



The Correlation Between Reading Habits and Reading Comprehension of the English Study Program Students

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Article History Received: 2025-06-10 Revised: 2025-07-20 Published: 2025-08-06 Keywords: <i>Learning Media;</i> <i>Capcut Media;</i> <i>Learning Motivation;</i> <i>Economics.</i>	<p>This research aims to find out the correlation between students' reading habits and reading comprehension among second-year students of the English Study Program at FKIP Universitas Riau. Employing a correlational quantitative design, the research involved 38 students from Class 4A selected through purposive sampling, while Class 4C was used for the instrument try-out. Data were collected using two research instruments: The questionnaire was used to gather data on the students' reading habits, while the test was administered to assess their reading comprehension ability. Data were analyzed using IBM SPSS Statistics 24. The results showed that the mean score of students' reading habits was 72.21, while the mean reading comprehension score was 80.43. Pearson Product-Moment correlation analysis indicated a moderate negative correlation between the two variables ($r = -0.538$, $p = 0.000$), which is statistically significant. The coefficient of determination (R^2) was calculated to be 28.9%, indicating that reading habits account for 28.9% of the variance in reading comprehension scores. The findings suggest that although students generally possess adequate reading habits, the types of materials and purposes of reading may significantly influence their comprehension outcomes. Therefore, reading habit development should be accompanied by academic reading strategy training and material selection that aligns with educational objectives.</p>
Artikel Info	Abstrak
Sejarah Artikel Diterima: 2025-06-10 Direvisi: 2025-07-20 Dipublikasi: 2025-08-06 Kata kunci: <i>Media Pembelajaran;</i> <i>Media Capcut;</i> <i>Motivasi Belajar;</i> <i>Ekonomi.</i>	<p>Penelitian ini bertujuan untuk mengetahui korelasi antara kebiasaan membaca siswa dan pemahaman membaca di antara mahasiswa tahun kedua Program Studi Bahasa Inggris FKIP Universitas Riau. Dengan menggunakan desain kuantitatif korelasional, penelitian ini melibatkan 38 mahasiswa dari Kelas 4A yang dipilih melalui purposive sampling, sementara Kelas 4C digunakan untuk uji coba instrumen. Data dikumpulkan dengan menggunakan dua instrumen penelitian: Kuesioner digunakan untuk mengumpulkan data tentang kebiasaan membaca siswa, sementara tes diberikan untuk menilai kemampuan pemahaman membaca mereka. Data dianalisis menggunakan IBM SPSS Statistics 24. Hasil penelitian menunjukkan bahwa nilai rata-rata kebiasaan membaca siswa adalah 72,21, sedangkan nilai rata-rata pemahaman membaca adalah 80,43. Analisis korelasi Pearson Product-Moment menunjukkan adanya korelasi negatif yang moderat antara kedua variabel ($r = -0,538$, $p = 0,000$), yang secara statistik signifikan. Koefisien determinasi (R^2) dihitung sebesar 28,9%, yang menunjukkan bahwa kebiasaan membaca menyumbang 28,9% dari varians dalam skor pemahaman membaca. Temuan ini menunjukkan bahwa meskipun siswa pada umumnya memiliki kebiasaan membaca yang memadai, jenis bahan bacaan dan tujuan membaca dapat secara signifikan mempengaruhi hasil pemahaman mereka. Oleh karena itu, pengembangan kebiasaan membaca harus disertai dengan pelatihan strategi membaca akademis dan pemilihan materi yang sesuai dengan tujuan pendidikan.</p>

I. INTRODUCTION

Reading is one of the four essential language skills that individuals must develop to achieve language proficiency. The ability to read effectively supports the comprehension of diverse texts, including the understanding of context and inference, and contributes significantly to overall literacy. It enhances vocabulary, improves verbal expression, fosters

analytical thinking, and strengthens communication skills.

