

Analysis Of The Correlation Between Reading Habits And Ability To Read Comprehension In Class Xi Students Of Smk PP Rea Timur Polewali Mandar Polewali Mandar

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Abstract

This study aims to describe whether or not there is a relationship between reading habits and reading comprehension abilities in class IX students of SMK PP REA Timur Polewali Mandar. This study is a descriptive study using correlational analysis methods. The population in this study was 74 students and a sample study. In this study the data was collected from two sources, namely the questionnaire values from the results of the reading habit questionnaire test and the values of reading comprehension ability from the results of the reading comprehension comprehension test. Data obtained in the form of primary data using a quantitative descriptive approach with an objective process and analyzing data. The results of the analysis in this study indicate that the relationship between reading habits and reading comprehension ability of class XI students at SMK PP Rea Timur Polewali Mandar has a positive correlation. In this study, it is hoped that the readers and writers themselves will be able to further improve their reading skills.

Keywords: reading comprehension, reading habits, product moment correlation



INTRODUCTION

One aspect of language skills that plays a very important role in efforts to produce intelligent and creative future generations is reading skills. Kridalaksana (1984: 122) suggests that reading is extracting information from texts, both in the form of writing and images, or reading is the skill of recognizing, understanding written language in the form of a sequence of graphic symbols and changing them into meaningful speech in the form of tacit understanding, or loud chanting. There are those who just read without paying attention to punctuation and there are also those who just read without observing the important things they want to read so that the reader does not understand what the meaning of what he is reading means.

This happens because the reading technique is not right or because of the habit of reading since childhood and then applied until adulthood. Apart from these problems, there are also those who usually have other problems, such as difficulty reading during the reading process. This happens because the reading technique is not right or because of the habit of reading since childhood and then applied until adulthood. According to Mulyati (1997: 490) steps or reading comprehension activities, namely (1) Pre-reading (Previewing), Pre-reading aims to get a general description of the reading material to be read; (2) Predicting, After finishing the pre-reading activities, we should make guesses about the contents of the reading to be read; (3) Make Summary, When our understanding of the contents of a book or article becomes more stable, when we finish reading it, we write a summary of the contents of the book. In general, Indonesian language teachers tend to use conventional approaches and are poor in innovation so that learning reading skills is tedious.

The students are not invited to learn to read and understand, but tend to be invited to read. That is, what is presented by the teacher in class is not how students can read and understand what they have read. If such learning conditions are allowed to drag on, it is not impossible that reading skills among students will continue to be at a low level. The students will continuously experience difficulties in understanding the reading so that students will also feel overwhelmed in expressing the results of understanding from their reading. In such a context, an innovative and creative approach to learning reading skills is needed so that the learning process can take place actively, effectively, and fun. Students are not only invited to learn about reading, but also invited to be able to understand reading in a dialogic, interactive, interesting, and fun atmosphere. In this way, students will not be stuck in a rigid and boring



learning atmosphere. Learning reading skills is also a material presentation that students always miss and look forward to.

LITERATURE REVIEW

Definition of Reading

The definition of reading has been put forward by linguists. The term definition is essentially the same even though it is only expressed in a different sentence form. Kridalaksana (1984: 122) suggests that reading is extracting information from texts, both in the form of writing and pictures, or reading is the skill of recognizing, understanding written language in the form of sequences of graphic symbols and their transformation into meaningful speech in the form of tacit understanding. or loud chanting. Based on the two definitions above, it can be concluded that reading is an activity that involves physical and non-physical elements that aim to understand all the information contained in the reading for certain purposes in achieving success.

Reading Comprehension According to Mulyati (1997: 490) the steps or activities for reading comprehension are as follows: 1. Pre-reading (Previewing) Pre-reading aims to get a general picture of the reading material to be read. Therefore, pre-reading activities need to be understood and applied in our lives so that they can be helped to understand the contents of the reading. 2. Predicting After completing pre-reading activities, it is better for us to guess the contents of the reading that will be read. For example, when we are going to read "the history of the development of the Indonesian language", we assume that the contents of the book contain information about the history of the development of the Indonesian language. 3. Make a Summary When Our memory understanding of the contents of a book or article is even more solid if after reading it we write a summary of the contents of the book.

At the end of a summary, it would be better to include opinions or comments on the subject to be discussed in a book or article. Purpose of Reading The conclusions that have been made by experts from several studies that have been carried out show that:

- 1) The movement of the eyeball when reading changes its speed in line with the purpose of reading it.
- 2) A person's ability to understand reading material is significantly influenced by the purpose of reading it (clear goals will improve reading comprehension, while unclear goals will hinder comprehension).



