CHAPTER I

INTRODUCTION

1.1. Background of the Study

As one of the receptive skills, reading has an important role in gaining information. Reading provides experience for the individuals to expand their knowledge and gain deeper understanding for their life. From the early childhood, it is important to introduce the child the world that surrounds him. Thus, reading becomes the foundation that enriches the knowledge of a child through books or other reading materials.

Any educational institute needs to prepare their learners to adapt in social and technological changes. In this context, reading becomes an essential tool that student can use as a resource for education, as well as gaining new knowledge and information through media (newspapers, books, television, and the computers) which will help them to adapt in social and technological changes. Department of National Education (Badan Standar Nasional Pendidikan) in Indonesia stated that language has the role center in developing students' intellect, social, and emotion and it also supports the success in learning all subjects.

In addition, the newest curriculum for education in Indonesia which is Curriculum 2013 also aims to prepare Indonesian become faithful, productive, creative, innovative and affective citizen that contribute in national and international society life. Moreover, one of the main skills in English that being taught in our recent curriculum is reading. Reading takes the position as one of language skills that should be taught. According to the 2013 curriculum, the students should be able to understand the functional and essay texts in descriptive, recount and procedure related to near behavior, especially for the students of junior high school. SMP N 4 Denpasar is one of junior high school that require their student to learn English. This school also applies curriculum 2013 (K13). Based on this curriculum the students have to learn basic knowledge and skill of English language and it also necessary for student to apply their knowledge and skill in intermediate level. This school also has proper facilities, such labs for any kinds of

books and computer, library and many other facilities to support student during learning process. In SMP N 4 DENPASAR English is taught two times a week (90 minutes) from seventh grade to tenth grade.

Furthermore, when the researcher reflected on her own experience of teaching at class VII 3 of SMP Negeri 4 Denpasar during the PLP 2 program, she found a gap both in the actual situation of teaching-learning process in the classroom and the expected condition. According to Lori A. Church (2008:80) there is a positive, significant correlation in student reading comprehension and intentionally planned access to the school library. However even though the school has suitable facility and time to support English learning process, the writer discovered some phenomena while having interview and observation at that school. The findings are student has lack of reading comprehension especially in descriptive text. The student often could not comprehend the meaning behind the text and it became a main problem for students in learning English. The prove for this statement is from students' reading practice score that sometimes lower than the passing grade. Students should be conscious that reading comprehension was really needed, because most of the English lesson used texts and written words, even in their English tests reading is essential. Secondly, some of the students had no self-confidence with their ability in reading English. They kept saying English is too difficult for them to understand. And last, they kept bothering their friend instead of reading and trying to understand the task by themselves.

As some interviews and observations had been conducted, writer found that the students have lack of awareness of the importance of reading habit for their academic achievement. as the writer said in previous section this school provide a library for their student however, the students' interest on reading those books were still questionable. And last, students were not familiar with vocabularies in a text, so that it took more time for them to read and to comprehend the text.

In order to master reading comprehension skill, reading activity is not only done occasionally. A good reading habits can be used as a strong weapon for the

students to surpass in their learning. Palani (2012, p.91) stated that effective reading is an important avenue of effective learning and reading is interrelated with the total educational process and hence, educational success requires successful reading habit. Moreover, Patel and Jain (2008, p.114) stated that reading habits not only helps the student to get knowledge and wisdom from the culture of heritage, but are also very helpful in passing for leisure period. It is supported by the research done by National Endowment for the Art of USA (2007, p.3-4). After finding information and some problems that students faced daily, a study of the contribution of reading habit towards students' reading comprehension needs to be conducted.

In order to find out the how significant the correlation between students' reading English habit and their reading comprehension on descriptive text and also based on the background written above, thus the writer tries investigating the problem into a research project entitled " The Correlation Between Students Reading Habit and Reading Comprehension Ability on Descriptive Paragraph of The Seventh Grade Student of SMP N 4 Denpasar in Academic Year 2019/2020"

1.2 Research Problem

Based on the researcher's experience during the PLP 2 program from August 5th to October 12th 2019 in which she had taught 8 times at seventh grade of SMP Negeri 4 Denpasar and conducted informal interviews with the teacher and some students, she identified three major issues regarding their difficulties in reading. First is their lack of interest in expanding their reading habit. In general, they seemed to have no awareness that their reading habit is degrading. Most of the students are busy doing other things when the researcher is teaching them about reading especially in descriptive text. Second problem is they did not have sufficient vocabulary, the students did not have many English words so they couldn't comprehend what the actual meaning behind the text that they read. As a result, the research problem can be devised into: how significant does reading habit effect reading comprehension by the seventh-grade students of SMP N 4 DENPASAR in academic year 2019/2020.

