STUDENTS' UNDERLINING HABIT: IS THERE A CORRELATION WITH READING COMPREHENSION?

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Abstract

This study investigated the frequency of students' habit of underlining text and the correlation between the habit and their reading comprehension. Quantitative research was carried out with specific purposes on 73 first-semester students at department of English Language Education (PBI) of Ar-Raniry University (UIN). Based on the Likert scale, the data analysis of the questionnaire showed 72.9% of students had a good underlining habit, followed by the percentage of comprehension test was 65.8%. Moreover, the Pearson formula resulted from the correlation coefficient was 0.699 that indicated both variables had a high correlation.

Keywords: *Reading strategy, underlining habit, reading comprehension*

1. Introduction

As foreign students, the use of the English language was commonly found in authentic or inauthentic materials. To comprehend the different kinds of texts provided by both materials, the students need to acquire different reading skills such as scanning, skimming, etc. Scanning is used to locate the key term skimming is to catch a general idea of the text and purposeful reading is to identify the aim of reading a text. In order to comprehend the reading text, students also have to include the comprehension process while reading. Reading without comprehension is simply sounding the written words. A researcher from the University of Toronto, Meniado (2016) added that reading comprehension requires many processes in getting an understanding of the text instead of obtaining the meaning from a single word or sentence. Knowing the important details of the text facilitates the process of collecting information. Therefore, Mokhtari & Reichard (2002) suggest that the use of underlining strategies will help the students to review important and specific information. In realizing what is important to be read, readers directly activate their metacognitive which is an awareness of selecting and organizing in the reading process. Underlining is also aimed to minimize the use of time while the reader trying to understand the passage by highlighting the keyword or main idea of the text. The activity of underlining text is mostly done by the students while they are trying to read the text and unconditionally turn into a habit in the process of reading. From the elaboration above, the researcher intends to conduct research related to the habits of underlining text and students' reading comprehension.

2. Literature Review
2.1 Definition of reading comprehension

Categorized as a collaborative process, reading comprehension aims at identifying the information stated in the text. The process of understanding is also indicated as a complex process in which the students

combine their reading and comprehension skills to grasp multiple words or sentences created by the author (Harvey, 2012). In addition, the way of making meaning through the involvement of previous knowledge stores in readers' minds, previous experience, and the view of the readers about the text belonging to the comprehension process. Briefly, a complex activity carried out by reading comprehension is related to some skills which produce an understanding of the written text as the outcomes (Strømsø et al., 2008).

2.2 Definition of underlining

Underlining is mentioned as a common step in metacognitive activity. This activity requires the awareness of students to understand their reading text. By questioning and monitoring themself about what they need in the text, students used their metacognitive to solve their problems. The definition of underlining is derived from Rupp et al. (2006) who define underlining as an underscore and emphasize readers' intention. In more detail, the use of underlining is specified as a horizontal line that crosses below the writing or understandable as a line that place underneath the piece of text that indicates it should be viewed. There are several purposes of underlining such as, simultaneously guide the reader to read and select what is important from the written text and minimize the consumption of extra time while reading a text.

2.3 The correlation between underlining habit and reading comprehension

Based on the experience of the researcher, underlining was used spontaneously by the PBI students of UIN Ar- Raniry while reading a text or books. The activity of preparing stationary stuff (including pen, pencil, or highlighter) before reading unintentionally turned into a habit that was repeatedly performed by the students. This fact supported Gardner (2015), who said that the repetition of one activity is categorized as a habit. Moreover, to encourage the process of reading, concentration is one of the crucial requirements that readers have to upgrade for their entire daily life. Readers have to concentrate on the written text when doing the reading. To support the concentration and gather the ideas from the passage, Louwerse (2017) offers some beneficial inputs from underlining, they are; selecting, organizing, and recalling the keyword from the passage. Consistently keeping the concentration, this strategy supports the readers to minimize the use of extra time to consider the topic of the text, to clasp the view of the author, and to be meaningful for the reader to look over at the underlined text. Furthermore, the requirement of implementing underlining is improving critical thinking that enhancing students' comprehension.

