

The Correlation Between Students' Silent Reading Technique Habits and Their Reading Comprehension

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Abstract:

Reading comprehension is reading for understanding. It needs the reader to comprehend the content being read. Students have difficulty understanding the meaning of the reading text and difficulty concentrating if they read the text aloud. Students also have low reading comprehension. The research objective of the research was to determine whether the students' silent reading technique habits have a correlation with students' reading comprehension at the tenth-grade students. This research was used quantitative correlational research. The sample of this research is 105 students consisting of 3 classes. The researcher conducted a questionnaire to measure students' silent reading technique habits and to measure students' reading comprehension, the researcher used a reading test. It could be seen from the data that the questionnaire and reading test were normally distributed with a Monte Carlo significance result of 0.067. Additionally, the correlation between silent reading technique habits and their reading comprehension was linear, proven by the linearity test score is 0.414. Based on the result of the Pearson product-moment through the SPSS 25 version, it could be seen the significance score for both variables was 0.667 which is greater than 0.05. It means the null hypothesis is accepted. In addition, it showed that there is no correlation with the 'Very Low' level of correlation because the Pearson correlation for the instruments score were -0.043. It may be stated that students' silent reading technique habits and reading comprehension do not correlate to a low level and a negative relationship.

Keywords: *Silent Reading, Comprehension, Reading Habit*

1. INTRODUCTION

In terms of learning English, four skills are essential. Reading is a part of language skills in addition to speaking, writing, and listening (Sartika et al., 2020). These four language skills are closely related. The first two language skills, namely: reading and listening skills are grouped in the receptive skills section, while the second skills, namely: writing and speaking skills are grouped in the productive skills section (Rizal, 2018). According to Bahang (2022), reading is a linguistic ability that students must acquire since it has a significant impact on their communication. Reading can be seen as a decoding talent that converts codes into thoughts. People view reading as a vital activity that provides an overview of the world. Reading allows people to obtain a wide range of knowledge without having to go anywhere.

Reading activity is among the most vital skills for learning in academic and individual improvement (Kasmiri et al., 2023). The capacity to read and comprehend English texts is required for good English language competency. Reading is a procedure for viewing and comprehending written material. When reading, someone knows, predicts, calculates, and understands what is written. According to Syahfutra & Niah (2019), reading is a skill in which the writer expresses a concept about how to manage reading written content. In addition, the reader must be capable of communicating effectively with the passage and grasping the content. The importance of mastering reading skills is also stated by Komilovna (2023) that the capacity to read comprehension enables readers to access the abundance of information found in books, journals, and other written materials. This means that all learners need to be good readers so as to comprehend the significance of the reading materials they encounter. Reading without understanding the content of the reading is an activity that ends in nothing. It is called receptivity because reading allows a person to gain knowledge, understanding, and experiences. Everything that can be learned by reading helps a person enhance their cognitive skills, improve their thoughts, and extend their perspectives.

The reading skills and comprehension of students in Indonesia have been a topic of concern. According to the 2018 PISA (Programme for International Student Assessment) outcomes, just thirty percent of Indonesian students were capable of attaining Level 2 of Reading Skills, which is significantly less than the mean of 77% in the Organization for Economic Cooperation and Development (OECD) countries. At the very least, these students can recognize a key topic from a medium-length reading, identify information using specific, often complex criteria, and determine the purpose and form of the text when expressly instructed to do so. The study also revealed that only about 1% of Indonesian students achieved Levels 5 and 6 Reading Skills, compared to the OECD average of 9%. This indicates a significant challenge in reading literacy among Indonesian students (Kemendikbud, 2019).

Although the ultimate purpose of reading involves understanding the substance of the text, defining reading comprehension proves to be a complex undertaking. This undertaking encompasses more than just the capacity to effectively grasp words, sentences, and word knowledge in order to derive the content from the text (Septiyana et al., 2021). Andreani et al. (2021) defines reading comprehension as the procedure in which someone grasps the meaning of the written text. Reading comprehension is cognitive reading (reading for understanding). Reading comprehension needs the reader to comprehend the content being read. Reading comprehension is the activity of associating passages with prior knowledge to construct meaning (Herdi & Septianingrum, 2020).

