

**THE CORRELATION BETWEEN READING HABIT AND READING
COMPREHENSION ACHIEVEMENT AMONG THE ELEVENTH GRADE
STUDENTS OF SMA BUDI MURNI 2 MEDAN**

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A B S T R A C T

Reading habit is an reading activity on a regular basis that involves both physically and mentally to get the message, knowledge conveyed by the author. Reading comprehension is the process of making meaning from text. This study was aimed to see correlation between Students' reading habit and students' reading comprehension at the Eleventh Grade of SMA Budi Murni 2 Medan. The design of the research is a quantitative. The sample of this research is XI 6 and XI 7 class, consist of 65 students. Techniques of data collection used are questionnaire and test. Techniques of data analysis used are SPSS version.16 and Pearson's product moment. Based on data analysis, first, the result of this study indicated that students' reading habit at the Eleventh Grade of SMA Budi Murni 2 Medan is 0.59 Low category. The Second, students' mean score reading comprehension at the Eleventh Grade of SMA Budi Murni 2 Medan is 82, high category. There is a significant correlation between students' reading habit and students' reading comprehension at the Eleventh Grade of SMA Budi Murni 2 Medan this is accordance with the results of the questionnaire and score test about reading comprehension with significant value $r_{xy}=0,707 \geq =0,367$ at a significant level of 5%. This means that the more reading habit the students have the higher their reading comprehension achievement is.

Introduction

Reading also plays an important role in language development and cognitive function, as it helps individuals to improve their vocabulary, comprehension skill, and critical thinking abilities. Overall, reading is a complex and multifaceted process that plays a vital role in our daily lives and the development of our cognitive abilities.

Reading habit is viewed as one of factors relating to the success of reading comprehension. Therefore, to enhance reading comprehension, it is necessary to improve reading habits of the students. The benefits of readings habit are enormous, since it will enable the students to broaden their perspective. Thus reading habit will help the students speak with confidence and build an expertise. Simultaneously, reading comprehension and reading habit are both interrelated.

States that there are some purposes of reading habits which have either positive or negative result. For purpose of this topic, they are grouped into four segments they are : Hobbial , recreational, concentration, deviational. (Ochanaya, 2010)

(1) Hobbial

A hobby is an activity that creates joy and satisfaction in doing it. The purpose of reading habit as a hobby makes a reader knowledgeable in so many areas, such as in educational politic, religion and economic. This purpose of reading habit not only makes one satisfied but also positive. Unlike other hobbies reading is of the most recommended one to shape readers personality skill. By reading books particularly can develop the knowledge of vocabulary which helps in conversations. Reading as hobby is wonderful because it helps the readers to

improve their ability to absorb and to comprehend written material and help them to pursue a better job.

(2) Recreational

A good reading habit for recreational makes the reader acquire more knowledge in the classroom. Reading for relaxation is aimed to cool the reader's brain and to avoid mental fatigue the example activities on reading for relaxation are reading newspaper and magazine.

(3) Concentration

Concentration means the readers acknowledge their reading process to understanding the meaning of the passage. Reading for concentration is recommended for use in school by skate holders; this reading habit shows positive result in student's achievement in school.

(4) Deviatonal

This part of reading result in negative thing as it deviates from the real purpose of reading. Here the students pretend to read by looking at the text, but actually they do not. This kind of reading should be avoided since it can lead the students to the loss of interest in reading.

Complaints about low reading habits and reading abilities at school level cannot be said to be the teacher's negligence at the school concerned. This matter should be restored again on reading habits at early stages. The role of parents is more dominant for shaping reading habits of children. How could a child have high reading habit while the parents never provide examples? Children will be more interested and motivated to do something if they are given examples, not simply telling them to. When children enter school age, then the teachers have a role in developing interest to improve their reading habits. Thus, parents do have a very important role in shaping and improving reading habits of children. Reading as one of language skills has a very important role. Reading is the most useful and important skill for people, as this skill is more important than speaking and writing. (Jain, 2008). Reading habits is a mental process toward the text and comprehension is the result. This reading habit is indicated by the amount of reading material one reads, frequency of reading, the average time spent for reading, and also the purpose of reading. It is also indicated by the readers' positive attitude toward reading, their enjoyment in reading practices and motivation to read. (Zwiers, 1998).