3. Research Method

The research design of this study was quantitative methods under correlational design. The main purpose of a correlational study is to establish a relationship between two or more variables. Unfortunately, 10 out of the population failed to follow this research by the reason of illness. Therefore, the researcher chose 73 first-semester students of PBI UIN Ar-Raniry, who applied underlining as their habit while reading and suggested to practice underlining by their lecturer, as the sample of the research. The questionnaire and test were used as a technique to collect data. The Likert scale and Pearson's Product-Moment method were implemented to establish a connection between two or more variables in this research. Then, to find out the result of Pearson's correlation coefficient, the formula is stated as follow:

$$R_{xy} : \frac{N\left(\sum XY\right) - \left(\sum X\right)\left(\sum Y\right)}{\sqrt{\left[N \sum(X)^2 - (\sum X)^2\right]\left[N \sum(Y)^2 - (\sum Y)^2\right]}}$$

R_{xy} : Correlation coefficient of variable X and Y
N   : The total of samples.
$\sum XY$: The multiplication result of X and Y
X   : The total of students' underlining habit
Y   : The total of reading comprehension

$(X)^2$: The total of the habit of underlining square
$(Y)^2$: The total of reading comprehension square

4. Results and Discussion

4.1 The result of the questionnaire

The eighteen questionnaire items were divided into five questions and thirteen statements by using the Likert scale. The table below showed that the higher score is 82 whereas the lower is 47.

Table 1. Students' Underlining Habit Score (X)

No.	Student	Score
1	VAS	82
2	HIR	80
3	SWI	80
4	SSY	79
5	SAW	78
6	CTM	77
7	PEA	76
8	SHN	76
9	DAP	76
10	FHK	75
11	PAA	74
12	ASR	73
13	DLI	72
14	SZE	72
15	NAP	72
16	TMRR	72
17	AAF	71
18	AAH	71
19	FIA	71
20	MLA	70
21	NLAH	70
22	DAN	70
23	JHH	69
24	MAF	69
25	NFA	69
26	CNY	69
27	ZLH	69
28	NLF	69
29	RLM	68
30	NLN	68
31	SIF	68
32	AHR	67
33	FASN	67
34	CNS	67
35	NAA	67
36	MAM	67
37	RAM	66
38	PSM	65
39	KHM	65
40	MRSL	65
41	ALK	65
42	WAY	64
43	MAS	63
44	SAM	63
45	MLJ	63
46	NA	62
47	NAA	62
48	NFZ	62
49	SHW	62

50	MAP	62
51	RAK	62
52	AST	61
53	RLM	61
54	DAA	61
55	ATP	60
56	MFAA	60
57	HHN	60
58	ULA	59
59	MDF	59
60	WLW	59
61	ARJ	58
62	ZAH	58
63	DHA	57
64	MAU	57
65	ON	57
66	RAR	55
67	MEA	55
68	INJ	55
69	RIW	52
70	FAA	51
71	WNI	50
72	RJK	49
73	NIN	47
TOTAL (∑X)		**4782**

To arrange the students' scores, the researcher adopts the classifications' track to classify students' habit of underlining, as follows:

Table 2. Classification of Students' Average Score

No.	Category	Score
1	Excellent	71-90
2	Good	51-70
3	Fair	31-50
4	Poor	0-30

Source: (Rahmawati, 2015)

Based on the classification above indicated that 19 students have excellent underlining habits, 51 students have a good underlining habit, 2 students have a fair underlining habit and none of the students has a poor underlining habit. The average score of students' Likert scale questionnaire is 65.50 and rounded to 66. In calculating the average score of underlining habits, the researcher used the mean formula. By acquiring the questionnaire mean score, the researcher summarized that the students' underlining habit was good. Moreover, to find the percentage of each response, the researcher presented the calculation data of the questionnaire. By referring to response (Table I) the data are written as below:

