

**THE CORRELATION BETWEEN STUDENT'S EXTENSIVE
READING HABIT AND STUDENT'S READING
COMPREHENSION ABILITY AT TENTH GRADE
OF MA AL-HIKMAH BANDAR LAMPUNG
IN THE ACADEMIC YEAR 2021/2022**

A Thesis

Submitted as a Partial Fulfillment of the Requirement for S1-Degree

**By:
M. YASIN
NPM. 1511040285**

Study Program : English Education



**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
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Co-Advisor : Satria Adi Pradana, M.Pd**

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LAMPUNG
2022**

ABSTRACT

This research is about the correlation between students' extensive reading habit and students' reading comprehension. The objective of the research was to know whether there was a correlation between students' extensive reading habit and reading comprehension at the tenth grade of MA Al-Hikmah Bandar Lampung in the academic year of 2021/ 2022.

The research methodology used correlational research design. The population of this research was the students' at the MA Al-Hikmah Bandar Lampung of tenth grade in the academic year of 2021/ 2022. The total sample in this research was 24 students. In collecting data, used 5 questionnair for reading comprehension and 5 questionnaire for extensive reading habit. After giving the questionnair, the writer analyzed the data by using SPSS Statistic 0,65

After doing the hypothetical testing, the result demonstrated that there was positive correlation between students' extensive reading habit and reading comprehension. From the data analysis, the result of applying the distribution shows that coefficient correlation is 0.60 to 0.799 , it means that there is possitive correlation between students' extensive reading habit and students' reading comprehension at tenth grade of MA Al-Hikmah Bandar Lampung in the academic year of 2021/ 2022. From this research, it is suggesed that students have good extensive reading habit , to get a good reading comprehension.

Keywords: *Correlation, Habit in English, Reading Comprehension.*

DECLARATION

Im, a student with the following identity :

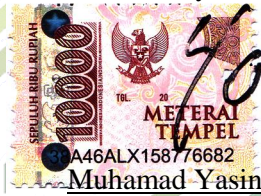
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Hereby, I state this thesis entitled “The correlation between students’ extensive reading habit and reading comprehension ability at the tenth grade of MA Al-Hikmah Bandar Lampung in the academic year of 2021/ 2022” is completely my own work, I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in the text.

Bandar Lampung, 20th 2024

Declared by,



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ADMISSION

The following thesis entitled: **“The Correlation Between Student’s Extensive Reading Habit And Student’s Reading Comprehension Of MA-AL HIKMAH Bandar Lampung, written by: Muhamad Yasin, NPM: 1511040285, Department: English Education, has been successfully defended at the Thesis Defense of the Tarbiyah and Teacher Training Faculty, Raden Intan State Islamic University of Lampung, the thesis defense was held on: Friday, June 10th 2022.**

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MOTTO

أَوْ زِدْ عَلَيْهِ وَرَتِّلِ الْقُرْآنَ تَرْتِيلًا

or a little more; and recite the Qur'ân (aloud) In a slow,
(pleasant tone and) style.
(QS. Al muzammil : 4)

DEDICATION

From the deepest place in my heart, this undergraduate thesis is dedicated to everyone who cares and love me. I would like to dedicate this thesis specially to

1. Allah SWT who always keeps and loves me everytime.
2. My beloved parents: Mr. Azis Sholehan (alm) and Mrs. Sukarti who have never got tired of sopporting me in anyway of doing this thesis.
3. All lecturers of English Language Education Study Program who always help me in finishing at UIN Raden Intan Lampung.
4. My beloved sister Dita Nurul Aeni and my beloved girl friend Elva Wanti Khairunnisa.
5. My beloved friends of PBI 15.



CURRICULUM VITAE

The reseacher' name is Muhamad Yasin he was born in Belitang On february 06 1996, He is the first daughter of Mr. Azis Sholehan and Mrs. Sukarti he has one sister her name is Dita Nurul Aeni.

In his academic background, he started his formal study in Elementary School 1 Purworejo and graduated in 2006. He continued to junior higt school and senior high school at Islamic Boarding School Of MADINAH, and graduated in 2015. Stepping to higher education, he was accepted to one of state University in Bandar Lampung namely State Islamic University Raden Intan Lampung for studying in English Departement of Tarbiyah and Teacher Training Faculty.



ACKNOWLEDGEMENT

Praise be to Allah SWT who is Most Merciful, Most Gracious, for blessing me with His grace and guidance to complete this thesis. Shalawat and Salaam are always devoted to the great Prophet Muhammad SAW, who brought us from the darkness into the lightness. This thesis entitled “The Correlation Beetwen Extensive Reading Habit and Reading Comprehension” is submitted as a compulsory fulfillment of the requirement for S1 degree of English Education Study Program at Tarbiyah and Teacher Training Faculty, State Islamic University of Raden Intan Lampung.

During the completion of this thesis, the researcher received a lot of valuable help and support from people around. Therefore, the highest appreciation is addressed to:

1. Prof. Dr. Hj. Nirva Diana, M.Pd the dean of Tarbiyah and Teacher Training Faculty of State Islamic University of Raden Intan Lampung.
2. Dr. M. Muhassin, M. Hum, the chairperson of English Education Study Program of State Islamic University of Raden Intan Lampung.
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6. Mrs. Nofvi Yanti, M.Pd for being helpful during the research process and for allowing me to carry out the research in their institution and for giving the contribution and being cooperative while the research was conducting.
7. My beloved parents, Mr. Azis Solehan (alm) and Mrs. Sukarti, my sisters Dita Nurul Aeni and My sweetly Elva Wanti Khairunnisa who always prays, gives love, and supports me all the time.