According to Patel and Jain (2008), reading is among the most crucial and beneficial skills a person can acquire, as it plays a key role in knowledge development and personal growth. It serves as the foundation for learning across all disciplines and influences day-to-day decision-making. In today's modern world, where

information is abundant and continuously evolving, the need for competent readers is more critical than ever. The cultivation of reading interest and the integration of reading into Indonesian cultural practices have become increasingly important topics. With the availability of both offline (books, newspapers, magazines) and online (digital platforms accessible via smartphones and computers) reading resources, access to information is more convenient than ever, enabling individuals to read anywhere and anytime.

For language learners, developing effective reading skills is a primary objective. Reading allows learners to improve vocabulary, comprehension, and fluency. Pang (2003) defines reading as the process of deriving meaning from written language, which involves both word recognition and comprehension. Word recognition is the ability to connect written symbols with their spoken equivalents, while comprehension is the ability to construct meaning at various linguistic levels. Prior knowledge, vocabulary size, grammatical competence, and reading strategies are all crucial factors that influence reading comprehension.

Reading comprehension is vital in the reading process. As the Department for Education and Skills (2005) and Nunan (2006) emphasize, comprehension goes beyond decoding words; it involves deep understanding, critical thinking, and sometimes enjoyment. Comprehension, therefore, represents the ultimate goal of reading, making it necessary for students to develop habits that support consistent and meaningful engagement with texts.

Reading habits, as defined by Shen (2006), are shaped by how often and how long a person reads, and their motivation behind it. These habits reflect one's attitudes toward reading and influence one's reading proficiency. Zwiers (2004) adds that effective reading habits rely on automatic and unconscious cognitive processes that help readers interpret texts more efficiently. Regular reading not only fosters comprehension but also strengthens overall literacy skills.

Furthermore, developing reading habits is essential for lifelong learning. Odabaş, Odabaş, and Polat (2008) argue that individuals who read regularly are more likely to experience continuous intellectual and personal growth. Reading habits also play a key role in academic success. Strong reading practices empower learners to access and apply knowledge meaningfully, ultimately supporting the formation of a literate and informed society.

Despite these benefits, Indonesia still faces significant challenges regarding reading interest. According to the Programme for International Student Assessment (PISA), Indonesia's average reading performance score is 359, significantly below the OECD average. This indicates systemic issues in promoting reading habits nationwide. Merely providing physical reading resources is not sufficient; a holistic approach is needed, starting from early childhood exposure to reading, fostering habitual reading behavior, and promoting it as a cultural norm.

Motivated by the critical role of reading in language acquisition and academic success, this study explores the correlation between reading habits and reading comprehension. The research is based on the assumption that fourth-semester students in the English Study Program at FKIP Universitas Riau possess a solid foundation in reading skills, having completed courses such as Pre-Intermediate to Post-Intermediate Reading and Writing, as well as Extensive Reading. Therefore, this study aims to determine whether a positive correlation exists between students' reading habits and their reading comprehension and to assess the strength of that relationship.

II. METHOD

This research used a correlational-quantitative design to examine the relationship between reading habits and reading comprehension among fourth-semester students of the English Study Program at Universitas Riau. The instruments used in this study were a reading habits questionnaire and a reading comprehension test. The questionnaire was adapted from Indriani (2019), consisting of 24 items based on the indicators by Gaona and Gonzalez (2011), including reading frequency, books read, time spent on academic and non-academic reading, and motivation from both academic and family environments. The reading comprehension test was adapted from materials provided by the British Council (<https://learnenglish.britishcouncil.org/>), consisting of 30 items that assessed six aspects: main idea identification, detail recognition, inference, text structure, vocabulary understanding, and author's purpose.