Table 3. The Percentage and Frequency of Students' Underlining Response

Question /Statement	A/SA		O/A		SO/N		SE/D		N/SD	
	F	**P**	**F**	**P**	**F**	**P**	**F**	**P**	**F**	**P**
1	12	16.43	26	35.62%	25	34.25%	8	10.96%	2	2.74%
2	7	9.59%	34	46.58%	17	23.29%	11	15.07%	4	5.47%
3	8	10.96%	22	30.14%	26	35.62%	12	16.43%	5	6.85%
4	5	6.85%	17	23.29%	26	35.62%	15	20.54%	10	13.70%
5	2	2.74%	8	10.96%	22	30.14%	29	39.73%	12	16.43%
6	7	9.59%	32	43.84%	31	42.46%	3	4.11%	0	0%
7	5	6.85%	29	39.73%	28	38.35%	10	13.70%	1	1.37%
8	17	23.29%	27	36.99%	24	32.87%	5	6.85%	0	0%
9	27	36.99%	38	52.05%	6	8.22%	2	2.74%	0	0%
10	40	54.79%	26	35.62%	6	8.22%	1	1.37%	0	0%

11	39	53.42%	26	35.62%	7	9.59%	1	1.37%	0	0%
12	24	32.87%	36	49.32%	11	15.07%	2	2.74%	0	0%
13	10	13.70%	45	61.64%	15	20.55%	3	4.11%	0	0%
14	10	13.70%	26	35.62%	32	43.84%	4	5.47%	1	1.37%
15	21	28.77%	34	46.58%	14	19.18%	4	5.47%	0	0%
16	5	6.85%	22	30.14%	38	52.05%	7	9.59%	1	1.37%
17	18	24.66%	31	42.46%	14	19.18%	8	10.96%	2	3%
18	18	24.66%	24	32.87%	27	36.99%	2	2.74%	2	2.74%
TOTAL	**275**		**503**		**369**		**127**		**40**	

After calculating the frequency and the percentage of each response, the researcher continues to multiply the total frequency with the score of each option in the questionnaire. Look at the table below.

Table 4. The Calculation of Selection Number and Frequency of Students' Underlining Response

Description	SCORE	Number Selection	SCORE X N (Frequency)
Option A/ SA (Always/ Strongly Agree)	5	275	1375
Option O/ A (Often/ Agree)	4	503	2012
Option SO/ NE (Sometimes/ Never)	3	369	1107
Option SE/ D (Seldom/ Disagree)	2	127	254
Option N/ SD (Never/ Strongly Disagree)	1	40	40
TOTAL		**1314**	**4788**

After calculating the recapitulation of data above, the researcher included the data into the formula below:

$$P= \frac{F}{N} \times 100\%: \text{TO (Total Option)}$$

$$P= \frac{4788 \times 100\%: 5}{1314}$$

$$P= 3.6438356164 \times 20\%$$

$$\mathbf{P= 72.9\%}$$

The result showed that the percentage of students' underlining was 72.9%. Therefore, the researcher concluded that the students' underlining habit in the first-semester student at PBI UIN Ar- Raniry was more than 70%.

4.2 The test results

The researcher prepared 5 texts with 10 questions to collect the data from the participants. Within the following table presented students' reading comprehension test. The maximum score is 90 and the minimum is 40. The average score is rounded to 65 from 64.93.

Table 5. Students' Reading Comprehension Score (Y)

No.	Student	Score
1	SAW	90
2	VAS	90
3	HIR	90
4	AAF	80
5	PEA	80
6	NLAH	80
7	TMRR	80
8	SHN	80
9	CNS	80
10	NLF	80
11	FHK	80
12	KHM	70
13	WAY	70
14	DLI	70
15	NA	70
16	RAM	70