- 3) Clearly formulated reading goals will affect the acquisition of reading comprehension.
- 4) Someone who has high (good) reading power is able to utilize various reading techniques in line with the reading goals to be achieved. (Downing and Leong, 1982: 33,254-255)

Reading also has the goal of finding and obtaining information, covering content, understanding the meaning of reading, the meaning is very closely related to the purpose or intent of the word in reading. Nurhadi (1989: 14) argues that the purpose of reading is (1) Understanding in detail and thoroughly the contents of the book; (2) Capture the main idea or main idea correctly; (3) Getting information about something; (4) Recognizing the meaning of words; (5) Want to know important events that occur in the surrounding community; (6) Want to get pleasure from a literary work; (7) Want to know important events that occur around the world; (8) Want to find a suitable brand of goods to buy; (9) Want to have the truth of the author's ideas; (10) Want to obtain information about job vacancies; (11) Want to get information about someone's opinion (expert) about the definition of a term. Methods of Developing Reading Speed.

The methods that have been developed are (1) the Vocabulary Method, the Vocabulary Method is a method that increases reading speed through vocabulary development; (2) Motivational method. Why is it called a motivational method? Strange it seems. However, that's how people call this method. The idea that underlies the birth of this method is that the more interested or interested a person is in certain types of books, the higher one's speed and understanding; (3) Tool Assistance Method, When a person reads (looking at the reading lines, his eye movements are accelerated with the help of a tool in the form of a pencil tip, fingertip, or a special pointing device made of wood; (4) Eye Movement Method, Eye Movement Method is when a person reads (seeing the lines of reading, his eye movements are accelerated with the help of a tool in the form of a pencil tip, fingertip.

RESEARCH METHODS

This type of research is quantitative research using correlational analysis methods. This method is used to prove whether or not there is a relationship between the problems studied in class XI students of SMK PP Negeri Rea Timur Polewali Mandar. In this study there are two variables used, namely the independent variable, as the independent variable is the habit of



reading which is denoted by the letter 'X' and the Bound variable, as the dependent variable is the ability to read comprehension which is denoted by the letter 'Y' in class XI students of SMK PP East Rea Polewali Mandar. In the 2022-2023 academic year, there are 74 students from all majors, so the sample in this study is all students of class XI. This is in accordance with the opinion expressed by Arikunto (1998):

In collecting data, the writer collects data from two sources, namely data on the value of the reading habit questionnaire from the results of filling out the questionnaire, and the value of reading comprehension ability from the results of the reading comprehension ability test. The questionnaire that will be distributed consists of 10 reading habit questions with choices A, B, C, D, or E. The reading habit questionnaire instrument uses a score of 2 to 10, while the students' reading comprehension ability test is given by giving short questions with a total of ten questions. . With the assessment criteria, each correct answer is given a score of 10 (ten). As a follow-up to data collection techniques, data analysis techniques are used to analyze the data obtained. This is because the data obtained is still in the form of raw tools or rough data.

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

Information:

r_{xy} = Pearson – r.

$\sum y$ = Total score distribution x.

$\sum y$ = Total score of the y distribution.

$\sum xy$ = Total multiplication of x and y scores.

N = Number of respondents x and y who filled out the questionnaire.

$\sum x^2$ = The sum of the squared scores for which the distribution is x.

$\sum y^2$ = The sum of the squared scores of the y distribution.

The results of processing the data that has been obtained will be streamlined to a significant level using the r table at the 5% level. Furthermore, the data will be given an interpretation given an interpretation of the correlation between reading habits and reading comprehension ability in accordance with the following guidelines for Interpretation of the Correlation Coefficient:



Table 1. Correlation coefficient

coefficient intervals	Correlation Level
0,00-0,199	very low
0,20- 0,39	low
0,40-0,599	currently
0,60-0,799	strong
0,80-1,00	very strong

RESULTS AND DISCUSSION

Data Collection Results

The following is data collected by the author from two sources, namely data on Compensation and Work Performance questionnaire values. The data listed in the table is the raw score of student test results using MS calculations. Excel.

