

**AN UNDERGRADUATE THESIS**

**THE CORRELATION BETWEEN STUDENTS' READING HABIT AND  
STUDENTS' READING COMPREHENSION**



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**THE CORRELATION BETWEEN STUDENTS' READING HABIT AND  
STUDENTS' READING COMPREHENSION**

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## **MOTTO**

*“Orang yang hebat adalah orang yang memiliki kemampuan menyembunyikan kesusahan, sehingga orang lain mengira bahwa ia selalu senang”*

-Imam Syafi'i-

## ABSTRAK

**SRI RAHAYU:** Hubungan Antara Kebiasaan Membaca Siswa dan Pemahaman Membaca Siswa. **Skripsi.** Majene: Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sulawesi Barat, 2023.

Penelitian ini bertujuan untuk melihat hubungan antara kebiasaan membaca siswa dengan pemahaman membaca siswa kelas II MTs Guppi Ulidang. Rancangan penelitian ini adalah asosiatif kuantitatif dengan rancangan kuantitatif korelasional. Sampel penelitian ini adalah kelas VIII A dan VIII B yang terdiri dari 36 siswa tiap kelas. Teknik pengumpulan data yang digunakan adalah angket dan tes. Teknik analisis data yang digunakan adalah SPSS versi 20 dan product moment Pearson. Berdasarkan analisis data, pertama, hasil penelitian ini menunjukkan bahwa kebiasaan membaca siswa kelas II MTs Guppi Ulidang termasuk kategori sangat tinggi. Kedua, pemahaman membaca siswa kelas II MTs Guppi Ulidang termasuk dalam kategori rendah. Kemudian yang terakhir adalah tidak ada hubungan antara kebiasaan membaca siswa dengan pemahaman membaca siswa kelas II MTs Guppi Ulidang. Hal ini didasarkan pada uji korelasi yang telah dilakukan dalam penelitian ini. Nilai sig. (2-tailed) antara kebiasaan membaca dan pemahaman membaca adalah  $0,363 > 0,05$ , artinya  $H_0$  diterima dan  $H_1$  ditolak.

**Kata kunci:** Hubungan, kebiasaan membaca dan pemahaman membaca.

## ABSTRACT

**SRI RAHAYU:** The Correlation Between Students' Reading Habit and Students' Reading Comprehension. **Undergraduate Thesis.** Majene: Faculty of Teacher Training and Education, Universitas Sulawesi Barat, 2023.

This research aims to look at the relationship between students' reading habits and the second grade students' reading comprehension at MTs Guppi Ulidang. The design of this study is a quantitative associative design with a correlational quantitative design. The sample of this research was class VIII A and VIII B which consisted of 36 students for each class. Data collection techniques used are questionnaires and tests. The data analysis technique used is SPSS version 20 and Pearson's product moment. Based on data analysis, first, the results of this study indicate that the reading habit of class II students at MTs Guppi Ulidang is very high categories. Second, the reading comprehension of class II students at MTs Guppi Ulidang is in the low category. Then the last one is that there is no relationship between students' reading habits and the reading comprehension of second grade students at MTs Guppi Ulidang. This is based on the correlation test that has been carried out in this study. sig. value (2-tailed) between reading habit and reading comprehension is  $0.363 > 0.05$ , meaning that  $H_0$  is accepted and  $H_1$  is rejected.

**Keywords:** Correlation, reading habits and reading comprehension.

## PREFACE

All the praise goes to Allah SWT, the merciful one, who provides the knowledge, inspiration, and magnificence. His approval let the research to finally complete this thesis with the title *“The Correlation Between Students’ Reading Habit and Students’ Reading Comprehension”*

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11. All the students of MTs Guppi Ulidang who had been participated in this research.
12. All parties who had provided their assistance in writing this research cannot be mentioned one by one

The researcher is fully aware that this thesis is far from perfection due to her limitation. However, the researcher hopes this thesis can be beneficial for its reader and the development of knowledge.

Majene, .....

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# CHAPTER I

## INTRODUCTION

This chapter consists of background, problem identification, limitation and formulation, objective of the research and research benefit.

### **A. Background**

Every human around the world communicate with other using language. There are many languages exist over the world, such as international language, national language, ethnic language and even slang languages. One of famous language that is used over the world is English. English as an international language is very important to the mastered. English as the first international language studied in Indonesia. English subject is studied from elementary school until university. Even some institution used English as compulsory subject to mastery orally and in written. Many book written in English have spread widely among the people and use as reference for the take of studying acquiring in information and heaving pleasure. English has four basic language skills. They are listening, speaking, writing, and reading. Speaking and writing involve language production, so they are regarded as productive skills. On the other hand, listening and reading involve receiving message, so they are regarded as receptive skills, (Harmer, 2009).

Based on Jhansen (2001), 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 particularly 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.

Maddox (2008) 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. In addition, 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.

According to Pang, et.al (2003), reading is about understanding written texts. It is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences and connected text. Department for Education and Skills (2005) states that reading comprehension is an essential part of the reading process.

Furthermore, Nunan (2006,) adds that reading comprehension refers to reading for meaning, understanding, and entertainment. It involves higher-order thinking skills and it is much more complex than merely decoding specific word. Therefore, as the students read, they have to understand what they have read as a part of their reading process because the aim of reading is comprehension. Reading habit is very important to make it easier for readers to understand a text basic language skills, and is a part or component of the communication.

Reading habits are indicated by the amount of the materials that the readers read, the frequency of reading, the average of the time that readers spent of reading, and also the purpose of reading (Shen, 2006). Reading habits also indicated by the readers positive attitude toward reading, their enjoyment in reading practices and motivation to read. Furthermore, Zwiers (2004), reading habits more clearly describes the automatic and unconscious processes that are involved in constructing meaning from text. Thus, by this activity the readers can improve their reading ability.

Reading and academic achievement are essential for research workers and educationists to know that every child whether he or she is gifted, average, normal or backward etc, should be educated in his or her own way but if he or

she possesses good study habits, he or she can perform well in academics and in every situation. It is the reading habits which help the learner in obtaining meaningful and desirable knowledge. Good reading habits act as a strong weapon for the students to excel in life (Bashir & Mattoo, 2012). According to Palani (2012), reading habit is an essential and important aspect for creating a literate society in this world. It shapes the personality of individuals and it helps them to develop proper thinking methods, and creates new ideas.

Based on the observation of the second grade student of MTs GUPPI Ulidang, the researcher found that there are many students who lack reading comprehension. Lack of a reading culture or reading habit will have an impact on the ability to analyze discourse (text) that is unreadable because it is complicated, thus students seen to have difficulty reading and understanding the text. They cannot get the main idea and answer the question based on text . The lack of motivation to get used to reading will have an impact on students' reading comprehension to be low.

Based on the explanation above the researcher is interesting conduct research to see “The correlation between students’ reading habit and students’ reading comprehension at the second grade of MTs GUPPI Ulidang”.

## **B. Problem Identification**

Based on the statement above the writer state that the problem of the research as follow;

1. Lack reading comprehension,
2. Lack of a reading culture or reading habit
3. Students have difficulty reading and understanding the text,
4. The lack of motivation in reading

## **C. Limitation and Formulation**

This research is limited to the Contribution of Reading Habits to English reading comprehension in class II MTs GUPPI Ulidang. Therefore, the researcher focused on the students' reading habits and students' English reading comprehension. The research formulation will deliver below:



1. How is the students' reading habit at the second grade of MTs GUPPI Ulidang?
2. How is the students' reading comprehension at the second grade of MTs GUPPI Ulidang?
3. Is there any correlation between students' reading habit and students' reading comprehension at the second grade of MTs GUPPI Ulidang?

#### **D. Research Objective**

Based on the research problem above, so the researcher formulated objective of the research in the following sentence:

1. To know the students' reading habit at the second grade of MTs GUPPI Ulidang
2. To know the students' reading comprehension at the second grade at MTs GUPPI Ulidang
3. The find out the correlation between students reading habit and students' reading comprehension at the second grade of MTs GUPPI Ulidang.

#### **E. Research Benefit**

1. For the teacher

This research is to half the teachers to be professional in English teaching, in they can make the students to know about the material before giving the text to the students to avoid confusing happens to the them.

2. For the students

This research can be motivate the student to learn reading seriously so they will be easier to understand the English text.

3. For the researchers

This expected to give a new knowledge of the further of researcher to do the better research of teaching and learning cases.

## CHAPTER II

### LITERATURE REVIEW

This chapter deals with theories used as the basic for supporting the research. It covers some previous findings, theoretical framework and hypothesis.

#### A. Previous Related Studies

In contrasting this research proposal, the researcher was considering some previous finding to support the researcher proposal. Those researcher are as follows:

Muawanah (2014) in her researcher about the relationship between student's reading habit and their reading comprehension at the second grade students of SMA Dua Mei Ciputat. Based on research she found that the correlation is strong. The testing of significant correlation showed the t-value  $0,779 > 3,20$ . Therefore there was significant correlation.

Hidayah (2014) in her researcher about the correlation between reading habit in english and reading comprehension at second semester of IAIN Tulungagung. Based on research she found that the result showed that coefficient correlation was 0,642. It mean that those variables positively correlation. This result (  $r_{value}$  ) was good that the “  $r_{value}$  ” (0,642 > 0,342 in significant level 5% and > 0,4999 in significant level 1%.

Prasetyo (2016) in his researcher about the correlation between translation ability and reading habit toward writing ability at the twelfth grade students MAN 2 Surakarta. Based on researcher he found that there is significant positive correlation. The third hypothesis showed that the coefficient of correlation (  $r_{yx1x2}$  ) between students' translation ability (  $x_1$  ) and reading habit (  $x_2$  ) and their writing ability (Y) is higher than 0 (0,8304 > 0) and linear regression showed that  $t_{obtain}$  is higher than  $t_{table}$  (24,443 > 3,44). The researcher concluded that there is significant positive correlation between translation ability and reading habit toward writing ability at the twelfth grade students MAN 2 Surakarta.

Based on the research finding above, the researcher concludes that reading habit are considered to have important role in the process of teaching and learning activities because of individual reading comprehension is influences by various factors, one of which is a reading habit. If someone is able to process what, where, when, and how reading habit, learning will be more effective so that it can maximize the learning comprehension because of the right reading habit able to increase the student reading comprehension.

## **B. Theoretical Framework**

Theoretical framework is overview of pattern of relation variables in coherent whole which is a description of the focus of research. This framework is intended as the basis of systematic thinking and reduce the problems discussed in research.

### **1. Reading**

In this research, we must know about Reading first like the definition, parts of reading lesson, kinds of reading, types of reading, the importance of reading, technique of learning reading, teaching reading and the purpose of Reading. All of that are important things in this research and they will explain one by one.