Reading is a purpose-driven activity (Susanti, 2014). The objective of all reading is to develop deep comprehension. Deep comprehension means that the reader can make a conclusion after reading the content of the text, pose questions for themselves to gain more understanding, and make connections between relevant sources and their own background knowledge. Deviyanti (2020) states that the objective of reading is to obtain knowledge and grasping from the text, as well as for entertaining purposes. Reading is used for more than just knowledge; it also provides meaning and pressure. It turns out that students cannot fully achieve such goals.

A common problem in students' reading comprehension is the difficulty in comprehending the meaning of the text being read even though at school they have

repeatedly received reading comprehension lessons. Students' difficulties might be due to a variety of issues, among which include limited vocabulary knowledge. As a result, students have difficulty understanding the message conveyed in the text. According to Gellert et al. (2021), students who have a limited vocabulary are more likely to struggle with reading comprehension. Students who have limited familiarity with vocabulary will read a shorter amount and acquire a smaller amount of fresh words, while students who have a larger vocabulary will read a greater amount and get better comprehension. A limited vocabulary knowledge, along with a lack of sufficient understanding of word meanings, frequently prevents students from grasping the message in the text. It is something that good reading habits may help with. Good reading habits can help students enhance their reading speed, reading fluency, general understanding, and academic achievements (Baba & Affendi, 2020).

Reading habits are organized and intentional patterns of activity that have acquired an amount of regularity on the aspect of learners in mastering subject matter (Suhana et al., 2017). How often students read, what types of reading materials they choose, what purposes they read for, and what strategies they use are things that are covered in students' reading habits. In brief, reading habits are the repeated acts of reading and the pleasure derived from performing the act. This can be seen from the number of readings, the reserved time, and the material read (Muhyidin, 2020). In achieving positive learning outcomes, reading habits are a very important factor. There are several kinds of reading habits that form throughout the learning process. According to Anggeraini et al. (2022), some teaching strategies can be shared in the English classroom, such as reading aloud, digital storytelling, storytelling (telling stories offline or online), role playing, partner reading, silent reading. Yuliana (2023) also states that there are two techniques used to read in the classroom: aloud and silently. Reading aloud is a reading practice that requires students to communicate verbally with the text, other people, and educators. On the other hand, silent reading is a technique that students use to evaluate their own personal abilities and develop their ideas silently, and they devote the majority of their class time to silent reading. The silent reading technique helps students focus, read faster, and process information. It can help students enhance their reading comprehension, memory, critical thinking, self-worth, and enjoyment of reading. The results of research by Subedi (2022) revealed that silent reading has a substantial effect on enhancing reading comprehension. Students who read silently for learning frequently need to comprehend complicated texts, integrate knowledge from numerous sources, create explanations, and share that information with others. Silent reading gives students the opportunity to understand the text they are reading more deeply (Zahra, 2019).

The researcher did observation and interview with the students and an English teacher when doing the teaching practice (PLP) program at SMA Negeri 1 Pekanbaru in February 5th, 2024. Based on the observation and interview, the researcher discovered some challenges experienced by students. First, the teacher said that many students could read reading materials fluently but did not understand the content of their reading. They simply read the text without knowing the ideas and information it contained, which made them have difficulty answering questions about the text. Second, the teacher also said that the students have limited vocabulary knowledge. This was because they were too lazy and did not want to find out the meaning of complex words they found in a text. Third, the students said that they had trouble concentrating if they had to read texts aloud because their focus could be divided between pronunciation and understanding the text they were reading. This forced

students to work harder to grasp the text. Fourth, the students also mentioned that they had difficulty managing time in understanding reading texts. Students needed speed in understanding and searching for information from a reading text especially when doing assignments or exams. However, reading aloud could be less efficient for this purpose.

There has been extensive study on the relationship between learners' reading habits and reading comprehension. Some studies, such as those conducted by Bishry (2021), Fajri (2022), Sartika et al. (2020), and Tanura et al. (2022) show a relationship between reading habits and reading comprehension. However, there has been no research that directly examined the relationship between learners' reading habits using silent reading techniques and reading comprehension. In fact, silent reading is an independent reading technique that is increasingly being used. Therefore, it can fill the existing knowledge gap in research on the relationship between more specific reading technique in learners' reading habits and reading comprehension.

