Reading is generally defined as the art of interpreting printed and written words (Devarajan & Gray, 1989; Koda, 2007; Ziegler & Goswami, 2006; Dadzie, 2008). According to Patel & Jain (2018) reading is the most important and useful skill for people. The same idea is also shared by Noor (2011) who claims that reading is the most important academic skill. Moreover, Delvi Wahyuni, Witri Oktavia, and Leni Marlina (2019) also stated that reading is an integral part of students' life because

reading activities are the core of many of their compulsory subjects. Then, it can be concluded that reading is the arts of someone to interpret, comprehend the written text, and it is very likely to be the most important language skill in learning language.

Because reading is very important, efforts are needed to improve reading skills. One way to improve reading skills is building good reading habits. As claimed by Scott and Saaiman (2016), in order to engage with a good reading ability, it is necessary to improve students' reading habit. Then, it can be summarized that reading habit is effective in improving someone reading ability. According to Patel and Jain (2008) building good reading habit students' brain will be stimulated to remember many things, because they read a lot. As a result it will be easier for students to comprehend the reading text, especially English reading text.

In Indonesia, short stories in English are one of the literary texts that is taught to senior high school students who took English as their elective subject. Short story in English therefore is defined by Poe (in Abrams, 1970) as "a narrative that can be read at one sitting of from one-half hour to two hours". Generally the purposes of studying short story in English are to entertain the reader by interacting with character feeling and opinion in the text. Next, using short story in the process of learning will help the students to develop their ability to learn foreign language because it is fun (Ellis and Brewster, 1991). Last, learning short story is aimed to gain the students a real knowledge of the world by exploring authentic materials (Fawkes, 2001).

METHOD

This research is descriptive research. The aim of this method is to describe the problem of the study in detail (Fox, W, and Bayat, 2007). By using this kind of research design, the researcher tries to find out whether the students' reading habit influence the students' reading comprehension. Moreover, the respondent of this research were 66 second grade students of SMA Negeri 1 Gunung Tuleh who took English as their elective subject. To gather the data about student's English reading habit, the researcher use Reading habits questionnaires, adopted from Erna Iftanti (2012), while to find the data of students' reading comprehension the researcher prefer to adopt reading test from Yuli Susanti Prihastuti (2013). The data were collected in during 10th and 11th of the even semester (Januari- Juni, 2020).

RESULT AND DISCUSSION

Data Description

The result of the students' English reading habits shows that the majority of the students have either fair or good reading habits. To be more detail, the data is illustrated in this following sentence. First, there are 28 students who have good reading habits. Then, there are 38 students who have fair reading habits criteria. Meanwhile, there is no student who lays on very good reading habits criteria. The same result also exist on bad and very bad criteria; no one of the students who lay on. Furthermore from the data obtained, the average of the students reading habit score is 59, 04 %. When it is consulted to the table of category level by Arikunto, the score is categorized Fair. Then, it can be seen on the following table.

Tabel 1. Percentage Students' Reading Habits

Criteria	Percentage score	Frequency of students
Very good	81-100 %	0 Students
Good	61-80 %	28 Students
Fair	41-60 %	38 students
Bad	21-40 %	0 students
Very Bad	0-20 %	0 students

In the following section will be students' reading ability to comprehend short story in English. The description is followed by the result of reading test. It is done in order to find whether reading habit influence reading ability. Moreover, to analyze the data, the writer uses the classification score by Harris (1974).

In general, the result of the students' reading comprehension test show that the majority of the students Good reading comprehension ability. It is shown by 46 of them having 60-79 score. Moreover, there are 17 students who have 50-59 score. Then, it is categorized as Mediocre. Nevertheless, there are 3 students who laid on the lowest score. Then it is categorized as Poor criteria. 3 of the students laid on Poor criteria, having 0-49 score. Nevertheless, the lowest students' frequency is laid on Excellent; no one of the students categorized on. Furthermore from the data obtained, the average of the students reading comprehension score is 64%. When it is consulted to the table of classification by Harris the score is categorized Good. Finally, it can be showed on the following table.

Table 2. Score of Students' Reading Comprehension

No.	Level of Ability	Test Score	Frequency of the Student
1.	Excellent	80-100	0 Students
2.	Good	60-79	46 Students
3.	Mediocre	50-59	17 Students
4.	Poor	0-49	3 Students

Data Analysis

Before coming to the final result, doing normality test is very important in order to know whether the data used is normal or not. Then after doing the test the writer found that the data variable for X is 0,068 and for Y is 0,099. Finally it can be concluded that the data used are normal, because the data are bigger than 0.05. Then, it can be seen on the table below.

Table 3. Result of Normality Test

Variable	Significance (Sig)	Criteria
X	,068	Normal
Y	,099	Normal

After calculating the Normality test, then the writer continues to calculate the Linearity test. Thus, the Linearity test is used to know the relation between dependent and independent variables. The researcher found that the data is 0.66 and it is categorized linear because the data is bigger than 0.05. Finally it can be seen in the following table.

Table 4. Result of Linearity Test

Variables	Sig	Criteria
X*Y	0,66	Linear

After doing Normality and Linearity test, the writer continued to do the last test that is Statistical test. Moreover, this test is aimed to know whether student' reading habits (X) influence their reading comprehension (Y) of Short story in English. The analysis is using Product moment correlation on (Statistical Package for Social Science) SPSS version 21. After processing the data it showed that the correlation index (r_{xy} is 0,891) is in interval 0.70- 0.91. It means that students' reading habits influence their reading comprehension on the high correlation. Then, the result can be seen in the following table.

Table 5. Result of Correlation Product Moment

	Reading Habits	Reading Comprehension
Reading Habit	1	,891
Pearson Correlation		,000
Sig. (2-tailed)	66	66
N		
Reading Comprehensions	,891**	1
Sig. (2-tailed)	,000	66
N	66	66

CONCLUSION

Based on findings of the research, it can be seen that students' reading habits take roles in students' reading comprehension success. This study also was relevant with other previous studies such as, Asep Suhana & Acep Haryudin, 2017; Agus Wahyudi, 2016; Rahma Yusnaeni, Masyhur, and M Syarfi, 2019; Rahmayuni Wulandari, 2016; Tri Septiarini, Aceng Rahmat, Darmahusni, 2018. However, this study was also different with other studies conducted by Zahra Akbari, 2014 and Jalil Fathi and Maryam Afzali, 2019.

Moreover, the score of students' reading habits of this research are categorized Fair based on the table of category level used by Arikunto. This result is also same with Rachmawaty and Yohanes Kurniawan Winardi, 2010; Nining Syafitri, 2018; Primandita Rahmaningtias and Dyah Kusumastuti, 2019. Furthermore, the category score of students' reading comprehension is categorized Good, based on the table of classification suggested by Harris. Then, the result of the data calculation is similar with some other researches. They are Sukarta kartawijaya, 2017; Sri Dafiyanti, Endang Susilawati, and Eni Rosnija, 2015; Sitti Sahriana and Ismail Anas, 2017.

From the hypothesis accepted, it directly showed that there was a positive correlation between students' reading habits and their reading comprehension at the second grade of SMA Negeri 1 Gunung Tuleh. In academic fields, having good reading habits helps the students to easily understand the meaning the context in a

reading text and answer the questions without any obstacles. Then, having good reading habits also will make students are able to speak confidently in front of the class. Finally, pursuing reading habit helps the students to improve analytical skill in comprehension task.

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