

RELATIONSHIP BETWEEN READING HABITS AND READING COMPREHENSION ABILITY IN FIFTH GRADE ELEMENTARY SCHOOL STUDENTS

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ABSTRACT

This research is motivated by the low literacy scores of Indonesia according to the 2022 PISA, ranking 68 out of 81 countries, as well as the indication of low reading habits which consequently lead to difficulties in reading comprehension abilities. The aim of this research is to determine the relationship between reading habits and reading comprehension abilities among students. This study adopts a quantitative approach with a correlational method to identify the relationship between the variables under investigation. The research instruments used include interview guidelines, reading habits questionnaires, and Indonesian language tests. The results of this study indicate that (1) students' reading habits vary, some have high and moderate reading habits; (2) the level of students' reading comprehension abilities also varies, ranging from literal, reorganization, inferential, evaluative to appreciative levels, and there are those with low, moderate, and high reading comprehension abilities; (3) the significance value of 0.496 indicates a low significant relationship between reading habits and reading comprehension abilities among students. This low relationship suggests that further research on the relationship between reading determinant variables needs to be explored, for instance, for potential artificial intelligence development.

Keywords: Reading Habits; Reading Comprehension Ability; Students

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INTRODUCTION

The 2022 PISA (Programme for International Student Assessment) data shows that Indonesia's reading literacy ranks 68th. Indonesia is among the bottom 14 out of 81 countries (OECD, 2022). Despite this, Indonesia is actually quite a literate country. As of January 2024, there are 185.3 million internet users, 139.0 million active social media users, 117.6 million Facebook users, 139.0 million YouTube users, 100.9 million Instagram users, 126.8 million TikTok users, and 353.3 million smartphone connections in Indonesia

(amy.thompson@wearesocial.net, 2024). These numbers indicate that the Indonesian population is fairly literate. However, the PISA data suggests otherwise.

Reading is a fundamental aspect of the teaching and learning process because it relies heavily on the abilities to read, view, and listen. If students have low reading skills, their overall learning capabilities are likely to be low as well. Reading involves capturing implicit information from explicit materials (Aulia, 2012). It is also one of the essential language skills in daily life. Through reading, students can gain information and become intelligent, critical, and analytical, enhancing their ability to reflect, think, and develop creative thinking (Hidayah & Hermansyah, 2016). The process of reading does not merely start and end with opening a book and reading it. At each stage of reading, students gradually derive meaning, and ultimately, they can grasp the full meaning of the text they read (Hadi Saputra et al., 2021).

The habit of reading is an activity carried out efficiently, driven by strong motivation and desire, and performed consistently, regularly, and continuously. According to (Wulandari et al., 2023), a good reading habit can shape the perception that reading is enjoyable, making it easier for readers to understand the words and sentences encountered in any text because they are accustomed to engaging in regular and continuous reading activities.

According to (Laily, 2014), reading comprehension skills are not inherited but are the result of diligent and trained learning and teaching processes. The more skilled a person becomes in understanding a text, the clearer and more coherent their thought processes will be. Reading comprehension is the ability to understand the content of a text, involving comprehension of questions about what, how, why, where, and conclusions based on the problems presented in the text (Alpian & Yatri, 2022).

Students learning to read need to understand the relationship between the reading process and language itself. Reading instruction should teach children that reading is not just about mechanically reading words but also about understanding the meaning behind those words. Therefore, students need to develop reading comprehension skills. According to (Wulandary, 2021), reading comprehension is cognitive reading (reading to understand). Thus, in reading comprehension, readers are required to understand the content of the text. After reading a text, readers are expected to convey their understanding either orally or in writing. An individual's reading comprehension ability will determine their speed in understanding the content and intent of the text they read. Indeed, in this context, when someone reads a text, the ultimate goal of reading is to grasp the message or idea the author intends to convey. Through this understanding, readers can interpret the information presented in the text and relate it to their own knowledge and experiences. If, after reading the text, a person cannot grasp the message the author intended to convey, it can be said that the reading process was not successful or optimal.

Initial interview results with the fifth-grade homeroom teacher at a public elementary school in Bandung revealed issues with students' reading comprehension skills. This was evident during the learning process, particularly when students were tasked with finding the meaning or main idea of a passage. Despite reading the passage from start to finish as instructed by the teacher, students often appeared confused. The researcher also discovered another problem: some students find reading boring, which leads them to seldom spend time reading outside of school. They only read during class hours or when assigned by the teacher. This affects the scores of each student because they are unable to understand a reading or text, often resulting in incorrect answers.