Table 2. Distribution of Student Scores Variable X

No	Respondent Name	Question Number										Total score
		1	2	3	4	5	6	7	8	9	10	
1	RWT	10	6	10	10	6	6	10	10	10	8	86
2	ARNs	8	2	10	8	6	2	10	10	10	8	74
3	MYR	10	8	10	10	6	10	8	10	10	10	92
4	PIS	10	8	4	6	8	6	6	10	10	10	78
5	SHY	10	8	10	6	6	6	6	10	10	10	82
6	ITN	10	6	8	10	10	8	10	10	10	10	92
7	SWD	8	4	10	8	2	8	10	10	10	8	78
8	KNT	2	4	10	10	8	6	8	6	10	10	74
9	mmi	8	8	10	6	6	8	6	6	10	10	78
10	NRM	8	10	10	6	4	8	8	10	4	10	78
11	IMR	6	6	6	6	4	4	10	10	10	8	70
12	FRM	8	8	10	10	4	4	10	6	10	8	78
13	HGW	10	8	8	6	10	6	8	8	10	10	84
14	SND	6	6	2	6	4	4	10	6	10	8	62



15	DON	8	6	10	10	10	6	6	10	10	8	84
16	FBR	8	8	10	10	4	4	10	6	10	8	78
17	GNW	8	6	4	8	10	8	8	10	4	8	74
18	GDN	8	4	4	6	8	6	10	10	10	10	76
19	IMN	10	8	8	8	8	6	6	10	10	8	82
20	MRD	10	8	8	6	6	8	10	6	10	10	82
21	ESP	6	6	4	6	4	4	6	10	10	10	66
22	MKS	10	8	10	8	4	4	6	10	10	8	78
23	JHY	8	8	10	6	6	8	6	10	10	8	80
24	RKA	10	6	10	8	10	8	8	6	10	10	86
25	BHR	8	6	8	6	6	6	8	6	6	8	68
26	RBK	10	8	6	6	4	4	6	6	10	10	82
27	MPK	8	8	10	6	6	8	6	10	10	10	82
28	HRM	8	6	4	8	6	4	6	10	10	8	70
29	JJM	8	6	6	8	6	4	6	10	10	8	72
30	RAF	8	6	4	8	4	2	6	10	10	8	66
31	AFJ	10	8	10	6	4	8	6	10	10	10	82
32	WAY	8	8	10	6	6	8	6	6	10	10	78
33	FES	8	10	8	10	10	10	8	8	10	8	90
34	HDI	8	8	10	10	8	10	10	8	8	10	90
35	LEF	8	6	8	8	8	6	8	4	6	10	72
36	MHR	8	8	10	6	8	10	8	10	8	10	86
37	EFT	10	8	8	6	6	8	6	8	8	10	78
38	DMW	8	10	10	8	10	10	8	10	6	10	90
39	AYL	8	8	6	10	8	8	10	6	8	10	82
40	tui	10	8	10	6	6	6	6	10	10	10	82
41	SFR	10	6	8	10	10	8	10	10	10	10	92
42	RET	8	4	10	8	2	8	10	10	10	8	78
43	BHL	2	4	10	10	8	6	8	6	10	10	74
44	AFF	8	8	10	6	6	8	6	6	10	10	78
45	LTF	8	10	10	6	4	8	8	10	4	10	78



46	AIN	6	6	6	6	4	4	10	10	10	8	70
47	RMN	8	8	10	10	4	4	10	6	10	8	78
48	YSS	10	8	8	6	10	6	8	8	10	10	84
49	MLK	6	6	2	6	4	4	10	6	10	8	62
50	RSN	8	6	10	10	10	6	6	10	10	8	84
51	SNY	8	8	10	10	4	4	10	6	10	8	78
52	MRZ	8	6	4	8	10	8	8	10	4	8	74
53	MNZ	8	4	4	6	8	6	10	10	10	10	76
54	KKN	10	8	10	6	6	6	6	10	10	10	82
55	TNE	10	6	8	10	10	8	10	10	10	10	92
56	CHS	8	4	10	8	2	8	10	10	10	8	78
57	SBL	2	4	10	10	8	6	8	6	10	10	74
58	MSD	8	8	10	6	6	8	6	6	10	10	78
59	BHI	8	10	10	6	4	8	8	10	4	10	78
60	NSA	6	6	6	6	4	4	10	10	10	8	70
61	DRAIN	8	8	10	10	4	4	10	6	10	8	78
62	NTT	10	8	8	6	10	6	8	8	10	10	84
63	SKH	6	6	2	6	4	4	10	6	10	8	84
64	CCN	8	6	10	10	10	6	6	10	10	8	84
65	TRY	8	8	10	10	4	4	10	6	10	8	78
66	UDU	8	6	4	8	10	8	8	10	4	8	74
67	KJO	8	4	4	6	8	6	10	10	10	10	76
68	MNH	8	10	10	6	4	8	8	10	4	10	78
69	crew	6	6	6	6	4	4	10	10	10	8	70
70	TRE	8	8	10	10	4	4	10	6	10	8	78
71	WNOs	10	8	8	6	10	6	8	8	10	10	84
72	DHT	6	6	2	6	4	4	10	6	10	8	62
73	CGI	8	6	10	10	10	6	6	10	10	8	84
74	CTR	8	10	8	6	10	8	10	10	6	10	86
AMOUNT												5820



