

CHAPTER I

INTRODUCTION

1.1 Background of the Study

There are four skills that required in English learning. Those are reading, speaking, listening, and writing. Based on those skill, reading is one of the four skills that important to be taught. Reading is the process of constructing meaning through dynamic interaction among readers in the written language. By reading, the reader will be able to gain an overall understanding in the text, to find implicit and explicit information, also get new vocabulary and get the meaning of words, phrases, and sentences of the text. Reading is fixed of abilities that entails good judgment and that means of a broadcast phrase which includes a written image or letter. In language abilities, reading leads to a concerned scale that ought to be mastered by each student. Teixeira (2012) state that reading is key language that has long had a significant place in the teaching and learning of foreign languages. From this statement, reading allows students to have access to ideas communicated by people in different locations and areas.

Reading is an active process that have purpose to helps the reader to get information. Based on Patel and Jain (2008:13) states that reading is most useful and important skill for people. It is because, from reading the students can get much information and knowledge about the language that they want to learn. Reading is way a person gets information from written text. Through reading, people are able to gain a lot of knowledge, information, pleasure, and problem solution. In other hand, Healy (2002:3), reading is a purposeful and active process. A reader reads to understand the text, remember what it means to really read by thinking and

understanding and getting at the meaning behind a text. Moreover, by reading, it can increase the reader's ability of reading comprehension and also can help the readers to find more information from the book that they read. Also, in reading the reader must focus on what they read because reading is not only reading but also involving the ability of the students in recognizing what they read and comprehending the text systematically.

Reading is the process of looking at a written text, and get meaning from that written text. Klingners (2007:2) state that meaning, learning and pleasure are the ultimate goals of learning to read. The more reading students do the knowledge they can be understand and get information from the text. Reading becomes the main aim of language teaching. In otherwise, Pollard (2008:44) states that reading is a great source of language learning. Language can be acquired from reading as opposed to study directly. If the study is preferred, structures and vocabulary can be seen in the context and the construction of the paragraph can be analyzed. In line with Pollard's statement, Brown (2004:185) states that in learning a language, reading is likewise a skill that teacher simply expects learners to acquire.

Reading consists of two processes; they are recognition and comprehension. Word recognition refers to the process of perceiving how; written symbols correspond to one's spoken language. Meanwhile comprehension is the process of making sense of words, sentences and connected text. Comprehension in reading means understanding what is being read (Yulandari et al, 2022). Reading comprehension is a process of make a meaning from written text. Beside make a meaning from the written text, the goal of this reading comprehension is understanding of what is tell in the text. This understanding means that when the

students have been understood and get the meaning of the written text. Based on Smith (2004:13) comprehension may be regarded as relating aspects of what we read to the knowledge, intentions and expectations that we already have in our mind.

In order to have good comprehension, students need to increase their frequency in reading and practice a lot of reading. Students' frequency of reading determines their reading habit. When students have good reading habits, they have a tendency to read a lot. It is because when it comes to habits, they do it frequently to keep up with the current situations. Patel and Jain (2008:114) state that reading habits can help the students to get knowledge and wisdom from the culture of heritage and also very helpful in passing for leisure periods. Students are considered to have a good reading habit when they read varieties of books. They spend more time to read and read more than five times a week which results in finding enjoyment in reading.

Reading habit more clearly explain the automatic and unconscious process involved in building meaning from text (Zwiers, 2004:3). Therefore, through this activity, readers can improve their reading comprehension. Reading a lot refers not only to the frequency of reading, but also to the average reading time and the amount of reading material read. Reading habit are processes, comprehension is their essence. By developing good reading habit as a daily activity, students can read and understand English texts fluently and accurately. Pursuing reading as a habit, can helps students become smarter. Developing the habit of reading also improves analytical skills in comprehension tasks.

Research was conducted by Utami (2021) entitled “The Correlation between Students Reading Habit and Reading Comprehension of the Eighth Grade Students of SMPN 5 Mengwi Badung in Academic Year 2020/2021.” Her research was conducted for eighth grade students in SMPN 5 Mengwi Badung. In her research, she used cluster sampling to choose sample. Moreover, the researcher used questionnaire and questionnaire (close-ended type which) as an instrument to measure reading habit and reading comprehension. To analyze the data, she got from the questionnaire and questionnaire (close-ended type which), she used Pearson Product Moment and T-Testing. The result of her research showed that reading habit and reading comprehension were correlated.