#### **a. Definition of reading**

Reading is an important skill in many different settings especially in educational setting. Grabe (2009) argues that students, nowadays, encounter the great demands of reading activity since all knowledge is in the written form. The students should have a good reading ability to discover the content of the text.

In addition, Harrison (2004) argues that the importance of reading is not only related to the development of knowledge but also it is related to the people thinking capability. This capability will be the basic development of emotional, moral and verbal intelligence. Moreover, these developments determine what kind of person people would be. In summary, reading is important for students both to develop their knowledge and to develop the way think related to the development of their moral, emotional as well as verbal intelligence.

## b. Kinds of Reading

Rustan (2010) identifies there are three reading technique that are come only known. They are skimming, scanning, and semantic mapping or clustering:

### 1) Skimming

Perhaps the two most valuable reading strategies for learners as well as native speaker are skimming and scanning. Skimming consists of quickly running one's eyes across a whole text can essay, article, or chapter, for example: to get the gist, skimming give readers the advantage of being able to predict the purpose of the passage, the main topic or message and possibly some of the developing or supporting ideas.

### 2) Scanning

The second in the "most valuable" category is scanning, or quickly search for some particular or pieces of information in text. Scanning may ask students to look for names or dates, to find a definition of a key concept, or to list certain number of supporting details. The purpose of scanning to extract certain specific information without reading through the whole text. For academic English, scanning is absolutely. In vocational or general English, scanning is important in dealing whit genres like schedule, manuals, form.

### 3) Semantic

Mapping or Clustering Readers can easily be overwhelmed by along string of ideas or events. The strategy of semantic mapping, or grouping ideas into meaningful clusters, helps the readers to provide some order to the chaos. Making such semantic maps can be done individually, but they make for productive group work technique as students collectively induce order and hierarchy to passage.

## c. Teaching of Reading

Reading is one of receptive skill as the basic communicative skills, but is a very complex process. One way of facilitating a reader's interaction with a text and providing orientation to context and content is through various kinds of text related tasks. The idea that there are three main types of reading activity, those which precede presentation of the text, those with accompany it, and those which follow items, is now a common feature of discourse about reading.

Wallace (2002) mentions that there are three stages in reading activities in the classroom as described below :

#### 1) Pre-Reading Activities

Some pre-reading activities simply consist of question to which the reader required to find the answer from the text. Traditionally this type of question followed the text and was designed to test comprehension, but in more recent material questions often precede the text and function as scanning task that is the learner reads the text quickly in order to find specific information related to the question.

#### 2) While-Reading

Activities Generally the purpose of while –reading activities is to encourage learners to be flexible, active, and reflective readers. Flexibility is encouraged by inviting the reader to read in ways which are perceived to be appropriate to the type of the text being presented. Many while reading tasks with the aim of encouraging active and reflective reading attempt to promote the kind of dialogue between reader and writer.

#### 3) Post-Reading

Activities Usually, the kind of post-reading activity consists of questions which follow a text.

#### d. Aspect of Reading

According to Alexander (2008) that there some aspects of reading which have been suggested by well-known authorities:

- 1) Visual in Sensory Aspect of Reading The role of eye in reading is the most essential thing. Where without eye, someone cannot read, even less understand the meaning of the message in printed materials. When reading someone must focus his eyes on a text. During the reading process, eye movement is considered as one that determines reading speed and comprehension.
- 2) Sequential Aspect of Reading The written material generally has sequences on a page, namely, the sequence from left-to-right side and from top to bottom. Therefore, someone's eyes must follow these sequences when reading.

- 3) **Thinking Aspect of Reading** Reading without involving thinking process is useless. Therefore when reading, someone must involve thinking process. Furthermore, he explains that when reading, a reader relates the message potential meaning to what is already known in order to comprehend the message.
- 4) **Associational Aspect of Reading** Reading process involves several types of association. When reading, a reader associates the spoken words with the written words, and spoken words with ideas and objects.
- 5) **Learning Aspect of Reading** A person who wants to know and understand a written message, he will take the material and read it. He reads word by word, sentence by sentence, paragraph by paragraph and so on. During the reading process, he relates the meaning of the words being read with his background knowledge. Hence, the meaning or information obtained through reading increase his knowledge. Finally, the knowledge influences his behavior and action.

## **2. Reading Habit**

The identification of student reading habit is very important in order to increase students' reading comprehension in English. So, in this research it will be informed about definition of reading habit, the purpose of reading habit and the aspect of reading habit.

### **a. Definition of Reading Habit**

Reading habit can be acquired by readers if they are frequently read a book with any reason that they have. When they get used to read and search a book to read, reading can become their habit. Reading habit can be achieved by someone in younger age. If in young age, they formed reading habits it will last long in their life (Greene, 2001).

Furthermore, Shen (2006) adds that reading habit can be identify by reading materials that students read, frequency of reading, time spent in reading and the purpose of reading. According to Zwiers (2004), reading habits more clearly describes the automatic and unconscious processes that are involved in constructing meaning from text. Then, reading habit refers to the automatic process as the readers read the textual material and deriving

meaning unconsciously. Reading habits can be acquired by readers if they are frequently read a book with any reasons that they have. When they get used to read and search a book to read, reading can become their habit. Reading habits can be achieved by someone in younger age. If in young age, they formed reading habits it will last long in their life (Greene, 2001).

Reading habit is activities need to be socialized from an early age and if students have good reading experiences and build a positive attitude toward reading. Reading habit is the process and comprehension is the essence of it. By accustoming a good reading habit as a daily activity.

b. Benefit of reading habit

According to Samrotul (2014), the benefit of reading habits are enormous; gaining reading habit will enable the students open a new world and broaden their perspective. Thus reading habit will help students to speak with confidence and build an expertise. Simultaneously, reading comprehension and habit are both interrelated. Reading habit is the process and comprehension is the essence of it. By accustoming a good reading habit as a daily activity, it will help the student to read and to comprehend English text fluently and accurately. Pursuing reading as a habit will help the students to become more intelligent. Practicing reading habit also improves analytical skill in comprehension task.

Based on Zwiars, (2004), reading habits more clearly describes the automatic and unconscious processes that are involved in constructing meaning from text. Then, reading habit refers to the automatic process as the readers read the textual material and deriving meaning unconsciously. He adds that comprehension habits are the split-second thought that kick in constantly to help a proficient reader actively construct meaning. Then, by building reading habit will constantly help the readers construct meaning actively.

In the line with, Hasanah (2017) said that reading habit is our need for every time like nutrition that always needed every day; the students will always do this activity as their habitual action beside that reading becomes

a habit is not an easy one. It needs long process, some exercise and a high motivation from the reader to make reading as a habit.

c. The Purpose of Reading Habit

Based on Ochanya (2010) there are some reading habits purposes which have either positive or negative result. They are grouped into four segments they are: hobbial, recreational, concentration, deviational

1) Hobbial

A hobby is an activity that creates joy and satisfaction and doing it. the purpose of reading habit as a hobby make a reader knowledgeable 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 other hobbies, reading is of the most recommended one to shape reader 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) Recreational

A good reading habit for recreational make the reader acquired more knowledge and classroom. Reading for relaxation is aimed to cool the reader's brain and to avoid mental fatigue ; the example activity on reading for relaxation are reading newspaper and magazine.

3) Concentration

Concentration means the reader acknowledge their reading process to understanding the meaning of the passage. Reading for concentration is recommended for use in school by stakeholders; this reading habit positive purpose shows positive result in students achievement in school.

4) Deviational

This the only reading habit which has a negative norm. The reader sometimes pretends to read and deviated from the actual reading. This should be avoided by the students. If this reading habit attitude acquired by the student, it may lead to loss of interest in the acquisition of knowledge.



#### d. The Aspect of Reading Habit

According to Julio cesar (2011) reading habit have six aspect, they are : reading frequency, books read, time spent on academic reading, time spent on no-academic reading, Motivation in the family environment, and Motivation in the academic environment.

##### 1) Reading frequency

Reading frequency is one of activity when someone do to read for someone minutes or hours as frequently. Reading frequency used to measure students' reading frequency in their spare time.

##### 2) Books Read

The number of many books that students have read in last three months was included in the questionnaires.

##### 3) Times spent on academic reading.

It is considered the time that the students devote their time to read academic book especially for their specials subject.

##### 4) Time Spent on Non Academic Reading

It is discussed amount of time that the students used to read non academic book, magazine, such as novel, fiction, romance, horror, etc.

##### 5) Motivation in The Family environment

It is very important in the students reading habit, when students see the behavior of their families who like to read, indirectly the respond students to get uses to reading will occur naturally. It focuses on the recommended book the purchased by the family based on the interest of the family.

##### 6) Motivation in The Academic environment

Teacher motivation in improving students reading habit is very important the role of teachers in schools is closely related to the results obtained by students. The existence of a reading culter carried out by the teacher towards students will greatly help students in getting used to reading books. It focuses on the frequency of students reading literature their school environment based on the teacher report.

Classify aspects related to reading is time, desire and will, motivation, and environment. Based on the some opinions above aspects that must be known about students reading habit, namely time desire, motivation and environment.

e. Advantages of Reading Habit

The implications of applying reading as habitual activity are students can expand the knowledge and increase focus and concentration. Reading habitual activity also helps them become more intelligent, and boots their vocabulary meaning. The impact of reading in people is live is extraordinarily widespred. A reader can learn a new word, can be introduce to new facts, he can become knowledgeable about the whole world and he can stimulated to both taught and emotion. According to Steel Jack (2008) he mentioned several advantage of reading habit:

1) Habit of the Mind Performs Effectively

To read frequently, the people would have abilities to communicate and think well. Acquiring reading habit would automatically activeneuros and make it always in good shape. People who exhibit habit as daily activity would help them to perform effective in front on public.

2) 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 convoy.

3) Habitual Reading Boots Intellectual Curiosity

Regular habit of reading exposes a reader to understand the complexity of different books. A reader become knowledgeable about various literacy skills and leads to reader to think independently and critically.

4) Habitual Reading Means A psychologcal Activity

Regular habit a psychologcal activity means a reader link with their mind to feel the writers' imagination. The reader uses their mind to figure out

the scheme of story, to feel the writers and to experience the difference of personal players.

#### 5) Habitual Reading Helps Readers to have A Positive Set of Mind

Efficient frequent readers should be active positive mind and critical. The reader should give feedback quickly to the material as a response to what they have read. They should also get the summary and make a critical judgment from the material.

### **3. Reading Comprehension**

#### a. Definition of Reading Comprehension

According to Bulut (2017) Reading comprehension is defined as students' "acts of thinking and constructing meanings in pre-reading, while-reading and post-reading stages". It is one of the main language skills that require making inferences and understanding the details in written materials, and it is expected that it will be acquired by pupils at primary school. In fact, reading comprehension is placed at the heart of many school subjects as it plays a key role in the process of cognitive development.