17	NAA	70
18	NFA	70
19	SZE	70
20	MRSL	70
21	MAS	70
22	MFAA	70
23	CTM	70
24	NAP	70
25	WLW	70
26	AAH	70
27	SAM	70
28	AHR	70
29	FASN	70
30	ZLH	70
31	SWI	70
32	SIF	70
33	SSY	70
34	INJ	70
35	MAM	70
36	DAP	70
37	MLJ	70
38	PSM	60
39	RJK	60
40	FAA	60
41	JHH	60
42	MAF	60
43	RIW	60
44	ARJ	60
45	ATP	60
46	RLM	60
47	MDF	60
48	MEA	60
49	MLA	60
50	NLN	60
51	CNY	60
52	MAP	60
53	RAK	60
54	RLM	60
55	ASR	60
56	PAA	60
57	NAA	60
58	FIA	60
59	DAN	60
60	WNI	50
61	DHA	50
62	RAR	50
63	ULA	50
64	MAU	50
65	ON	50
66	NFZ	50
67	SHW	50
68	HHN	50
69	AST	50
70	ALK	50
71	DAA	50
72	ZAH	50
73	NIN	40
TOTAL ($\sum Y$)		4740

As well as measuring the questionnaire percentage score, the mean formula was also applied to find the percentage of the test. The researcher presented the formula below:

$$P = \frac{F \times 100\%}{N}$$

The data was distributed into students' average score classification which was derived from Rahmawati (2015). The data

$$P = \frac{11 \times 100\%}{73} = 15.1\%$$

$$P = \frac{48 \times 100\%}{73} = 65.8\%$$

$$P = \frac{13 \times 100\%}{73} = 17.8\%$$

$$P = \frac{1 \times 100\%}{73} = 1.4\%$$

From the calculation above, the highest percentage is 65.8%, which is indicated as good (refer to Table 2). As a result, the students had a good qualification in their reading comprehension. The collected data below is presented to highlight both scores gained from the variables of the research.

Table 6. The Result of Underlining Habit and Reading Comprehension Score

	Underlining's Habit	Students' Reading Comprehension
Maximum	82	90
Minimum	47	40
Mean	66	65
Percentage	72.9%	65.8%

4.3 The finding of the correlation study of variable X and Y variable

Measuring the result between students' underlining habit and their reading comprehension, the researcher applied the correlation formula to evaluate both instruments' data that have been collected, below:

Table 7. The Students' Underlining Habit and Reading Comprehension Scores

No	Name	Basic Reading Unit	Underlining Habit Scores (X)	Students' Reading Comprehension Scores (Y)	X^2	Y^2	$\sum XY$
1	PSM	6	65	60	4225	3600	3900
2	WNI	6	50	50	2500	2500	2500
3	DHA	6	57	50	3249	2500	2850
4	RAR	6	55	50	3025	2500	2750
5	ULA	6	59	50	3481	2500	2950
6	RJK	6	49	60	2401	3600	2940
7	FAA	6	51	60	2601	3600	3060
8	JHH	6	69	60	4761	3600	4140
9	MAF	6	69	60	4761	3600	4140
10	RIW	6	52	60	2704	3600	3120
11	MAU	6	57	50	3249	2500	2850
12	KHM	6	65	70	4225	4900	4550

