

**THE CORRELATION BETWEEN STUDENTS' READING HABIT AND
STUDENTS' READING COMPREHENSION AT THE SEVENTH GRADE
OF SMP SURYA DHARMA 2 BANDAR LAMPUNG
IN THE ACADEMIC YEAR OF 2019/2020**



An Undergraduate Thesis

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

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2019**

ABSTRACT

THE CORRELATION BETWEEN STUDENTS' READING HABIT AND STUDENTS' READING COMPREHENSION AT THE SEVENTH GRADE OF SMP SURYA DHARMA 2 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2019/2020.

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This research is about the correlation between students' reading habit and students' reading comprehension. The objective of the research was to know whether there was a correlation between students' reading habit and reading comprehension at the seventh grade of SMP Surya Dharma 2 Bandar Lampung in the academic year of 2019/ 2020.

The research methodology used correlation research design. The population of this research was the students' at the SMP Surya Dharma 2 Bandar Lampung of Seventh grade in the academic year of 2019/ 2020. The total sample in this research was 30 students. In collecting data, the writer used 25 multiple choice for reading comprehension and 18 questionnaire for reading habit. After giving the test, the writer analyzed the data by using SPSS Statistic 17.0

After doing the hypothetical testing, the result demonstrated that there was positive correlation between students' reading habit and reading comprehension. From the data analysis, the result of applying the distribution shows that coefficient correlation is 0.59, it means that there is possitive correlation between students' reading habit and students' reading comprehension at seventh grade of SMP Surya Dharma 2 Bandar Lampung in academic year of 2019/2020. From this research, it is suggesed that students have good a reading habit , to get a good reading comprehension.

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

DECLARATION

I hereby declare that this thesis entitled “ The Correlation Between Students’ Reading Habit and Students’ Reading Comprehension at the seventh grade of Smp Surya dharma 2 Bandar Lampung in the academic year of 2019/ 2020” is completely my own work. I am fully aware that I have quoted some statements and ideas from various sources and they are properly acknowledge in the paper.



Bandar Lampung,

2019

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COMPREHENSION AT THE SEVENTH GRADE OF
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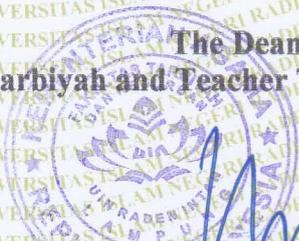
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MOTTO

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾

“ Read In the name of thy lord who createth ”.

(Qs. Al-alaq: 1).¹

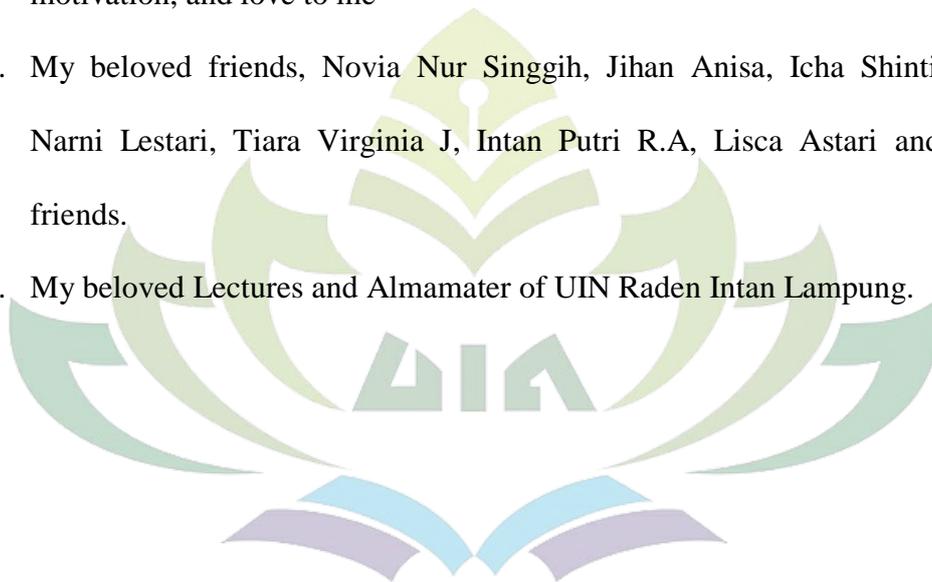


¹ Recite Quran Surah Al- Alaq in Arabic, English Translation by Abdullah Yusuf Ali and English Transliteration available <http://www.theonlyquran.com/quran/Al-Alaq/>