Snow (2002) explains reading comprehension is a process of simultaneously extracting and constructing meaning through interaction and involvement with written language. It consists of three elements; the reader, the text, and the activity the purpose of reading. Reading comprehension is a process of understanding the information in the text by using reader's background information (Facharyani, Masrupi and Rahmawati, 2018).

According to Klingner, Vaughn, and Boardman (2007), reading is the process of constructing meaning that is achieved through effective instruction taking into account the aspects of previous reader's knowledge, the information provided by the text, and the context of the reading situation. It is also supported by McEntire (2003) who argues that reading as a constructive process of prior knowledge and experience that affects the reader's understanding of the text.

It is concluded that the prior knowledge and experience of the reader is essential to gain a correct understanding of the information in the text.

Appropriate understanding is possible because the content of the text is close to the reader's prior knowledge. For example, teachers who read educational articles will feel better at understanding the text than the entrepreneur. Achievement is something that is accomplished, particularly by great effort, courage or special skills. Lawrance and Vimala ( 2012) declare that academic achievement is measurement of knowledge which gained in formal education usually indicate by test score, grade, grade point, average and degrees.

b. Levels of Reading Comprehension

The levels of reading comprehension are mentioned, they are literal comprehension, inferential comprehension and critical comprehension (Pikulski, 2005).

1) Literal Comprehension

Literal comprehension refers to information explicit stated in the written text. As a basic level, the reader 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 drives an implicit idea 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 required to think harder when applying this comprehension level.

3) Critical Comprehension

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

c. Reading Comprehension in the Classroom

Grellet (2005) states that there are two steps teaching reading comprehension in the classroom, they are:

1) Construction Exercise

There must be variety in the range of exercise. This is an important factor in motivation and it is necessary if different skills are to be covered. On the other hand, a text should always be the starting point for determining why one would normally read it, how it would be read, how it might relate to other information before thinking of a particular exercise.

2) Classroom Procedures

The first point to be noted when the teacher practices reading in the classroom is a silent activity. Therefore silent reading should be encouraged in most cases, though the teacher may sometimes need to read part of the text aloud. It is useful to give the class some help on how to approach a new text. The following procedure, for instance, is very helpful with most texts.

d. Reading Comprehension Skill

Dolmer (2008), stated that the skill of reading comprehension can be categorized into twelve skills, namely.

- 1) Gaining the word meaning. It deals with the skill to find and interpret the intended meaning.
- 2) Identifying details. It deals with the skill to find some explicitly stated pieces of information.
- 3) Identifying sequence. It deals with the skill to identifying the sequence in which components occur or are placed.
- 4) Identifying cause-effect relationship. It deals with the skill to determine the reason for the occurrence of an event or an action.
- 5) Identifying main idea. It deals with the skill to identify the central thought of a paragraph.
- 6) Making inference. It deals with the skill to formulate an image to the information that is not explicitly stated in the passage.

- 7) Making generalization and conclusion. It deals with the skill to make generalization then conclude it and infers the relationship among separate situation or events.
  - 8) Identifying tone or mood. It deals with the skill to recognize the authors' attitude and the emotion that he or she intends to the readers.
  - 9) Identifying theme. It deals with the skill to recognize the moral or concept that the passage clarifies to the readers.
  - 10) Identifying the characterization. It deals with the skill to determine the personality traits and feelings of a character in a selection.
  - 11) Identifying fact-fiction and opinion. It deals with the skill to determine which passage that presents actual condition and the one that reflects the personal feelings of the author.
  - 12) Identifying propaganda. It deals with the skill to identify the existence of an authors' biased opinion in the passage.
- e. Factors Affecting Reading Comprehension

The low reading comprehension skills are caused by variety of factors. The factors which are responsible to the depth of readers' comprehension is follow; 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) Difficulty of Material

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

2) Intelligence

Readers' ability to comprehend is sometimes 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 determining where reading instruction should star.

3) Environment

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

4) Emphasis on Word Recognizing

All assignment would be wasted only if the students know how to make word meaning properly. The deficiencies in comprehension are sometimes caused 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 student do oral reading, automatically they interpretthe meaning of the text passege 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 problem 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 in reading comprehension.

8) Rate of Reading

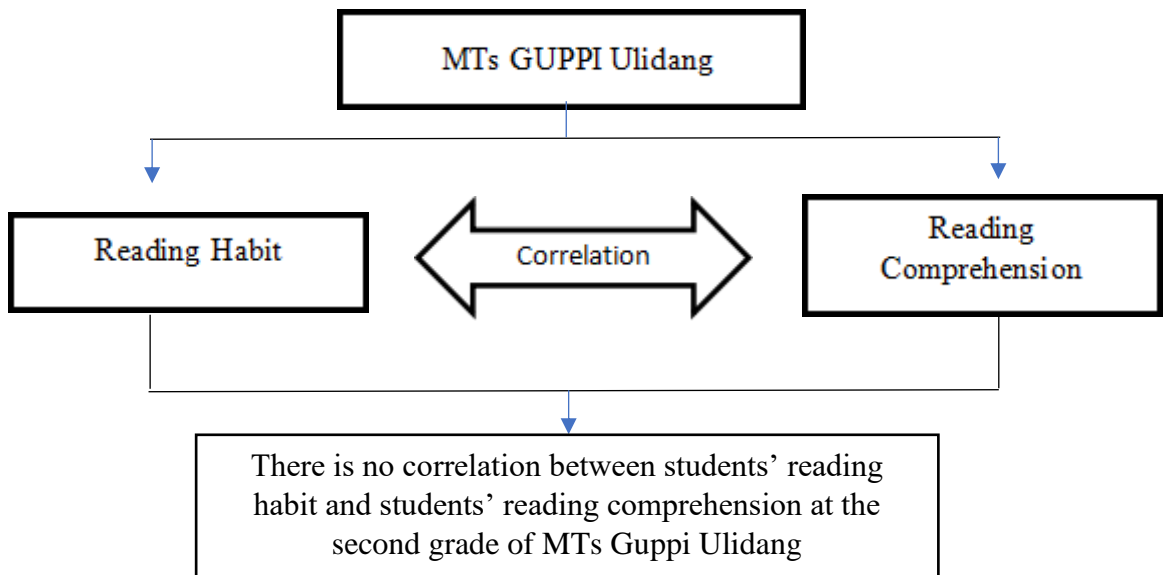
The wrong selection in adjusting the reading rate to the type of material, such as newspaper, textbook, novel or magazine might cause failure in comprehending text material.

In addition, identify five major determinant factors of reading comprehension contrasting as follow; background experience, language abilities and thinking abilities, affection (interest, motivation, attitude, beliefs, and feelings), and reading purposes.

**4. Conceptual Framework**

Therefore, to make it easier for readers to understand it, the researcher made a conceptual framework chart according to the title “The correlation between students’ reading habit and students’ reading comprehension at the second grade of MTS GUPPI Ulidang” this research is providing the following diagram:

*Figure 3.1 Conceptual framework*





### C. Hypothesis

Hypothesis is a tentative statement that is conjecture about what is observed in efforts to understand. The researcher proposed the hypothesis for this research, as follow:

1.  $H_a$ = There is correlation between students reading habit and students reading comprehension at the second grade of MTS GUPPI Ulidang.
2.  $H_0$ = There is no correlation between students reading habit and students reading comprehension at the second grade of MTS GUPPI Ulidang.

## CHAPTER III

### RESEARCH METHOD

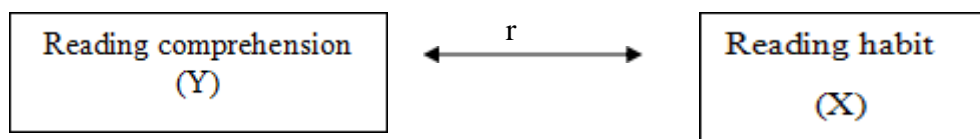
This chapter explains about the method of the research. In this research used quantitative research. This chapter included of the research type and design, population and sample, research location and schedule, operational definition of variable, procedure of collecting data, research instrument, and data analysis technique.

#### A. Research Type and Design

There were two kinds of variables in this research, variable X and variable Y. Reading habit as variable X and reading comprehension as variable Y. The research design that a flied in this research was quantitative research. The research analyzed the research by using Pearson correlation product moment.

The research design of this research was the correlation between students' reading habit and students' reading comprehension at the second grade of MTS GUPPI Ulidang. In this research, the researcher used person product momen, the design as follow:

*Figure 4.1 Research Design*



Where:

X: Reading habit

Y: Reading comprehension

r: The correlation

## **B. Research Location and Schedule**

This research has been conducted on August 2023. The location of this research in MTs Guppi Ulidang, JL. Poros Majene-Mamuju, Ulidang, Km.52, Tammerodo Sendana, Ulidang, Tammerodo, Majene Regency, West Sulawesi.

## **C. Population and Sample**

### 1. Population

According to Creswell (2012) said that population is the group of individuals that has the same characteristic. So that based on the statement before conclude that the population is the subject or individuals that have the same characteristic in research.

The research focused her research on students at MTS GUPPI Ulidang. Especially at the second grade students there are two classes of this population. The total population was 36 students.

### 2. Sample

Sample is a part of population that will be studied. In determine number sample of the research, Arikunto (2002) state that when the population is less than 100, the researchers are suggested to take all the population as sample of the research and when the population is more than 100, the researchers can take sample 10%-15% or 20%-25% from total numbers of population.

In this case, the research choose total sampling technique to get sample of the research. Total sampling is a sampling technique where the number of samples is equal to the population (Sugiyono, 2007). The reason for taking total sampling was less than 100, the entire population is used as a research sample.

## **D. Operational Definition of Variables**

### 1. Independent Variable

According to sugiyono (2017) defines independent variable is a variable that affects or causes change or emergence of the dependent variable. The independent variable of this research is the students Reading Habit (X). Reading habit is a habit of reading that is carried out continuously.

## 2. Dependent Variable

The dependent variable is a variable that is affected or becomes a result because of the independent variable. The dependent variable in this study is the student's reading comprehension expressed in the symbol (Y). Reading comprehension is the ability to understand reading by readers.

## E. Procedure of Collecting Data

In this research, there were two ways to collect the data namely questionnaire and test. Table 3.1 is the schedule of research

*Table 3.1 Procedure of data collecting*

<b>No</b>	<b>Class</b>	<b>Time</b>	<b>Description</b>
1	VIII A	August, 7 <sup>th</sup>	Questionnaire
2	VIII B	August, 8 <sup>th</sup>	Questionnaire
3	VIII A	August, 14 <sup>th</sup>	Test
4	VIII B	August, 15 <sup>th</sup>	Test

### 1. Questionnaire

Questionnaire was given in two classes. First, the researcher came to the class that was chosen. Then the researcher introduced herself to the students and explained what they were going to do, and then the researcher asked the students to do the questionnaire. The questionnaire was conducted on August 7<sup>th</sup> in class VIII A and VIII B on August 8<sup>th</sup>. The questionnaires used five alternatives based on the Likert's Scale Types, which consists of 18 positive and 12 negative statement items. Likert's scale is used to measure attitude, opinion and perception based on the certain object or phenomena. The indicators of the questionnaire were explained as follows: Strongly Agree, Agree, Hesitant, Disagree and Strongly Disagree.