1.3   Objectives of The Study

Based on the research problem, the objective of this study is to find out whether there is correlation between students' reading habit and reading comprehension on descriptive text at the seventh-grade student of SMP N 4 DENPASAR.

1.4   Limitation of the Study

Since the terms of reading comprehension is very broad and complex so the study only focused on students' reading comprehension on descriptive text. This research will use short answer test to measure students' comprehension on descriptive text. The student reading habit will be measured with the questioner that will be provided by the researcher. The questioner contains with some aspects of reading and student need to checklist whether they agree or disagree on the statements.

1.5   Significance of the study

One of the principle reflections which is taken into account in undertaking the present investigation in the significance of the expected research findings. The finding of present study are expected to provide both theoretical and practical significance each of which is concisely describe as, theoretically the findings of present study are expected to contribute further analysis to support the existing research findings, which have revealed that reading habit has very important role in expanding reading comprehension among the students. Practically the outcome of this study also aims at awakening student awareness of the important role of their reading habit toward their reading comprehension so they can make some evaluation on how they will train their reading habit to maximize the reading comprehension. For the teacher this finding is expected to give them a wider insight of the importance to develop students' reading habit that influence students' reading comprehensions. It is expected that English teachers can use appropriate strategies and methods in teaching about reading.

1.6   Definition of Key Terms

1.6.1   Reading Habit

Reading habit is a behavior to read which is done regularly to understand information and get entertainment from written material. Reading can be obtain from fiction, non- fiction, book, magazine, newspaper etc. The activity of reading is regarded as habit when it repeatedly carried out. Reading habit is also often considered in terms of the amount material being read. Thus, reading habit can be simplify as well-planned and deliberate pattern of study which has attained a form of consistency or when the reading activity has been done daily.

1.6.2   Reading comprehension

Between reading and comprehension is highly interrelated. Reading comprehension will be called as a reading comprehension only if the reader is able to comprehend or understand the meaning of written words. In simpler terms, reading comprehension is the ability to read, understand, process and recall what we read. Thus, reading comprehension is an interactive process between reader and writer in which the ability to understand is very important to convey writer's message or information. Level of students' reading comprehension in this research is focused on literal and inferential comprehension which requires their ability to understand explicit and implicit meaning of a text, further explanation of literal and inferential comprehension will be discussed in the next chapter.

1.6.3   Descriptive text

A descriptive text in terms of writing known as meaningful text that describes the experience related to the senses, such as what shape, sound, taste is. Thus, descriptive text usually contains with characteristics of certain things such as person, place or thing. Most descriptive text is about visual experience, but in fact experience other than the sense of sight; we can also use it to make descriptive text. The purpose of the descriptive text is clear, that is to describe, represent or reveal a person or an object, either abstract or concrete Thus student have to use adjectives to clarify the subject that they have choose. Last, the students need to write down 2 paragraphs that being form with 5-6 sentences.

CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

The reviewing of related literature is required in order to provide a context and background that support the study being investigated. Knowledge of related theories and empirical evidence enable the researcher to define the frontiers of the field, to place the question in perspective, to the limit of the research question and to clarify as well as define the concepts of the study. Moreover, through studying related theories and empirical evidence, the researcher learns which methodologies have proven useful and which seems less promising; the researcher can avoid unintentional replication of previous studies and places researcher in a better position to interpret the significances of his results (Ary et al., 2010:62). Thus, the theories will be focused on reading habit, reading comprehension and descriptive text.

2.1.1 Reading Habit

Habit is a repeated performance. It is automated response disposition that are cued by aspects of the performance context (Neal et. al. 2004:198). It is learned through a process in which repetition incrementally tunes cognitive processors in procedural memory (the memory system that supports the minimally conscious 12 control of skilled action). This can be simplified that habit formation is the process by which new behavior becomes automatic, the behavioral patterns of one's repeat most often are etched into neural pathways.