Summarized six aspects of reading habit, they are : reading frequency, books read, time spent on academic reading, time spent on non academic reading, motivation in the family environments, motivation in the academic environments.(Goana, 2010)

1) Reading Frequency : Is one of activity when someone reads for minutes or hours a day. Reading frequency is used to measure how often a student reads in his spare time.

2) Books Read

The number of how many books that the students have read in the last three months.

3) Time Spent on Academic Reading

It is considered the time that the students devote to read academic books especially for their specialist subject.

4) Time Spent on Non Academic Reading

It is discussed amount of time that the students use to read non academic book, magazine, such as novel, fiction, romance, horror, etc.

5) Motivation in the Family Environment

It is very important in the students' reading habit, when students see the behavior of their families who like to read, indirectly the response of students to get used to reading will occur naturally. It focuses on the recommended books purchased by the family based on the interest of the family.

6) Motivation in the Academic Environment

Teacher's motivation in improving students' reading habit is very important. The role of teachers in schools is closely related to the results obtained by students. The existence of a reading culture carried out by the teacher towards students will greatly help students in getting used to reading books. It focuses on the frequency of student's reading literature in their school environment based on the teacher report.

Reading comprehension called as a reading comprehension only if the readers are able to comprehend the meaning of the text, it means they do not do reading comprehension. There are some experts have been developed process on how reading comprehension occurs (Danielle, 2007). Comprehension is a multifaceted process affected b a variety of skills. However, unlike the large number of supposedly distinct comprehension skills identified in many commercial reading programs, researchers to date have only tentatively confirmed the existence of approximately five component skills. Reading comprehension is a process of making sense of written ideas, thought meaningful interpretation and interaction with language. Reading comprehension is best viewed as a multifaceted process affected by several thinking and language abilities.

According to (Heilman,1981) reading comprehension as composed of a multiple number of skills and abilities are interrelated and interdependent. Comprehension is a multifaceted process affected b a variety of skills. However, unlike the large number of supposedly distinct comprehension skills identified in many commercial reading programs, researchers to date have only tentatively confirmed the existence of approximately five component skills. Reading comprehension is a process of making sense of written ideas, thought meaningful interpretation and interaction with language. Reading comprehension is best viewed as a multifaceted process affected by several thinking and language abilities.

(Brown, 1979) states that reading comprehension is variously defined by both practician and theorist. Reading comprehension is sometimes defined by comprehension tests. If a test says it measures comprehension, whatever that tests happens to measures becomes what comprehension is supposed to entail.

(Dallmann, 1982) states that the low reading comprehension skills are caused by variety of factors. The factors which are responsible to the depth of readers' comprehension are as follows: difficulty of material, intelligence, environment, emphasis on word recognition emphasis on oral reading, background of reading selection, adjustment of reading techniques, and rate of reading.

1. Difficulty of Material

The difficulty of material is proposed as one of the major causes of lack comprehension. Especially multiple concepts in reading material, it contributes to identify absorbing materials beyond their capabilities. In the same manner, unsuitable methods that the teachers used may caused frustration to the student.

2. Intelligence

Readers' ability to comprehend is sometimes limited by the richness of their background knowledge and vocabulary that readers have the more success of reading

comprehension they would be. Therefore mental maturity should be taken into consideration in term determining where reading instruction should star.

3. Environment

The unpleasant environments such as noisy surrounding, inadequate lighting, high or low temperatures and distracting surroundings may interfere the students' comprehension.

4. Emphasis on word Recognition

All assignment would be wasted only if the students know how to make word meaning properly. The deficiencies in comprehension are sometimes caused by the lack power of concentration the recognition of individual words. Emphasizing on word recognition is enormously important in reading comprehension. Teachers should teach the students how to use dictionary and how to build word meaning.

5. Emphasis on Oral Reading

When students do oral reading automatically they interpret the meaning of the text passage through their month. The more practice students on oral reading the more accurate they on comprehending.

6. Background for Reading Comprehension

Concept about reading material and experience are frequent problem of students' poor reading comprehension. Teacher should be careful in selecting type of reading passage. Disorganized text materials such as used advance textbook to younger learner, give them irrelevance contents, and supply them with unfamiliar glossaries should be ignored by the teachers. Therefore, teachers should be aware to select textbook and distribute it efficiently to the students.