### 2. Test

Test was given in two classes also in the second meeting. The researcher came to the class that was chosen. Then the researcher explained

what they were going to do, and then the researcher asked the students did the reading test. The questionnaire was conducted on August 14<sup>th</sup> in class VIIIA and VIII B on August 15<sup>th</sup>. In test, the students gave the descriptive test, they were given sixty minutes to do the test. And the researcher gave the multiple choice test because the technique of scoring was easy and practical. Test is used to determine the students' reading comprehension.

## F. Research instrument

The researcher collected the data in several steps as mention in the following:

### 1. Questionnaire

The researcher gave a questionnaire to students to measure or get information on students' reading habits. There is no pressure when they filled out the questionnaire. They answered 30 questions and return them later. The questionnaire conducted using a Likert scale which consists of answer choices, namely Strongly Agree, Agree, Hesitant, Disagree and Strongly Disagree.

The indicator scoring on a Likert scale questionnaire items are as follows:

*Table 3.3 Indicators of questionnaire*

<b>Research Variable</b>	<b>Indicator</b>	<b>Num. Instrument Items</b>
Students' reading habit in Class VIII Mts Guppi Ulidang	1. Reading amount of books 2. Academic Reading  3. Reading Frequency  4. Non Academic Reading	1, 2, 3, 4. 5, 6, 19, 22, 11, 12.  14, 16, 17, 18, 23.  8, 9, 13, 20, 26.

	5. Reading Motivation for Academic Environment	10, 15, 24, 25,
	6. Reading Motivation in the Family Environment	27, 28, 29, and 30

In addition, to measure the students' reading habit, the researcher categorized the classification of students' reading habit and presented the means of reading habit questionnaire to see the ranking of their responses. The classification can be seen as follows:

*Table 3.4 Category of classification*

<b>Interval</b>	<b>Category</b>
126 – 150	Very High
101 – 125	High
76 – 100	Medium
51 – 75	Low
26 – 50	Very Low

*Sugiyono (2018)*

## **2. Test**

The researcher conducted this test as a second action before moving on to other action. Then, the research decide to do multiple choice. Arikunto (2006) describes test as questions or organized exercises and also other instruments used to measure student's skills, knowledge intelligence, abilities or talents. Reading comprehension test is an objective test in the form of multiple choice.

The test consists of 10 items. There are four alternative answers in each item, consisting of three destructors. The scoring system for the test is that if the student answers correctly they will be given a value of 10, whereas if the student answers incorrectly they will be given a score of 0. How to assess students' reading comprehension:

Table 3.5. Classification Of Reading Comprehension Score

<b>NO.</b>	<b>Percentage (%)</b>	<b>Relationship Level</b>
1	90% - 100%	Very high category
2	80% - 89%	High category
3	70% - 79%	Medium category
4	60% - 69%	Low category
5	0% - 59%	Very low category

(Depdikbud, 1990 )

### **G. Data Analysis Technique**

The technique data analysis in this research used descriptive statistical techniques and inferential statistics to facilitate the analysis of the research data, the researcher used SPSS version 20. The technique data analysis of this research as follows:

#### **1. Descriptive Statistic**

Data analysis using descriptive statistics, which describes the existing data to obtain facts from respondents, hence more easily to understand. The analysis used with descriptive statistics is done by collecting, compiling, presenting, and analyzing all data of all variables in terms of percentage, frequency distribution, histogram, diagram, graph, mean, mode, median, and standard deviation.

#### **2. Inferential Statistic**

Inferential statistics are statistical data analysis techniques used to obtain a logical conclusion of the data available in this study, it is necessary to test through hypothesis testing. Inferential statistic analysis is used to know the correlation between students' reading habit and students' reading comprehension at MTs GUPPI Ulidang, using Pearson's product moment correlation analysis technique.

## CHAPTER IV

### FINDING AND DISCUSSION

This chapter discusses the final or the result about this research and it deals with two points: research finding and research discussion. Research finding will talk about the result of analysis data that found by observing and collecting the data. Whereas research discussion will explain more about research finding and discussion.

#### A. Finding

Research finding talks about the result of the data. It shows how the research worked. In this research, the researcher found the result of students' reading habit and the result of students' reading comprehension. The data found from giving questionnaire about reading habit and also reading test for students' reading comprehension. The result can be seen in explanation below:

##### 1. Data Description

In this study, there were two variables studied namely students' habit and students' reading comprehension. Reading habit obtained from the results of the questionnaire addressed to students. While the students' reading comprehension was obtained from the reading test conducted by the researcher, the students gave reading test that consist of 10 number multiple choice . The results are entered in a tabulated table where the effect of them will be calculated using multiple regression in SPSS.

##### a. Reading Habit

The researcher gave the students questionnaire to obtain information about their reading habit. There was no pressure when they fill out the questionnaire. They answered 30 questions and returned it. There were five scales; Strongly Agree (SA), Agree (A), Hesitant (H), Disagree (DA) and Strongly Disagree (SD). After the students completing the questionnaire, the researcher scored the questionnaire based on the scoring rubric of reading habit. The result of students' reading habit can be seen on the following table:



Table 4.1 The summary of descriptive statistic ( Variable X)

<b>Statistics</b>	
<b>Reading habit</b>	
N	Valid 36
	Missing 0
Mean	104.58
Median	106.00
Mode	124
Std. Deviation	13.624
Variance	185.621
Range	53
Minimum	75
Maximum	128
Sum	3765

The results showed that the reading habit score was between 75 and 128, the mean was 104.58, Median 106, mode 124, Variance 185.621 and Std. Deviation 13.624. The frequency distribution of students' reading habit can be seen in the following table.

Table 4.2 Frequency distribution (Variable X)

		<b>Reading habit</b>			Cumulative
		Frequency	Percent	Valid Percent	Percent
Valid	75	1	2.8	2.8	2.8
	77	1	2.8	2.8	5.6
	82	1	2.8	2.8	8.3
	87	1	2.8	2.8	11.1
	89	1	2.8	2.8	13.9
	90	2	5.6	5.6	19.4
	95	1	2.8	2.8	22.2
	96	2	5.6	5.6	27.8
	98	2	5.6	5.6	33.3
	99	1	2.8	2.8	36.1
	100	1	2.8	2.8	38.9
	101	1	2.8	2.8	41.7
	102	1	2.8	2.8	44.4

103	1	2.8	2.8	47.2
105	1	2.8	2.8	50.0
107	2	5.6	5.6	55.6
109	2	5.6	5.6	61.1
110	1	2.8	2.8	63.9
111	2	5.6	5.6	69.4
112	2	5.6	5.6	75.0
116	1	2.8	2.8	77.8
119	2	5.6	5.6	83.3
120	2	5.6	5.6	88.9
124	3	8.3	8.3	97.2
128	1	2.8	2.8	100.0
Total	36	100.0	100.0	

Based on the frequency distribution, for the total score obtained by each respondent with a score of 75, 77, 82, 87, 89, 95, 99, 100, 101, 102, 103, 105, 110, 116, 128 each have 1 frequency (2,8%), score 90, 96, 98, 107, 109, 111, 112, 119 and 120 each have 2 frequencies (5,6%), score 124 have 3 frequencies (8,3%). So the highest frequency is that the score 124 with 3 frequency (8,3%) and the smallest frequency is at the score 75, 77, 82, 87, 89, 95, 99, 100, 101, 102, 103, 105, 110, 116, 128 each have 1 frequency (2,8%).

Determining the category from score of the students' reading habit is done using the percentage form criteria as follow:

*Table 4.3 Guidelines for interval the score of respondent*

<b>Interval</b>	<b>Category</b>
126 – 150	Very High
101 – 125	High
76 – 100	Medium
51 – 75	Low
26 – 50	Very Low

b. Reading Comprehension

The students did 10 number multiple choice of reading test. They had time to did it. The students were given the task in second meeting. The result of students' reading comprehension can be seen below:

Table 4.4 The summary of descriptive statistic (Variable Y)

<b>Statistics</b>	
Reading comprehension	
N	Valid 36
	Missing 0
Mean	45.56
Median	50.00
Mode	50
Std. Deviation	13.616
Variance	185.397
Range	50
Minimum	20
Maximum	70
Sum	1640

The results showed that variable score of the students' reading comprehension was between 20 up to 70, mean score of 45.56, median 50.00, modus 50, Variance 185.397 and Std. Deviation 13.616. The frequency distribution of students' reading comprehension can be seen in the following table.

Table 4.5 Frequency distribution (Variable Y)

<b>Reading comprehension</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20	3	8.3	8.3	8.3
	30	4	11.1	11.1	19.4

40	10	27.8	27.8	47.2
50	12	33.3	33.3	80.6
60	3	8.3	8.3	88.9
70	4	11.1	11.1	100.0
Total	36	100.0	100.0	

Based on the frequency distribution, for the total score obtained by each respondent with a value of 20 and 60 have 3 frequency (8,3%), a value of 30 and 70 have 4 frequencies (11,1%), while a value of 40 have 10 frequencies (27,8%), a value of 50 have 12 frequencies (33,3%). So, the score of respondent which has largest frequency is at the value of 50 which has 12 frequencies (33,3%) and the smallest frequency is at the value of 20 and 60 which has 3 frequency (8,3%).

Determining the category from score of students' reading comprehension is done using the percentage form criteria as follows:

Table 4.6 Guidelines for interpreting the score of respondent

NO.	Percentage (%)	Relationship Level
1	90 – 100	Very high
2	80 – 89	High
3	70 – 79	Medium
4	60 – 69	Low
5	0 – 59	Very low

The total value of students' reading comprehension obtained from the results of the study is 1640, the highest value of this result variable is 70, because the number of respondents is 36, the criterion value is  $36 \times 70 = 2520$ . So, students' reading comprehension is  $1640 : 2520 \times 100 \% = 65.08\%$  of the criteria set. So it can be concluded that the value of students reading comprehension belongs to the low category.