Meanwhile, research was conducted by Pratami (2021) entitled “The Correlation Between Reading Habits and Reading Comprehension Of The Tenth Grade Students Of SMK Werdhi Sila Kumara Silakarang In Academic Year 2020/2021.” Her research was conducted for tenth grade students in SMK Werdhi Sila Kumara Silakarang. In her research, she used cluster random sampling. Moreover, the researcher used questionnaire and cloze test as an instrument to measure reading habit and reading comprehension. To analyze the data that, she got from the questionnaire and close test, she used T-Test. The result of her research showed that reading habit and reading comprehension were correlated.

Considering the explanation above, reading comprehension and reading habit have a strong relationship. Reading habit are processes, comprehension is their essence. By developing good reading habit as a daily activity, students can read and understand English texts fluently and accurately. Pursuing reading as a habit, can helps students become smarter. Developing the habit of reading also improves

analytical skills in comprehension tasks. In the regard to this matter, the researcher is curious about the significant correlation between students' reading habit and reading comprehension. Therefore, the researcher conducted a study entitled "The Correlation between Reading Habit and Reading Comprehension of the Eighth-Grade Students of SMPN 14 Denpasar in Academic Year 2023/2024".

1.2 Research Problem

Concerning to the background of problem, reading habit and reading comprehension are important. Therefore, it is important to formulate the research question. Research problem is important to make the discussion more clearly and specific. That is the reason the researcher interested to find out the significant correlation between reading habit and reading comprehension of eighth-grade students in SMPN 14 Denpasar in academic year 2023/2024. Thus, the researcher formulated the problems as follows: Is there any significant correlation between reading habit and reading comprehension of the eighth-grade students of SMPN 14 Denpasar in academic year 2023/2024?

1.3 Objectives of the Study

Objective of the study the goal of which the researcher plans to do or achieve after the study is carry out. By knowing the objective of the study, it will help the researcher to concern on the process of collecting data in this research. This present study was intended to answer the research problem that has been previously formulated. Concerning the problem above, the objective of this research was to figure out whether there is any significant correlation between reading habit and reading comprehension of eighth-grade students in SMPN 14 Denpasar in academic year 2023/2024.

1.4 Limitation of the Study

The limitation of the study is its flaws or shortcomings. Study limitations can exist due to constraints on research design, methodology, materials, and so on. These factors may impact the findings of the researcher's study. However, researchers are often reluctant to discuss the limitations of their study in their paper. These limitations of study are used to give specific information to the reader, about the researcher will discuss in this study. To make this present study more specific, the limitation of the study was just focused on finding out the significant correlation between reading habit and reading comprehension of eighth grade students of SMPN 14 Denpasar in academic year 2023/2024.

In this study, the researcher discussed about reading habit and reading comprehension. To investigate the problems more accurately, the topic must be limited. In the reading habit, there are seven aspects: attitude toward reading, reading frequency, books read, time spent on academic reading, time spent on non-academic reading, and motivation in the academic. The limitation of the study is important to make discussion about the research problem more specific and to avoid a broad discussion. To prevent too broad and also adjust the circumstances of students, the researcher limited the reading habit into five aspects in this research, they are attitude toward reading, reading frequency, books read, time spent on academic reading, and time spent on non-academic reading. Moreover, in reading comprehension, the researcher used descriptive text about animal and place, also in this present study is limited to students' reading comprehension in four aspects: general information, specific information, textual references, and textual meaning.

1.5 Significance of the Study

The present study is expected to have both theoretically and practically significance on the research findings which tried to figure out the correlation between the students' reading habit and their reading comprehension. In this present study, the researcher focused on the correlation between reading habit and reading comprehension of eighth grade students of SMPN 14 Denpasar in academic year 2023/2024. The result of the study is expected to provide meaningful and significant outcome of the research findings. Moreover, the researcher expected that this research will bring more advantages in term of theoretically and practically significance of the present research can be briefly and concisely elaborated as follows.