DEDICATION

Price and gratitude to Allah SWT almighty for his abundant blessing to me, and then from my deep heart and great love, this thesis is proudly dedicated to:

1. My beloved parents Mr. Suwardi and Mrs. Supiyati who always pray all the kindness for me, support my success and advise me wisely
2. My beloved brothers: Abang Nova, Rendy, Dimas, Thanks for your supports, motivation, and love to me
3. My beloved friends, Novia Nur Singgih, Jihan Anisa, Icha Shintia Dewi, Narni Lestari, Tiara Virginia J, Intan Putri R.A, Lisca Astari and all my friends.
4. My beloved Lectures and Almamater of UIN Raden Intan Lampung.



CURRICULUM VITAE

The writer's name is Novi Marcelina. She was born in Bandar Lampung, on March, 4th, 1997. She is the second child of Suwardi and Supiyati. She has three brothers and the names are Nova Mardiansyah, Rendy Yusuf A, and Dimas Aditya S.

She entered elementary school in SD Negeri 3 Serdang in 2003. Having graduated from elementary school in 2009, she came to Mts Al – Ikhlas Tanjung Bintang and graduated in 2012. After that, she finished her vocational high school at SMK Negeri 3 Bandar Lampung in 2015.

After finishing her vocational high school, she entered in S1 regular program at English Education Study Program of the Tarbiyah and Teacher Training Faculty at State Islamic University of Raden Intan Lampung in 2015. She carried on Teaching Practice Program (PPL) at MAN 1 Bandar Lampung.

ACKNOWLEDGEMENT

By the name Allah SWT who gives charity, health and favor to the writer in finishing this thesis as a requirements to get S1 degree in English Study Program. Peace and Salutation is extended to the prophet Muhammad peace be upon him, with his family and followers.

This research was conducted in order to know The Correlation Between Students' Reading Habit and Reading Comprehension at the seventh grade of Smp Surya Dharma 2 Bandar Lampung. The result of finding research presented in this thesis is hoped to be useful for all sides needing, especiallyfor Smp Surya Dharma 2 Bandar Lampung.

In accomplishing this thesis, the writer received much valuable help and guidance from many sides. From many sides. Here the writer would like to sincerely thanks :

1. Prof. Dr.Nirva Diana, M.Pd. as the dekan of tarbiyah and teacher training faculty UIN Raden Intan Lampung.
2. Meisuri, M.Pd as the chairman of English Department of Uin Raden Intan Lampung.
3. Dewi Kurniawati, M.Pd as the first advisor who always helps and guides the writer in finishing this thesis.
4. Nurul Puspita, M.Pd as the Co- Advisor who has spent countless hours correcting this thesis in order to make it better.
5. All Lecturers and administration staff of UIN Raden Intan Lampung who always had given good education, knowledge, and experience to the writer.

6. Dr. Munziri as the Headmaster of Smp Surya Dharma 2 Bandar Lampung and all the teachers who gave permission and help to the writer in collecting technique the data of the research.
7. Evi Yulita,S.Pd as English teacher at Smp Surya Dharma 2 Bandar Lampung who gave the guidance and spirit to the writer inconducting this research.
8. All of my friends in English Education especially friends in class E, thanks for giving me a chance to be a different one when I am with you all, I try to be the new one, the better one forthe new life I want. And the last but not the least, for people who cannot bementioned one by one by the writer, thank you for all support in finishing this script.
9. All the researcher friends in KKN 167 Natar Lampung Selatan and PPL 031 MAN 1 Bandar Lampung, thank you for the best moment and experiences.

