

**THE CORRELATION BETWEEN READING HABIT AND ACADEMIC
ACHIEVEMENT OF THE UNDERGRADUATE STUDENTS OF
ENGLISH EDUCATION STUDY PROGRAM OF UIN RADEN FATAH
PALEMBANG**



UNDERGRADUATE THESIS

**This thesis was accepted as one of the requirement to get
the title of Sarjana Pendidikan (S.Pd.)**

by

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RADEN FATAH PALEMBANG**

2017

Hal : Pengantar Skripsi

Kepada Yth.

Bapak Dekan Fakultas Tarbiyah UIN

Raden Fatah Palembang

Di tempat

Palembang

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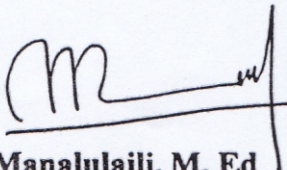
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Demikianlah terima kasih.

Wassalamu'alaikum Wr. Wb.

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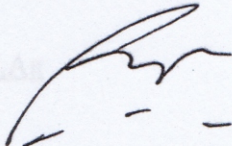
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ACHIEVEMENT OF UNDERGRADUATE ENGLISH MAJOR
STUDENTS OF UIN RADEN FATAH PALEMBANG**

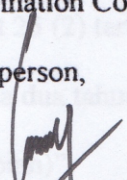
This thesis was written by Heru Purwansyah, Student Number: 12250067
was defended by the writer in the Final Examination and was approved by
The examination committee on April 28, 2017

*This thesis was accepted as one of the requirements to get
the title of Sarjana Pendidikan (S.Pd.)*

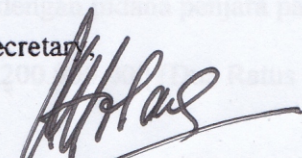
Palembang, April 28 , 2016
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SURAT PERNYATAAN

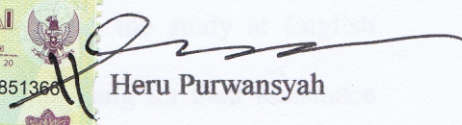
Dengan ini saya menyatakan bahwa skripsi yang berjudul “The Correlation between Reading Habit and Academic Achievement of the undergraduate students of English education study program of UIN Raden Fatah Palembang” adalah karya saya sendiri. Apabila ternyata bukan hasil kerja saya, saya bersedia diberi sanksi sesuai dengan pasal 70, Undang- Undang No. 20 tahun 2003 tentang “Sistem Pendidikan Nasional” yang berbunyi “Lulusan Karya Ilmiah yang digunakan untuk gelar akademik, profesi atau vokasi sebagaimana dimaksud pada ayat 25 (2) terbukti merupakan jiplakan dipidanakan dengan pidana penjara paling lama dua tahun atau pidana denda paling banyak Rp. 200.000.000 (Dua Ratus Juta Rupiah)”.

Demikian surat pernyataan ini dibuat dengan sebenarnya.

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CHAPTER 1

INTRODUCTION

This chapter presents: (1) background, (2) problems of the study, (3) objectives of the study, and (4) significance of the study.

1.1 . Background

In Indonesia unemployment from university graduates increases each year because of the lack of good achievement takes place (Priyambodo, 2012). According to Badan Pusat Statistik (BPS), employed university graduates total only 6.98 million, or 6.30%, with those who left diploma programs at 2.97 million, or 2.68%. In 2016, the numbers of workers in Indonesia increase 127 million people while on the previous year just 122 million people, meanwhile in 2014 just 121 million people. It means, the number of job seekers in Indonesia will increase every year. Having a good academic achievement becomes one of the best ways to claim a good job. In short, academic achievement is one of the factors that would guarantee every people's future life.

Academic achievement is very important for human life, because it prepares students in the future careers. By having a good academic achievement becomes one of the best factors to get good job. The students have a good achievement indicated as success students in the school or university. According to Shamsudin, Reddy, and Rao (2007, p. 26), academic achievement is defined as the specific level of attainment of proficiency is academic work designed by test score.

In Indonesia academic achievement takes big place in human life, especially in school or university. There are some government programme in education that require students to have a good academic achievement, for example scholarship for students that have good performance. The government always put good academic achievement for scholarship. Moreover, academic achievement is very important because it prepares students for future careers. It also become capital for students to compete in work field, for instance, Bank Rakyat Indonesia (BRI) requires the job seeker to have good academic achievement score. They just recruit graduates students which have GPA (Grade Point academic) above 2,75.

Recently, the competition of work become hot issue to talked by many people in Indonesia. As the member of ASEAN, Indonesia must face the ASEAN Economic Community (AEC). The ASEAN Economic Community is (AEC) is trade bloc agreement by the Association of Southeast Asian Nations that is enhancing competitiveness for economic growth and development and global integration in all ASEAN countries. This situation forces Indonesian people to be involved so that they can compete with other ASEAN countries. In relation to this, having good academic achievement is very important because Indonesian Universities are going to becoming one of the important insitutions that will give birth skilled jobseeker in the various work fields to toward ASEAN Community Economic (AEC).

Actually, there are many ways to improve academic achievement. Reading is suggested to improve academic achievement, because reading is an important tool to improve it (Patel and Jain 2008, p. 114). According to Owusu Acheaw

(2014, p. 2), Said that reading habits are well planned and deliberate pattern of study which has attained a form of consistency on the part of students toward understanding academic subject and passing at examinations and determine the academic achievements of students to great extent. Moreover he adds that both reading and academic achievements are interrelated and dependent each other. Academic achievement are close relation to knowledge and cleverness, therefore, there is also relation between academic achievement and reading. Commiyetti (2013), explain that reading is an essential skill for students to master because information is presented in text throughout the world, such as web sites, books, magazine and newspaper while sometime including pictures for visual reference, utilize print to share information with the reader. He also adds that the students' background knowledge is obtained by reading at home and then demonstrate their understanding during in class discussions. Reading also include into receptive skills except listening, where the meaning is extracted from the text or discourse (Harmer, 2007, p. 265). Moreover Patel and Jain (2008, p. 113), add that reading is an important activity in life with which one can update his/her knowledge.

The activity of reading will be more useful, when it becomes a habit and hobby. According to Patel and Jain (2008, p. 114), reading is not only helps the students to get knowledge and wisdom but also helpful in passing for leisure period. Therefore by reading habit can be positive activity for students. Moreover, through reading habit, students brain will be stimulated to remember many thing because they read a lot. It will be a training for them to increase the ability of their brain to save many thing. Therefore, the people assume that the students who have

good reading habit is indicated as smart student, because more students read, it means more knowledge that will get by them. It means that, having reading habit in daily life is very important.

Based on the benefits of reading habit above, the advantages of reading habit is not be used well for Indonesian people. According to Badan Pusat Statistik (BPS 2015), 91,68% Indonesian people prefers to watched television rather than read the book. It seems contrast with American habit that read 20-50 book for a year. Moreover, the ministry of culture and education (Jakarta Post,2016), admitted that poor reading habit is serious problem in this country despite many libraries available. Whereas Indonesia placed at the 36th rank in terms of the number of libraries, above countries like Portugal, New Zealand, South Korea, Germany, the Netherlands and Singapore. He also said that Indonesian has seen its literacy rate decrease significantly. The ministry showed the percentage of illiterate Indonesian people has decreased from 10,5% in 2005 to 3,7% in 2015. The United Nations Development Program (UNDP) shows that only one out of 1000 Indonesian people are passionate about reading. That is why the Progress in International Reading Literacy Study (PIRLS) in 2011 showed that Indonesian scale score reading achievement was 428 significantly lower than scale center point is 500.

In fact there are some factors that influence Indonesian lazy to read the book. According to Mustafa (2012, p. 3), some factors suspected to influence the low reading habit. First, the low availability of reading infrastructure, books and other library materials can not be accesses by people easily. Second, books are

often expensive. Third, parents or teachers are seldom supporting students to read. Fourth, the cultural in communication activities among Indonesian is dominant. Beside that the most factor that cause the students' low in reading habit is related to students' reading habit. Anies Baswedan (Jakarta Post, 2016) Indonesian people dislike to read the book despite many libraries available. Meanwhile one of the factor that causes the students' low achievement in reading is related to students reading habit. Because reading habit is how often the read the book in daily life (shen 2006).