Theoretically, the finding of the present study is expected as a study guide or reference for the next research on conducting something related to reading habit and reading comprehension. it can be used to give more empirical evidence to the existing findings related to the correlation between reading habit and reading comprehension. The result of this study hopefully gave some useful information about reading habit and reading comprehension. Furthermore, the findings of this present study are expected to give more information and also could give deeper understanding on how reading habit and reading comprehension related.

Practically, the study has benefits for the teachers, students, and other researchers. For the teacher, it can be used as reflection by a teacher to the future teaching process to get better results or learning. Also the researcher, hoped that the teacher gives the information that can be used as a consideration to get better results for the students in SMPN 14 Denpasar. For the students, it could give awareness

about the importance of reading habit in reading comprehension. For the other researchers, the results of the study are used as references for other researcher in conducting research, that related to the correlation of reading habit and reading comprehension.

1.6 Definition of Key Terms

The definitions of key terms in this study are used to clarify the key terms of this research. In the present study, the researcher has several key terms that are related in the research. The key terms are based on the correlation between reading habit and reading comprehension of the eighth-grade students of SMPN 14 Denpasar in academic year 2023/2024. The following are explanations of key terms that used in this research:

1.6.1 Reading Habit

Reading habit is a routine activity to read a written text that is done by the eighth-grade students of SMPN 14 in academic year 2023/2024. In the present study, reading habit also can improve the students' ability to comprehend their achievement. The focus of the reading habit is attitude toward reading, reading frequency, books read, time spent on academic reading, and time spent on non-academic reading.

1.6.2 Reading Comprehension

Reading comprehension is an ability to understanding the written text of the eighth-grade students of SMPN 14 in academic year 2023/2024, in comprehending reading texts, specifically on the descriptive text about animal and place. The focus of the reading comprehension is to identify general information, specific information, textual meaning of written text.

CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

The theoretical review is a part to discuss the detail of theoretical background which is taken for this research. This present study needs to be support by the theories which have already given by the experts. There are several sources from several literatures that are related and support this present study. There are some important points to be explains and discuss based on the relevant theoretical reviews that are takes by the researcher. Theoretical review contains of theoretical framework to strengthen the discussion from the present study. In this present study, the researcher will describe three points, which supports the relevant theoretical reviews from many related literatures to support the study. The description includes reading comprehension, reading habit, and descriptive text.

2.1.1 Reading Comprehension

Reading is an activity to get information and understanding the written text. Pang et al. (2003:3), reading is about understanding written text. In other words, reading can be called a process of understanding whole passages that the readers read. Brown (2004:185) states that reading is also an ability for success in all educational contexts, remains a skill of premier importance as the readers create assessment of general language ability. Meanwhile, Patel and Jain (2008) state that reading is an important activity in life with which one can update their knowledge. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand the written text. There are two related processes in reading that involve perception and thought of the reader such as: word recognition and comprehension. Word

recognition refers to the process of perceiving how the written symbols correspond to one's spoken language. Meanwhile comprehension is the process of making sense of word, sentences and connected texts (Pang et al., 2003:6).

Based on statement from Harmer (2007:99) reading is useful for language development. In reading, the students are more or less understood about what they have read. The success of reading activity is often depending on the level of the reading material which is given. Reading is also a significant source for students to obtain language input. It means that, the more they read, the better they will understand about what they have read. Reading comprehension is the process of constructing meaning by coordinating a complex process that includes the word meaning, and word reading knowledge and fluency. Thus, when they read the text, they should also be able understand the meaning of the text in understanding concepts and ideas which in reading text and get the information from the reading text.

Generally, the purpose of reading is to understand the text; consequently, reading comprehension. Snow (2002:11) states that reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. It means that many interactions include the readers in the process of understanding the written text. The other definition of reading comprehension comes from Wynne (2008:68), in which Wynne utters that reading comprehension as a process where reader transacts with the text to construct or assign meaning.

Meanwhile McNamara (2007), comprehension arises from a series of cognitive processes and activities, including word decoding, lexical access,

syntactic processing, inference generation, reading strategies, and post-reading. In addition, Yossuke (2011:1), states that reading comprehension is a complex process in which the reader uses their ability to find the information. It means that, the reader must be able to comprehend the meaning of reading text because the ability to read is not only to read aloud but to understand what the reader reads. So, to comprehend the meaning of reading text, the reader needs to understand a certain number of words. In the reading comprehension, there are consist of four aspects. They are finding out general information, specific information, textual reference, and textual meaning.