According to (Viora, 2017), her research explains that reading interest significantly contributes to students' reading comprehension skills. Additionally, (Amiliya Setiya Rina Harsono et al., 2013) concluded in their study that reading interest affects intensive reading skills. This aligns with the views of (Mualimah & Usmaedi, 2018), who stated that reading

habits are crucial for improving academic performance, particularly among fifth-grade students at SDN Kubanglaban.

According to Law No. 20 of 2003 on the National Education System, education is defined as a “conscious and planned effort to create a learning environment and learning process so that students actively develop their potential to have spiritual religious strength, self-control, personality, intelligence, noble character, and the skills needed by themselves and society” (Ministry of National Education, 2003). The primary goal of education is to prepare individuals to become independent members of society (Hadi Rahayu et al., 2015). Education aims to equip individuals with the skills and knowledge necessary to think critically, creatively, and independently. Moreover, individuals are expected to find solutions to various problems faced in society in a rational and accountable manner. Thus, education not only aims to impart knowledge but also to develop thinking and behavior in line with the demands of the times and the needs of society.

Schools, as educational institutions, play a crucial role in creating a high-quality future generation. One of the key areas developed in schools is language skills, particularly through the teaching of the Indonesian language. The goal of developing language skills in Indonesian language instruction at school is for students to achieve proficiency in both spoken and written Indonesian (Wahyuni & Herlinda, 2021). Essentially, language skills form a unified set that includes reading, writing, speaking, and listening skills. Each of these skills is essential for students to enhance their competency in using the Indonesian language correctly and effectively (Mulyati, 2021).

Based on the aforementioned explanation, it is necessary to conduct research on whether there is a relationship between reading habits and reading comprehension skills among fifth-grade elementary school students. This research aims to determine whether the habit of reading influences their reading comprehension abilities. Therefore, this study is titled "The Relationship Between Reading Habits and Reading Comprehension Skills Among Fifth-Grade Elementary School Students." The distinguishing factors of this research compared to previous studies include the subjects being examined, the relationship between the variables under investigation, and the discourse material used to measure students' reading comprehension levels. The researcher chose this topic due to the issues observed in the field, specifically the low reading habits and reading comprehension skills among students.

METHOD

Research Design

The research design is a plan detailing how to conduct and analyze data to ensure it is executed smoothly and aligned with the research objectives. This design serves to provide direction and guidance for the research process. The research approach employed is quantitative research. The objective of quantitative research is to develop and utilize mathematical models, theories, and/or hypotheses related to natural phenomena. The participants involved in this research are fifth-grade students at one of the public elementary schools in Bandung. According to (Sugiyono, 2022), population refers to the generalization area consisting of objects/subjects with specific qualities and characteristics applied by researchers for study and subsequent conclusions. From this description, it can be inferred that the population refers to the entire objects or subjects to be studied. The population in this research comprises all students in public elementary schools in Bandung for the academic year 2023/2024. In this study, the sampling technique used is non-probability sampling. The sampling method is conducted using purposive sampling, with judgment sampling type as the sampling technique. Purposive sampling is a technique for determining samples by

establishing certain criteria or considerations beforehand (Sugiyono, 2022). Meanwhile, judgment sampling is a method where samples are chosen from the population according to the researcher's desire or objective, thus reflecting the characteristics of the known population.

The research method used is correlation, aiming to determine the level of relationship between two or more variables. Correlational research is a type of research characterized by the problem of correlational relationships between two or more variables (Sugiyono, 2022). The goal of this research is to determine the existence of correlations between variables or make predictions based on correlations between variables. This type of research emphasizes determining the level of relationships and can also be used for predictions. The research instrument is a tool used to collect data or measure objects of a research variable.

Participant

The participants involved in this study are 32 fifth-grade students and the fifth-grade homeroom teacher from a public elementary school in Bandung, as well as an expert lecturer in learning evaluation to validate the research instruments.

Procedure

Preparation Stage

- 1) Create the research proposal.
- 2) Conduct a proposal seminar to receive suggestions from examiners to facilitate the planned research activities.
- 3) Revise the research proposal.
- 4) Conduct preliminary interviews at a public elementary school in Bandung to gather information on students' reading habits and reading comprehension skills.

Implementation Stage

- 1) Distribute questionnaires on reading habits to the students who are the research sample.
- 2) Administer a reading comprehension test to the sample students by providing multiple-choice questions and short-answer items about the meaning/content of several short passages.

