

**THE CORRELATION AMONG READING HABITS, READING  
MOTIVATION, AND READING COMPREHENSION OF THE  
ELEVENTH GRADE STUDENTS OF SMA NEGERI 10 PALEMBANG**

**A Thesis by**

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**English Education Study Program**



**FACULTY OF TEACHER TRAINING AND EDUCATION**

**UNIVERSITY OF TRIDINANTI**

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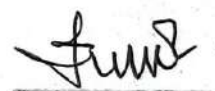
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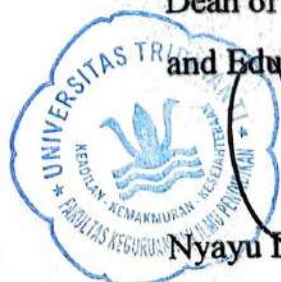
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## DEDICATION AND MOTTO

This thesis is dedicated to:

1. Firstly, thanks to Allah Subhana Wata'ala for always blessing me.
2. Prophet Muhammad Shallallahu Alaihi Wasallam, who had led of muslim from the darkness to brighter life.
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### **“Motto”**

At least finish what you have chosen, even though it's complicated.

## PERNYATAAN

Saya menyatakan dengan sebenar-benarnya bahwa seluruh data, informasi, interpretasi serta pernyataan dalam pembahasan dan kesimpulan yang disajikan dalam karya ilmiah ini, kecuali yang disebutkan sumbernya adalah merupakan hasil pengamatan, penelitian, pengelolaan, serta pemikiran saya dengan pengarahan dari pembimbing yang ditetapkan.

Apabila ternyata dalam naskah skripsi ini dapat dibuktikan terdapat unsur-unsur jiplakan, saya bersedia skripsi ini digugurkan dan gelar akademik yang telah saya peroleh (S-1) dibatalkan, serta diproses sesuai dengan peraturan perundang-undangan yang berlaku (UU) No. Tahun 2003, Pasal 25 ayat 2 dan pasal 70.

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Palembang, Maret 2023  
The Writer,

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## ABSTRACT

The effect of comprehension is determined not only by whether or not the text makes sense but also by the information it contains. The purpose of this research was to determine whether or not there was a correlation among class XI students' reading habits, reading motivation, and reading comprehension at SMA Negeri 10 Palembang. 130 students from classes XI MIA 5, XI MIA 6, and XI MIA 7 were chosen using the purposive sampling technique. The correlational method applies to this study. Questionnaires and tests have been data collection instruments. To analyze the data, the writer used Kolmogorov-Smirnov normality testing, Pearson Product Moment for correlation analysis, with SPSS version 24. The correlation coefficient results for the significance of reading habits and reading comprehension in students show the correlation value (0,989) was higher than r-table (0,172). This means that the significant value of correlation was included in the very high category, and the results of the correlation coefficient on the significance of students' reading motivation and reading comprehension show that the correlation value (1,000) was higher than the r-table (0,172). This means that the significant value of correlation was included in the very high category. The correlation coefficient was found to be significant. It also implies there was a statistically significant correlation among their reading habits, reading motivation, and reading comprehension. The null hypothesis ( $H_0$ ) was rejected, and the alternative hypothesis ( $H_a$ ) was accepted, as determined by the writer. In conclusion, this result is explained by the fact that there was a significant relationship among reading habits, reading motivation, and reading comprehension.

**Keywords :** *Correlation, reading habits, reading motivation, and reading comprehension*



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# **CHAPTER I**

## **INTRODUCTION**

The first section of the research explains important points such as (1) the background of study, (2) the limitation of problem, (3) the formulation of problems, (4) the objectives of study, and (5) the significances of study.

### **1.1 The Background of Study**

Language is essential in human activity because it is used to communicate with others and keep things running smoothly. Language enables people to communicate with one another. According to Cochrane (2012) and Bonvillain (2019), language is primarily a means of communication, and communication occurs primarily in a social context. Language is used in a variety of activities in everyday life, so it can be considered as a mode of communication. English is also considered as the first foreign language in Indonesia, and it is formally has been taught from primary school until university. It is taught as a required subject in school. Habibah (2016) stated that English is required as the first foreign language for all Indonesian students from lower secondary to university levels.

Furthermore, when learning English the students must be able to understand some of the language skills. The language abilities include speaking, reading, listening, and writing. Besides that, Lotherington (2004, p. 65) and Burns and Siegel (2018) stated that the four basic language skills are speaking, listening, reading, and writing. Once students have mastered these abilities, they are expected to incorporate them into their communication acts.

Reading is an individual's ability to recognize a visual form, associate it with a sound or meaning learned in the past, and understand and interpret its meaning based on that knowledge. Reading ability is essential in today's society. Reading is essential for English learners because it expands their knowledge, vocabulary, and information (Harmer, 2001, p. 82 & Müller-Spitzer et al., 2018).

Students should be able to learn effectively by using effective language learning strategies and cultivating positive reading habits. Good learning practices are required for students to acquire languages effectively and succeed, particularly in reading. Reading habits can provide numerous benefits to students. Reading is a powerful and long-lasting habit that helps students achieve academic success. Making reading a routine practice for students allows them to learn more and concentrate and focus better.