Comprehension skills are strategies readers use to retrieve information and construct meaning from expository text (Jhonson, 2008). They are the thinking processes, broken down into steps that are used to comprehend. It means that comprehension is a process of understanding a text or a process of constructing meaning from a text. According to McNamara (2007:3), states that reading is an extraordinary achievement when one considers the numbers of level and components that must be mastered. Students must become more aware of various problems that covering the content are being studied. Students will also think about the specific strategies involved in previewing context materials, or pleasure reading material or pleasure reading material.

Another definition comes from Blachowicz (2008), states that reading comprehension is making sense of what is read. It is mean that the students who have good background knowledge in reading itself will be able to understand and comprehend what they read in the text. reading comprehension is the ability understanding written text. When in the relationship between paragraphs already

understood, the readers will get the meaning of the text. reading comprehension is defined as the level of understanding of a text that has been read. Understanding a text comes from interaction between the word that are written and how to trigger knowledge outside the text.

Moreover, definition text comprehension is from Ambuster and Osborn (2003:57), they state that text comprehension is very important because comprehension is the reason for reading. In addition, in reading there are some processes but the processes of word recognition and comprehension are very important to be mastered in reading comprehension, the readers should have knowledge to understand what the writer means in the reading text. In addition, if the readers pass and master only in one process, it cannot be called that they master the text because by used only one of the processes the students cannot comprehend the whole text. So, the readers cannot catch the information and get the knowledge from the text.

Comprehension is a complex process regulated by cognitive, emotional, perceptual, and social experience (Dorn and Soffos, 2005). When individuals read, they apply a range of comprehension strategies to monitor and sustain their meaning. Comprehending involves interpreting and synthesizing ideas in ways what influence the reader's mind and have the potential to change the way we think and learn. If we encourage reading in classroom, we can expect students to continue doing the same long after they have stopped studying with us. Furthermore, with the habit of comprehending a reading text, readers especially students can understand, analyze, and respond to reading text such a written text.

Reading comprehension is an active process to find information and meaning from the content of the text. In doing reading comprehension, the reader should be able to catch the meaning from the text and construct what they have caught onto information. According to Brasell and Rasinski (2008), the problem in reading comprehension is making meaning from the text. In otherwise, Wolley (2011) states reading comprehension is gaining an overall understanding of what is described in the text rather than obtaining the meaning from isolating words or sentences. Making meaning means connecting every word and sentence to get the meaning of every sentence.

Reading comprehension refers to reading for meaning, understanding, and entertainment (Linse, 2005). Reading comprehension has a strategic and interactive process. The readers cannot read the text passively because to comprehend the content the readers must analyze it, internalize it and arrange the meaning they have caught and get information from it. In statement Mikulecky and Jeffries (2007), they point out that reading comprehension means making sense of what readers read and connecting the ideas in the text to what they already know. This activity needs good comprehension in reading. Comprehension is the essence of reading because the goal of written language is the communication of messages.

Based on the explanation above, the researcher concludes that reading comprehension is an activity where the readers can get knowledge, and new information from the written text. Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Furthermore, reading comprehension is the skills for the reader when the reader can get the information from the written text.

Moreover, from reading comprehension make the reader can comprehend the meaning of reading text, the reader needs to understand a certain number of words. From this, the reader can get many benefits from reading comprehension.

2.1.2 Reading Habit

Reading habit can be acquired by readers if they are frequently read a book with any reason that they have. It is mean that when someone get used to read a book or search a book to read, it can be a habit. According to Hassanah (2017:148), state that reading habit is our need for every time like nutrition that always needed every day. Moreover, Bashir & Mattoo (2012), state that reading habits are well-planned and deliberate of study which has attained a form of consistency on the part of students toward understanding academic and passing at examinations. Reading habits determine the academic achievements of students to a great extent

According to Oxford Dictionary, habits mean a thing you do often and almost without thinking, especially something that I hard to stop doing. Nilsen (2012) defines habit is behavior that has been repeated until it has become more less automatic, enacted without purposeful thinking, largely without any sense of awareness. This means, that habits are activity that is done by someone automatically without thinking and not burdening someone who do that. Whereas, habit comes from someone's physical repeatedly activity and it made an improvement. The term "habit is repeated behavior that it becomes more or less automatic, also without thinking.

