

## Reading Frequency and Literal Comprehension: A Study of Eighth Grade Students in Palu

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### ABSTRACT

This study examined the correlation between reading frequency and reading comprehension, particularly at the literal level, among eighth-grade students at SMP Labschool UNTAD Palu, as regular reading practice can strengthen word recognition, vocabulary, and the ability to grasp explicit information in texts. This study was conducted in the even semester of the 2024/2025 academic year using a Pearson Product-Moment correlation design. A total of 36 students were selected through stratified random sampling. Data were collected using a reading frequency questionnaire and a reading comprehension test of 15 multiple-choice items based on descriptive texts from the Eighth-Grade syllabus. Instrument validity was tested using Pearson's  $r$ , and reliability was analysed using Cronbach's Alpha. All questionnaire items were declared valid, and the reliability analysis produced a Cronbach's Alpha value of 0.743, indicating high internal consistency. There was a significant, moderate positive correlation between reading frequency and literal reading comprehension ( $r = 0.427$ ;  $p = 0.009$  ( $p < 0.05$ ), indicating that increased reading frequency is associated with increased literal comprehension. The results of this study indicate that high reading frequency positively contributes to students' ability to identify explicit information in reading texts. This research strengthens the literature on basic literacy and can be a reference in developing a literacy-based curriculum at the junior high school level.

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## 1. INTRODUCTION

Reading is an essential skill that is crucial to academic success and language development. It serves as a means of acquiring knowledge and a fundamental tool for mastering other language skills such as writing, listening, and speaking. In the context of English as a Foreign Language (EFL), this importance is vital given that EFL learners face

distinct challenges such as differences in linguistic structure, limited exposure to authentic English texts, and constrained language input.

Globally, especially in Southeast Asia, the urgency of improving reading skills is stark. According to ACER's analysis of SEA-PLM data involving over 31,000 fifth graders across six ASEAN countries, only around 10% of Filipino students reached the minimum reading proficiency level, with even lower proportions in some neighbouring nations [1]. Moreover, PISA results reveal that in countries like Indonesia, Malaysia, and Thailand, the majority of students (ranging from 77% to over 90%) scored at or below the baseline reading level compared to just around 40% in high-performing countries such as the US, UK, and Australia [2].

Reading comprehension is a complex cognitive process that includes several sub-skills such as decoding, vocabulary knowledge, and background knowledge [3]. According to Rodli [4], literal comprehension is the most basic level of reading comprehension, involving identifying facts, recognising explicitly stated details, and following sequences in a text. Barrett's Taxonomy positions literal comprehension at the foundational level, emphasising that readers must first extract explicitly stated information before progressing to interpretive or evaluative levels of comprehension. Similarly, the Progress in International Reading Literacy Study (PIRLS) classifies these skills under the domain of "retrieving explicitly stated information," an area in which many students worldwide continue to face challenges [5].

Despite its importance, many junior high school students, particularly in Indonesia, struggle with this skill. Preliminary informal observations at SMP Labschool UNTAD Palu revealed that, although students frequently visited the library, some demonstrated low performance in reading comprehension exercises, especially at the literal level. As systematic quantitative data did not support these observations, they should be interpreted cautiously. Nevertheless, they raise the question of whether students' reading habits, particularly reading frequency, significantly affect their reading comprehension.

Research shows that reading frequency is a key factor in improving reading comprehension. As cited in Janah [6], Krashen emphasised that frequent exposure to comprehensible input through reading promotes language development. Likewise, Amir [7] found that students who read more frequently tended to apply better strategies and achieved higher levels of comprehension. Pham [8] and Sandika [9] also showed a significant positive correlation between reading habits and comprehension skills. This finding is further supported by Duff et al. [10], who argued that increased reading leads to cumulative vocabulary growth, improving comprehension through what is known as the Matthew Effect in reading.

Additionally, both extensive and intensive reading play important roles in language development. Extensive reading, often done for pleasure outside of class, allows students to encounter a variety of vocabulary and structures in meaningful contexts, while intensive reading, usually done in class, helps them focus on detailed analysis and comprehension of shorter texts [11], [12]. Similarly, Shin & Kim [13] add that repeated exposure and varied reading activities can significantly improve vocabulary retention and comprehension. Students with higher reading self-efficacy tend to perform better on comprehension tasks

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[14]. Nation [15] also emphasised that vocabulary size, built through regular reading, directly supports comprehension success. These findings suggest that consistent reading habits contribute to linguistic, cognitive, and metacognitive growth.