Actually there are many ways to solve the problem of reading habit. According to Diem (2011, p. 5), states that students' reading habit can be developed by living around many books because they can choose books that they want to read. They can decide what book they must read. Reading habit must be promoted starting from the early ages for children. Diem and Novitasari (2012, p. 39), explain that it is important to promote reading habit to children because reading habit plays an important role.

Additionally, Desi Anwar, one of the famous female presenters in Indonesia, wrote her opinion on the Jakarta Globe (2013), which is about reading habit. When she was asked to be a guest speaker at a national seminar, the audiences asked her about the solution to face poor reading habit in Indonesia. Then, she asked to the audiences how many among people here actually read books, have a bookshelf at home, give their children books as presents and read them bedtime stories. Surprisingly, some people put their hands up. It shows that, the problem is not about the lacking of interest in reading by children, but the fact

showed environment that force them to have little interest in reading. Moreover, the environment also provides them very little access to books.

Based on the informal interview of the undergraduate students in English Education Study Program of UIN Raden Fatah Palembang. Before conducting this research, the researcher found the students dislike reading books but they want to get good academic achievement. The tarbiyah library staff also support by saying the english education students really seldom come to library to read the book. whereas, some theorie explain that reading habit is interrelated and dependent each other. Relating with the reason above that is why the researcher want to conduct **The Correlation between Reading Habit and Academic of the**

Und ergraduate Students of English Education Study Program of UIN Raden Fatah Palembang.

1.2 . Research Problem

Based on the background, the research problems are formulated in the following questions.

1. Is there any significant correlation between students' reading habit and their academic achievement of the undergraduate students of English education study program of UIN Raden Fatah Palembang ?
2. Does students' reading habit influence their academic achievement of the undergraduate students of English education study program of UIN Raden Fatah Palembang ?

1.3 . Research Objectives

In accordance with the problem above, the objectives of this study are:

1. To find out if there is a significant correlation between students' reading habit and their academic achievement of the undergraduate students of English education study program of UIN Raden Fatah Palembang.
2. To find out if students' reading habit influence their academic achievement of the undergraduate students of English education study program of UIN Raden Fatah Palembang.

1.4 . Significance of the study

It is hoped that this study can be useful atleast some significance. First, the researcher hopes from this study, the students will know about the importance of reading habit and academic achievement. Then they will have good reading habit in in daily life to improve their academic achievement.

Second, the resercher hopes from this study, parents will open their eyes that reading habit is very important for their children. Then they will suggest the children or to read a lot. Moreover they will give good facillities for their children to read the book easily. Even from this study, it is expected the parents habitual to give the gift about book.

For teachers, this study can be a good reason to support their students to improve their rading habit and therefrom the teacher can give several time for students to free reading before begin the lesson in class to bulid students reading habit.

The last, for further researcher, this can be one of references for other researchers to get invaluable information about the relationship between reading habit and academic achievement to conduct and develop further researcher in line with related variables.

CHAPTER II

LITERATURE REVIEW

This chapter presents: (1) correlational research, (2) concept of reading, (3) concept of habit, (4) reading habit, (5) academic achievement, (6) relationship between reading habit and academic achievement, (7) previous related study, (8) the hypothesis and (9) criteria of testing hypothesis.

2.1 . Correlational Research

The correlational research is a scientific activity that refers to solve a problem or more by collecting the data. A correlation is simply defined as a relationship between two variables. Johson and Christensen (2012, p. 44), state that in correlational research, the researcher studies the relationship between one or more quantitative independent variable and or more quantitative dependent variables. Creswell (2012, p. 338), declares in correlational research design, investigators use the correlation statistical test to describe and measure the degree of association (relationship) between two or more variables or sets of score. Fraenkel, Wallen, & Hyun (2012, p. 331), also said that the correlation study is mainly focuses on the possibility of relationship between two or more variables investigated without any attempt to influence them.

On correlational in research, it can be positive or negative. Positive correlation means that as variable A increases, so does variable B. Negative correlation is defined as when variable increases A, variable B will decreases.

To know correlation result, there is correlation coefficient, which is a numerical index that provides information about the strength and direction of the relationship between two variables. It provides information how variables are associated. More specifically correlation coefficient is a number that can range from -1 to 1, with zero standing for no correlation at all. If the number is greater than zero, there is a positive correlation. If the number is less than zero, there is a negative correlation. If the number is equal to zero, there is no correlation between the two variables. If the is equal to +1.00 or equal to -1.00, the correlation is called perfect. Positive correlation means high scores on one variable tend to be associated with high scores on the other variable, while low scores on one are associated with low scores on the other variable. Negative correlation present when high scores on one variable are associated with low scores on the other variable, while low scores on one are associated with high scores on the other variable.

The meaning of a given correlation coefficient can be seen below based on Lodico et al. (2010, p. 284):

Table 1
Correlation Coefficient

Interval Coefficient	Level of Correlation
0 - 0.19	No or weak relationship
0.20 • 0.34	Slight relationship
0.35 • 0.64	Moderately strong relationship
0.65 • 0.84	Strong
0.85 • 1.00	Very Strong

Source : Lodico, Spaulding, and Voegtle (2010)

There are two primary types of correlational research design; explanation and prediction (Creswell, 2012, p. 340). The explanatory research design is a correlational design in which the researcher is interested in the extent to which two variables (more) co-vary, that is, where changes in one variable are reflected in changes in the other. Explanatory design consists of a simple association between two variables or more than two. Creswell (2012, p. 340) shows that the characteristics of this design are that the researchers correlate two or more variables, collect data at one point in time, analyze all participants as a single group, obtain at least two scores for each individual in the group one for each variable, report the use of the correlation statistical test (or an extension of it) in the data analysis, and make interpretations or draw conclusions from the statistical test results.

In a prediction design, researchers seek to anticipate outcomes by using certain variables as predictors (Creswell, 2012, p. 341). This design is useful because it helps anticipate or forecast future behavior. The purpose of this design is to identify variables that will positively predict an outcome or criterion. In this form of research, the investigator identifies one or more predictor variables and a criterion (or outcome) variable. A predictor variable is the variable used to make a forecast about an outcome in correlational research while criterion variable is the outcome being predicted. Creswell (2012, p. 342) shows that the characteristics of this design are that the researchers typically include the word ,predictionf in the title or research questions, measure the predictor variable(s) at one point in time and the criterion variable at a later point in time, and forecast future performance.

In addition, the minimum acceptable sample size for a correlational study is considered by most researchers to be no less than 30 (Fraenkel, Wallen & Hyun, 2012, p. 338).

In short, this research title has both characteristic of correlational type. This research title should obtain 2 scores for each participant one for reading habit and one for academic achievement, which is characteristic of explanatory type. At the same time, this research also purposes to identify a positive prediction of reading habit towards academic achievement, which is characteristic of prediction type.

2.2 . Concept of Reading

Actually, the concept of reading already exist from long time ago. Exactly, when Allah revealed Al-Qurġan to prophet Muhammad in the Verse Al-Alaq 1-5:

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ۝ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ۝ اقْرَأْ وَرَبُّكَ الْأَكْرَمُ ۝

الَّذِي عَلَّمَ بِالْقَلَمِ ۝ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ۝

The meaning: ,Read! In the name of your lord, who has created (all the exist), has created man from a clot (a piece of thick coagulated blood). Read! And your Lord is the most generous. Who has taught (the writing) by the pen [the first person to write was Prophet Idrees (Enooch)], Has taught man that which knew notf.

Based on the verse above, reading is a source of knowledge. The people will be got much information and knowledge by reading a lot. Reading is an activity that give many advantages for reader. According to Selly (2016, p. 95), reading is one of the most important activities for people in their lives, because by

reading people can increase their knowledge and experience. Meanwhile Annamalai and Muniandy (2013, p. 32), state that reading is a way to get better knowledge of one's own experience and it can be an exciting journey to self discovery. Palani (2012, p. 91), describes that reading is interrelated with the total educational process and hence, educational success requires successful reading. Moreover Schoenbach, et. Al (2012, p. 18), reading is a complex problem-solving process that readers can learn.