8. My beloved friends

Finally, it must be admitted that nothing is perfect and there are still many flaws in this thesis. Therefore, criticism and suggestions from readers are expected to improve the quality of this thesis. Furthermore, I hope this thesis can be useful especially for those who are involved in the English teacher profession.

Bandar Lampung, 20th Mei 2024.

The Researcher

Muhamad Yasin

NMP:1511040285

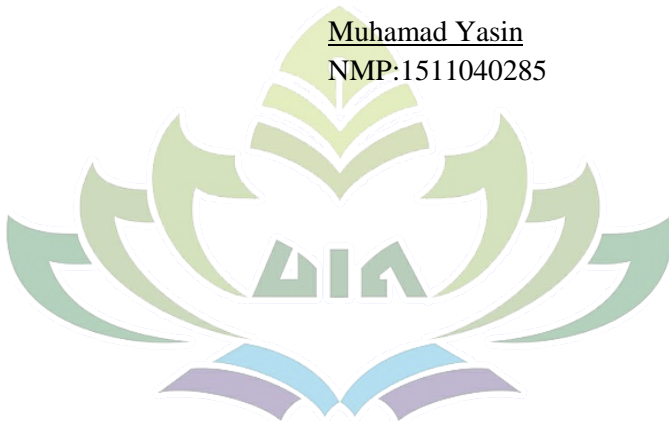


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CHAPTER I

THE BACKGROUND

A. The Background of The Problem

As we know reading is good thing in life because a factor of great importance in the individual development and the most important activity in school. It was needed in every level of field of study. There are particularity in cases when students have to read English material for their own special subject with a limited vocabulary anyone will also has limited understanding in terms of listening, speaking, reading and writing.¹

Maddox said that reading the most important single in study, and the curriculum stated that out of the four skills, listening, speaking, reading, and writing. The main emphasis is one reading skill because it is believed that acquisition on reading in a second or foreign language priority.² Reading is an important skill because one of the keys to get knowledge is reading, students use too much of their processing to read individual words, which annoy their ability to understand what is they read. Particularity in cases where students need to read English material for their own special subject with a limited vocabulary anyone will also has limited understanding in terms of listening, speaking, reading, and writing.

Reading is a multifaceted process, which can be described at various time and developmental stages as a thinking process.³ Reading ability is the main concern to be able to read English textbooks, journals, and references, etc. Since most of textbooks and references are written in English, many students who find difficulties in comprehending them usually have their texts

¹ Andrew p .Jhonson bg nhjm , *Teaching Reading and Writing A guidebook for tutoring and Remediating Students*(New York: Rowman and Littlefield Education, 2008),p.7

² Harry Maddox, *How to Study*(Greenwich: Fawcet Premier.2008),p.76

³ Wallace, M. J. and Larsen, F. D, *Technique and Principles in Teaching Reading*. (Oxford: Oxford University Press),p.125

translated or extracted. It would be better if they can do it by themselves, rather than depend on their English teachers.

We all know that reading is a process of thinking. Reading is a very complex and complicated process that involves some factors influential upon each other.⁴ The students have skills in inferential reading comprehension, so the researcher has opinion that reading habit in English supports the students to be able to comprehend the text. That is the reason the researcher wants to show that reading habit is very important to support inferential reading comprehension.

Reading is also an activity that is active receptive language.⁵ It is said to be active because in the act of reading there is really an interaction between reader and writer, and said to be receptive because the reader acts as receiver of the message in the effect of communication between writer and reader directly. For students, reading is also instrumental in knowing various kinds of advanced science and technology continues to evolve. Through reading, advances in science and technology can be known and understood before it can be applied. Reading is one of the four basic language skills, and is a part or component of the communication.

Extensive reading is one of the ways to improve reading comprehension for the students, because, from the extensive reading students can choose the interest book, articles, or other book for study depends on material of reading study, or suitable for study and teacher will know what the students' need without making students bored, tired, or confused to improve their ability in reading. Extensive reading as an approach to teaching reading maybe thought of in terms of purpose or outcome⁶. In addition in language teaching, reading activities are classified as extensive and

⁴Simanjuntak, E. G. *Developing Reading Skills For ESL Students*(Jakarta: Department Pendidikan dan Kebudayaan, 2012), p. 70

⁵Andrew P. Johnson, *Teaching Reading and Writing A guidebook for tutoring and Remediating Students*(New York: Rowman and Littlefield Education, 2008), p.10

⁶ Mikulecky Beatrice, *Extensive Reading: What Is It? Why Brother?.*, the collection article, 1990, p. 17

intensive reading. Extensive reading means reading in quantity and in order to gain a general understanding of what is read⁷

Reading habit is the number of repetitions in given time to read English text.⁸ She also says that reading comprehension understanding of a text written in English as proved by habit in reading English and the ability to correctly choose the right answer of question asked from the text. The students usually have different level of reading ability in English. Ability is the natural attitudes and learned capabilities required to successfully complete a task.⁹ Reading activities need to be socialized from an early age, i.e. ranging from children recognizes letters. Make reading as a necessity and be fun for students. Reading can be done anywhere and anytime as long as there is desire, passion, and motivation. If this is true, expected reading can be a part of life that cannot be separated as a slogan that says, "No day without reading". This course requires persistence and continuous training to train the habit of reading to the reading, especially reading comprehension in English can be achieved. The ability to read is the speed of reading and understanding all the contents.

