



# The Correlation Between the Students' Reading Habits and Motivation Toward Their Reading Comprehension at the Eighth Grade of SMPN 13 Mataram

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**Abstract:** The objective of this study was to investigate the correlation between students' reading habits and motivation toward their reading comprehension at SMPN 13 Mataram, specifically among eighth-grade students. The number of samples were 32 participants at the eighth grade SMPN 13 Mataram selected using cluster sampling. This study was conducted using a quantitative method and a correlational research design by using product-moment coefficient correlation analysis. The research employed a correlational method, utilizing questionnaires and tests as data collection tools implemented with IBM SPSS 27. The findings revealed significant correlations between reading habits, reading motivation toward their reading comprehension among eighth-grade students at SMPN 13 Mataram. The statistical analysis shows the following correlation coefficients: Reading habits and reading comprehension: 0.118, with a significance value less than 0.05. Reading motivation and reading comprehension: 0.99, with a significance value less than 0.05. Reading habits and reading motivation toward their reading comprehension: 0.037, with a significance value less than 0.05. Since all correlations are statistically significant ( $p < 0.05$ ), the alternate hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_0$ ) is rejected. This indicates that there are significant correlations between reading habits, reading motivation, and reading comprehension.

**Keywords:** A correlation, reading habits, reading motivation, reading comprehension, eighth-grade students.

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## Introduction

Reading is a mental and visual process in which an individual deciphers and interprets written symbols to gain meaning and understanding of the information

contained in the text. It involves not only the mechanical recognition of letters or words but also the comprehension of context and meaning. According to Bishop & Adams (1990), reading is a process that

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requires understanding and simultaneous use of letters and words in written language to construct meaning. Good reading ability encompasses accurately recognizing words, identifying the core of the text, making inferences, connecting information with existing knowledge, and critiquing or evaluating the information presented.

Reading comprehension refers to an individual's ability to understand, interpret, and extract meaning from written text. According to Lyon (1998), it is the result of the interaction between the reader and the text, where the reader actively constructs meaning based on their knowledge, experiences, and objectives. In the context of eighth-grade students at SMPN 13 Mataram, reading comprehension plays a pivotal role in academic achievement, critical thinking, and effective communication across various subjects.

Reading habit refers to the regular pattern or consistent action of engaging in reading activities. Shen (2006) explained that reading habits include the frequency, quantity, and content of reading. Reading habits significantly influence students' academic achievements, as they contribute to lifelong learning, vocabulary enhancement, and the development of critical thinking skills. According to Bashir & Mattoo (2012), academic achievement refers to how much knowledge an individual has acquired from school. At SMPN 13 Mataram, fostering positive reading habits is essential for students' academic success, personal development, and overall well-being.

Guthrie et al. (2007) significantly contribute to the understanding of reading motivation by emphasizing the multifaceted nature of its influence. Understanding the correlation between students' reading habits and reading motivation, and their impact on reading comprehension, is vital for tailoring instructional approaches at SMPN 13 Mataram.

Preliminary observations indicate that students at SMPN 13 Mataram lack vocabulary mastery due to limited classroom reading time, which hinders their proficiency in reading, especially in comprehending descriptive texts. This study aims to explore the relationship between reading habits and motivation towards reading comprehension, as understanding this correlation can provide insights into how one variable can predict or influence another. If there is a positive correlation, it suggests that as reading habits increase, motivation towards reading comprehension is also likely to increase.

## Method

This study employed a quantitative approach through a correlational research design to investigate the relationship between reading habits and reading

motivation towards their reading comprehension at the eighth-grade students in SMPN 13 Mataram. The research population consisted of 300 students from ten classes, with a sample size of 32 participants selected using a simple cluster sampling method. Data collection involved questionnaires assessing reading habits and reading motivation, according to Sugiyono (2017), a questionnaire is a method of data collection carried out by presenting a set of written questions or statements to respondents for them to answer. When the tests evaluating reading comprehension of descriptive texts. Analysis utilized inferential methods, specifically Multiple Correlations, to determine the significance of the relationship between reading habits, motivation, towards their reading comprehension. The study aimed to provide insights into how these factors interrelate, employing statistical tools such as SPSS 25 for data analysis, ensuring the validity and reliability of findings through rigorous testing procedures.

## Finding and Discussion

The findings and data interpretation from the research conducted on the correlation between students' reading habits (X1), reading motivation (X2), toward their reading comprehension (Y) among 32 eighth-grade students at SMPN 13 Mataram.

### a. Correlation between student reading habits and reading comprehension

The analysis of the correlation between students' reading habits (X1) and reading motivation (X2) with their reading comprehension (Y) reveals several key findings. For the reading habit variable (X1), the scores range from a low of 80 to a high of 100, with a mean of 92.62, a standard deviation of 5.575, and a variance of 31.081. For reading comprehension (Y), the scores range from 70 to 95, with a mean of 79.53, a standard deviation of 4.813, and a variance of 23.160. The descriptive statistics indicate that the data is normally distributed, as evidenced by the normality test, which shows a significance value of .531 for both reading habits (X1) and reading comprehension (Y). This value exceeds the threshold of .05, confirming the normal distribution of the variables.

The linearity test conducted between reading habits and reading comprehension resulted in a significance value of .116. Since this value is greater than .05, it indicates that there is a linear relationship between the two variables. Further analysis of the correlation between reading habits and reading comprehension among students at SMPN 13 Mataram shows a correlation coefficient ( $R_{xy}$ ) of .056. Although this value is relatively low, the significance value obtained from the hypothesis test is .015, which is less

than the .05 threshold. This suggests that there is a statistically significant correlation between reading habits and reading comprehension. Consequently, the alternative hypothesis ( $H_a$ ) is accepted, and the null hypothesis ( $H_0$ ) is rejected.