## 2. Prerequisite Testing Result

### a. Normality test

Normality testing distribution is purposed to know whether the variable data research distribution is normal or not. There are three variable of normality testing in this research, normality of Emotional Quotient, normality of Learning Motivation, and normality of Speaking Ability. To test the normality distribution of data, the researcher uses Kolmogorov-Smirnov by *SPSS 20 for windows*. The result can be seen at the table 4.7. below:

Table 4.7 Test of Normality

<b>One-Sample Kolmogorov-Smirnov Test</b>		Unstandardized Residual
N		36
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	13.44919944
Most Extreme Differences	Absolute	.107
	Positive	.107
	Negative	-.070
Test Statistic		.107
Asymp. Sig. (2-tailed)		.200 <sup>c,d</sup>

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

After being computed, the value for  $N = 36$  at the level of sig (2-tailed =  $0,200 > \alpha = 0.05$ ). From the data we can conclude that the distribution of the data is normal.

### b. Linearity test

Linearity test was aimed to know whether two variables had significant linear regression or not (Abdurrahman, in Nuniek Kurniasih 2016 ). Here the description of linearity testing:

Table 4.8 Test of linearity

		Sum of Squares	df	Mean Square	F	Sig.
Reading comprehension * Reading habit	Between (Combined) Groups	5072.222	24	211.343	1.641	.197
	Linearity	158.055	1	158.055	1.227	.292
	Deviation from Linearity	4914.167	23	213.659	1.659	.193
	Within Groups	1416.667	11	128.788		
	Total	6488.889	35			

From the data above, the linearity testing from reading habit and reading comprehension that the value F-obtained of the  $F_{\text{deviation}}$  is 1,659. The value significant of deviation from linearity is 0,193, because the significant is higher than 0,05 or  $0,193 > 0,05$ . So the linearity between reading habit and reading comprehension were linear.

### 3. Hypothesis Testing

Since the computation of normality, linearity and correlational testing shows that the data are in normal distribution and the regression is linear, the researcher continue to test the hypothesis of the research stated on the previous chapter. To test hypothesis, the researcher uses *SPSS 20 for windows (multiple regression)*. To analyze the data. Further explanation on influence of the instruments are presented at the Table 4.9 as follows

		Reading habit	Reading comprehension
Reading habit	Pearson Correlation	1	.156
	Sig. (2-tailed)		.363
	N	36	36
Reading comprehension	Pearson Correlation	.156	1
	Sig. (2-tailed)	.363	
	N	36	36

The value of R showing us about the relation of independent variable and dependent variable. With the interpretation coefficient in the following :

Table 4.10 Guidelines for interpretation of correlation coefficients

<b>Coefficient Interval</b>	<b>Level Relationship</b>
0, 00 – 0, 199	Very low
0, 20 – 0, 399	Low
0, 40 – 0, 599	Medium
0, 60 – 0, 799	Strong
0, 80 – 1, 000	Very strong

From the table above it can be interpreted that the value of sig. (2-tailed) between reading habit and reading comprehension is  $0,363 > 0,05$ , it means that  $H_0$  is accepted and  $H_1$  is rejected so it can be conclude that there were no Correlation Between Reading habit and reading comprehension. While based on the Pearson correlation value of the data 0.159 it means that the correlation between X and Y is in very low category.

## **B. Discussion**

Before discussing the results of this research, firstly the researcher explained the focus of the research. This research was conducted in MTs Guppi Ulidang. The population was the second grade student of MTs Guppi Ulidang in Academic year 2023/2024 which consist of six classes namely VIII A and VIII B. So, the total population were 36 students. Then the researcher made a sample of these students namely class VIII A and VIII B which were 18 students from each class. The sample took was total sampling, because the population less then 100.

The instrument of collecting data used in this research were questionnaire and test. The technique of data analysis used descriptive statistic and inferential statistic. Based on the formulation of the problem stated in

chapter 1, namely: (1) How is the students' reading habit at the second grade of MTs Guppi Ulidang; (2) How is the students' reading comprehension at the second grade of MTs Guppi Ulidang; (3) Is there any correlation between students' reading habit and students' reading comprehension at the second grade of MTs Guppi Ulidang. The description of the data collected showed that there is no correlation between students' reading habit and students' reading comprehension at the second grade of MTs Guppi Ulidang.

After the researcher conducted the data analysis, the researcher then described some of the results of the research that had been carried out in accordance with the research guidelines used, as follows:

1. Students' Reading habit

Before explaining the result of research, firstly the researcher described that reading habit is an activity reading on a regular basis that involves both physically and mentally to get the message, instruments or knowledge to be conveyed by the researcher. The gaining an effective reading habit, Julio Cesar (2011) summarized six aspect of reading habit, they are: reading amount of books, academic reading, reading frequency, non academic reading, reading motivation for academic environment and reading motivation in the family environment.

The first aspect is reading amount of books with the students were interested in reading books in English. According to Zur, et all (2022) that the students had a strong desire to read. Several factors influenced students' interest, including their effort in reading, their motivation and assumptions about reading, all of which were categorized as at 'high' levels. The motivation of students had a significant impact on their desire to read. The desire to learn new things about interesting topics became the primary motivator for students to read. Given the importance of reading, it is critical to prepare an engaging reading text as well as engaging teaching methods to pique students' interest in reading. The second aspect is academic reading with the students read books only because of the teachers' orders. This is support with Raja (2011), teachers must emphasize all kinds of reading, especially critical reading which is not just reading on the lines but it deals with reading between and beyond the lines.



A critical reader challenges the author's assumptions, inferences, and conclusions, and judges the accuracy, reliability, quality and value of what he reads on the basis of sound criteria or standards developed through previous experiences.

Next aspect is, reading frequency with students provide special time to read English book. This support with Mohr (2016) Intuitively, successful readers are likely to be more motivated to read, and this extra reading practice fuels their reading progress. When students struggle to read, they are discouraged and tend to avoid reading as a leisure activity. Thus, literacy research has sought ways to help less proficient readers be more motivated to read on their own. Most educators are well aware of motivational reading programs, and again, the use of technology has allowed groups to package computer-based systems to help manage students' independent reading. The forth is non academic reading with the students feel happy when read English book, in line with Ifnanti (2012) this study confirms that the EFL students who develop good English reading habits are the ones who are eager to spend most of their time to read English texts regularly. In line with Akyay's & Ogeyik's (2009) and Renandya's (2007) studies, these students are interested and experience joy and happiness when they are reading. They indicate that the EFL students who have good reading habits have highly entertaining reading practices, have vast amount of reading, and have good proficiency in English.

The fifth aspect is reading motivation for academic environment with the students read English book only when there is an assignment, this statement in line with Ifatnti (2012), students are motivated to read various kinds of English texts, their reading practices are mostly because of doing reading assignments, and improving their knowledge and their English skills. The most popular literary work read was Harry Potter series. Still, only few of them read English for pleasure which can be assumed as an indicator of good English reading habits. The last is reading motivation in the family environment with students does not like read book in crowded area, stand with Shapiro (2016) recommended administering comprehension questions after the students read passages aloud. However, when reading for comprehension, students often

read silently (Skinner et al., 2002). Thus, the purpose of the current study was to examine the relationship between silent-reading comprehension and aloud reading comprehension and determine if comprehension was systematically affected by reading mode or topography.

The results of the calculation and discussion above, this study measures the level of reading habits based on the theoretical foundation proposed by Tampubolon (2009) which states that reading is an activity physical and mental that can develop into a habit. As well as with other habits, forming the habit of reading as well requires a relatively long time. In effort to establish reading habit, some aspects need to be considered in broad outline is a combination of desire and motivation.

Based on Arthur (2008), reading is a communication of thoughts and emotions between the writers will be better if the reader has a good ability to know the intentions to be conveyed by the author. Reading is an ability that must be possessed by everyone, especially for students who are still actively for sitting in education because reading can provide knowledge that has never been obtained. Reading habit is a routine activity carried out in the reason process to achieve an understanding of the ideas and information obtained thought existing symbols whether written or not. Reading activities do not only require the mouth to spell and the eye to see, but reading activity requires the brain to understand activities.

The factors of reading habit play an important role in reading. Students who have the habit of reading are thought to tend to give greater attention to reading. Many students develop reading habits because of the attention, encouragement, and other efforts that are obtained from parents, teachers and other parties who can influence. Reading habits in students are formed from four indicators of frequency are reading time, reading motivation, desire and environment.

## 2. Students' reading comprehension

Before explaining the result of research, firstly the researcher described that reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the

text rather than to obtain meaning from isolated words or sentences. The low reading comprehension skills are caused by variety of factors. The factors which are responsible to the depth of readers' comprehension as follow; 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, (Dalman, 2008).

The second meeting the researcher gave text descriptive with the students. Before students answer the text, the researcher first explained how to answer the text. After students finish answer the text, the researchers then checked their answers at home. The researcher checks the answer of students and analyse the data. Based on the data obtained from this study, it is known that the students' reading comprehension largest score is 12 frequency (33.3%) and the students' reading comprehension smallest score is 3 frequency (8.3%).

The results of the calculation and discussion above, In line with the discussion above, support the theory proposed by Arthur (2008) reading comprehension is best viewed as a multifaceted process affected by several thinking and language abilities. The ability of each person to understand what is read is different. This possessed, interest and purpose of reading. The situation around the reader also influences one's reading comprehension. Receptive activities studying contents of reading texts require a quiet environment. A clam state will make the reader easier to recognnie each sound symbol, give meaning, and can respond to the contents of the reading quickly. Another aspect that cannot be overlooked is the broad aspect of insight, level of attitudes, talents, interests and motivation. The aspect can give a contributed well to the level of reading comprehension skill.

Meanwhile, Barret (2008), define comprehension as the ability to absorb the meaning of the material or material being studied. This can be shown by translating material from one form to another from words to numbers, interpret material, explain or summarie and predict the consequences of something. Ability to absorb the meaning of material or material that can be learned, students" abilities can be tested through tests by looking at the level of

reading comprehension like literal recognition and recall, inferential comprehension, judgment and appreciation.

### 3. The Correlation Between Students' Reading Habit and Students' Reading Comprehension

Based on the each above variables, it can be summarized that students' reading habit and students' reading comprehension at the second grade of MTs Guppi Ulidang in the low category. This does not deviate from the mindset in the previous chapter that if students' reading habit is high there will be a high students' reading comprehension, and if the students' reading habit low, it will be low students' reading comprehension.

The hypothesis testing shows that there is no correlation between Reading habit (X) and Reading comprehension (Y). The value of sig. (2-tailed) between learning motivation and speaking ability is  $0.363 > 0.05$ , it means that  $H_0$  is accepted and  $H_1$  is rejected so it can be conclude that there is no correlation between reading habit and reading comprehension. The pearson correlation between reading habit and reading comprehension is 0.159, it means that the correlation between reading habit and reading comprehension.t is in the very low category. So we can conclude that there is no Correlation Between reading habit and reading comprehension at the second grade of MTS Guppi Ulidang in the academic year 2023/2024.

