THE CORRELATION BETWEEN STUDENTS' READING HABIT AND STUDENTS' READING ACHIEVEMENT AT THE EIGHTH GRADE OF SMP ISLAM AMANAH UMMAH MOJOLABAN SUKOHARJO

THESIS

Submitted as A Partial of the Requirements
for the Degree of Undergraduate in English Language Education

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Assalamu'alaikum wa rahmatullahi wa barakaatuh

After reading thoroughly and giving necessary advices, herewith, as the advisor, I state that the thesis of

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Has already fulfilled the requirements to be presented before the Board of Examiners (*munaqasyah*) to attain Undergraduate Degree in English Language Education.

Thank you for the attention.

Wassalamu'alaikum wa rahmatullahi wa barakaatuh

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RATIFICATION

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DEDICATION

This thesis is dedicated to:

1. Allah SWT, The God of the universe,
2. My prophet Muhammad SAW, who always inspires me in every condition and occasion,
3. My whole family, especially my beloved parents and siblings, who always support and love me unconditionally,
4. All my friends, who have accompanied me in my ups and downs,
5. All the teachers and lecturers of State Islamic University Raden Mas Said Surakarta.

MOTTO

“This too shall pass”

“Start now. Start where you are. Start with fear. Start with pain. Start with doubt. Start with hand shaking. Start with voice trembling. Start and don’t stop. Start where you are, with what you have. Just start!”

“Life isn’t fair. Get used to it.” (Patrick Star)

PRONOUNCEMENT

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I hereby sincerely state that the thesis entitled "THE CORRELATION BETWEEN STUDENTS' READING HABIT AND STUDENTS' READING ACHIEVEMENT AT THE EIGHTH GRADE OF SMP ISLAM AMANAH UMMAH MOJOLABAN SUKOHARJO" is my precious masterpiece. The things out of my masterpiece in this are signed by citation and referred in bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Sukoharjo, 6th June 2023

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The researcher realize that this thesis is still far from perfection. The researcher hopes that her thesis is useful for every researcher in particular and the readers in general.

Sukoharjo, 6th June 2023

The Researcher,

Nindi Faramida

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ABSTRACT

Nindi Faramida. 2023. *The Correlation between Students' Reading Habit and Students' Reading Achievement at the Eighth Grade of Islamic Junior High School Amanah Ummah Sukoharjo Jawa Tengah.* Thesis. English Language Education, Cultures and Languages Faculty

Advisor : Dr. Yusti Arini, M.Pd.
Keywords : Islamic Junior High School Amanah Ummah, Reading Habit, Reading Achievement,

Reading is one of the skills in learning English. It has an important role such as giving information to the readers. Reading is interpreting, which means responding as a piece of communication to a written text. Reading is always related to comprehension and achievement. Many studies have shown that student do not get the right habit of reading because of the education system does not develop a reading habit as well for students. The main objective of this research is to determine the correlation between the students' reading habit and their reading achievements.

The researcher used correlational quantitative design. The population of this research was the eighth-grade of Islamic Junior High school Amanah Ummah Mojolaban Sukoharjo in the 2022/2023 academic year. However, all of 64 students were chosen as the sample by using convenience sampling. Questionnaire and students' reading score were used as the instrument of this research. The data were analyzed by Likert scale and the Pearson correlation coefficient.

The result of this research indicated that reading habit had positive significant correlation with the students' reading achievement. It can be seen that the correlation coefficient value was 0,255. The results of the study showed that students' reading achievement was influenced by the reading habit variable. it was illustrated by the results of the hypothesis test which means Ho is rejected, Ha is accepted. This rejection of Ho is confirmed by the significance of 0.042<0.05 in Sig (2-Tailed) table, because the significance value 0.042<a-0.05 it means that the submitted hypothesis was greatly proven true. The result can be concluded that there is moderate correlation between students' reading habit and their reading achievement at the eighth-grade of Islamic Junior High school Amanah Ummah Mojolaban Sukoharjo

CHAPTER I

INTRODUCTION

A. Background of the Study

Reading is one of the skills in learning English. It has an important role such as giving information to the readers. Reading is interpreting, which means responding as a piece of communication to a written text (Wallace, 1993:4). Reading is always related to comprehension. Reading comprehension is a process of constructing meaning and understanding the meaning of the text. After reading the passage, students are expected to comprehend the passage at the end of the course. The reading process is related to the text to understand the meaning. Some forms of the relationship of readers in reading are finding main ideas to clarify the text and respond to the understanding questions.

Brown (2001) stated reading comprehension is the main problem to develop appropriate and efficient understanding strategies. With the aim to increase the students' performance, reading habit is crucial to get the better reading performance. According to Diem (2011, p. 5), students' reading habit can live around many books because they can select what they want to read. Furthermore, according to Hassan, Olaseni, and Mathew (2012, p. 239) Reading habit refers to how much, how often, and what students read. Students can choose whatever they read to increase their reading performance. It is related to the students' preferences, hobbies, and willingness to read. Reading habits make students increasingly understand the contents of the reading as reading comprehension. From the reading comprehension itself is proven through students' learning outcomes through reading performance. In addition, reading

comprehension competence is one of the important factors connected to students' performance. Therefore, reading performance is the main variable of this research.

Reading is also an important ability for students to master since it helps them to extract knowledge from the reading material, and the information derived from the text requires a cognitive process in order to attain the aim of knowing. Reading is a fluent method in which readers combine text with priors' knowledge to make sense of it. However, some people believe that reading specific articles or textbooks is easy, while thorough reading is more challenging (Nunan, 2003). Furthermore, reading is important for students since they allow them to obtain information, expand their knowledge, and broaden their way of thinking by reading any text. As a result, students should be able to read in order to add to their understanding.

Some of the studies were conducted by researchers, one of them is Muawanah (2014). The research discusses the relationship between students' reading habit and their reading comprehension at the second grade of SMA Dua Mei Ciputat. The result can be concluded that there is a strong relationship between the students' reading habit and their reading comprehension.

Another research was conducted by (Wulandari, 2016). The research was conducted to find out whether there is a significant positive correlation between students' reading habit in English and their reading comprehension abilities in the first grade of SMP PGRI 1 Gunung Protector, East Lampung. The result can be concluded that there is a positive significant correlation between the students' reading habit in English and their reading comprehension ability.

In previous studies, many of English college students rarely investigated reading habits in Islamic boarding schools. Even a lot of studies on reading habits and students' reading achievement, but few or perhaps rarely researchers who investigate the reading abilities of students with basic educational experience in Islamic boarding schools.

Furthermore, the research is intended to fill in the gap by emphasizing more on the ability of students' reading habits in Islamic boarding schools by comparing them to student achievement outcomes. Most of the previous studies sometimes just focused on the frequency and the amount of time in the reading habit. But in this research, not only the frequency and amount of time in the reading habit, but the kind of reading books, family motivation, and motivation in the academic environment will also be measured.

Based on the statements before, the researcher aims to investigate the research entitled “The Correlation between Students' Reading Habit and Students' Reading Achievement at The Eighth Grade of SMP Islam Amanah Ummah”.

B. Identification of the Problems

Based on the background of the research above, the identification of problems can be founded as follow:

1. Students have little interest in reading books
2. The students have any difficulty word in reading
3. The students find it difficult to get the main idea of the text
4. The students are lacking of vocabulary

C. Limitation of the Study

Based on the research's background, the researcher limited the problem as follow:

The object of the research is eighth-grade students of Amanah Ummah Islamic Junior High School. In this research, researcher only focus on finding the relationship between students' reading habit and students' reading achievement. This problem limitation is used to avoid departures from existing problems. Allowing the researcher to be more focused and the research to be more focused on achieving the desired goals.

D. Objectives of the Study

Based on the theoretical issue above, this research aims to determine the correlation between students' reading habit and students' reading achievement at the eighth-grade students of SMP Islam Amanah Ummah.

E. Benefits of the Study

The benefits of the study are as follows:

1. Theoretically, the researcher hopes that the results of this study will contribute to the development of education, especially in the language. It can also be used as a reference for those who want to conduct research, especially regarding reading habits and reading achievement.
2. Practically, the results of the study can be useful to:
    a. English teachers who expected this study to be a reference in improving

students' reading skills.

b. The researchers who may apply the same research on the correlation between students' reading habit and reading achievement. The research results can be a reference for other researchers to conduct further research on the correlation between students' reading habits and their achievement at a different level.

F. Definition of Key Terms

1. Reading Habits

Reading habit is the activity of habitual reading that can express likes, create new ideas and create pleasure for the readers themselves. In this research, reading habit was influenced by several factors adapted from Gaona (2011) those who are reading frequency, kind of reading books, time spent on academic reading, time spent on non-academic reading, family motivation and also environment academic motivation.

2. Reading Achievement

According to Johnson (2008), reading is one of the skills of an individual to read and interpret written words. Achievement is the thing that someone has done successfully, especially using their effort and skill.

CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher presents the review of literature which is used in this research.

A. Theoretical Review

1. Definition of Reading

Reading is the most important skill for all language learners. Reading is generally the most important ability for performance in all (Brown, 2003:185). While we make education, it remains a very necessary ability to interpret common language skills. Which is also why, the reason researcher selects a reading skill is because reading skill includes basic language competencies in English, relevant as speaking, listening, and writing.

Reading becomes an efficient instrument for students to increase their background knowledge. In particular, when English becomes one of the subjects examined at the national final test. The students have all kinds of references to read for that reason. Therefore, it must be the students' ability to understand the meaning of the written text. The ability of the students to interpret information from the content will potentially affect their study. For students who are continuously using reading skills, their academic progress will be effectively influenced and those who are unable to read and comprehend will have difficulties in their study.

Reading can help someone consolidate and expand their knowledge of the language. By doing so, the reader can obtain any information and pleasure related to the language's subject. This activity also provides some benefits to

the readers. One advantage is that students can improve their knowledge by reading a text without the teacher's assistance because they can interpret it on their own (Rivers, 1981:260).

Another expert defines reading as an activity in which readers respond to and make sense of a text they are reading in relation to prior knowledge (Spratt: 2005:21). The activity is carried out by the readers because they want to gain information and knowledge from the text, despite the fact that the readers have their own background knowledge. They automatically connect their existing knowledge with new information gained from reading. By doing so, the readers may receive a new conclusion as well as new information.

2. Types of Reading

There are different reading styles, including intensive reading, reading aloud, and silent reading, according to Patel and Praveen (2008).

a. Intensive reading is a style of reading that concentrates on the idioms and vocabulary found in poems, novels and other sources. For example, the students concentrate on the linguistic or semantic nuances of a reading while ignoring the details of the reading's structure, such as grammar.
b. Extensive reading is a style of reading in which students read texts for pleasure and to improve their overall reading abilities. For example, the students read as many different types of books as they can, particularly for enjoyment and simply needing a general comprehension of the contents.
c. Reading aloud involves speaking loudly and coherently while reading.

Taking poetry, dialogue, and other types of text as examples.

d. Silent reading exercises are designed to help pupils learn to read silently so they can focus their attention and use their intellect to understand the material. Taking the students' memorization of a text as an example.

Reading aloud involves speaking loudly and coherently while reading. Intensive reading is a style of reading that concentrates on the idiom and vocabulary skills for reading and explains the purpose and preference for reading as well as the frequency of reading. It can be concluded that reading habits are habitual reading activities that can express liking, create new ideas and create pleasure for readers themselves. It can be seen from the amount of reading books, time spent for reading and what do the readers read. Reading habits will help learners to gain meaningful knowledge and develop good academic performance at school.

Based on the above definitions it can be assumed that habits include a process of unconscious repetition as repetitive behavior. It represents the personality of the individual, whether good or bad and they always do it regularly.

3. Process of Reading

Reading is a process of understanding a description of a concept, object, event, and so on by reading a series of sentences or writing. Reading requires foresight of the eye and the ability to digest and understand a series of sentences. Therefore, in reading there are various kinds of processes needed to produce a comprehensive understanding of the series of sentences read. Sangia (2014) mention that reading is a sophisticated cognitive activity that

involves unlocking signs to produce or generate meaning. It is a means of learning a language, communicating, and exchanging knowledge and ideas. Like other languages, it involves a complicated interaction between the text and the reader that is shaped by the reader's prior knowledge, experiences, attitudes, and the language community's contextualized cultural and social context. Continuous training, development, and progress are necessary for the reading process. Additionally, reading calls for originality and analytical thought. With each piece of advertising text, congenital veer from the precise meaning to conjure a vision that appeals to them in the setting it portrays.

According to Kamil, *et al.*, (2018), there are 8 processes in reading, i.e.

a. Sensory Process, means perceives the printed symbol visually;
b. Perceptual Process, means interpret what they see as symbols or words;
c. Sequential Process, means follow the linear, logical, and grammatical patterns of the written words;
d. Experiential Process, means relate words back to direct experiences to give the words meaning;
e. Thinking process, means make inferences from and evaluate the material;
f. Learning Process, means remember what they learned in the past and incorporate new ideas and facts;
g. Associational Process means recognize the connections between symbols and sounds, between words and what they represent;
h. Affective Process means deal with interest and attitudes the affect the task of reading; and
i. Constructive Process means put everything together to make sense of the

material.

According to Grell, *et al.*, (2022), reading involves three major processes: word recognition, comprehension, and fluency. Each of these plays a vital role in fully mastering the skill of reading, i.e.

a. Word recognition: Word recognition means that the reader's brain automatically recognizes a large number of words and automatically and accurately associates meaning with those words. This occurs without conscious thought. These are also referred to as "sight words" or "sight vocabulary". To read for understanding at a particular text level, a reader should have a word recognition accuracy rate of 90% or higher.
b. Comprehension: Comprehension means the ability to identify key information through skimming, as well as synthesizing the information with what the reader already knows, making connections to the text, questioning, and predicting. Comprehension includes both simple processing for general ideas as well as high-level processing (e.g. alternative perspectives, author's intent)
c. Fluency: Fluency is the ability to read a text in the natural patterns of the language in which it was written. It is the ability to automatically read a passage like the spoken language, and includes the natural rhythm, intonation, pacing, etc. that would naturally accompany the text.

4. The Importance of Reading Habits

Reading habits will help learners to get useful information and achieve good academic performance in school. Reading habits can develop students' imagination and creativity, information and vocabulary. The reason for doing

the reading habit is because someone will get more knowledge. Books are rich sources of information and knowledge. Reading books in different genres gives the students' knowledge in-depth look at a particular topic when reading it.

Krashen (2004:18) quoted in Samaranayke (2016:83) says that the tendency to read carefully has a positive influence on all corners of the school's skills and victories. Additionally upheld by Aramide (2015:72) that by attending to read, the students will be able to achieve great executions in the scientific field. In conclusion, the tendency to read carefully donated places of interest in various fields, such as mental development, dialect skills, learning achievements that are more important to the standards of community life. Reyhene (1998) stated that when students read for amusement, they increased their language skills involuntarily and unconsciously. Bignold (2003) suggested students' reading skills were supported by reading habits.

By reading the habitual book, the students can get affirmation or rejection of his thinking which makes people think more fundamental, almost true and unfounded in society. Reading habit gives individuals a feeling of value which empowers the gradually to create the best of all ethics, that's the capacity to get it rather than condemn. Besides, the books can be very entertaining, especially when someone is questioning himself and his beliefs. Based on the discussion, it can be concluded that the habit of reading activities has a positive effect on the skills and achievements of every corner of the school.

5. Factor Influencing Reading Habits

This could be related to the reading habits when the students are still small. If supported by the inspirer, a child will be more interested in and inspired to do it, not a theory or told it. When a child reaches school ages, the teacher has a role in increasing interest in reading which can then stimulate the reading habits of the students.

Some factors may influence the reading habits of the students. Yoke, et al. (2008:5) found that "internal and external influences play a role in maintaining the habit of reading". Internal factors from students include motivation and reading interest while external factors come from a students' environment such as the home environment and school environment.

However, it depends on each student based on the internal factors of reading habit. External factors included the motivation of the students and the enthusiasm of the students, or something that came from the students themselves. This means that the students have a significant role played in studying and doing well in school or college to achieve their success. Internal factors influencing reading habits were following:

a. Motivation

   Students need positive and compact motivation from all elements related to the achievement of reading habits.

b. Reading Interest

   One of the keys to achieving several points from the reading habit is interesting reading. The more interest in reading early the higher the frequency of reading habits.

External factors influencing reading habits are as follows:

a. Home Environment

It includes parental role in supporting students deeply influences the learners' reading skill development. In addition to this, the home environment also affects students' interest in reading. If the home environment is comfortable, the students would love to read. It's compounded by the fact that the atmosphere is friendly and close to the students. They associate with their families at home, rather than at school.

b. School Environment

It includes the role by teachers and a school facility greatly influencing students' reading interest. Teacher inspiration is not enough to enhance students' reading habits. But the accessibility of a library with great books that students need affects reading comprehension and achievement too.

Internal and external influences play a role in maintaining the habit of reading. Internal factors from students include motivation and interest while external factors come from a students' environment such as the home and school environment. This means that the students have a significant role played in studying and doing well in school or college to achieve their success.

6. The Indicator of Reading Habits

In gaining an effective reading habit, (Gaona, 2011) summarized six components of reading habit in achieving a successful reading habit: reading frequency, reading books, time spent on academic reading, time spent on non-

academic reading, family motivation, and motivation in academic environments.

a. Reading Frequency

    Percentage of reading is used to measure the reading rate of students in their leisure time.

b. Reading Books

    The amounts of items or kinds of reading books that the students read over the last three months is also included in the questionnaires.

c. Time Spent on Academic Reading

    The time students devote their time specifically to read academic books for their specialist subject. The academic books can be included in modules and exercise books.

d. Time spent on non-academic reading

    The amount of time the students used to read non-academic books such as magazines, novels, comics, etc.

e. Family Motivation

    It focuses on the recommended book which the family purchased or bought based on family interest.

f. Motivation in Academic Environments

    It focuses on the intensity of students' reading habit in their school environment of student s reading literature

Reading frequency, reading books, time spent on academic reading and non-academic reading are included in the questionnaires. The intensity of students' reading habit in their school environment of students' reading

literature is also part of the study. It focuses on the recommended book which the family purchased or bought based on family interest.

7. Advantages of Reading Habits

One of the most important skills that a person needs to practice to have a life of success is reading habits. Wulandari (2016) claims there are more than enough advantages students can receive, these are:

a. Helps the mind actively functions

Having a strong reading habit stimulates the mind to activate the neurons and make the mind do its job. The more someone learns, the sharper their minds are as they are continuously reading habit.

b. Build a strong vocabulary

A regular contributor would have a range of words bank, the more someone reads, the more vocabulary they get that will build up their comprehension in detecting errors, meaning, and the clearer it will be to catch the message that the writer tries to deliver in a passage of reading.

c. Intellectual curiosity boost

Intellectual curiosity as an assay says, “Reading is a window to the world,” so that someone with regular reading will see books as a source of knowledge, they are uncovered to reading many book types and understanding the complexity of various books. Therefore, regular readers can improve their comprehension of the various types of books and appreciate the nature of different books. Additionally, frequent readers can increase their comprehension of the different types of literacy skills.

d. The habit of reading implies psychological activity

As a brain activity, reading habit makes the readers' mind feel the imagination of the writer and the plot of the story, and experience the players' personal difference.

e. Help readers to have a positive attitude

The readers will provide daily feedback on the material they have read with a good reading habit, it assumes that they have an interested, encouraging and critical mindset. They will summarize the content and make a statement.

