



# SCOPE

## Journal of English Language Teaching

| p-ISSN 2541-0326 | e-ISSN 2541-0334 |  
<https://journal.lppmunindra.ac.id/index.php/SCOPE/>



Research Article

## The Correlation between Students' Reading Motivation and Reading Habit on Their Reading Comprehension

Nensy Salam<sup>1</sup>, Gusti Nur Hafifah<sup>2</sup>, Pramudana Ihsan<sup>3</sup>

<sup>1,2,3</sup> Universitas Muhammadiyah Surabaya, East Java, Indonesia

### KEYWORDS

Correlation;  
 Reading Motivation;  
 Reading Habit;  
 Reading Comprehension

### CORRESPONDING AUTHOR(S):

E-mail: [nensynensysalam@gmail.com](mailto:nensynensysalam@gmail.com)\*

### A B S T R A C T

This study analyzed the correlation between students' reading motivation and reading habits on their reading comprehension. This study used survey research methods with correlation techniques. The subject of this study was senior high school students in Surabaya. In collecting the data, the instruments used in this study were questionnaires and tests. The students' reading motivation and reading habit score was taken from the questionnaire using Google form, whereas the reading comprehension was taken from the reading test using multiple choices. The study used multiple linear regression analysis. Based on the result of the data analysis, there was a significant correlation between reading motivation and reading comprehension with a p-value of  $0.030 < 0.05$ , and the  $t_{\text{count}}$  value was  $2.199 > t_{\text{table}} 1.97960$ . In addition, there was no correlation between reading habits and reading comprehension because the significance value was  $0.707 > 0.05$ , and the  $t_{\text{count}}$  value was  $0.377 < t_{\text{table}} 1.97960$ . However, when analyzed simultaneously, the p-value was  $0.031 < 0.05$ , and the  $F_{\text{count}}$  value was  $3.586 > F_{\text{table}} 3.07$ . Thus, the correlation between reading motivation and reading habits was significant to reading comprehension. Although, the correlation between the variables was categorized as low because students' reading motivation and reading habits are not the only aspects that influence their reading comprehension. Therefore, further research can analyze students' reading comprehension with other variables.

## INTRODUCTION

English is an international language in most countries to interact with others. Several skills should be learned and practiced in mastering English. It is divided into two parts listening and reading as receptive skills. Meanwhile, speaking and writing skills are productive skills (Harmer, 2007, p. 16). Reading is one of the basic skills in English

that high school students must master to improve their reading comprehension (Facharyani et al., 2018). Students can develop their knowledge and get new information through the text they read, such as books, newspapers, magazines, articles, and the Internet (Kuntari, 2011). Thus, reading is an essential skill for students and should be practiced early. Students who have the habit of reading at a young age will have better comprehension skills and a

more expansive vocabulary (Skenderi & Ejupi, 2017), (Mol & Bus, 2011) and (Sari et al., 2020).

Reading comprehension is a process in which the reader constructs meaning through the interaction between the text and the reader's prior knowledge (Duke & Pearson, 2001, p. 423); Klingner et al. (2007, p. 2) and (Facharyani et al., 2018). Reading comprehension is the activity of extracting and constructing meaning through interaction and involvement with written language (Snow, 2002, p. 11). In the comprehension of written language, there is a process from text into meaningful information stored in the mind and new information when reading the text. Reading comprehension is one of the receptive skills in language learning. Students must involve their cognitive and linguistic abilities to comprehend the text (Syafitri, 2019). The reading activity consisted of two elements, namely decoding and linguistic comprehension. Students can get the meaning of the text if they have those skills because the primary purpose of reading is comprehension (Hoover & Gough, 1990). According to Phillips, there are several aspects of reading assessment; ideas, directly answered questions, indirectly answered questions, and overall review questions (Phillips, 2001, pp. 368–422).

However, Indonesian students have low average scores in reading comprehension. Students have poor critical reading skills in answering High Order Thinking (HOT) questions. Then, the results of the PISA 2018 showed that Indonesian students' comprehension in reading reached a score of 371 compared to an average score of OECD 487. This study is a survey given to 600.000 15-year-old students from 79 countries every three years. In reading comprehension, Indonesian students ranked 74th, sixth from the bottom (OECD, 2018). Thus, the reading comprehension of Indonesian students is deficient because students need help to solve the reading test items on analytical, evaluative, and creative reasoning. In addition, based on data from the IIEF (Indonesian International Education Foundation), the average TOEFL score of Indonesians has not reached 500, even though the level of English ability of Indonesians in ASEAN is not insufficient (Wurinanda, 2016).