According to Mustafa (2012, p. 3), there are commonly four major factors that present the promotion of reading:

1. Indonesian people are actually not reading society. They are mostly oral society. Most of them prefer to speak than read and write.
2. The management library is poor. There are some factors such as lack of qualified and competent man power in librarianship, lack of money to support the development of library, and also lack of good management in library operation.
3. The books and other library materials are expensive and unaffordable. Most Indonesian people can not afford to buy good reading materials.
4. Indonesian people consumes much time on the electronic media and internet. Television, internet and other multimedia have potential effect on children's reading performance. It has become an issue of growing concern among education and often cited as cause for the decline in people reading habit. Children and even adults spent much amount of their time watched entertaining television programs or just playing

games.

The process of reading may be broadly classified into three stages Patal and Jain (2008, p. 114):

1. The first stage is the recognition stage. At this stage, the learner simply recognizes the graphic counterparts of the phonological items. For reading instance the learner recognizes the spoken words in its written form. Difficulty at this stage depends upon the difference between the script of the learner's mother tongue and English and between the spelling conventions of two language.
2. The second stage is the structuring stage. The learner sees the syntactic relationship of the items and understands the structural meaning of the syntactical units.
3. The third stage is the interpretation stage. This is the highest level in the process of reading. The learner comprehends the significance of a word, a phrase, or a sentence in the overall context of the discards. For instanc, the learner comprehends the serious and jocular use of words, distinguishes between a statement of fact and a statement of opinion. It is this stage at which a person really reads for information or for pleasure.

According to Patel and Jain (2008, p. 117), there are four types or reading.

1. Extensive reading
2. Intensive reading
3. Aloud reading

4. Silent reading

In learning English as a foreign language, reading one of the main skill to be mastered. Susser and Robbb (1990, p. 161), explain reading has been the skill most emphasized in traditional FL teaching, and even today is the mainstay of EFL instruction in many countries. Reading is the important things to share our experiences and to know other people in other long distance places and different time (Noor, 2011, p. 2). This is in line with Iftianti (2012, p. 149), states reading can enhance people's social skills, improve hand-eye coordination, and provide people with endless hours of fun and entertainment.

Moreover, reading also benefecial for students generally to get new knowledge in order to change the world to be better, especially in this technological era. They can increase their knowledge in school or university, because reading is skill utilized in every academic subject area (Cimmiyotti, 2013, p. 8). He also add if the ability to read is an essential skill for students to master because information is presented in text throughout the world. Web sites, books, magazine, and newspaper, while sometimes including pictures for visual reference, utilize print to share information with the reader.

Reading is important for students in general in order to cope with new knowledge in a changing world that of the technological age. Noorizah (2011, p. 2) argues that reading is a key to a wealth of experience that links people in a far way beyond distance or time. Reading provides experience to the individual so that people may expand their horizons, identify, extend and intensify their interest and gain deeper understanding of themselves and other human being and of the

world. The ability to read is at the heart of self education and lifelong learning. Reading is a very important issue which is not only about enjoyment but a necessity.

2.3 .Concept of Habit

Habit is something that is not conducted drastically but it is conducted slowly, repeatedly, and continuously. According to Syafi'i (2013, p. 19), habits are routines of behaviour that are repeated regularly and tend to occur subconsciously about them. Wood and Neal (2007, p. 843), state habits are learned dispositions to repeat past responses. A habit can be done at home, at the school, on the way and other places. Syafi'i (2013, p. 19), concludes that a habit can grow if someone conducts something in strength repetition, too long an interval of time interest in actions and the results of action is pleasure. He also adds that there are three factors that influence someone's habit. They are the frequency, repetition, and automation. In this study, the habit is intended as the students' reading habit in their daily activity wherever and whenever it is.

A habit is an activity that is acquired, done frequently, done automatically, and difficult to stop. Most people think of behaviors when they think of habit, but thought can also become habit. Sometimes our habitual thinking can keep habitual behaviors going and make them hard to change.

In concept of learning, habitual learning is the learning by using repetition in a way of learning. The learners do something continuously and repeatedly and this activity is used as a way in learning something to improve their achievement. In short, habitually learning by using habit. Some Indonesian students probably

like to use their habits in reading to enrich their vocabulary, grammar, pronunciation, spelling, etc.

2.4 . Reading Habit

Reading habit refers to the behaviour, which expresses the likeness of the reading. The activity of reading is regarded as a habit when is it is repeatedly carried out (Chettri and Rout, 2013). According to Shen (2006), reading habit is defined how often, how much, and what students read. Palani (2012, p. 90) adds that reading habit is an essential and important aspect for creating the literate society in this world. Moreover Patel and Jain (2008, p. 114), state that reading habits not only help the students to get knowledge and wisdom from the cultural heritage, but are also very helpful in passing for leisure period. It means reading habit is considered very important to build, because through this activity the readers can get knowledge, wisdom, benefit their spare time and easy to comprehend a book. Moreover, reading is not only increase the knowledge but also to build the character, thinking, and awareness in many areas in our lives. Bashir and Matoo (2012, p. 3), explain good reading habits act as a strong weapon for students to excel in life.

Diem (2011, p. 5), states that students' reading habit could be developed by living around many books because they can choose books that they want to read. According to Zwiers (2004, p. 3), comprehension habits are the split-second thought that kick in constantly to help a proficient reader actively construct meaning. Then, by building reading habits, it will be constantly help the readers construct the meaning actively.

Furthermore Akaibuke and Asika (2012, p. 254), declare that there are three categories of readers. First, the reluctant readers who believe that reading is boring activity and time consuming. Second, the marginal readers who have not much interest in reading, they read only when it is really necessary especially to pass examination or quiz. Third, the avid readers who actually love reading, they read to acquire new knowledge and skills. They possess the best motives toward reading.

Reading habits play a very important role for a success in reading. Therefore, building good reading habits are needed to comprehend the material which has been read. According to Zwiers (2004, p. 3), there are five reading habits to build comprehension strategies.

1. Organizing text information by sculpting the main idea summarizing.
Connecting to background knowledge.
2. Making inferences and predictions
3. Generating and answering questions
4. Understanding and remembering word meanings
5. Monitoring one's own comprehension

Here Leonhardt (1995, p. 64-80), adds that there are some steps to build reading habits for students.

1. Keep turning the pages of the book, newspaper or magazine
2. Just seeing the pictures in the comic, magazine and newspaper
3. Start for reading

First book:

- a. Caricature or comic
 - b. Funny book (Funny story)
 - c. Biography book (Sport, health, food etc), based on the hobby of the students
 - d. Short story, etc.
4. Allow the students to choose and read their favorite book
 5. Ask the students to retell the story and make summary related to their book
 6. Ask the students to look for literature or reading material related to their study
 7. Make the students enjoy to express their idea
 8. Ask the students to read again at home

Ogbodo (2010, p. 231-234), identifies four main types of reading habit which have positive and negative orientation. These are hobby, recreational, concentration, and devotional.

1. Hobbial

A hobby is an activity that people do to make them happy and fun. It is usually done after their formal education's attainment. By reading, they intend to widen their horizon in many areas like educational, religious, political, economic, current affairs, fiction and non-fiction. It helps them to be versatile in knowledge in many areas and discuss issues knowledgeably with others.

2. Recreational

Basically, the kind of reading habit is very common among the educated elite. These people who spend their whole day doing their job at work usually want to have a change when they come back from work. They will read book, newspaper, magazine, and other reading materials which are different from those in their workplace and interesting for them. Students should be encouraged to do this too. They should not only read their textbooks but also the books of interest to them such as magazines, comic books, newspaper, novels, and short story. This activity will help them to relax and cool their brain tedious reading in the classroom.

3. Concentration

The concentration reading is not a positive habit because it takes reader's full attention. They focus on reading to reach their desired outcome which makes them feel tense. However, it is very helpful when the readers want to achieve their goals.

4. Devotional

Devotional is a reading habit in which the reader deviates from the actual reading. They just pretend to be reading because their teachers, friends or parents ask them to do so. If the students do not control this habit, they may lose interest in the acquisition of knowledge.