Table 3. Distribution of Student Scores Variable Y

No	Respondent Name	Question Number										Total score
		1	2	3	4	5	6	7	8	9	10	
1	RWT	10	6	10	10	6	6	10	10	10	8	86
2	ARNs	8	2	10	8	6	6	10	10	10	8	78
3	MYR	10	8	10	10	6	8	8	10	10	10	90
4	PIS	10	8	8	6	8	6	6	10	10	10	82
5	SHY	10	8	10	6	6	6	6	10	10	10	82
6	ITN	10	8	8	10	10	8	10	10	10	10	94
7	SWD	8	4	10	8	6	8	10	10	10	8	82
8	KNT	2	4	10	10	8	6	8	6	10	10	74
9	mmi	8	8	10	6	6	8	6	6	10	10	78
10	NRM	8	10	10	6	4	8	8	10	4	10	78
11	IMR	6	6	6	6	4	4	10	10	10	8	70
12	FRM	8	8	10	10	4	4	10	6	10	8	78
13	HGW	10	8	8	6	10	6	8	8	10	10	84
14	SND	6	6	2	6	4	4	10	6	10	8	62
15	DON	8	6	10	10	10	6	6	10	10	8	84
16	FBR	8	8	10	10	4	4	10	6	10	8	78
17	GNW	8	6	4	8	10	8	8	10	4	8	74
18	GDN	8	4	4	6	8	6	10	10	10	10	76
19	IMN	10	8	8	8	8	10	8	10	10	8	88
20	MRD	10	8	10	6	6	8	10	6	10	10	84
21	ESP	6	6	4	6	4	4	6	10	10	10	66
22	MKS	10	8	10	8	4	4	6	10	10	8	78
23	JHY	8	8	10	6	6	8	6	10	10	8	80
24	RKA	10	6	10	8	10	8	8	6	10	10	86
25	BHR	8	6	8	6	6	6	8	6	6	8	68
26	RBK	10	8	6	6	4	4	6	6	10	10	82
27	MPK	8	8	10	6	6	8	6	10	10	10	82
28	HRM	8	6	4	8	6	4	6	8	10	8	68



29	JJM	8	6	6	8	6	4	6	10	10	8	72
30	RAF	8	6	4	8	4	6	6	10	10	8	70
31	AFJ	10	8	10	6	4	8	6	10	10	10	82
32	WAY	8	8	10	6	6	8	6	6	10	10	78
33	FES	10	10	8	10	10	10	8	8	10	8	92
34	HDI	8	8	10	10	8	10	10	8	8	10	90
35	LEF	8	6	8	8	8	8	8	4	6	10	74
36	MHR	8	8	10	6	8	10	8	10	8	10	86
37	EFT	10	8	8	6	6	8	6	8	8	10	78
38	DMW	8	10	10	8	10	10	8	10	6	10	90
39	AYL	8	8	6	10	8	8	10	6	8	10	82
40	tui	10	8	10	6	6	8	6	10	10	10	84
41	SFR	10	6	8	10	10	8	10	10	10	10	92
42	RET	8	4	10	8	2	8	10	10	10	8	78
43	BHL	2	4	10	10	8	6	8	6	10	10	74
44	AFF	8	8	10	6	6	8	6	6	10	10	78
45	LTF	8	10	10	6	4	8	8	10	4	10	78
46	AIN	6	6	6	6	4	4	8	10	10	8	68
47	RMN	8	8	10	10	4	4	10	6	10	8	78
48	YSS	10	8	8	6	10	6	8	8	10	10	84
49	MLK	6	6	2	6	4	4	10	6	10	8	62
50	RSN	8	6	10	10	10	6	6	10	10	8	84
51	SNY	8	8	10	10	4	6	10	6	10	8	80
52	MRZ	8	6	8	8	10	8	8	10	4	8	78
53	MNZ	8	4	10	6	8	6	10	10	10	10	82
54	KKN	10	8	10	6	6	6	6	10	10	10	82
55	TNE	10	6	8	10	10	8	10	10	10	10	92
56	CHS	8	4	10	8	2	8	10	10	10	8	78
57	SBL	2	4	10	10	8	6	8	6	10	10	74
58	MSD	8	8	10	6	6	8	6	6	10	10	78
59	BHI	8	10	10	6	4	8	8	10	4	10	78