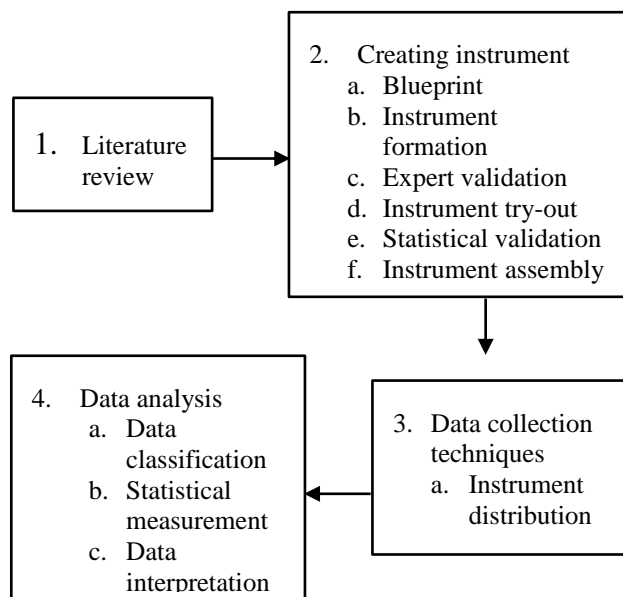
Reading habit is the automatic process where students read the text and unconsciously acquire the meaning of it. Reading habit refers to the automatic frequency of students' reading behavior and identity expression (Verplankan, 2018, p. 17). Students' reading habit is one of students' activities to read texts or written information repeatedly. This activity can be useful for the students because it makes them develop their language skills autonomously (Syafitri, 2018) and (Chettri & Rout, 2013). There are six aspects of reading habits; reading frequency, book reading, time spent on academic reading, non-academic tasks, motivation in

the home, and educational environment (Gaona and González, 2011). Reading habits will enable students to broaden their perspectives and understand English texts accurately. In addition, it will help students to communicate confidently and understand the text they read. It is supported by (Andriani et al., 2019) and (Muawanah, 2014) found any significant relationship between reading habits in English and reading comprehension.

In addition, students need to improve their reading motivation to comprehend the text. Reading motivation is the self-concept and value of reading for students (Gambrell et al., 1996, p. 519). Reading motivation concerns how students perceive themselves as readers and how much value in reading themselves. There are two types of reading motivation, namely intrinsic and extrinsic motivation. The intrinsic motivation factors are included curiosity, involvement, and reading challenge. In addition, extrinsic motivation factors are included recognition, grades, social, competition, and compliance (Wang & Guthrie, 2004). Students who are highly motivated in reading will have better reading comprehension, while students who are not motivated will have low reading comprehension. The research conducted by Safrina (2021) found that there was any significant correlation between students' reading motivation and reading habits. If students have high scores in reading motivation, they will have good scores in reading habits.

Based on some of the previous studies above showed that the similarity with this study is about correlational research but differs in the research focus where no research has examined these three variables. This study does not only consider reading motivation and reading habits as independent variables but also reading comprehension as the dependent variable. The focus of this research is to find out the relationship between those three variables. In addition, from the four previous studies, there are three studies whose results are a significant correlation, and the other study is no significant correlation. Then, there are differences in research subjects. In this study, the researcher will use more subjects, namely high school students in Surabaya. Based on these explanations, the purpose of this study was (1) to describe the correlation between students' reading motivation on their reading comprehension. (2) To describe the correlation between students' reading habit on their reading comprehension. (3) To measure the significant correlation between students' reading motivation and reading habit on their reading comprehension. Therefore, the researcher interested in conducting a research about the correlation between students' reading motivation and reading habit on their reading comprehension.

## METHOD



**Figure 1** Research Procedure

This study used a quantitative approach to analyze the correlation between students' reading motivation and reading habits on their reading comprehension. It also presented the findings of this study in a numerical form and analyzed using statistics (Hafifah & Sofi, 2019). Furthermore, this study used survey research methods with correlation techniques to obtain data about variable relationships that can be used to test several hypotheses. This study design was a quantitative correlation because it used the statistical procedures of correlation analysis to measure the degree of correlation between two or more variables (Creswell, 2015, p. 338). The variables included in this study are reading motivation and reading habits as independent variables and reading comprehension as dependent variables. The population of this study was senior high school students. However, only 125 high school students in Surabaya were taken as the research sample to limit the scope of the study with similar characteristics. In collecting the data, the instruments used in this study were questionnaires and tests. The students' reading motivation and reading habit scores were taken from the questionnaire using Google form, whereas the reading comprehension was taken from the reading test using multiple choices.