Data Processing Stage

- 1) Process the research data from the reading habits questionnaires and reading comprehension test results to determine if there is a relationship between the two variables.
- 2) Draw conclusions based on the data analysis results.

Instrument

Research instruments are tools used to collect data or measure the object of a research variable. The instruments used in this study include interview guidelines, a reading habits questionnaire, and a reading comprehension test.

Table 1. Interview Guidelines Instrument

No	Questions
1	What are the reading habits of fifth-grade students at this school?
2	What are the strengths and weaknesses of the reading services that the school can provide at the library?
3	What steps do you take to instill reading habits in students at the library this school?

No	Questions
4	What are the main reasons for students to read at the library in this school?
5	What are the main obstacles for students to read at the library in this school?
6	How is the reading comprehension ability of fifth-grade students at this school?
7	What are the challenges faced by fifth-grade students at this school when it comes to reading comprehension?
8	What are the factors that influence the level of reading comprehension ability of fifth-grade students at this school?

Table 2. Reading Habits Questionnaire Outline

No	Indicator	Item Number	Amount
1	Reading frequency/time	1, 4	2
2	Desire for Reading/Reading Willingness	2, 6, 7, 9, 11, 12, 14,15	8
3	Reading Motivation	5, 8, 13	3
4	Influence of Environment	3, 10	2

Table 3. Reading Comprehension Test Outline

Learning Outcome	Phase /Grade	Reading Title	Level of Understanding	Learning Objectives	Question Format	Question Number
Being able to identify the main idea, supporting ideas, intrinsic and extrinsic elements of the presented story.	C/V	Because of Rendra	Literal	Through reading the text, students can accurately identify the attitudes of the characters in the story.	Multiple choice	1
			Inferential	Through reading the text, students can accurately determine the theme of the presented story.	Multiple choice	2

Learning Outcome	Phase /Grade	Reading Title	Level of Understanding	Learning Objectives	Question Format	Question Number
			Appreciative	Through reading the text, students can accurately determine the attitudes that should be taken in everyday life when encountering the same events as the characters.	Multiple choice	3
		Danger of Cellphone	Literal	Through reading the text, students can accurately determine the main idea of the story.	Multiple choice	4
			Inferential	Through reading the text, students can accurately mention what should be done before going to bed.	Multiple choice	5
			Reorganization	Through reading the text, students can accurately mention the dangers of playing with mobile phones.	Multiple choice	6
		Goose and Golden Egg	Literal	Through reading the text, students can accurately determine the	Capitulation	7

Learning Outcome	Phase /Grade	Reading Title	Level of Understanding	Learning Objectives	Question Format	Question Number
				main idea of the story.		
			Inferential	Through reading the text, students can accurately determine the attitudes that farmers should adopt.	Capitulation	8
			Evaluative	Through reading the text, students can accurately mention what the farmer brings home.	Capitulation	9
			Appreciative	Through reading the text, students can accurately summarize statements that correspond to the content of the story.	Capitulation	10

Data Analysis

Statistical Analysis

After fulfilling the prerequisite tests, including normality testing, the next step is to conduct hypothesis testing. The purpose of hypothesis testing is to evaluate the strength of the relationship between the independent variable (X) and the dependent variable (Y). In this study, hypothesis testing is conducted through correlation analysis. Since the data shows a normal distribution, hypothesis testing will use a parametric method, namely the Pearson Product Moment correlation.

- 1) If the significance value (sig.) of the correlation is smaller than the significance level α (0.05), then there is a significant relationship between the variables.
- 2) If the significance value (sig.) is greater than α (0.05), then there is no significant relationship between the variables.

Descriptive Statistical Analysis

Data from the completion of reading habit questionnaires and reading comprehension test questions are described by summing up the alternative answers provided by the students to the reading habit questionnaire and the test questions. After calculating, they are presented

using the following formula.

Table 4. Formula for Data Percentage

$$\% = \frac{\text{Total number of respondent answer} \times 100}{\text{Total number of respondent}}$$

After the percentage results are found, they are then grouped into the following nine interpretations: none at all, almost none, a small part, almost half, half, more than half, most, almost all, and all (Djajanegara, 2020).