13	RAM	6	66	70	4356	4900	4620
14	NAA	6	62	70	3844	4900	4340
15	SZE	6	72	70	5184	4900	5040
16	MRSL	6	65	70	4225	4900	4550
17	MAS	6	63	70	3969	4900	4410
18	MFAA	6	60	70	3600	4900	4200
19	HHN	6	60	50	3600	2500	3000
20	RAK	6	62	60	3844	3600	3720
21	AST	6	61	50	3721	2500	3050
22	DAN	6	70	60	4900	3600	4200
23	MLJ	6	63	70	3969	4900	4410
24	INJ	6	55	70	3025	4900	3850
25	NAA	6	67	60	4489	3600	4020
26	DAA	6	61	50	3721	2500	3050
27	RLM	6	61	60	3721	3600	3660
28	SSY	5	79	70	6241	4900	5530
29	SAM	5	63	70	3969	4900	4410
30	HIR	5	80	90	6400	8100	7200
31	AHR	5	67	70	4489	4900	4690
32	NLAH	5	70	80	4900	6400	5600
33	SAW	5	78	90	6084	8100	7020
34	ATP	5	60	60	3600	3600	3600
35	RLM	5	68	60	4624	3600	4080
36	NFA	5	69	70	4761	4900	4830
37	MDF	5	59	60	3481	3600	3540
38	PEA	5	76	80	5776	6400	6080
39	NLN	5	68	60	4624	3600	4080
40	SHW	5	62	50	3844	2500	3100
41	CNY	5	69	60	4761	3600	4140
42	AAH	5	71	70	5041	4900	4970
43	TMRR	5	72	80	5184	6400	5760
44	DAP	5	76	70	5776	4900	5320
45	ZAH	5	58	50	3364	2500	2900
46	ZLH	5	69	70	4761	4900	4830
47	NIN	5	47	40	2209	1600	1880
48	FIA	5	71	60	5041	3600	4260
49	NLF	5	69	80	4761	6400	5520
50	MAM	3	67	70	4489	4900	4690
51	FHK	3	75	80	5625	6400	6000
52	ARJ	3	58	60	3364	3600	3480
53	CTM	3	77	70	5929	4900	5390
54	NFZ	3	62	50	3844	2500	3100
55	VAS	3	82	90	6724	8100	7380
56	AAF	3	71	80	5041	6400	5680

57	MEA	3	55	60	3025	3600	3300
58	WAY	3	64	70	4096	4900	4480
59	DLI	3	72	70	5184	4900	5040
60	WLW	3	59	70	3481	4900	4130
61	ON	3	57	50	3249	2500	2850
62	NA	3	62	70	3844	4900	4340
63	NAP	3	72	70	5184	4900	5040
64	MAP	3	62	60	3844	3600	3720
65	MLA	3	70	60	4900	3600	4200
66	SHN	3	76	80	5776	6400	6080
67	FASN	3	67	70	4489	4900	4690
68	SWI	3	80	70	6400	4900	5600
69	SIF	3	68	70	4624	4900	4760
70	PAA	3	74	60	5476	3600	4440
71	ALK	3	65	50	4225	2500	3250
72	ASR	3	73	60	5329	3600	4380
73	CNS	3	67	80	4489	6400	5360
	Total		**4782**	**4740**	**317672**	**316200**	**314590**

From the calculation overhead, the researcher inserted the data into the correlation coefficient product-moment method, as follows:

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

$$r_{xy}: \frac{(73)(314590)-(4782)(4740)}{\sqrt{[(73)317672-(22867524)][(73)316200-(22467600)]}}$$

$$r_{xy}: \frac{22965070-22666680}{\sqrt{[23190056-22867524][23082600-22467600]}}$$

$$r_{xy}: \frac{298390}{\sqrt{[322532][615000]}}$$

$$r_{xy}: \frac{298390}{\sqrt{198357180000}}$$

$$r_{xy}: 0.669$$

The result of the calculation above demonstrated that the correlation coefficient (r) is 0.669 and indicated as a high correlation by referring to the correlation coefficient (r) by Alek & Anasy (n.d.) Thus, the researcher determined that students' underlining habits and students' reading comprehension have a high correlation with each other.

4.4 Examining Hypothesis
The patterns of the hypothesis are presented below:
H0: $r_{xy} = 0$, indicated that there is no correlation between variable X and Y
Ha: $r_{xy} > 0$, indicated that there is a correlation between variables X and Y

From the result of r_{xy} in the earlier discussion, it was written that the correlation coefficient (r) between variable X and Yvariables9. As a conclusion, the result or r_{xy} indirectly receives the alternative hypothesis (Ha) which signified the correlation of students' underlining habit (X) and students' reading comprehension (Y).

4.5 Discussion

There were two aims of study in this research, the first one is to investigate the underlining habit of the first-semester student of PBI UIN Ar- Raniry, and the second is to find out whether there is a relation between doing underlining as the students' habit and the reading comprehension skill.

