The Correlation Between Students' Reading Habit and Their Reading Comprehension in Analytical Exposition Texts of Eleventh Grade at SMA PGRI Pekanbaru

Anggi Apriani[1]*, Wandi Syahfutra[2], Siti Niah[3]

[1.] Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Riau, Indonesia, anggiapriani49@gmail.com
[2.] Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Riau, Indonesia
[3.] Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Riau, Indonesia

*Corresponding Author: halim@pnm.ac.id

Abstract. This research focuses on the correlation between students' reading habit and their reading comprehension in analytical exposition texts of eleventh grade students at SMA PGRI Pekanbaru. This research was motivated by the fact that some students face difficulties in reading English texts due to a lack of reading habit and challenges in understanding English texts, especially analytical exposition texts. This research employed a correlational design. The sample consisted of 37 eleventh grade students of SMA PGRI Pekanbaru in the academic year 2024/2025, selected through total sampling technique. To collect the data, the researcher used a questionnaire to measure students' reading habit and an objective test to assess their comprehension of analytical exposition texts. Pearson Product-Moment correlation analysis showed a correlation coefficient (r_{xy}) of 0.501, indicating a moderate positive correlation between the two variables. With a significance value of 0.001, which is lower than 0.05, the correlation was statistically significant. Furthermore, since the r_{value} (0.501) was greater than the r_{table} value (0.344) for 37 respondents at the 5% significance level, the alternative hypothesis (Ha) was accepted. These findings indicate that students with better reading habits tend to have higher comprehension in understanding analytical exposition texts.

Keywords: Analytical Exposition; Correlational Design; English Learning; Reading Comprehension; Reading Habit

1. Background

English is an international language that plays an important role in education, technology, business, and communication. Among the four language skills listening, speaking, reading, and writing reading is one of the most essential since it provides access to knowledge and information. According to (Rochmah & Wahyuningsih, 2022).

Reading is an active process consisting of recognition and comprehension skills. Reading is an important activity in life that can update a people's knowledge. In other words, reading can help increase knowledge, experience, and obtain a lot of information from written materials.

However, the 2018 PISA results showed that Indonesian students' reading literacy remains low, with only 30% reaching level 2, compared to the OECD average of 77%. This indicates a significant challenge for Indonesian students in reading comprehension. This indicates a major challenge in the reading literacy of Indonesian students (OECD, 2019).

Reading habits are crucial for developing strong reading comprehension. Students with good reading habits tend to understand texts better, while those with poor habits struggle, especially with complex texts such as analytical exposition texts. Preliminary observations and interviews at SMA PGRI Pekanbaru revealed that students face difficulties in vocabulary mastery, lack interest in reading, have poor reading habits, and struggle with analytical exposition texts. Therefore, this research aims to investigate the correlation between students' reading habit and their reading comprehension in analytical exposition texts.

Moreover, analytical exposition texts are argumentative and academic in nature, which makes them particularly challenging for high school students. These texts require critical thinking, recognition of generic structures, and the ability to interpret logical arguments. Many students at SMA PGRI Pekanbaru were observed to remain passive during reading activities, relying on teacher explanations rather than engaging with the texts themselves. This situation emphasizes the need to explore whether consistent reading habits can significantly improve students' ability to comprehend analytical exposition texts.

2.   Literature Review

According to (Aulia et al., 2023), reading is an important part of language skills that plays a major role in supporting the learning process and information retrieval. (Kamaliah & Putri, 2023) explain that reading is an essential skill that language learners must have. Through reading activities, students obtain information, new ideas, and expand their knowledge. In addition, reading also introduces new vocabulary that contributes to improving students' language skills. (Marpaung, 2021) said that the reading process involves several aspects simultaneously. The first stage is the perception of symbols or letters as codes that must be recognized, including punctuation marks. Reading is considered a basic skill that is essential for academic success and personal development.

As stated by (Andriani, 2022) reading enables students to comprehend a wide range of information in English, including topics related to the environment, health, sports, education, entertainment, and news. Reading is an essential way for students to take information from books because it lets them apply their skills, knowledge, and methods to figure out what the text means (Sutrisna, 2024)

Reading habit refers to consistent reading behavior in daily life, shaped through repetition and positive reading experiences (Nurhayati & Geraldo Amelius Najoan, 2023). Students with strong reading habits generally show better academic achievement.

Reading comprehension is the ability to understand and interpret written texts. It involves decoding words, analyzing meaning, and engaging critically with texts (Kucuk, 2025). Analytical exposition text is a type of text that presents arguments in a logical and structured way, consisting of thesis, arguments, and reiteration. It is designed to persuade readers and express viewpoints (Sonia, 2024). According (Dunggo-an et al., 2025) Reading comprehension is a fundamental skill significantly influencing a student's academic success and overall cognitive development. It involves decoding text and understanding, analyzing, and critically engaging with the material.