About the poor reading habit in English and reading skills at the level of upper secondary school (high school) cannot be said to be the negligence of teachers at your school. However, this must be returned to the habituation to read when the students are still small. A child would be more interested and motivated to do something if accompanied by the example, not a theory or tell it. When a child enters school age, the teacher has a role in developing interest in reading which then can improve students' reading habits. The reality show the questions of Final Examination Schools (UAS) most demanding students' understanding in finding and determining the main sentence, read charts, plot, message, settings,

⁷ Jack C, Richard, et al, *Longman Dictionary of language teaching an applied Linguistic*, Malaysia, 1999, p. 133

⁸ Simanjuntak, E. G. *Developing Reading Skills For ESL Students* (Jakarta: Department Pendidikan dan Kebudayaan, 2012), p. 70

⁹ Shane, M. C. and Glinow, M. V. *Organizational behavior and ability. Edition No. 5.* (Chicago, IL: McGraw Hill, 2007), p.35

and so on. Without the understanding of high reading ability, students might be difficulty to answer such questions.

B. Reasons for choosing a title

The writer chose the correlation between extensive reading habit and reading comprehension ability in his research because he found that the problem of the students in Upper Secondary School Level in reading. The students are lack of vocabulary. They also lazy to read English text book. The researcher has opinion that extensive reading habit also becomes a basic problem of reading comprehension. It was the reason why the researcher want to find out the cause of the students' problem in reading and how the extensive reading habit and reading comprehension in Upper Secondary School Level.

Based on preliminary research Of Islamic High School Al-Hikmah Bandar Lampung the writer found that students still have many problems in learning English especially in reading. The researcher asked about what is the problem in reading, then the researcher asked for the data and information about the students reading comprehension from the English teacher at the school. In addition, the researcher interviewed **Mrs. Nofvi Yanti M.Pd** as tenth grade English teacher. She said that extensive reading habit supports the students about the poor extensive reading habit in English and reading skills at the level of upper secondary school (high school) cannot be said to be the negligence of teachers at your school. However, That the students' lazy to read the long moreover short text. It happend because they are not became reading in their habbit it relevance with their interest. The other side they lacked of reading skill so they still difficulty to get main idea of the text. Therefore, the students' confuse with a some word in reading text. It means thats the students' are lack of vocabulary and lazy to read.

C. Identification of the Problem

Based on the background of study above, there are some problems that can be identified:

1. The students' reading habits is still low
2. The students difficulty to get main idea of the text
3. The students are lack of vocabulary

D. Limitation of the Problem

To avoid misunderstanding in interpreting the problem, it is necessary to give the limitation of the problem. The writer limited his research on the correlation between students' extensive reading habit in English and Students' reading comprehension ability. According to the syllabus for the tenth grade of Ma Al-Hikmah Bandar Lampung.

E. The Formulation of Problem

In relation of problem above, the researcher “ is there any positive correlation between extensive reading habit and students' reading comprehension ability?”

F. The Objectives of the Study

Base on the statement of the problem above, the objective of study is there any positive correlation between extensive reading habit and students' reading comprehension ability?”

G. The Significances of she Study

The use of the research, the writer hopes the result can be useful for English teachers to consider the right method to teach reading to students. The researcher hopes this research can have some benefits in the study of English especially in teaching reading comprehension.

1. Practically

a. For Students

- 1) The result of this research hopefully can be used as a starting point to develop students' understanding about extensive reading habit and reading comprehension. The more they read in English the better their reading ability will be.
- 2) Students hopefully will have a greater habit to read English texts.

b. For English Teachers

- 1) The result of this research hopefully can be used to improve student's, especially in reading comprehension.
- 2) The process of this research hopefully can be useful for English teacher in teaching learning reading comprehension.
- 3) The result of this research hopefully can be used to improve the quality of teaching learning reading comprehension terms of reading English.

c. For Other Researchers

The result of the research can be as reference for other researchers in conducting further research about the correlation between students extensive reading habit and students reading comprehension ability.

CHAPTER II

FRAME OF THEORIES AND HYPOTHESES

A. Frame of Theory

1. Concept of Reading

Reading means a complex process of thinking in assigning meaning from printed materials.¹⁰ Which involve most of reader's intellectual act such as pronunciation in order to receive ideas or information extended by the text. It can be seen that reading is not only looking at words in the form of graphic symbols but also getting meaning from the word of word or line to understand what we read. It means that reading process to understand the text content and to get information.

Reading is the practice of using text to create meaning. The two key words here are creating and meaning. If there is no meaning being created, there is no reading taking place.¹¹ Reading is a concently developing skill. Like any skill, we get better at reading by practicing. And conversely, if we do not practice, we will not get better and our skills may deteriorate.¹² It means that a skills students in reading texts, the students found a variety of information that there are on the text.

In teaching learning process, reading is one basic skill that students must be mastered in the classroom, reading subject is used as soon language learners have good ability of listening and speaking, reading can be introduced. Reading lesson may be given in a single class or it may be added as supplementary work.¹³ Reading is one of language skill that should be learned and

¹⁰ H . Douglas Brow, *Teaching by Principles an Interactive an Approach to Language Pedadogy*, (New Jersey : Prentice Hall,2010), p. 18

¹¹ Andrew P. Jhonson, *Teacing Reading and Writing A guidebook for tutoring and Remediating Students* (Lanham New York: Rowman and Littlefield Education,2008),p.3

¹²Ibid,p.4

¹³Bambang Setiyadi, *Teaching English as a foreign Language* (Yogyakarta: Grahailmu, 2006),p.67

mastered in any level of education from elementary up to senior high school.

It means that reading is one of skills that should be learned by the students. Through reading, the students will get many advantages, such as information which they never know before. Another definition stated that reading would best be developed in association with, speaking, listening, and writing activity.¹⁴

a. Purposes of Reading

A person may read for many purposes helps to understand more what is read by people, if he is reading for pleasure or reading for pure recreation and enjoyment, he may read either quickly or slowly based on the way he likes of feels. I reads for studying or setting information such news, science or same line, which are part of his study or assigment he does it they a slowly and carefully.