7. Adjustment of Reading Techniques to purpose

The wrong selection of adjusting reading techniques and choosing the right type of material are crucial factors in determining success in reading comprehension

8. Rate of Reading

The wrong selection in adjusting the reading rate to the type of material, such as newspaper, text book, novel or magazine might cause failure in comprehending text material.

In addition, identify five major determinant factors of reading comprehension contrasting as follow; Background experience, language abilities and thinking abilities, affection (interest, motivation, attitude, beliefs, and feelings).

Research Method

There are two kinds of variables in this research, variable X and variable Y. Reading habit as variable X and reading comprehension as variable Y. The research design that aflied in this research is quantitative research. The writer analyzed the research by using Pearson Correlation Product Moment.

The correlation is indicated by correlation coefficient represented with numbers from 0 to 1 showing the degree of relationship, and the direction of the correlation indicated with (-) showing negative correlation and (+) showing positive correlation. The correlation coefficient is a measure of correlation strength can range from -1.00 to 1.00. There are three possible results of a correlation study, those are; a positive correlation, a negative correlation, and no correlation.

The research design of the research is the correlation between students' reading habit and student's reading comprehension at the second grade of SMA Budi Murni 2 Medan

Location and Time of the Research

The writer conducted the study to the eleventh grade of SMA Budi Murni 2 Medan which is located at Jalan Kapiten Purba I Medan, Mangga, Kec. Medan Tuntungan, Kota Medan. Started in July 2023 in the academic year 2023/2024. It was needed to improve based on the writer's knowledge there had never been any about correlation between reading habit and reading comprehension.

Population

Sugiyono (2015:148) states that population is a generalization region consisting of objects and subjects that have a certain quantity and type. Setyosari (2010) population refers to the whole group from which sample are taken. The population of this research is the second grade of SMA Budi Murni 2 Medan in the academic year of 2023/2024 consisting of 7 classes, namely XI 1 of 34 students, XI 2 of 34 students, XI 3 of 34 students, XI 4 of 34 students, XI 5 of 34 students, XI 6 of 34 students, XI 7 of 34 students.

Sample

The sample took by using purposive sampling. The research took the class XI 5 of 34 students, XI 6 of 34 students, XI 7 of 34 students as the sample in this research because the teacher's recommends this class is the most appropriate class to represent all populations because of the varying abilities of students compared to other classes.

Technique of Collecting Data

There are some procedural in this research such as follow

Questionnaire

According to Sugiyono (2014:199) questionnaire is data collection technique that is done by giving a set of questions or written statement to the respondent to be answered. The questionnaire is an efficient data collection technique when research know with certainty the variables to be measured and know what can be expected from the respondents. In this research, the writer distributed the questionnaire about students aimed to know their reading habit score. In determining students score the researcher used cosed questionnaire in which the respondent ticked the available responses given by the researcher. The questionnaire used five alternative based on the Likert's scale Types, which consists of 30 possitive and negative statement items. Likert's scale is used to measure attitude, opinion, perception based on the certain object or phenomena. The indicators of the questionnaire were explained as follows: Strongly Agree (Sangat Setuju), Agree (Setuju), Hesitant (Ragu-Ragu), Disagree (Tidak Setuju) and Strongly Disagree (Sangat Tidak Setuju).

Test

Test is a number of questions that have been given to students to be given a response or a answered to measure the level of students' reading comprehension.

In test, the students will be given the descriptive test, they are given sixty minutes to do the test and the researcher will give the multiple choice test because the technique of scoring will bw easy and practical. Tet is used to determine the students' reading comprehension

Data collection procedures

To collect the data, researcher used some steps as follow:

1. The first, the researcher choose the place of the study
2. The second, the researcher asked permission to carry out the study

3. The third, the reading habit questionnaires and reading comprehension achievement test will be given to all respondents.
4. The fourth, the researcher asked the students to answer in certain time.
5. The next, the researcher checked the students answer and measure the answer
6. The last step, obtained the scores of reading habit questionare and reading comprehension test and then computed the data.