The sample of this research included 38 students selected from class 4A using purposive sampling. Class 4C was used for a tryout of the instruments to assess their validity and reliability. Based on the Pearson Product-Moment analysis, all 24 items of the questionnaire and all 30 items of the reading test

were valid ($R_{xy} > R_{table}$), and the instruments demonstrated high reliability, with a Cronbach's Alpha of 0.977 for the questionnaire and 0.828 for the reading test. Data were collected through a combination of printed and digital formats. The students' responses were analyzed using descriptive statistics and Pearson correlation analysis to determine the strength and direction of the relationship between reading habits and reading comprehension.

III. RESULT AND DISCUSSION

A. Result

The first part is a summary of the students' answers to the reading habits questionnaire. The writer analysed the data's statistical scores, which comprise the range, minimum and maximum scores, mean, and standard deviation. These were all found using IBM SPSS Statistical 24. The results are summarized as follows:

Table 1. Descriptive Statistics Reading Habits Questionnaire

	N	Range	Min	Max	Mean	Std. Deviation
Reading Habits	38	41	55	96	72.21	6.795
Valid N (listwise)	38					

According to Table 1, the students' reading habits has a range score of 41, with the lowest score being 55 and the highest being 96. The students reading habits had a mean score of 72.21 and a standard deviation of 6.795.

Table 2. Descriptive Statistics Reading Comprehension Test

	N	Range	Min	Max	Mean	Std. Deviation
Reading Comprehension	38	53.33	46.67	100	80.438	14.727
Valid N (listwise)	38					

Table 4.8 shows the descriptive statistics for the students' reading comprehension scores. The test was taken by 38 students ($N = 38$). The range of scores was 53.33, with the minimum score being 46.67 and the maximum score being 100. The mean score was 80.438, and the standard deviation was 14.727.

Table 3. Students Reading Comprehension Ability Category

Score	Classification	Frequency	Percentage
81 - 100	Very Good	21	55.26%
61 - 80	Good	12	31.58%
41-60	Mediocre	5	13.16%
21-40	Poor	0	0%
0-20	Very Poor	0	0%
Total		38	100%

The reading comprehension category in Table 3 reveals that out of thirty-eight students, twenty-one students (55.26%) fall into the 'Very Good' category, twelve students (31.58%) are in the 'Good' category, and five students (13.16%) are classified as 'Mediocre'. Fortunately, no students are categorized as 'Poor' or 'Very Poor'. With the majority of students demonstrating strong performance in reading comprehension, it can be concluded that the overall reading comprehension ability of the English Study Program students is at a Very Good level.

Table 4. Correlations Analysis

Correlations			
		Reading Habits	Reading Comprehension
Reading Habits	Pearson Correlation	1	-.538**
	Sig. (2-tailed)		.000
	N	38	38
Reading Comprehension	Pearson Correlation	-.538**	1
	Sig. (2-tailed)	.000	
	N	38	38

Table 4.10 displays the result of Pearson Product-Moment Correlation analysis conducted to examine the relationship between students' reading habits and their reading comprehension. As presented in the table, the correlation coefficient (r) is -0.538 with a significance value (p) of 0.000, which is below the alpha level of 0.01. This means the correlation is statistically significant at the 0.01 level (2-tailed), leading to the rejection of the null hypothesis (H_0) and the acceptance of the alternative hypothesis (H_a). Therefore, it can be concluded that there is a significant correlation between students' reading habits and their reading comprehension scores.

According to Sugiyono (2019), a correlation coefficient between 0.40 and 0.70 indicates a moderate correlation. Since the coefficient here is -0.538, the strength of the relationship is categorized as moderate and

negative. In other words, students who reported more frequent reading habits tend to have lower reading comprehension scores, or vice versa.

This unexpected negative correlation may be explained by the nature of the reading materials students engage with. It is possible that students read frequently but focus more on non-academic or less cognitively challenging content, such as social media or short entertainment articles, which may not contribute positively to their academic reading comprehension. Alternatively, students with lower comprehension ability might increase their reading efforts as a form of compensation, resulting in this inverse relationship.