Tarigan mentions seven purposes of reading, they are:

- 1) Getting pleasure
- 2) Linking information
- 3) Obtain information for written or oral reports
- 4) Learn about it
- 5) Answering questions
- 6) Perfect reading aloud, and
- 7) Confirming or rejecting predictions.¹⁵

Dallman further mentions several important reading purposes. He classifies three purposes of reading as follows:

- 1) Reading purposes on the factual level this reading purpose enable reader to understand the information directly stated in the passage. There are many skills that the reader should have to achieve factual level. First, the readers are required to know the meaning of words, second, this reading purpose

¹⁴H. Douglas Brown, *Teaching by Principle an interactive approach to language pedagogy*, (New Jersey: Prentice Hall, 2008), p.218

¹⁵Tarigan, H. G. *Membaca Sebagai Suatu Keterampilan Berbahasa*, (Bandung: Angkasa Bandung, 2008), p .9

needs the ability to find main idea in the written information. Third, the ability to note important point supports the students in gaining their purpose on reading. Fourth, the ability to follow directions demands students to organize, to note the information is essential to this level.

- 2) Reading purpose on the interpretative level reading inferential level often called as reading between lines. In the same way it also means that the readers need the ability to recognize unstated information in the passage. To achieve this goal the readers to summarize and to organize the information and feel the relationship between key points and details.

Skills in making generalization is also needed: the readers should present conclusion on what they read:

Reading purpose on the evaluative level the ability to make evaluative judgments is the most important step in reading purpose. Before setting up the purposes the reader should create critical feedback the readers should be able to detect relevant information and to give suggestion to the author for better writing.¹⁶

According Dallman, there are seven aims of reading , reading for details and fact, reading for main ideas, reading for sequence or organization, reading for inference, reading for classifying, reading for evaluating and reading for comparing of content.

- 1) Reading for details and fact is reading to know what is done by subject of the story
- 2) Reading for main ideas is reading to get problem statement
- 3) Reading for sequences of organization is reading to know each part of the story
- 4) Reading for inference is reading to know what is the writer mean by it's story

¹⁶Dallman M, *The Teaching of Reading Sixth Edition*, (New York: Holth Rinebart and Winstom, 2007), p. 57

- 5) Reading for evaluating is reading to know the value of story
- 6) Reading for classifying is reading to find unusual things
- 7) Reading for comparing is reading to compare the way of life of the story with the life of readers.

b. Strategies of Reading

There are so many strategies in reading techniques. Defines the strategies of reading into several points, and they are skimming, scanning, intensive and extensive:

1) Skimming

According to Brown stated that “skimming consist of quickly running one’s eyes across a whole text (such as an essay, article, or chapter) for its gist”.¹⁷ Skimming give readers the advantages of being able to know main point of view, they do not need to read everything but only reads a few important words.

2) Scanning

Brown stated defined that: scanning is quickly searching for some particular piece of information in a text.¹⁸ Scanning exercise may ask students to look for names or data, to find definition of a key concept, or to list a certain number of support details. The purpose of scanning is to extract specific information without reading through the whole text. Many students try to read every word when they read, so they read very slowly. So the students do not need every word

3) Intensive

Intensive seems to be stigmatized by some researcher as a boring style of reading, because the readers need to find the details of the information required. Intensive reading usually the reader reads at the slower speed: the aim of

¹⁷Brown D H, *Teaching by Principles an Interactive Approach to Language Pedadody Second Edition*, (Longman: White Plain Publisher, 2001),p. 56

¹⁸Ibid, p. 56

scanning is to read shorter texts and extract specific information.¹⁹

4) Extensive

Extensive reading is to read a longer passage, the aim of extensive reading usually for one's enjoyment. Extensive reading is this a powerful tool for teachers concerned building and maintaining positive attitudes toward second language read among their students.²⁰ Extensive reading means to read abundantly and fluently. The purpose of this strategy is for pleasure, and the primary goal in extensive reading is reading books after books e.g. reading novel, short stories, and articles.

Based on the explanation can be concluded that in the reading a lot of strategies in read the scanning, skimming, intensive and extensive but from the explanation all the technique aims to improve the understanding read.

c. Model of Reading

Mention model of reading, they are bottom- up theory and top- down theory:

1) Bottom- up theory

The bottom- up typically consist of lower level reading process, students start with the fundamental basic of letter and sound recognition, which in turn allows for morpheme recognition followed by word, recognition, building up to the identification of grammatical structures, sentence, and longer texts.²¹ A phonics approach to reading is that the pedagogy recommendations graded readers approach.

2) Top- Down Theory

Top- Down models, in the other hand begin with the ideal that comprehension resides in the reader. The reader uses

¹⁹ Jack C Richard, *Extensive Reading in The Second Language Classroom*, (Jakarta: Cambridge Language Edition, 2003),p. 27

²⁰Richards, Loc. Cit

²¹Trabajo de titulacion, *The Use of Bottom- up and Top- Down Processing*, (Universitas De Cuenca, 2017),p, 37

background knowledge's, makes prediction, and searches the text to conform or reject the prediction that are made Nunan stated that a strong advocate of top- down models of reading criticizes bottom- up models This second types combines elements of bottom- up models because the readers becomes word callers who can read the words on the page but do not understand what they read.²²

Based on explanation can second type scombines elements of bottom- up and top- down assumming that a patren is synthezed bassed on information provided simultaneously from several knowlegde source. An interactive approach to reading would include aspects of both intensive and extensive reading.