These findings collectively emphasise that reading frequency is pivotal in language development and comprehension. However, numerous studies have explored the link between reading habits and comprehension in higher or informal education contexts, while fewer have addressed this issue among junior high school students in formal Indonesian educational settings. This research gap highlights the need to understand how habitual reading practices impact comprehension performance within structured school environments, where curriculum, instructional methods, and access to reading materials are systematically organised. While studies such as those by Villanueva [16] explored reading behaviour among university or high school students in less formal settings, this study specifically investigates how reading frequency correlates with literal reading comprehension among eighth-grade students in formal academic institutions.

The primary purpose of this study was to determine whether there is a statistically significant correlation between students' reading frequency and their literal reading comprehension. It also aimed to analyse how regular engagement with reading materials supports students in recognising factual information, identifying details, and interpreting ideas explicitly stated in the text. By analysing this relationship, this study sought to emphasise the role of consistent reading habits in improving basic comprehension skills.

The findings of this study aim to inform the development of structured reading programs in junior secondary education by highlighting practical strategies that can be implemented to increase students' reading frequency and improve their literal comprehension skills. Furthermore, the study provides empirical evidence for curriculum designers and educational policymakers to incorporate reading frequency as an essential component of literacy instruction, strengthening both theoretical frameworks on reading development and practical approaches in classroom settings.

## **2. METHOD**

This study adopted a quantitative correlational design to examine the relationship between students' reading frequency (independent variable) and their literal reading comprehension (dependent variable) at SMP Labschool UNTAD Palu.

The population comprised all eighth-grade students enrolled at SMP Labschool UNTAD Palu during the 2024/2025 academic year, totalling 72 evenly distributed across four classes. A total of 36 students were selected using stratified random sampling to ensure proportional representation from each class. The sample size was determined based on Krejcie and Morgan's guidelines for small, homogeneous populations, considering that all participants shared the same grade level, curriculum, and age range [17].

The reading frequency questionnaire was self-developed based on key indicators of reading engagement identified in reading habit literature and preliminary observations at SMP Labschool UNTAD Palu. It comprised 5 items representing five domains: (1) library visit frequency, (2) English reading habits in the library, (3) daily frequency of reading English textbooks, (4) reviewing learned English material, and (5) daily time spent reading

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English textbooks. Responses were measured on a 4-point ordinal scale (0–3), with higher scores indicating greater reading frequency. For example, one item asked: “How often do you visit the library in a month?” (0 = Never, 1 = 1–2 times, 2 = 2–3 times, 3 = More than 4 times). The instrument was pilot-tested on a group of eighth-grade students outside the research sample to ensure item clarity, reliability, and appropriateness before data collection.

The reading comprehension test included 15 multiple-choice items, developed based on the Grade 8 national English curriculum. Items focused on identifying explicit information. Test items were validated through item-total correlation and achieved a Cronbach's alpha of 0.741, indicating acceptable reliability.

### 3. RESULTS AND DISCUSSION

This study examines the correlation between reading frequency and reading comprehension in eighth-grade students of SMP Labschool UNTAD Palu. Data were collected through a questionnaire to assess reading frequency and a test to measure literal reading comprehension. Analysis was conducted using the Pearson Product-Moment correlation in SPSS.

#### 3.1. Results

##### 3.1.1 Questionnaire Validity

The validity of the reading frequency questionnaire was assessed on the main research sample consisting of 36 Grade 8 students at SMP Labschool UNTAD Palu. The validity test used the Pearson Product-Moment correlation formula via SPSS 27. At a significance level of 5% with degrees of freedom (df) = 34, the r-table value was 0.329.

The questionnaire consisted of 5 items designed to measure students' reading frequency habits. The items addressed:

- (1) frequency of library visits per month,
- (2) frequency of reading English books in the library,
- (3) number of days per week spent reading English textbooks,
- (4) frequency of reviewing previously learned English material, and
- (5) daily duration spent reading English learning materials.

Each item was scored using a 4-point ordinal scale ranging from 0 to 3, where higher scores indicate greater frequency or duration. The total possible score ranged from 0 (minimum) to 15 (maximum), with each item contributing equally to the total score.