Finding the coefficient of determination (R^2) is essential in correlational research, as it helps to identify how much of the variance in one variable (Y) can be explained by another variable (X). In this study, the aim is to determine how much students' reading habits (X) contribute to their reading comprehension performance (Y). Given that the correlation coefficient (r) between reading habits and reading comprehension is -0.538, the computation is as follows:

$$R^2 = (-0.538)^2 \times 100\% = 0.289 \times 100\% = 28.9\%$$

This result indicates that 28.9% of the variance in students' reading comprehension can be explained by their reading habits.

B. Discussion

The descriptive statistics reveal that students generally demonstrate a moderate to high level of reading habits, with a mean score of 72.21 out of a possible 96. These habits include frequency of reading, type of materials read, time spent on reading, and motivational factors. On the other hand, lower mean scores were found in items linked to academic motivation and family influence. This implies that while students enjoy reading in English for pleasure, their motivation to read academic texts or texts recommended by lecturers is relatively weak.

In terms of reading comprehension, the students achieved an average score of 80.438 out of 100, placing most of them in the 'very good' and 'good' categories. According to Riduwan's (2011) classification, 55.26% of students were categorized as 'very good,' while 31.58% fell into the 'good' category. This suggests that, overall, the students

possess a relatively strong ability to understand English texts.

The core analysis of this study examined the correlation between students' reading habits and their reading comprehension using Pearson's Product-Moment Correlation. The results indicated a statistically significant negative correlation ($r = -0.538$, $p < 0.01$), which, based on Sugiyono's (2019) criteria, is considered a moderate relationship. This negative correlation was contrary to expectations. It suggests that students who reported higher reading habits scores tended to achieve lower comprehension scores, and vice versa. Several explanations could account for this result. One possibility is that the students' reading materials are not academically rigorous or aligned with the language demands of academic texts. Additionally, students with lower comprehension levels may read more frequently in an attempt to improve, thus contributing to the inverse relationship.

The finding echoes the study by Andriani and Ariyanti (2022), who found that the type and purpose of reading—whether academic or informal—plays a critical role in the development of comprehension skills. If students engage primarily in non-academic reading, their comprehension of academic texts may not improve significantly, regardless of the time spent reading.

To further interpret the strength of the correlation, the coefficient of determination (R^2) was calculated. The result, $R^2 = 28.9\%$, indicates that approximately 28.9% of the variance in students' reading comprehension can be explained by their reading habits. While this is a meaningful portion, it also suggests that the remaining 71.1% is influenced by other variables—such as vocabulary knowledge, grammar proficiency, reading strategies, and environmental factors (Grabe & Stoller, 2013).

Therefore, reading habits, while important, should be supported with instructional strategies that focus on comprehension-building skills. Teachers should not only promote regular reading but also guide students toward selecting and engaging with texts that match their academic needs.

IV. CONCLUSION AND SUGGESTION

A. Conclusion

The correlation analysis reveals a moderate negative and statistically significant relationship between students' reading habits and their reading comprehension ($r = -0.538$, $p < 0.01$). This finding answers the research question by showing that as reading habits increase, reading comprehension scores tend to decrease, and vice versa. The coefficient of determination (R^2) is 28.9%, indicating that reading habits account for 28.9% of the variation in reading comprehension performance, while the remaining 71.1% may be attributed to other variables such as vocabulary knowledge, reading strategies, motivation, and prior knowledge (Grabe & Stoller, 2013). This unexpected inverse correlation may be influenced by the types of materials students read—primarily informal or non-academic texts—which do not significantly contribute to the development of academic reading skills.

B. Suggestion

Future researchers are advised to explore this topic further by examining the types of reading materials students engage with, or by incorporating qualitative methods such as interviews or reading logs. Additionally, future studies can investigate the influence of reading strategies, motivation, or digital reading behaviors on reading comprehension. As reading is a multifaceted skill, more nuanced research is essential to understand the dynamics of reading habits and comprehension in EFL contexts (Krashen, 2004).

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