The results of the correlation calculation above, this study proves that students' reading habits have not correlation with students' reading comprehension, as well as the achievement of scores of students who rank low in reading comprehension tests not supported by very high value predictions in reading habits questionnaires.

Based on Barred (2008), between reading habit and reading comprehension is very closely related. A good reader is a reader who understands what he read. This requires attention or concentration an ability that is very closely related. At all levels of education, the ability to read becomes a priority scale that must be mastered by students, with the reading students will get a variety of information that has not been previously obtained. Therefore reading is the window of the world. Everyone who opens the window

can see and know everything that happened, both events that happened in the past, present and even the future. What is the meaning of reader when you do not understand what you are read. Understanding reading that is read in part by a person's benchmark of success in reading is a necessity that every reader must do.

Reading comprehension is an ability to understand information or discourse conveyed by other parties through writing. There are several things that need to be considered in reading comprehension among them is the accuracy of understanding words, meaning, and selection of words. In understanding a reading, knowledge about choice of words the right one is very influential because if the way to understand the choice of words is less true, it will affect the meaning of the reading (Arthur, 2008). Accuracy someone in determining the choice of words according to the concept to be revealed is one aspect of determining success in reading it. For support it all, it takes exercise by arranging several sentence repeatedly, so that you can be more skilled in choosing words the right and can understand a reading in accordance with the concept that will be revealed. A person can arrange word by word, word into sentence, and sentences are arranged into a paragraph, if someone has a lot of vocabulary, things that can help someone to have the vocabulary among them, which is a lot.

Reading activities need to be accustomed from an early age, namely from children to recognize letters. Make reading activities a necessity and pleasant thing for students. Reading can be done anywhere and anytime provided there is desire and motivation. Reading does not only apply when in school and library, reading can also be done in other public places such as in the park. If this realized, it is expected that reading will become a hobby among students and people in general.

## CHAPTER V

### CONCLUSION AND SUGGESTION

This part will talk about conclusion and suggestion in this research. Conclusions are the main findings that show the meaning of the findings. The research findings are written in a concise, and clear form description (point by point), bullet points, or details in accordance with the purpose. Suggestions contain solutions to the problem under study or follow-up on research results research.

#### A. Conclusion

Based on the result of data analysis and discussion of the result that has been described in this research, which discusses the correlation between students' reading habit and students' reading comprehension at the second grade of MTs Guppi Ulidang, it can be drawn conclusion as follows:

1. Students reading habit of second grade in MTs Guppi Ulidang is in the very high category. This is in accordance with the result of the questionnaires data analysis given to 36 respondents. This result proved that is  $3765 : 2700 \times 100\% = 139\%$  of criteria set very high category. Because the value is in the very high category range in the correlation coefficient table.
2. Students' reading comprehension of second grade in MTs Guppi Ulidang is the low category. This is in accordance with the result of the reading test data analysis given to 36 respondents. This result proved that is  $1640 : 2520 \times 100\% = 65.8\%$  of criteria set low category. Because the value is in the low category range in the correlation coefficient table.
3. There is no correlation between students' reading habit and students' reading comprehension at the second grade of MTs Guppi Ulidang. This is based on the test of the test correlation that have been done in this research. The value of sig. (2-tiled) between reading habit and reading comprehension is  $0.363 > 0.05$ , it means that  $H_0$  is accepted and  $H_1$  is rejected.

## **B. Suggestion**

Based on the conclusion and implication above, the researcher gives some suggestion bellow:

1. For the teachers
  - a. Teacher should understand students' reading habit in order to get the best ways of learning, teaching method, and ideal classroom environment.
  - b. Teacher should improve his/her professional skill, especially English Learning Motivation. It can be through formal education improvement, upgrading, and training. As we know that learning motivation can be from anyway and everywhere.

2. For the students

Students should improve their reading habit and reading comprehension since this skill will be very important for them in learning English especially in reading.

3. For other researchers

The researcher realize that the result of this research is still far from being perfect. there are still many aspects that could influence reading habit and reading comprehension. The researcher expects that there will be other researchers who investigate other aspects relating to reading, but hopefully that this research will be useful as reference to their researches. Besides, it can also be used by them to carry out and develop a similar study.

The researcher analyses this research is not perfect yet. There are still many weaknesses dealing with this theory or method or maybe the idea because of the limited skill of the researcher. For next researcher can completely that problem. This research can support the result of the last researcher and this research can give a new inspiration to the next researcher. Furthermore, the researcher also hopes that the next researcher will apply strategy or method to analyse the good test. The strength of this research is score of reading habit that was analysed is very high category.

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## APPENDIXES

### Appendix I

Name :

Grade :

Petunjuk pengisian angket:

1. Isilah identitas anda secara lengkap dan benar
2. Bacalah dengan seksama butir pernyataan
3. Jawablah semua pernyataan dengan jujur sesuai dengan apa yang terjadi pada saat anda mengikuti kegiatan belajar di kelas dan berilah tanda (√) pada kolom jawaban.
  - a. Sangat setuju (SS)
  - b. Setuju (S)
  - c. Ragu-ragu (RG)
  - d. Tidak setuju (TS)
  - e. Sangat tidak setuju (STS)

No	Pernyataan	SS	S	RG	TS	STS
1	I am interested in reading books in English.  (Saya tertarik membaca bacaan yang berbahasa inggris)					
2	The thickness of the book, the size of the letters and pictures affect the English reading that I read.  (Ketebalan buku, ukuran huruf dan gambar mempengaruhi)					

	bacaan bahasa inggris yang saya baca)					
3	I have an English book reading activity every week  (Saya punya kegiatan membaca buku bahasa inggris setiap minggu)					
4	English books are more interesting than other languages.  (Buku berbahasa inggris lebih menarik dari bahasa lainnya)					
5	I underline the important things in English textbooks when reading.  (Saya menggaris bawahi hal penting di dalam buku pelajaran bahasa inggris ketika membaca)					
6	I took time to go to the library to read English books.  (Saya menyempatkan waktu ke perpustakaan untuk membaca buku bahasa inggris)					
7	I read English books to increase my knowledge.  (Saya membaca buku bahasa inggris untuk menambah pengetahuan saya)					

8	<p>I like to read comics in English.</p> <p>(Saya suka membaca komik yang berbahasa inggris</p>					
9	<p>I like reading books in English with friends.</p> <p>(Saya suka membaca bacaan yang berbahasa inggris bersama teman</p>					
10	<p>I read English books for my study success.</p> <p>(Saya membaca buku bahasa inggris untuk keberhasilan belajar saya</p>					
11	<p>I read English books for 15 minutes every day.</p> <p>(Saya membaca buku bahasa inggris selama 15 menit setiap hari</p>					
12	<p>I target book pages when reading English books</p> <p>(Saya menargetkan halaman buku ketika membaca buku bahasa inggris</p>					
13	<p>I feel happy when I read books in English.</p>					

	(Saya merasa senang saat membaca bacaan yang berbahasa inggris					
14	The title of the book affects my reading interest.  (Judul buku mempengaruhi minat membaca saya					
15	I read and relate new information to my understanding of English.  (Saya membaca dan menghubungkan informasi baru dengan pemahaman saya tentang bahasa inggris					
16	I provide special time to read English books.  (Saya menyediakan waktu khusus untuk membaca buku bahasa inggris					
17	Reading English books can improve pronunciation skills in English.  (Membaca buku bahasa inggris dapat meningkatkan kemampuan pengucapan dalam berbahasa inggris					
18	Lack of vocabulary affects my reading interest in English.					

	(Kekurangan kosa kata mempengaruhi minat baca saya dalam bahasa inggris					
19	I read english books only because of the teachers's orders.  (Saya membaca buku bahasa inggris hanya karena perintah guru)					
20	I can't concentrate whwn I read English books.  (Saya tidak dapat memusatkan fikiran saat membaca buku bacaan yang bahasa inggris					
21	I didn't read the related resources before the English lesson started.  (Saya tidak membaca sumber yang terkait sebelum pelajaran bahasa inggris dimulai)					
22	I prefer to spend my rest time in the canteen rather then reading english books in the library  (Saya lebih suka menghabiskan waktu istirahat di kantin daripada membaca buku bahasa inggris di perpustakaan)					
23	I feel bored when I read too long in English.					

	(Saya merasa bosan ketika terlalu lama membaca bacaan berbahasa inggris					
24	I prefer playing rather than reading English reading during recess at school  Saya lebih memilih bermain daripada membaca bacaan bahasa inggris ketika jam istirahat di sekolah					
25	I read English books only when there is an assignment  (Saya membaca buku bahasa inggris hanya ketika ada tugas)					
26	I didn't read the English textbook before the lesson started.  (Saya tidak membaca buku pelajaran bahasa inggris sebelum pelajaran dimulai					
27	I don't like collecting English books.  (Saya tidak suka mengoleksi buku bahasa inggris					
28	I don't like reading English books at home					



	(Saya tidak suka membaca buku bahasa inggris di rumah)					
29	My family doesn't encourage me to read English books at home  (Keluarga tidak mendorong saya untuk membaca buku bahasa inggris di rumah)					
30	I do not like to read English reading when the atmosphere is crowded  (Saya tidak suka membaca bacaan bahasa inggris saat suasana ramai)					

Adopted from : Najnawati (2019)

## APPENDIX 2

Name :

Grade :

Petunjuk pengisian angket:

### **Petunjuk Pengisian Angket:**

1. Isilah identitas anda secara lengkap dan benar.
2. Cek dan bacalah pertanyaan sebelum menjawab.
3. Berilah tanda silang pada jawaban yang paling tepat.

### **Read the text below to answer question 1 to 5!**

Riyan is the youngest in our family. He is fourteen years old and two years younger than me. He has short and straight hair, bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do. Riyan is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our family.

1. What is the text mostly about?
  - a. Riyan
  - b. Riyan's hobby
  - c. Riyan's family
  - d. Riyan's elder brother
2. How old is Riyan? He is ... years old.
  - a. Thirteen
  - b. Fourteen
  - c. Sixteen
  - d. Nineteen
3. It is implied in the passage that..?
  - a. Riyan is naughty.
  - b. Riyan is unfriendly.
  - c. Riyan is diligent
  - d. Riyan is stupid
4. Which of the following statement is not true about peter?
  - a. He has short and straight hair
  - b. He has bright eyes
  - c. He is not interested in sports

- d. He is plays football and tennis
- 5. The writer is .... Years old.
  - a. Fourteen
  - b. Sixteen
  - c. Eighteen
  - d. Nineteen

Read the text below to answer question 6 to 10!

One day, when I just hang out in mall. I saw a very beautiful bag. I love this bag at the first sight. This was the first time I have spent much money on a bag and I do not regret it. The bag is wonderful. It is made of thin but strong leather. The weight is light and the size keeps it from getting stuffed with junk. It has a long shoulder strap that I like because it keeps the bag hands free. Its neutral color is fun and sporty. The design is simple and well-made.