In creating the instruments, the researcher created blueprints of reading motivation, habits, and comprehension based on the indicators of each variable. After that, the researcher made reading motivation and reading habit questionnaires and reading comprehension tests. The instruments were validated by expert judgment before being used in research to determine whether the instrument used was valid or had to be revised. After the theoretical validation by an expert, the research instrument was tested on 30 high school students to try out the instrument whether the instruments were valid. The selection of 30 high school students to test the research instrument is based on the consideration that this number

is sufficient to obtain adequate initial data for validity testing. In addition, the researcher analyzed the validity and reliability of the instrument using the SPSS program. After conducting validity and reliability tests, the researcher instrument assembly. Data collection techniques were used to distribute the questionnaires and reading comprehension test to high school students in Surabaya. For data analysis, the researcher tested descriptive statistics and classic assumptions, namely the normality, multi-collinearity, and heteroscedasticity test. Then, the data were analyzed using multiple linear regression analysis, partial significance test (t Statistics test), stimulant significance test (F Statistics test), and coefficient of determination.

## RESULTS AND DISCUSSION

### *Linear Regression Analysis*

#### *Simple Linear Regression*

##### *1. $X_1$ on $Y$*

Simple Linear Regression Analysis is an approach or method to determine the correlation between one dependent variable and independent variable. In this study, simple linear regression analysis was used to find out the influence of  $X_1$  on  $Y$  and  $X_2$  on  $Y$ , using the SPSS 16.0 for Windows program with the results are presented in the following Table 1:

**Table 1.** Simple Linear Regression Analysis Results of Reading Motivation ( $X_1$ ) on Reading Comprehension ( $Y$ )

Coefficients <sup>a</sup>					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	<i>B</i>	<i>Std. Error</i>	<i>Beta</i>		
1 (Constant)	2.400	1.507		1.593	.114
Reading Motivation (X1)	.060	.023	.233	2.661	.009

a. Dependent Variable: Reading Comprehension ( $Y$ )

Based on Table 1 above, the results of the simple linear regression of reading motivation ( $X_1$ ) on reading comprehension ( $Y$ ):

$$Y = a + b_1X_1$$

$$Y = 2.400 + 0.060X_1$$

The equation can be described as follows:

- The constant value ( $\alpha$ ) of reading comprehension is 2.400.
- The regression coefficient value of reading motivation is 0.060. It stated that for every 1% increase in students' reading motivation score, their reading comprehension score increases by 0.060. Thus, the direction of the effect of reading motivation on reading comprehension is positive.

The following is the decision-making of the simple linear regression test of reading motivation ( $X_1$ ) on reading comprehension ( $Y$ ):

- Based on the p-value of  $0.009 < 0.05$ . It is known that student reading motivation ( $X_1$ ) influences reading comprehension ( $Y$ ).
- It is known that  $t_{\text{count}}$  is 2.661, while the  $t_{\text{table}}$  calculation is as follows:

$$\begin{aligned} t_{\text{table}} &= \left( \frac{\alpha}{2}; n - k - 1 \right) \\ &= \left( \frac{0.05}{2}; 125 - 1 - 1 \right) \\ t_{\text{table}} &= (0.025; 123) \\ t_{\text{table}} &= 1.97944 \end{aligned}$$

It can be concluded that the t-count is  $2.661 > t_{\text{table}}$  1.97944. It shows that reading motivation variable ( $X_1$ ) influences the reading comprehension variable ( $Y$ ).

## 2. $X_2$ on $Y$

**Table 2.** Simple Linear Regression Analysis Results of Reading Habit ( $X_2$ ) on Reading Comprehension ( $Y$ )

Coefficients <sup>a</sup>					
Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	4.770	1.081		4.413	.000
Reading Habit ( $X_2$ )	.044	.029	.135	1.506	.135

a. Dependent Variable: Reading Comprehension ( $Y$ )

Based on Table 2 above, the results of simple linear regression of reading habit ( $X_2$ ) on reading comprehension ( $Y$ ):

$$Y = a + b_2X_2$$

$$Y = 4.770 + (0.44X_2)$$

The equation can be described as follows:

- The constant value ( $\alpha$ ) of reading comprehension is 4.770.
- The regression coefficient value of the reading habit is 0.44. It stated that for every 1% increase in students' reading habit score, their reading comprehension score increases by 0.44. Thus, the direction of the effect of reading habits on reading comprehension is positive.

The following is the decision-making of the simple linear regression test of reading habit ( $X_2$ ) on reading comprehension ( $Y$ ):

- Based on the p-value of  $0.135 > 0.05$ . It is known that student reading habit ( $X_2$ ) influences reading comprehension ( $Y$ ).

- It is known that  $t_{\text{count}}$  is 1.506, while the  $t_{\text{table}}$  calculation is as follows:

c.

$$\begin{aligned} t_{\text{table}} &= \left( \frac{\alpha}{2}; n - k - 1 \right) \\ &= \left( \frac{0.05}{2}; 125 - 1 - 1 \right) \\ t_{\text{table}} &= (0.025; 123) \\ t_{\text{table}} &= 1.97944 \end{aligned}$$

It can be concluded that the t-count is  $1.506 < t_{\text{table}}$  1.97944. It shows that reading habit ( $X_2$ ) influences the reading comprehension variable ( $Y$ ).