Finally, the writer hopes is fully aware that there are s ill a lot of weaknesses in this thesis. Any correction, comments and critics for the improvement of this thesis are always open –heartedly welcome and the writer hopes that this thesis will be useful for the readers.

Bandar Lampung, 2019



Novi Marcelina

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading is good thing in life because it is a factor of great importance in the individual development and the most important activity in school. It is 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.

¹Andrew p .Jhonson, *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

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 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 a correlation 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,

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

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

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

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.

Reading habit is the number of repetitions in given time to read English text.⁶ 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.⁷ 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

⁶Simanjuntak, E. G. *Developing Reading Skills For ESL Students*(Jakarta: Department Pendidikan dan Kebudayaan, 2012), p. 70

⁷Shane, M. C. and Glinow, M. V. *Organizational behavior and ability. Edition No. 5.* (Chicago, IL: McGraw Hill, 2007), p. 35

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

The researcher chose reading habit and reading comprehension ability in her 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 have bad pronunciation when they read English text. The researcher has opinion that reading habit also becomes a basic problem of reading comprehension. It was the reason why the researcher wants to find out the cause of the students' problem in reading and how the reading habit and reading comprehension in Upper Secondary School Level.

Based on preliminary research from the VII of Smp Surya Dharma 2 Bandar Lampung the researcher 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 (Evi Yulita,S.Pd) as seventh grade English teacher. She said that reading habit supports the

students 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, that the students' lazy to read the long morever 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 that the student' are lack of vocabulary.

To support and strengthen this study the researcher finds some samples. The first previous research overview was conducted by Candrawati with the title "A Co relational Study on Students' Translation Ability, reading Habit, and Students' Reading Comprehension of the Tenth Grade Students of SMA N Kebak Kramat academic year of 2008/2009". From the result of the study, it can be concluded that: (1) there is correlation between students' translation ability and reading comprehension (2) There is correlation between students' reading habit and reading comprehension (3) There is correlation between students' translation ability, reading habit toward reading comprehension.⁸

The second previous research overview was conducted by Rohmatul the entitled "The Correlation Between Reading Habit and Achievement in Reading Comprehension of the Second Year Students at Mts n Aryojeding

⁸Candrawati, W. S. B.A *Correlational Study on Translation Ability, Reading Habit and Students' Reading Comprehension of the Tenth Grade Students of SMU N 1 KebakKramat Academic Year 2008/2009*. Unpublished Thesis. (Surakarta: State University of Surakarta, 2009)

Rejotangan Tulung Agung”. The result showed that there is a positive correlation between reading habit and achievement in reading comprehension.

The differences between this research and the previous research in collecting data of previous research used questionnaire for reading habit, and test for translation ability and reading comprehension. The form of questionnaire was close type questionnaire. Meanwhile, the forms of the test were multiple choicetranslation ability and reading comprehension, and the researcher in collecting data used questionnaire and multiple choice for reading habit and reading comprehension. Meanwhile the difference between in this research and previous research used the same questionnaire and multiple choice,in the previous research used 3(three) variables and this research only used2 (two) variables.So the title of your research is the correlation the between students’ reading habit and students’ reading comprehension.

Based on the explanation above, the researcher would like to know the correlation between students’ reading habit and students’ reading comprehension and the researcher propose the research an titles: “ The Correlation between Students’ Reading Habit and Students’ Reading Comprehension at the Seventh Grade of SMP Surya Dharma 2 Bandar Lampung in the Academic Year of 2019/ 2020.

B. Identification of the problem

Based on the background of the problem above, the research identified the problem as follows:

1. The students difficulty to get main idea of text
2. The students have any difficulty word in reading the text
3. The students are lack of vocabulary.

C. Limitation of the Problem

Based on the identification above, the researcher limited her research on the correlation between students' reading habit in English and Students' reading comprehension. According to the syllabus for the seventh grade at SMP Surya Dharma 2 Bandar Lampung.