2. Concept of Reading Comprehension

a. Definition Reading Comprehension

Brown states that reading comprehension primary a matter of developping appropriate, efficient comprehension strategies.²³ It means comprehension is ability to understand about the something, in order that, the students are able to answer and understand a descriptive question forms. Reading comprehension called as a reading comprehension only if the readers areable to comprehend the meaning of the text. If the readers can read but do not comprehend the meaning of the text, it means they do not do reading comprehension. There are some experts have been developed process on how reading comprehension occurs.²⁴

The thinking process means the core of comprehension skill, those four operations are: identifying, analyzing,

²² Nunan, *Language Teaching Methodology: A Textbook For Teacher* (New York: Prentice Hall, 2003),p. 35

²³ H Douglas Brown, *Teaching by Principles an Interactive Approach To Language Pedadody*, (San Francisco: State University, 2006),p. 199

²⁴ Dannielle S Mc Namara, *Reading Comprehension Strategies Theories, Interventions, and Technologies*, (New York London: Lawrence Erlbaum Associates,2007),p. 6

evaluating, and applying.²⁵ First, identification means the readers are required to locate message proposed by the author. Second, analysis means that the readers should identify the part according to its structure or scheme. Third, the evaluation process requires the readers to evaluate information do something with the information. The last is applying means that the readers used the information to fix their problem.

Comprehension as “Understanding a written text means extracting the required information from it as efficiently as possible” For example; if there is an advertisement and an article in a scientific journal. In the former case, the reader ignores the unimportant information and seeks what he is looking for. In the last case, more detailed information is essential to be taken for the reader.²⁶ Therefore comprehension above means the reader need ability to locate the relevant information carefully based on their particular purposes.

From the explanation above, it can be concluded that reading comprehension is an interactive process between readers, text and strategies. This interactive process includes understanding, utilizing, and evaluating the important message that author trying to convey. Continuously readers link all those information with their background knowledge in order to extract meaning from the written material.

Comprehension can be viewed differently by different people. Moreover, comprehension is not a unitary phenomenon but rather a family of skills and activities.²⁷ There is a common set processes in the different

²⁵Harris, L. A. and Smith, C. B. *Reading Instruction Diagnostic Teaching in the Class Room*. (New York: Richard C. Owen Publisher, Inc, 2000), p. 125

²⁶Martin Montgomery, Alan Durant, *Ways of Reading Advanced Reading Skills for Students of English Literature*, (London New York: Routledge Tayfor and Francis Group, 2013), p.8

²⁷ Kintsch W and Kintsch E, *Comprehension in Current Issues in Reading Comprehension and Assesment*, (Paris and S. A Stah: Mahwah, NJ. Lawrence Erlbaum Eds, 2005), p. 71

types of comprehension including the interpretation of the information in the text, the use of prior knowledge to interpret this information, and, consequently, the construction of a coherent representation.

According to Harris, the thinking process means the core of comprehension skill, those four operations are: identifying, analyzing, evaluating, and applying.

- 1) Identification means the readers are required to locate message proposed by the author
- 2) Analysis means that the readers should identify the part according to its structure or scheme
- 3) The evaluation process requires the readers to evaluate information and do something with the information
- 4) The last is applying means that the readers used the information to fix their problem.²⁸

Simultaneously, Grellet determines comprehension as “understanding a written text means extracting the required information from it as efficiently as possible”. For example: if there is an advertisement and an article in a scientific journal. In the former case, the reader ignores the unimportant information and seeks what he is looking for.

In the latter case, more detailed information is essential to be taken for the reader. Therefore comprehension above means the reader needs ability to locate the relevant information carefully based on their particular purposes.²⁹

From the explanation above, it can be concluded that reading comprehension is an interactive process between readers, text and strategies. This interactive process includes understanding, utilizing, and evaluating the important message that the author is trying to convey. Continuously readers

²⁸ Harris, L. A and Smith, C. B, *Reading Instruction Diagnostic Teaching In The Class Room*, (New York: Richard C. Owen Publisher, 2002),p. 10

²⁹Grellet, F, *Developing Reading Skill a Practical Guide to Reading Comprehension Exercise*, (Cambridge: Cambridge University Press, 2000),p. 30

link all those information with their background knowledge in order to extract meaning from the written material.

b. Aspect of Reading Comprehension

Suparman states in order to know the important of reading in teaching process, reading is contraction of involves the reader connecting information from the written message.³⁰ That are several aspect of reading comprehension skills that should be mastered by reader to comprehend the text: main idea, finding topic, detail information in the text, identify reference, draw inferences, gueses word meaning based on context. These aspect are explained below:

1. Main Idea

Main idea is very difficult to teach for four reasons. First, while the main idea is sometimes contained in atopic a sentence of paragraph, most expository text main ideas, as well as most themes in stories, are implied by the author rather than stated explicitly.³¹

2. Finding Topic

The gist, or the larger conceptual framework of a textbook chapter, article, a paragraph, a sentence or passage is a sophisticated reading task. The topic is board, general theme or massage.

3. Finding Refernce

Reference is the intentional use of one thing to indicate something else inwhich one provides the information necessary to interpret the other. Findingreference means interpreting and determining one linguistic expression to other.³²

³⁰Suparman, *Developing Reading Comprehension Skills and Strategy*, 2006,P. 2

³¹ Gerald G. D, *Explaining Reading a Resource for Teaching Concepts, Skills, and Strategies*, (New York London: The Guildford Press),p. 138

³² Otong Setiawan, *Intensive Reading Bottom Up Reading*, (Bandung : Yrama Widya, 2008), p. 35

4. Finding inference

Inference is a good guess or conclusion drawn based on logic of passage. Finding inference means the reader imply the sentence passage understanding and conclude it logically.³³

5. Finding detailed information in the text

It is only scanning or looking for the relevant part(s) and ignore the irrelevant. It is very useful when you know exactly what you are looking for in a text since you have a very specific goal in mind.³⁴

6. Understanding Vocabulary

Understanding vocabulary means comprehend what the words mean. When vocabulary mastery improves, comprehension would be deeper. Since comprehension is the ultimate goal of reading, the reader cannot overestimate the importance of vocabulary development.³⁵