Technique of Data Analysis

The technique data analysis in this research used descriptive statistical techniques and inferential statistics to facilitate the analysis of the research data, the researcher used SPSS. The technique data analysis of this research as follows:

3.6.1 Descriptive Statistics

Data analysis using descriptive statistics, which describes the texting data to obtain facts from respondents, hence more easily to understand. The analysis used with descriptive statistics is done by collecting, compiling, presenting, and analyzing all data of all variables in terms of percentage, frequency distribution, histogram, diagram, graph, mean, mode, median, and standard deviation.

3.6.2 Inferential Statistic

Inferential statistics are statistical data analysis techniques used to obtain a logical conclusion of the data available in this study, its necessary to test through hypothesis testing. Inferential statistics analysis is used to know the correlation between students' reading habit and students' reading comprehension class XI IPS 1 SMA Budi Murni 2 Medan, using pearson's product moment correlation analysis technique with the following formula

$$r_{xy} = \frac{N\sum xy - (x)(y)}{\sqrt{(N\sum x^2 - (\sum x)^2)(N\sum y^2 - (\sum y)^2)}}$$

where :

r_{xy} = The correlation coefficient of variables X and Y

N = The sum of the object total

\sum_{xy} = Total multiplication score X and Y

\sum_x^2 = The sum of squares distribution score X

\sum_y^2 = The sum of squares distribution score Y

In this criteria when r_{hitung} is less than r_{tabel} value, so that H_o is accepted, and H_a is rejected, but vice versa when r_{hitung} is bigger than r_{tabel} value, so that H_a is accepted and H_o is rejected.

Result and Discussion

Based on the result of the SPSS, description of the data presented in this section includes variable data of students' reading habit (X) and students' reading comprehension (Y). The values that have been presented after processing from raw data using descriptive analysis technique, are the average value, median, modus, and standard deviation. To obtain an overview of the result in frequency distribution and histogram graphs are also presented. The descriptive statistical calculation result of each variable are presented as follows.

Students' Reading Habit

The summary of descriptive statistics for students' reading habit(X) can be see in the following table.

Table 4.1 The Summary of Descriptive Statistics (Variable X)

**Statistics
Students' Reading Habit**

N	Valid	65
	Missing	0
Mean		59.72
Std. Error of Mean		.531
Median		60.00
Mode		63
Std. Deviation		4.281
Variance		18.328
Range		18
Minimum		49
Maximum		67
Sum		3882

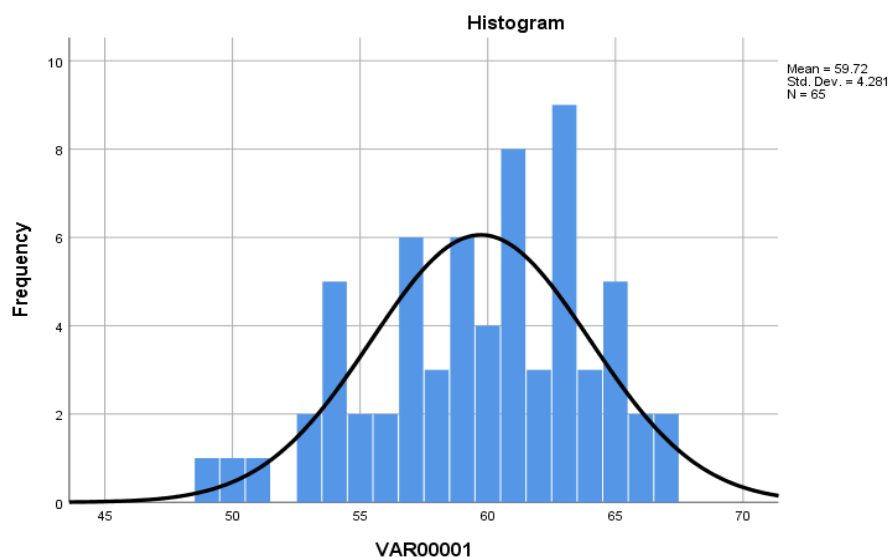
The result showed that the reading habit variable score was between 49 and 67, the Mean was 59.72, Median 60.00, Mode 63, Variance 18.328 and Std. Deviation 4.281. The frequency distribution of students' reading habit can be see in the following table.

