

THE CORRELATION BETWEEN STUDENTS' HABIT IN READING DIGITAL TEXT AND THEIR READING COMPREHENSION

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Abstract: Reading is considered as fundamental skill that determines individuals' skill in receiving written information from any parts of the world. With the easy access to reading material, the reader should have more time to read, and have better reading comprehension. Therefore, the current study aims to confirm the correlation between students' habit in reading digital text on students' reading comprehension. This study used correlational research design on three variables which are digital reading habit, and reading comprehension. The data for this research collected in the form of digital reading habit questionnaire, and reading comprehension test from 38 students from 8th semester of English department from University of Islam Malang through Google Form. The data were analyzed SPSS Pearson's Product moment correlational analysis. The result of the study indicates that there is a correlation between digital reading habit and reading comprehension is significant. So, hypothesis alternative is accepted and null hypothesis is rejected. Moreover, it also has correlation at 0.839 which categorized as strong and positive correlation. The conclusion suggest that digital reading material should be utilized optimally to promote reading habit. For the following research, it is suggested to study digital reading habit in other major other than English as most reading material in internet is in English that they have to adapt.

Key Words: : Digital, reading habit, reading comprehension

INTRODUCTION

Reading is fundamental ability determining individuals' skill in receiving written information and general intellect of a society with its potency to obtain knowledge from any parts of the world and period of time (Clark & Rumbold, 2006). According to Hornby (1995), reading allows the reader get information from anywhere by getting access to the text beyond their time and spaces. Based on the statements above, it can be stated that reading is important skill to access information that is not limited by time and spaces. Reading is a habitual activity and one of the oldest habits in human history and has remained as one of the very best method in acquiring information. King (2006) stated that reading activity regarded as a habit when it is repeatedly carried out as behavior determined by their personality. Therefore, reading can be inferred as the habit of an individual to receive written messages. Moreover, Bashir and Matto (2019), stated that reading habits are well planned pattern of reading in a consistency that serves as personal value of reading that involves preferences, frequency, consistency and volume of reading.

The availability of digital reading material in the internet allows the reader to access all kinds of information from around the world, it means that every individual in this world with internet coverage have the same opportunity to gain knowledge (Male, 2020). Moreover, Loan (2020) also stated that digitalization of reading material has both benefits and drawbacks; digital reading provides easy access and practicality by having digital reading materials such as e books, articles and other reading material in one devices, at the same time, it also endangering traditional reading culture that have been practiced by human for ages. Digital reading refers to the body or composition of texts and other multimedia resources within an electronic context (Espaillat & Ruiz, 2017). Digitalization of reading media result to transformative shift in reading as it introduces powerful advantages that cannot be found in the print environment, such as flexibility, interactivity, immediate of access to information and the integration support of images, audio and video support in a text through linked references (Liu, 2014). One of the digital innovations that rapidly change reading

culture that have been practiced for centuries is the development of software and internet. Internet is a useful tool that makes communication and the flow of information becomes easier if effectively used (Akidi et al, 2021). According to Lim and Toh (2020), in digital reading, it is essential for the reader to advance strategies for deep reading by not only to pursuit particular information, but also active in information processing to draw inferences, arguments, and draws relationship to their personal experiences.

The primary purpose of reading activity is reading comprehension to understand the message from the text. As stated in Yunus and Ubaidillah (2021) that reading comprehension activities generally involve reading textbooks, answering questions, identifying main ideas, synthesizing ideas, and summarizing what is read to demonstrate well-attained understanding. Thus, according to Yunus and Parlindungan (2012), reading process occurs when the interaction between the reader text existed. According to Clark & Rumbold, (2006), reading habit is considered as an essential aspect influencing the development of character, traits, thinking abilities, knowledge, and understanding. Moreover, Bashir and Matto (2019), stated that reading habits are well planned pattern of reading in a consistency that serves as personal value of reading that involves preferences, frequency, consistency and volume of reading.

There are several studies regarding reading habit and digital reading, for instance, a study by Marasol and Kim (2019) shows that the students have more positive attitude with academic and recreational reading through digital material than reading in the print setting. Moreover, Akidi, et. al. (2021) found that students are active in using internet to study, prepare for exams, assignments, and chatting with friends, but neglecting the use of printed media such as books and printed articles. However, the researcher found that in these studies did not provide overall conclusion to cover all the data. And used too many aspects of reading and most studies focused on the effect of the internet and digitalization and explain less about digital reading habit itself. All the previous studies above provides the description on how reading is influenced by digitalization, but none

of them studied the correlation or its effect on reading comprehension. Therefore, the researcher interested in conducting study about the correlation between students reading habit in digital setting and students' reading comprehension skill.

METHOD

This research was implemented in a correlational quantitative research design to answer the research problems as this model designed to analyze the correlation between digital reading habit and reading comprehension. The study conducted on eight semester students from English Department of University of Islam Malang. Late semester students is chosen because they are mostly focused in doing undergraduate thesis and tend to read digital text to gain information worldwide to support their study. this study involved 38 students chosen from random sampling technique so all the population have equal chance to answer the questionnaire and test.

The researcher collected the data using questionnaire to collect the information about name, gender and digital reading habit consisted of 12 items through Google Form. The researcher adapted the reading habit questionnaire from the questionnaire of Rahmaniah (2020) in the form of multiple choice and check box. The questionnaire is focused to obtain the data about students' digital reading habit. Other than that, reading comprehension test also constructed to measure students' reading comprehension from a collection of TOEFL reading comprehension by Calderone (2014) containing 40 questions in English. The questionnaires and reading test were validated statistically using reliability and validity test in SPSS 24.0 from the score of tryout to the other students before conducting the main research.

