

The correlation between reading habit and reading comprehension on senior high school students in Indonesia

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Abstract

This study explores the relationship between reading habits and reading comprehension among senior high school students in Indonesia using the systematic literature review method. English, as an international language, plays a vital role in education, where reading becomes an essential skill. This research reviews various previous studies that show a range of correlations between reading habits and reading comprehension, with some studies finding a significant positive relationship while others indicate low correlation. Factors such as vocabulary mastery, motivation, and environment are also identified as variables influencing reading comprehension. The findings of this research are expected to provide insights for policymakers and educators in designing more effective literacy improvement strategies.

Keywords: Reading comprehension; reading habits; senior high school students; systematic literature review

INTRODUCTION

English is used as an international language by the majority of countries in the world. As an international language, English has an important role in education, communication, trade, diplomacy, and social and scientific research. In the field of education, English is an important subject studied by students around the world (Caliskan, 2016). One of the main purposes of students learning a language is to be able to read. By reading, students can build language skills and increase vocabulary and fluency in reading (Haryanto, 2009). Reading is not just saying the words correctly but also understanding the overall meaning of the reading material. Reading is the ability to recognize and understand the information in the text (Purba et al., 2023). As an interactive process, reading is an activity in which the readers engage in a trade with the author via a text (Burns and Page, 1991:45).

Reading can be an enjoyable activity when it is carried out in a more effective way. Reading is an activity with a purpose. A person may read in order to gain more information or to verify past knowledge, or in order to critique a writer's ideas or writing style. A person may also read for enjoyment, or to enhance knowledge of the language being read.

A lot of experts have already given their definition about what reading really means. According to Harmer (1991:90), reading is an exercise that is done particularly by the eyes and brain. Then, Ahuja (2001:5) also states that reading is both a sensory and mental process. Which means it involves using the eye and the mind. The eyes receive messages and the brain has to work out the significance of these messages. It requires the students to read for meaning. It means that they not only read the text but also understand the meaning of the written text that is being read.

According to Patel and Jain (2008), reading is the most useful and important skill, more important than speaking and writing. Palani (2012) adds that reading is a process of thinking, evaluating, reasoning, and problem-solving. In short, reading is an active process that involves understanding and deriving meaning from written words. Pang (2003) states that reading involves two interrelated processes: word recognition and comprehension. Word recognition is the process of understanding how written symbols correspond to spoken language, while comprehension is the process of understanding words, sentences, and texts.

As quoted from Burnes and Page (1985:25), reading is the art of reshaping from the printed page the writer's idea, feelings, moods and sensory expressions. It means that the reader will try to construct the writer's idea, emotions and then imagining the visual images while reading the text in order to understand the meaning of the text. Based on definitions above, it can be concluded that reading is an interactive and a thinking process of sharing printed letters into meaning in order to communicate a certain message between the writer and the reader. In reading actively a reader brings their background knowledge, emotion, and experience to construct the readers' idea in understanding the meaning of the text.

The major goal of reading for high school students is comprehension. Readers' ability to understand the author's message is influenced by their background knowledge to the topic given in the text. It is stated by Burnes and Page (1985:46) that comprehension is the process where background knowledge or the world knowledge of the reader interacts with the message encoded in the text to generate an understanding of an author's message.

Then, Neufeld (2005:302) states that comprehension is the process of constructing a supportable understanding of a text. He added comprehension involves two important features: being actively involved with the text and using appropriate background knowledge to interpret the text. It is also supported by Ahuja (2001:10), the author states that comprehension is the product of reconstructing the facts within the nervous system of the reader's brain. It means that the reader will instinctually reconstruct their own background knowledge in order to understand the text. In addition, Diptodadi (1992:85) states that comprehension can be defined as an active integrative process in which readers try to relate what they read with what they already know about the topic. This definition means that the information from the text becomes integrated with the readers' comprehension process. There is also a relationship

between the knowledge that students have and their ability in comprehending the text. The readers can use their prior knowledge to guess about the materials that they will read, so it will contribute to the readers' achievement in reading. At least, it can give general description about something in the texts or reading materials.