It can be concluded that there are five types of reading, determining main idea, finding inference, finding reference, finding the detailed information or part of text, and understanding vocabulary.

c. Levels of Reading Comprehension

There levels of reading comprehension are mentioned by heilmen, they are literal comprehension and critical comprehension:

1) Literal Comprehension

Literal comprehension refers to information explicitly stated in the written text. As a basic level, the readers are needed the abilities to understand meaning of words before recognizing of detail message, then the readers are required to link the grammar theories with the main idea

³³Nuttal, C. *Teaching Reading Skills in Foreign Language*. (London: Heinemann Education Books, p. 82

³⁴Ibid, p. 80

³⁵Ibid, p. 135

presented in the passage. In the last step in literal comprehension the readers are needed to sequence all the information stated in the passage.

2) Inferential Comprehension

The inferential comprehension is the process how a reader derives an implicitide in the passage. The reader needs the abilities to detect mood of the material such as the authors' tone, purpose and attitude to make generalization, to see the relationship, and to draw conclusion in the end of a story. A reader is quired to think harder when applying this comprehension level.

3) Critical Comprehension

Critical comprehension is a higher thinking level of reading. The reader should be actively reacting to the information presented by the authors. The readers are needed the ability to analyze the information and link those information to their background knowledge. Further, the readers evaluate the value of it's information and give personal judgemnts as a feedback to the author.³⁶

From the definition above, it can be assumed that reading is not only spelling text activity orally, but also process of consturcting meaning from written texts in order to get information and knowledge from the text, so that the readers can interpret and give their opinion from their views after they read a text.

d. Factors Affecting Reading Comprehension

The low reading comprehension skills are caused by a variety of factors. Dallman says the factors which are responsible to the depth of readers' comprehensionas follows: difficulty of material, intelligence, environment, emphasis on word recognition, emphasis on oral reading,

³⁶Heilmen, A. W, *Principle and Practices of Teaching Reading Fifth Edition* , (Ohio: Charles E. Merril Publishing Company,2002),p. 35

background of reading selection, adjustment of reading techniques, and rate of reading.

1) Difficulty of Material

The difficulty of the material is proposed as one of the major causes of lack comprehension. Especially multiple concepts in reading material, it contributes to the difficulty absorbing material. Teachers sometimes supply the students with advance materials beyond their capabilities. In the same manner, unsuitable methods that the teachers used may caused frustration to the students.

2) Intelligence

Redears ability to comprehend is sometime limited by the richness of their background knowledge and vocabbulary that readers have the more succes of reading comprehension they would be. Therefore, mental maturity should be taken into consideration in term of determining where reading instruction should start.

3) Environment

The unpleasant environments such as noisy surronding, inadequate lighting, high or low temperatures, and distracting surroundings may interfere the students' comprehension.

4) Emphasis on Word Recognition

All assigment would be wasted only if the students know how to make word meaning properly. The deficiencies in comprehension are sometimes cause by the lack power of concentration on the recognition of individual words. Emphasizing on word recognition is enormously important in reading comprehension. Teachers should teach the students how to use dictionary and how to build word meaning.

5) Emphasis on Oral Reading

When students do oral reading, automatically they interpret the meaning of the text passage through their

mouth. The more practice students on oral reading the more accurate they on comprehending the text.

6) Background for a Reading Selection

Concept about reading material and experience are frequent problems of students poor reading comprehension. Teacher should be careful in selecting type of reading passage. Disorganized text materials such as used advance textbook to younger learner, give them irrelevance contents, and supply them with unfamiliar glossaries should be ignored by the teachers. Therefore, teachers should aware to select textbook, and distribute it efficiently to the students.

7) Adjustment of Reading Techniques to purpose

The importance of adjusting reading techniques and choosing the right type of material are crucial factors in determining success comprehension.

8) Rate of Reading

The wrong selection in adjusting the reading rate to the type of material, such as newspaper, text book, novel or magazine might cause failure in comprehending text material.³⁷

In addition, Harris and Smith identify five major determinant factors of reading comprehension as follow: Background experience, language abilities, and thinking abilities, affection(interest, motivation, attitudes, beliefs, and feelings), and reading purposes.

- 1) First Vocabulary difficulties make a gap in understanding the material
- 2) Multiple concepts in reading material also contribute the difficulty in absorbing material
- 3) Factors should avoided is varying the speed when reading certain materials reduces misunderstanding information
- 4) The wrong mentalset such as unvocabulay difficulties make a gap in understanding the material

³⁷ Dallman, M, *The Teaching of Reading, Sixth Edition*, (New York: Holt Rinebart and Winstom, 2003),p. 27

- 5) Multiple concepts in reading material also contribute the difficulty in absorbing material.
- 6) Factors should avoided is varying the speed when reading certain materials reduces misunderstanding information
- 7) The wrong mentalset such as unnecessary argument about subject material interfere the readers' idea
- 8) More common problem is poor physical health. Another factor is interference which can cause the low reading comprehension. The last factor is bad reading conditions necessary argument about subject material interfere the readers' idea
- 9) More common problem is poor physical health. Another factor is inetrference which can cause the low reading comprehensio. The last factor is bad reading conditions.³⁸

Based on the explanation above, it can be concluded that there are several factors that may influence the success of reading comprehension process, they are: difficulty of material, intelligence, environment, emphasis on word recognition, emphasis on oral reading, background of reading selection, adjustment of reading techniques, and rate of reading. All those should be avoided in order to again successfulness on reading comprehension.