Reading habit refers to the behavior, which expresses the likeness of reading and tastes of reading (Sangkaeo, 1999:1). It is a way of how the reader organizes his or her reading and how often, how much, and what the readers read. Many researchers in the past have devoted their effort in examining learners" reading habits. With their efforts, these researchers have discovered that reading habits are correlated with gender, age, educational background, academic performance and professional growth (Annamalai & Muniandy, 2013:33). Reading is one of the most

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effective ways to become good readers and good spellers, an adequate vocabulary, advanced grammatical competence and develop a good writing style as well. Krashen (2004:132) states writing style does not come from actual writing experience, but from reading. Many researches reviewed earlier show that those who read more, develop higher levels of literacy. 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.

Language acquisition comes from input, not output; from comprehension, not production. Hypothesizing that writing style comes from reading, not writing is consistent with what is known about language acquisition: it comes from input, not output, from comprehension, not production. Thus, if one writes a page a day, his or her writing style or the command of mechanics will not improve. But by reading some pages every day will lead to a better writing style, vocabulary improvement, advanced grammatical competence and spelling as well.

Literacy development can occur without formal instruction and reading is potent enough to do the entire job alone (Krashen, 2004:20). For example, teaching vocabulary lists is not efficient. The time is better spent in reading. Vocabulary teaching typically focuses on teaching simple synonyms and thus gives only part of the word and none of its social meanings or grammatical properties. Quite often, the meaning of a word is not nearly adequately represented by a synonym, words that appear to have the same meaning often refer to slightly different concepts or used in slightly different ways. That's why Smith (1994:560) advises that for magazines, browse through magazines rather than through correspondence courses on magazine writing. To write poetry, read it.

Reading is generally accepted as a way of acquiring new information and new knowledge. It is not only to increase knowledge but also to build maturity and widen awareness of contemporary issues (Kim & Anderson, 2011:30). A good reading habit is important for the development of personalities and mental capacities. This habit is necessary for a healthy intellectual growth and plays a crucial role in enabling a person to achieve language proficiency (Grabe & Stoller, 1997:98). 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.

2.1.1.1 Students' Reading Habit

Spending time reading in class is important because students get benefit from the time to apply reading skills and strategies and also because time spent in reading results in acquisition of new knowledge. Research has shown a consistent positive and mutually supportive relationship between prior knowledge and reading. However, providing time for sustained reading is not enough. To improve reading habit students must: Provide a choice of reading selections, ensure their reading text of optimal difficulty with challenge but do not discourage, encourage rereading of texts, allow readers to discuss what they read with others to encourage social negotiation of meaning. Reading skill should, therefore be taught in the context of reading that builds on students' prior knowledge and experience.

In addition to having new knowledge about the reading process, we also know what works in reading instruction. The development of reading habits is a socialization process, determined by the learning that takes place in different contexts, the promotion of reading not only depends on knowledge or skill, but also the student waiting to read (values and attitudes). Library is a recourse that promotes reading to a certain extent. The purpose and function of a library is to make its collections available to society, therefore, the library as a learning organization is determined to implement new strategies and ways to find information. This leads students to learn a new literacy competence. This ability is acquired through the habit of reading, which allows for greater integration and pragmatic contextualization, survey, delineations, references, sensations and association) that a particular text is able to develop in the reader.

Furthermore, in measurable terms reading habits as it stated by Chettri and Rout (2013, p.13) is often considered in terms of the amount of materials being read, the frequency of reading as well as the average time spent on reading. Chettri and Rout also mentioned that students' interest in fictions and non-fictions become one of factors influencing students' reading habits. As it states in his journal in gaining an effective reading habit, Julio Cesar (2011, p.59) summarized six aspects of reading habit, those are explained: reading frequency is used to measure students' reading frequency in their spare time, books read are the number of many books

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that the students have read, time spent on academic reading; is considered as the time that the students devote their time to read academic book especially for their specialist subject, Time spent on non-academic reading: is discussed about the amount of time that the students used to read non-academic book, motivation in the family environment; is focused on the recommended book that purchased by the family, motivation in the academic environment; is focused on the frequency of student's reading literature in their school environment. Moreover the researcher also using Julio Cesar's theory of six aspects of reading habit for her questionnaire of reading habit that will be explain more in the next chapter.