According to Andrew (1903:121) states that a habit, from the standpoint of psychology, is a more or less fixed way of thinking, willing, or feeling acquired through previous repetition of a mental experience. It means that a habit is mental

process as a means of thinking. Moreover, Sangkaeo (1999:3), reading habit refers to the behavior, which expresses the likeness of reading and tastes of reading. It is a way of how the reader organizes his or her reading and how often, how much, and what the reads read. Many researchers in the past have devoted their effort in examining learners' reading habit. According to Linse (2005:69) states that reading habit is a set of skills related to the making of flavor and fosters the meaning of the word that has been printed. In term of acquiring these habits: they have to put these habits into practice.

According to Grabe and Stoller (1997) state that a good reading habit is important for the development of personalities and mental capacities. This habit necessary for a healthy intellectual growth and plays a crucial role in enabling a person to achieve language proficiency. Reading provides readers with great knowledge, by reading books frequently and having a good reading habit. The reader is able to analyze other's idea, which makes one think more critically. This can be seen from the plenty of evidence that those who participate in free reading programs write better and simply people deal with far more words in reading than in writing.

Reading habit is mentally organizing a text' information to match with of the purpose of the text. According to Krashen (2004:37), reading is only effective ways to become good readers and good spellers, have an adequate vocabulary and advanced grammatical competence. And develop a decent writing style as well. It means that reading can enhance literacy development. In other hand, Owusu-Acheaw (2014), state that reading habit accompany as individuals as they progress in age and influence their academic circumstance. Therefore, in this present study

is appropriate to be implemented, in order to examine the correlation between reading habit and reading comprehension.

Habit is the form of constant behavior to adapt the environment which contains elements of affective feeling, that gotten from exercise, imitation, and repetition continuously. Habit is an easy form of way and it does not need more both concentration and attention (Eniyanti, 2020:8). According Zwiers (2004:3), reading habit more clearly describes the automatic and unconscious process that is involved in constructing meaning from text. Then reading habit refers to an automatic process as the readers read the textual material and deriving meaning unconsciously. Reading comprehension can increase students' comprehension of the text.

The word of habit is characteristic form of behavior. According to Wood and Neal (2007:843), the word of habit is repeated behavior and a habit is an activity learned dispositions to repeat past responses. The statement means that repeated behavior is a form of repetition activities in the same activity and unconsciously. In other words, the repeated behavior is same as something that we do regularly, almost without think about it. The repeated behavior that we do without think about it called habit. According to Richard (2010:258), habit is a pattern of behavior there is regular and which become almost automatic as a result of repetition.

Moreover, a good reading activity that done routinely will be able to provide many benefits to the reader such as can acquire many new vocabulary and information. It means that reading habit is the process of driving meaning from connected text. it is also involving word knowledge like vocabulary, sentence structure grammar as well as thinking reasoning. According to Davidovitch

(2016:129), reading habit is also defined as how the manner in which an individual arranges his understanding. It is mean that understanding the text in reading habit activity is the main purpose of reading, which refers to the process of understanding what is being read.

Patel and Jain (2008:114) state that, reading habits not only help the students to get knowledge and wisdom from the culture of heritage but are also very helpful in passing for leisure periods. It is mean that many good benefits that can be obtained by everyone, especially students through reading habit. During doing reading as a habit there not only getting a new knowledge but can also be used as useful activity while on leisure period. Reading habit becomes an important factor of successful readers. Reading habit was helped the learner obtaining and gaining meaningful knowledge and good academic performance in school.

According to Utami (2021), in reading habit, there are two words 'reading' and 'habit'. Reading is an action of person who needs and habit is a product of this action or learning. Reading habit refers to the behavior which expresses the likeness of reading of individual types of reading and tastes of reading. According to Burohman et al., (2020), the habit of reading is an efficient reading activity based on motivation and strong desire to be done continuously, regularly and civilized in a person with the aim to understand the content. According Gardner (2012), habit is an abstract theory in habit theory there is no single correct definition. In habit people repeated action without concerning why this self-concept must happen.