Table 4. 1 Hypothesis of the correlation by reading habit and their reading comprehension

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	57.150	13.779		4.148	<.001
	Reading comprehension	.464	.180	.426	2.580	.015

a. Dependent Variable: Reading habit

**b. Correlation between student reading motivation and reading comprehension**

The analysis of the descriptive statistics for the variables of Reading Motivation ( $X_2$ ) and Reading Comprehension ( $Y$ ) provides valuable insights. For Reading Motivation ( $X_2$ ), the scores range from 80 to 100, with a mean of 85.56, a standard deviation of 4.472, and a variance of 19.996. For Reading Comprehension ( $Y$ ), the scores range from 70 to 95, with a mean of 79.53, a standard deviation of 5.291, and a variance of 27.999. These descriptive values indicate the distribution and spread of the data within the study. The normality test conducted on these variables shows a significance value of .143, which is greater than .05. This indicates that the variables are normally distributed. Furthermore, the linearity test between Reading Motivation and Reading Comprehension resulted in a significance value of .804. Since this value is also greater than .05, it suggests that there is a linear relationship between the two variables.

When examining the correlation between Reading Motivation and Reading Comprehension among students at SMPN 13 Mataram, the researcher found a correlation coefficient ( $R_{xy}$ ) of .099. While this correlation is modest, the hypothesis testing revealed a significance value of .004, which is below the .05 threshold. This finding indicates a statistically significant correlation between Reading Motivation and Reading Comprehension. Therefore, the alternative hypothesis ( $H_a$ ) is accepted, and the null hypothesis ( $H_0$ ) is rejected based on these results.

Table 4.2 Hypothesis of the correlation by reading habit and reading comprehension

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	60.180		9.034	6.662	<.001
	Reading comprehension	.337	.107	.497	3.137	.004

a. Dependent Variable: Reading motivation

**c. Correlation between student reading habits, reading motivation, toward their reading comprehension correlation testing:**

The detailed analysis of how reading habits and motivation correlate with reading comprehension among students at SMPN 13 Mataram reveals significant findings. After examining the data, it was found that the Pearson correlation value,  $R_{xy}$ , for the 32 students was .037. This value indicates a significant correlation between reading habits and motivation toward reading comprehension, as the significance value is less than the .05 threshold. The hypothesis testing, conducted using the 'IBM SPSS 27 version for Windows,' further supports this correlation. The results showed a significance value of .019, which confirms the presence of a statistically significant correlation between reading habits, motivation, and reading comprehension. Therefore, the alternative hypothesis ( $H_a$ ) is accepted, and the null hypothesis ( $H_0$ ) is rejected based on these findings

Table 4. 3 Hypothesis of the correlation by reading habit and reading motivation toward their reading comprehension

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	113.824	30.138		3.777	<.001
	Reading habit	-.641	.257	-.415	-2.495	.019
	Reading motivation	.207	.244	.141	.845	.405

a. Dependent Variable: Reading comprehension

This study demonstrates a significant correlation between students' reading habits and their reading comprehension, as well as between reading motivation and comprehension. While the individual correlations but not always statistically significant, the combined analysis showed a meaningful relationship. The multiple correlation coefficient suggests that 45% of the variance in reading comprehension can be explained by students' reading habits and motivation. These findings emphasize the importance of fostering good reading habits and motivation to enhance reading comprehension among students.

## 2. Discussion

### A. Correlation between Student Reading Habits and Reading Comprehension

The Pearson correlation was 0.282 with a significance value of 0.118, indicating a positive but not statistically significant correlation. However, the hypothesis test showed a significance value of 0.015, suggesting a statistically significant correlation. Therefore, it can be concluded that there was a significant correlation between reading habits and reading comprehension. According to Cranton (2002) views habits from a psychological perspective, emphasizing their role in forming stable and predictable behavioral patterns based on cumulative mental activities and practices.

### B. Correlation between student reading motivation and reading comprehension

The Pearson correlation was 0.099 with a significance value of 0.099, indicating a positive but not statistically significant correlation. The hypothesis test showed a significance value of 0.004, suggesting a statistically significant correlation. Therefore, it can be concluded that there was a significant correlation between reading motivation and reading comprehension. Furthermore Thohir (2017) highlights the importance of motivation, stating that it provides the energy needed to achieve success, which aligns with the study's findings that reading motivation influences reading comprehension.

### C. Correlation between student reading habits, reading motivation toward their reading comprehension

The Pearson correlation was 0.037 with a significance value of 0.019, indicating a statistically significant correlation among reading habits, reading motivation, and reading comprehension. The multiple correlation coefficient was 0.451, indicating that 45% of the variance in reading comprehension can be explained by students' reading habits and motivation. Overall, this study highlights the critical role of reading habits and motivation in enhancing students' reading comprehension. These findings suggest that educational strategies should focus on fostering these aspects to improve reading outcomes among students.

## Conclusion

Based on the findings and interpretation of the study, all of the problems in the study are answered. The researcher has drawn some conclusions as follows:

1. There was a significant correlation between reading habits and reading comprehension. that the analysis of the Rxy Value is .001, less than Sig. Value (<.05). It indicates that the hypothesis of alternate (Ha1) is accepted, while the null hypothesis (H01) is rejected.

2. There was a significant correlation between reading motivation and reading comprehension that the analysis of the Rxy Value is .001, less than Sig. Value (<.05). It indicates that the hypothesis of alternate (Ha2) is accepted, while the null hypothesis (H02) is rejected.
3. There was a significant correlation among reading habits, reading motivation, and reading comprehension. that the analysis of the Rxy Value is .001, less than Sig. Value (<.05). It indicates that the hypothesis of alternate (Ha3) is accepted, while the null hypothesis (H03) is rejected.

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