2.1.1.2 The Factors Influence Students' Reading English Habit

Recent research shows that reading habits have gained much attention to the educators, parents and other stakeholders. It is widely known that a good reading habit can help students in many aspects of academic life, it is one of the most effective ways to have better writing style, vocabulary improvement, advanced grammatical competence and good spelling. There are some other factors which influenced one's reading habit; age, gender and educational background (Ross 2002). As reviewed by Ross (2002) "heavy readers" are more likely to be female than male, younger than older and the one who has achieved a higher education than society at large.

Moreover, Dalila (2018) states that there are factors influencing reading habits, the factors are: Peer influence A study of young people in Britain aged between 11 to 18 years found that peer influence was the top most reason for reading books. It is widely known that peer can be something very important in someone's habit, many people intend to have the same habit as what their close friends have. Second factor is personal interest. Personal interest is also believed to have an important role in obtaining the reading habit. Research found that the most important factor motivating students' reading habit is students' personal interest. In this case, the research shows that the students' personal interest is highly correlated with gender, age, educational background, academic performance and professional growth. The third factor is the library's condition. Another factor influencing students' reading habit is library's condition, the National Library and Documentation Service (NLDB) in Sri Langka carried out a research and found that

the reading habit of students is poor because the condition of library was insufficient as the book collections were old and most of students read light material, such as magazine, novels, comic and newspaper. The last factor is the library's reading resource A reading resource also influences students' reading habit. A reading habit will increase if the resource in the library is appropriate to students' reading preference.

2.1.2 Reading Comprehension

Reading and comprehension are two things that cannot be separated from each other, they are highly interrelated. Comprehension is the essence of reading itself. Reading comprehension is called as a reading comprehension only if the readers are able to comprehend the meaning of the text. If the readers can read but do not comprehend the meaning of the text, it means they do not do reading comprehension. There are some experts who have developed processes on how reading comprehension occurs. According to Harris (1980), the thinking process means the core of comprehension skill, those four operations are: identifying, analyzing, evaluating, and applying. First, identification means the readers are required to locate the message proposed by the author. Second, analysis means that the readers should identify the part according to its structure or scheme. Third, the evaluation process requires the readers to evaluate information and do something with the information. The last is applying means that the readers used the information to fix their problem.

Simanjuntak (1984:47) says that the first point in reading needs is comprehension, so the readers will gain information from the text the readers read. Eskey (1986) defines reading comprehension as knowing what one does not know or adding new information to what one already knows. It means that reading comprehension is the process in which a reader employs his background knowledge to understand the content of the material being read. While Dechant (1982:26) stated that reading as a progressive understanding of the meaning and presents by a sequence of words. It means that when the readers finish reading, they should get the information or ideas from the text. It is also supported by Dallman (1982:23) who says that "reading is more than knowing what each letter of the alphabet stands for, reading involves more than word cognition. That is without comprehension, no

reading takes place." It concludes that comprehension is the most important thing in reading textbooks or written material. To be a successful reader, one must comprehend or understand the information in the written materials.

Simultaneously, Grellet (1999) determines comprehension as "Understanding a written text means extracting the required information from it as efficiently as possible" For example; if there is an advertisement and an article in a scientific journal. In the former case, the reader ignores the unimportant information and seeks what he is looking for. In the last case, more detailed information is essential to be taken for the reader. Therefore, comprehension above means the reader need ability to locate the relevant information carefully based on their particular purposes. From the explanation above, it can be concluded that reading comprehension is an interactive process between readers, text and strategies. Thus, the cooperative process includes understanding, utilizing, and evaluating the important message that the author is trying to convey. Continuously readers link all that information with their background knowledge in order to extract meaning from the written material.

2.1.2.1 Levels of Reading Comprehension

There are levels of reading comprehension as mentioned by Heilman (1981), those are literal comprehension, inferential comprehension and critical comprehension. Literal comprehension refers to information explicitly stated in the written text. At a basic level, the readers are needed to understand the meaning of words before recognizing a detailed 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. Aside from literal comprehension there is inferential comprehension. The inferential comprehension is the process how a reader derives 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 conclusions at the end of a story. A reader is required to think harder when applying this comprehension level. The last reading comprehension is critical comprehension. Critical comprehension is a higher thinking level of reading. The reader should be actively reacting to the information

presented by the authors. The readers need the ability to analyze the information and link that information to their background knowledge. Further, the readers evaluate the value of its information and give personal judgments as a feedback to the author.