According Gaona and González (2010:56), there are seven indicators of reading habit. They are:

1. Attitude toward reading is the reason that the person reports on the attitude and behavioral cognitive-affective attitude towards reading.
2. Reading frequency is the frequency at which the person reports to read books in their spare time. It is considered from the frequency reported.
3. Books read is the number of books that the person reports having read in the last three months.
4. Time spent on academic reading is the time that the person reports to devote to reading books on his or her study subject.
5. Time spent on non-academic reading is the time that the person reports to use in reading books that are not directly related to the study subjects.
6. Motivation in the family environments is often reported by the person on the purchase of books, recommending books and reading interest in the family.
7. Motivation in the academic environment in the frequency the person reports on the teacher using activities to promote contact with psychology literature.

As the researcher said before in the limitation of study. That the researcher was limit the indicator of reading habit. Based on the indicators of reading habit above, the researcher only applied five indicators. There are, reading habit is attitude toward reading, reading frequency, books read, time spent on academic reading, and time spent on non-academic reading. Furthermore, based on the explanation above, it can conclude that reading habit is a behavior that we do regularly in read a written text.

2.1.3 Descriptive Text

A text is a group of related sentences about single topic. According to Oshima and Hogue (2007:3) state that a text is a group of related statements that the writer

develops about a subject. A text has unity when all sentences in that text support that point. In line with Oshima and Houge's statement, Savage and Mayer (2005:2) state that a text is a group of sentences about a topic. A typical text begins with topic sentence, which introduces the topic. The sentence supports the idea in the topic sentence with explanation, reason, and other details.

Descriptive text is a text, which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. Descriptive text stretches out much information about certain people, things, and places clearly and detail. Based on Knapp and Watkins (2005) state that a descriptive text as a kind of text which purpose is to describe a particular person, place, and thing in detail. Description or descriptive etymologically is derived from the word describe. Describe means to draw, to illustrate or to picture an object, place, person in order to have the visual appearance of the object described. Oshima and Hogue (2007:61) state that descriptive text refers to the senses, so it tells how something looks, feels, smells, tastes, and/or sounds. A good description is a word picture; the readers can imagine the object, place, or person in their mind.

According to Savage and Mayer (2005:42) in a descriptive text, the writer uses details to tell how a subject look. The text should make the reader feel the responding to what they are read. Based on Evans (2004:4), the descriptive text has the structure of introduction, main body, and conclusion. In introduction, the writer gives brief information about the person, thing or place. In the main body, the writer describes and give details of the characteristic features of the subject such as qualities, characteristics, describing the phenomenon in part, and size, physical

appearance, habit, daily life, etc. Finally, in conclusion, the writer tries to express the feelings or opinion concerning the subject.

Moreover, Zemach and Rumisek (2005:25) state that a descriptive text explains how someone or something looks or feels. It means that, when the reader reads a descriptive text, they can imagine how the object looks or feels. By reading a descriptive text, readers can feel what they see in the description just like they see pictures. Fiderer (2002), states that descriptive text gives a clear picture of a person, place, object, events, or idea. Descriptive text is a kind of a text to describe something, someone or place.

Based on the explanation above, it can be concluded that descriptive text is the text when the reader can imagine the looks, sounds, and feels something that is described in the text. Also, in descriptive text can give the reader sensory experience how something looks, sounds, and tastes. Descriptive text has the purpose to describe an object or a person that the writer is interested in. Thus, in descriptive text there are two main parts, such as identification and descriptions. In identification, the reader will be given general information about the subject. Then in the description, the reader will be given more specific information about the subject that is described in the text.