3. Concept of Reading Habit

a. Definition Reading Habit

Nilsen defines that habit is behavior that has been repeated until it has become more less aoutomatic, enacted without purposeful thinking, largely without any sense of awareness.³⁹ Chettri and Rout assert that reading habit is a

³⁸Harris, L. A, and Smith, C. B, *Reading Instruction Diagnostic Teaching in The Class Room*, (New York: Richard C. Owen Publisher,2002),p. 18

³⁹ Nilsen, P. Creature of Habit: *Accounting for The role of Habit In Implementation Research on Clinical Behavior Change*, (Implementation ScIENCE Journal,2012),p. 01

reading activity which is done recursively⁴⁰. In other words, based upon this view, reading can be considered as a habit if it is done many times in a regular way. Similarly, Iftanti also emphasizes that the key of reading habit is repetition with respect to the desired reading behavior.⁴¹ From this notion, reading habit is considered as the way in which individuals repeat many times their reading activities so that it is absorbed into themselves as an enjoyable activity which is done with full of awareness or sincerely.

In addition to Chettri, Rout and Iftanti view above that reading habit involves the reading materials which are settled and the passion to have more allocated time to do reading activities. In addition Wanjari and Karreval that reading habit involves the reading materials which are settled and the passion to have more allocated time to do reading activities.⁴² According to Gardner habit is an abstract theory, in habit theory there is no single correct definition. In habit people repeated action without concerning why this self concept must happen. Behaviorist view habits as routines of behaviour that are repeated regularly and tend to occur subconsciously. As a subconscious self concept, reading habits can help students to attain academic achievement to a great extent. In terms of acquiring these habits of reading they have to put these habits into practice.⁴³ They have to put these habits into practice.

Based on definitions above it can be said that as repeated actions, habit involves a process of unconscious pattern. It reflects person's personality, good or bad, and they went constantly and regularly. Reading habit will help the learner

⁴⁰Kushmeeta Chettri and S. K. Rout. *Reading Habit an Overview*, (IOSR journal of Humanities and Social Science, 2013), p. 13

⁴¹Erna Iftanti, *A Survey of the English Reading Habits of EFL Students in Indonesia*, (Teflin Journal, 23, 2012), p. 150

⁴²Shasi Wanjari and Vaishali Mahakulkar, *Assesing Reading Habits of D. Ed Trainee Teachers*, (Indian Streams Research Journal, 2011), p. 76

⁴³ Gardner, B. *Habit as Automatically not Frequency*, (Journal of the European: Health Psychologist, 2012), p. 13

obtaining and gaining a meaningful knowledge and good academic performance in school.

b. The Purpose of Reading Habits

There are some reading habits purposes which have either positive or negative result. For purposes of this topic, they are grouped into four segments they are: hobbial, recreational, concentration, devotional:

1) Hobbial

A hobby is an activity that creates joy and satisfaction in doing it, the purpose of reading habit as a hobby make a reader knowledge able in so many areas, such as in educational, politic, religious, and economic

This purpose of reading habit not only makes one satisfied but also positive. Unlike others hobbies, reading is one of the most recommended to shape readers personality skill. By reading book particularly can develop the knowledge of vocabulary which helps in conversations. Reading as hobby is wonderful, it helps the readers to improve their ability to absorb and to comprehend written material and help them to pursue a better job.

2) Recreation

A good reading habit for recreational makes the reader acquire more knowledge in the classroom. Reading for relaxation is aimed to cool the readers's brain and to avoid mental fatigue the example: activities on reading for relaxation are reading newspaper, and magazine.

3) Concentration

Concentration means the one of the reading habit purposes is concentration. Readers acknowledge their reading process to understand the meaning of a passage. Reading for concentration is recommended for use in school by stakeholders, this reading habit purpose shows positive result in students's achievement in school.

4) Deviatonal

The last purpose of reading habit is deviatonal. This is the only reading habit which has a negative norm. The reader sometimes pretends to read, and deviates from the actual reading.⁴⁴

To conclude, there are some reading habits purposes which have either positive or negative result. Reading habit for hobbial, recreational, concentration, and deviatonal. Those purposes can help the students to improve their ability to absorb and to comprehend written material and increase their achievement inschool.

c. Aspect of Reading Habit

Gaona and Gonzalez said that there are some indicators of reading habits, as follows;

1) Attitude toward reading

The reason that the person reports on the attitude and behavioral cognitive-affective attitude towards reading. The reason that the person reports on the attitude and behavioral cognitive-affective attitude towards reading.

2) Reading frequency

The frequency at which the person reports to read books in their spare time.

3) Books read

The number of books that the person reports having read in the last three months.

4) Spend time

a) On academic reading

The time that the person reports to devote to reading books on his or her study subjects.

b) Non-academic reading

⁴⁴ Ogbodo, R. O. *Effective study habits and Examination Guide for Students*, (Abuja: Gracehanel Publishers,2002),p. 4

The time that the respondent reports to devote to reading books that are not directly related to the subjects of his or her studies.

5) Motivation

a) In the family environment

The frequency of the person reports on the purchase of books, recommending books, and reading interest in the family

b) In the academic environment

The frequency the student reports on the teacher using activities to promote contact with psychology literature.

c) Reading frequency used to measure students' reading frequency in their spare time

d) Motivation in reading it is focuses on the students' motivation in reading english.⁴⁵

In conclude, there are three aspects it gaining effective reading habit forthe studenys, reading amount of books, reading frequency, and motivation in reading this aspects are concluded in the quistionnaire.

d. Advantages of Reading Habits

In habitual reading there are so many advantages that the students can absorb. Reading habit is the powerful and long lasting too in the development of students' academic succes. The implications of applying reading as habitual activity are students can expand the knowledge and interease focus and concentration. Reading as a habitual activity also helps the students to increase their reading understanding, helps them become more intelligent, and boosts their vocabulary meaning.