Elizabeth Hall (1983 p.298-299) elaborates some stage in reading comprehensions. They are speech perception, comprehending syntax and meaning and intention.The first stage in reading comprehension is speech perception. That means that readers should recognize the sound of the words. The reader has to pronounce a clear sound in the given situation or context which functions to derive a clear meaning. After uttering the right sound strings the reader should move into the second stage, it is comprehending syntax. The ability to recognize the correct sentence pattern is needed in order to avoid ambiguity or multiple words meaning in a passage. The last level of reading comprehension is meaning and intention. This level the reader focuses on text meaning and how he addresses the information, for instance it is a question therefore the reader should provide an answer, if it is an instruction the reader should comply or reject the instruction given.

From the definition above, it can be assumed that reading is not only spelling text activity orally, but also the process of constructing meaning from written texts in order to get information and knowledge from the text, so that the readers can interpret and give their opinion from their views after they read a text. Identifying main ideas, identifying details, determining inference, understanding vocabulary, reference are important skills which should be increased consistently by the students for being good readers.

2.1.2.2 . The Factors Influence Students' Reading Comprehension

The low reading comprehension skills are caused by a variety of factors. Dallman (p165—167) says the factors which are responsible to the depth of readers' comprehension as follows: (1) Difficulty of Material. The difficulty of the material is proposed as one of the major causes of lack comprehension. Especially multiple concepts in reading material, it contributes to the difficulty absorbing material. Teachers sometimes supply the students with advanced materials beyond their capabilities. In the same manner, unsuitable methods that the teachers used may cause frustration to the students. (2) Intelligence Readers' ability to comprehend is

sometimes limited by the richness of their background knowledge and vocabulary that readers have the more success of reading comprehension they would have. Therefore, mental maturity should be taken into consideration in terms of determining where reading instruction should start. (3) The unpleasant environments such as noisy surroundings\, inadequate lighting, high or low temperatures, and distracting surroundings may interfere with the students' comprehension. (4) Emphasis on Word Recognition All assignments would be wasted only if the students know how to make word meaning properly. The deficiencies in comprehension are sometimes caused by the lack of 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 a dictionary and how to build word meaning. (5) Emphasis on Oral Reading When students do oral reading, automatically they interpret the meaning of the text passage through their mouth. The more practice students do on oral reading the more accurate they are in comprehending the text. (6) Background for a Reading Selection Concept about reading material and experience are frequent problems of students' poor reading comprehension. Teachers should be careful in selecting the type of reading passage. Disorganized text materials such as used advanced textbooks to younger learners, give them irrelevant contents, and supply them with unfamiliar glossaries should be ignored by the teachers. Therefore, teachers should be aware of the textbook, and distribute it efficiently to the students. (7) Adjustment of Reading Techniques to purpose the importance of adjusting reading techniques and choosing the right type of material are crucial factors in determining success comprehension. (8) Rate of Reading The wrong selection in adjusting the reading rate to the type of material, such as newspaper, text book, novel or magazine might cause failure in comprehending text material.

2.1.3 Descriptive text

According to Gerot and Wignell (1994:196-197) descriptive text is a kind of text that has a purpose to describe the information of particular things, animals, persons or others, for instance: our pets or a person we know well. Moreover, Oshima and Ann (2007:61) stated that Descriptive text is a genre text that is used

to tell how something looks, feels, and smells, tastes and or/sounds. Good description contains word pictures; thus, the reader can imagine the object, place or person in his or her mind.

Based on the definitions above the researcher can conclude the definition of descriptive text is a kind of text that has social function to give information by describing the particular thing, animal, person, place, or other how they look, feel, smell, taste or sound. Descriptive text is usually followed by a pattern of organization that is commonly called by spatial order. Spatial order means arrangement of things in space. For example, if we want to describe a room, we can describe it from the left side and move to the doorway then clockwise until the right side (Oshima and Ann, 2007:61-62). There are some examples of spatial order signals:

Table 2.5 Spatial Order Signals

Spatial Order Signals	
At the top of	Behind
In the center of	Next to
On the left	In back of
In front of	In the back of
In the front of	Between
Inside	across

2.1.3.1 Generic Structure of Descriptive Text

Rahman (2015) states that descriptive text is a kind of text to describe something, someone or place. The descriptive text has two main parts, they are identification and description. The structure of a text is called the generic structure.

Descriptive text is liked describe a white house, animals, fruits, etc. From Rahman's statement, it can be concluded that descriptive text is a text to describe something, someone or place, and descriptive text have two main parts such as identification and description that's call generic structure.