Based on Devine (1987:7), reading comprehension is a process of activating the prior knowledge of the reader which cooperates with his or her appropriate cognitive skills and reasoning ability to find out the concept from a printed text. Which means, the reader must be able to understand, to interpret and to pick actual information from the text. According to Van Den Broek et. al (2000), reading comprehension can be defined as constructing a mental representation of textual information and its interpretation or in other words extracting meaning from written words, sentences and texts. It means that the reader will use their mental images in reading and interpreting the meaning of the text.

Comprehension will occur if the textual information activates expectation about what is in the text and the interactive process will continue until the reader is satisfied with the match between background knowledge. Comprehension of written text is at the very heart of the reading process. Background knowledge of the reader, the reader's purpose for reading and the text itself all interact to ensure that reading is a meaning getting activity. The readers also need to understand about the materials that they read because it is one of the purposes of reading activity. In other words, the readers have to be able to comprehend the written discourse that they read. If they can understand the text, it means that they can comprehend the text.

Many previous studies have examined the relationship between reading habits and reading comprehension. The study by Tantri (2017) showed that students who have good reading habits tend to have better reading comprehension. They found that intensive reading habits are closely related to higher reading comprehension skills, as students are more often exposed to different types of texts and richer vocabulary.

In addition, other studies show similar results. For example, the results of research conducted by Nita & Naini (2021) found that students who read more often at home had better results in reading comprehension tests. In Indonesia, several studies have also revealed a positive correlation between reading habits and academic achievement. A study by Sari (2018) showed that students who regularly read non-lesson books have better reading skills compared to students who rarely read. However, existing literature also shows that many factors influence reading habits, such as family environment, school support, and the availability of quality reading materials.

This study offers significant scientific novelty in several aspects. Firstly, by using a systematic literature review method, this research allows for the comprehensive collection, evaluation, and synthesis of results from relevant studies. This approach has not been widely applied in research related to the relationship between reading habits and reading comprehension in Indonesia, thus providing a more thorough and integrative picture of this topic. Thus, this research is not only based on empirical data

from one study but summarizes the results of various studies that have been conducted, so it is expected to make a meaningful contribution to the understanding of the dynamics of reading habits.

Secondly, this study focuses on Indonesian high school students, a group that is underrepresented in both international and national literature. Most previous research has been conducted on students at the primary school or tertiary level, so this focus provides an important new perspective. Taking into account the educational, cultural, and social conditions in Indonesia, this study aims to shed light on the challenges and opportunities students face in building good reading habits.

The main objective of this study is to identify and analyze the relationship between reading habits and reading comprehension in Indonesian high school students. The study aims to understand how strong the relationship is between the two variables, as well as identify factors that influence reading habits, such as family environment, school support, and availability of reading materials. The results of this study are expected to provide useful insights for policymakers and education practitioners in designing more effective strategies to improve reading habits and abilities among students. Thus, this study not only fills a gap in the existing literature but also makes a significant contribution to the development of education and literacy programs in Indonesia.

METHOD

This research is a literature study using the systematic review (SR) method, generally called systematic literature review (SLR). Systematic Literature Review (SLR) is defined as the process of identifying, assessing, and interpreting all available research evidence with the aim of providing answers to specific research questions (Etode et al., 2020). SLR research is conducted to identify, evaluate, and interpret all relevant research results related to a specific research question, specific topic, or phenomenon of concern (Triandini et al., 2019).

This study consists of scholarly publications that meet the predefined inclusion criteria. The literature search targeted peer-reviewed journal articles, conference papers, and dissertations that explore the relationship between reading habits and reading comprehension among high school students, with a particular focus on Indonesia. The initial pool of potential studies was retrieved from Google Scholar, selected for its broad coverage of academic sources. The final sample included only those studies that passed the systematic screening process, ensuring relevance, methodological soundness, and alignment with the research objectives.