60	NSA	6	6	6	6	8	4	10	10	10	8	74
61	DRAIN	8	8	10	10	4	4	10	6	10	8	78
62	NTT	10	8	8	6	10	6	8	8	10	10	84
63	SKH	6	6	2	6	4	4	10	6	10	8	84
64	CCN	8	6	10	10	10	6	6	10	10	8	84
65	TRY	8	8	10	10	4	4	10	6	10	8	78
66	UDU	8	6	4	8	10	8	8	10	4	8	74
67	KJO	8	4	4	6	8	6	10	10	10	10	76
68	MNH	8	10	10	6	4	8	8	10	4	10	78
69	crew	6	6	6	6	2	4	10	10	10	8	68
70	TRE	8	8	10	10	4	4	10	6	10	8	78
71	WNOs	10	8	8	6	10	6	8	8	10	10	84
72	DHT	6	6	2	6	4	4	10	6	10	8	62
73	CGI	8	6	10	10	10	8	8	10	10	8	88
74	CTR	8	10	6	6	10	8	10	10	6	10	84
AMOUNT												5862

Table 3. Distribution of X and Y Correlation Student Scores

No	Respondents	Score		X ²	Y ²	XY
		Reading Habits (X)	Reading Comprehension (Y)			
1	RWT	86	86	7396	7396	7396
2	ARNs	74	78	5476	6084	5772
3	MYR	92	90	8464	8100	8280
4	PIS	78	82	6084	6724	6396
5	SHY	82	82	6724	6724	6724
6	ITN	92	94	8464	8836	8648
7	SWD	78	82	6084	6724	6396
8	KNT	74	74	5476	5476	5476
9	mmi	78	78	6084	6084	6084



10	NRM	78	78	6084	6084	6084
11	IMR	70	70	4900	4900	4900
12	FRM	78	78	6084	6084	6084
13	HGW	84	84	7056	7056	7056
14	SND	62	62	3844	3844	3844
15	DON	84	84	7056	7056	7056
16	FBR	78	78	6084	6084	6084
17	GNW	74	74	5476	5476	5476
18	GDN	76	76	5776	5776	5776
19	IMN	82	88	6724	7744	7216
20	MRD	82	84	6724	7056	6888
21	ESP	66	66	4356	4356	4356
22	MKS	78	78	6084	6084	6084
23	JHY	80	80	6400	6400	6400
24	RKA	86	86	7396	7396	7396
25	BHR	68	68	4624	4624	4624
26	RBK	82	82	6724	6724	6724
27	MPK	82	82	6724	6724	6724
28	HRM	70	68	4900	4624	4760
29	JJM	72	72	5184	5184	5184
30	RAF	66	70	4356	4900	4620
31	AFJ	82	82	6724	6724	6724
32	WAY	78	78	6084	6084	6084
33	FES	90	92	8100	8464	8280
34	HDI	90	90	8100	8100	8100
35	LEF	72	74	5184	5476	5328
36	MHR	86	86	7396	7396	7396
37	EFT	78	78	6084	6084	6084
38	DMW	90	90	8100	8100	8100
39	AYL	82	82	6724	6724	6724
40	tui	82	84	6724	7056	6888



41	SFR	92	92	8464	8464	8464
42	RET	78	78	6084	6084	6084
43	BHL	74	74	5476	5476	5476
44	AFF	78	78	6084	6084	6084
45	LTF	78	78	6084	6084	6084
46	AIN	70	68	4900	4624	4760
47	RMN	78	78	6084	6084	6084
48	YSS	84	84	7056	7056	7056
49	MLK	62	62	3844	3844	3844
50	RSN	84	84	7056	7056	7056
51	SNY	78	80	6084	6400	6240
52	MRZ	74	78	5476	6084	5772
53	MNZ	76	82	5776	6724	6232
54	KKN	82	82	6724	6724	6724
55	TNE	92	92	8464	8464	8464
56	CHS	78	78	6084	6084	6084
57	SBL	74	74	5476	5476	5476
58	MSD	78	78	6084	6084	6084
59	BHI	78	78	6084	6084	6084
60	NSA	70	74	4900	5476	5180
61	DRAIN	78	78	6084	6084	6084
62	NTT	84	84	7056	7056	7056
63	SKH	84	84	7056	7056	7056
64	CCN	84	84	7056	7056	7056
65	TRY	78	78	6084	6084	6084
66	UDU	74	74	5476	5476	5476
67	KJO	76	76	5776	5776	5776
68	MNH	78	78	6084	6084	6084
69	crew	70	68	4900	4624	4760
70	TRE	78	78	6084	6084	6084
71	WNOs	84	84	7056	7056	7056