D. Formulation of the Problem

Based on the background of problem, the researcher formulated the problem as follows:

“ Is there any positive correlation between students' reading habit and reading comprehension at the Seventh grade of SMP Surya Dharma 2 Bandar Lampung”

E. Objectives of the Research

Concerning the problem above, the objectives of this research is to find out whether there is correlation between students' reading habit and reading comprehension at the Seventh grade of SMP Surya Dharma 2 Bandar Lampung".

F. Use of the Research

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

2. Practically

a. For Students

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

2) The result of this research hopefully can be used to increase students' reading habit in reading English material of various texts.

3) 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 students', especially in reading comprehension.

2) The process of this research hopefully can be useful for English teachers 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 correlation between reading habit in English and reading comprehension ability at different level of students.

G. Scope of the Research

1. Subject of the Research

Subject of the research was the students at the seventh grade of SMP Surya Dharma 2 Bandar Lampung.

2. Object of the research

The object of the research was the students reading habit and reading comprehension.

3. Time of the research

The research was conducted at the seventh grade at SMP Surya Dharma 2 Bandar Lampung.

4. Place of the research

Place of the research was at SMP Surya Dharma 2 Bandar Lampung in academic year of 2019/2020.

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.¹ 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.² Reading is a concetly 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.³ 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

¹ H . Douglas Brow, *Teaching by Principles an Interactive an Approach to Language Pedadogy*, (New Jersey : Prentice Hall,2010), p. 18

² Andrew P. Jhonson, *Teacing Reading and Writing A guidebook for tutoring and Remediating Students* (Lanham New York: Rowman and Littlefield Education,2008),p.3

³Ibid,p.4

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.⁴ Reading is one of language skill that should be learned and 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.⁵

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. If reads for studying or setting information such news, science or same line, which are part of his study or assignment 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

⁴Bambang Setiyadi, *Teaching English as a foreign Language* (Yogyakarta: Graha Ilmu, 2006),p.67

⁵H. Douglas Brown, *Teaching by Principle an interactive approach to language pedagogy*, (New Jersey: Prentice Hall, 2008), p.218

- 4) Learn about it
- 5) Answering questions
- 6) Perfect reading aloud, and
- 7) Confirming or rejecting predictions.⁶

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 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:

⁶Tarigan, H. G. *Membaca Sebagai Suatu Keterampilan Berbahasa*, (Bandung: Angkasa Bandung, 2008), p .9

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.⁷

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

⁷Dallman M, *The Teaching of Reading Sixth Edition*, (New York: Holth Rinebart and Winstom, 2007), p. 57

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 a cross a whole text (such as an easy, article, or chapter) for it’s gist”.⁸Skimming give readers the advantages of being able to know main point of view, they do not need to read everything but inly reads a few important words.

2) Scanning

Brown stated defined that: scanning is quickly searching for some particullar piece of information in a text.⁹Scanning exercise may ask students to look for names or data, to find definition og 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

⁸Brown D H, *Teaching by Principles an Interactive Approach to Language Pedadody Second Edition*, (Longman: White Plain Publisher, 2001),p. 56

⁹ Ibid, p. 56

slower speed: the aim of scanning is to read shorter texts and extract specific information.¹⁰

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.¹¹ 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

¹⁰ Jack C Richard, *Extensive Reading in The Second Language Classroom*, (Jakarta: Cambridge Language Edition, 2003),p. 27

¹¹Richards, Loc. Cit

by word, recognition, building up to the identification of grammatical structures, sentence, and longer texts.¹² 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 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 type 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.¹³

Based on explanation can second type combines elements of bottom- up and top- down assuming that a pattern is synthesized based on information provided simultaneously from several knowledge 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 developing appropriate, efficient comprehension strategies.¹⁴It means

¹²Trabajo de titulación, *The Use of Bottom- up and Top- Down Processing*, (Universitas De Cuenca, 2017),p, 37

¹³ Nunan, *Language Teaching Methodology: A Textbook For Teacher* (New York: Prentice Hall, 2003),p. 35