In analyzing student's reading habit, the researcher observe their reading attitude, reading frequency, kinds of book read, and reading access. These

components of reading habit can explained as below:

1. Reading Attitude

Reading attitude is readers' courage to read. Reading attitude influences students in making decision whether or not they read. It is closely related to students' feeling toward reading. Students' positive reading attitude will lead them to positive reading experiences.

2. Reading frequency

Reading frequency refers to how often students read books, novels, newspaper, magazine or other sources of reading materials. The frequency of someone reading book (never, less than once a week, daily or weekly) plays important role in their reading habit development.

3. Kinds of book read

There are many kinds of reading materials, students usually read such as newspaper, magazines, comic book, poetry, letters, e-mail, facebook, internet, novels, nonfiction books, e-books, paperback or hardback books. Different kinds of book read determine different reading habit.

4. Reading access

Reading access gives information about where, when or how students get into reading. Students with excellent reading habit will be likely to read anytime, anywhere and in any condition.

In short, that is why build reading habit is very important, especially for

student. By reading habit students can improve their knowledge and spend their time with positive activity.

2.5 . Academic Achievement

Academic achievement refers to the grades obtained by students upon accomplishing the courses in their study. Mostly, at the university level, the students' academic achievement in each semester is represented by Grade Point Average (GPA). Cumulative GPA is obtained by having score from each subject. At the end of semester, the students would get score for each subject. The score will be A with point 4, B=3, C=2, D=1, and E=0. All of that score will be added and the total score will be divided with the number of subject.

The academic grade scale ranges from the lowest ,0.00f to the highest ,4.00f, not only that in intermediate grades students will be passed the course if their score more than the passing grades that decide by the teacher. Owing high GPA can help learners in their academic life. The opportunity to get scholarship will be bigger and when they was passed, they will found a great job easily.

The following is the table of students' academic achievement category in accordance with UIN Raden Fatah Palembang official website.

Table 2

Academic Achievement Category

No	ScoreRange	Category
1	4.00	Summa Cumlaude
2	3.51 • 3.99	Cumlaude
3	3.01 • 3.50	Very Good
4	2.51 • 3.00	Good
5	2.00 • 2.50	Enough

Source: buku pedoman akademik fakultas tarbiyah dan keguruan 2014

2.6 . Relationship Between Reading Habit and Academic Achievement

Reading is a skill that utilized in every subject, it means that reading is one of the most factor that influence the students' academic achievement. Reading is very useful when it will be a habit for students. By reading habit students can comprehend the text easier. Reading is a skill utilized in every academic subject (Cimmiyotti, 2013, p. 8). It also supported by Owoshu-Acheaw and Larson (2014, p. 2), said that reading habits are well planed and deliberate pattern of study which has attained a form of consistency on the part of students toward understanding academic subject and passing at examinations and determine the academic achievements of students to great extent. Moreover he adds that both reading and academic achievements are interrelated and dependet on each other.

Reading is one of process to acquaire the information. Every single book, article or journal contain of a lot of information that is why reading is one of

important skill that could affect students academic achievement. The most students read the most that students get knowledge which is important for their academic achievement. Palani (2012, p. 91), describes that reading is interrelated with the total educational process and hence, educational success requires successful reading.

Furthermore, for muslim people reading is the first god's command. It can be seen in the holy Al-quransurah Al-Alaq 1-5, it describes through reading Allah explain to the people what people do not know.

In short, Reading habit takes big place about increasing of academic achievement. Moreover, there is an opinion that says the students have good reading habit is a smart student. Besides that reading is a good and positive activity for students in daily life.

2.7 . Previous Related Study

Owoshu-Acheaw and Larson (2014) investigated reading habits among students and its effect on academic performance: a study of students of Koforidua Polytechnic. The study was conducted in Koforidua Polytechnic situated in the Eastern Region of Ghana. The study confirmed that reading habit has influence on academic performance and there is a relationship between reading habit and academic performance.

Muawanah (2014) that investigated the correlation between students reading habit and their reading comprehension. This research was conducted at the second grade of SMA Dua Mei Ciputat in academic year 2012. The method used in this research is a quantitative research and it 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 in academic year 2013/2014. The data of students are collected through simple random sampling technique. Questionnaires are test used as the instruments of this research. The result can be concluded that there is a strong relationship between students reading habit and their reading comprehension at the second grade SMA Dua Mei Ciputat in academic year 2013/2014.

Wahyudi (2015) investigated the correlation between reading habit and reading comprehension achievement of 12th grade students of MA. PP. Qodratullah Langkan. The writer used descriptive quantitative design to describe the data. The population of the study was five classes of 12th grade students of MA. PP. Qodratullah. The sample of this study was 168 students. The result from this research can be concluded that there was no significance correlation between the two variables since t-obtained was higher than 0.05.

2.8 . Hypothesis

The hypotheses of this study are proposed in the forms of null and research hypotheses below:

1. H_0 : There is no correlation between students reading habit and their academic achievement.
 H_1 : There is a correlation between students reading habit and their acadmeic achievement.
2. H_0 : There is no influnce between students reading habit and their academic achievement.

H_1 : There is a influence between students reading habit and their academic achievement.

2.9 . Criteria for Testing Hypotheses

These hypotheses tested in order to know whether the correlation coefficient score is significant or not. Those are in the following Cohen, Manion, & Marrison, 2007, p. 519-520).

1. If p -value is higher than 0.05 ($p > 0.05$), H_0 is accepted and H_1 is rejected.
2. If p -value is lower than 0.05 ($p < 0.05$), H_0 is rejected and H_1 is accepted.

CHAPTER III

METHOD OF RESEARCH

This chapter presents : (1) reasearch design, (2) research variables, (3) operational definition, (4) subject of the study, (5) data collection, (6) validity and reliability, (7) data analysis, (8) data descriptions and (9) prerequisite anlaysis.

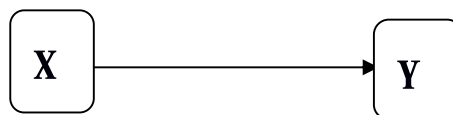
3.1 . Research Design

In this research, the researcher used correlational research to find out the correlation between variables and interpret the results that may appear. Fraenkel, Wallen and Hyun (2012, p. 331), correlational studies investigates the possibility of relationships between only two variables, although investigations of more than two variables are common. Creswell (2012, p. 338), states that in correlational research design, researchers use the correlation statistical test to describe and measure the degree of association (or relationship) between two or more variables or set of scores.

The first procedure was the researcher identified the students reading habit by using questionnaire. Second, the researacher obtained student's cumulative GPA as the data of academic achievement. The next step was the researcher analyzed the correlation between variables through SPSS based on the score of student's reading habit and their cumulative score. The last the researcher found the influence between student's reading habit and their academic achievement.

The research design was as follow:

Figure 1



X= Students' reading habit

Y = Students' academic achievement

3.2 . Research Variables

Creswell (2012, p. 116), states that independent variable is what the researcher choose to study in order to asses their possible effect (s) on one or more other variables. The independent variable is presumed to affect is called a dependent variable. In common sense terms, the dependent variable depends on what the independent variable does to it, how affects it. It is possible to investigate more than one independent (and also more than one dependent) variable in as study. In this study, the independent variable is the undergraduate EFL students reading habit at Islamic University Raden Fatah Palembang, while dependent variables are their academic achievement.

3.3 . Operational Definitions

The title of this research was the correlation between reading habit and academic achievement of the undergraduate students of education English study program of UIN Raden Fatah Palembang. To avoid the possibility of misunderstanding about some terms in this research, especially those used in the

title, the definitions are provided. In this research there are two variables that will be correlated, first reading habit as an independent variable and academic achievement as a dependent variable.

Reading habit, it refers to the behaviour which expresses the likeness of the reading and frequency of the reading or how much and how often the people read the book. In this research, students' reading habit score is measured by reading habit questionnaire. It consists of reading attitude, frequency, books read and reading accessed.