## Multiple Linear Regression Analysis

This analysis is used to determine whether reading motivation and reading habit influence reading comprehension. The calculation of this multiple linear analysis test using SPSS 16.0 for Windows obtained the results in Table 6.

**Table 3.** Results of Multiple Linear Regression Analysis of Reading Motivation ( $X_1$ ) and Reading Habit ( $X_2$ ) on Reading Comprehension ( $Y$ )

Coefficients <sup>a</sup>					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	2.248	1.565		1.436	.153
Reading Motivation ( $X_1$ )	.056	.025	.217	<b>2.199</b>	<b>.030</b>
Reading Habit ( $X_2$ )	.012	.032	.037	<b>.377</b>	<b>.707</b>

a. Dependent Variable: Reading Comprehension ( $Y$ )

Table 3 shows that the results of multiple linear regression of reading motivation ( $X_1$ ) and reading habit ( $X_2$ ) on reading comprehension ( $Y$ ):

$$Y = a + b_1X_1 + b_2X_2$$

$$Y = 2.248 + 0.056X_1 + (0.12X_2)$$

The equation can be described as follows:

- The constant value ( $\alpha$ ) of reading comprehension is 2.248.
- $b_1 = 0.056$ , meaning that for every 1% increase in students' reading motivation score, their reading comprehension score increases by 0.056. Thus, the direction of the effect of reading motivation on reading comprehension is positive.
- $b_2 = 0.12$ , meaning that for every 1% increase in students' reading habit score, their reading comprehension score increases by 0.12. Thus, the direction of the effect of reading habits on reading comprehension is positive.

## Hypothesis Formulation:

- $H1$  = There is a correlation between reading motivation ( $X1$ ) and reading comprehension ( $Y$ )
- $H2$  = There is a correlation between reading habit ( $X2$ ) and reading comprehension ( $Y$ )
- $H3$  = There is any significant correlation between reading motivation ( $X1$ ) and reading habit ( $X2$ ) on reading comprehension ( $Y$ )

The basis for decision-making:

## 1) The t-test

- There is an influence between variables  $X$  and  $Y$  if  $p\text{-value} < 0.05$  or  $t_{\text{count}} > t_{\text{table}}$ .
- There is no influence between variables  $X$  and  $Y$  if  $p\text{-value} > 0.05$  or  $t_{\text{count}} < t_{\text{table}}$ .

$$t_{\text{table}} = \left( \frac{\alpha}{2}; n - k - 1 \right)$$

$$= \left( \frac{0.05}{2}; 125 - 2 - 1 \right)$$

$$t_{\text{table}} = (0.025; 122)$$

$$t_{\text{table}} = 1.97960$$

## 2) F-test

- There is an influence between variable  $X$  and  $Y$  if the  $p\text{-value} < 0.05$  or  $F_{\text{count}} > F_{\text{table}}$  simultaneously.
- There is no influence between variable  $X$  and  $Y$  if the  $p\text{-value}$  is  $> 0.05$  or  $F_{\text{count}} < F_{\text{table}}$  simultaneously.

$$\begin{aligned} F_{\text{table}} &= (k; n - k) \\ &= (2; 125 - 2) \\ &= (2; 123) \end{aligned}$$

$$F_{\text{table}} = 3.07$$

Hypothesis testing  $H1$  and  $H2$  with the t-test

- $H1$ : The  $p\text{-value}$  of the influence of reading motivation on reading comprehension is  $0.030 < 0.05$ , and the  $t_{\text{count}}$  is 2,  $199 > t_{\text{table}}$  1.97960. Therefore, the first hypothesis is accepted because there is an influence of  $X1$  on  $Y$ .
- $H2$ : The  $p\text{-value}$  of the influence of reading habit on reading comprehension is  $0.707 > 0.05$ , and the  $t_{\text{count}}$  is  $0.377 < t_{\text{table}}$  1.97960. Therefore, the second hypothesis is rejected because there is no influence of  $X2$  on  $Y$ .

ANOVA<sup>b</sup>

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	66.089	2	33.044	3.586	.031 <sup>a</sup>
	Residual	1124.119	122	9.214		
	Total	1190.208	124			

a. Predictors: Reading Habit ( $X2$ ), Reading Motivation ( $X1$ )

b. Dependent Variable: Reading Comprehension ( $Y$ )

- $H3$ : The  $p\text{-value}$  of the influence of reading motivation and reading habit on reading comprehension

simultaneously is  $0.031 < 0.05$ , and the  $F_{\text{count}}$  is  $3.586 > F_{\text{table}}$  3.07. Therefore, the third hypothesis is accepted because there is any significant influence between  $X1$  and  $X2$  simultaneously on  $Y$ .