Table 5. Interpretation Criteria

Percentage Interval (%)	Interpretation
0,0 – 0,5	None at all
0,6 – 9,5	Almost none
9,6 – 39,5	A small part
39,6 – 49,5	Almost half
49,6 – 50,5	Half
50,6 – 59,5	More than half
59,6 – 89,5	Most
89,6 – 99,5	Almost all
99,6 – 100	All

After the data is described and analyzed, the next step is to present the description of the research data in the form of a score categorization table. The score categorization table helps in understanding the distribution pattern of the data and provides a more detailed picture of the characteristics of the research sample.

1) Categorization of Reading Habits

To determine the level of reading habits of the fifth-grade students, categorization is carried out based on hypothetical scores. According to (Azwar, 2015) hypothetical scores can be obtained using the following formula.

Table 6. Hypothetical Score Calculation Formula

$$\begin{aligned} X_{\min} &= \text{Jumlah aitem} \times 1 \\ X_{\max} &= \text{Jumlah aitem} \times 4 \\ \text{Mean} &= \frac{1}{2} (X_{\max} + X_{\min}) \\ \mu & \\ \text{SD } \sigma &= \frac{1}{6} (X_{\max} - X_{\min}) \end{aligned}$$

Description:

Xmin : Highest Score

Xmax : Lowest Score

SD : Standar Deviation

Table 7. Categorization Norm Formula for Reading Habits

Categori		
Low	Medium	High
$X < (\mu - \sigma)$	$(\mu - \sigma) \leq X < (\mu + \sigma)$	$(\mu + \sigma) \leq X$

Description:

μ : Mean

σ : Standar Deviation

2) Categorization of Reading Comprehension Ability

The categorization of reading comprehension ability in this study uses a categorization analysis based on (Sopyani, 2015), which is divided into three levels: high, medium, and low. The data on students' reading comprehension ability is obtained from a written test consisting of 6 multiple-choice questions and 4 short-answer questions. The lowest possible score for students is 0, and the highest possible score is 10. These scores are used to determine the reading comprehension ability categories. The categorization can be seen in the following table.

Table 8. Categories of Reading Comprehension Ability

Interval	Categori
8 - 10	High
4 - 7	Medium
0 - 3	Low

RESULTS AND DISCUSSION

The data from the completed reading habit questionnaires and reading comprehension test items are described by tallying the alternative answers given by the students on the reading habit questionnaire and the test items. After tallying, the results are then converted into percentages. Once the percentage results are found, they are grouped into nine interpretations as follows: none at all, almost none, a small portion, nearly half, half, more than half, most, almost all, and all (Djajanegara, 2020).

The data on students' reading habits were obtained from the completion of reading habit questionnaires by 32 students. The students filled out the reading habit questionnaire with four answer choices: strongly agree, agree, disagree, and strongly disagree. The number of statements provided to the students was 11 statements in total.

Table 9. Recapitulation of the Results of Filling Out the Students' Reading Habits Questionnaire

No	Indicator	% Category			
		SA	A	D	SD
1.	Reading frequency/time	12,5	46,8	34,4	6,3
2.	Desire for Reading/Reading Willingness	19,37	47,5	30,63	2,50
3.	Reading Motivation	34,37	50	11,46	4,17
4.	Influence of Environment	21,87	34,38	35,94	7,81
	Amount	88,11	178,68	112,43	20,78
	Average	22,03	44,67	28,11	5,19

No	Indicator	% Category		
		SA	A	D
	Interpretation	Small portion	Nearly half	Small portion
				SD
				Almost none

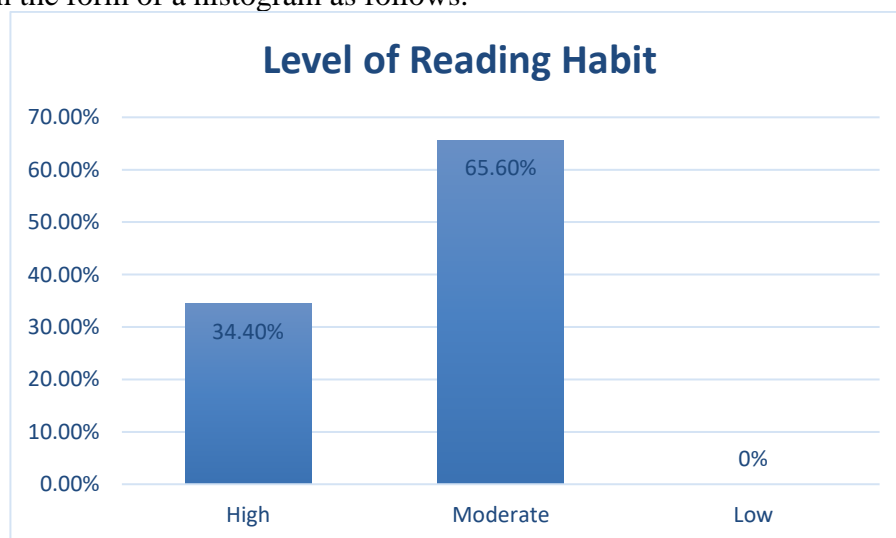
Based on the summary table of the results of the reading habits questionnaire, it can be concluded that out of 32 students, a small portion, or 7 students representing 22.03%, strongly agree to having reading habits. Nearly half, or 14 students representing 44.67%, agree to having reading habits. A small portion, or 9 students representing 28.11%, disagree with having reading habits, and almost none, or 2 students representing 5.19%, strongly disagree with having reading habits.