Academic achievement, it refers to the grades that obtained by student upon accomplishing the course in their study. In the university, the student's academic achievement in each semester is represented by cumulative grade point (GPA)

Table 3

Academic Achievement Category

No	Score Range	Category
1	4.00	Summa Cumlaude
2	3.51 • 3.99	Cumlaude
3	3.01 • 3.50	Very Good
4	2.51 • 3.00	Good
5	2.00 • 2.50	Enough

Source: buku pedoman akademik fakultas tarbiyah dan keguruan 2014

3.4 . Subject of the Study

To get the data of this research, this research needed a subject. The subject of the study was English Education Study of UIN Raden Fatah Palembang.

3.4.1 . Population

According to Creswell (2012, p. 142), population is a group of individuals who have the same characteristics. The population of this research is all the active students of English Education Study Program of Islamic State University Raden Fatah Palembang.

The table below is the population of the study:

Table 4

Population of the Study

No	Semester	Number of Students
1	II	153
2	IV	133
3	VI	101
4	VIII	95
5	X	157
6	XII	70
Total		709

Source : English education study program of UIN Raden Fatah 2016/17

3.4.2 . Sample

In this research, the sample of this study was used by using purposive sampling. The sample of this research was 121 students who were at sixth

semesters English study program students at UIN Raden Fatah Palembang. According to Johnson and Christensen (2012, p. 235), purposive sampling is used in both qualitative and quantitative research. Moreover, Creswell (2012, p. 206), adds that in this method, the researcher intentionally select individuals and sites to learn and understand the central phenomenon whether they are ,information rich f . Moreover Johnson and Christensen (2012, p. 231), state that in purposive sampling, the researcher specifies the characteristics of a population of interest and then tries to locate individuals who have those characteristics.

The researcher took sixth semester as a sample in this research, because they have already take most of subject in this major. The eighth semester or more was not included as the sample, because they are not already active in campus.

The distribution of the sample was as follows:

Table 5

Sample of The Study

No	Semester	Number of Students
1	VI	101
Total		101

Source : English education study program of UIN Raden Fatah 2016/17

3.5 . Data Collection

To support this research, two instruments used to collect the data. They are questionnaire and cumulative GPA.

3.5.1 . Questionnaire

To obtain the information about students' reading habit, the researcher used questionnaire. Freankle et al. (2012, p. 125), states that in questionnaire, the subjects respon to the questions by writing or more commonly, by marking an asnwer sheet as their self-report data collection instruments that each participants fills out of a study.

The researcher used reading habit questionnaire developed by Janthong (2010). The questionnaire has ready-made. It consist 20 items measuring reading habit of participants.

Table 6

Specification of the Reading Habit

No	Specification	Item Number	Total Number
1	Reading Attitude	1, 3, 7, 8, 9, 11, 13, 14, 15, 20	10
2	Frequency	5, 6, 16, 17	4
3	Books Read	2, 4, 10	3
4	Reading Accessed	12, 18, 19	3
Total			20

Source: Janthong (2010, p. 13)

The participants responded to a 5 points of Likert Scale for each item with 1, 2, 3, 4, and 5 signifying stronly disagree, disagree, averagely agree, agree and strongly disagree.

3.5.2 . Cumulative GPA

After that, the researcher obtained the students' Cumulative Grade Point (GPA). It is the results of the students' study from all the courses they have taken starting from the first semester to their current semester.

3.6 . Validity and Reliability

Before the questionnaire and real test are administered, the researcher firstly considers the validity and reliability. Kothari (2004, p. 73), states that validity is the most critical criterion and indicates the degree to which an instrument measures what is supposed to measure. Fraenkel, et. Al (2012, p. 154), states that reliability refers to the consistency of the scores obtained how consistent they are for each individual from one administration of an instrument to another and from one set of items to another. Johnson and Christensen (2012, p. 137), explain that the validity and reliability are two most essential psychometric properties to consider in using a test or assesment procedure. It means, validity refers to the accuracy of the inferences or interpretations made from the test scores, while reliability refers to the consistency or stability of the scores. The resarcher used a ready-made questionnaire of reading habit by Janthong.

Johnson and Christensen (2012, p. 340), state that when used to check reliability scores, the standar value or coefficient is at least 0.70, probaly higher. Therefore, if the score is 0.70 or higher than 0.70, the questionnaire was reliable. The result showed that Cronbach Alpha of reading habit was 0.823. It means 0,higher than 0.70.

3.7 .Data Analysis

Before finding out the correlation between students' reading habit and academic achievement, the researcher found out the score of instruments.

3.7.1 . Questionnaire Analysis

The researcher obtains the score of students' reading habit by using reading habit questionnaire by Janthong (2010). The questionnaire consisted 20 items. The researcher allocated 20 minutes to the students to answer the questionnaire and the scale range were from 1 to 5. If the students respond all 1, it means the minimum score or 20 and if the students answer 5, it means maximum score or 100.

The table categories of reading habit:

Table 7

Categories of Reading Habit

No	Score Interval	Categories
1	86-100	Very Good
2	71-85	Good
3	52-70	Average
4	36-51	Poor
5	20-35	Very Poor

Source: Nurgiyantoro, et al 2004,

p.35

3.7.2 . Cumulative GPA

To obtain students academic achievement, the score of the students was collected from their cumulative GPA.

Table 8

Academic Achievement Category.

No	ScoreRange	Category
1	4.00	Summa Cumlaude
2	3.51 • 3.99	Cumlaude
3	3.01 • 3.50	Very Good
4	2.51 • 3.00	Good
5	2.00 • 2.50	Enough

Source: buku pedoman akademik fakultas tarbiyah dan keguruan 2014

3.7.3 . Correlation Analysis

To analyze the data obtained from the questionnaire and students speaking achievement in order to find out the correlation coefficient between variable X and variable Y, the Statistical Package for Social and Science (SPSS) computer program was employed. To find out the correlation between students self-confidence (X) as a whole and their speaking achievement (Y), Pearson Product Moment Correlation Coefficient was used.

To interpret the correlation coefficient, the following criterion from Lodico et al. (2010, p. 284) was used :

Table 9
Correlation Coefficient

Interval Coefficient	Level of Correlation
0 - 0.19	No or weak relationship
0.20 • 0.34	Slight relationship
0.35 • 0.64	Moderately strong relationship
0.65 • 0.84	Strong
0.85 • 1.00	Very Strong

Source : Lodico, Spaulding, and Voegtle (2010)

3.7.4 . Regression Analysis

Regression analysis was used to find out whether or not reading habit influence academic achievement. Regression analysis was analyzed after the first problem was answered and the result find a significant correlation. The score of reading habit as independent variable and academic achievement as dependent variable were calculated by SPSS. The significance of influence was determine by comparing the R-Square with 0.05. The influence was significant if R-Square is higher than 0.05.

3.8 . Data Descriptions

3.8.1 . Distributions of Data Frequency

In distributions of data frequency, the researcher described the students score by presenting a number of students who got a certain score. To get the result of analysis data frequency, *SPSS Statistics Program* was used.

3.8.2 . Descriptive Statistics

In descriptive statistics, the minimum score, the maximum score, standard deviation and mean score were obtained. Then, to get the result analysis of descriptive statistics, *SPSS Statistics program* was used

3.9 . Prerequisite Analysis

3.9.1 . Normality Test

Normality test was used to measure whether the obtained data was normal or not. The normality test is used to measure students' reading habit score. Creswell (2012, p. 614), proposes that whether the distribution of the data normal or not will determine what statistical test will be used to analyze the relationship hypotheses. In measuring normality test, *I-Sample Kolmogorov Smirnov* was used. If value was higher than 0.05, it means that the data was normal. If value was lower than 0,05, it means that the data was not normal.

3.9.2 . Linearity Test

Linearity test was conducted to measure whether the obtained data was linear or not. Test for linearity was used to measure student's reading habit. Moreover, if deviation from linearity lower than 0.05. the data was linear.

CHAPTER IV

FINDING AND INTERPRETATION

This chapter presents: (1) research findings and (2) interpretations.

4.1 . Findings

There are five kinds of research findings in this research: (1) the results of students' reading habit (2) the result of students' academic achievement (3) normality test (4) linearity test (5) the correlation between students' reading habit and their academic achievement and (6) the influence students' reading habit and their academic achievement.