**Determinant Coefficient Analysis ( $R^2$ )**

The coefficient of determination ( $R^2$ ) measures how far the model's ability to explain variations in the dependent variable. If the  $R^2$  value is zero, the independent variables only provide minimal information on the dependent variable. However, if the  $R^2$  value is close to one, the independent variables provide almost all the information needed.

**Partial Determinant Coefficient Analysis****1. Partial Determination Coefficient  $X1$  on  $Y$** 

**Table 4.** Results of Partial Determination Coefficient  $X1$  on  $Y$

Model Summary <sup>b</sup>				
Model	R	R Square	Adjusted Square	R Std. Error of the Estimate
1	.233 <sup>a</sup>	.054	.047	3.025

a. Predictors: (Constant), Reading Motivation ( $X1$ )

b. Dependent Variable: Reading Comprehension ( $Y$ )

Based on Table 5 above, the  $R\text{-value}$  of reading motivation on reading comprehension is 0.233 partially. It means that the percentage value of the influence of reading motivation on reading comprehension is 23%, and 77% is another factor not examined in this study.

**2. Partial Determination Coefficient  $X2$  on  $Y$** 

**Table 5.** Results of Partial Determination Coefficient  $X2$  on  $Y$

Model Summary <sup>b</sup>				
Model	R	R Square	Adjusted Square	R Std. Error of the Estimate
1	.135 <sup>a</sup>	.018	.010	3.082

a. Predictors: (Constant), Reading Habit ( $X2$ )

b. Dependent Variable: Reading Comprehension ( $Y$ )

Based on Table 6 above, the  $R\text{-value}$  of reading habit on reading comprehension is 0.135 partially. It means that the percentage value of the influence of reading habits on reading comprehension is 14%, and 86 % is another factor not examined in this study.

**3. Simultaneous Determination Coefficient Analysis**

**Table 6.** Simultaneous Determination Coefficient Results  $X1$  and  $X2$  on  $Y$

**Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted Square	R Std. Error of the Estimate
1	.236 <sup>a</sup>	.056	.040	3.035

a. Predictors: (Constant), Reading Habit (X2), Reading Motivation (X1)

b. Dependent Variable: Reading Comprehension (Y)

Based on Table 7 above, the R value of reading motivation and reading habit on reading comprehension simultaneously is 0.236. It means that the percentage value of the influence of reading motivation and reading habits on reading comprehension is 24%, and as much as 76% is another factor not examined in this study.

### ***The Correlation between Students' Reading Motivation on Their Reading Comprehension***

The results of the analysis of reading motivation and reading comprehension in this study found that there was any significant correlation between students' reading motivation on their reading comprehension. The significance value of reading motivation (X1) on reading comprehension (Y) was  $0.030 < 0.05$ , and the  $t_{\text{count}}$  value was  $2.199 > t_{\text{table}} 1.97960$  (Seen in Table 4.13). In addition, the regression coefficient value of reading motivation was 0.056, where with every 1% increase in reading motivation, the reading comprehension value increases by 0.056. Thus, the direction of the effect of reading motivation on reading comprehension was positive. The calculation of the coefficient of determination of reading motivation on reading comprehension was partially 0.233. It means that the percentage value of the influence of students' reading motivation on their reading comprehension was 23%, and 77% was other factors (shown in Table 4.16).

Based on the reading motivation questionnaire results, compliance is the most influential aspect of students' reading motivation. The highest percentage value of the compliance aspect is 75% of students agree, and the lowest value is 3% of students strongly disagree. It showed that students' compliance increases their reading motivation because 75% of students answered agreed. Meanwhile, the aspect that has the lowest influence on students' reading motivation is the involvement aspect. It can be seen from the highest percentage value of the involvement aspect is 60% of students disagree, and the lowest value is 5% of students agree. It showed that students' involvement in reading was low because 60% of students answered disagree.

The above findings were relevant to the previous study. Previous study found that students' reading motivation and reading comprehension have a significant correlation. The

correlation coefficient of reading motivation and reading comprehension was 0.966, higher than the  $r$ -table of 0.329 (Fitriyanti, 2022). The results of this study are also in line with another study (Parliyah & Khotimah, 2020), which found that students' motivation and their achievement in reading have a significant relationship with a correlation coefficient value of 0.658. Students with higher motivation will have better reading achievement. In addition, the results of this study were also supported by (Ndruru et al., 2022), which showed that student motivation and reading comprehension achievement were positively correlated.

Eventually, this study found that there was any correlation between students' reading motivation and reading comprehension. However, it was categorized as low because of other factors influencing reading comprehension besides reading motivation, such as curiosity, involvement, reading challenge, recognition, grades, social, competition, and compliance.