The results of this research can help students understand the connection between their silent reading technique behaviors and reading comprehension level. Thus, students can modify their reading technique strategies to achieve more optimal learning outcomes. This research also offers valuable insights for teachers to develop more effective learning strategies based on student's reading habits, ultimately boosting students' reading comprehension. Teachers can encourage students to apply appropriate reading techniques and optimize their study time to achieve maximum results. Overall, this research is intended to enhance the standard of reading lessons in schools.

In light of the background previously mentioned, the researcher was interested and wanted to carry out the research to investigate is there a relationship between learners' silent reading technique habits and reading comprehension by conducting the study entitled "The Correlation Between Students' Silent Reading Technique Habits and Their Reading Comprehension at Tenth Grade of SMA Negeri 1 Pekanbaru".

2. METHOD

This study used a quantitative research method. Creswell (2018) described quantitative investigation as a way to examine known hypotheses by investigating connections between variables. These variables are then analyzed using specific tools, and the numerical data obtained can be statistically analyzed. In this research, the design that is used is correlational research. These variables are then quantified using specific tools, and the numerical data obtained can be statistically analyzed. The researcher carried out this study to analyze learners' use of silent reading techniques and their reading comprehension. Variable X represents students' silent reading technique habits, as measured by a questionnaire. Variable Y represents students' reading comprehension, as assessed through a reading test. The research was carried out at SMA Negeri 1 Pekanbaru. It is located at Sultan Syarif Qasim Street No. 159, Rintis, Kec. Lima Puluh, Pekanbaru City, Riau, 28156. The research was conducted in May 2024. The population for this study consisted of tenth-grade students from SMA Negeri 1 Pekanbaru, which had a total population of 421 students. Simple random sampling is employed because it is picked fully at random, making sure each individual of the population has a comparable opportunity to get picked. The sample size is 105 students.

The sample was selected through a randomized class lottery in “Wheel of Names” website on Google. As a result, 3 classes were selected as samples; X.8, X.9, and X.10. The total students of the 3 classes were 120 students. Since the researcher needed 105 students to be the sample, the researcher randomized all students in class X.10 as many as 25 students were selected to be the sample. So, the total sample in this research is 105 samples.

The researcher administered a questionnaire to evaluate students' silent reading technique habits then a reading test to assess their understanding of texts. Data for this study were examined using the normalcy test, linearity test, and hypothesis analysis.

3. FINDINGS AND DISCUSSION

This study was carried out on tenth-grader students of SMA Negeri 1 Pekanbaru. There were 105 students as a sample consisting of 3 classes; X.8, X.9, and X.10. The following are the research finding on the relationship between learners' silent reading technique habits and reading comprehension at tenth grade of SMA Negeri 1 Pekanbaru.

3.1 The Description of Research Data

3.1.1 Validity Test

A. Questionnaire

Table 1. *Validity Table of the Questionnaire*

Items	r-value	r-table (5%)	Criteria
1	0,6427	0,1918	Valid
2	0,6783	0,1918	Valid
3	0,5336	0,1918	Valid
4	0,6355	0,1918	Valid
5	0,6049	0,1918	Valid
6	0,6861	0,1918	Valid
7	0,5549	0,1918	Valid
8	0,6509	0,1918	Valid
9	0,5281	0,1918	Valid
10	0,6616	0,1918	Valid
11	0,6012	0,1918	Valid
12	0,6817	0,1918	Valid
13	0,3578	0,1918	Valid
14	0,5360	0,1918	Valid
15	0,5612	0,1918	Valid
16	0,3089	0,1918	Valid
17	0,3008	0,1918	Valid
18	0,6356	0,1918	Valid
19	0,5412	0,1918	Valid
20	0,3675	0,1918	Valid
21	0,3017	0,1918	Valid
22	0,4245	0,1918	Valid
23	0,4973	0,1918	Valid
24	0,4704	0,1918	Valid
25	0,5938	0,1918	Valid
26	0,3087	0,1918	Valid

Based on the test conducted, it can be considered that 26 statements of the questionnaire were valid. The finding showed that r- value was greater than r- table at 5% level of significance. It can be concluded that the questionnaire instrument was valid.

The average questionnaire scores of the students selected as samples can be seen below:

Table 2. *The Average Scores of Questionnaires*

Number of Students	Average
105	3,59

Looking at the data presented preceding, it has been determined that the average silent reading technique habits score of 10th-grade learners at SMA Negeri 1 Pekanbaru obtained from the questionnaire was 3,59, which is in the "Very Good" category.