All five items showed r-values greater than the r-table value, indicating that all items were valid. Since all items met the minimum validity threshold, no items were removed or revised. Therefore, all items were retained in the final version of the questionnaire. The detailed results are presented in the following table:

Table 1. Questionnaire Validity of Reading Frequency

Variables	No items	R-value	Table r	Validity
Reading Frequency	1	0.587	0.329	Valid
	2	0.816	0.329	Valid
	3	0.595	0.329	Valid
	4	0.793	0.329	Valid
	5	0.744	0.329	Valid

### 3.1.2. Reading Frequency Results

Based on the responses from 36 students, the reading frequency scores ranged from 1 to 11, with an average score of 5.81 (SD = 2.15). The descriptive statistics, including minimum, maximum, mean, and standard deviation, are presented in the table below:

Table 2. Reading Frequency Results

	N	Min	Max	Mean	Std. Deviation
Reading Frequency	36	1	11	5.81	2.149
Valid N (listwise)	36				

The results indicate that students’ reading frequency varied considerably, with scores ranging from very low (1) to very high (11). The mean score of 5.81 suggests that, on average, students fell within the moderate reading frequency category. The relatively high standard deviation (2.15) reflects substantial variation in reading frequency among the participants.

### 3.1.3. Reliability Test of Reading Frequency

Reliability was assessed using Cronbach's Alpha. The result for the questionnaire was 0.743, indicating high internal consistency. The results are shown below:

Table 3. Reliability Results of Reading Frequency

Reliability Statistics	
Cronbach's alpha	N items
0.743	5

Reliability was assessed using Cronbach’s Alpha to evaluate the internal consistency of the entire reading frequency questionnaire, which consists of 5 items measuring a unidimensional construct. The result showed a Cronbach’s Alpha of 0.743, indicating acceptable reliability. According to Taber [18], a Cronbach’s Alpha value above 0.70 indicates acceptable internal consistency reliability for research instruments. Therefore, the questionnaire used in this study, with a Cronbach’s Alpha of 0.743, can be considered reliable for measuring students’ reading frequency.

### 3.1.4. Validity Test of Reading Comprehension

The reliability of the reading comprehension test was assessed using Cronbach’s Alpha to determine the internal consistency of the 15 test items.

Table 4. Test Of Reading Comprehension Reliability Results

Reliability Statistics	
Cronbach's Alpha	N of Items
0.741	15

A Cronbach's Alpha value of 0.741 indicates acceptable reliability, suggesting that the test items consistently measure the same construct of reading comprehension.

### 3.1.5. Results of the Literal Reading Comprehension Test

The average literal reading comprehension test score was 69.23 (SD = 17.98), with scores ranging from 33.3 to 93.3. According to the school's minimum passing standard (70%), 61% of students met or exceeded the threshold. Most students (47.2%) were in the "Average" category, and 16.7% performed well. These results indicate that while most students demonstrated a moderate level of literal comprehension, a substantial portion (38.9%) still performed below the expected standard, suggesting inconsistencies in reading outcomes.

Table 5. Classification of Students' Reading Comprehension Scores

Score Range	Degrees	Group	Frequency	Percentage
86 – 100	A	Superior	6	16.7%
76 – 85	B	Good	5	13.9%
56 – 75	C	Middle	17	47.2%
<56	D	Poor	8	22.2%
All over			36	100%

### 3.1.6. Correlation Analysis between Reading Frequency and Reading Comprehension

The Pearson Product-Moment correlation yielded  $r = 0.427$ ,  $p = 0.009$  ( $p < 0.05$ ). These results indicate a moderate and statistically significant positive correlation between students' reading frequency and reading comprehension performance. The results are presented in the following table:

Table 6. Correlation between Reading Interest and Reading Comprehension

		Correlation	
		Reading Frequency	Reading Comprehension
Reading Frequency	Pearson Correlation	1	.427 **
	Sig. (2 tails)		.009
	N	36	36
Reading Comprehension	Pearson Correlation	.427 **	1
	Sig. (2 tails)	.009	
	N	36	36

A Pearson Product-Moment correlation analysis revealed a moderate positive correlation between students' reading frequency and reading comprehension scores ( $r = 0.427$ ,  $p = 0.009$ ). This result indicates a statistically significant relationship at the 0.01 level (2-tailed).