3.   Research Method

This study applied a quantitative correlational design to examine the relationship between students' Reading Habit (X) and Reading Comprehension (Y). The population include all grade XI students of SMA PGRI Pekanbaru (37 students), and total sampling was used. The instrument was, first A Reading Habit questionnaire consist of 28 items that adoptep from (pham, 2021). And second is a Analytical Exposition test reading test that adopted from (Yulida yenni, 2020). Data were analyzed with SPSS version 25 using Normality, linearity, and Pearson Product Moment Correlation test.

4. Results And Discussion

Results

Normality Test

Data normality testing was conducted as a condition for hypothetical testing. The data were tested using the one-sample Shapiro-wilk test with help from SPSS version 25 for windows. A data distribution is normal if the value of significance (sig) > 0.05. The result of normality test as follow:

Based on the above normality table, the significance value of Shapiro-Wilk variable students' reading habit (X) was 0.439 higher than 0.05 and the significance value of reading comprehension 0,247 higher than 0.05. It signifies that all of the data obtained was spread normally. As a result, all of the data matched the normality assumption and could be used for data analysis.

Linearity Test

The variables are linear if the value of significance > 0.05. The linearity test had tested with the help of SPSS 25 for windows.

Table 1. The Result of Linearity Test.

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Reading Comprehension in analytical exposition text * Reading Habit	Between Groups	(Combined)	510,401	23	22,191	1,080	0,457
		Linearity	195,506	1	195,506	9,513	0,009
		Deviation from Linearity	314,894	22	14,313	0,696	0,780
	Within Groups		267,167	13	20,551		
	Total		777,568	36			

The result of the linearity test above shows that both variables have a significant value of 0.780, where the value of a significant deviation from linearity is greater than 0.05 (0.780>0.05). This means that the relationship between students' reading habit and their reading comprehension in analytical exposition texts is linear. In other words, as students' reading habit improves, their reading comprehension is expected to increase proportionally, and vice versa. This linearity is important because it confirms that the two variables can be validly analyzed using correlation analysis, ensuring that the statistical assumptions of the test are met.

Correlation Analysis

The researcher used SPSS 25 to find out the result of the hypothesis test with the pearson product moment formula. The calculation is as follows:

Table 2. The Result of Hypothesis Test.

Correlations

		Reading Habit	Reading Comprehension in analytical exposition text
Reading Habit	Pearson Correlation	1	.501**
	Sig. (1-tailed)		0,001
	N	37	37
Reading Comprehension in analytical expostion text	Pearson Correlation	.501**	1
	Sig. (1-tailed)	0,001	
	N	37	37
**. Correlation is significant at the 0.01 level (1-tailed).			

Based on the table above, the correlation coefficient value from the results of the analysis shows the number 0,501. This indicates that "Correlation" between the two variables refers to the level of coefficient correlation.

Discussion

The findings indicate a significant positive correlation between students' reading habits and their reading comprehension in analytical exposition texts. With a correlation coefficient of 0.501, the relationship falls within a moderate level, suggesting that students who maintain consistent and meaningful reading habits tend to demonstrate better comprehension abilities. This is supported by the statistical results showing that the correlation value exceeds the r-table and the significance value is below 0.05, confirming the acceptance of the alternative hypothesis.

As stated by (Gonzaga & Tantiado, 2025) The habit of reading regularly is very beneficial because it helps students improve language skills independently and supports lifelong learning. The result of this research also aligns with the research conducted by (sartika dewi, 2021), which found a positive and significant correlation between students' reading habit and their reading comprehension.

5. Conclusion And Suggestion

The findings of this research show that there is a significant and moderate positive correlation between students' reading habit and their reading comprehension in analytical exposition texts of the eleventh grade at SMA PGRI Pekanbaru. The Pearson correlation coefficient (0.501) and significance value (0.001 < 0.05) confirm that students who engage in consistent reading practices tend to achieve higher levels of reading comprehension. This indicates that reading habit is one of the contributing factors that supports students' understanding of analytical exposition texts.

It is suggested that teachers encourage students to build stronger reading habits by providing interesting and varied reading materials, as well as integrating simple reading activities into classroom learning. Students are also encouraged to develop consistent reading routines both at school and at home, as regular practice can help enhance their vocabulary, understanding, and overall reading comprehension. For future researchers, it is recommended to explore other factors that may influence students' reading comprehension, such as vocabulary mastery, reading strategies, or the use of digital reading platforms, to provide a broader understanding of the variables that contribute to reading achievement.

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