After describing the reading habits data, the next step is to categorize the reading habit scores of each student. From the calculation of these hypothetical scores, they are then grouped into 3 categories: low, moderate, and high (Sopyani, 2015). The categorization of students' reading habit levels can be seen in the following table.

Table 10. Frequency Distribution of Students' Reading Habits

Interval	Frequency	Percentage	Category
$33 \leq X$	11	34,4%	High Reading Habit
$22 \leq X < 33$	21	65,6%	Moderate Reading Habit
$X < 22$	0	0%	Low Reading Habit
Amount	32	100%	

Based on the frequency distribution table above, it can be observed that 11 students, or 34.4%, have a high reading habit, 21 students, or 65.6%, have a moderate reading habit, and no students, or 0%, have a low reading habit. The percentage data of students' reading habits is presented in the form of a histogram as follows.



Picture 1. Histogram of the Percentage of Students' Reading Habits

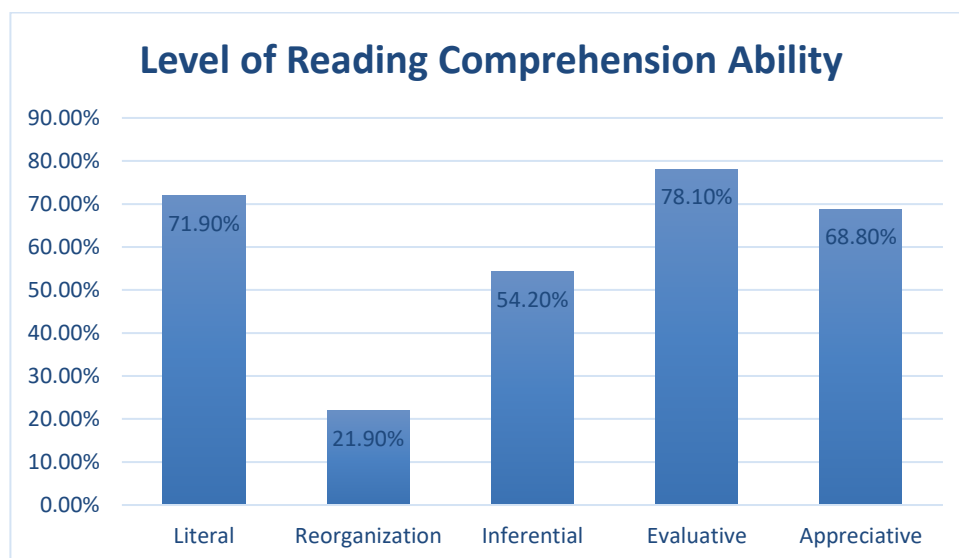
Based on the above figure, it can be observed that a small portion of students have a high level of reading habit, which is 34.4% or 11 students, while the majority of students have a moderate level of reading habit, which is 65.6% or 21 students. Data on reading comprehension abilities were obtained from 32 students, who answered a 10-question Indonesian language test

comprising 6 multiple-choice questions and 4 short-answer questions. The scoring used follows the method proposed by (Khotimah et al., 2016), where each correct answer in the multiple-choice questions scores 1 (one), each correct answer in the short-answer questions scores 1 (one), and incorrect answers score 0 (zero). The data from the reading comprehension test were described by tallying the alternative answers provided by the students, then calculating the percentage and categorizing them into interpretation criteria. Here is the description of the results of the students' answers to the reading comprehension test.