⁴⁵Gaona, J. M. A & Gonzalez, E. R, *Relationship Between Reading HabitsUniversity Library and Academic Perfomance in a sample of psychology students*, (Revista De La Education Superior 15 (1), p. 55-57

Propose several benefits of reading he said, the impact of reading in people's live is extraordinary widespread. A reader can learn a new word, can be introduce to new facts, he can become knowledge ablea about the whole and he can stimulated to both taught and emotion.⁴⁶

- 1) More complete explanation stated by Steel Jack, he mentions several advantages of reading habit. They are:
 - a) Habit of reading help the mind performs effectively
 - b) Habit of regular reading helps us develop a good vocabulary
 - c) Habit of reading boots intellectual curiosity
 - d) Habit of reading means psychological activity
 - e) Habitual reading helps readers to have positive set of mind.⁴⁷

Habit of reading help the main performs effectively to read frequently. The poeple would have abilities to communicate and think well. Acquiring reading habit would automatically active neurons and make it always in a good shape. People who exhibit habit as daily activity would help them to perform effectively in front of public.

- a) Habit of regular reading helps us develop a good vocabulary habit in reading develops their alertness in identifying error in a sentence. Frequent readers have a range of words bank. They would have specific information about the meaning of the word and they are able to predict the meaning based on context. Frequent readers would be better in understanding the massage that the writter trying to convey.
- b) Habitual reading boots intellectual curiosity regular habit of reading exposes a reader to read a variety of a book.

⁴⁶Thanuskodi S, *Reading Habit Among Library and Information Science Students*, (Annamalia University: A Survey, International Journal Education Science, 2011),p. 6

⁴⁷Jack, S. *The Habit of Reading and It's Advantages Why Should Develops Habit of Regular Reading*, (International Journal Education Science, 2008),p. 66

Habitual reading also helps the readers to understand the complexity of different books. A reader become knowledge able about various literacy skills and leads the reader to think independently and critically.

- c) Habitual reading means a psychological activity regular habit as a psychological activity means a reader link with their mind to feel the writers' imagination. There uses their mind to figure out the scheme of story, to feel the writers and to experience those difference of personal players.
- d) Habitual reading helps readers to have a positive set of mind efficient frequent readers should be active, positive mind set and critical. The readers should give feedback quickly to the material as a respond to what they have read. They should also get summary and make a critical judgment from the material.⁴⁸

To conclude, there are few important benefits for reading habit. By implementing habitual reading are able to train teir mind in the context of helping brain to work effectively. Habitual reading enriches readers' vocabulary in various literacy skills. The readers are also able to read critically, effectively, and positively. Moreover, reading habit makes the readers open up their mind and helps them become more intelligent.

4. Correlation between Extensive Reading Habit and Reading Comprehension

Reading habit and reading comprehension both are interrelated. Habits for reading are viewed as significant effect on the successfulness of students' reading comprehension, while comprehension it self is the result of a good reading habit process. This reading habit helps the students to maximize their ability in gaining academic purpose. Through reading habit the students would have a high confidence in learning english.

⁴⁸Jack, S. Loc. Cit

Students who are having a good reading habit demonstrate a positive relationship in their academic performance.⁴⁹

This reading habits would helps the students to link many source of the English reading material. Simultaneously, students who are engage in reading habit in their childhood would have a better knowledge and information rather than those who are not. By implementing reading habit as daily routine, the students' vocabulary knowledge only trough the practice of extensive reading habit. Most of the imes, extensive reading habits provide plenty of benefits especcially in the national final examination. Students' reading habit would automatically help them to comprehend the english text material.⁵⁰

The students who make reading as their habitual activity would force their selves to acquire a new material in english reading task without any obstacles. Therefore, there seems no doubt that students' good reading habit contribute to their reading comprehension. It is important to prove the relationship between students reading habit and their reading comprehension.

B. Frame of Thinking

From the litarature above, it can be assumed that students' extensive reading habit in English correlated with students' reading comprehension. It seems that students' extensive reading habit towards reading tend easier to comprehend the passage that they read than the students who have low habit in reading.

The students who have habit in reading feeling interest in reading, it means enjoying the activity, when somebody ineterested phenomenon or activity, and they are likely to attend to in and to give time to it. The researcher sees that the needs for providing the capability to comprehend the passage are often faced with a lot of

⁴⁹Julio, C.G. *Relationship Between Reading Habits*, (University Library and Academic: Perfomance in a Sample of Psychology students, 2011),p. 25

⁵⁰Umah, R. *The Correlation Between Reading Habit and Achievment in Reading Comprehension of The second Years Students at Mts n Aryojeding Rejotangan Tulung Agung*, { Unpublisch Thesis : Tulung Agung, 2012),p. 45

reading passage their learning sources such as textbook, articles on the internet, and magazine. Therefore, the students should be enjoying the activities in order to able to undertake their studies succesfulachievement in reading comprehension. However, habit is not the only factor that gives contribution in reading comprehension.⁵¹Factors such as wide vocabulary, good learning strategies, good oral language skill, background knowledge and any other factors also can learning achievement in reading comprehension.

C. Hypothesis

The reseacher formulated the hypothese ware of this research as follow:

- Ho : There is no significant positive correlation between students extensive reading habit and reading comprehension at the tenth grade of Ma Al-Hikmah Bandar Lampung in Academic Year of 2019/ 2020.
- H1 : There is significant positive correlation between students' extensive reading habit and reading comprehension at the tenth grade of Ma Al-Hikmah Bandar Lampung in Academic Year of 2019/ 2020.

⁵¹Wade, M. *Likert- Types Scale Response Anchors*, *Clemson Institute for Tourist and Research Development, Department of Parks*, (Recreation and Tourism Management: Clemson University,2006),p. 34

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