Reading is one of the most important skills that a person needs to practice in order to have a life of success. Wulandari (2016) claims there are more than enough advantages students can receive from having a regular reading habit, such as improved vocabulary and understanding of different types of books.

8. Reading Achievement

In terms of achievement is something that can be achieved through effort and expertise. The emergence of the term reading achievement is due to the complexity of the reading process, so to ensure one's understanding of a reading requires an appropriate term to accommodate a measure of one's understanding of a reading. Reading achievement is a milestone of one's understanding of a reading, Reading Achievement as a measurement of understanding of the reading process, in various studies it is sometimes equated with reading comprehension, but the difference between reading comprehension and reading achievement is slightly different, because reading

achievement requires depth, requires skill to understand reading at a higher level, and understand what they read.

According to Sangian (2014) reading echievement involve the aspect of linguistic behavior with an understanding of the overall interpretive process that is covered by communicative activity occurs during reading. It implies that the reader constructs meaning while reading based on textual cues. This translating task is not separate from the reading, but a packet with reading nonetheless because reading is a process of practical reasoning that yields meaning. Readers cannot build or complete the meaning in order to derive the full meaning; instead, they can only derive the meaning necessary to meet their requirements. As a result, reading included learning about how speech negotiates meaning.

The depth of reading achievement compared to reading comprehension is explained by Sangian (2014) as the success of a writer to interact with his readers so that they can instill or change new mindsets, provide new knowledge, understanding or enlightenment, to form a special skill or ability, so that in reading achievement is a process that drives two distinct levels of mental activity. The first activity is dealing with immediate apprehension of information and the other is related to the discrimination of this information into patterns of conceptual significance. In the process of reading, the reader not only creates meaning but also meanings should be negotiated in discourse as a process of reading strategy. Reading should not be a reaction to meaning but as an interaction between the writer and the reader mediated through the text. Thus, how to make reading efficiency depends on how effective the text

is (Sangian, 2014).

Therefore, in reading achievement there are three main components, viz. First Component, Text as Medium of Interaction**.** reading is considered not as response to the text but as interaction between writer and reader mediated with text. Since it is an interaction, there should be adjusted some notion of interaction. The analogy of interaction simply can be looked in a spoken conversation. This conversation presents an obvious of negotiation of meaning through two-way communication. It is clear that the interlocutors send the complete meaning together with watchful accuracy or give utterance to critical analysis. he interaction in here is using co-operative principle, which the writer is the speaker and the reader is the hearer. There may occasionally be an exchange of little amounts of necessary information in order to facilitate pleasant dialogue between interlocutors. Basically, the participants are concerned in keeping the conversation going while ignoring the key points being discussed. When the conversation provides the speaker and listener with a clear direction to follow where they can find meaning for themselves and make it for others;

Second component, Encoding and Decoding Process, Decoding is the process of converting written text into the sous and meanings of spoken language, frequently quietly. The opposite process is encoding, sometimes known as spelling. Encoding skills are typically acquire together with decoding capabilities and show similar learning. Reading requires the ability to decode. Although decoding by itself does not guarantee understanding, being a good decoder is essential to being a good reader. Adults need to be

able to decode unknown words automatically in order to read the texts they encounter on a daily basis. Addressee direction is what encoding is all about, and addresser direction is what decoding is all about.

Third component, teaching Implementation, the primary imperfection of communication through natural language must be made the learners' cognizant before reading or writing can be taught. Most teachers encourage their pupils to believe that their understanding of the exact meanings is complete. If texts are sufficiently examined, they will produce all of the content that is recoverable from them. Teachers occasionally fail to discourage the use of everyday language and challenge students' perception of their own worlds in abstraction, two factors that alone guarantee that reading will be meaningful in any truly meaningful sense. Teachers need to emphasize that written discourse is still interactive as a form of communication despite its uniqueness from a direct context. Because of this equivocal, a value system and minimum completeness standards (KKM) were formed for each subject studied in each subject they learned in class, to measure the reading achievement in students.

9. English Subject

According to Kent (2013), English subject is a benchmark in reading achievement from English subject. English subject is a subject that contains learning messages, both specific and general, related to learning English. English subject is a tool to measure student achievement in an English subject learning model. The English subject is a means of interaction between educators and students who follow the English subject. English subject is a

collection of knowledge that is owned by English as a language which is conveyed like fun information from educators to students, according to the learning model and learning objectives set at school.

English as a student subject, will facilitate two-way communication between educators and students, in order to be able to achieve competency standards and basic competencies in English subjects which are embodied in numbers in the form of minimum completeness criteria (KKM). The main components that make up English as a subject can be described as follows:

a. Learning methods

The learning method here refers more to a process carried out by an educator, to interact with English material so that it is more easily understood by students. the learning method is a way in the learning process to achieve maximum learning goals that refer to student learning interests and the development of student skills as an achievement, where the final output is grades.

A good learning method will be seen from a conducive classroom atmosphere, where children listen with fun and with eyes full of curiosity. This indicates that the transfer of knowledge is going well, the educators have succeeded in creating a bridge between the students' ignorance and the knowledge they have, as well as a connecting bridge between students and the school, with this bridge a student will be able to achieve the standards applied by the school. A good learning method will create optimal understanding in each student. In general, in a learning method, an educator will apply various techniques so that learning material can be well received

by students. According to Retnowati, et al., (2020), the most common methods used in the process of learning foreign languages are 1) Grammar Translation Method (GTM), this method is a method that is well known in the world of foreign language learning. The method emphasizes grammar or grammar through translating from the foreign language being studied to the mother tongue used. In addition to grammar, there is also vocabulary learning. The teacher will teach material about grammar using formulas, then use language interpretation when teaching reading, writing, and vocabulary in English; 2) Audio Lingual Method, this method emphasizes learning English through various forms of conversation in which there are various situations, conditions, and sentence patterns, according to what is learned in English, in this audio-lingual student are taught to apply the vocabulary and grammar they have learned in a conversation. While other methods such as discussion, use of learning media, and other practices are supporters of the two core methods of learning English subject.

a. Learning Model

The learning model is a more concrete form of the learning method. The learning model adapts to the curriculum created by the government through the Ministry of Education and Culture. The 2013 curriculum is the curriculum used before the implementation of the Merdeka Learning curriculum in 2022/2023. Amanah Ummah Islamic Junior High School, as the author knows, is still implementing the 2013 curriculum. The 2013 curriculum emphasizes modern pedagogic dimensions in learning, namely, using a scientific approach (scientific approach), in addition to

learning methods using text. The scientific approach (scientific approach) in learning as intended includes observing, asking, reasoning, trying to form networks for all subjects. According to Lestari (2016) the application of the scientific approach to the English subject requires an educator to be smart in applying the scientific approach, which means that he must be able to accurately predict the responses and level of understanding of students. While the English subject is a social science that cannot be predicted exactly how students' responses will be, depending on the circumstances and conditions that apply to a particular month, day, or even hour when observations of student responses are carried out.

Lestari (2016) states that the English language learning model with a scientific approach includes the following characteristics, 1) Student-centered; 2) Involve science process skills in constructing concepts, laws or principles; 3) Involve potential cognitive processes in stimulating intellectual development, especially students' higher order thinking skills; and 4) Can develop student character. The 2013 curriculum focuses on student learning experiences. According to Permendikbud Number 103 of 2014, the learning process consists of five main learning experiences, namely observing, asking questions, gathering information for experimentation, associating/processing information and communicating, and creating. The 2013 curriculum breathes the spirit of self-development (constructivism), through creativity and student character development.

According to Yazidi (2014), on the English subject, 5 learning models can be applied, all of which are based on a scientific approach, which can be done on the English subject, as follows, 1) Discovery/Inquiry Learning Model, is a series of learning activities that maximally involve all students' abilities to seek and investigate systematically, critically, and logically so that they can find knowledge for themselves; 2) Problem-Based Learning Model, this learning model can be equated with a case study-based learning model, the teacher must formulate problems related to English, either in the form of suppositions, or what happens in the surrounding environment. The problem-based learning model is often considered a follow-up learning model from the other 4 learning models, because each learning model generally requires problems, questions, which are seen as 'problems' that must be solved so that the process of transferring knowledge with a scientific approach goes well.

Third learning model, is project-based learning model is a learning model that is carried out to deepen the knowledge and skills of students by creating works or projects related to applicable teaching materials and competencies; 4) Contextual Learning Model, Contextual learning is a learning concept by associating the material being taught with the real world and encouraging students to make connections between the knowledge they have and its application in life as members of society, this learning model is a developmental learning model from a project-based learning model; 5) Cooperative Learning Model, Cooperative

learning model is a form of learning by means of students learning and working in small groups collaboratively whose members consist of four to six people who are heterogeneous, this learning model is the basis of the other 4 learning models, because 4 other learning models are generally carried out in groups either between 2 or more people,

b. Competencies

In terms, competence is a combination of knowledge, skills, values and attitudes that are reflected in the habits of thinking and acting. Competence in a person is often associated with a person's ability in a particular field. This ability is often referred to as a competent attitude. In a person's competent attitude in one field, there is a set of competencies that form the complexity of abilities in a person. Competence is a complex ability possessed by a person which includes mastery of knowledge, skills, attitudes, and values that are manifested in thoughts and actions.

The 2013 curriculum, which is used in Amanah Ummah Islamic Junior High School, is a competency-based curriculum. Various competency groups are created to oversee and support learning methods. In the 2013 curriculum, Core Competencies, Competency Standards, and Basic Competencies are defined. Core Competencies are general competencies that are expected to be achieved by all students. Where the focus of core competencies is 4 standards namely, (1) spiritual attitude; (2) social attitudes; (3) knowledge, and; (4) skills. Competency standards and English language competencies are prepared under the scope of 1 or

2 standards of this Core Competency.

Junior High school English subjects have Basic Competencies which are structured based on 2 standards of core competencies, namely standard number 3, knowledge, and number 4, skills, each of which reads "understand and apply knowledge (factual, conceptual, and procedural) based on curiosity about science, technology, art, culture related to phenomena and events visible to the eye", and "processing, presenting, and reasoning in the concrete realm (using, parsing, stringing, modifying, and making) and the abstract realm (writing, reading, calculating, drawing, and composing) in accordance with what is learned in school and other sources that are the same in point of view/theory.

Each is developed in 13 basic competencies. The core competencies of knowledge have the following basic competencies, 1) applying social functions, text structures, and linguistic elements of oral and written interpersonal interaction texts that involve the act of asking for attention, checking understanding, appreciating performance, asking and expressing opinions, and responding to them, according to the context its use; 2) Applying social functions, text structures, and linguistic elements of oral and written transactional interaction texts that involve the act of giving and asking for information related to ability and willingness, to perform an action, according to the context of its use. (Pay attention to the language elements of can, will); 3) apply the social function, text structure, and linguistic elements of oral and written transactional interaction texts which involve the act of giving and asking for

information regarding imperatives, prohibitions, and appeals, according to the context of their use. (Pay attention to the linguistic elements must, should); 4) Applying social functions, text structures, and linguistic elements of oral and written interpersonal interaction texts that involve ordering, inviting, asking for permission, and responding to them, according to the context of their use; 5) Comparing the social function, text structure, and linguistic elements of several special texts in the form of greeting cards, by giving and asking for information related to special days, according to the context of their use; 6) Applying social functions, text structures, and linguistic elements of oral and written transactional interaction texts that involve the act of giving and asking for information regarding the whereabouts of people, objects, animals, according to the context of their use. (Pay attention to the language elements there is/are)

Seventh, applying social functions, text structures, and linguistic elements of oral and written transactional interaction texts that involve the act of giving and asking for information regarding conditions/actions/activities/events that are carried out/occurring routinely or are general truths, according to the context of their use. (Pay attention to the linguistic elements of the simple present tense); 8) Applying social functions, text structures, and linguistic elements of oral and written transactional interaction texts that involve the act of giving and asking for information regarding conditions/actions/activities/events that are being carried out/taking place when spoken, according to the context of its use. (Pay attention to the linguistic elements of the present

continuous tense); 9) Applying social functions, text structures, and linguistic elements of oral and written transactional interaction texts that involve giving and asking for information related to the comparison of the number and nature of people, animals, objects, according to the context of their use. (Pay attention to the linguistic elements of the degree of comparison); 10) apply social functions, text structures, and linguistic elements of oral and written transactional interaction texts that involve the act of giving and asking for information related to the comparison of the number and nature of people, animals, objects, according to the context of their use. (Pay attention to the linguistic elements of the degree of comparison).

Eleventh, comparing the social function, text structure, and linguistic elements of several spoken and written persona count texts by giving and asking for information related to personal experiences in the past, short and simple, according to the context of their use; 12) Comparing the social function, text structure, and linguistic elements of several special texts in the form of short messages and announcements/notices, by giving and asking for information related to school activities, according to the context of their use; 13) Interpreting the social function and linguistic elements of song lyrics related to the life of junior high school/MTs youth.

While Core Competency 4, skills, are developed into 13 Basic Competencies, namely 1) Compose very short and simple oral and written interpersonal interaction texts that involve the act of asking for

attention, checking understanding, appreciating performance, and asking and expressing opinions, and responding to them by paying attention to social functions, structures text, and language elements that are correct and appropriate to the context; 2) Compose very short and simple oral and written transactional interaction texts that involve the act of giving and asking for information regarding ability and willingness, performing an action, taking into account social functions, text structure, and linguistic elements that are correct and in context;

Third core competency is compose short and simple spoken and written transactional interaction texts that involve the act of giving and asking for information regarding imperatives, prohibitions, and appeals, taking into account social functions, text structure, and correct linguistic elements in context; 4) Compose very short and simple spoken and written interpersonal interaction texts that involve ordering, inviting, asking for permission, and responding to them by paying attention to social functions, text structure, and linguistic elements that are correct and in context; greeting cards, very short and simple, related to special days by paying attention to social functions, text structure, and linguistic elements, correctly and according to context; 6) Compose very short and simple spoken and written transactional interaction texts that involve the act of giving and asking for information regarding the whereabouts of people, objects, animals, taking into account social functions, text structure, and linguistic elements that are correct and in context; 7) Compose very short and simple oral and written transactional interaction

texts that involve the act of giving and asking for information regarding conditions/actions/activities/events that are carried out/occurring routinely or are general truths, taking into account social functions, text structures and linguistic elements used correct and in context; 8) Compose very short and simple oral and written transactional interaction texts that involve the act of giving and asking for information regarding conditions/actions/activities/events that are being carried out/taking place when spoken, taking into account social functions, text structures, and correct linguistic elements and according to context; 9) Compose very short and simple oral and written transactional interaction texts that involve the act of giving and asking for information regarding the comparison of the number and nature of people, animals, objects, taking into account social functions, text structure, and linguistic elements that are correct and in context;

Tenth core competency is compose very short and simple oral and written transactional interaction texts involving the act of giving and asking for information regarding conditions/actions/activities/events that were carried out/occurred, routine or non-routine, or became common truths in the past, taking into account social functions , text structure, and linguistic elements that are correct and in context; 11) Recount text, captures meaning contextually related to social functions, text structure, and linguistic elements of oral and written recount text, very short and simple, related to personal experience in the past (personal recount) and composes spoken and written recount text, very short and simple, related

to personal experiences in the past (personal recount), taking into account social functions, text structure, and linguistic elements, correctly and in context

The twelfth core competency is can make short message texts and announcements/notices, capture meaning contextually related to social functions, text structures, and linguistic elements. Short messages and oral and written notices/notices, very short and simple, related to school activities and compose special texts in the form of short messages and announcements/notices, very short and simple, related to school activities, taking into account social functions, text structure, and linguistic elements, correctly and in context; 13) Capturing meaning contextually related to social functions and linguistic elements of song lyrics related to the lives of junior high school/MTs adolescents. Of the 13 Basic Competencies, these 2 core competencies were adopted by the Amanah Ummah Islamic Junior High School and then adapted.

c. Minimum Completeness Criteria (KKM)

According to Telambanua (2019), the Ministry of Education and Culture (2017) explained that the Minimum Completeness Criteria (KKM) is a competency threshold set by each education unit in each school. The KKM is set to standardize the "quality" of individual students, so that the quality of all school graduates has equally good quality. Each school determines KKM by taking into account 1) Intake (average ability of students); 2) Complexity (identifying indicators as markers for achieving basic competence); 3) Ability support power

(oriented to learning resources). The KKM is determined for each indicator which will then be averaged into one value expressed in numbers 0 to 100. In determining the KKM by the teacher or group of subject teachers it is approved by the school principal to be used as a benchmark for teachers in conducting assessments. The specified KKM is disseminated to interested parties, namely students, parents, and the education office. KKM is included in the LHB when the results of the assessment are reported to the parents/guardians of the students.

The KKM functions are as follows 1) As a reference for educators in assessing the competence of students according to the Basic Competencies of the subjects followed; 2) As a reference for students in preparing themselves to take subject assessments; 3) One of the evaluation components of learning programs implemented in schools; 4) It is a pedagogic contract between educators and students and educational units and the community; 5) It is the target of the education unit in achieving competence in each subject.

The mechanism for determining KKM needs to pay attention to the following matters: 1) Determination of Minimum Completion Criteria needs to consider several provisions as follows: 1) Determination of KKM is a decision-making activity that can be carried out through qualitative and or quantitative methods. Qualitative methods can be carried out through professional judgment by educators by considering the academic abilities and experiences of educators teaching subjects in their schools. While the quantitative method is carried out with an agreed

range of numbers in accordance with the specified criteria; 2) Determination of the value of the minimum mastery criteria is carried out through an analysis of the minimum mastery learning for each indicator by taking into account the complexity, carrying capacity, and intake of students to achieve mastery of basic competencies and competency standards; 3). The minimum completeness criteria for each Basic Competency (KD) are the average of the indicators contained in the Basic Competency. Students are declared to have achieved learning mastery for a particular KD if the person concerned has achieved the minimum learning mastery that has been set for all indicators on the KD; 4) The minimum completeness criteria for each Competency Standard (SK) is the average KKM Basic Competence (KD) contained in the SK; 5) The minimum subject completion criteria are the average of all KKM-SK contained in one semester or one year of study, and is included in the student's Learning Outcomes Report (LHB/Raport).

Then, sixth, indicators are a reference/reference for educators to make test questions, both Daily Tests (UH), Mid Semester Tests (UTS) and Final Semester Tests (UAS). Test questions or assignments must be able to reflect/display the achievement of the indicators being tested. Thus, educators do not need to weight all test results, because all have equal results; 7) In each indicator or basic competence, it is possible to have differences in the minimum completeness score. Competency Standards and Basic Competences in the English subject taken in this study are the result of an average assessment of the ability to apply what

is read, namely an assessment of speaking ability, which includes fluency, accuracy, intonation, and comprehension.