Table 4.2 Frequency Distribution of Students Reading Comprehension

Valid	Frequency	Percent	Valid Percent	Cumulative Percentage
49	1	1.5	1.5	1.5
50	1	1.5	1.5	3.1
51	1	1.5	1.5	4.6
53	2	3.1	3.1	7.7
54	5	7.7	7.7	15.4
55	2	3.1	3.1	18.5
56	2	3.1	3.1	21.5
57	6	9.2	9.2	30.8
58	3	4.6	4.6	35.4
59	6	9.2	9.2	44.6
60	4	6.2	6.2	50.8
61	8	12.3	12.3	63.1
62	3	4.6	4.6	67.7
63	9	13.8	13.8	81.5
64	3	4.6	4.6	86.2
65	5	7.7	7.7	93.8
66	2	3.1	3.1	96.9
67	2	3.1	3.1	100.0
Total	65	100.0	100.0	

Based on the frequency distribution, for the total score obtained by each respondent with a score of 49, 50, 51 has 1 frequency (1.5%), score 53, 55, 56, 66, 67 each has 2 frequency (3.1%), 58, 62, 64 each has 3 frequency (4.6%), score 60 has 4 frequency (6.2%), score 54, 65 each has 5 frequency (7.7%), score 57, 59 each has 6 frequency (9.2%), score 61 has 8 frequency (12.3%), and score 63 has 9 frequency (13.8%). So the largest frequency is the score 63 with 9 frequency (13.8%) and the smallest frequency is at the score 49, 50, 51 each have 1 frequency (1.5%).

Figure 4.1 Histogram of Students' Reading Habit



Based on the data shown in the frequency distribution table above , when compared with the mean score 59.72 it indicates that the score of students' reading habit is below the average for 23 respondents (35.3%), whereas above the average score is 42 respondents (64,6%). Determining the category from score of the students' reading habit is done using the percentage from criteria as follows :

Table 4.3 Guidelines for interval of the score

Interval	Category
126 – 150	Very High
101 – 125	High
76 – 100	Medium
51 – 75	Low
26 – 50	Very Low

The total value of students' reading habit obtained from the result of the study is 3882, the highest value of this result variable is $20 \times 5 = 100$, because the number of respondent is 65, the criterion value is $65 \times 100 = 6500$. So students' reading habit is $3882 : 6500 = 0.59$ of the criterion set. So it can be concluded that the value of students reading habit belongs to the Low category.

4.3.2 Students' Reading Comprehension

The summary of descriptive statistics for students' reading comprehension (Y) can be seen in the following Table :

Table 4.4 The Summary of Descriptive Statistics (Variable Y)

**Statistics
Students' Reading Comprehension**

N	Valid	65
	Missing	0
Mean		82.15
Std. Error of Mean		1.454
Median		85.00
Mode		90
Std. Deviation		11.725
Variance		137.478
Range		45.00
Minimum		55
Maximum		100
Sum		5340

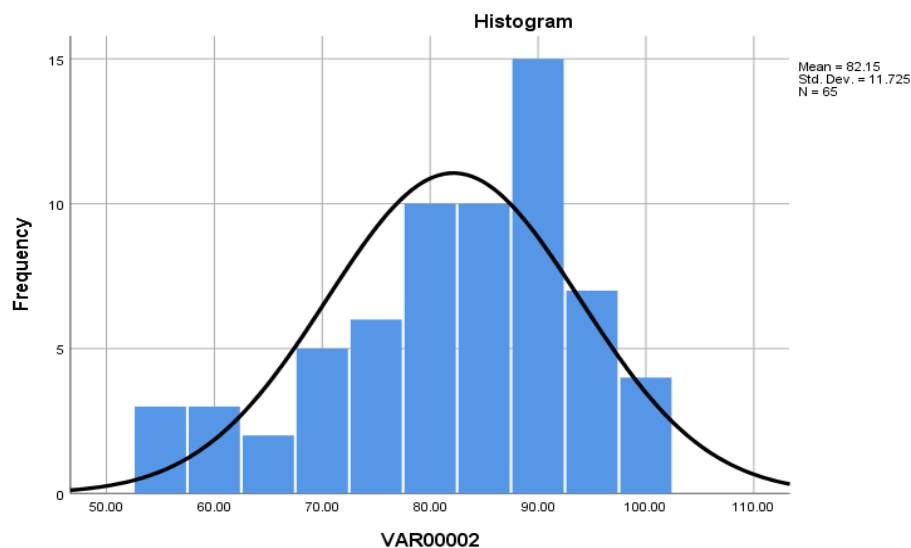
The result showed that variable score of the students' reading comprehension was between 55 up to 100, Mean score of 82.15, Median 85.00, Modus 90, Variance 137.478 and Std. Deviation 11.725. The frequency distribution of the students' reading habit can be seen in the following table :