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 he or she is reading. Based on Evans (2000:4), 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.

2.1.3.2 Language Features of Descriptive text

According to Gerot and Wignell (1994:196-197) language features of descriptive are focused on specific participants, use of attributive and identifying processes, frequent use of epithets and classifiers in nominal groups and use of simple present tense. Language features of descriptive text also offered by Hammond (1992) as cited by Mursyid (2011:4-5). This text uses "be" and "have". Tense which is often used is Simple Present Tense. Simple Past Tense is sometimes used if the thing that is described does not exist anymore. There are language features that are used in descriptive text: (1) Focusing on specific participants, for example: My English Teacher, Andini's Cat, My Favorite place, (2) Using Simple Present Tense. (3) Using Simple Past Tense if extinct, (4) Using verb of being and having "Relational Processes" for examples: My Mum is really cool, she has long black hair, (5) Using descriptive adjectives, for examples: strong legs, white fangs, (6) Using detailed Noun Phrase to give information about the subject. For example: a very beautiful scenery, a sweet young lady, very thick fur. (7) Using action verbs "Material Processes" for examples: it eats grass, it runs fast. (8) Using adverbial to give additional information about behavior, for example: fast, at tree house. (9) Using figurative language, for examples: John is as white as chalk.

Based on explanations of language features above the researcher can conclude that the language feature that is used by descriptive text commonly is Simple Present Tense. Simple Past Tense can also be used if an extinct thing is found. Using adjective words to describe nouns or other collaboration into noun phrases, action verbs, adverbial and figurative language are also needed to give complete information while describing something.

2.2   Empirical Review

The empirical review is provided for showing the effectiveness of the strategy used in the previous study regarding improving students' reading comprehension. The empirical review is used as the references and to show the strength of the present study. It is also the section for reviewing some similar studies that had been conducted by other researchers that might be relevant with this present study. In addition, the knowledge of the empirical evidence can avoid unintentional replication of previous studies and places researcher in a better position to interpret the significance of his results (Ary et al., 2010:62). Therefore, the researcher would like to review two previous studies that related to the present study. Those previous studies are briefly and empirically review as follow:

First is a study from Rahmayuni Wulandari entitled, "The Correlation Between Students' Reading Habit and Students' Reading Comprehension Ability In The First Grade Of SMP PGRI 1 Gunung Pelindung, East Lampung" the result of this correlation study analyzed by Mean Pearson Product Moment correlation formula figured out of 0f.716. The higher than the minimum correlation coefficient 0f.344 and .442 both the level of .05% and .01% computed from 33 students as noted on the Pearson Product Moment table of significance. The findings revealed that there was a correlation between the students reading habit and their reading comprehension ability by the seventh grade student of SMP PGRI 1 Gunung Pelindung.

Another research was conducted by has been conducted by Inayatul Maula, in title "The Correlation Between Students' Reading Habit And Their Ability Of Writing Narrative Text A Correlational Study on the Eleventh Graders of SMAN 1 Kajen Pekalongan in the Academic Year of 2014/2015" in her study it show the

result clearly show that there were 30 subjects (75%) out of 40 subjects under the study showed good made sentences, whereas 20 more subject (50%) who were considered unsuccessful. If the findings of these studies were used to assign grades to eleventh grade students of SMAN, it was clear only 75% of the whole eleventh grade student could pass whereas the other 50% students failed. However, in the light of mastery learning, the findings of the study suggested that the English teachers of the eleventh grade students of SMAN 1 Kajen Pekalongan in Academic Year 2014/2015 were very successful in teaching about writing narrative based on students reading habit because there were 30 students (75%) out of 40 students and only (50%) who totally failed in writing narrative text.

2.3   HypoSKRIPSI

According to Sukardi (2003, p. 42) research hypoSKRIPSI is functioned to give the temporary answer to the research questions. HypoSKRIPSI can be used as a powerful instrument in scientific inquiry. The use of hypoSKRIPSI has experience and reason to produce a powerful tool to find out the truth in investigation. After finding and stating the problem and examining the related theories and literature, the researcher makes an hypoSKRIPSI on this study.

On the aim to give a solution to the problem, the researcher proposed the hypoSKRIPSI: there is a positive and significant correlation between students' reading habit and students' reading comprehension on descriptive text of the seventh grade students of SMP N 4 Denpasar.