B. Previous Related Studies

There are several studies that conducted the students' reading habits and reading achievement. First, Muawanah (2014) conducted research "The Relationship between Students' Reading Habit and Their Reading Comprehension A Correlational Study at the Second Grade of SMA Dua Mei Ciputat". English Education Department, Faculty of Tarbiyah and Teachers' Training Syarif Hidayatullah State Islamic University Jakarta. The method used in this research is quantitative research and it is designed in a correlational study. The population of this study was fourteen students of the second-grade science and social students of SMA Dua Mei Ciputat. The data of students are collected through simple random sampling technique. Questionnaires and tests are used as instruments for this research. This test aims to know the students' reading habit score. The reading comprehension test is conducted to measure students' reading comprehension. Then, the writer analyzes the relationship using Pearson's Product Moment Formula to correlate both reading habit (variable X) and reading comprehension (variable Y). The result shows that the t-observed is 0.779 and the t-table is 0.320. the result can be concluded that there is a strong relationship between students' reading habit and their reading comprehension.

Second, Wulandari (2016) conducted "The Correlation between Students' Reading Habit in English and Students Reading Comprehension Ability in the First Grade of SMP PGRI I Gunung Protector, East Lampung". The research

aims to find out whether there is a significant positive correlation between students' reading habit in English and their reading comprehension ability. This research was quantitative descriptive. The population of this research was the students of the first grade in the 2015/2016 academic year. The research design was ex post facto design; the researcher did not give treatment but collected the data by seeing the correlation between cause and effect. The instruments were questionnaire and reading test. The result shows that the t-observed is 0.642 and the t-table is 0.349.

Third, Husna (2014) was conducted entitled “The Correlations among Readability Level of Texts, Reading Habit, and Reading Achievement of The Eighth Grade Students of MTs Al-Qur'an Harsallakum Bengkulu” using correlational research design to know the correlation among readability levels of the texts, reading habit, and reading achievement of the eighth-grade students of MTs Al-Qur'an Harsallakum Bengkulu. This study took 60 students as a sample of the study. Tests of readability level of the texts, reading habit questionnaires and reading achievement tests were used to collect the data for this study. The findings of this study showed that there was a positive significant correlation (r=0.925) between reading habit and reading achievement, there was a positive significant correlation (r=0.992)/ this study showed that readability level of the texts gave the contribution to reading achievement (RSquare=0.855) and reading habit gave the contribution to reading achievement (R-Square=0.792).

Fourth, Khalisa (2018) conducted a study “The Correlation between Students' Reading Habit and Their Writing Ability”. The study was carried out to explore the students' English reading habits and their writing abilities. The

research was conducted for second year students at SMAN 4 Kota Banda Aceh. 40 students out of 271 were randomly taken as the sample of this study. The data collected are by using questionnaires and tests to find out students' English reading habits and their writing abilities respectively. The results of the questionnaires show that students have a high reading habit. However only a few agreed to spend 15-30 minutes each day to read English although they spent their period to read English every week. The similarities of this research with the previous study above are:

1. First previous study, using questionnaire to measure reading habit in student and using same section in the questionnaire like frequency of reading, academic reading, non-academic reading, reading motivation in academic environment, and reading motivation in the family environment.
2. Second previous study, using questionnaire to measure reading habit
3. Third previous study, using questionnaire to measure reading habit
4. Fourth previous study, using questionnaire to measure reading habit

while the differences of this research with the previous study above are:

1. First previous study, using multiple choice question to measure reading comprehension and the research focused in reading comprehension
2. Second previous study, using try out test and reading test to measure reading achievement
3. Third previous study, focused on readability and using textbook to measure readability
4. Fourth previous study, focused on relationship between reading habit and writing ability

C. Rationale

Reading habits is important to develop students' knowledge. Reading habit could promote students' productivity and creativity. Habit itself meant that the action practice which did continuously until it became a pattern of behavior. Reading habits can rise the unconscious and instinctive processes involved in deriving meaning from text. Reading habit quickly helps a skilled reader actively generate meaning, and this is what comprehension habits do. The readers will then continuously be assisted in actively constructing meaning by developing reading habits. On the other hand, reading habits are quite beneficial for passing the time during free time in addition to assisting students in gaining information and reach the achievement of reading (Wahyudi 2016; Khoirunnisa & Safitri, 2018).

Nowadays, reading habit is considered as one of the important factors influencing reading achievement. Because reading in a good habit helps readers learn more and develop their intelligence. It enhances learning retention in students and has a profound impact on one's social, spiritual, and financial standing. When a student's understanding grows, effective reading habits are working in their favor. Through reading habit, we can find the relationship of the quantity of materials or books being read, the frequency of reading as well and the average time spent on reading.

According to several studies that examined the relationship between reading achievement and reading habit, it produced a variety of results. There were several studies which stated that there was a significant and strong relationship between reading habit and reading achievement, and there were

studies which stated that there was a significant moderate to weak relationship between reading habit and reading achievement.

D. Hypothesis

Based on the results of those reviews of literature reviews and previous research, the researcher decides that the hypothesis of this study is as follow:

1. The Alternative Hypothesis (Ha)

   There is a correlation between students' reading habits and students' reading achievement.

2. The Null Hypothesis (Ho)

   There is no correlation between students' reading habits and students' reading achievement.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research was conducted by quantitative research which is non-experimental design. According to (Ary, 2010), non-experimental was used to identify variables and to investigate correlations between variables. In this research, the researcher chooses research correlation, because the researcher wants to know the correlation between students' reading habit and students' English reading achievement. The researcher uses the statistical correlation test in correlation research designs to define and calculate the degree of association (or relation) between two or more variables or sets of scores. In this design, the researcher did not try to regulate or manipulate the variables as in an experiment; instead, they relate two or more scores for each participant using the correlation statistics (Cresswell, 2012).

B. Research Setting

1. Place of the Research

   This research was carried out in Amanah Ummah Islamic Junior High School. It is located in Gunung Saren RT 01 RW 17, Palur, Mojolaban, Sukoharjo, Central Java, 57554, Indonesia.

2. Time of the Research

   This research was carried out at February 2023 – June 2023

Table 3.1 Research Schedule

No.	Activity	Month				
		Feb 2023	March 2023	April 2023	May 2023	June 2023
1.	Proposal Preparation					
2.	Instruments Arrangement					
3.	Instrumental Trial					
4.	Data Analysis					
5.	Reporting					
6.	Finals					

C. Population, Sampling and Sample

The population of this research is the students of the eighth grade of SMP Islam Amanah Ummah. The population are all participants of the chosen field ofresearch (Iodico et al. 2010: 213). The population in this study is the total of the students of the eighth-grade students of Amanah Ummah Islamic Junior High School. There are 3 classes that consist of 64 students in total.

Table 3.2 The Eighth Grade Respondent Students of Amanah Ummah Islamic Junior High School

No.	Class	Number of Students
1.	VIIIA	21
2.	VIIIB	22
3.	VIIIC	21
Total		64

The sample is part of the population selected for a research process which is considered to be able to represent the entire population. This is in line with Arikunto's opinion (2016, p.174), the sample is part or representative of the

population being studied. In this study, the sampling use total population sampling. According to Sugiyono (2018) total population sampling is a sampling technique where the number of samples is equal to the population. The reason for taking the total population sampling is because the total population is less than 100, the entire population is used as a research sample. In this study, the criteria used as a requirement to become respondents are the eighth-grade students of SMP Islam Amanah Ummah.

D. Technique of Collecting the Data

In collecting the data from the research, the researcher used a questionnaire technique and reading achievement scores from the teacher. The procedures or steps are explained as follow:

1. The researcher was preparing research instruments including the validity and reliability
2. The researcher was set a schedule for deciding a questionnaire about students' reading habits
3. The researcher was given a test and questionnaire for the students
4. The researcher was requesting the data of students' scores in reading achievement to the teacher and also the data of voluntary feedback from the questionnaire
5. Then, the researcher was analyzing the questionnaire and the data score using SPSS Statistics
6. Last, the researcher was giving the conclusion of the result of correlation computation

E. Research Instruments

The instruments of this research were questionnaires on reading habit and the reading achievement score as a private documentation from the teacher.

1. Questionnaire

The researcher used a questionnaire in this research to evaluate the reading habits of the students. The researcher then conducted a reading achievement test to assess their performance for understanding reading. The researcher used correlational design in this research because there was no treatment on the subject of the research but the data will be collected for seeing the correlation only between two variables.

The researcher distributes the questionnaires to the students to know their score of reading habits. The researcher first evaluated the validity of the questionnaire before delivering the questionnaire to the students. Before the researcher used the validity testing there where 30 items evaluation and check questionnaires for checking the reading habits. The researcher uses a closed questionnaire in which the respondents ticked the available responses provided by the writer in deciding the students' score.

The questionnaires used five possibilities based on forms from the Likert's scale type (Wade, 2006). The Likert scale is used to compute attitude, perception, thought based on a particular object or phenomenon. The validity and reliability tests can be seen in the Appendix. The questionnaire indicators were explained as follows:

Table 3.3 Likert's Scale Scores

Criteria	Scores
A. Always (SL)	5
B. Often (SR)	4
C. Sometimes (KD)	3
D. Rarely (JR)	2
E. Never (TP)	1

The researcher used number 1, 2, 6, 7, 8, 9, 11, 12, 13, 14, 16, 17, 18, 19, 21, 22, 23, 24, 26, 27, 28, and 29 for positive statements. While numbers 3, 4, 5, 10, 15, 20, 25, and 30 were used for negative statements. The questionnaire was given to the students and is consisting of several indicators. The indicators are taken from the reading habit components of Julio Cesar's theory, they are: (1) reading frequency, (2) reading books, (3) time spent on academic reading, (4) time spent on non-academic reading, (5) family motivation, and (6) motivation in academic environments. The following table presents the indicators used by the researcher in the questionnaire:

Table 3.4 Reading Habits Indicators

No.	Reading Habits' Indicators	Item Number
1.	Reading frequency	1, 2, 3, 4, 5
2.	Reading books	6, 7, 8. 9, 10
3.	Time Spent on Academic Reading	11, 12, 13, 14, 15
4.	Time Spent on Non-Academic Reading	16,17, 18, 19. 20
5.	Family Motivation	21, 22, 23, 24, 25
6.	Environment Academic Motivation	26, 27, 28, 29, 30
Total		30

Besides, to obtain a proper questionnaire given to students, validity and reliability must be tested in this research before the students answer the

questionnaire.

a. Validity

The most important factor in the development and evaluation of measuring instruments is validity. Historically, validity has been defined to the extent to which an instrument measured what is assumed to be measuring. The priority of the recent validity views is not on the instrument itself but on the interpretation and meaning of the instrument that derives scores (Ary et al, 2010: 226).

The validity used in this research is to ensure the validity of the instruments. Whether it was valid to use to not before giving the questionnaire. The instrument was good enough if it was valid while it was readable for the questionnaire instrument. The researcher in this study uses content validity to validate the questionnaire, where the validity of content was estimated by testing the appropriateness or relevance of test content through logical reasoning by competent panels or professional judgment. This reliability refers to the consistency of the measurement based on the instrument of contents to try and make sure that the items measuring used had fulfilled the whole items' concept or the items' suitability. The researcher selected teachers as an expert in this study to validate the questionnaire.

This research also uses SPSS to validate the questionnaire. The calculation is used correlation formula, Pearson Product Moment Correlation from SPSS version 20. There are two criteria to determine the validity of the questionnaire items as follows:

- If the r observed > r table it means the item becomes valid
- If the r observed < r table it means the item becomes valid

b. Reliability

The reliability used in this study was researched to ensure that the instruments were reliable or not used before. Reliability deals with how accurately the researcher measured whatever instrument was measured (Ary et al, 2010: 239). The instrument was proper and good if the instrument was consistently used repeatedly for different times (Siregar, 2013). The researcher analyzes the reliability of the questionnaire using cronbach alpha in SPSS statistical program. The test criteria state that the cronbach's alpha coefficient ≥0.6 means that the questionnaire items were declared to be reliable or consistent in measuring the measured variables

2. Documentation

The researcher uses students' score from the teacher's private document to conduct the reading achievement of participation. According to Creswell (2008) documentation is a public and private document which may include journals, letters, notes and others. Such sources provide important knowledge in the quantitative studies to help the researcher understand the situation. Therefore, the researcher used students' reading achievement score to measure the data. The research documentation is also done by taking photos when students fill the questionnaire.

F. Data Validation

Arikunto defines validity as a measurement that demonstrates the degree

of the instrument's real-word applicability. An instrument's validity is high. Conversely, the instrument that lacks goodness has a low level of validity. When an instrument can measure what is desired, it is considered legitimate. In other words, a tool is considered valid if it can accurately display the results of the variables it was designed to measure. The researcher uses construct validity and content validity to gauge how valid the test is.

1. Content Validity

   When the test's content is thought to be broadly reflective of its subject matter, this form of proof is referred to as content validity. Depending on the subject school standard. According to the curriculum, reading is introduced in junior high school's eighth grade. The test must be modified to reflect the students' book in order to obtain content validity. The content that was taught to the pupils was appropriate for the test.

2. Construct Validity

   Construct validity is used to test perception, language behavior, motivation, and even language competence (Ary, et al. 2010). To ensure the validity of the instruments, the researcher will speak with the SMP Islam Amanah Ummah English teacher during this session. The type of exam that will be used to gauge aptitude is the focus of the researcher. In other words, based on the curriculum, the test might assess students' learning progress as well as the efficiency of the school's educational initiatives.

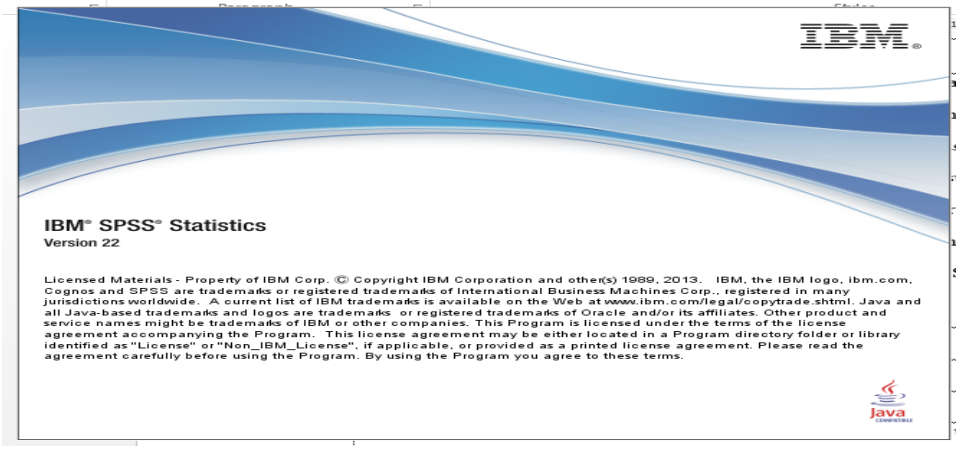
G. Technique of Analyzing the Data

After collecting the data, the researcher will analyze the data using SPSS.

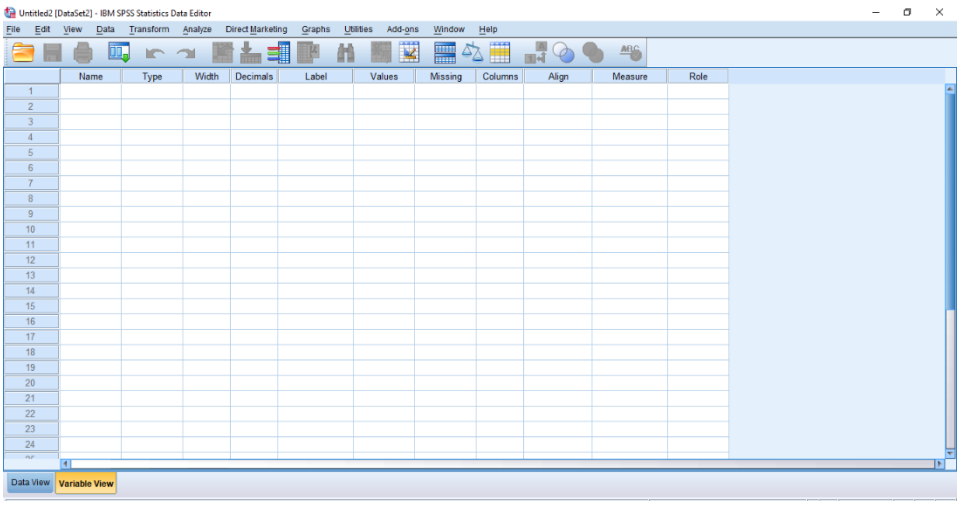
The data were analyzed using the Pearson Product Moment correlation if it was possible to find the assumption of normality. The data were arranged by combining students' reading habits and reading achievement scores. The researcher will use ibm SPSS application program version 20 to help in computing the data.