In the first research question, the researcher applied the questionnaire to examine students' underlining habits. Based on the classification score, it is confirmed that the underlining habit of the first-semester student at PBI UIN Ar- Raniry was good based on the average score which falls between 66, the conclusion is determined from the calculation result of the students' total score who answered the questionnaire. The percentage of students' underlining habits is 72.6% (more than 70%).

The first part of the questionnaire described that 35.62% of participants often heard or learned about underlining, 46.58% of students also often learned or practiced underlining while reading. Meanwhile, 35.62% of students sometimes practiced underlining in a week, also 35.62% of students whose lecturer sometimes asked to practice underlining, and 39.73% of students seldom suggested to their friend about underlining.

In the second part of the questionnaires, almost half of students (43.84%) agreed that underlining is one of their favorite activities while reading texts or books. 39.73% of students also added that the activity of underlining is more interesting than other readings' strategies, which is supported by 52.05% of students who mention that doing underlining while reading makes the reading material easier. As presented by Kobayashi (2007), underlining skill allows the student to focus on their reading material. This opinion is strengthened by 49.32% of students who were inclined that applying underlining directly easier for them to focus on the text.

Research by Caverly et al. (2000) indicated that underlining is a strategy to select and highlight the important point which convenient for the reader to review the passage. Evidently, more than 50% of students mentioned that underlining facilitated them to select the important keyword in the passage, identified the main idea, and found the supporting details of the passage, it reacted by 61.64% of students who agreed that the use of underlining increase their understanding without rereading the passage. Then, 36.99 % of students claimed that underlining is an easy activity that is unintentionally done while reading a text. Relevant literature by Taraban et al. (2000) states that the students are likely to underline their reading material while reading.

By referring to the objectives and benefits of underlining, 42.46% of students answered that underlining never direct them to understand the passage, and 36.99% of students never doing underlining because of boring. Yet, 43.84% of students whose lecturers never highly suggested practicing underlining while reading affected 52.05% of students who sometimes practiced underlining in their leisure time. According to Sheeran (2002), the best way to evaluate the habits is by measuring the frequency of doing the activity. In short, from the average score and the percentage of students' questionnaire, the researcher concludes those students' underlining habits while reading was good and the frequency of students doing underlining is more than 70%. As well as the average score of both underlining habit and students' reading comprehension, which simply differ about 1 score. This presented both variables of the research had a strong relationship that affected each other.

The second research question is to examine the correlation of students' underlining habits toward students' reading comprehension by conduction a test on PBI students of UIN Ar-Raniry. To answer the question, the researcher finds the result of the correlational product-moment by Pearson, which aimed at finding the relationship between two or more variables. The result of the correlation coefficient (r) is 0.669 and was classified as a high correlation with the percentage is 65.8% and indicated that the students had a good qualification in their reading comprehension. This result is relevant to Singh (2017), who researched the effect of underlining during reading, it confirms that underlining influences students' understanding of the passage. He also adds that the more he remembers something the more he underlines the passage.

5. Conclusions

By referring to the result and discussion, it was found that 73 of students at PBI of UIN Ar- Raniry, had a good underlining habit with an average score was 66. This habit was influenced by the students' frequency of doing underlining among 72.9%. Besides, the habit of underlining was also developed by students who straightly underlined their reading text. The students were also already familiar with the underlining technique and mentioned underlining as their favorite strategy while reading books or texts. The student believed that the use of underlining facilitated them to highlight the main idea and support detail over rereading the passage. By getting the keyword of the text, the students agreed that underlining helped them in focusing their minds and enhanced their understanding of the text.

Further, the researcher examined students' reading comprehension through a test to check the correlational possibility between underlining habits and reading comprehension skills among the student. The average result of the test was 65 with the highest percentage was 65.8% and indicated as a good classification. After collecting both results of the test then inserting them into the Pearson formula, the researcher found that the correlational coefficient was 0.669, which is classified as a high correlation. Along with the hypothesis result, there was a high correlation potential between students' underlining habits and reading comprehension skills maintaining in the text.

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