¹⁴ H Douglas Brown, *Teaching by Principles an Interactive Approach To Language Pedadody*, (San Francisco: State University, 2006),p. 199

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 are able 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.¹⁵

The thinking process means the core of comprehension skill, those four operations are: identifying, analyzing, evaluating, and applying.¹⁶ 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

¹⁵ Dannielle S Mc Namara, *Reading Comprehension Strategies Theories, Interventions, and Technologies*, (New York London: Lawrence Erlbaum Associates, 2007), p. 6

¹⁶ Harris, L. A. and Smith, C. B. *Reading Instruction Diagnostic Teaching in the Classroom*. (New York: Richard C. Owen Publisher, Inc, 2000), p. 125

taken for the reader.¹⁷ 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.¹⁸ There is a common set processes in the different 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

¹⁷Martin 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

¹⁸ 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

- 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 do something with the information
- 4) The last is applying means that the readers used the information to fix their problem.¹⁹

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.²⁰

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.

¹⁹ Harris, L. A and Smith, C . B, *Reading Instruction Diagnostic Teaching In The Classroom*, (New York: Richard C. Owen Publisher, 2002),p. 10

²⁰Grellet, F, *Developing Reading Skill a Practical Guide to Reading Comprehension Exercise*, (Cambridge: Cambridge University Press, 2000),p. 30

Continuously readers 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.²¹ 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.²²

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 message.

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.

²¹Suparman, *Developing Reading Comprehension Skills and Strategy*, 2006,P. 2

²² Gerald G. D, *Explaining Reading a Resource for Teaching Concepts, Skills, and Strategies*, (New York London: The Guildford Press),p. 138

Finding reference means interpreting and determining one linguistic expression to other.²³

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.²⁴

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.²⁵

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.²⁶

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.

²³ Otong Setiawan, *Intensive Reading Bottom Up Reading*, (Bandung : Yrama Widya, 2008), p. 35

²⁴ Nuttal, C. *Teaching Reading Skills in Foreign Language*. (London: Heinemann Education Books, p. 82

²⁵ Ibid, p. 80

²⁶ Ibid, p. 135

7. 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 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.²⁷

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.

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

1) Difficual 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.

²⁷Heilmen, A. W, *Principle and Practices of Teaching Reading Fifth Edition* , (Ohio: Charles E. Merril Publishing Company,2002),p. 35

2) Intelligence

Readers ability to comprehend is sometime limited by the richness of their background knowledge and vocabulary 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 assignment would be wasted only if the students know how to make word meaning properly. The deficiencys 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.²⁸

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.

²⁸ Dallman, M, *The Teaching of Reading, Sixth Edition*, (New York: Holt Rinebart and Winstom, 2003),p. 27

- 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
- 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 inetrferece which can cause the low reading comprehensio. The last factor is bad reading conditions.²⁹

Based on the explanation above, it can be concluded that there are several factors that may influence the success of reading comprehension

²⁹Harris, L. A, and Smith, C. B, *Reading Instruction Diagnostic Teaching in The Class Room*, (New York: Richard C. Owen Publisher,2002),p. 18

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.

5. Concept of Reading Habit

a. Definition Reading Habit

Nilsen defines that habit is behavior that has been repeated until it has become more less automatic, enacted without purposeful thinking, largely without any sense of awareness.³⁰ Chettri and Rout assert that reading habit is a reading activity which is done recursively³¹. 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.³² 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

³⁰ Nilsen, P. *Creature of Habit: Accounting for The role of Habit In Implementation Research on Clinical Behavior Change*, (Implementation Science Journal,2012),p. 01

³¹ Kushmeeta Chettri and S. K . Rout. *Reading Habit an Overview*,(IOSR journal of Humanities and Social Science,2013),p. 13

³²Erna Iftanti, *A Survey of the English Reading Habits of EFL Students in Indonesia*, (Teflin Journal, 23, 2012),p. 150