Here the procedures for hypothesis proof using the SPSS:

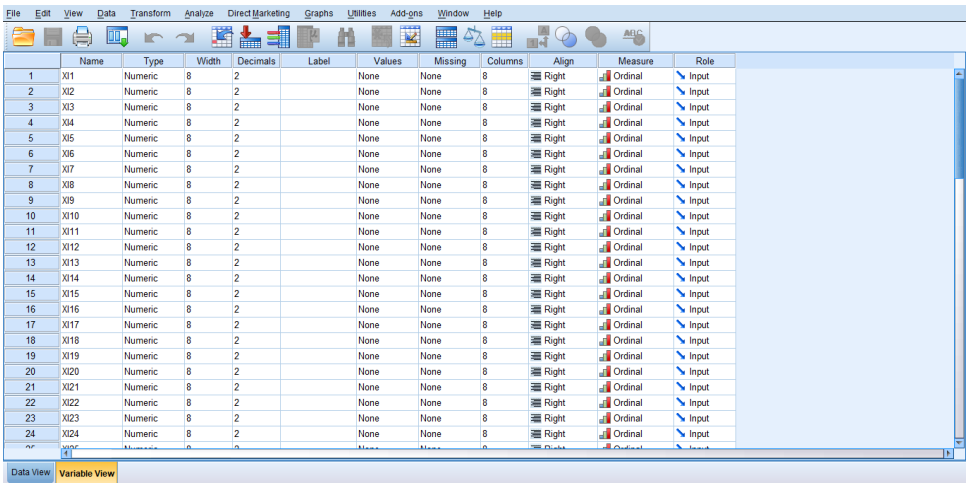
1. The first step is to open the SPSS application



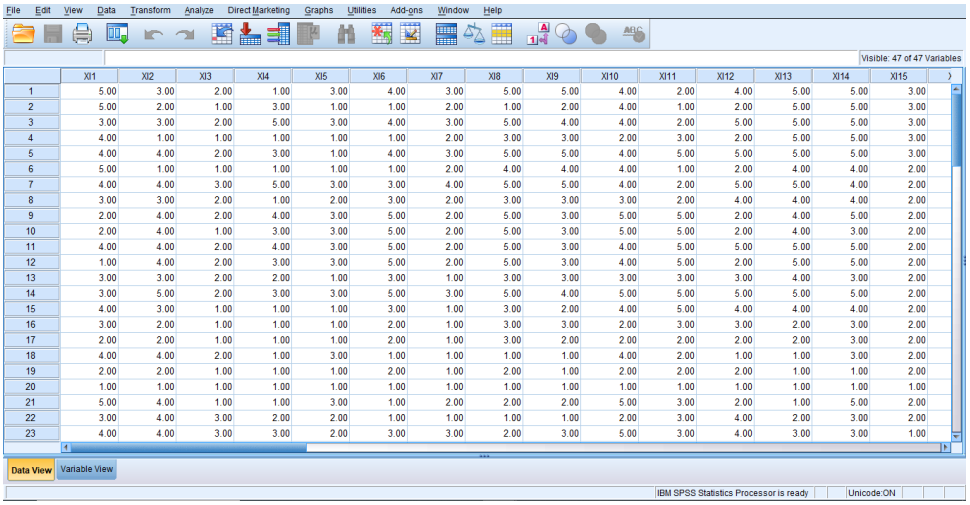
2. Open Variable View Page



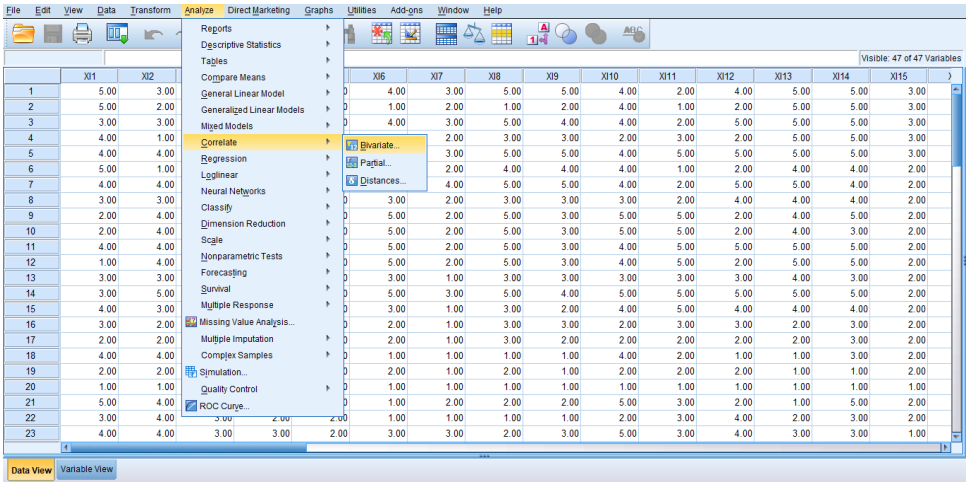
3. Type the name for each 30 items as Xi1, Xi2, etc, until the Xtotal, at the Variable View Page, as the picture below



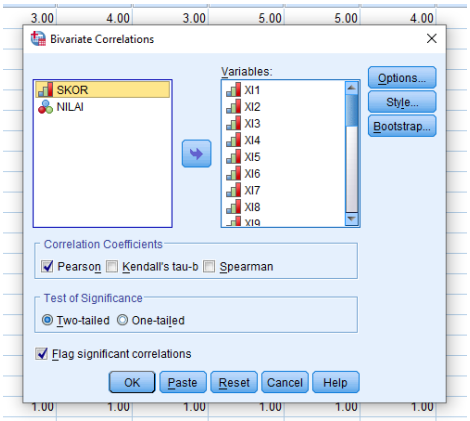
4. Input the score from student at Data View



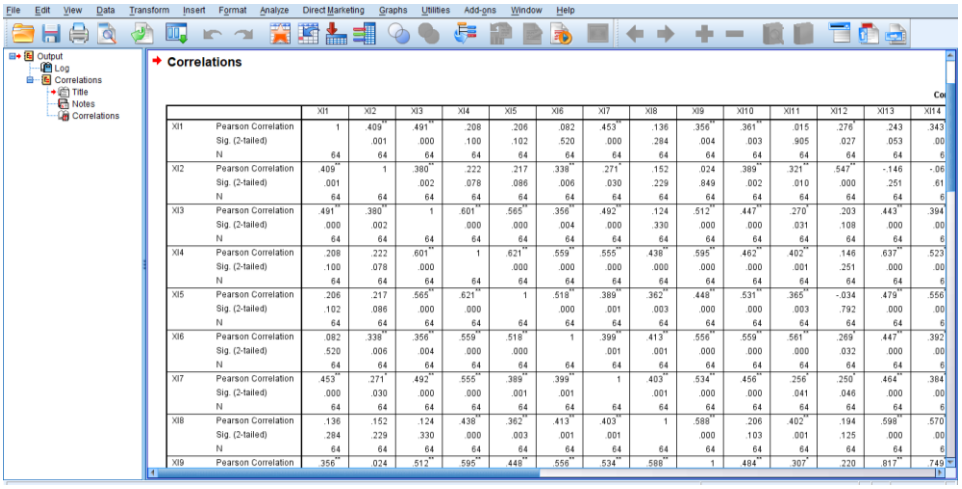
5. Do the validity test for questionnaire, by click in the Menu bar “Analyze”, then choose “correlate” then click “bivariate”, as follow



6. Place all X items and X total from the left box to the right box by clicking the arrow, click ‘Pearson” Box, then click OK, dialogue box appear as follow

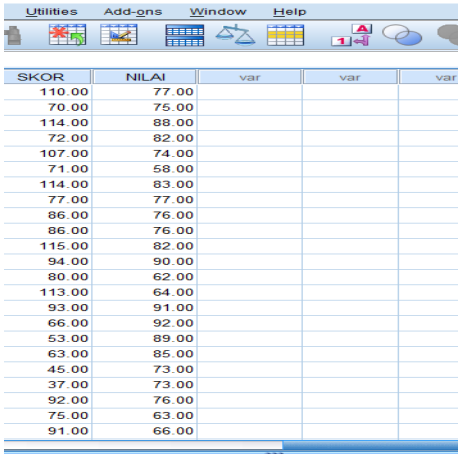


7. Statistical output for correlate will appear, as follow



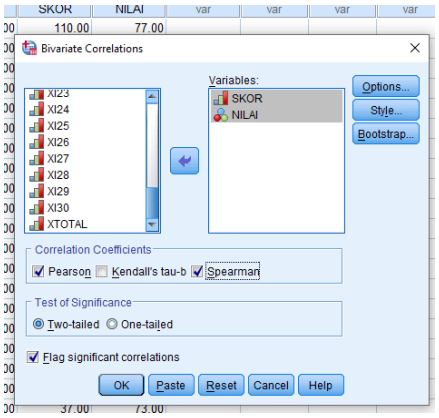
8. Then input the reading achievement as “NILAI”, then change the Xtotal to “SKOR” in Data View,

9. Input all the students marks on reading achievement in Variable View, as follow

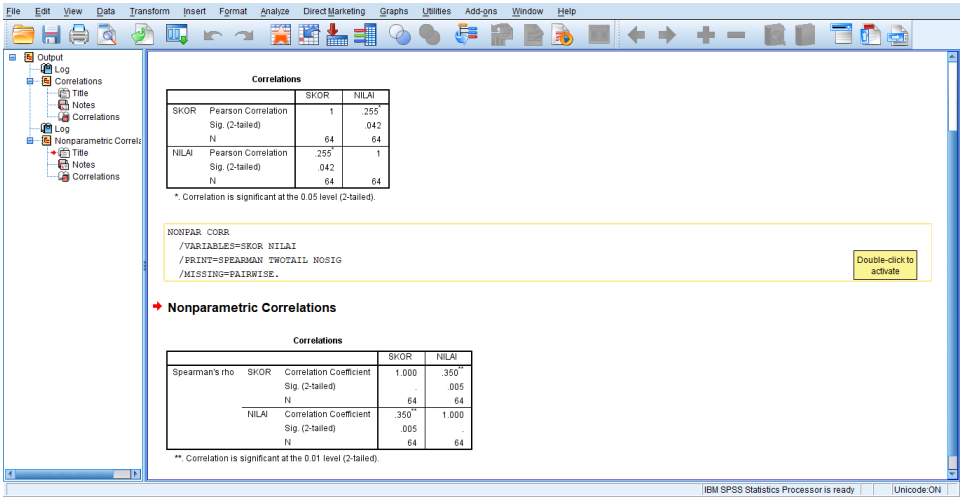


SKOR	NILAI	var	var	var
110.00	77.00			
70.00	75.00			
114.00	88.00			
72.00	82.00			
107.00	74.00			
71.00	58.00			
114.00	83.00			
77.00	77.00			
86.00	76.00			
86.00	76.00			
115.00	82.00			
94.00	90.00			
80.00	62.00			
113.00	64.00			
93.00	91.00			
66.00	92.00			
53.00	89.00			
63.00	85.00			
45.00	73.00			
37.00	73.00			
92.00	76.00			
75.00	63.00			
91.00	66.00			

10. Go to the menu bar on the top of the page and press 'analyze', choose correlation, and choose bivariate
11. On the dialogue box, pick SKOR and NILAI on the left box to the right box using the array icon
12. Then check the pearson box, with the dialogue box appearance as follows



13. Continue by pressing 'ok'
14. The analysis results appear on the 'output page', as follow



CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

1. Description of Islamic Junior School Amanah Ummah

Amanah Ummah Islamic Junior High School is located at Gunung Saren Rt 01 Rw 17, Palur, District. Mojolaban, Sukoharjo Regency, Central Java. with zip code 57554. with establishment decree 420/1593/2017 and operational decree 420/1593/2017. This school stands on an area of 1029 m2, with 2 classrooms, 1 laboratory, 1 library, and 2 student sanitation rooms. Amanah Ummah Islamic Junior High School has been accredited C and is in the process of ISO 21001:2018 certification regarding school administration management.

The vision of Amanah Ummah Islamic Junior High School is to produce Muslims and Muslimah who are pious, intelligent, creative, and have a leadership spirit. Therefore, Amanah Ummah Junior High School has excellent programs such as the Tahfidz Program 5 chapters, mastery of English and Arabic foreign languages, Amanah Ummah Islamic Junior High School wants to produce students with basic skills oriented to values and life skills.

Amanah Ummah Islamic Junior High School is owned by the Amanah Ummah foundation under the auspices of the Ministry of Education and Culture. In addition to junior high school, the Amanah Ummah Foundation also oversees one Islamic boarding school for girls, and some attend school at Amanah Ummah Islamic Junior High School, therefore the number of

female students at Amanah Ummah Islamic Junior High School is almost 4 times more than the male students. There are 115 female students and 31 male students of the total number of students from class VII to class IX.

2. Description of Islamic Junior High School Amanah Ummah Respondents

From a total of 210 students in class VII to class IX, the researcher took 64 students in class VIII as respondents, namely 21 female students in class VIII B and 43 students in VIII A, with details of 21 female students and 22 male students. The details are shown in Table 4.1 below

Table 4.1. Respondent Gender Profile

No	Score	Frequency		Information
		Absolute	Relatively	
1	Male	22	34.4%	Class 8A
2	Female	42	65.6%	Class 8A and 8B
Amount		64	100%	

3. Description of Variable Independent Reading Habit (X)

Student response for the Reading Habit variable is shown in Table 4.2.

Table 4.2 Respondent Response to Reading Habit Variable (X)

Items	Question	Mean	Mode	Std. Deviation
Reading Frequency Indicator				
1.	Every night I read to study for at least an hour	3.56	5	1.33
2.	I read at the same time and place.	3.81	5	1.25
3.	I don't set goals when studying	1.80	1	0.86
4.	I only read to study when approaching exams	1.88	1	1.11
5.	I don't have free time to read books	1.70	1	0.79
Reading Books Indicators				
6.	I read any kind of book about English	2.52	2	1.56
7.	I prefer to read English articles/magazines these days	1.91	2	1.06
8	I prefer reading English textbooks these days	1.97	2	1.17
9.	I read English story books	3.03	3	1.36

10.	I am not interested in any books about English	3.92	5	1.11
Time Spent On Academic Reading Indicators				
11.	I underline important things in my English book every time I study	2.95	2	1.33
12.	I read books related to the lesson before starting the lesson	3.78	5	1.29

Items	Question	Mean	Mode	Std. Deviation
13.	I read English books at least 2x a week	2.64	1	1.52
14.	I read English practice questions to increase my knowledge	2.82	3	1.40
15.	I don't have time to read textbooks	2.00	2	0.80
Time Spent on Non-Academic Reading				
16.	I read magazines, novels and comics when I have free time.	4.01	5	1.08
17.	I read fantasy, horror, or romance books	3,31	3	1.31
18	I feel like making friends with magazines, novels and comics when reading	3.92	4	0.93
19	I read and compare one novel to another	3.84	3	1.21
20	I don't have time to read magazines, novels and comics	3.73	4	1.20
Family Motivation				
21	I am one of the children who likes to read in my family	3,34	3	1.20
22	My family chooses various topics and genres of books for me to read	2.80	3	1.35
23	My family encourages me to read at least one minute a day instead of having to play in my free time	2.78	3	1.30
24	I felt uneasy during exams because I wasn't used to reading at home	2.38	2	1.36
25	I prefer watching TV to reading	2.06	1	1.25
Environment Academic Motivation				
26.	I went to the library to do my English assignment	2.70	1	1.45
27.	I read books at school to increase my knowledge	3,20	3	1.45
Items	Question	Means	mode	std. Deviation
28	I access the internet at school for the purposes of doing my English lesson assignments	3,11	5	1.59

29.	I access the internet to read books online	3.50	5	1.41
30.	I have absolutely no interest in visiting libraries and accessing the internet for reading purposes	3,23	5	1.57

a. Respondents' Responses to the Reading Frequency Indicator

In this indicator, statement items number 1 (every night I read to study for at least one hour) and number 2 (I read at the same time and place) get the highest average score with 3.56 and 3.81 with the same mode value - equals 5 (always), while statement item number 4 (I only read to study when approaching the exam) gets the lowest average score of 1.88 with a mode value of 1 (never).

b. Respondents' responses to the Reading Books Indicator

On this indicator item statement number 10 (I'm not interested in any books about English) has the highest mode value with 5 (always), and an average score of 3.97. Statement item number 6 (I read any kind of book about English), number 7 (I prefer to read English articles/magazines these days); and number 8 (I prefer to read English textbooks lately) has the lowest mode value with 2 (rarely), with average scores of 2.52, 1.91, and 1.97 respectively.

c. Respondents' Responses to Time Spent on Academic Reading Indicator

In this indicator item statement number 12 (I read a book related to the lesson before starting the lesson) has the highest mode value with 5 (always), with an average score of 3.78. Item number 13 (I read English

books at least 2x a week) has the lowest mode value of 1 and the average score is 2.64

d. Respondents' Responses to Time Spent on Non-Academic Reading Indicator

In this indicator item statement number 16 (I read magazines, novels and comics when I have free time) has the highest mode value with 5 (always) with an average score of 4.01. Item number 17 (I read fantasy, horror, or romance books) and item number 19 (I read and compare one novel to another) have the lowest mode value with 3 (sometimes), the average score on item number 17 is 3.31 and 3.84.

e. Respondents' responses to the Family Motivation Indicator

On this indicator item statements number 21 (I am one of the children who likes to read in my family), 22 (My family chooses various kinds of topics and genres of books for me to read), and 23 (My family encourages me to read at least one minute per day instead of having to playing in my spare time), has the highest mode score with 3 (sometimes), with an average score of 3.34, 2.80 and 2.78 respectively. For item number 25 (I prefer watching TV to reading) it has the lowest mode with 1 (never), and has an average score of 2.06.

f. Respondents' Responses to Environment Academic Motivation

In this indicator item number 28 I access the internet at school for the purposes of doing my English assignments), 29 (I access the internet to read online books), and 30 (I am not at all interested in visiting the library and accessing the internet for reading purposes) have the highest

mode value with each - each 5 (always). Item number 26 (I went to the library to do my English assignment) has the lowest mode value of 1 (never), with an average score of 2.70.

4. Description of Variable Dependent Reading Achievement (Y)

Reading achievements is achievement in reading, in several studies it is often linked, even equated with reading comprehension, as well as reading skills. Reading achievement is the extent to which the reading process affects our memory and practice of what we read, the extent to which understanding and deepening obtained from the reading process can affect our expertise in knowledge related to what we read. The reading achievement and completeness of the 64 students (respondents) of Amanah Ummah Islamic Junior High School are shown in Table 4.3.