### ***The Correlation between Students Reading Habit on Their Reading Comprehension***

The analysis of reading habits and reading comprehension found that reading habits and reading comprehension do not correlate, with a significance value of  $0.707 > 0.05$  and a  $t$ -count value of  $0.377 < 1.97960$  (shown in Table 4.13). However, the regression coefficient value of reading habit was positive at 0.12, so the direction of the influence of reading habit on reading comprehension was positive. It showed that with every 1% increase in reading habit value, the reading comprehension value increases by 0.12. In addition, the calculation of the coefficient of determination of reading habit on reading comprehension was partially 0.135. The percentage value of the influence of reading habits on reading comprehension was 14%, and 86% was another factor not examined in this study (Seen in Table 4.17).

Based on the reading habit questionnaire results, the most influential aspect of students' reading habits was the time spent reading non-academic reading. It can be seen from the highest percentage value of the answer agree is the non-reading academic aspect of 26% of students answer always, and the answer rarely is 12% of students. It showed that 26% of students agree that they like to read non-academic books such as novels, Webtoon, comics, and others. On the other hand, the aspect with the lowest influence on students' reading habits is the habit of reading in the family environment. It can be seen from the highest percentage value of the answer always only 4% and the answer never by 44%. It showed that just 4% of students agree that the family environment influences reading habits.

Meanwhile, previous research showed that there was any significant relationship between students' reading habits and their reading comprehension, where the correlation coefficient value is 0.555 with a significance level of 0.000 (Sartika et al., 2020). In addition, research conducted by (Bishry, 2021) found that the correlation between reading habit and reading comprehension was very significant. Previous research also showed that reading habit and comprehension have a highly significant positive correlation ( $r = 0.608$  to  $0.710$ ). There were 53.9% factors of reading habits contributing to reading comprehension. Students' attitudes toward reading habits and time spent reading had the most significant correlation ( $r_A = 0.710$ ,  $\beta_T = 0.331$ ) (Pham, 2021).

Eventually, this study showed that the correlation between reading habit and reading comprehension was categorized as low because other factors influence reading comprehension besides the aspect of reading habits, such as the frequency of reading, books reading, time spent reading academic or non-academic books, motivation from home, and educational environment.

#### ***The Correlation between Students' Reading Motivation and Reading Habit on Their Reading Comprehension***

The results of the analysis of multiple linear regression found there was any significant correlation between reading motivation and reading habits on reading comprehension simultaneously. The significance of reading motivation ( $X_1$ ) and reading habit ( $X_2$ ) simultaneously on reading comprehension ( $Y$ ) was  $0.031 < 0.05$ , and the  $F_{\text{count}}$  value was  $3.586 > F_{\text{table}} 3.07$ . In addition, the  $R$ -value of reading motivation and reading habits on reading comprehension was 0.236 (Seen in Table 4.14). It means that the percentage value of the influence of reading motivation and habits on reading comprehension was 24%, and 76% was another factor not examined in this study (Seen in Table 4.18).

In addition, the results of the students' reading comprehension test questionnaire answers. It showed that the questions that got the most correct answers are ideas of the passage. About 70% of students answer correctly, and 30% answer incorrectly. Meanwhile, the questions that got the most wrong answers are vocabulary questions. About 80% of students answer incorrectly, and only 20% answer correctly. It can be concluded ideas of passage are easy questions for students to answer, and vocabulary questions are difficult questions for students.

Previous research in line with this study found that students' reading habits, interests, motivation, and self-efficacy significantly correlated to students' reading comprehension ability. Students' reading habits, interests, motivation, and self-efficacy contributed 6.7% to students'

reading comprehension ability. Descriptively, the mean values of reading habits, interests, motivation, self-efficacy, and reading comprehension were categorized as average. The multiple correlations between the predictor and criterion variables were highly significant ( $R = 78.7\%$ ). The contribution of the predictor variables to the criterion variable was 61.9% (Putri et al., 2021). In addition, the study conducted by (Aditya et al., 2023) showed that the correlation between the variables on the significance of students' reading motivation and reading comprehension showed that the correlation value (1.000) was higher than the  $r$ -table (0.172). It means that the significant value of the correlation was included in the very high category. It also implied a statistically significant correlation between their reading habits, reading motivation, and reading comprehension. The results of previous studies also supported this study and showed that the  $p$ -value of students' reading habits was 0.007, and students' reading strategy was 0.009. In addition, student reading motivation has a significant result of 0.032. Therefore, there was a positive and significant contribution of students' reading habits, strategies, and motivation to students' reading achievement (Fitriyanti, 2022).

Eventually, when analyzed simultaneously in this study, students' reading motivation and habits were significant to their reading comprehension. However, it is categorized as a low correlation because it was not the only factor influencing students' reading comprehension.