Karveval that reading habit involves the reading materials which are settled and the passion to have more allocated time to do reading activities.³³ 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.³⁴ 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 occur constantly and regularly. Reading habit will help the learner obtain and gain 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 results. For purposes of this topic, they are grouped into four segments they are: hobbial, recreational, concentration, devotional:

1) Hobbial

³³Shashi Wanjari and Vaishali Mahakulkar, *Assesing Reading Habits of D. Ed Trainee Teachers*, (Indian Streams Research Journal, 2011),p. 76

³⁴Gardner, B. *Habit as Automatically not Frequency*, (Journal of the European: Health Psychologist, 2012),p. 13

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

This purpose of reading habit not only makes one satisfied but also positive. Unlike other hobbies, reading is one of the most recommended to shape readers' personality skills. By reading books particularly can develop the knowledge of vocabulary which helps in conversations. Reading as a 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' 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' achievement in school.

4) Devotional

The last purpose of reading habit is deviational. This is the only reading habit which has a negative norm. The reader sometimes pretends to read, and deviates from the actual reading.³⁵

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

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.

³⁵ Ogbodo, R. O. *Effective study habits and Examination Guide for Students*, (Abuja: Gracehanel Publishers,2002),p. 4

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

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.³⁶

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 questionnaire.

³⁶Gaona, J. M. A & Gonzalez, E. R, *Relationship Between Reading Habits University Library and Academic Perfomance in a sample of pyschology students*, (*Revista De La Education Superior* 15 (1), p. 55-57

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 success. The implications of applying reading as habitual activity are students can expand the knowledge and increase 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.

Propose several benefits of reading he said, the impact of reading in people's life is extraordinary widespread. A reader can learn a new word, can be introduced to new facts, he can become knowledgeable about the whole and he can be stimulated to both thought and emotion.³⁷

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.³⁸

Habit of reading help the main performs effectively to read frequently. The people would have abilities to communicate and think well. Acquiring reading habit would automatically active neurons and

³⁷Thanuskodi S, *Reading Habit Among Library and Information Science Students*, (Annamalia University: A Survey, International Journal Education Science, 2011),p. 6

³⁸Jack, S. *The Habit of Reading and It's Advantages Why Should Develops Habit of Regular Reading*, (International Journal Education Science, 2008),p. 66

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 message that the writer trying to convey.

b) Habitual reading boots intellectual curiosity regular habit of reading exposes a reader to read a variety of a book. 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.³⁹

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.

6. Correlation between 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. Students who are having a good reading habit demonstrate a positive relationship in their academic performance.⁴⁰

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

³⁹Jack, S. Loc. Cit

⁴⁰Julio, C.G. *Relationship Between Reading Habits*, (University Library and Academic: Performance in a Sample of Psychology students, 2011),p. 25

daily routine, the students' vocabulary knowledge only through the practice of reading habit. Most of the times, reading habits provide plenty of benefits especially in the national final examination. Students' reading habit would automatically help them to comprehend the English text material.⁴¹

The students who make reading as their habitual activity would force themselves 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 literature above, it can be assumed that students' reading habit in English correlated with students' reading comprehension. It seems that students' reading habit toward 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 interested 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 reading passage their learning sources such as textbook, articles on the internet, and magazine. Therefore, the

⁴¹Umah, R. *The Correlation Between Reading Habit and Achievement in Reading Comprehension of The second Years Students at Mts n Aryojeding Rejotangan Tulung Agung*, { Unpublisch Thesis : Tulung Agung, 2012),p. 45

students should be enjoying the activities in order to be able to undertake their studies successfully in reading comprehension. However, habit is not the only factor that gives contribution in reading comprehension.⁴² Factors 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 researcher formulated the hypotheses of this research as follows:

Ho : There is no significant positive correlation between students' reading habit and reading comprehension at the seventh grade of Smp Surya Dharma 2 Bandar Lampung in Academic Year of 2019/ 2020.

H1 : There is significant positive correlation between students' reading habit and reading comprehension at the seventh grade of Smp Surya Dharma 2 Bandar Lampung in Academic Year of 2019/ 2020.

⁴²Wade, 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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