

**THE CORRELATION BETWEEN READING HABIT AND READING
COMPREHENSION ON SENIOR HIGH SCHOOL STUDENTS IN
INDONESIA**

OUTCOME BASED EDUCATION (OBE)

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
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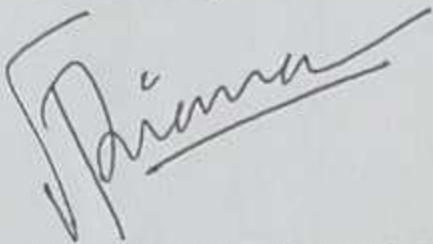
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This is to certify that the journal article that is equivalent to the Sarjana's Thesis of Rika Rianti, Reg. Number 1810117320025 entitled "**The Correlation Between Reading Habit And Reading Comprehension on Senior High School Students In Indonesia**" has been approved by the advisors for oral examination.

Banjarmasin, 16 June 2025

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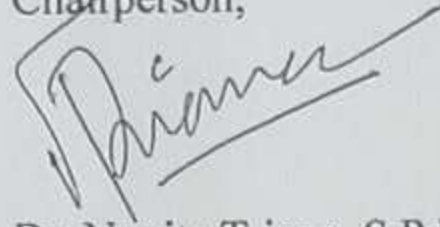
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LETTER OF APPROVAL

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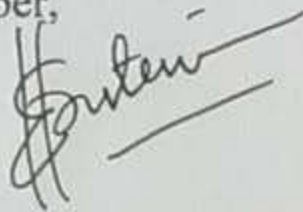
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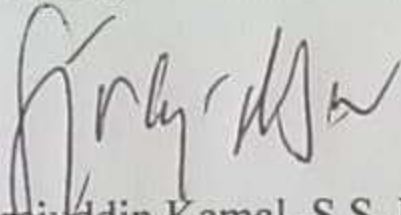
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**PERNYATAAN KEASLIAN TULISAN
(STATEMENT OF ORIGINALITY)**

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Banjarmasin, 13 Juni 2025

Yang membuat pernyataan,



Rika Rianti

ABSTRACT

Rianti, Rika. 2025. *The Correlation Between Reading Habit And Reading Comprehension On Senior High School Students In Indonesia*. English Language Education Study Program, Faculty of Teacher Training and Education, Lambung Mangkurat University, Banjarmasin. The first advisor: Dr. Novita Triana, S.Pd., M.A., and the second advisor: Eka Puteri Elyani, M.Pd.

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

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

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