The primary method for data collection was a structured search strategy employing carefully selected keywords, including “reading habit,” “reading comprehension,” “senior high school students,” and “Indonesia,” combined using Boolean operators to refine results. To ensure transparency and reproducibility, the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses)

framework guided the documentation of the selection process. Reference management software (Mendeley and Zotero) was used to organize sources, remove duplicates, and streamline the screening process. Additionally, a quality assessment checklist, adapted from established SLR guidelines, was applied to evaluate the methodological rigor, clarity of research objectives, and relevance of each study.

Procedures

The literature selection followed a multi-stage screening process to ensure only high-quality and relevant studies were included. The first stage involved an initial search in Google Scholar using the predefined keywords and filters (publications from the last ten years, English or Indonesian language, full-text availability). The retrieved articles were then screened based on their titles and abstracts to exclude irrelevant studies. The second stage involved a full-text review of the remaining articles to assess their adherence to the inclusion and exclusion criteria. Articles that passed this stage underwent a final quality appraisal using the predefined checklist. Throughout this process, discussions among researchers were held to resolve discrepancies and minimize bias.

Data analysis

The selected studies were analyzed using a thematic synthesis approach. Key findings, methodologies, and theoretical perspectives from each study were systematically coded and categorized to identify recurring themes and patterns. Quantitative studies were examined for reported effect sizes or correlations between reading habits and comprehension, while qualitative studies were analyzed for emerging insights and contextual factors. The synthesis aimed to provide a comprehensive understanding of the relationship between reading habits and reading comprehension among Indonesian high school students, highlighting gaps and inconsistencies in the existing literature. This structured approach ensured that the analysis was both rigorous and reproducible, contributing to a reliable evidence base for the research conclusions.

RESULTS AND DISCUSSION

An analysis of the literature based on 15 research results shows mixed findings regarding the relationship between reading habits and reading comprehension among students. Most of the studies noted that students' reading habits correlated to their reading comprehension. The studies found significant positive correlation between reading habits and reading comprehension. However, there are variations in the mean scores and frequency distribution. For example, class XI students at SMK PP Rea Timur Polewali Mandar have an average score of 78.65 in the reading habit questionnaire and 79.22 in the reading comprehension test. They contended that the more often students get used to reading, the better their reading comprehension skills will be.

Table 1 Results of Research on Reading Habit and Reading Comprehension in Senior High School Students in Indonesia

No	Author	Title	Research Findings
1.	Diningsih, Azhar, Aruan (2022)	The correlation between the reading habits of the 10th grade students of SMK Abdurrah Pekanbaru and their reading comprehension ability in recount texts.	There is a low significant influence of reading habits toward students' reading comprehension. Students' reading habit score is 80% (high category) but their test reading score is 45% (very low category).
2.	Sitepu, Raja, Ginting (2023)	The correlation between reading habit and reading comprehension achievement among the eleventh-grade students of sma budi murni 2 medan	There is a significant correlation between students' reading habit and students' reading comprehension. The result of this study indicated that students' reading habit score is 69 (medium category). Meanwhile, students' score reading comprehension is 82 (high category).
3.	Wahyudi (2016)	The correlation between reading habit and reading comprehension achievement of 12th grade students of MA. PP. Qodratullah Langkan.	This study shows that the majority of 12th grade students of MA. PP. Qodratullah had good reading habits (65%), but (86,5%) of them had low reading comprehension achievement. It means the correlation between the students' reading habits and their reading comprehension achievement was at a low level.
4.	Tanura, Badawi, Sartipa (2022)	The correlation between students' reading habit and reading comprehension of the twelfth grade in SMAN 01 Kotabumi Lampung Utara academic year 2021/2022.	There is a significant correlation between students' reading habit and reading comprehension in English of the twelfth grade in SMAN 01 Kotabumi.
5.	Andriyani, Ariyanti, Arbain (2019)	The correlation between students' reading habits in English and students' reading comprehension ability.	There is a correlation between students' reading habit in English and students' reading comprehension. Therefore, it can be seen that the reading habit considerably influences reading comprehension which shows that if the students got low score in reading habit, they tended to get low score in reading comprehension.
12.	Sulaiman, Harpiansi (2018)	The correlation between reading habit and students' reading comprehension achievements.	There is a significant correlation between reading habit and reading comprehension achievements. The mean score of reading habit of 37 students was 78,35 while the mean score of their reading comprehension was 71,14.