## **CONCLUSION**

Based on the results and discussion in this study, there was a correlation between reading motivation and reading comprehension. However, the correlation between variables was categorized as low because of other factors influencing reading comprehension besides reading motivation, such as curiosity, involvement, reading challenge, recognition, grades, social, competition, and compliance. Compliance is the most influential aspect of students' reading motivation. Meanwhile, the aspect that has the lowest influence on students' reading motivation is the involvement aspect. When students increase their reading motivation, they use their free time to read books repeatedly. Students who have higher motivation will have better reading comprehension.

In addition, there was no correlation between reading habits and reading comprehension. The correlation between variables was categorized as low because other factors influence reading comprehension besides reading habits, such as reading frequency, books read, time spent reading academic or non-academic books, motivation from home, and educational environment. Time spent on non-academic reading is the most influential aspect of students'

reading habits. Technology development helps teachers and students to access the reading material easily. On the other hand, the aspect with the lowest influence on students' reading habits is the habit of reading in the family environment. Students can understand the text well when they get support from the family and school environment. It helps to improve students' reading comprehension. Therefore, parents and teachers should work hard and continuously train their students and children to improve their reading habits and comprehension. The children can achieve their reading habits and reading comprehension if teachers and parents provide support in their reading habits and reading comprehension.

When analyzed simultaneously, there was a significant correlation between students' reading motivation and reading habits on their reading comprehension. However, it is categorized as a low correlation because it is not the only factor influencing students' reading comprehension. Students who have high reading motivation will influence their reading habits so that the intensity of their reading time increase because reading motivation and reading habit are the factors that can influence students' reading comprehension. It found that reading motivation (X1) and reading habits (X2) have a significant and positive correlation with reading comprehension (Y), where the higher the value of motivation and reading habits of students, the higher the values of reading comprehension.

## ACKNOWLEDGMENT

I give my highest appreciation to all respondents who have voluntarily participated in this research.

## REFERENCE

- Aditya, A., Dafa, F., Budiyo, D., & Ridho, R. M. (2023). *The Correlation Among Reading Habits, Reading Motivation, and Reading Comprehension of The Eleventh Grade Students of SMA Negeri 10 Palembang*. 1(1), 1–11.
- Andriani, M., Ariyanti, & Arbain. (2019). The Correlation between Student's Reading Habit in English and Students' Reading Comprehension Ability. *Borneo Educational Journal (Borju)*, 1(1), 14–21. <https://doi.org/10.24903/bej.v1i1.255>
- Bishry, H. (2021). The Correlation between Reading Habit and Students' Reading Comprehension In English Subject at Economic College of Riau. *Diklat Review: Jurnal Manajemen Pendidikan Dan Pelatihan Pelatihan*. <https://www.ejournal.kompetif.com/index.php/diklatreview/article/view/629>
- Chettri, M. K., & Rout, S. K. (2013). Reading Habits - An Overview. *IOSR Journal Of Humanities and Social Science*, 14(6), 13–17. <https://doi.org/10.9790/0837-01461317>
- Creswell, J. W. (2015). *Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (5th ed.). Pearson Education. <https://doi.org/10.4324/9781351004626-12>
- Duke, N. K., & Pearson, P. D. (2001). *Reading Comprehension: Strategies that Work*. Stenhouse Publishers.
- Facharyani, N., Masrupi, & Rahmawati, E. (2018). The Influence of Using Jigsaw as a Method on Students' Reading Comprehension at the Seventh Grade of SMPN 7 Kota Serang. *Journal of English Language Studies*, 3(1), 80–90. <http://jurnal.untirta.ac.id/index.php/JELS>
- Fitriyanti, H. D. (2022). *The Correlation between Students' Motivation and Their Reading Comprehension at SMAN 1 Kota Bengkulu* (Vol. 33, Issue 1). Universitas Islam Negeri Fatmawati Sukarno.
- Gambrell, L. B., Palmer, B. M., Codling, R. M., & Mazzoni, S. A. (1996). Assessing Motivation to Read. *The Reading Teacher*, 49(7), 518–533.
- Gaona, J. C. G., & González, E. R. V. (2011). Relationship between Reading Habits, University Library and Academic Performance in a Sample of Psychology Students. *Revista De La Educación Superior*, 1(157), 59–76.
- Hafifah, G. N., & Sofi, Y. (2019). Correlation Study of Students' Speaking Competence and Writing Competence and The Impact in Students' Performance in English. *Humanities & Social Sciences Reviews*, 7(3), 362–373.
- Harmer, J. (2007). *The Practice of English Language Teaching* (4th ed.). Longman. [https://www.academia.edu/25472823/The\\_Practice\\_of\\_English\\_Language\\_Teaching\\_4th\\_Edition\\_Jeremy\\_Harmer](https://www.academia.edu/25472823/The_Practice_of_English_Language_Teaching_4th_Edition_Jeremy_Harmer)
- Hoover, W. A., & Gough, P. B. (1990). The Simple View of Reading. *Reading and Writing: An Interdisciplinary Journal*, 2(2), 127–160. <https://doi.org/10.1007/BF00401799>
- Klingner, J. K., Vaughn, S., & Boardman, A. (2007). *Teaching Reading Comprehension to Students with Learning Difficulties*. Guilford Press.
- Kuntari, S. M. (2011). *Improving Students' Motivation in Reading at First Grade of SMP Islam AL-Fajar Kedaung*. Syarif Hidayatullah State Islamic University.
- Mol, S. E., & Bus, A. G. (2011). To Read or Not to Read: A Meta-Analysis of Print Exposure From Infancy to Early Adulthood. *Psychological Bulletin*, 137(2), 267–296. <https://doi.org/10.1037/a0021890>
- Muawanah, S. (2014). *The Relationship between Students' Reading Habit and Their Reading Comprehension*. Syarif Hidayatullah State Islamic University.
- Ndruru, F., Umiyati, M., & Ndruru, K. (2022). Relationship between Students' Motivation and Reading Comprehension Achievement at the 4th Semester Students of English Language Education Study Program of STKIP Nias Selatan. *KnE Social Sciences*, 457–470. <https://doi.org/10.18502/kss.v7i10.11313>
- OECD. (2018). *PISA 2018 Reading Framework*. [https://www.oecd-ilibrary.org/education/pisa-2018-assessment-and-analytical-framework\\_5c07e4f1-en](https://www.oecd-ilibrary.org/education/pisa-2018-assessment-and-analytical-framework_5c07e4f1-en)
- Parliyah, P., & Khotimah, T. (2020). The Correlation between Students' Motivation and Reading Comprehension of the First Year Students of Smpn 1 Cisarua Bandung Barat. *PROJECT (Professional Journal of English Education)*, 3(1), 65. <https://doi.org/10.22460/project.v3i1.p65-72>
- Pham, U. M. N. (2021). The Effects of Reading Habits on Reading Comprehension among EFL Students at Van Lang University. *International Journal of TESOL & Education*, 1(2), 15–44.
- Phillips, D. (2001). *Longman Complete Course for the TOEFL Test*.
- Putri, K. I. M., Tantra, D. K., & Marsakawati, N. P. E. (2021). Contribution of Reading Habit, Reading Interest, Reading Motivation, Reading Self-Efficacy to The Students' Reading Comprehension in Senior High School. *Jurnal Pendidikan Bahasa Inggris Indonesia*, 9(1), 25–31. <https://doi.org/10.23887/jpbi.v9i1.215>
- Safrina, L. D. (2021). *The Correlation between Reading*