## 3.2. Discussion

These findings confirm the study's hypothesis that higher reading frequency is associated with better literal reading comprehension among Grade 8 students. This result is

consistent with Zani [19], who found that students with higher reading frequency tend to develop more effective reading strategies, positively affecting comprehension outcomes. It also aligns with the broader body of literature suggesting that frequent reading fosters vocabulary expansion and background knowledge, an idea reflected in Stanovich's Matthew Effect theory, which posits that the more one reads, the richer one's linguistic and cognitive resources become, thereby enhancing comprehension [20].

This finding also resonates with research by Nurhayati and Najoan [21], who argued that reading goes beyond mere word recognition; it involves interpretation and constructing meaning. In our study, students with higher reading frequency demonstrated better literal comprehension and the ability to recall explicitly stated information such as facts, sequences, and vocabulary meanings. Supporting this, Nurhayati and Najoan reported a significant positive correlation ( $r = 0.455$ ) between students' reading habits and reading comprehension, emphasising that frequent reading contributes to better understanding of texts.

For example, Villanueva [16] examined reading comprehension in an informal after-school program without a standardised curriculum. At the same time, Anggia and Habók [22] investigated the efficacy of online extensive reading programs among university students and the relationship between affective variables and English reading comprehension. Unlike these studies, the present research was conducted in a formal school setting, focusing on eighth-grade students with relatively homogeneous academic backgrounds. This controlled environment may contribute to the reliability of the findings, as the structured learning environment supports consistent reading exposure and instructional guidance. Deniz and Çeçen [23] similarly highlighted that students with good reading habits develop better critical thinking skills, enhancing comprehension and reinforcing the importance of structured reading routines in school contexts.

Despite the significant correlation, its strength remains moderate ( $r = 0.427$ ,  $p < 0.05$ ). This suggests that reading frequency, while important, is not the sole determinant of reading comprehension. Other variables such as prior knowledge, English proficiency, motivation, and text complexity likely influence comprehension outcomes, potentially acting as mediating or moderating factors. Napa-Rodríguez [24] also noted that reading habits improve reading fluency, expand vocabulary, and enhance inferential comprehension, indicating that multiple factors contribute to reading outcomes. Future research could adopt an experimental or quasi-experimental design to test the causal impact of increased reading frequency, or employ a longitudinal approach to examine how sustained reading habits influence comprehension over time. Mixed-methods studies could also explore students' perceptions and attitudes toward reading, providing richer insights into the mechanisms linking reading frequency with comprehension performance.

In particular, the research instruments of the reading frequency questionnaire and the literal comprehension test were designed to align with the students' academic context and the eighth-grade English syllabus, which may have enhanced their construct relevance and contextual appropriateness. Practically, these findings support the integration of structured reading routines and programs into the school curriculum. Educational stakeholders are encouraged to foster structured reading practices such as designated classroom reading time,

maintaining active school libraries, and implementing reading logs, as these may enhance students' engagement and potentially improve their comprehension performance [25].

This study contributes to the growing body of evidence supporting reading frequency as a key predictor of foundational comprehension skills, particularly in structured EFL contexts. Demonstrating a moderate yet statistically significant correlation between reading frequency and literal comprehension provides empirical support for incorporating structured reading habit programs into junior secondary curricula and informing policy decisions on literacy development.

#### **4. CONCLUSION**

This study confirms that students who engage more frequently in reading activities tend to demonstrate stronger literal reading comprehension skills, underscoring the role of consistent reading habits in supporting foundational literacy development in junior secondary EFL contexts. This finding suggests that students who read more frequently tend to achieve better comprehension outcomes, especially in literal text comprehension. Regular reading likely enhances students' exposure to language structures and textual organisation, strengthening their ability to extract explicit text information.

This study contributes to the growing body of research highlighting reading frequency as a key predictor of foundational comprehension skills in structured EFL contexts. By focusing on eighth-grade students at SMP Labschool UNTAD Palu, the findings provide empirical support for integrating structured reading activities into junior high school curricula to strengthen students' literal comprehension skills and overall English proficiency.

These findings suggest that schools and educators should encourage consistent reading routines through programs such as library hours, reading journals, and curriculum-aligned reading comprehension practices. These efforts can improve students' reading skills and foster a positive reading culture.

Future studies may expand the sample to diverse school contexts, incorporate mediating variables such as motivation and reading platform preference, and employ longitudinal or mixed-methods designs to capture both the long-term and nuanced effects of reading frequency on comprehension skills.

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