Moreover, Jack (2008) and Huettig and Pickering (2019) mentioned some advantages of reading on a regular basis, they are : 1. Regular reading helps the mind function well; 2. Regular reading helps us have a strong vocabulary; 3. A love of reading inspires intellectual curiosity; 4. Regular reading indicates psychological activity; and 5. Regular reading fosters an optimistic outlook.

Furthermore, Wigfield et al. (2016) explained that a lack of reading motivation in students can have an impact on their learning performance, from comprehension to learning outcomes. There are numerous influences on reading comprehension. According to Duke (2001) and Fajardo et al. (2014), many factors influence children's ability to understand texts. Motivation, language knowledge, and reading fluency, among other factors, can all have an impact on children's comprehension. Fluent reading involves reading the text of a word quickly, accurately, and

automatically, as well as comprehending what you read. As a result, the teachers must be able to understand their students in order to increase their motivation and understanding. In other words, students can use motivation to gain knowledge, comprehension, or skill.

Furthermore, one of the skills that can affect a person's ability to understand a text is the ability to draw inferences. Words, phrases, clauses, and sentences are the first steps in reading comprehension. The reader's ability to infer meaning from printed words is critical for an accurate perception of information (Ganie et al., 2019). Reading comprehension is the ability to understand the information contained in the words and phrases necessary to extract information from a reading text.

According to Duke (2001) and Mamajanova and Artikova (2022), reading is comprehension, and comprehension is what reading is. The effect of comprehension is determined not only by whether or not the text makes sense but also by the information it contains. According to Klingner et al. (2007) and Kočiský et al. (2018), reading comprehension is a multi-component, highly complex process that includes numerous interactions between the reader and what they contribute to the text, as well as text-related variables. As a result, reading comprehension is an active activity in which students interact with the researcher while reading.

Based to some previous studies, there is a positive relationship between reading motivation and reading comprehension. Knoll (2000), Eun-Kyung, and Jung-im (2016) investigated the relationship between motivation and reading comprehension and concluded that there is a strong significant relationship between motivation and reading comprehension in his study. Samrotul (2014) attempted to



quantify the correlation between students' reading habits and reading comprehension (a correlation study in the second grade of SMA Dua Mei Ciputat). Her research found a strong correlation between students' reading habits and reading comprehension in the second grade of SMA Dua Mei Ciputat during the academic year 2013/2014. Moreover, after she calculated the formula for product moment, it showed that the correlation index between students' reading habits and their reading comprehension score was high. The correlation index ( $r_{xy} = 0.779$ ) falls between 0.70 and 0.90. It means that the relationship between students' reading habits and their reading comprehension is highly correlated.

Furthermore, based on the writer's observations of English learning at SMA Negeri 10 Palembang, it was found that some students had of lack strong motivation. The English teacher confirmed that the eleventh graders in the academic year 2022/2023 were indeed unmotivated.

Therefore, based on the background above the writer was interested in conducting the study entitled "The Correlation among Reading Habits, Reading Motivation, and Reading Comprehension of the eleventh grade students of SMA Negeri 10 Palembang".

## **1.2 The Limitation of Problem**

The study focused on the correlation among reading habits, reading motivation, and reading comprehension of the eleventh grade students of SMA Negeri 10 Palembang in the academic year 2022/2023.

### **1.3 The Formulation of Problems**

Based on the background above, the problems were formulated as follows :

1. Was there any significant correlation between reading habits and reading comprehension of the eleventh grade students of SMA N 10 Palembang?.
2. Was there any significant correlation between reading motivation and reading comprehension of the eleventh grade students of SMA N 10 Palembang?.
3. Was there any significant correlation among reading habits, reading motivation, and reading comprehension of the eleventh grade students of SMA N 10 Palembang?.

### **1.4 The Objectives of Study**

Based on the research questions above, the objective of the study could be stated as follows :

1. To find out whether or not there was any significant correlation between reading habits and reading comprehension of the eleventh grade students of SMA N 10 Palembang.
2. To find out whether or not there was any significant correlation between reading motivation and reading comprehension of the eleventh grade students of SMA N 10 Palembang.
3. To find out whether or not there was any significant correlation among reading habits, reading motivation, and reading comprehension of the eleventh grade students of SMA 10 Palembang.

## **1.5 The Significances of Study**

The results of the study were expected to have benefits for:

### **1. English Teacher**

This study is expected to assist teachers, particularly English teachers at SMA Negeri 10 Palembang, in developing their English teaching techniques by taking into consideration the students' reading habits, reading motivation, and reading comprehension. The findings of this study could be read by teachers, that would give benefits to them by increasing their reading comprehension and inspiring the students to develop better reading habits.

### **2. Students**

This study is expected to significantly improve the students' reading habits, motivation, and comprehension, particularly among the students in the eleventh grade at SMA Negeri 10 Palembang.

### **3. Researcher**

This study is expected to provide the researcher with useful experience in becoming aware of the correlation study by identifying the correlation among reading habits, reading motivation, and reading comprehension.

### **4. The Next Researcher**

The knowledge provided by this study would give benefits to the future researchers on the students' reading motivation, reading habits, and comprehension. It was also intended to assist the students in taking meaningful actions to improve their reading comprehension. It could also be used to gather the data on the students' reading preferences and motivation.

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