13.	Sapiah (2022)	Analysis of the correlation between reading habits and ability to read comprehension in class xi students of SMK PP Rea Timur Polewali Mandar	The relationship between reading habits and reading comprehension ability of class XI students at SMK PP Rea Timur Polewali Mandar has a positive correlation. The average level of students' reading habits is high, with an average score of 78.65. Likewise, with data on students' reading comprehension ability is classified as high with an average score of 79.22. This means that the more often students get used to reading, the better their reading comprehension skills will be.
14.	Putri, Sya'bani Jasmine, Moulina (2024)	The relationship between students' reading habits and their reading comprehension.	There is a low level of significant association between students' reading habits and reading comprehension in SMA Jamiyatul Abror Al-GAZA's first grade. Not all pupils with good reading habits have good reading comprehension, and vice versa, due to internal and environmental elements that influence reading comprehension.
15	Muawanh (2016)	The relationship between students reading habit and their reading comprehension (a correlation study at the second-grade students of SMA Dua Mei Ciputat).	There is a high relationship between the students' reading habit (X) and their reading comprehension (Y) at the second grade of SMA Dua Mei Ciputat.

The aforementioned findings show that reading habits likely contribute to reading comprehension. Many studies suggest that reading habits aid students reading comprehension in several ways. According to Sartika et al (2020), students need to have good reading habits to achieve good reading comprehension. Reading widely and extensively helps students to build their background knowledge that is helpful to contextualize new information from other texts (College Champittet, 2024). Furthermore, frequent reading exposes students to new vocabulary in context. This incidental learning of vocabulary is crucial for comprehension as it allows readers to understand a greater percentage of the words in a text (Cunningham & Stanovich, 1998). Reading habits do not only help students to improve vocabulary, it also aids students to improve their reading fluency (Grabe, 2009). Reading fluency includes students' familiarity with various sentence patterns and grammatical structures, leading to faster and more effortless reading. Students' background knowledge, vocabulary, and familiarity of sentence patterns are important factors for reading comprehension. Therefore, when students want to understand more about what they read, they certainly need to read more.

Additionally, some authors emphasize the relationship between reading habits and reading comprehension. Tanura (2022) stated that habit influences students' reading activities and, in this case, directly impacts students' reading comprehension. Tantri (2017) added that reading activities that have become habits and are developed

will help students achieve effective results. Consequently, students who already have the motivation to read will find it easier to understand the main content contained in the text. As claimed by Cahyono (2011), the students' abilities were seen when they were able to read and connect every word in English into one meaning. This ability to connect words to form meaning, developed through language exposure and practice, often fostered by reading habits, is crucial for effective reading comprehension. For this reason, it is evident that students' best understanding when reading texts in English is supported by their habitual reading culture. In short, students' reading habits can improve their reading comprehension.

CONCLUSION

This study has successfully identified and analyzed the relationship between reading habits and reading comprehension in senior high school students in Indonesia. The findings show that while reading habits have the potential to improve comprehension, their contribution is not always significant. Some studies reveal a moderate positive relationship, but many other factors, such as vocabulary acquisition and environment, also influence students' reading comprehension outcomes.

Thus, the main conclusion of this study is that more comprehensive strategies are needed to improve reading comprehension skills. This includes strengthening reading habits and improving vocabulary, motivation, and relevance of content to students' interests.

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