The bag is very functional. It is the perfect size to carry a cell phone, a small book, and pens. It also fits well into my laptop backpack for bike commuting to school. This bag also has more pockets inside so my small items do not all fall to the bottom. In overall I really satisfy with bag.

- 6. What makes the small items of the writer not falling down in the bag?
  - a. The satisfying bag
  - b. Her laptop backpack
  - c. It is neutral color and sporty
  - d. The pockets inside the bag
- 7. Where does the writer usually put her small items?
  - a. In her pockets
  - b. In her laptop backpack
  - c. In the pockets of her bag
  - d. In the more pockets
- 8. “I have spent much money on a bag and I do not regret it”. The underlined word refers to ... the bag.
  - a. Having
  - b. Seeing
  - c. Buying
  - d. Loving
- 9. What is the main idea of the last paragraph?
  - a. The writer has a new bag
  - b. The bag is very functional
  - c. The bag has many pockets
  - d. The writer is satisfied with the bag

10. What is the purpose of the text?
- a. To describe the writer's new bag
  - b. To entertain the readers
  - c. To give instruction how to buy a bag
  - d. To retell the past event

Adopted from : Najnawati (2019)

Appendix III

*Students result in questionnaire*

**APPENDIX I**

Name : **NUP ANUN**

Grade : ~~VIII~~ VIII **18,7**

Petunjuk pengisian angket:

1. Isilah identitas anda secara lengkap dan benar
2. Bacalah dengan seksama butir pernyataan
3. Jawablah semua pernyataan dengan jujur sesuai dengan apa yang terjadi pada saat anda mengikuti kegiatan belajar di kelas dan berilah tanda (√) pada kolom jawaban.
  - a. Sangat setuju (SS)
  - b. Setuju (S)
  - c. Ragu-ragu (RG)
  - d. Tidak setuju (TS)
  - e. Sangat tidak setuju (STS)

No	Pernyataan	SS	S	RG	TS	STS
1	I am interested in reading books in English. (Saya tertarik membaca bacaan yang berbahasa inggris)		9 ✓			
2	The thickness of the book, the size of the letters and pictures affect the English reading that I read. (Ketebalan buku, ukuran huruf dan gambar mempengaruhi bacaan bahasa inggris yang saya baca)	9 ✓				

3	I have an English book reading activity every week  (Saya punya kegiatan membaca buku bahasa inggris setiap minggu)		3 ✓		
4	English books are more interesting than other languages  (Buku berbahasa inggris lebih menarik dari bahasa lainnya)		4 ✓		
5	I underline the important things in English textbooks when reading  (Saya menggaris bawah hal penting di dalam buku pelajaran bahasa inggris ketika membaca)			2 ✓	
6	I took time to go to the library to read English books.  (Saya menyempatkan waktu ke perpustakaan untuk membaca buku bahasa inggris)		4 ✓		
7	I read English books to increase my knowledge.  (Saya membaca buku bahasa inggris untuk menambah pengetahuan saya)	5 ✓			
	I read english books only				

	because of the teachers's orders (Saya membaca buku bahasa inggris hanya karena perintah guru)			4 ✓		
9	I like reading books in English with friends (Saya suka membaca bacaan yang berbahasa inggris bersama teman)	5 ✓				
10	I prefer to spend my rest time in the canteen rather then reading english books in the library (Saya lebih suka menghabiskan waktu istirahat di kantin daripada membaca buku bahasa inggris di perpustakaan)			3 ✓		
11	I read English books for 15 minutes every day. (Saya membaca buku bahasa inggris selama 15 menit setiap hari)		1 ✓			
12	I target book pages when reading English books (Saya menargetkan halaman					

	buku ketika membaca bahasa inggris		✓		
13	Lack of vocabulary affects my reading interest in English. (Kekurangan kosa kata mempengaruhi minat baca saya dalam bahasa inggris)				5 ✓
14	The title of the book affects my reading interest. (Judul buku mempengaruhi minat membaca saya)		3 ✓		
15	I feel bored when I read too long in English. (Saya merasa bosan ketika terlalu lama membaca bacaan berbahasa inggris)		2 ✓		
16	I feel happy when I read books in English. (Saya merasa senang saat membaca bacaan yang berbahasa inggris)		4 ✓		
17	I provide special time to read English books. (Saya menyediakan waktu khusus untuk membaca buku bahasa inggris)	5 ✓			
18	I read and relate new information to my				



	<p>understanding of English</p> <p>(Saya membaca dan menghubungkan informasi baru dengan pemahaman saya tentang bahasa Inggris)</p>		4	✓		
19	<p>I like to read comics in English</p> <p>(Saya suka membaca komik yang berbahasa Inggris)</p>			3	✓	
20	<p>I can't concentrate when I read English books.</p> <p>(Saya tidak dapat memusatkan pikiran saat membaca buku bacaan yang berbahasa Inggris)</p>				4	✓
21	<p>I didn't read the related resources before the English lesson started.</p> <p>(Saya tidak membaca sumber yang terkait sebelum pelajaran bahasa Inggris dimulai)</p>	✓				
22	<p>I read English books for my study success.</p> <p>(Saya membaca buku bahasa Inggris untuk keberhasilan belajar saya)</p>			✓		
23	<p>Reading English books can improve pronunciation skills in English.</p>					

	(Membaca buku bahasa inggris dapat meningkatkan kemampuan pengucapan dalam berbahasa inggris)	5 ✓				
24	I prefer playing rather than reading English reading during recess at school  Saya lebih memilih bermain daripada membaca bacaan bahasa inggris ketika jam istirahat di sekolah			3 ✓		
25	I read English books only when there is an assigment  (Saya membaca buku bahasa inggris hanya ketika ada tugas)				2 ✓	
26	I didn't read the English textbook before the lesson started.  (Saya tidak membaca buku pelajaran bahasa inggris sebelum pelajaran dimulai)				1 ✓	
27	I don't like collecting English books.  (Saya tidak suka mengoleksi buku bahasa inggris)			3 ✓		
28	I don't like reading English books at home					

## Appendix IV

### Students result in reading test

#### APPENDIX 2

Name : *MUDA RINUN*

Grade : *VIII / B , A*

Petunjuk pengisian angket:

1. Isilah identitas anda secara lengkap dan benar.
2. Cek dan bacalah pertanyaan sebelum menjawab.
3. Berilah tanda silang pada jawaban yang paling tepat.

**Read the text below to answer question 1 to 5!**

Riyan is the youngest in our family. He is fourteen years old and two years younger than me. He has short and straight hair, bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do. Riyan is interested in sports very much, and at school, he plays football and tennis. He is badminton player in our family.

1. What is the text mostly about?

- a. Riyan
- b. Riyan's hobby
- c. Riyan's family
- d. Riyan's elder brother



2. How old is Riyan? He is... years old

- a. Thirteen
- b. Fourteen
- c. Sixteen
- d. Seventeen



3. It is implied in the passage that...?

- a. Riyan is naughty
- b. Riyan is unfriendly

Riyan is diligent

d. Riyan is stupid

4. Which of the following statement is not true about peter?

a. He has short and straight hair

b. He has bright eyes

c. He is not interested in sports

He is plays football and tennis

5. The writer is... years old

Fourteen

Sixteen

c. Eighteen

d. Nineteen

Read the text below to answer question 6 to 10!

One day, when i just hang out in mall. I saw a very beautiful bag. I love this bag at the first sight. This was the first time I have spent much money on a bag and I do not regret it. The bag is wonderful. It is made of thin but strong leather. The weight is light and the size keeps it from getting stuffed with junk. It has a long shoulder strap that I like because it keeps the bag hands free. It is neutral color is fun and sporty. The design is simple and well-made.

The bag is very functional. It is the perfect size to carry a cell phone, a small book, and pens. It also fits well into my laptop backpack for bike commuting to school. This bag also has more pockets inside so my small items do not all fall to the bottom. In overall really satisfy with bag.

6. What makes the small items of the writer no falling down in the bag?

a. The satisfying bag

b. Her laptop backpack

- c. It is neutral color and sporty ✓
- The pockets inside the bag
7. Where does the writer usually put her small items?
- a. In her pockets
- In her laptop backpack ✗
- c. In the pockets of her bag
- d. in the more pockets
8. "I have spent much money on a bag and I do not regret it". The underlined word refers to... the bag
- a. Having
- b. Seeing ✓
- Buying ✗
- d. Loving
9. What is the main idea of the last paragraph?
- a. the writer has a new bag
- the bag is very functional ✓
- c. the bag has many pockets
- d. the writer is satisfied with the bag
10. What is the purpose of the text?
- To describe the writer's new bag ✗
- b. To entertain the readers ✓
- c. To give instruction how to buy a bag
- d. To retell the past event

70

Adopted from : Najnawati (2019)

## APPENDIX 2

Name : *MUR HIRMAH Awalia aytjaeri*  
Grade : *VIII B*

Petunjuk pengisian angket:

1. Isilah identitas anda secara lengkap dan benar.
2. Cek dan bacalah pertanyaan sebelum menjawab.
3. Berilah tanda silang pada jawaban yang paling tepat.

Read the text below to answer question 1 to 5!

Riyan is the youngest in our family. He is fourteen years old and two years younger than me. He has short and straight hair, bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do. Riyan is interested in sports very much, and at school, he plays football and tennis. He is badminton player in our family.

1. What is the text mostly about?

- a. Riyan
- b. Riyan's hobby
- c. Riyan's family
- d. Riyan's elder brother

2. How old is Riyan? He is... years old

- a. Thirteen
- b. Fourteen
- c. Sixteen
- d. Nineteen

3. It is implied in the passage that...?

- a. Riyan is naughty
- b. Riyan is unfriendly

Riyan is diligent

d. Riyan is stupid

4. Which of the following statement is not true about peter?

a. He has short and straight hair

b. He has bright eyes

He is not interested in sports



d. He is plays football and tennis

5. The writer is... years old

Fourteen

b. Sixteen

c. Eighteen

d. Nineteen



**Read the text below to answer question 6 to 10!**

One day, when i just hang out in mall. I saw a very beautiful bag. I love this bag at the first sight. This was the first time I have spent much money on a bag and I do not regret it. The bag is wonderful. It is made of thin but strong leather. The weight is light and the size keeps it from getting stuffed with junk. It has a long shoulder strap that I like because it keeps the bag hands free. It is neutral color is fun and sporty. The design is simple and well-made.

The bag is very functional. It is the perfect size to carry a cell phone, a small book, and pens. It also fits well into my laptop backpack for bike commuting to school. This bag also has more pockets inside so my small items do not all fall to the bottom. In overall really satisfy with bag.