B. Reading Test

Table 3. *Validity Table of the Reading Test*

Items	r-value	r-table (5%)	Criteria
1	0,3441	0,1918	Valid
2	0,4742	0,1918	Valid
3	0,4092	0,1918	Valid
4	0,3814	0,1918	Valid
5	0,3768	0,1918	Valid
6	0,3207	0,1918	Valid
7	0,4544	0,1918	Valid
8	0,2086	0,1918	Valid
9	0,1969	0,1918	Valid
10	0,3264	0,1918	Valid
11	0,3634	0,1918	Valid
12	0,6352	0,1918	Valid
13	0,4323	0,1918	Valid
14	0,5807	0,1918	Valid
15	0,6407	0,1918	Valid
16	0,5245	0,1918	Valid
17	0,5387	0,1918	Valid
18	0,4810	0,1918	Valid
19	0,4489	0,1918	Valid
20	0,5991	0,1918	Valid

Based on the test conducted, it can be considered that 20 items of the reading test were valid. The result showed that r- value is greater than r- table at 5% level of significance. It has been determined that the reading test instrument was valid.

The average reading test scores of the students selected as samples can be seen below:

Table 4. *The Average Scores of Reading Test*

Number of Students	Average
105	67,90

Looking at the data presented preceding, it has been determined that the reading comprehension score of 10th-grade learners at SMA Negeri 1 Pekanbaru obtained from the reading comprehension test was 67,90 which is in the “Good” category. However, this score is not enough to pass the score limit (KKM) which is 80.

3.1.2 Reliability Test

A. Questionnaire

Table 5. *Reliability Table of Questionnaire*

Reliability Statistics	
Cronbach's Alpha	N of Items
.893	26

In terms of the reliability test, the research instruments were considered dependable if the Cronbach's Alpha value above 0.6. In contrast, if the Cronbach's Alpha was less than 0.6 then the research instruments were unreliable. The result of the SPSS 25 version application above showed that Cronbach's Alpha had a coefficient of 0.893, meaning it was more than 0.6. Nevertheless, it has been inferred that the questionnaire was reliable and consistent.

B. Reading Test

Table 6. *Reliability Table of Reading Test*

Reliability Statistics	
Cronbach's Alpha	N of Items
.770	20

An analysis using SPSS 25 version application above showed that Cronbach's Alpha had a coefficient of 0.770, meaning it was more than 0.6. Nevertheless, it has been inferred that the questionnaire was reliable and consistent.

3.2 Data Analysis

3.2.1 Normality Test

According to Mehta & Patel (2010), testing the normality test in the SPSS 25 version application has three methods; Exact, Monte Carlo, and Asymptotic. The Asymptotic method is commonly used in research to verify data normalcy; nevertheless, this method has multiple weaknesses that cause data results to become not normal.

The weaknesses in testing using the Asymptotic method are stated by Mehta & Patel (2010), the weaknesses caused by Asymptotic *P-values* are When the data is small, uneven, and poorly distributed, it will result in inaccurate findings. Therefore, besides using the Asymptotic method, the method that is able to be used is Monte Carlo. The Monte Carlo method is repeated sampling, by selecting Monte Carlo in the Kolmogorov-Smirnov test, then “exact” and fill in the confidence level and number of samples in the research.

In light of the explanation provided above, the researcher decided to use the normality test with the Monte Carlo method.

Table 7. *The Result of Normality Test*

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		105
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	3.69119593
Most Extreme Differences	Absolute	.124
	Positive	.056
	Negative	-.124
Test Statistic		.124
Asymp. Sig. (2-tailed)		.000 ^c
Monte Carlo Sig. (2-tailed)	Sig.	.067 ^d
	99% Confidence	Lower Bound
	Interval	Upper Bound

Examining the results presented in the table, the Monte Carlo Sig. (2-tailed) was 0.067. Since the result was greater than 0.05, it has been determined that the data distribution was normal.

3.2.2 Linearity Test

Table 8. *The Result of Linearity Test*

ANOVA Table		
		Sig.
Reading Comprehension *	Between Groups (Combined)	.439
Silent Reading Technique	Linearity	.663
Habits	Deviation from Linearity	.414
Within Groups		
Total		

Examining the results presented above, the Sig. deviation from Linearity value was 0.414. Referring to the test reference, the test has a linear significance deviation 0.414 was greater than 0.05.