*Motivation and Reading Habit of 4th Semester Students of English of Department at University of Islam Malang.* University of Islam Malang.

- Sari, F. P., Hafifah, G. N., & Mayasari, L. (2020). The Use of Authentic Material in Teaching Reading Descriptive Text: Review of Literature. *Academic Journal Perspective : Education, Language, and Literature*, 8(2), 122–134. <https://doi.org/10.33603/perspective.v8i2.4365>
- Sartika, F. D., Afifah, N., & Anggraini, Y. (2020). the Correlation Between Students' Reading Habit and Their Reading Comprehension. *Jurnal Basis*, 7(1), 207–216. <https://doi.org/10.33884/basisupb.v7i1.1856>
- Skenderi, L., & Ejupi, S. (2017). The Reading Habits of University Students in Macedonia. *KNOWLEDGE – International Journal*, 20(6), 2835–2839.
- Snow, C. (2002). *Reading for Understanding Toward an R & D Program in Reading Comprehension*. Rand Corporation. <http://www.rand.org/publications/MR/MR1465/>
- Syafitri, N. (2018). *The Correlation Between Lecturers' Teaching Styles and Students' Reading Habit Towards Reading Comprehension*. 1(1), 2018. <https://doi.org/10.34050/els-jish.v2i1.6008>
- Syafitri, N. (2019). The Correlation between Students' Reading Habit and Reading Comprehension in English As a Foreign Language. *English Education Journal*, 91–98. <https://doi.org/10.55340/e2j.v5i2.277>
- Verplankan, B. (2018). *The Psychology of Habit (Theory, Mechanisms, Change, and Contexts)*. Springer.
- Wang, J. H.-Y., & Guthrie, J. T. (2004). Modeling The Effects of Intrinsic Motivation, Extrinsic Motivation, Amount of Reading, and Past Reading Achievement on Text Comprehension between U.S and Chinese Students. *Reading Research Quarterly*, 39(2), 162–186.
- Wurinanda, I. (2016). *Rata-Rata Skor TOEFL di Indonesia di Bawah 500*. Okezone.Com. <https://edukasi.okezone.com/read/2016/03/10/65/1332176/rata-rata-skor-toefl-di-indonesia-di-bawah-500>