4.1.1 . **The Results of Students' Reading Habit**

In this research, the reading habit questionnaire from Janthong (2010) was distributed to the participants. It consist of 20 items and contain reading attitude, frequency, books read and reading accessed. This questionnaire used likert scale from 1-5 for the scoring system. The researcher allocated 20 minutes to the students to answer the questionnaire. The participants have to answer the items by choosing the scale based on themselves, which is 5 means strongly agree and 1 means strongly disagree. The maximum score was 100 hundred and the minimum score was 20.

The participants of this study were the fifth semester students of UIN Raden Fatah Palembang which consists of 101 students. However, only 89 students participated in this study, because 4 students did not write his or her name in questionnaire sheet and 8 students were absent when the researcher

conducted this research.

The descriptive statistical analysis of students' reading habit is shown in the table below:

Table 10
Descriptive Statistics of **Reading Habit**

Statistics		
Reading Habit		
N	Valid	89
	Missing	0
Mean		63,78
Std. Error of Mean		1,224
Median		61,00
Std. Deviation		11,547
Range		49
Minimum		39
Maximum		88
Sum		5676

Based on the descriptive statistics, the maximum score 88, the minimum score was 39 and the range was score 49. Meanwhile, the sum of the students' reading habit was 5676, the mean was 63,78 and standard deviation was 11,547.

The distribution of students reading habit can be seen in the table below:

Table 11
Distribution of Reading Habit

No	Category	Frequency	Percentage
1	Very good	2	2.24%
2	Good	29	32.59%
3	Average	45	50.57%
4	Poor	13	14.60%
5	Very poor	0	0%
Total		89	100%

Based on the table above, there were five categories of reading habit. The students with very good reading habit were 2 students (2,24%), the students with good reading habit were 29 students (32,59%), the students with average reading habit were 45 students (50,57%), the students with poor reading habit were 13 students (14,60%) and 0 students (0%) for very poor reading habit.

4.1.2 . The Result of Students Academic Achievement

While the researcher analyzed the items of questionnaire, the participants academic achievement also analyzed by collecting their cumulative GPA from English Study Program administration.

Table 12
Descriptive Statistics of
Academic Achievement

Statistics		
Academic Achievement		
N	Valid	89
	Missing	0
Mean		3.3393
Std. Error of Mean		.02706
Median		3.3900
Std. Deviation		.25527
Range		1.60
Minimum		2.26
Maximum		3.86
Sum		297.20

As shown in table 12, the maximum score of students' academic achievement was 3.86, the minimum score was 2.26 and the range score was 1.60. meanwhile the sum of students' academic achievement 297.02, the mean was 3.34 and the standard deviation was 0.25

The distribution of students' academic achievement can be seen in the table below:

Table 13

The Distribution of Academic Achievement

No	Score Range	Category	Frequency	Percentage
1	4.00	Summa Cumlaude	0	0%
2	3.51-3.99	Cumlaude	17	19.10%
3	3.01-3.50	Very Good	64	71.91%
4	2.51-3.00	Good	7	19.10%
5	2.00-2.50	Enough	1	1.12%
Total			89	100%

Based on the table above, there were five categories of academic achievement. The students with summa cumlaude category just 0 student (0%), the students with cumlaude category were 17 students (19.10%), the students with very good category were 64 students (71.91), the students with good category were 7 students (19.10%) and 0 student (1.12%) for enough category.

4.1.3 . Normality Test

The purpose of the normality test data was used find out whether the distribution of the data from reading habit questionnaire and academic achievement was normal or not. One-Sample Kolmogorov-Smirnov was used. If probability score was more than 0.05, the two variables were normal.

The result of the distribution can be seen on the table below:

Table 14
Test of Normality

One-Sample Kolmogorov-Smirnov Test			
		Reading Habit	Academic Achievement
N		89	89
Normal Parameters ^{a,b}	Mean	63,78	3.3393
	Std. Deviation	11,547	.25527
Most Extreme Differences	Absolute	,111	,127
	Positive	,111	,074
	Negative	-,076	-,127
Kolmogorov-Smirnov Z		1,050	1,200
Asymp. Sig. (2-tailed)		,220	,112

a. Test distribution is Normal.

b. Calculated from data.

Based on the result of normality test: One-Sample Kolmogorov-Smirnov, the results of students' reading habit 0.220 and academic achievement 0.112. Both students' reading habit and their academic achievement more than 0.05. it means that the two variables were normal.

The normal Q-Q plot of each variable is illustrated in the following figures:

Figure 2 Distribution of Reading Habit

Normal Q -Q Plot of Reading Habit

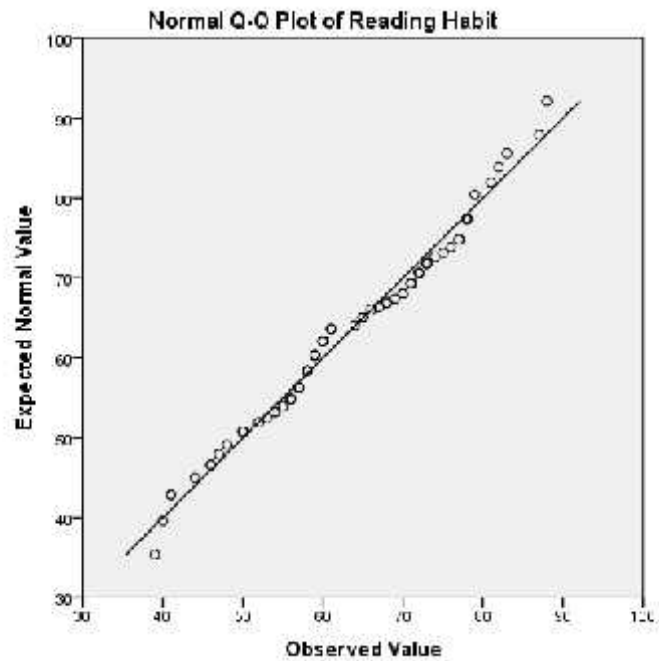
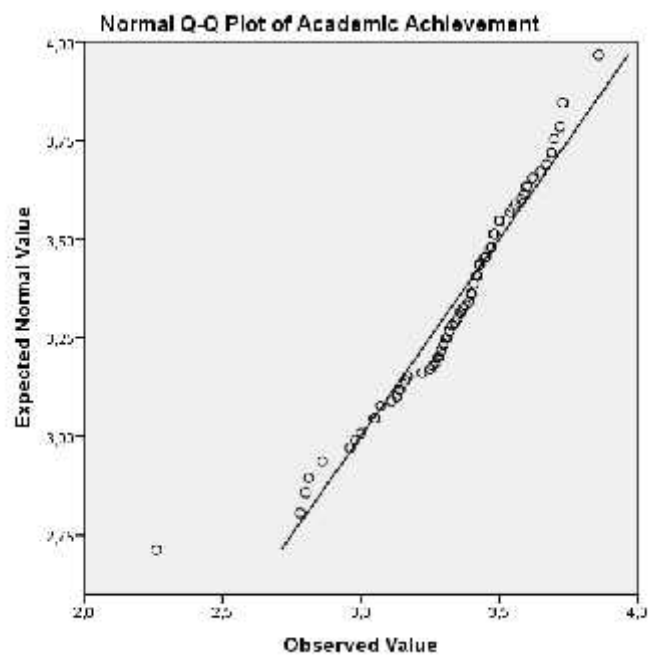


Figure 3 . Distribution of Academic Achievement

Normal Q -Q Plot of Academic Achievement



4.1.4 . The Results of Linearity Test

The purpose of the linearity test of the data was to find out whether the distribution of the data was linear or not. If probably score lower than 0.05, the two variables were linear. The data was interpreted normal if $p < 0.05$. If > 0.05 , it means the data was not normal.

The result of the distribution can be seen on the table below:

Table 15

Test of Linearity

ANOVA Table

			Sum of Squares	Df	Mean Square	F	Sig.
Academic Achievement * Reading Habit	Between Groups	(Combined)	3,347	38	,088	1,845	,021
		Linearity	1,832	1	1,832	38,362	,000
		Deviation from Linearity	1,516	37	,041	,858	,684
Within Groups			2,387	50	,048		
Total			5,734	88			

The result showed that, the deviation from linearity between reading and academic achievement was 0.000 or lower than 0.05. It means the results was linear.