3.2.3 Hypothesis Analysis

Table 9. *The Result of Hypothesis Analysis*

Correlations			
		Silent Reading Technique Habits	Reading Comprehension
Silent Reading Technique Habits	Pearson	1	-.043
	Correlation		
	Sig. (2-tailed)		.667
	N	105	105
Reading Comprehension	Pearson	-.043	1
	Correlation		
	Sig. (2-tailed)	.667	
	N	105	105

As shown in the table above, the result of correlation coefficient was -0.043 with significance of 0.667. Then the hypothesis testing was carried out with an alpha value of 0.05. Based on the test rules, H_0 was denied and H_a was approved if the significance was < 0.05 . On the other hand, H_0 was approved and H_a was denied if the significance > 0.05 .

The significance score was $0.667 > 0.05$ then H_0 was approved and H_a was denied. It showed that there was “No Correlation” between students’ silent reading technique habits and their reading comprehension at tenth-grade of SMA Negeri 1 Pekanbaru.

The Pearson correlation coefficient indicated the number -0.043, it showed that it is between 0.200 – 0.000. This is part of the level of classification “Very Low (There is no correlation)”. It also indicates that variable X (Students’ Silent Reading Technique Habits) and variable Y (Students’ Reading Comprehension) being analyzed have a negative relationship.

In this discussion, the researcher would explain the result of the findings of hypothesis test. The primary goal of this study was to determine the significance of the relationship between learners' silent reading technique habits and their reading comprehension. In analyzing the data, the SPSS 25 version application was used. As can be shown, the significant value was 0.667, and the Pearson Correlation result was -0.043.

For the significance of the correlation between these two variables, there was no significant correlation. The significance value of 0.667 indicates this. This result was greater than 0.05. In addition, the result was also supported by the Pearson Correlation result of -0.043. It revealed that the two variables did not correlate. Overall, it has been found that there was no statistically significant relationship between learners' silent reading technique habits and their reading comprehension of tenth-grade students at SMA Negeri 1 Pekanbaru.

This study relied on the problems found by the researcher at SMA Negeri 1 Pekanbaru, especially of tenth-grade students whose reading comprehension ability is low because they struggle to comprehend what is meant by the reading text. They also have difficulty concentrating if they read text aloud. So that, this research was conducted in order to see if there is any correlation between learners' silent reading technique habits and students' reading comprehension. Previous studies by Bishry (2021), Fajri (2022), Sartika et al. (2020), and Tanura et al. (2022) that looked at the relationship between students' reading habits and their reading comprehension provided evidence in support of the finding of this study.

The similarity between the previous studies by Bishry (2021), Fajri (2022), Sartika et al. (2020), and Tanura et al. (2022) and this study is noticeable in the dependent variable. Both the previous studies and this study discussed students' reading comprehension. Their disparities were in the independent variable. Both correlational studies discussed students' reading habits but more specifically, this study was more focused and more detailed about one of the reading techniques on students' reading habits namely silent reading technique habits. Moreover, their result of the study was different. The previous studies by Bishry (2021), Fajri (2022), Sartika et al. (2020), Vrieska & Kasriyati (2017) and Tanura et al. (2022) found a significant relationship between two variables, whereas this research produced the opposite result.

However, after conducting the research, the researcher found no significant correlation between students' silent reading technique habits and reading comprehension. It resulted in a different way from the researcher expected. From the explanation, the researcher made a conclusion that there was a very low and negative correlation between students' silent reading technique habits and their reading comprehension at tenth-grade of SMA Negeri 1 Pekanbaru.

4. CONCLUSION

Based on the research findings, it can be concluded that there was no significant correlation between students' silent reading technique habits and their reading comprehension among tenth-grade students, as evidenced by the statistical analysis showing a significance value of 0.667 and a Pearson Correlation of -0.043, despite the initial observation of students struggling with reading comprehension and concentration during read-aloud activities; while the study faced time constraints due to being conducted shortly before semester examinations, limiting data collection to a 45-minute period, but the data collection was collected successfully. Future researchers should be encouraged to explore the influence of specific silent reading techniques on comprehension and investigate how silent reading habits interact with other factors like vocabulary knowledge and student motivation in order to provide a more comprehensive understanding of reading comprehension development among high school students.

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