Table 4.3 Student of Amanah Ummah Islamic Junior High School Reading Achievement

Respondents	Mark	Pass/Not Pass
1	77,40	Pass
2	75.00	Pass
3	88.00	Pass
4	81.60	Pass
5	74.00	Pass
6	58.00	Not Pass
7	83.00	Pass
8	77.00	Pass
9	76.00	Pass
10	76.00	Pass
11	82.00	Pass
12	90.00	Pass
13	62.00	Not Pass
14	64.00	Not Pass
15	91.00	Pass
16	92.00	Pass
17	89.00	Pass
18	84,60	Pass
19	72,60	Pass
20	73.00	Pass

21	76.00	Pass
22	63.00	Not Pass
23	66.00	Not Pass
24	78.00	Pass
25	81.00	Pass
26	68.00	Not Pass
27	87.00	Pass
28	87.00	Pass
29	87.00	Pass
30	89.00	Pass
31	68.00	Not Pass
32	91.00	Pass
33	77.00	Pass
34	83.00	Pass
35	88.00	Pass
36	53.00	Not Pass
37	90.00	Pass
38	80.00	Pass
39	81.00	Pass
Respondents	Mark	Pass/Not Pass
40	76.00	Pass
41	67.00	Not Pass
42	80.67	Pass
43	81.67	Pass
44	81.00	Pass
45	83,33	Pass
46	81.67	Pass
47	81.00	Pass
48	81.67	Pass
49	81.67	Pass
50	81.00	Pass
51	81.67	Pass
52	84.00	Pass
53	81.67	Pass
54	79,33	Pass
55	80.67	Pass
56	82.67	Pass
57	77,67	Pass
58	84.00	Pass
59	80.00	Pass
60	83.00	Pass
61	82,33	Pass
62	81.67	Pass
63	78.00	Pass
64	81.00	Pass

KKM	70,17	Pass/Not Pass	Pass: 55 students	Not Pass: 9 students

The minimum completeness criterion (KKM) of English language qualification at Amanah Ummah Islamic Junior High School is 70.17. It is known that as many as 55 students succeeded in exceeding the KKM, while as many as 9 students did not succeed in achieving the KKM. The value of reading achievement is given based on fulfilling the criteria of 12 competency standards (SK) and Basic Competency (KD) respectively. Students who are declared to have completed it means that they have fulfilled 1) Competency Standards Understanding the meaning in transactional and interpersonal conversations to interact with the surrounding environment, by; 2) Competency Standards respond to the meaning contained in short simple functional spoken texts accurately, fluently and acceptable to interact with the surrounding environment

Third is Competency Standards, expressing meaning in simple short oral transactional and interpersonal conversations to interact with the surrounding environment; 4) Competency Standards, express meaning in the form of functional spoken text and simple short monologues in the form of descriptive and recount to interact with the surrounding environment; 5) Competency Standards, understanding the meaning of written functional texts and simple short essays in the form of descriptive and recount related to the surrounding environment; 6) Competency Standards, expressing meaning in written functional texts and simple short essays in the form of descriptive and recount to interact with the surrounding environment; 7)

Competency Standards, understanding the meaning in simple short transactional and interpersonal conversations to interact with the environment; 8) Competency Standards. understand the meaning of very simple short functional spoken texts in the form of descriptive and procedure to interact with the nearest environment; 9) Competency Standards, express meaning in simple short oral transactional and interpersonal conversations to interact with the surrounding environment; 10) Competency Standards, expressing meaning in functional spoken text and simple short monologues in the form of recount and narrative to interact with the surrounding environment

The eleventh is Competency Standards, understanding the meaning of simple short essays in the form of recount and narrative to interact with the surrounding environment; and the last Basic Competence is 12) Competency Standards, expressing meaning in written functional texts and simple short essays in the form of recount and narrative to interact with the surrounding environment. express meaning in functional spoken texts and simple short monologues in the form of recount and narrative to interact with the surrounding environment; 13) Competency Standards, understanding the meaning of simple short essays in the form of recount and narrative to interact with the surrounding environment; and the last Basic Competence is 14) Competency Standards, expressing meaning in written functional texts and simple short essays in the form of recount and narrative to interact with the surrounding environment. Express meaning in functional spoken texts and simple short monologues in the form of recount and

narrative to interact with the surrounding environment. While the statistical analysis for the data of Reading Achievement variable is shown in Table 4.4

Table 4.4 Statistical Analysis of Reading Achievement Data

No	Score	Frequency		Criteria
		Absolute	Relatively	
1	>70.17	55	85.9%	Pass
2	<70.17	9	14.1%	Not Pass
Total		64	100%	

5. Determination of Data Intervals

To get an overview of reading habits, class intervals were determined and data tabulated based on the responses given by each student as a respondent. Interval determination is done by classifying the data into several classes. The class calculation is as follows:

$$1 + 3.3 \log 64 = 1 + 3.3\ (1{,}81) = 1 + 5.97 = 6.97 \longrightarrow \text{classes} = 7$$

While the calculation of the length of class variable X is as follows:

$$\frac{\text{Highest score} - \text{Lowest score}}{\text{Lots of Class}} = \frac{123 - 37}{7} = \frac{86}{7} = 12{,}3 \longrightarrow 12$$

Table 4.5 Class Interval Reading Habit Variable (X)

Class	Data intervals	Absolute Frequency	Relative Frequency (%)	Criteria
1	37-49	4	6,3	Very Very Low
2	50-62	6	9,4	Very low
3	63-75	10	15,6	Low
4	76-88	18	28,1	Low Enough
5	89-101	11	17,2	High
6	102-114	9	14,1	Very high
7	115-127	6	9,4	Very Very High
Total		64	100	

In Table 4.5 above, it can be seen that the scoring of respondents between 76 - 88 is the data interval with the highest absolute frequency by reaching 18 respondents (28.1%). While the lowest data interval class 37-

49 is the data interval with the lowest absolute frequency, reaching 4 respondents (6.3%). While the calculation of the length of class variable X is as follows:

$$\text{Highest score} - \text{Lowest score} = \frac{92 - 53}{\text{Lots of Class}} = \frac{39}{7} = 5{,}4 \longrightarrow 5$$

Table 4.6 Class Interval Reading Achievement Variable (Y)

Class	Value Intervals	Absolute Frequency	Relative Frequency (%)	Criteria
1	53-58	2	3,1	Very Very Low
2	59-64	3	4,7	Very low
3	65-70	4	6,3	Low
4	71-76	7	10.9	Low Enough
5	77-82	26	40,6	High
6	83-88	14	21,9	Very high
7	89-94	8	12.5	Very Very High
Total		64	100	

Based on Table 4.6, it is known that the value interval 77 – 82 has the most respondents amounting to 26 people (40.6%). While the 53-58 value interval has the most respondents amounting to 2 people (3.1%).

6. Questionnaire Reliability Test

a. Reliability Test

The reliability test was carried out to measure the reliability of the research tool. In this study, the reliability test was carried out on variable X (reading habit). The reliability test was carried out using SPSS. The results of the reliability test for the variable X questionnaire are shown in Table 4.7

Table 4.7 Reliability Test of Reading Habit Questionnaire

Reliability Statistics

Cronbach's Alpha	N of Items
0.938	30

The reliability test is carried out based on the provisions as that if the value if the Cronbach's Alpha value must be above 0.6 and the closer to 1., the higher the reliability. In the table, it can be seen that the reliability value is 0.938, which means it has "very high" reliability. Reliability test per item is shown in Table 4.8.

Table 4.8 Reliability Test of Reading Habit Questionnaire Items

Questionnaire Items	Cronbach's alpha	Questionnaire Items	Cronbach's alpha
Item 1	0.935	Item 16	0.939
Item 2	0937	Item 17	0.936
Item 3	0.936	Items 18	0.939
Item 4	0.936	Item 19	0.937
Item 5	0.937	Items 20	0.939
Item 6	0.937	Item 21	0.935
Item 7	0.936	Item 22	0.934
Item 8	0.937	Item 23	0.934
Item 9	0.935	Item 24	0.935
Items 10	0.936	Items 25	0.936
Item 11	0.938	Item 26	0.936
Item 12	0.938	Item 27	0.935
Item 13	0.936	Items 28	0.934
Item 14	0.936	Item 29	0.934
Items 15	0.938	Items 30	0.934

Based on Table 4.8, it is known that all the question items on the variable X questionnaire fully meet the reliability requirements, with all items exceeding 0.6, which means they have strong reliability.

b. Validity Test

Validity test was conducted to determine the validity of each question item. Validity test was conducted to determine the level of confidence in the questionnaire used. The provisions of the validity test are that a question item is considered valid if $r_{observed} > r_{table}$ for the number of respondents -1 (n-1). Validity test is shown in Table 4.9.

Table 4.9 Validity Test of Reading Habit Questionnaire

Items	$R_{observed}$	Items	$R_{observed}$
Item 1	0.675	Item 16	0.317
Item 2	0.562	Item 17	0.597
Item 3	0.692	Items 18	0.308
Item 4	0.631	Item 19	0.469
Item 5	0.556	Items 20	0.343
Item 6	0.552	Item 21	0.663
Item 7	0.653	Item 22	0.749
Item 8	0.534	Item 23	0.735
Item 9	0.679	Item 24	0.661
Items 10	0.600	Items 25	0.565
Item 11	0.475	Item 26	0.647
Item 12	0.470	Item 27	0.722
Item 13	0.603	Items 28	0.781
Item 14	0.607	Item 29	0.785
Items 15	0.441	Items 30	0.792
R_{table}	0.2441		
Validity status per item	Valid		

Based on Table 4.9, it is known that all $R_{observed}$ of all items is greater than Rtable at n=63 ($R_{observed}$ >0.2441), so that it can be stated that all items are valid, reliable and accurate in fulfilling their function as research instrument.

7. Classical Assumption Test

a. Normality Test

The normality test was carried out using the Chi square test. The chi square test on the independent variable X Reading Habit is shown in Table 4.10

Table 4.10 Chi square Test of Independent Variable X (Reading Habit)

Class	Data intervals	Class Limit (BK)	Middle value	Frequency	(Central Value)2
1	37-49	36.5 – 49.5	43	4	172
2	50-62	49.5 - 62.5	56	6	336
3	63-75	62.5 - 75.5	69	10	690
4	76-88	75.5 - 88.5	82	18	1476
5	89-101	88.5 - 101.5	95	11	1045

6	102-114	101.5 - 114.5	108	9	972
7	115-127	114.5 - 126.5	121	6	726
Total				64	5417

Z value	Interval Class Area	Expected Frequency (Class Area* Number of respondents)	Chi square calculate each class
0 and 2.89	2.89	184.96	177.0465052
2.89 and 1.73	1.16	74,24	62.72491379
1.73 and 6.80	5.07	324.48	304.7881854
6.80 and 5.79	1.01	64,64	33.65237624
1 and 1	0	0	0
1 and 1	0	0	0
1 and 1	0	0	0
Total Chi square observed			**578,22**
Chi square table			**13,28**

The chi square test was processed using excel. The normality test using the Chi square test is known as the Goodness of Fit Test in terms of data distribution. The test was carried out using the approach to summing the deviations of the data calculated from each class on the variable. Based on Table 4.10. it is known that the distribution of data on variable X (Reading habit) is normal with a calculated Chi square value greater than the Chi square table (Chi square observed > Chi square table) 578.22 > 13.2, s Meanwhile, for the calculation of the normality of variable Y (reading skill scores) are shown in Table 4.11.

Table 4.11 Chi square Test of Dependent Variable Y (Reading Achievement)

Class	Data intervals	Class Limit (BK)	Middle value	Frequency	(Central Value)2
1	53-58	52.5-58.5	55.5	2	111
2	59-64	58.5-64.5	61.5	3	184.5
3	65-70	64.5-70.5	67.5	4	270
4	71-76	70.5-76.5	73.5	7	514.5
5	77-82	76.5-82.5	79.5	26	2067

6	83-88	82.5-88.5	85.5	14	1197
7	89-94	88.5-93.5	91.5	8	732
Total				64	5076

Z value	Interval Class Area	Expected Frequency (Class Area* Number of respondents)	Chi square calculate each class
1.62 and 2.16	0.54	34.56	30.68
2.16 and 7.32	5.16	330.24	324.27
7.32 and 5.63	1.69	108.16	100.31
5.63 and 0.002	5,628	360,192	346.33
0.002 and 0.99	0.988	63,232	21.92
0.99 and 1	0.01	0.64	278.89
1 and 1	0	0	0
Total Chi square observed			**1102.39**
Chi square table			**13,28**

Based on Table 4.11, it is known that the distribution of data on variable Y (reading achievement) has a normal distribution, as seen from the calculated Chi square value which is greater than the chi square table (chi squarehit. > chi square table) 1102.39 > 13.28.

b. Linearity Test

The linearity test was carried out to see the relationship between the two variables based on the closeness of the shape to a straight line. Based on the linearity value, it can be seen the level of relationship between the two variables, whether the increase in the independent variable (reading habit) does affect the increase in the dependent variable (reading achievement), or vice versa. Linearity test was performed using SPSS software. The linearity test is shown in Table 4.12

Table 4.12. Linearity Test

ANOVA Table

			Sum of Squares	Df	Mean Square	F	Sig.
value*score	Between Groups	(Combined)	2805684	41	68,431	1.025	0.489
		Linearity	277,997	1	277,997	4,165	0.053
		Deviation from Linearity	2527687	40	63,192	0.947	0.572
	Within Groups		1468,300	22	66,741		
	Total		4273,984	63			

The linearity test was carried out using the F. observed test criteria > F table on Deviation from Linearity, and Significance (sig.) on Deviation from Linearity > 0.05. The F table on df 1 22 and df 2 40 is 0.55, while in Table 4.12 above the resulting Fobserved is 0.947, it can be concluded that Fhit>Ftable, which means there is linearity in both variables, besides that, the resulting significance is greater than 0.05, (sig>0.05) that is 0.572>0.05, which means that both variables are linear. An eta squared test (Table 4.13) was also carried out to find out the effect of the independent variable (X) reading habit on reading achievement,

Table 4.13 Eta Squared Test

Measures of Association

	Eta	Eta Square d
reading habit*reading achievement	0.810	0.656

The eta squared test was carried out to find out the magnitude of the effect or association in general of the independent variables on the dependent variable which has different data types, between variables with nominal data types (values) and intervals/ordinal (questionnaire assessment), namely reading habit variable to reading value variable achievements. Based on Table 4.13, it is known that the eta squared value

is 0.656, with a value close to 1, which means it is included in the category of "strong enough" association

8. Hypothesis Test

To test the hypothesis of this study used the Product moment correlation technique and Pearson correlation. The correlation test was carried out using SPSS software. The product moment correlation test was carried out by researcher based on the following test criteria, if $r_{obseved} \geq r_{table}$. The resulting robserved is 0.255, which is greater than the rtable 0.2441. This means that there is a significant influence on the relationship between reading habit and reading achievement. These results state that there is a contribution from reading habit to reading achievement. The relationship between reading habit and reading achievement was also measured using the Pearson correlation with an robserved of 0.350, which also states that there is a relationship between reading habit and reading achievement. The correlation between reading habit and reading achievement is shown in Table 4.14

Table 4.14. Correlation between Reading Habit (X) and Reading Achievement (Y)

Pearson Correlation

Correlations

		reading habit	reading achievement
reading habit	Pearson Correlation	1	.255*
	Sig. (2-tailed)		.042
	N	64	64
reading achievement	Pearson Correlation	.255*	1
	Sig. (2-tailed)	.042	
	N	64	64

*. Correlation is significant at the 0.05 level (2-tailed).

Based on Correlation Table (Table 4.13), it is known that the Pearson coefficient correlation is 0.255. From the Pearson coefficient correlation, 0,255, researcher determined the and the determination coefficient between variable X (reading habit) and variable Y (reading achievement), i.e 6,50%, and which means that the variable reading habit affects reading achievement by 6.50%, while the other 93.5% is influenced by other variables. This result means

a) Hypothesis alternative (Ha) which states that there is a correlation between students' reading habits and students' reading achievement, is accepted; while;
b) The Null Hypothesis (Ho) which states that there is no correlation between students' reading habits and students' reading achievement is rejected.

B. Discussion

Based on Table 4.13, it is known that the level of connectedness between variable X (reading habit) and variable Y (reading achievement) is 0.255, with a correlation coefficient of 6.50%. This shows that variable X (Reading Habit) contributes 6.50% to reading achievement. The results of the eta square test (Table 4.9) with a value of 0.656. The results of this eta square illustrate the association (relationship between interval or ordinal data, such as score scales, and nominal data, such as grades) of reading habit which is quite strong on reading achievement.

These results prove that the alternative hypothesis (Ha) is accepted, namely that there is a relationship between variable X (reading habit) and

variable Y (reading achievement), and the null hypothesis (H0) is rejected. These results are consistent with research conducted by Hassan, *et al.*, (2021) which reported that the correlation between the reading habit variable and the reading achievement variable was 0.276 with the contribution of reading habit to reading achievement of 7.61%. can be seen from Reading achievement is the student's final score or academic achievement. Some studies also report the contribution of reading habits below 10% to the academic results (grades) of the subject being studied. Balan, *et al.,* (2019) reported that the contribution of reading habit to student scores as reading achievement was 6.50%,

Wahyudi (2016) reports that the contribution of reading habit to reading achievement is "only" of 9.5%, according to him this is because students generally prefer to read magazines or comics with uncertain patterns and habits, depending on free time and desire, so that the influence of reading habit has little relationship with reading achievement. Rohmatullah (2017) also reported similar findings, that reading habit 'only' contributed 9.8% to the level of student understanding, according to Rohmatulloh (2017) this could be related to internal factors, such as emotional state, memory abilities, and others, as well as other external factors that have not been measured in research.

Popoola, *et al.,* (2020), reported different results, where reading habit had no effect on reading achievement. Paopanda, et al., (2020) states that reading habit has no effect on reading achievement because so far reading habit has generally been measured based on the habit or intensity of reading books, while now technological interventions in the lives of individual students have made

reading intensity shift to technology that they are gangs, that is, gadgets. Whereas reading habits via gadgets are less predictable and very random.

Opinion poll conducted by Sibatuara (2017) in his study, reported that the obstacle for students in reading to achieve a reading comprehension in English subject is that social media such as Facebook, Instagram, WhatsApp and others are more interesting than reading (69.5%), preferring to watch TV and playing games (25 .7%), do not understand English when reading alone (1.5%), or busy reading books that are entertainment (21.2%). In his research, it was also stated that as many as 61.3% of students only read for less than 1 hour every day, and when reading, they want to be entertained (46.2%), or to do assignments and exams (22% to 24%).

Understanding in English lessons can be measured based on accuracy in the practice questions (learning) given every day. This is further explained by Qomariah (2018) that learning in learning English is known as Language Learning Strategies (LLS), this method covers practicing speaking writing, memorizing vocabulary, discussion, appreciation, and collaboration between friends. measurement of reading achievement and academic achievement in English lessons using the LLS variable shows more influence on reading achievement. Wutthisingchai and Stopps (2018), researchers from Thailand, stated that in English reading achievement, there are 6 main influencing factors, namely attitudes when learning, internal motivation, comprehension of reading texts, teacher teaching methods, learning models, and environmental influences. Research conducted by Wutthisingchai and Stopps (2018) underlines internal motivation, which is related to the desire to understand, self-

confidence, pride in oneself when able to master a foreign language (English). Yuliani & Barokah (2017) state that reading habits will have a very visible impact on the formation of a person's personality, reading will improve students' mentality, train perspectives, and shape students' creativity.

CHAPTER V

CONCLUSIONS, IMPLICATION, AND SUGGESTIONS

A. Conclusion

Based on the research that has been done, it is known that the instrument or research tool in the form of a reading habit questionnaire is a reliable instrument with a general reliability value of 0.938 for 30 statement items and all 30 items have a reliability score of 0.9 (close to 1) which means they have strong reliability, the reliability of the instrument is also proven by the validity of all 30 items with a total $r_{observed}$ value above r_{table} 0.2441. Based on the normality test, the two variables have a normal distribution of data, as evidenced by the chi-square test, where the calculated chi-suare for the variable X reading habit is greater than the chi-square table (578.22> 13.28), while the calculated chi-suare for the variable X reading habit is bigger than chi square table (1102.39>13.28).

The findings resulted that there was a significant positive relationship with a less strong category between reading habit and reading achievement. The Pearson correlation value (r observed) was 0.255, which was greater than the r table at n-1 (64-1=63), with 0.2441. This means that the alternative hypothesis (Ha) which states that 'there is a relationship between the variable reading habit and reading achievement' is accepted, while the null hypothesis (H0) which states that 'there is no relationship between the variable reading habit and the variable reading achievement. The resulting correlation coefficient is 0.065, which means that 6.50% of reading achievement is

influenced by reading habit, while another 93.5% of reading achievement is influenced by other variables.

B. Implication

The reading achievement of school students is influenced by reading habits with intensity or significance that can vary, depending on the learning environment that is formed at the school. Reading habit is a factor that influences students' understanding of the knowledge taught in class. From various studies it is stated that through reading habits one can see a student's interest in a subject being taught, how deep the intellectuality of the student is, and how deep the literacy culture is attached to the student.

C. Suggestion

Based on the research results Based on the results, the researcher would like to offer some suggestions for teachers, students, and other researchers, as follows:

1. The teacher of English subject in general, and in SMP Islam Amanah Ummah in particular, should stimulate students' desire and interest in reading English books, because mastering English as early as possible can improve the quality of students to progress and compete in this globalization era
2. Junior High school students in general and Amanah Ummah Islamic Junior High School in particular, should be more interested in reading, in this case

reading books in English, so that they can become valuable soft skills in the world of further education or in the world of work later

3. For researchers who will conduct further research related to reading achievement, it is hoped that the findings in this study can be used as a source of information, and maybe other independent variables besides reading habit can be added, to get a broader picture of the variables that influence reading achievement.