4.1.5 . Correlation between Students' Reading Habit and Their Academic

Achievement

This section answered the first research problem. To answer it, the researcher used pearson product moment to find out the correlation between reading habit and academic achievement.

The criteria of accepting the result if it:

- a. If p is less than 0.05, H_0 is rejected and H_1 is accepted.
- b. If p is higher than 0.05, H_0 is accepted and H_1 is rejected.

The results of Pearson Product Moment can be seen in this table below.

Table 16

Correlation Result			
		Reading Habit	Academic Achievement
Reading Habit	Pearson Correlation	1	,565**
	Sig. (2-tailed)		,000
	N	89	89
Academic Achievement	Pearson Correlation	,565**	1
	Sig. (2-tailed)	,000	
	N	89	89

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

Based on Pearson Product Moment at the table above, the correlation or the r -obtained 0.565 was higher than r -table 0.208. Then the level of probability (p) significance (sig.2- tailed) was 0.000. It means that p (0.000) was lower than 0.05. Thus, there was a significant correlation between reading habit and academic achievement the Undergraduate EFL Students of English Education Study Program of UIN Raden Fatah Palembang.

4.1.6 . **Influence of Students' Reading Habit on Their Academic Achievement**

This part answered the second research problem. Since there was a significant correlation between reading habit and academic achievement, it can be inferred that that students' reading habit and academic achievement has significant influence on academic achievement. However, regression analysis was

still used to find out if students' reading habit influenced their academic achievement.

The results of the distribution can be seen on the table below.

Table 17
**The Regression Analysis of Students' Reading Habit and
 Academic Achievement**

Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	2,543	,127		20,066	,000
1 Reading Habit	,012	,002	,565	6,390	,000

a. Dependent Variable: Academic Achievement

The results indicated that students' reading habit influenced academic achievement significantly with $t_{\text{value}}6.390$ was higher than $t_{\text{table}}1.987$ with sig. Value 0.00 was lower than probability 0.05. Therefore, there was a significant influence between reading habit toward academic achievement of the Undergraduate EFL Students of English Education Study Program at UIN Raden Fatah Palembang. It means that there was significant influence of students' reading habit on their academic achievement.

In addition, to know the percentage of reading habit influenced on academic achievement, R-Square was obtained. The result of the analysis revealed that the R Square (R^2) was 0.319. It means that students' reading habit gave

significant effect in the level of 31,9% toward academic achievement, and 69,1% was unexplained factors value. Table 18 is shown as the result of Model Summary follow.

Table 18

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,565 ^a	,319	,312	.21180

a. Predictors: (Constant), Reading Habit

4.2 . Interpretation

The interpretations were made based on the result of data analysis in order to strengthen the value of this study. Based on the findings, there was a significant correlation between reading habit and academic achievement. Also there was a significant influence of students' reading habit and their academic achievement.

The researcher used reading habit questionnaire that developed by Janthong (2010) to measure the students' reading habit score. The results showed that the students with very good reading habit were 2 students (2,24%), the students with good reading habit were 29 students (32,59%), the students with average reading habit were 45 students (50,57%), the students with poor reading habit were 13 students (14,60%) and 0 students (0%) for very poor reading habit. The mean score of this was 63,78. It means average category. From the results, Janthong (2010) propose that, the students reading habit can be measure by some aspects, they were reading attitude, frequency, books read, and reading accessed.

Overall, the results showed that, the students have tried their best effort and they have built their reading habit.

Meanwhile, based on the results of the academic achievement, showed the students with summa cumlaude category just 0 student (0%), the students with cumlaude category were 17 students (19.10%), the students with very good category were 64 students (71.91), the students with good category were 7 students (19.10%) and 0 student (1.12%) for enough category. The mean score was 3.33 and it means very good category.

Then, the results of Pearson Product Moment was ($r= 0.565$) which were calculated by data reading habit score and their academic achievement. The level of probability (p) significance (sig.2-tailed) was 0.000. it means that there was significant correlation between reading habit and academic achievement. The explanation to support this finding is that, having a very good academic achievement is not a matter on an exam only. It is the results of 3 years learning process. One of the way to owning it is reading more, because the most students read, the most students get knowledge which is important for their academic achievement. Reading is skill utilized in every academic subject (Cimmiyotti, 2013, p. 8). Palani (2012, p. 91), describes reading is interrelated with the total educational process and hence educational success requires succesful in reading. It also supported by Owoshu-Acheaw and Larson (2014, p. 2), said that reading habits are well planed and deliberate pattern of study which has attained a form of consistency on the part of students toward understanding academic subject and passing at examinations and determine the academic achievement of students

great extent. Moreover he adds that reading and academic achievements are interrelated and dependent on each other.

The results of this research is supported by Owoshu-Acheaw and Larson (2014), who found that reading habit had influence on academic performance and there was a relationship between them in Koforidua Polytechnic situated in the Eastern Region of Ghana. Moreover Muawanah (2014), found the correlation between students reading habit and their reading comprehension. This research was conducted at the second grade of SMA Dua Mei in Ciputat in academic year 2012 by using correlational research.

Finally, this study was successful in investigating the correlation and the influence between reading habit and academic achievement of the undergraduate students of English education study program of UIN Raden Fatah Palembang.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter presents: (1) conclusions, and (2) recommendations.

5.1 . Conclusions

From the findings and interpretations in the previous chapters, some conclusions could be represented. First all in all students reading habit gave significant correlation to their academic achievement with $r=0.565$. It showed in the level of moderately strong correlation. It could be proven that different level of reading habit gave significant effect to the students' academic achievement. Second, it can be concluded that students' reading habit significant influence on students' academic achievement. It was shown that students' reading habit gave 31.9% contribution to their academic achievement. It indicated that most of students have already aware about the important of reading habit and it gave essential contribution in successing students academic achievement. This study may have some pedagogical implications for foreign language teacher, course designers, parents, next researcher, and students.

5.2 . Recommendation

Based upon the result of this research, it is recommended especially for students. Since the students' is important for themselves, they have to be aware and explore themselves in the certain learning so that they can achieve more in learning. Furthermore, these findings can imply that the lecturers still need to know and understand their students' reading habit. Due to this fact, since reading habit contributed to the students of English education study program of UIN Raden

Fatah Palembang, it is suggested that the lecturer should support the students to improve their reading habit. For parents, they are suggested to be more pay attention to their childrend to keep their reading habit in daily life. Finally, for further researcher, this can be one of references for other researchers to get invaluable information about the relationship between reading habit and academic achievement to conduct and develop further researcher in line with related variables.

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APPENDIXES

APPENDIX A
Questionnaire of Reading Habit

Name of Respondent / Age :
 Month :
 Sex : Female / Male

*Circle

Directions:

- a) Read the statements below ver carefully. For each statement, among the choices 1, 2, 3, 4, and 5, tick () the most suitable for you. As the findings of this test are going to be used in for research, I kindly request you be honest while answering the questions.
 1= Strongly Disagree, 2= Disagree, 3= Average Agree, 4= Agree, 5= Strongly Agree
- b) Your answers are considered to be highly valuable and will also be kept confidential. *Note:* there is NO RIGHT or WRONG RESPONSE to any of the items on this survey.
- c) Ask the researcher if you have a question
- d) Good luck

Items	Description	1	2	3	4	5
1	I like to borrow or buy new English books.					
2	When I go to a book shop, I go to the English Corner.					
3	I like it when I see someone reading English books or text to me.					
4	I like to read advertisements, brand of goods, names of goods and labels in English.					
5	I always read printed matters or English books myself.					
6	I always read books without					

	being forced to.					
7	When someone talks about good English books, I will try to get them to read.					
8	I like to read English books, although I don't know the meaning of some words.					
9	I don't like it when I hear someone says that he/she has no time to read.					
10	I like to read for pleasure, such as cartoons, tales, short stories, myths, news, and documentaries, etc.					
11	Although I am busy with my homework, I still can find sometime to read.					
12	I like to collect good books and I can read them.					
13	I can suggest titles of English books to my friends.					
14	I usually feel happy when reading.					
15	I feel unhappy if I haven't read books for many days.					
16	I always read books in my free time or when I feel relaxed.					
17	I always spent time for reading while I am waiting for something.					

