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:

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

$R_{xy}$ : 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  | TMRRR   | 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  | MRSNL   | 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    |
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    |
| 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   | 38.33% | 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% |
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:

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

\[
P = \frac{4788 \times 100\%}{1314} 
\]

\[
P = 3.6438356164 \times 20\%
\]

\[
P = 72.9\%
\]

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 | MRS | 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 | SL | 60 |
| 50 | NIN | 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 (ΣY) | 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                              |
| Minimum             | 47                              |
| Mean                | 66                              |
| 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) | X²  | Y²  | ΣXY |
|----|-------|--------------------|------------------------------|--------------------------------------------|-----|-----|-----|
| 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 | MRSLS | 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 | 60 | 3721 | 2500 | 3050 |
| 27 | RLM | 5 | 79 | 70 | 6241 | 4900 | 5530 |
| 28 | SSY | 5 | 63 | 70 | 3969 | 4900 | 4410 |
| 29 | SAM | 5 | 80 | 90 | 6400 | 8100 | 7200 |
| 30 | HIR | 5 | 61 | 70 | 4489 | 4900 | 4690 |
| 31 | AHR | 5 | 67 | 70 | 6804 | 8100 | 7020 |
| 32 | NLAH | 5 | 70 | 80 | 4900 | 5400 | 5600 |
| 33 | SAW | 5 | 78 | 90 | 6084 | 3600 | 4080 |
| 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 | NEZ | 3 | 62 | 50 | 3844 | 2500 | 3100 |
| 55 | VAS | 3 | 82 | 90 | 6724 | 8100 | 7380 |
| 56 | AAF | 3 | 71 | 80 | 5041 | 6400 | 5680 |
From the calculation overhead, the researcher inserted the data into the correlation coefficient product-moment method, as follows:

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

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

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

\[ r_{xy} = \frac{298390}{298390} \]

\[ r_{xy} = 0.669 \]

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 Y variables. 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 UIIN 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 straightforwardly 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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