Table 4.5 Frequency Distribution of Students' Reading Comprehension

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
55	3	4.6	4.6	4.6
60	3	4.6	4.6	9.2
65	2	3.1	3.1	12.3
70	5	7.7	7.7	20.0
75	6	9.2	9.2	29.2
80	10	15.4	15.4	44.6
85	10	15.4	15.4	60.0
90	15	23.1	23.1	83.1
95	7	10.8	10.8	93.8
100	4	6.2	6.2	100.0
Total	65	100.0	100.0	

Based on the frequency distribution, for the total score obtained by each respondent with a value of 65 have 2 frequency (3.1%), a value 55 and 60 have 3 frequency (4,6%), a value 100 have 4 frequency (6.2%), a value 70 have 5 frequency (7.7%), a value 75 have 6 frequency (9.2%), a value 95 have 7 frequency (10.8%), a value 80, 85 have 10 frequency (15.4%), a value 90 have 15 frequency (23.1%). So the score of respondents which has largest frequency is at value of 90 which has 15 frequency (6.2%) and the smallest frequency is at value of 65 which has 2 frequency (3.1%). This variable histogram can be shown in the following graph.

Figure 4.2 Histogram of Students' Reading Comprehension



Based on the data shown in the frequency distribution table above, when compared with the mean score 82.15 indicates that the score of students' reading comprehension is below the average group of 8 respondents (12.3%), which is in the average score is 11 respondent (16.9%), and which are in groups above the average score of 46 respondents (70.7%). Determining the category from the score of students' reading comprehension is done using the percentage form criteria as follows :

Table 4.6 Guidelines for interpreting the score of respondent

Percentage	Relationship Level
90% - 100%	Very High Category
80% - 89%	High Category
70% - 79%	Medium Category
60% - 69%	Low Category
0% - 59%	Very Low Category

The total value of students' reading comprehension obtained from the results of the study is 5340, the highest value of this result variable is 100, because the number of respondent is 65, the criterion value is $65 \times 100 = 6500$, so students' reading comprehension is $5340 : 6500 = 0.82$ or 82% of the criteria set. So, it can be concluded that the value of the students reading comprehension belongs to the High category.

4.3.3 The Correlation Between Students' Reading Habit and Students' Reading Comprehension

Table 4.7 Calculating Scores of Reading Habit and Reading Comprehension

N	X	Y	X.Y	(X ²)	(Y ²)
1	61	90	5490	3721	8100
2	67	95	6365	4489	9025
3	59	70	4130	3481	4900
4	63	95	5985	3969	9025
5	53	55	2915	2809	3025
6	63	85	5355	3969	7225
7	59	85	5015	3481	7225

8	54	80	4320	2916	6400
9	58	70	4060	3364	4900
10	61	85	5185	3721	7225
11	65	90	5850	4225	8100
12	58	95	5510	3364	9025
13	67	80	5360	4489	6400
14	65	80	5200	4225	6400
15	62	80	4960	3844	6400
16	63	80	5040	3969	6400
17	63	90	5670	3969	8100
18	61	100	6100	3721	10000
19	51	90	4590	2601	8100
20	57	85	4845	3249	7225
21	63	80	5040	3969	6400
22	64	70	4480	4096	4900
23	63	85	5355	3969	7225
24	60	85	5100	3600	7225
25	57	75	4275	3249	5625
26	59	90	5310	3481	8100
27	59	85	5015	3481	7225
28	62	85	5270	3844	7225
29	60	90	5400	3600	8100
30	53	90	4770	2809	8100
31	57	75	4275	3249	5625
32	61	75	4575	3721	5625
33	62	100	6200	3844	10000
34	56	85	4760	3136	7225
35	61	90	5490	3721	8100
36	63	90	5670	3969	8100
37	65	95	6175	4225	9025
38	59	70	4130	3481	4900
39	63	65	4095	3969	4225
40	54	75	4050	2916	5625
41	54	60	3240	2916	3600
42	58	80	4640	3364	6400
43	63	60	3780	3969	3600
44	66	90	5940	4356	8100
45	57	80	4560	3249	6400
46	54	95	5130	2916	9025
47	49	80	3920	2401	6400
48	54	90	4860	2916	8100
49	65	80	5200	4225	6400
50	66	90	5940	4356	8100