18	Whenever I have a chance, I will read, no matter what the place is.					
19	I often invite my friends to read in the English corner or in the library.					
20	I like it when my friends spend their time reading.					

THANK YOU

APPENDIX B
Questionnaire of Writing Efficacy

Name of Respondent / Age :
 Month :
 Sex : Female / Male

*Circle

Directions:

- a) Read the statements below ver carefully. For each statement, among the choices 1, 2, 3, 4, and 5, tick () the most suitable for you. As the findings of this test are going to be used in for research, I kindly request you be honest while answering the questions.
 1= I do it very well, 2= I do it well, 3= I don't do it well, 4= I don't do it very well
- b) Your answers are considered to be highly valuable and will also be kept confidential. *Note:* there is NO RIGHT or WRONG RESPONSE to any of the items on this survey.
- c) Ask the researcher if you have a question
- d) Good luck

Items	Description	1	2	3	4
1	I can write interesting and appropriate to a given topic.				
2	I can easily cover all the information that should be dealt within a given topic.				
3	I can use appropriate style to task.				
4	I can easily match syle with topic.				
5	I can generate ideas to write about easily.				
6	I can think of ideas rapidly when given a topic to write about.				
7	I can write on an assigned topic without difficulty.				

8	I can easily find examples to support my ideas.				
9	I can justify my ideas in my compositions.				
10	I can write grammatically correct sentences in my compositions.				
11	I can use complex language in writing without difficulty.				
12	I can produce error free structures.				
13	I can spell very well.				
14	I can use the punctuation correctly.				
15	I can edit my compositions for mistakes such as punctuation, capitalization and paragraphing.				
16	I can easily use structures I have learned in my class accurately.				
17	I can link ideas together easily.				
18	I can use transition words correctly to make my composition a better one.				
19	I can use connectors correctly to make my composition a better one.				
20	I can use a wide range of vocabulary in my compositions.				
21	I can use synonyms in a composition rather than repeating the same words over and over again.				

22	I can write a brief and informative overview of a given topic.				
23	I can manage my time efficiently to meet a deadline on a piece of writing.				
24	I can rewrite my words or confusing sentences to make them clearer.				
25	I can extend the topic to fit in a given word limit.				
26	I can choose and defend a point of view.				
27	I can make long and complex sentences.				
28	I can fulfill a writing task without difficulty within a given time limit.				

Source: Erkan, D. Y., & Saban, A.I. (2010). Writing performance relative to writing apprehension, self-efficacy in writing, and attitudes towards writing: A correlational study in Turkish tertiary-level EFL. *Asian EFL Journal*, 164-192.

Affendices C
Academic Achievement Socre

Number	Sample	Academic Achievement	Category
1	Number 01	3.35	very good
2	Number 02	3.48	very good
3	Number 03	3.17	very good
4	Number 04	2.78	good
5	Number 05	3.45	very good
6	Number 06	3.55	cumlaude
7	Number 07	3.36	very good
8	Number 08	3.40	very good
9	Number 09	3.07	very good
10	Number 10	3.29	very good
11	Number 11	3.27	very good
12	Number 12	3.00	good
13	Number 13	3.34	very good
14	Number 14	3.42	very good
15	Number 15	3.31	very good
16	Number 16	3.59	cumlaude
17	Number 17	3.41	very good
18	Number 18	3.48	very good
19	Number 19	3.31	very good
20	Number 20	3.28	very good
21	Number 21	3.43	very good
22	Number 22	3.28	very good
23	Number 23	3.69	cumlaude
24	Number 24	3.42	very good
25	Number 25	3.25	very good
26	Number 26	3.73	cumlaude
27	Number 27	3.43	very good
28	Number 28	3.40	very good
29	Number 29	3.58	cumlaude
30	Number 30	3.05	very good
31	Number 31	3.67	cumlaude
32	Number 32	3.70	cumlaude
33	Number 33	3.40	very good
34	Number 34	3.35	very good
35	Number 35	3.43	very good
36	Number 36	3.32	very good
37	Number 37	3.38	very good
38	Number 38	3.33	very good
39	Number 39	3.50	very good
40	Number 40	3.65	cumlaude
41	Number 41	3.30	very good
42	Number 42	2.80	good
43	Number 43	3.42	very good
44	Number 44	3.40	very good
45	Number 45	3.32	very good
46	Number 46	3.16	very good
47	Number 47	3.45	very good
48	Number 48	3.11	very good
49	Number 49	3.15	very good
50	Number 50	3.50	very good
51	Number 51	3.36	very good
52	Number 52	3.29	very good
53	Number 53	3.47	very good

54	Number 54	3.50	very good
55	Number 55	3.13	very good
56	Number 56	3.42	very good
57	Number 57	3.56	cumlaude
58	Number 58	3.69	cumlaude
59	Number 59	3.72	cumlaude
60	Number 60	3.40	very good
61	Number 61	3.05	very good
62	Number 62	3.86	cumlaude
63	Number 63	3.22	very good
64	Number 64	3.73	cumlaude
65	Number 65	2.86	good
66	Number 66	3.14	very good
67	Number 67	3.41	very good
68	Number 68	3.47	very good
69	Number 69	3.47	very good
70	Number 70	3.62	cumlaude
71	Number 71	3.48	very good
72	Number 72	3.05	very good
73	Number 73	3.14	very good
74	Number 74	3.05	very good
75	Number 75	3.26	very good
76	Number 76	3.32	very good
77	Number 77	3.48	very good
78	Number 78	2.86	good
79	Number 79	3.60	cumlaude
80	Number 80	3.39	very good
81	Number 81	3.47	very good
82	Number 82	3.30	very good
83	Number 83	2.96	good
84	Number 84	2.98	good
85	Number 85	2.81	good
86	Number 86	3.60	cumlaude
87	Number 87	2.26	enough
88	Number 88	3.54	cumlaude
89	Number 89	3.37	very good

Appendix D
Descriptive Statistics of Reading Habit

Statistics
Reading Habit

N	Valid	89
	Missing	0
Mean		63,78
Std. Error of Mean		1,224
Median		61,00
Std. Deviation		11,547
Range		49
Minimum		39
Maximum		88
Sum		5676

Appendix E
Descriptive Statistics of Academic Achievement

Statistics
Academic Achievement

N	Valid	89
	Missing	0
Mean		3.3393
Std. Error of Mean		.02706
Median		3.3900
Std. Deviation		.25527
Range		1.60
Minimum		2.26
Maximum		3.86
Sum		297.20

Appendix F
Test of Normality

One-Sample Kolmogorov-Smirnov Test

		Reading Habit	Academic Achievement
N		89	89
Normal Parameters ^{a,b}	Mean	63,78	3.3393
	Std. Deviation	11,547	.25527
	Absolute	,111	,127
Most Extreme Differences	Positive	,111	,074
	Negative	-,076	-,127
Kolmogorov-Smirnov Z		1,050	1,200
Asymp. Sig. (2-tailed)		,220	,112

a. Test distribution is Normal.

b. Calculated from data.

Appendix G
Test of Linearity

ANOVA Table

			Sum of Squares	Df	Mean Square	F	Sig.
Academic Achievement *	Between Groups	(Combined)	3,347	38	,088	1,845	,021
		Linearity	1,832	1	1,832	38,362	,000
Reading Habit	Within Groups	Deviation from	1,516	37	,041	,858	,684
		Linearity	2,387	50	,048		
Total			5,734	88			

Appendix H

Correlations Result

		Reading Habit	Academic Achievement
Reading Habit	Pearson Correlation	1	,565**
	Sig. (2-tailed)		,000
	N	89	89
Academic Achievement	Pearson Correlation	,565**	1
	Sig. (2-tailed)	,000	
	N	89	89

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

Appendix I
The Regression

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	2,543	,127		20,066	,000
Reading Habit	,012	,002	,565	6,390	,000

a. Dependent Variable: Academic Achievement

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,565 ^a	,319	,312	.21180

a. Predictors: (Constant), Reading Habit