2.2 Empirical Review

An empirical review is a review of relevant research conducted in which it reviews the previous research relevant to the present research. This empirical review can be a reference for developing the concept of the study. Empirical review also helps the researcher to avoid unintentional replication of the previous studies' results. In this present study, the researcher wants to know a correlation between

reading habit and reading comprehension. There are some researches that had been done previously which are related with present study in terms of finding out the correlation between students' reading and their reading comprehension. Those previous researches can be used as a reference for the present study. The empirical reviews that were used were as follows:

The first relevant research was conducted in 2020 by Eniyanti entitled "The Correlation between Reading Habit and Reading Comprehension of the Eighth-Grade Students of SMPN 4 Denpasar in Academic Year 2019/2020." The purpose of the study was to know whether any significant correlation between reading habit and reading comprehension of the eighth-grade students in SMPN 4 Denpasar. In her research, she used questionnaire and reading test as a research instrument. To choose a sample from the population from the entire eighth grade student, she used cluster random sampling. Moreover, she used Pearson Product Moment and T-Test to analyze the data. The results proved that there was a significant correlation between reading habit and reading comprehension.

The second relevant research was conducted in 2020 by Wati entitled "The Correlation Between Students Reading Habit and Reading Comprehension Ability of The Seventh Grade Students of SMPN 2 Abiansema in Academic Year 2019/2020." The purpose of the study was to find out whether any significant correlation between reading habit and reading comprehension of the seventh-grade students in SMP 2 Abiansema. In her research, she used questionnaire and multiple-choice item as a research instrument. To choose a sample from the population of seventh grade students, she used random sampling. Moreover, she used Pearson Product Moment and T-Test to analyze the data. The results proved

that there was a significant correlation between reading habit and reading comprehension.

The third research was conducted in 2021 by Dewi entitled “The Correlation Between Reading Habit and Reading Comprehension Of The Eighth Grade Students In SMPN 4 Mengwi In The Academic Yaer 2020/2021.” The purpose of the study was to find out whether any significant correlation between reading habit and reading comprehension of the eighth-grade students in SMPN 4 Mengwi. In her research, she used questionnaire reading habit and reading comprehension test as a research instrument. To choose a sample from the population of eighth grade students, she used cluster sampling. Moreover, she used Pearson Product Moment and T-Test to analyze the data. The results proved that there was a significant correlation between reading habit and reading comprehension.

The fourth research was conducted in 2022 Hailang entitled “The Correlation Between Reading Habit and Reading Comprehension Of The Eight Grade Students At SMP Wisata Sanur In Academic Year 2021/2022.” The purpose of the study was to find out whether any significant correlation between reading habit and reading comprehension of the eighth-grade students in SMP Wisata Sanur. In his research, he used questionnaire reading habit and reading comprehension test as a research instrument. To choose a sample from the population of eight grade students, he used cluster random sampling technique. Moreover, he used Pearson Product Moment to analyze the data. The results proved that there was a significant correlation between reading habit and reading comprehension.

Similar to the previous relevant researches, this current research has similarity and different compared with the previous researches. The similarities of this

research were using statistical analysis, correlation and regress analysis, and using Product Moment Pearson and also using t-test to know the significant between the two variables. The different of this research are: first, in the previous studies, the researcher was not explaining what text or paragraphs that was used for the research. Second is Eniyanti's study, Dewi's study and Hailang's study, they were only saying that she given a reading test, without explaining what type of the test that was she used. Then on Wati's study, she used multiple choice items as a test. Which is multiple choice item not suitable to use, because the researcher has to do the test more than once with different school. also Meanwhile, in this research, the researcher was used short answer tasks as a test. Third, is in previous studies, when the researcher determines the sample. They use the old way, which is using a paper lottery. Whereas in this study, the researcher was used wheel of names which is already available on Google.

2.3 Hypothesis

A hypothesis is a statement about the correlation between two variables. According to Singh (2006:54), hypothesis is defined as a tentative solution of the problem. Hypothesis is what the researcher predicts in the correlation between two or more variables. In the present study, hypothesis using hypothesis to find a significant correlation between reading habit and reading comprehension of the eight-grade students of SMPN 14 in academic year 2023/2024. Based on the theoretical and empirical review before, a hypothesis that propose by the researcher in this present research as follows:

1. Alternative Hypothesis (H_a): there is a significant correlation between reading habit and reading comprehension of eighth-grade students of SMPN 14 Denpasar in academic year 2023/2024.
2. Null Hypothesis (H_0): there is no significant correlation between reading habit and reading comprehension of eighth-grade students of SMPN 14 Denpasar in academic year 2023/2024.