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APPENDICES

Appendix 1. Students' Reading Habits Questionnaire Try Out for Validity

ANGKET

A. Biodata Responden

1. Nama Lengkap :
2. Kelas :

Angket ini dipergunakan sebagai alat pengumpulan data pada penelitian yang berjudul "The Correlation between Students' Reading Habit and Students' Reading Achievement at The Eighth Grade of SMP Islam Amanah Ummah". Hasil angket ini diharapkan dapat menjadi bahan bagi kelengkapan data peneliti. Saudara diharapkan menjawab sesuai dengan perasaan dan keadaan yang sebenarnya. Hasil angket ini tidak mempengaruhi nilai. Atas bantuannya kami ucapkan banyak terima kasih.

B. Petunjuk Pengisian Angket

1. Isilah identitas anda secara lengkap dan benar
2. Bacalah dengan seksama setiap butir pernyataan
3. Jawablah semua pernyataan dengan jujur sesuai dengan apa yang terjadi pada saat anda mengikuti kegiatan belajar di kelas dan berilah tanda checklist (✓) pada kolom jawaban. Berikut keterangan jawaban:
   a. Selalu (SL)
   b. Sering (SR)
   c. Kadang-kadang (KD)
   d. Jarang (JR)
   e. Tidak pernah (TP)

NO.	Pernyataan	SL	SR	KD	JR	TP
	READING FREQUENCY					
1.	Setiap malam saya membaca untuk belajar minimal satu jam					
2.	Saya membaca di waktu dan tempat yang sama.					
3.	Saya tidak menargetkan tujuan ketika belajar					
4.	Saya hanya membaca untuk belajar ketika mendekati ujian					
5.	Saya tidak ada waktu luang untuk membaca buku					
	READING BOOKS					
6	Saya membaca buku jenis apapun tentang bahasa Inggris					
7.	Saya lebih suka membaca artikel/majalah bahasa Inggris akhir-akhir ini					
8.	Saya lebih suka membaca buku pelajaran bahasa Inggris akhir-akhir ini					
9.	Saya membaca buku cerita bahasa Inggris					
10.	Saya tidak tertarik dengan buku apapun tentang bahasa Inggris					
	TIME SPENT ON ACADEMIC					

	READING					
11.	Saya menggaris bawahi hal penting dalam buku bahasa Inggris saya setiap belajar					
12.	Saya membaca buku yang terkait dengan pelajaran sebelum memulai pelajaran					
13.	Saya membaca buku bahasa Inggris setidaknya 2x dalam seminggu					
14.	Saya membaca soal-soal latihan bahasa Inggris untuk menambah pengetahuan saya					
15.	Saya tidak mempunyai waktu untuk membaca buku pelajaran					
	TIME SPENT ON NON-ACADEMIC READING					
16.	Saya membaca majalah, novel, dan komik ketika ada waktu luang.					
17.	Saya membaca buku cerita fantasi, horor, ataupun roman					
18.	Saya merasa seperti berteman dengan buku majalah, novel dan komik ketika membaca					
19.	Saya membaca dan membandingkan novel satu ke novel lainnya					
20.	Saya tidak mempunyai waktu untuk membaca majalah, novel dan komik					
	FAMILY MOTIVATION					
21	Saya salah satu anak yang suka membaca di keluarga saya					
22.	Keluarga saya memilihkan berbagai macam topic dan genre buku untuk saya baca					
23.	Keluarga saya mendorong saya membaca minimal satu menit perhari daripada harus bermain dalam waktu luang saya					
24.	Saya merasa tidak tenang ketika ujian karena tidak terbiasa membaca di rumah					
25.	Saya lebih memilih menonton TV daripada membaca					
	ENVIRONMENT ACADEMIC MOTIVATION					
26.	Saya pergi ke perpustakaan untuk mengerjakan tugas pelajaran bahasa Inggris saya					
27.	Saya membaca buku di sekolah untuk menambah pengetahuan saya					
28.	Saya mengakses internet di sekolah untuk keperluan mengerjakan tugas pelajaran bahasa Inggris saya					
29.	Saya mengakses internet untuk membaca buku online					

30.	Saya sama sekali tidak tertarik mengunjungi perpustakaan dan mengakses internet untuk keperluan membaca					

Appendix 2. Reading Habit Questionnaire Result

Respondent	XI 1	XI 2	XI 3	XI 4	XI 5	XI 6	XI 7	XI 8	XI 9	XI10	XI11	XI12	XI13	XI14	XI15	XI16	XI17	XI18	XI19	XI20	XI21	XI22	XI23	XI24	XI25	XI26	XI27	XI28	XI29	XI30	TOTAL
1	5	3	2	1	3	4	3	5	5	4	2	4	5	5	3	5	5	5	5	3	5	3	3	3	3	3	3	5	5	5	**110**
2	5	2	1	3	1	1	2	1	2	4	1	2	5	5	3	5	3	4	3	3	3	1	1	1	3	1	1	4	3	1	**70**
3	3	3	2	5	3	4	3	5	4	4	2	5	5	5	3	5	5	4	1	2	3	4	5	5	2	5	5	5	5	5	**114**
4	4	1	1	1	1	1	2	3	3	2	3	2	5	5	3	5	4	4	4	4	4	1	1	1	2	1	1	2	3	2	**72**
5	4	4	2	3	1	4	3	5	5	4	5	5	5	5	3	5	4	4	4	1	3	3	2	3	3	3	3	5	5	5	**107**
6	5	1	1	1	1	1	2	4	4	4	1	2	4	4	2	5	4	4	4	1	3	2	1	2	1	2	2	3	1	4	**71**
7	4	4	3	5	3	3	4	5	5	4	2	5	5	4	2	5	5	4	5	4	2	3	3	4	3	4	4	4	5	5	**114**
8	3	3	2	1	2	3	2	3	3	3	2	4	4	4	2	5	2	3	2	4	2	2	2	2	2	2	3	2	3	3	**77**
9	2	4	2	4	3	5	2	5	3	5	5	2	4	5	2	5	2	2	1	4	2	2	2	2	2	2	2	2	2	3	**86**
10	2	4	1	3	3	5	2	5	3	5	5	2	4	3	2	5	3	3	3	3	1	2	2	1	2	2	3	1	3	5	**86**
11	4	4	2	4	3	5	2	5	3	4	5	5	5	5	2	5	5	3	4	4	5	4	5	1	1	5	5	5	5	4	**115**
12	1	4	2	3	3	5	2	5	3	4	5	2	5	5	2	5	1	3	4	4	4	2	4	1	1	1	5	3	2	4	**94**
13	3	3	2	2	1	3	1	3	3	3	3	3	4	3	2	5	3	3	3	3	3	3	3	2	3	3	3	2	3	2	**80**
14	3	5	2	3	3	5	3	5	4	5	5	5	5	5	2	5	3	3	3	3	4	3	3	2	2	5	5	5	5	5	**113**
15	4	3	1	1	1	3	1	3	2	4	5	4	4	4	2	4	4	3	5	5	5	4	3	4	2	4	3	3	3	3	**93**
16	3	2	1	1	1	2	1	3	3	2	3	3	2	3	2	4	3	3	3	2	3	2	1	1	2	2	3	3	3	2	**66**
17	2	2	1	1	1	2	1	3	2	2	2	2	2	3	2	4	3	3	2	2	1	1	1	2	2	1	1	1	2	1	**53**
18	4	4	2	1	3	1	1	1	1	4	2	1	1	3	2	4	3	3	3	2	3	3	3	3	1	1	2	2	2	1	**63**
19	2	2	1	1	1	2	1	2	1	2	2	2	1	1	2	4	1	1	1	4	2	1	1	1	1	1	2	1	2	1	**45**
20	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2	2	1	3	4	1	1	1	2	1	1	1	1	1	1	**37**
21	5	4	1	1	3	1	2	2	2	5	3	2	1	5	2	4	4	5	5	1	5	5	4	3	2	3	4	5	4	4	**92**
22	3	4	3	2	2	1	1	1	1	2	3	4	2	3	2	5	4	3	3	4	2	1	2	2	1	3	4	3	4	3	**75**
23	4	4	3	3	2	3	3	2	3	5	3	4	3	3	1	5	4	3	4	4	3	2	3	1	3	3	4	3	5	2	**91**
24	5	5	3	3	2	3	3	3	3	5	5	4	4	4	3	5	5	5	5	5	4	3	4	2	5	5	5	4	4	4	**115**
25	5	5	3	3	2	3	5	5	4	5	5	5	5	5	4	5	4	5	5	5	5	5	5	5	3	4	4	4	5	5	**128**
26	3	3	1	1	1	3	3	2	3	5	2	4	3	3	3	5	3	3	5	3	3	3	3	3	2	3	5	4	4	3	**89**
27	5	5	3	1	2	1	1	4	4	5	3	5	4	5	4	5	5	5	4	5	4	4	4	2	3	5	5	5	5	5	**113**
28	5	4	3	3	2	3	3	2	3	5	1	2	3	3	3	4	3	4	3	4	3	3	3	2	1	3	4	2	5	5	**89**

29	4	4	3	3	2	3	3	3	3	5	2	3	3	3	3	4	5	4	4	4	5	3	2	3	1	2	3	2	2	2	**89**
30	5	5	3	3	2	5	3	2	4	5	3	5	4	3	3	4	5	4	5	5	5	5	5	4	2	3	5	5	5	5	**117**
31	3	3	1	1	1	3	3	3	3	5	3	4	3	3	1	4	5	4	5	3	3	3	2	2	1	1	1	5	3	5	**84**
32	5	5	3	3	2	3	3	3	3	5	3	4	3	3	3	4	5	4	5	5	5	5	5	5	3	4	5	5	5	5	**116**
33	5	3	3	2	2	3	2	1	3	5	3	4	3	3	3	3	3	4	5	3	2	2	2	2	3	3	3	4	4	3	**86**
34	5	5	3	2	2	5	3	4	4	5	5	5	4	4	1	3	5	4	5	5	4	4	4	4	3	3	4	5	4	4	**113**
35	5	5	4	4	2	5	3	2	5	5	5	5	4	4	2	3	3	4	4	5	5	5	4	5	5	5	5	5	5	5	**123**
36	4	3	3	2	3	4	2	1	3	5	4	4	3	3	1	3	5	4	5	3	3	3	2	2	1	1	3	4	4	2	**86**
37	5	5	3	2	3	5	3	2	2	5	4	3	3	3	2	5	4	4	5	5	5	5	5	5	5	3	5	5	5	5	**116**
38	4	3	2	2	3	2	2	2	2	5	2	4	3	2	1	5	4	4	3	3	4	4	2	2	1	1	3	1	5	3	**80**
39	5	5	2	4	2	3	4	3	3	5	5	5	3	2	2	5	4	4	3	5	5	5	5	5	2	1	3	5	5	5	**110**
40	3	3	2	2	2	2	1	1	2	5	4	4	3	2	1	5	5	4	2	3	3	4	3	3	1	2	2	2	5	5	**83**
41	1	1	1	1	1	1	1	2	2	3	2	4	3	2	1	4	4	4	3	1	2	3	3	1	1	1	1	1	1	1	**56**
42	1	1	1	1	1	1	1	1	1	3	2	1	1	1	1	4	2	3	3	1	1	1	1	1	1	1	1	1	1	1	**40**
43	3	5	2	2	2	2	1	2	2	5	3	5	1	2	1	5	3	4	3	5	3	2	3	1	2	3	3	3	4	3	**82**
44	3	5	2	2	2	5	1	2	2	5	4	5	1	2	1	5	3	4	2	5	3	3	3	1	2	5	3	2	3	3	**86**
45	2	3	1	1	1	3	1	2	2	5	3	5	1	1	1	4	3	3	3	3	1	2	1	1	1	3	1	1	1	1	**59**
46	4	5	1	2	2	5	5	3	2	5	4	5	1	2	1	4	3	4	4	5	3	3	1	3	1	1	3	2	3	2	**85**
47	2	5	1	1	1	5	1	1	2	5	1	5	1	2	1	5	1	5	3	5	5	1	1	3	1	1	1	1	3	2	**70**
48	2	3	1	1	1	2	1	1	2	3	2	3	1	1	1	3	1	5	3	3	1	1	1	1	1	1	3	1	1	1	**50**
49	4	5	1	1	1	2	1	2	2	5	2	5	1	2	1	5	2	5	4	5	4	2	4	3	1	2	3	2	3	2	**78**
50	4	5	1	1	1	2	1	2	2	3	2	5	1	2	1	5	2	5	3	5	4	2	2	3	2	3	3	2	3	5	**78**
51	3	3	1	1	1	2	1	1	1	3	2	5	1	2	1	5	2	5	3	3	2	2	2	2	1	2	3	1	2	2	**62**
52	5	5	1	1	1	3	1	3	3	3	2	5	2	2	2	3	2	5	2	5	3	3	3	3	3	3	5	5	5	5	**89**
53	5	5	3	2	2	2	2	2	2	3	2	2	2	3	2	3	3	5	3	5	5	4	5	4	4	5	5	5	5	5	**100**
54	5	5	1	1	1	2	1	4	1	3	1	5	1	1	2	3	2	5	5	5	5	2	4	2	2	5	2	2	1	2	**76**
55	2	5	1	1	1	1	1	5	1	3	3	5	1	1	2	3	1	5	3	5	3	2	2	2	1	1	1	3	3	1	**67**
56	4	4	1	1	1	1	1	2	1	3	2	4	1	2	2	3	1	5	1	4	4	4	4	3	5	5	5	5	5	4	**84**
57	5	5	2	1	1	1	4	4	1	4	3	5	1	1	3	3	5	5	4	4	5	3	4	3	3	5	5	5	5	5	**100**
58	4	5	2	1	1	1	4	1	1	2	1	5	1	1	2	2	5	5	5	4	5	1	1	2	2	3	4	5	4	1	**77**

59	5	5	2	1	1	1	1	1	1	3	1	5	1	1	2	2	5	5	5	4	5	5	5	2	5	5	5	5	5	5	**94**
60	3	5	1	1	1	2	1	1	1	3	4	4	1	1	2	2	3	4	4	4	3	2	4	1	1	1	1	1	2	1	**62**
61	5	5	1	1	1	3	1	3	1	3	4	3	1	2	2	2	3	4	3	4	5	5	3	2	1	5	5	5	5	5	**88**
62	2	4	1	1	1	2	1	1	1	3	3	3	1	1	2	2	3	4	3	4	3	3	3	1	1	2	2	2	3	3	**64**
63	1	4	1	1	1	2	1	2	1	3	5	5	1	1	2	2	2	4	2	4	1	1	1	1	1	1	5	1	4	4	**64**
64	1	4	1	1	1	1	1	1	1	3	2	2	2	1	3	2	1	4	1	4	1	1	1	1	2	2	1	1	1	1	**48**

Appendix 3. Descriptive statistic of Reading Habit Questionnaire

Statistics

		XI1	XI2	XI3	XI4	XI5	XI6	XI7
N	Valid	64	64	64	64	64	64	64
	Missing	6	6	6	6	6	6	6
Mean		3.5625	3.8125	1.7969	1.8750	1.7031	2.5156	1.9063
Median		4.0000	4.0000	2.0000	1.0000	1.5000	2.0000	2.0000
Mode		5.00	5.00	1.00	1.00	1.00	2.00	2.00
Std. Deviation		1.33184	1.24563	.85782	1.11981	.79041	1.56339	1.06486
Minimum		1.00	1.00	1.00	1.00	1.00	1.00	1.00
Maximum		5.00	5.00	4.00	5.00	3.00	5.00	5.00
Sum		228.00	244.00	115.00	120.00	109.00	161.00	122.00

Statistics

		XI8	XI9	XI10	XI11	XI12	XI13	XI14
N	Valid	64	64	64	64	64	64	64
	Missing	6	6	6	6	6	6	6
Mean		1.9688	3.0313	3.9219	2.9531	3.7813	2.6406	2.8281
Median		2.0000	3.0000	4.0000	3.0000	4.0000	3.0000	3.0000
Mode		2.00	3.00	5.00	2.00	5.00	1.00	3.00
Std. Deviation		1.16794	1.35657	1.11704	1.32653	1.29061	1.51571	1.39790
Minimum		1.00	1.00	1.00	1.00	1.00	1.00	1.00
Maximum		5.00	5.00	5.00	5.00	5.00	5.00	5.00
Sum		126.00	194.00	251.00	189.00	242.00	169.00	181.00

Statistics

		XI15	XI16	XI17	XI18	XI19	XI20	XI21
N	Valid	64	64	64	64	64	64	64
	Missing	6	6	6	6	6	6	6
Mean		2.0000	4.0469	3.3125	3.9219	3.4844	3.7344	3.3438
Median		2.0000	4.0000	3.0000	4.0000	3.0000	4.0000	3.0000
Mode		2.00	5.00	3.00	4.00	3.00	4.00	3.00
Std. Deviation		.79682	1.07541	1.30779	.93103	1.20833	1.19844	1.34776
Minimum		1.00	2.00	1.00	1.00	1.00	1.00	1.00
Maximum		4.00	5.00	5.00	5.00	5.00	5.00	5.00
Sum		128.00	259.00	212.00	251.00	223.00	239.00	214.00

Statistics

		XI22	XI23	XI24	XI25	XI26	XI27	XI28
N	Valid	64	64	64	64	64	64	64
	Missing	6	6	6	6	6	6	6
Mean		2.7969	2.7813	2.3750	2.0625	2.7031	3.2031	3.1094
Median		3.0000	3.0000	2.0000	2.0000	3.0000	3.0000	3.0000
Mode		3.00	3.00	2.00	1.00	1.00	3.00	5.00
Std. Deviation		1.29932	1.36241	1.24084	1.18019	1.47659	1.44946	1.59480
Minimum		1.00	1.00	1.00	1.00	1.00	1.00	1.00
Maximum		5.00	5.00	5.00	5.00	5.00	5.00	5.00
Sum		179.00	178.00	152.00	132.00	173.00	205.00	199.00

Statistics

		XI29	XI30
N	Valid	64	64
	Missing	6	6
Mean		3.5000	3.2344
Median		4.0000	3.0000
Mode		5.00	5.00
Std. Deviation		1.41421	1.57099
Minimum		1.00	1.00
Maximum		5.00	5.00
Sum		224.00	207.00

Frequency Table

XI1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	6	8.6	9.4	9.4
	2.00	9	12.9	14.1	23.4
	3.00	13	18.6	20.3	43.8
	4.00	15	21.4	23.4	67.2
	5.00	21	30.0	32.8	100.0
	Total	64	91.4	100.0	
Missing	System	6	8.6		
Total		70	100.0		

XI2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	5	7.1	7.8	7.8
	2.00	4	5.7	6.3	14.1
	3.00	14	20.0	21.9	35.9
	4.00	16	22.9	25.0	60.9
	5.00	25	35.7	39.1	100.0
	Total	64	91.4	100.0	
Missing	System	6	8.6		
Total		70	100.0		