Table 11. Data from Recapitulation Results of Filling in Test Questions for Students' Reading and Comprehension Ability Levels

No	Aspect	Σ Question	Frequency	Σ Correct Answer	Σ Incorrect Answer	Amount	% Correct Answer	% Incorrect Answer
1.	Literal	3	23	69	27	96	71,9%	28,1%
2.	Reorganization	1	7	7	25	32	21,9%	78,1%
3.	Inferential	3	17	52	44	96	54,2%	45,8%
4.	Evaluative	1	25	25	7	32	78,1%	21,9%
5.	Appreciative	2	22	44	20	64	68,8%	31,2%
	Amount	10						
			Average%				59%	41%

Based on the research and data analysis conducted, it was found that the average percentage of students' reading comprehension abilities is 59%. Referring to the table above, it can be observed that the aspect of comprehension with the highest percentage among students is evaluative comprehension, at 78.1%, while the aspect with the lowest percentage is reorganization comprehension, at 21.9%. Based on the research and data analysis conducted, the distribution of students' reading comprehension abilities is as follows: 23 students have literal comprehension skills, with a percentage of 71.9%; 7 students have reorganization comprehension skills, with a percentage of 21.9%; 17 students have inferential comprehension skills, with a percentage of 54.2%; 25 students have evaluative comprehension skills, with a percentage of 78.1%; and 22 students have appreciative comprehension skills, with a percentage of 68.8%. The percentage data of students' reading comprehension ability levels is presented in the form of a histogram as follows.



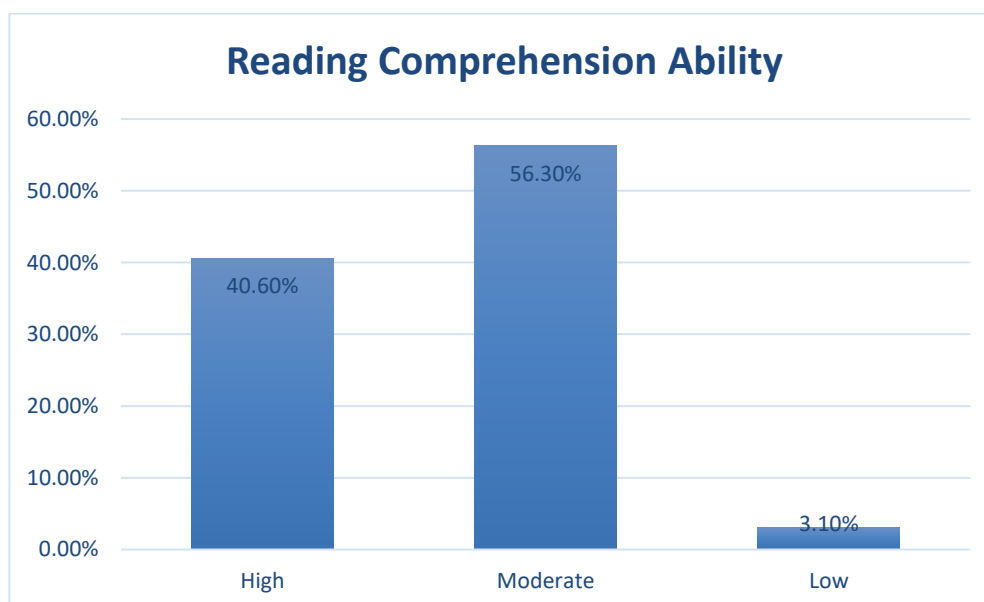
Picture 2. Histogram of the Percentage Level of Students' Reading Comprehension Ability

After describing the data on reading comprehension abilities, the next step is to categorize the reading habit scores of each student. Students could potentially score as low as 0 and as high as 10. These scores are then used to determine the category of reading comprehension abilities. From the calculation of these scores, they are grouped into 3 categories: low, moderate, and high (Sopyani, 2015). The categorization of students' reading comprehension abilities can be seen in the following table.

Table 12. Frequency Distribution of Class Students' Reading Comprehension Ability

No	Interval	Frequenc y	Percentag e	Category
1.	7 - 10	13	40,6%	High Reading Comprehension Ability
2.	3 - 6	18	56,3%	Moderate Reading Comprehension Ability
3.	1 - 3	1	3,1%	Low Reading Comprehension Ability
Amount		32	100%	

Based on the frequency distribution table above, it can be observed that 13 students, or 40.6%, are categorized as having high reading comprehension abilities, 18 students, or 56.3%, are categorized as having moderate reading comprehension abilities, and 1 student, or 3.1%, is categorized as having low reading comprehension abilities. The percentage data of students' reading comprehension ability levels is presented in the form of a histogram as follows.