72	DHT	62	62	3844	3844	3844
73	CGI	84	88	7056	7744	7392
74	CTR	86	84	7396	7056	7224
Amount		5820	5862	461320	468068	464580

Information:

$$\sum x = 5,820$$

$$\sum y = 5.862$$

$$\sum xy = 464580$$

$$N = 74 \text{ Respondents.}$$

$$\sum x^2 = 461320$$

$$\sum y^2 = 468068$$

$$(\sum x)^2 = 33,872,400$$

$$(\sum y)^2 = 34,363,044$$

$$r_{xy} = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{\{N\sum x^2 - (\sum x)^2\}\{N\sum y^2 - (\sum y)^2\}}}$$

$$r_{xy} = \frac{74 \times 464580 - (5.820)(5.862)}{\sqrt{\{74 \times 461.320 - 33.872.400\}\{74 \times 468.068 - 34.363.044\}}}$$

$$34.378.920 - 34.116.840$$

$$r_{xy} = \frac{262.080}{\sqrt{\{34.137.680 - 33.872.400\}\{34.637.037 - 34.363.044\}}}$$

$$r_{xy} = \frac{262.080}{\sqrt{265.280 \times 273.993}}$$

$$r_{xy} = \frac{262.080}{\sqrt{72.684.863.040}}$$

$$r_{xy} = \frac{262.080}{269.601,3}$$

$$r_{xy} = 0.972 \quad (r \text{ count})$$

The results of the reading habits questionnaire answer score (variable x), namely 5,820 and the answer score of the reading comprehension test was 5,862. After obtaining the score of the research sample data, it can be seen that 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. The score data that has been collected from the results of the reading habit questionnaire and the



results of the reading comprehension ability test are then processed using the product moment correlation formula with r count being 0.972. In the r table with a certain error level which is set at a significant level of 5% with 74 respondents, the price of r table = 0.227. It turns out that the value of r arithmetic is greater than r table, so H_0 is rejected and H_1 received.

Thus there is a positive relationship between reading habits and reading comprehension ability in class XI students of SMK PP Rea Timur Polewali Mandar. Based on the criteria for the level of the correlation coefficient above, the value of r count = 0.972 means that it is in the range of values between 0.80 – 1. It can be said that the values of reading habits and reading comprehension skills of class XI SMK PP Rea Timur Polewali Mandar have a correlation level Very Strong. This means that the findings in this study are that the more often students get used to reading, the better their reading comprehension skills will be.

CONCLUSION

Based on research conducted on reading habits and reading comprehension skills of class XI SMK PP Rea Timur Polewali Mandar, the authors conclude from the results of the statistical research above, it is known that the value of r count = 0.972 is greater than r table = 0.227 at a significant level of 5% so that H_0 is rejected and H_1 is accepted and is at a very strong correlation coefficient level interval. Thus it can be concluded that there is a positive relationship between reading habits and reading comprehension ability in class XI students of SMK PP Rea Timur Polewali Mandar. Based on the guidelines for the level of correlation coefficient, the value of r count = 0.332 means that it is in the range of values between 0.20 – 0.399 which means that the values of reading habits and reading comprehension abilities of class XI students of SMK PP Rea Timur Polewali Mandar have a very strong correlation level. This means that the more often students get used to reading, the better their reading comprehension skills will be.

SUGGESTION

Based on the results of the research, several suggestions can be put forward that hopefully will be useful for readers and writers. The author suggests that students should apply high reading habits so that reading comprehension skills can be achieved, teachers should apply more students' reading habits by increasing the hours of mandatory visits to the library, the school should also pay more attention to the state of the school environment so that they can



find out how the school environment is. . In addition, the author also suggests that the school take a more innovative approach in order to create an atmosphere of harmony between students and teachers, and parents should be able to set an example for their children in terms of reading habits so that they can form a reading culture.

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