XI3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	30	42.9	46.9	46.9
	2.00	18	25.7	28.1	75.0
	3.00	15	21.4	23.4	98.4
	4.00	1	1.4	1.6	100.0
	Total	64	91.4	100.0	
Missing	System	6	8.6		
Total		70	100.0		

XI4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	34	48.6	53.1	53.1
	2.00	12	17.1	18.8	71.9
	3.00	12	17.1	18.8	90.6
	4.00	4	5.7	6.3	96.9
	5.00	2	2.9	3.1	100.0
	Total	64	91.4	100.0	
Missing	System	6	8.6		
Total		70	100.0		

XI5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	32	45.7	50.0	50.0
	2.00	19	27.1	29.7	79.7
	3.00	13	18.6	20.3	100.0
	Total	64	91.4	100.0	
Missing	System	6	8.6		
Total		70	100.0		

XI6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	18	25.7	28.1	28.1
	2.00	29	41.4	45.3	73.4
	5.00	17	24.3	26.6	100.0
	Total	64	91.4	100.0	
Missing	System	6	8.6		
Total		70	100.0		

XI7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	24	34.3	37.5	37.5
	2.00	33	47.1	51.6	89.1
	4.00	3	4.3	4.7	93.8
	5.00	4	5.7	6.3	100.0
	Total	64	91.4	100.0	
Missing	System	6	8.6		
Total		70	100.0		

XI8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	25	35.7	39.1	39.1
	2.00	30	42.9	46.9	85.9
	4.00	4	5.7	6.3	92.2
	5.00	5	7.1	7.8	100.0
	Total	64	91.4	100.0	
Missing	System	6	8.6		
Total		70	100.0		

XI9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	14	20.0	21.9	21.9
	3.00	35	50.0	54.7	76.6
	5.00	15	21.4	23.4	100.0
	Total	64	91.4	100.0	
Missing	System	6	8.6		
Total		70	100.0		

XI10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	1	1.4	1.6	1.6
	2.00	6	8.6	9.4	10.9
	3.00	18	25.7	28.1	39.1
	4.00	11	15.7	17.2	56.3
	5.00	28	40.0	43.8	100.0
	Total	64	91.4	100.0	
Missing	System	6	8.6		
Total		70	100.0		

XI11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	8	11.4	12.5	12.5
	2.00	20	28.6	31.3	43.8
	3.00	16	22.9	25.0	68.8
	4.00	7	10.0	10.9	79.7
	5.00	13	18.6	20.3	100.0
	Total	64	91.4	100.0	
Missing	System	6	8.6		
Total		70	100.0		

XI12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	3	4.3	4.7	4.7
	2.00	12	17.1	18.8	23.4
	3.00	7	10.0	10.9	34.4
	4.00	16	22.9	25.0	59.4
	5.00	26	37.1	40.6	100.0
	Total	64	91.4	100.0	
Missing	System	6	8.6		
Total		70	100.0		

XI13

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	24	34.3	37.5	37.5
	2.00	6	8.6	9.4	46.9
	3.00	13	18.6	20.3	67.2
	4.00	11	15.7	17.2	84.4
	5.00	10	14.3	15.6	100.0
	Total	64	91.4	100.0	
Missing	System	6	8.6		
Total		70	100.0		

XI14

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	14	20.0	21.9	21.9
	2.00	14	20.0	21.9	43.8
	3.00	17	24.3	26.6	70.3
	4.00	7	10.0	10.9	81.3
	5.00	12	17.1	18.8	100.0
	Total	64	91.4	100.0	
Missing	System	6	8.6		
Total		70	100.0		

XI15

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	18	25.7	28.1	28.1
	2.00	30	42.9	46.9	75.0
	3.00	14	20.0	21.9	96.9
	4.00	2	2.9	3.1	100.0
	Total	64	91.4	100.0	
Missing	System	6	8.6		
Total		70	100.0		

XI16

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.00	8	11.4	12.5	12.5
	3.00	11	15.7	17.2	29.7
	4.00	15	21.4	23.4	53.1
	5.00	30	42.9	46.9	100.0
	Total	64	91.4	100.0	
Missing	System	6	8.6		
Total		70	100.0		

XI17

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	7	10.0	10.9	10.9
	2.00	10	14.3	15.6	26.6
	3.00	19	27.1	29.7	56.3
	4.00	12	17.1	18.8	75.0
	5.00	16	22.9	25.0	100.0
	Total	64	91.4	100.0	
Missing	System	6	8.6		
Total		70	100.0		

XI18

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	2	2.9	3.1	3.1
	2.00	1	1.4	1.6	4.7
	3.00	15	21.4	23.4	28.1
	4.00	28	40.0	43.8	71.9
	5.00	18	25.7	28.1	100.0
	Total	64	91.4	100.0	
Missing	System	6	8.6		
Total		70	100.0		

XI19

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	5	7.1	7.8	7.8
	2.00	6	8.6	9.4	17.2
	3.00	23	32.9	35.9	53.1
	4.00	13	18.6	20.3	73.4
	5.00	17	24.3	26.6	100.0
	Total	64	91.4	100.0	
Missing	System	6	8.6		
Total		70	100.0		

XI20

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	5	7.1	7.8	7.8
	2.00	4	5.7	6.3	14.1
	3.00	14	20.0	21.9	35.9
	4.00	21	30.0	32.8	68.8
	5.00	20	28.6	31.3	100.0
	Total	64	91.4	100.0	
Missing	System	6	8.6		
Total		70	100.0		

XI21

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	8	11.4	12.5	12.5
	2.00	8	11.4	12.5	25.0
	3.00	20	28.6	31.3	56.3
	4.00	10	14.3	15.6	71.9
	5.00	18	25.7	28.1	100.0
	Total	64	91.4	100.0	
Missing	System	6	8.6		
Total		70	100.0		

XI22

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	12	17.1	18.8	18.8
	2.00	16	22.9	25.0	43.8
	3.00	18	25.7	28.1	71.9
	4.00	9	12.9	14.1	85.9
	5.00	9	12.9	14.1	100.0
	Total	64	91.4	100.0	
Missing	System	6	8.6		
Total		70	100.0		

XI23

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	15	21.4	23.4	23.4
	2.00	13	18.6	20.3	43.8
	3.00	16	22.9	25.0	68.8
	4.00	11	15.7	17.2	85.9
	5.00	9	12.9	14.1	100.0

	Total	64	91.4	100.0	
Missing	System	6	8.6		
Total		70	100.0		

XI24

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	18	25.7	28.1	28.1
	2.00	21	30.0	32.8	60.9
	3.00	14	20.0	21.9	82.8
	4.00	5	7.1	7.8	90.6
	5.00	6	8.6	9.4	100.0
	Total	64	91.4	100.0	
Missing	System	6	8.6		
Total		70	100.0		

XI25

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	26	37.1	40.6	40.6
	2.00	19	27.1	29.7	70.3
	3.00	13	18.6	20.3	90.6
	4.00	1	1.4	1.6	92.2
	5.00	5	7.1	7.8	100.0
	Total	64	91.4	100.0	
Missing	System	6	8.6		
Total		70	100.0		

XI26

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	19	27.1	29.7	29.7
	2.00	11	15.7	17.2	46.9
	3.00	17	24.3	26.6	73.4
	4.00	4	5.7	6.3	79.7
	5.00	13	18.6	20.3	100.0
	Total	64	91.4	100.0	
Missing	System	6	8.6		
Total		70	100.0		

XI27

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	12	17.1	18.8	18.8
	2.00	7	10.0	10.9	29.7

	3.00	19	27.1	29.7	59.4
	4.00	8	11.4	12.5	71.9
	5.00	18	25.7	28.1	100.0
	Total	64	91.4	100.0	
Missing	System	6	8.6		
Total		70	100.0		

XI28

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	14	20.0	21.9	21.9
	2.00	14	20.0	21.9	43.8
	3.00	8	11.4	12.5	56.3
	4.00	7	10.0	10.9	67.2
	5.00	21	30.0	32.8	100.0
	Total	64	91.4	100.0	
Missing	System	6	8.6		
Total		70	100.0		

XI29

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	8	11.4	12.5	12.5
	2.00	8	11.4	12.5	25.0
	3.00	15	21.4	23.4	48.4
	4.00	10	14.3	15.6	64.1
	5.00	23	32.9	35.9	100.0
	Total	64	91.4	100.0	
Missing	System	6	8.6		
Total		70	100.0		

XI30

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	13	18.6	20.3	20.3
	2.00	11	15.7	17.2	37.5
	3.00	10	14.3	15.6	53.1
	4.00	8	11.4	12.5	65.6
	5.00	22	31.4	34.4	100.0
	Total	64	91.4	100.0	
Missing	System	6	8.6		
Total		70	100.0		

Appendix 4. Reliability Test

Case Processing Summary

		N	%
Cases	Valid	64	91.4
	Excluded[a]	6	8.6
	Total	70	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.938	30

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
XI1	84.6875	477.774	.675	.935
XI2	84.4375	488.440	.524	.937
XI3	86.4531	492.506	.672	.936
XI4	86.3750	488.556	.586	.936
XI5	86.5469	499.807	.520	.937
XI6	85.5469	486.442	.488	.937
XI7	86.2656	486.770	.623	.936
XI8	85.6094	487.702	.473	.937
XI9	85.8125	484.091	.642	.935
XI10	84.3281	489.716	.564	.936
XI11	85.2969	493.006	.408	.938
XI12	84.4688	493.047	.421	.938
XI13	85.6094	480.178	.547	.936
XI14	85.4219	482.406	.561	.936
XI15	86.2500	503.270	.417	.938
XI16	84.2031	504.863	.265	.939
XI17	84.9375	484.567	.565	.936
XI18	84.3281	505.970	.286	.939
XI19	84.7656	493.770	.439	.937
XI20	84.5156	501.397	.298	.939
XI21	84.9063	479.070	.643	.935
XI22	85.4531	475.839	.729	.934
XI23	85.4688	475.015	.706	.934
XI24	85.8750	482.714	.634	.935
XI25	86.1875	489.393	.537	.936
XI26	85.5469	477.141	.612	.936
XI27	85.0469	473.252	.689	.935
XI28	85.1406	463.996	.761	.934
XI29	84.7500	469.968	.764	.934
XI30	85.0156	464.746	.762	.934

Appendix 5. Validity Test Questionnaire Reading Habit

Correlations

		XI1	XI2	XI3	XI4	XI5	XI6	XI7	XI8	XI9	XI10	XI11	XI12	XI13	XI14	XI15	XI16	XI17	XI18	XI19	XI20	XI21	XI22
XI1	Pearson Correlation	1	.409**	.491**	.208	.206	.082	.453**	.136	.356**	.361**	.015	.276*	.243	.343**	.389**	.081	.535**	.484**	.538**	.274*	.704**	.608**
	Sig. (2-tailed)		.001	.000	.100	.102	.520	.000	.284	.004	.003	.905	.027	.053	.006	.001	.524	.000	.000	.000	.028	.000	.000
	N	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64
XI2	Pearson Correlation	.409**	1	.380**	.222	.217	.338**	.271*	.152	.024	.389**	.321**	.547**	-.146	-.064	.128	-.124	.076	.480**	.209	.679**	.531**	.427**
	Sig. (2-tailed)	.001		.002	.078	.086	.006	.030	.229	.849	.002	.010	.000	.251	.613	.314	.330	.553	.000	.098	.000	.000	.000
	N	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64
XI3	Pearson Correlation	.491**	.380**	1	.601**	.565**	.356**	.492**	.124	.512**	.447**	.270*	.203	.443**	.394**	.325**	.165	.524**	.079	.357**	.302*	.350**	.461**
	Sig. (2-tailed)	.000	.002		.000	.000	.004	.000	.330	.000	.000	.031	.108	.000	.001	.009	.192	.000	.534	.004	.015	.005	.000
	N	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64
XI4	Pearson Correlation	.208	.222	.601**	1	.621**	.559**	.555**	.438**	.595**	.462**	.402**	.146	.637**	.523**	.249*	.400**	.341**	-.147	.045	.117	.145	.342**
	Sig. (2-tailed)	.100	.078	.000		.000	.000	.000	.000	.000	.000	.001	.251	.000	.000	.047	.001	.006	.248	.721	.358	.254	.006
	N	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64
XI5	Pearson Correlation	.206	.217	.565**	.621**	1	.518**	.389**	.362**	.448**	.531**	.365**	-.034	.479**	.556**	.101	.409**	.352**	-.118	.136	-.001	.187	.389**
	Sig. (2-tailed)	.102	.086	.000	.000		.000	.001	.003	.000	.000	.003	.792	.000	.000	.428	.001	.004	.352	.283	.995	.140	.002
	N	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64
XI6	Pearson Correlation	.082	.338**	.356**	.559**	.518**	1	.399**	.413**	.556**	.559**	.561**	.269*	.447**	.392**	-.042	.313*	.111	-.163	.142	.253*	.196	.304*
	Sig. (2-tailed)	.520	.006	.004	.000	.000		.001	.001	.000	.000	.000	.032	.000	.001	.740	.012	.381	.198	.264	.044	.120	.014
	N	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64
XI7	Pearson Correlation	.453**	.271*	.492**	.555**	.389**	.399**	1	.403**	.534**	.456**	.256*	.250*	.464**	.384**	.356**	.212	.513**	.136	.463**	.139	.372**	.369**
	Sig. (2-tailed)	.000	.030	.000	.000	.001	.001		.001	.000	.000	.041	.046	.000	.002	.004	.093	.000	.284	.000	.274	.002	.003
	N	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64
XI8	Pearson Correlation	.136	.152	.124	.438**	.362**	.413**	.403**	1	.588**	.206	.402**	.194	.598**	.570**	.357**	.371**	.202	-.022	.105	.027	.202	.222
	Sig. (2-tailed)	.284	.229	.330	.000	.003	.001	.001		.000	.103	.001	.125	.000	.000	.004	.003	.110	.863	.410	.830	.110	.078
	N	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64
XI9	Pearson Correlation	.356**	.024	.512**	.595**	.448**	.556**	.534**	.588**	1	.484**	.307*	.220	.817**	.749**	.354**	.484**	.435**	.017	.317*	-.062	.193	.338**
	Sig. (2-tailed)	.004	.849	.000	.000	.000	.000	.000	.000		.000	.013	.080	.000	.000	.004	.000	.000	.893	.011	.624	.126	.006
	N	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64
XI10	Pearson Correlation	.361**	.389**	.447**	.462**	.531**	.559**	.456**	.206	.484**	1	.394**	.296*	.339**	.357**	.071	.426**	.354**	.177	.334**	.150	.303*	.481**
	Sig. (2-tailed)	.003	.002	.000	.000	.000	.000	.000	.103	.000		.001	.017	.006	.004	.575	.000	.004	.161	.007	.236	.015	.000
	N	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64
XI11	Pearson Correlation	.015	.321**	.270*	.402**	.365**	.561**	.256*	.402**	.307*	.394**	1	.216	.363**	.347**	.060	.146	.182	-.157	.123	.192	.125	.344**
	Sig. (2-tailed)	.905	.010	.031	.001	.003	.000	.041	.001	.013	.001		.086	.003	.005	.637	.249	.149	.215	.332	.129	.327	.005
	N	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64
XI12	Pearson Correlation	.276*	.547**	.203	.146	-.034	.269*	.250*	.194	.220	.296*	.216	1	.016	-.065	-.046	.065	.267*	.474**	.242	.403**	.327**	.295*
	Sig. (2-tailed)	.027	.000	.108	.251	.792	.032	.046	.125	.080	.017	.086		.900	.609	.716	.612	.033	.000	.054	.001	.008	.018
	N	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64
XI13	Pearson Correlation	.243	-.146	.443**	.637**	.479**	.447**	.464**	.598**	.817**	.339**	.363**	.016	1	.847**	.473**	.536**	.442**	-.144	.235	-.097	.170	.261*
	Sig. (2-tailed)	.053	.251	.000	.000	.000	.000	.000	.000	.000	.006	.003	.900		.000	.000	.000	.000	.256	.061	.445	.179	.038