Picture 3. Histogram of Percentage Categories of Students' Reading Comprehension Ability

This study aims to determine the relationship between reading habits and reading comprehension abilities among students. Hypothesis testing in this study utilizes parametric principles, specifically the Pearson Product Moment correlation test with the assistance of SPSS 27. The results of the hypothesis testing are presented in the following table.

Table 13. Data Correlation Test Results on Reading Habits and Students' Reading Comprehension Ability

Correlations		Reading Habit	Reading Comprehensi on Ability
Reading Habit	Pearson Correlation	1	.125
	Sig. (2-tailed)		.496
	N	32	32
Reading Comprehension Ability	Pearson Correlation	.125	1
	Sig. (2-tailed)	.496	
	N	32	32

Based on the table above, it is found that the probability value (sig.) of $0.496 > \alpha (0.05)$, which means that there is no significant relationship between reading habits and reading comprehension abilities. From the results of hypothesis testing in the table above, it is known that the correlation coefficient (r) obtained is positive, indicating that the direction of the relationship between reading habits and reading comprehension abilities is directly proportional. Thus, it can be said that there is no relationship between reading habits and reading comprehension abilities, meaning that whether reading habits are low, moderate, or high, they do not influence the level of reading comprehension abilities.

Reading habits are activities performed by individuals automatically, mechanically intentionally, or planned and regularly or repeatedly in order to understand, interpret, and give meaning to the contents of a reading. Reading habits are not skills that are innate. Reading habits can be nurtured, cultivated, and developed (Murniviyanti, 2019). There are many places to develop reading habits, such as family environments, communities, schools, reading parks, and libraries. Reading habits can grow due to a strong willingness accompanied by individual efforts to read (Sari, 2018). Individuals with strong reading habits will be evident in their willingness to allocate time for frequent reading activities out of their own awareness.

In this study, the relationship between reading habits and reading comprehension abilities will be examined. Data on students' reading habits were obtained through the completion of a reading habits questionnaire consisting of 11 statements, which was filled out by 32 students. After the distribution and completion of the questionnaire, measurements were taken to determine the magnitude of each student's reading habit score, and then the scores were categorized to determine the level of reading habits of each student.

The results of the categorization of reading habits showed that students' reading habits fell into the categories of moderate and high reading habits. There were no students who had low reading habits or no reading habits at all. 21 students, representing 65.6%, had moderate reading habits, while 11 students, representing 34.4%, had high reading habits. From these results, it can be seen that not all students have the same reading habits; rather, there are differences among them. An individual's willingness and ability to read will influence their knowledge and skills (Rizky Anisa et al., 2021). By reading extensively, it can be ensured that the individual will acquire a wealth of knowledge that will help them in many areas they previously did not master. Thus, individuals who read extensively will have qualities surpassing those who do not have reading habits.

Reading comprehension ability is the capacity to master and understand the content or information read comprehensively (Safitri et al., 2021). Reading comprehension involves grasping the meaning of a text through the written word (Frans et al., 2023). This definition also implies that readers need to comprehend and master the language used in the text to capture its information or content. In this study, data on students' reading comprehension abilities were obtained through a test consisting of 6 multiple-choice questions and 4 short-answer questions. The reading comprehension test was completed by 32 students, and after the test was completed, scoring was conducted to determine the scores obtained by each student.

Based on the total score obtained by each student in each reading comprehension test question, whether it be literal comprehension, reorganization, inferential, evaluative, or appreciative, it is evident that: 23 students, representing 71.9%, have literal reading comprehension abilities, 7 students, representing 21.9%, have reorganization reading comprehension abilities, 17 students, representing 54.2%, have inferential reading comprehension abilities, 25 students, representing 78.1%, have evaluative reading comprehension abilities, 22 students, representing 68.8%, have appreciative reading comprehension abilities. Furthermore, after the scores of each student are determined, they are categorized to ascertain their reading comprehension abilities, whether they fall into the low, moderate, or high categories. Based on the results of categorizing reading comprehension abilities, it is observed that: 1 student, representing 3.1%, has low reading comprehension abilities, 18 students, representing 56.3%, have moderate reading comprehension abilities, 13 students, representing 40.6%, have high reading comprehension abilities. From these categorization results, it can be understood that the reading comprehension abilities of students in the class are not all the same.