6. What makes the small items of the writer no falling down in the bag?

The satisfying bag

b. Her laptop backpack



c. It is neutral color and sporty

d. The pockets inside the bag

7. Where does the writer usually put her small items?

a. In her pockets

b. In her laptop backpack

c. In the pockets of her bag

d. in the more pockets

8. "I have spent much money on a bag and I do not regret it". The underlined word refers to... the bag.

a. Having

b. Seeing

c. Buying

d. Loving

9. What is the main idea of the last paragraph?

a. the writer has a new bag

b. the bag is very functional

c. the bag has many pockets

d. the writer is satisfied with the bag

10. What is the purpose of the text?

a. To describe the writer's new bag

b. To entertain the readers

c. To give instruction how to buy a bag

d. To retell the past event

Adopted from : Najnawati (2019)



Appendix V

*Percentage of students' questionnaire*

<b>Students</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>Total</b>
1	5	4	5	4	5	5	5	4	4	4	5	4	4	4	4	5	5	5	5	2	1	5	5	5	4	4	4	3	4	4	1	124			
2	4	4	3	4	4	3	5	2	3	2	3	4	5	5	2	4	3	4	4	3	2	4	5	2	3	2	2	4	3	2	100				
3	4	5	3	4	2	4	5	4	5	3	4	3	5	3	2	4	5	4	3	4	1	4	5	3	4	4	3	5	4	2	111				
4	4	5	5	4	4	4	5	4	5	4	4	5	4	5	4	4	5	4	3	3	1	5	5	4	3	4	4	2	4	3	120				
5	3	4	4	2	4	1	1	4	2	5	2	2	2	1	4	2	4	2	2	5	1	2	4	1	1	2	2	4	2	2	77				
6	4	3	4	3	4	4	4	1	4	4	4	4	1	4	4	4	4	4	4	3	4	4	4	4	4	4	4	4	4	4	2	109			
7	4	4	4	4	3	3	4	4	4	4	2	3	4	4	4	4	3	3	4	3	2	5	5	4	3	3	4	4	3	2	107				
8	4	4	3	4	4	3	4	2	3	3	4	1	4	2	4	3	4	4	3	2	4	5	3	3	2	2	4	3	2	2	95				
9	4	3	4	4	4	5	3	5	1	5	3	3	4	2	3	4	4	4	4	1	4	4	4	4	4	4	1	4	3	5	107				
10	4	1	4	4	4	2	5	5	4	4	1	2	2	1	3	2	2	4	4	3	4	2	4	3	5	5	3	4	3	5	99				
11	4	3	4	2	3	2	4	5	5	3	2	2	3	1	2	2	3	2	2	4	5	5	3	5	5	3	4	4	2	2	96				
12	4	3	4	3	3	3	4	2	4	2	4	3	2	4	2	3	4	4	3	2	3	4	4	1	2	2	2	4	3	2	90				
13	4	5	3	4	2	4	5	4	5	3	4	3	5	3	2	4	5	4	3	4	1	4	5	3	4	4	3	5	4	2	111				
14	4	4	5	5	5	4	5	2	5	5	3	3	2	3	4	2	5	5	5	4	3	2	4	5	3	3	2	2	2	3	109				
15	5	4	5	2	5	3	5	4	5	5	5	4	3	5	4	5	5	5	5	4	2	5	5	5	4	4	5	4	5	1	128				
16	5	2	5	4	4	5	5	4	4	5	5	4	4	4	3	3	4	4	4	4	2	3	5	5	4	4	4	4	3	3	119				
17	4	4	3	3	4	2	4	4	5	3	3	5	2	4	3	5	2	4	5	3	3	4	5	3	3	4	2	4	3	2	105				
18	4	4	3	3	4	2	4	4	5	3	3	5	2	4	3	5	2	4	5	3	3	4	5	3	3	4	2	2	4	1	103				
19	4	4	3	4	4	3	4	4	4	4	4	4	4	2	4	4	4	4	4	2	4	4	5	4	3	3	4	4	3	2	110				
20	5	4	2	1	4	2	5	1	3	2	5	5	3	3	1	1	5	5	3	2	5	5	5	5	4	4	1	4	4	2	101				
21	5	4	4	4	4	4	4	2	4	4	4	4	4	4	4	4	4	4	4	2	3	4	4	4	3	3	4	4	4	2	112				
22	2	4	3	3	4	3	4	2	4	4	3	2	2	2	2	3	4	3	2	2	4	5	3	2	3	3	4	3	2	2	89				
23	3	4	2	4	5	3	5	5	3	3	5	2	4	2	3	3	5	3	1	3	4	5	5	2	3	4	3	3	3	2	102				
24	4	3	3	4	5	4	5	1	4	5	4	3	3	3	4	5	4	4	5	3	4	3	5	5	4	4	4	4	4	3	116				
25	5	1	5	1	5	5	5	5	5	5	5	5	5	1	5	5	1	3	3	5	5	3	5	1	5	5	5	5	5	5	124				
26	4	5	2	3	4	4	4	5	2	3	3	4	4	1	5	5	4	1	4	3	1	3	5	5	2	3	1	3	2	3	98				
27	5	3	2	2	3	2	4	4	4	3	3	2	4	2	5	2	1	3	4	3	2	4	4	3	2	2	3	3	3	3	90				
28	3	4	3	5	4	1	5	3	4	1	4	4	2	2	2	2	2	3	3	4	3	4	5	3	2	1	2	2	3	1	87				
29	4	4	4	4	4	4	4	4	4	4	4	4	4	2	4	4	4	4	2	4	4	4	4	4	4	4	4	4	2	2	112				
30	4	4	4	3	5	4	4	3	4	5	5	4	5	4	5	4	4	3	4	5	2	4	4	5	5	3	5	3	5	5	124				
31	4	2	2	3	5	2	5	4	2	3	2	3	3	1	1	3	2	4	1	1	2	5	5	1	1	3	1	1	2	1	75				
32	4	3	4	3	4	4	5	2	5	4	2	2	4	2	2	2	4	4	4	2	4	4	2	4	4	2	4	4	2	2	98				
33	4	3	2	3	4	4	5	2	3	2	2	2	2	2	2	4	4	2	2	2	4	2	4	2	2	4	2	2	2	2	82				
34	5	2	3	4	2	5	4	1	4	1	3	4	4	3	5	5	4	5	3	1	3	5	3	4	3	1	2	2	3	2	96				
35	5	4	2	2	4	5	5	2	5	5	4	4	2	2	5	5	5	5	5	4	4	4	4	5	4	2	4	3	4	5	119				
36	5	4	2	2	4	5	5	2	5	5	4	4	2	2	5	5	5	5	5	4	4	4	5	5	4	2	4	3	4	5	120				

## Appendix VI

*Students score in reading test*

<b>Students</b>	<b>Score</b>
Almira	40
Andini	50
Dian Persada	70
Fitri Aulia	50
Gufran	50
Hamdini Ahmad	40
Ilmi Adilah	40
Isla Ilmirah	50
M. Taslim	40
Mishra Ulfa	30
Muh. Hafiz Azwad	70
Muh. Zul Fadli	30
Nur Aeni	70
Nur Fikrah	50
Nur Haisa	70
Nurainun	30
Rahman	50
Ralif	40
Afrisa	50
Alfian	40
Apriani	40
Azral DH	60
Fawwas Hafiz	50
Haikal	20
Maimana Aulia	40
Mawar	40
Muh. Daniel Syaputra	20
Muh. Fa'is	20
Munawarah	60
Nahyatul	50
Nurhikma Awaliah	40
Nurul Fitrah	50
Ramadhani	60
Risman	30
Zabri	50
Ahmad Fauzan	50

Appendix VII

*Data SPSS*

*Descriptive statistic of variable X*

**Statistics**

Reading habit

N	Valid	36
	Missing	0
Mean		104.58
Median		106.00
Mode		124
Std. Deviation		13.624
Variance		185.621
Range		53
Minimum		75
Maximum		128
Sum		3765

*Data frequency of variable X*

**Reading habit**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	75	1	2.8	2.8	2.8
	77	1	2.8	2.8	5.6
	82	1	2.8	2.8	8.3
	87	1	2.8	2.8	11.1
	89	1	2.8	2.8	13.9
	90	2	5.6	5.6	19.4
	95	1	2.8	2.8	22.2
	96	2	5.6	5.6	27.8
	98	2	5.6	5.6	33.3
	99	1	2.8	2.8	36.1
	100	1	2.8	2.8	38.9
	101	1	2.8	2.8	41.7
	102	1	2.8	2.8	44.4
	103	1	2.8	2.8	47.2
	105	1	2.8	2.8	50.0
	107	2	5.6	5.6	55.6
	109	2	5.6	5.6	61.1
110	1	2.8	2.8	63.9	

111	2	5.6	5.6	69.4
112	2	5.6	5.6	75.0
116	1	2.8	2.8	77.8
119	2	5.6	5.6	83.3
120	2	5.6	5.6	88.9
124	3	8.3	8.3	97.2
128	1	2.8	2.8	100.0
Total	36	100.0	100.0	

*Descriptive statistic of variable Y*

### Statistics

Reading comprehension

N	Valid	36
	Missing	0
Mean		45.56
Median		50.00
Mode		50
Std. Deviation		13.616
Variance		185.397
Range		50
Minimum		20
Maximum		70
Sum		1640

*Data frequency of variable X*

### Reading comprehension

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20	3	8.3	8.3	8.3
	30	4	11.1	11.1	19.4
	40	10	27.8	27.8	47.2
	50	12	33.3	33.3	80.6
	60	3	8.3	8.3	88.9
	70	4	11.1	11.1	100.0
	Total	36	100.0	100.0	

*Normality Test*

**One-Sample Kolmogorov-Smirnov Test**

		Unstandardized Residual
N		36
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	13.44919944
	Most Extreme Differences	
	Absolute	.107
	Positive	.107
	Negative	-.070
Test Statistic		.107
Asymp. Sig. (2-tailed)		.200 <sup>c,d</sup>

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

*Linearity test*

**ANOVA Table**

			Sum of Squares	df	Mean Square	F	Sig.
Reading comprehension * Reading habit	Between Groups	(Combined)	5072.222	24	211.343	1.641	.197
		Linearity	158.055	1	158.055	1.227	.292
		Deviation from Linearity	4914.167	23	213.659	1.659	.193
	Within Groups		1416.667	11	128.788		
Total			6488.889	35			

*Pearson correlation*

**Correlations**

		Reading habit	Reading comprehension
Reading habit	Pearson Correlation	1	.156
	Sig. (2-tailed)		.363
	N	36	36
Reading comprehension	Pearson Correlation	.156	1
	Sig. (2-tailed)	.363	
	N	36	36

Appendix VIII

*Documentation*



*Students did questionnaire in class VIII A*



*Students did reading test in class VIII A*





*Students did questionnaire in class VIII B*



*Students did reading test in class VIII B*