	N	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64
XI14	Pearson Correlation	.343**	-.064	.394**	.523**	.556**	.392**	.384**	.570**	.749**	.357**	.347**	-.065	.847**	1	.456**	.586**	.377**	-.071	.238	-.151	.268*	.286*
	Sig. (2-tailed)	.006	.613	.001	.000	.000	.001	.002	.000	.000	.004	.005	.609	.000		.000	.000	.002	.575	.058	.234	.032	.022
	N	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64
XI15	Pearson Correlation	.389**	.128	.325**	.249*	.101	-.042	.356**	.357**	.354**	.071	.060	-.046	.473**	.456**	1	.056	.274*	.150	.181	.066	.281*	.230
	Sig. (2-tailed)	.001	.314	.009	.047	.428	.740	.004	.004	.004	.575	.637	.716	.000	.000		.663	.028	.238	.152	.602	.025	.068
	N	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64
XI16	Pearson Correlation	.081	-.124	.165	.400**	.409**	.313*	.212	.371**	.484**	.426**	.146	.065	.536**	.586**	.056	1	.170	-.123	.007	-.113	.054	.041
	Sig. (2-tailed)	.524	.330	.192	.001	.001	.012	.093	.003	.000	.000	.249	.612	.000	.000	.663		.179	.332	.958	.373	.669	.748
	N	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64
XI17	Pearson Correlation	.535**	.076	.524**	.341**	.352**	.111	.513**	.202	.435**	.354**	.182	.267*	.442**	.377**	.274*	.170	1	.164	.566**	-.078	.415**	.524**
	Sig. (2-tailed)	.000	.553	.000	.006	.004	.381	.000	.110	.000	.004	.149	.033	.000	.002	.028	.179		.196	.000	.541	.001	.000
	N	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64
XI18	Pearson Correlation	.484**	.480**	.079	-.147	-.118	-.163	.136	-.022	.017	.177	-.157	.474**	-.144	-.071	.150	-.123	.164	1	.302*	.223	.464**	.275*
	Sig. (2-tailed)	.000	.000	.534	.248	.352	.198	.284	.863	.893	.161	.215	.000	.256	.575	.238	.332	.196		.015	.077	.000	.028
	N	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64
XI19	Pearson Correlation	.538**	.209	.357**	.045	.136	.142	.463**	.105	.317*	.334**	.123	.242	.235	.238	.181	.007	.566**	.302*	1	.123	.510**	.337**
	Sig. (2-tailed)	.000	.098	.004	.721	.283	.264	.000	.410	.011	.007	.332	.054	.061	.058	.152	.958	.000	.015		.332	.000	.007
	N	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64
XI20	Pearson Correlation	.274*	.679**	.302*	.117	-.001	.253*	.139	.027	-.062	.150	.192	.403**	-.097	-.151	.066	-.113	-.078	.223	.123	1	.411**	.189
	Sig. (2-tailed)	.028	.000	.015	.358	.995	.044	.274	.830	.624	.236	.129	.001	.445	.234	.602	.373	.541	.077	.332		.001	.135
	N	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64
XI21	Pearson Correlation	.704**	.531**	.350**	.145	.187	.196	.372**	.202	.193	.303*	.125	.327**	.170	.268*	.281*	.054	.415**	.464**	.510**	.411**	1	.648**
	Sig. (2-tailed)	.000	.000	.005	.254	.140	.120	.002	.110	.126	.015	.327	.008	.179	.032	.025	.669	.001	.000	.000	.001		.000
	N	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64
XI22	Pearson Correlation	.608**	.427**	.461**	.342**	.389**	.304*	.369**	.222	.338**	.481**	.344**	.295*	.261*	.286*	.230	.041	.524**	.275*	.337**	.189	.648**	1
	Sig. (2-tailed)	.000	.000	.000	.006	.002	.014	.003	.078	.006	.000	.005	.018	.038	.022	.068	.748	.000	.028	.007	.135	.000	
	N	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64
XI23	Pearson Correlation	.524**	.555**	.491**	.388**	.381**	.246*	.279*	.259*	.238	.364**	.284*	.324**	.238	.255*	.292*	.072	.395**	.312*	.326**	.353**	.638**	.790**
	Sig. (2-tailed)	.000	.000	.000	.002	.002	.050	.026	.039	.058	.003	.023	.009	.058	.042	.019	.571	.001	.012	.009	.004	.000	.000
	N	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64
XI24	Pearson Correlation	.543**	.385**	.460**	.377**	.277*	.291*	.530**	.217	.396**	.354**	.136	.300*	.250*	.276*	.257*	.129	.347**	.273*	.290*	.292*	.539**	.668**
	Sig. (2-tailed)	.000	.002	.000	.002	.027	.020	.000	.086	.001	.004	.283	.016	.046	.027	.040	.308	.005	.029	.020	.019	.000	.000
	N	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64
XI25	Pearson Correlation	.533**	.332**	.467**	.234	.105	.107	.277*	.120	.299*	.136	.113	.176	.261*	.266*	.371**	-.002	.234	.308*	.234	.270*	.375**	.433**
	Sig. (2-tailed)	.000	.007	.000	.063	.408	.402	.027	.346	.016	.283	.372	.165	.037	.033	.003	.985	.063	.013	.062	.031	.002	.000
	N	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64
XI26	Pearson Correlation	.530**	.487**	.428**	.275*	.168	.178	.189	.302*	.240	.188	.147	.407**	.171	.244	.351**	-.001	.336**	.295*	.198	.296*	.491**	.539**
	Sig. (2-tailed)	.000	.000	.000	.028	.184	.159	.134	.015	.056	.137	.247	.001	.176	.052	.004	.993	.007	.018	.118	.018	.000	.000
	N	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64
XI27	Pearson Correlation	.491**	.531**	.532**	.358**	.372**	.309*	.374**	.248*	.300*	.255*	.286*	.355**	.222	.284*	.330**	.024	.309*	.247*	.242	.306*	.476**	.579**
	Sig. (2-tailed)	.000	.000	.000	.004	.002	.013	.002	.048	.016	.042	.022	.004	.078	.023	.008	.849	.013	.049	.054	.014	.000	.000

	N	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64
XI28	Pearson Correlation	.688**	.410**	.469**	.328**	.278*	.212	.499**	.332**	.446**	.281*	.220	.343**	.371**	.450**	.412**	-.003	.539**	.337**	.442**	.157	.632**	.647**
	Sig. (2-tailed)	.000	.001	.000	.008	.026	.092	.000	.007	.000	.024	.081	.005	.003	.000	.001	.981	.000	.006	.000	.216	.000	.000
	N	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64
XI29	Pearson Correlation	.615**	.490**	.569**	.421**	.275*	.107	.466**	.221	.399**	.299*	.147	.355**	.330**	.333**	.338**	.130	.506**	.319*	.237	.286*	.541**	.651**
	Sig. (2-tailed)	.000	.001	.000	.001	.028	.402	.000	.079	.001	.016	.247	.004	.008	.007	.006	.304	.000	.010	.060	.022	.000	.000
	N	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64
XI30	Pearson Correlation	.520**	.436**	.436**	.414**	.358**	.178	.408**	.444**	.517**	.240	.188	.343**	.416**	.409**	.330**	.200	.427**	.295*	.215	.211	.463**	.677**
	Sig. (2-tailed)	.000	.000	.000	.001	.004	.159	.001	.000	.000	.056	.137	.005	.001	.001	.008	.113	.000	.018	.088	.095	.000	.000
	N	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64
XTOTAL	Pearson Correlation	.675**	.562**	.692**	.631**	.556**	.552**	.653**	.534**	.679**	.600**	.475**	.470**	.603**	.607**	.441**	.317*	.597**	.308*	.469**	.343**	.663**	.749**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.011	.000	.013	.000	.005	.000	.000
	N	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64	64

Correlations

		XI23	XI24	XI25	XI26	XI27	XI28	XI29	XI30	XTOTAL
XI1	Pearson Correlation	.524**	.543**	.533**	.530**	.491**	.688**	.615**	.520**	.675**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	64	64	64	64	64	64	64	64	64
XI2	Pearson Correlation	.555**	.385**	.332**	.487**	.531**	.410**	.496**	.436**	.562**
	Sig. (2-tailed)	.000	.002	.007	.000	.000	.001	.000	.000	.000
	N	64	64	64	64	64	64	64	64	64
XI3	Pearson Correlation	.491**	.460**	.467**	.428**	.532**	.469**	.569**	.436**	.692**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	64	64	64	64	64	64	64	64	64
XI4	Pearson Correlation	.388**	.377**	.234	.275*	.358**	.328**	.421**	.414**	.631**
	Sig. (2-tailed)	.002	.002	.063	.028	.004	.008	.001	.001	.000
	N	64	64	64	64	64	64	64	64	64
XI5	Pearson Correlation	.381**	.277*	.105	.168	.372**	.278*	.391**	.389**	.556**
	Sig. (2-tailed)	.002	.027	.408	.184	.002	.026	.001	.001	.000
	N	64	64	64	64	64	64	64	64	64
XI6	Pearson Correlation	.246*	.291*	.107	.178	.309*	.212	.275*	.376**	.552**
	Sig. (2-tailed)	.050	.020	.402	.159	.013	.092	.028	.002	.000
	N	64	64	64	64	64	64	64	64	64
XI7	Pearson Correlation	.279*	.530**	.277*	.189	.374**	.499**	.466**	.408**	.653**
	Sig. (2-tailed)	.026	.000	.027	.134	.002	.000	.000	.001	.000
	N	64	64	64	64	64	64	64	64	64
XI8	Pearson Correlation	.259*	.217	.120	.302*	.248*	.332**	.221	.444**	.534**
	Sig. (2-tailed)	.039	.086	.346	.015	.048	.007	.079	.000	.000
	N	64	64	64	64	64	64	64	64	64
XI9	Pearson Correlation	.238	.396**	.299*	.240	.300*	.446**	.399**	.517**	.679**
	Sig. (2-tailed)	.058	.001	.016	.056	.016	.000	.001	.000	.000
	N	64	64	64	64	64	64	64	64	64
XI10	Pearson Correlation	.364**	.354**	.136	.188	.255*	.281*	.367**	.409**	.600**
	Sig. (2-tailed)	.003	.004	.283	.137	.042	.024	.003	.001	.000
	N	64	64	64	64	64	64	64	64	64
XI11	Pearson Correlation	.284*	.136	.113	.147	.286*	.220	.283*	.356**	.475**
	Sig. (2-tailed)	.023	.283	.372	.247	.022	.081	.023	.004	.000
	N	64	64	64	64	64	64	64	64	64
XI12	Pearson Correlation	.324**	.300*	.176	.407**	.355**	.343**	.452**	.315*	.470**
	Sig. (2-tailed)	.009	.016	.165	.001	.004	.005	.000	.011	.000
	N	64	64	64	64	64	64	64	64	64
XI13	Pearson Correlation	.238	.250*	.261*	.171	.222	.371**	.330**	.416**	.603**
	Sig. (2-tailed)	.058	.046	.037	.176	.078	.003	.008	.001	.000
	N	64	64	64	64	64	64	64	64	64
XI14	Pearson Correlation	.255*	.276*	.266*	.244	.284*	.450**	.333**	.409**	.607**
	Sig. (2-tailed)	.042	.027	.033	.052	.023	.000	.007	.001	.000
	N	64	64	64	64	64	64	64	64	64
XI15	Pearson Correlation	.292*	.257*	.371**	.351**	.330**	.412**	.338**	.330**	.441**
	Sig. (2-tailed)	.019	.040	.003	.004	.008	.001	.006	.008	.000
	N	64	64	64	64	64	64	64	64	64
XI16	Pearson Correlation	.072	.129	-.002	-.001	.024	-.003	.130	.200	.317*
	Sig. (2-tailed)	.571	.308	.985	.993	.849	.981	.304	.113	.011
	N	64	64	64	64	64	64	64	64	64
XI17	Pearson Correlation	.395**	.347**	.234	.336**	.309*	.539**	.506**	.427**	.597**

	Sig. (2-tailed)	.001	.005	.063	.007	.013	.000	.000	.000	.000
	N	64	64	64	64	64	64	64	64	64
XI18	Pearson Correlation	.312*	.273*	.308*	.295*	.247*	.337**	.319*	.295*	.308*
	Sig. (2-tailed)	.012	.029	.013	.018	.049	.006	.010	.018	.013
	N	64	64	64	64	64	64	64	64	64
XI19	Pearson Correlation	.326**	.290*	.234	.198	.242	.442**	.237	.215	.469**
	Sig. (2-tailed)	.009	.020	.062	.118	.054	.000	.060	.088	.000
	N	64	64	64	64	64	64	64	64	64
XI20	Pearson Correlation	.353**	.292*	.270*	.296*	.306*	.157	.286*	.211	.343**
	Sig. (2-tailed)	.004	.019	.031	.018	.014	.216	.022	.095	.005
	N	64	64	64	64	64	64	64	64	64
XI21	Pearson Correlation	.638**	.539**	.375**	.491**	.476**	.632**	.541**	.464**	.663**
	Sig. (2-tailed)	.000	.000	.002	.000	.000	.000	.000	.000	.000
	N	64	64	64	64	64	64	64	64	64
XI22	Pearson Correlation	.790**	.668**	.433**	.539**	.579**	.647**	.652**	.677**	.749**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	64	64	64	64	64	64	64	64	64
XI23	Pearson Correlation	1	.566**	.482**	.614**	.626**	.603**	.577**	.603**	.735**
	Sig. (2-tailed)		.000	.000	.000	.000	.000	.000	.000	.000
	N	64	64	64	64	64	64	64	64	64
XI24	Pearson Correlation	.566**	1	.428**	.348**	.425**	.540**	.516**	.540**	.661**
	Sig. (2-tailed)	.000		.000	.005	.000	.000	.000	.000	.000
	N	64	64	64	64	64	64	64	64	64
XI25	Pearson Correlation	.482**	.428**	1	.603**	.503**	.587**	.514**	.446**	.565**
	Sig. (2-tailed)	.000	.000		.000	.000	.000	.000	.000	.000
	N	64	64	64	64	64	64	64	64	64
XI26	Pearson Correlation	.614**	.348**	.603**	1	.681**	.607**	.551**	.571**	.647**
	Sig. (2-tailed)	.000	.005	.000		.000	.000	.000	.000	.000
	N	64	64	64	64	64	64	64	64	64
XI27	Pearson Correlation	.626**	.425**	.503**	.681**	1	.663**	.732**	.683**	.722**
	Sig. (2-tailed)	.000	.000	.000	.000		.000	.000	.000	.000
	N	64	64	64	64	64	64	64	64	64
XI28	Pearson Correlation	.603**	.540**	.587**	.607**	.663**	1	.742**	.661**	.781**
	Sig. (2-tailed)	.000	.000	.000	.000	.000		.000	.000	.000
	N	64	64	64	64	64	64	64	64	64
XI29	Pearson Correlation	.577**	.516**	.514**	.551**	.732**	.742**	1	.747**	.785**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000		.000	.000
	N	64	64	64	64	64	64	64	64	64
XI30	Pearson Correlation	.603**	.540**	.446**	.571**	.683**	.661**	.747**	1	.792**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000		.000
	N	64	64	64	64	64	64	64	64	64
XTOTAL	Pearson Correlation	.735**	.661**	.565**	.647**	.722**	.781**	.785**	.792**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	
	N	64	64	64	64	64	64	64	64	64

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

Appendix 6. Linearity Test

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
gabungnilai8a8b * gabungskortotal8a8b	Between Groups	(Combined)	2805.684	41	68.431	1.025	.489
		Linearity	277.997	1	277.997	4.165	.053
		Deviation from Linearity	2527.687	40	63.192	.947	.572
	Within Groups		1468.300	22	66.741		
	Total		4273.984	63			

Measures of Association

	R	R Squared	Eta	Eta Squared
gabungnilai8a8b * gabungskortotal8a8b	.255	.065	.810	.656

Appendix 7. Correlation between Variable X Reading Habit on Variable Y Reading Achievement

PEARSON

Correlations

		gabungskortotal 8a8b	gabungnilai8a8 b
gabungskortotal8a8b	Pearson Correlation	1	.255*
	Sig. (2-tailed)		.042
	N	64	64
gabungnilai8a8b	Pearson Correlation	.255*	1
	Sig. (2-tailed)	.042	
	N	64	64

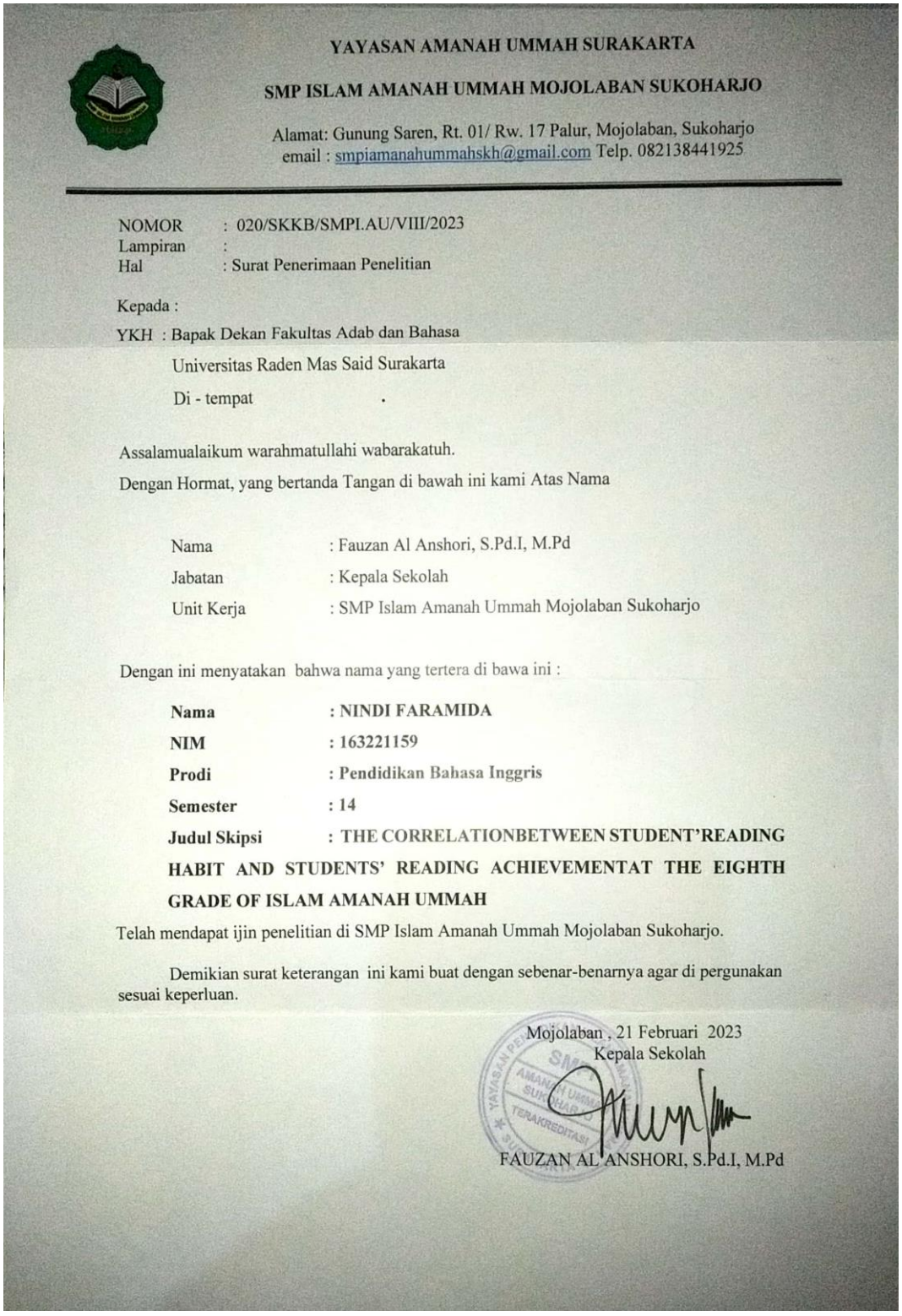
*. Correlation is significant at the 0.05 level (2-tailed).

Appendix 8. Research Documentation

The students filling out the research questionnaire.

The students filling out the research questionnaire.

Appendix 9. Research Acceptance Letter



YAYASAN AMANAH UMMAH SURAKARTA

SMP ISLAM AMANAH UMMAH MOJOLABAN SUKOHARJO

Alamat: Gunung Saren, Rt. 01/ Rw. 17 Palur, Mojolaban, Sukoharjo
email : smpiamanahummahskh@gmail.com Telp. 082138441925

NOMOR : 020/SKKB/SMPI.AU/VIII/2023
Lampiran :
Hal : Surat Penerimaan Penelitian

Kepada :
YKH : Bapak Dekan Fakultas Adab dan Bahasa
Universitas Raden Mas Said Surakarta
Di - tempat

Assalamualaikum warahmatullahi wabarakatuh.
Dengan Hormat, yang bertanda Tangan di bawah ini kami Atas Nama

Nama : Fauzan Al Anshori, S.Pd.I, M.Pd
Jabatan : Kepala Sekolah
Unit Kerja : SMP Islam Amanah Ummah Mojolaban Sukoharjo

Dengan ini menyatakan bahwa nama yang tertera di bawa ini :

Nama : NINDI FARAMIDA
NIM : 163221159
Prodi : Pendidikan Bahasa Inggris
Semester : 14
Judul Skipsi : THE CORRELATIONBETWEEN STUDENT'READING HABIT AND STUDENTS' READING ACHIEVEMENTAT THE EIGHTH GRADE OF ISLAM AMANAH UMMAH

Telah mendapat ijin penelitian di SMP Islam Amanah Ummah Mojolaban Sukoharjo.

Demikian surat keterangan ini kami buat dengan sebenar-benarnya agar di pergunakan sesuai keperluan.

Mojolaban , 21 Februari 2023
Kepala Sekolah

FAUZAN AL ANSHORI, S.Pd.I, M.Pd