According to (Sampe et al., 2023), internal factors contributing to the low reading comprehension abilities of students include attitudes such as not taking learning seriously or having low interest in reading. Students may only read when instructed by the teacher and lack the habit of reading. These attitudes are among the factors that can affect their reading comprehension abilities. External factors contributing to the low reading comprehension abilities of students include an unsupportive school environment, limited access to books or reading materials, and a family environment that does not promote reading. Although reading habits are not the sole factor influencing reading comprehension abilities, addressing them is still crucial, especially through monitoring reading habits closely to ensure commitment and maximize the impact on reading comprehension abilities.

The results of the normality test using the Shapiro-Wilk formula yielded a significance value (sig.) of $0.219 < \alpha (0.05)$ for reading habits and a significance value of $0.292 > \alpha (0.05)$ for reading comprehension abilities. Since all data are normally distributed, hypothesis testing is conducted using parametric principles, specifically the Pearson Product Moment correlation test. The analysis of the Pearson Product Moment correlation yielded a significance value of 0.496, indicating that there is no significant relationship between reading habits and reading comprehension abilities.

This research is supported by a study conducted by (Rahayu et al., 2021), whose results also indicated that the reading habit variable is not correlated with the reading comprehension ability variable. This is because the significance value was 0.940, which is greater than the significance value of 0.05. Thus, the reading habit variable is not significant in relation to reading comprehension ability. The calculated Pearson correlation coefficient (r) between reading habits and reading comprehension ability is 0.011. Interpreting the value of $r = 0.011$, falling within the range of 0.01–0.20, it can be stated that there is a very low relationship between reading habits and reading comprehension ability. An application that has the potential

to develop artificial intelligence such as Orange Data Mining can be used to calculate determinant variables and forecast potential outcomes.

According to (Kartikasari, 2022), in their research, students are aware of the literacy schedule or reading habits because it is followed every day. However, even when the classroom teacher informs them that it is time to read a book, they do not immediately rise from their seats to look for a book. They seem to lack interest in reading. This indicates a lack of awareness among students about the importance of reading habits in improving their reading comprehension abilities. This is in line with the opinion of (Umar & Batubara, 2023) that students' literacy awareness affects the quality of the implementation of reading habit programs.

Therefore, improvements should be made to students' reading habits by closely monitoring them to ensure that these habits are beneficial and yield maximum results, especially in supporting the improvement of students' reading comprehension abilities. Here, the role and ability of a teacher are crucial in designing reading habit patterns and regularly and structuredly monitoring reading habits. This ensures that the reading habit program is not only implemented perfunctorily to fulfill obligations but also enhances the students' reading comprehension abilities.

CONCLUSION AND RECOMMENDATIONS

From the analysis of the Pearson Product Moment correlation conducted, it is known that the significance value (sig.) is 0.496, which is greater than α (0.05). This indicates that there is a low and significant correlation between reading habits and reading comprehension abilities. Although the hypothesis testing results show that the correlation coefficient (r) obtained is positive, meaning that the relationship between reading habits and reading comprehension abilities is positive, the magnitude of the relationship is still low. This research suggests the potential presence of other variables that may have a stronger influence on reading abilities. These variables should be investigated using more advanced computational methods, potentially involving artificial intelligence. Another possibility is that students have different habits in developing reading habits, which in turn affects their reading abilities.

As a recommendation based on the lack of a significant relationship between reading habits and reading comprehension abilities, it is suggested that this finding be taken into consideration by teachers and schools to improve the literacy or reading habit programs implemented. This can be achieved by tightening the monitoring process of students' reading habits, such as setting targets for the number of books students should read per week and providing reading journals for each student. These journals can be filled out by students with information about the books they have read during the week, including summaries, and then monitored regularly by teachers to ensure that reading habits are effectively developed, not merely for the sake of reading but also for understanding the content. Students should be encouraged to take their reading habits seriously. If students develop reading habits correctly, it is expected to have a positive impact on their reading comprehension abilities. Further research is recommended to investigate broader subjects and more general materials, which may provide a more comprehensive understanding of the factors influencing students' reading comprehension abilities. Research involving additional variables such as reading interest, intelligence levels, reading conditions, and environmental influences will provide opportunities for a deeper understanding of the dynamics involved in the reading learning process. Additionally, using more representative samples can improve the generalizability of research findings. Through comprehensive further research, the identification of key factors contributing to students' reading comprehension abilities can be determined. The results of such research

will provide valuable insights for the development of more effective curriculum, teaching methods, and educational interventions.

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