The researcher used two steps to collect the data of this research. At first, the researcher distributed the questionnaire using google form via link that is delivered from WhatsApp to students to measure the students' reading habit of the eight semester of University of Islam Malang. The second, the researcher provided the reading comprehension test also using google form with the link that is delivered

from WhatsApp to students to measure their reading comprehension ability. The researcher gathered the score of digital reading habit questionnaire as well as the score of reading comprehension test to analyze. Meanwhile, the data analysis was done based on the data from the two instruments in the form of students' responses in the questionnaire of digital reading habit and score of the reading comprehension test. There are reading habit and students' reading comprehension. The researcher used quantitative approach to analyze the data. The researcher analyzes the two variables, those are digital reading habit and reading comprehension scores. The application that used in the data analysis is the Statistical Package for the Social Sciences (SPSS) version 24.0. The method of analysis implemented using Pearson's Product Moment for correlational study.

FINDING AND DISCUSSION

To measure the data, the score of reading habit questionnaire is the mean score taken from the items with the scale of 1 to 4 and multiplied by 25, so the total score is 100 while reading comprehension test is taken the total correct score of 40 items and multiplied by 2.5, so the total score is also 100. The result is presented as follows.

Table 1 The Statistical Output of Descriptive Statistics Analysis

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Reading_Habit	38	58.33	81.25	68.5307	5.73701
Reading_Score	38	65.00	87.50	76.9737	5.30037
Valid N (listwise)	38				

The result of the study presents the analysis on students digital reading habit which shows that the mean score is nearing minimum score, so majority of participants have the reading habit score lower than the mean score. Meanwhile, for the reading comprehension score, the data shows that the score is nearing maximum score, so majority of participants have the reading comprehension score higher than the mean score.

Moreover, regarding the correlation between digital reading habit and reading comprehension, the researcher analyzed the data using Pearson's product moment in SPSS and resulted as follows.

Table 4.2 The Statistical Output of Correlation Analysis

Correlations		Reading_Habit	Reading_Score
Reading_Habit	Pearson Correlation	1	.836**
	Sig. (2-tailed)		.000
	N	38	38
Reading_Score	Pearson Correlation	.836**	1
	Sig. (2-tailed)	.000	
	N	38	38

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

The researcher has two hypotheses to answer the research problem. The first is alternative hypothesis (H_a) which stated that there is significant correlation between digital reading habit and reading comprehension. And null hypothesis (H_0) which is stated that there are no correlation between digital reading habit and reading comprehension. According to the data, the researcher found that there are strong correlation between digital reading habit and reading comprehension that is proven with significance level below 0.05. Therefore, it can be concluded that hypothesis alternative (H_a) are accepted and null hypothesis are rejected. This result shows that there is significant and positive correlation between digital reading habit and reading comprehension. The result is in line with the study conducted by Adiarti (2018) who found that there is significant correlation between reading habit and reading comprehension at $r = 0.590$ which is categorized as medium correlation. Other than that, Lusianah (2017) also found that there is significant correlation between reading habit and reading comprehension at $r = 0.195$ which is considered as low correlation.

However, this study indicates strong correlation at 0.839, this difference is also related to the findings of the two previous studies by Kim (2019) and Akidi, et

al (2018) who found that the students favors digital setting for reading. So, this study which focused on reading on digital setting have stronger correlation to reading comprehension compared to the previous study by Adiarti (2018) which is more focused on general English reading habit while Lusianah (2017) also not focused in English reading habit which result in low correlation. Moreover, the current study is focused on English department students who read mostly in English while Adiarti (2018) and Lusianah (2017) focused on high school students where English is not the main focus which also a predictor of stronger correlation between reading habit and reading comprehension.

This is also in line with the statement of Nordquist (2017) where digital reading can be done in more platform than printed reading as it is done in virtual space through digital devices such as computers, tablets, mobile phones, and e-readers. Other than Buccellati (2008) stated that digital reading also provides images, videos, and auditory material and internet promotes the possibilities to find reading material by the vast availability of texts. Additionally, Roswell and Burke (2009) also stated that digital text enables the reader to link other texts, so the cycle of accessing and reading continues as readers share texts within a connected network.

From the discussions above, it is confirmed that the correlation between digital reading habit to reading comprehension is stronger compared to general reading habit because digital setting is more favored by students and provides several features that print reading did not have.

CONCLUSIONS AND SUGGESTIONS

The result concluded a significant and positive correlation between digital reading habit and reading comprehension. So, hypothesis alternative is accepted and null hypothesis is rejected. Moreover, it also have correlation at 0.839 which categorized as strong and positive correlation. Based on the discussion digital reading habit have stronger correlation to reading comprehension compared to

general reading habit in the previous study. This is caused by three factors, the first is the participants of this study focused in English department that read mostly in English while the previous study focused on high school students. Secondly, digital reading is more favored by students and lastly, digital reading offers many features such as audiovisual and the ability to link the reading materials as well as the abundant availability of digital reading material on the internet. The study suggest that internet and digital media should be utilized optimally and always be able to adapt to digital technology to promote reading habit. It is also suggested to study digital reading habit in other major other than English as most reading material in internet is mostly in English that most of non-English department students have to adapt eventually.

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