51	60	85	5100	3600	7225
52	59	55	3245	3481	3025
53	56	55	3080	3136	3025
54	57	75	4275	3249	5625
55	65	95	6175	4225	9025
56	61	60	3660	3721	3600
57	55	90	4950	3025	8100
58	55	95	5225	3025	9025
59	50	75	3750	2500	5625
60	57	90	5130	3249	8100
61	64	100	6400	4096	10000
62	61	90	5490	3721	8100
63	64	100	6400	4096	10000
64	60	65	3900	3600	4225
65	61	70	4270	3721	4900
TOTAL	3882	5340	319640	233018	447500

Mean (Σ) $\bar{X} = 3882$

Mean (Σ) $\bar{Y} = 5340$

$\Sigma x^2 = 319640$

$\Sigma y^2 = 233018$

$\Sigma_{xy} = 447500$

Subsequently included in the following formula

$$r_{xy} = \frac{N\Sigma xy - (\Sigma x)(\Sigma y)}{\sqrt{(N\Sigma x^2 - (\Sigma x)^2)(N\Sigma y^2 - (\Sigma y)^2)}}$$

$$r_{xy} = \frac{65.319640 - (3882)(5340)}{\sqrt{(65.233018 - (3882)^2)(65.447500 - (5340)^2)}}$$

$$r_{xy} = \frac{46720}{\sqrt{(15146170 - 15069924)(290875000 - 28515600)}}$$

$$r_{xy} = \frac{46720}{\sqrt{(76246)(517900)}}$$

$$r_{xy} = \frac{46720}{\sqrt{4360508740}}$$

$$r_{xy} = \frac{66034,14}{66034,14}$$

$$r_{xy} = 0.707$$

If r_{hitung} is bigger than r_{tabel} then H_a accepted, H_o rejected. But instead, if r_{hitung} is smaller than r_{tabel} accepted, then H_o accepted and H_a rejected. Based on the above calculation, obtained if $r_{xy} = 0.707 \geq 0.244$ at a significant level of 5%, so it is concluded that H_o rejected, and H_a accepted. Thus, it can be drawn a conclusion that, there is the correlation between students' reading habit and students' reading comprehension at the eleventh grade of SMA Budi Murni 2 Medan. It means the more the students have the reading habit, the higher achievement in reading comprehension they have.

The magnitude of the correlation between students' reading habit and students' reading comprehension can be known by squaring correlation coefficient value. The coefficient correlation generated in this study is 0.707. The result of squaring is obtained by using determinant coefficient formula $KD = r_{xy}^2 \times 100\%$. Thus it can be concluded that the magnitude of the correlation between students' reading habit and students' reading comprehension is 0.49 or 49%, in the sense that the other 51% is influenced by other variables not observed in this study.

Table 4.8 Guidelines for interpretation of correlation coefficients

Coefficient Interval	Level Relationship
0,00-0,199	Very Low
0,20-0,399	Low
0,40-0,599	Medium
0,60-0,799	Strong
0,80-1,000	Very Strong

Based on the table of interpretation guidelines, it can be concluded that students' reading habit has a correlation on students' reading comprehension at the eleventh grade of SMA Budi Murni 2 Medan.

Conclusion

Based on the research, the researcher gives some suggestions as follow: Even though the result in this study indicates the reading habit of class XI-6, XI-7 SMA Budi Murni 2 Medan is low category, then it is required to motivate the students to increase it. Regarding the students' reading comprehension at the eleventh grade of SMA Budi Murni 2 Medan students shows results in high correlation between reading habit and reading achievement.

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