

CHAPTER I

INTRODUCTION

1.1 Background of the study

English is one of the universal languages that used by many individuals within the world. In English, there are many skills are instructed. They are speaking, listening, reading and writing. Those ability cannot stand alone. Reading is important skill that ought to be mastered by the students in order to move forward their common language skills in English abilities. Reading is a fixed of abilities that entails good judgment and that means of a broadcast phrase which includes a written image or letter. In language abilities, mainly reading, leads to a concerned scale that ought to be mastered by each student. For better training students, a successful instructional system carefully pertains to reading activities. People will advantage new understanding and insights which can enhance their intelligence via reading activities.

According to Patel and Jain (2008:18), reading is a very important and useful skill for humans. Successful reading is very important to them as part of the development of academic and non-academic skills. Therefore, students should engage in reading activities based on their needs and desires, not from coercion. When students inevitably read, they get a lot of the information they need. On the other hand, if students are forced to read, the information they receive is not optimal. The concept of reading habits is defined by some experts, such as Shen (2006) identifies reading habits as how often, how much, and what students read. The reading habit is one of the go

ways to increase students' achievement in reading because by reading they can enlarge their reading comprehension. To get the meaning and understand the English text being read, having a lot of English vocabulary is the main key. Hence, high frequency of reading English texts or books may increase students' vocabulary. Moreover, getting used to reading might train the brain to understand a language. The more students train themselves in reading means the more proficient they are in understanding the content of the text. Therefore, to get more understanding what students read, they have to read a lot.

Reading habits 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 habits not only help students gain knowledge and wisdom from heritage cults, but they are also very helpful in spending their leisure time.

Reading habits are processes, comprehension is their essence. By developing good reading habits as a daily activity, students can read and understand English texts fluently and accurately. Pursuing reading as a habit helps students become smarter. Developing the habit of reading also improves analytical skills in comprehension tasks. In fact, many students still have reading comprehension problems. Some have even concluded why more and more students are failing at reading comprehension. Based on the above background, the writer conducted this study to determine if there was a

correlation between reading habits and reading comprehension at Eighth Grade of SMP N 6 Denpasar.

1.2 Research Problem

Based on the previous background, the researcher formulated the problem research questions as follows: Is there any significant correlation between reading habit of the eighth grade students of SMP N 6 Denpasar and their reading comprehension?

1.3 Objective of the Study

In accordance with the problem above, the objectives of study can be formulated as follows to find out whether or not there is a significant correlation between reading habit of the eighth grade Students of SMP N 6 Denpasar and their reading comprehension.

1.4 Limitation of the Study

Limitation of study is required to avoid the discussion to be overlapping from this study. Therefore, the researcher will limit the present study focusing on correlation between reading habit and reading comprehension at eighth-grade of SMPN 6 Denpasar in academic year 2022/2023. The researcher limited the research on reading skill especially text structures and linguistic elements to carry out social function of descriptive texts by stating and asking about descriptions of people, place, objects and animals, the types of the material is about descriptive paragraph.

1.5 Significance of the Study

There are two numbers of benefit that hopefully could be obtained by conducting this study. First, this study is expected to make the student aware of reading habits and to improve their awareness of reading habits in order to reach the optimum result in their reading comprehension. Second, this study also expects to give additional information for the development of language in teaching and learning, especially in understanding the importance of reading habits related with reading comprehension. The also contribute to enhance the theory of correlation between reading habit and reading comprehension.

1.6 Definition of Key Terms

There are two keys are used in this study which could be defined operationally.

a. Reading habit

Reading habit is defined as the routine reading activity like reading books, articles, magazine and other references in form of English that is done by the eighth-grade students of SMP N 6 Denpasar in academic year 2022/2023.

b. Reading Comprehension

Reading comprehension is defined as the ability of the eighth-grade students of SMPN 6 Denpasar in academic year 2022/2023 in comprehending reading texts especially in identifying general information, specific information, textual meaning and textual reference.

CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

The theoretical review is part of discussing the details of the theoretical background used in this study. In this chapter, researchers describe three points that support relevant theoretical reviews from many relevant literatures to support this research. Descriptions include reading comprehension and reading habits.

2.1.1 Reading Habit

Reading is a way of how the readers organize their reading and how often, how much, and what the readers read. Many researchers in the past have devoted their effort to examining learners' reading habit. With their efforts, the researchers have discovered that reading habits are correlated with gender, age, educational background, academic performance and professional growth (Annamalai and Muniandy, 2013:33). Reading is one of the most effective ways to become a good leader and speller and acquire good vocabulary, advanced grammar skills, and good writing skills. This is evident from the ample evidence that participants in free reading programs are good at writing and are reading far more words than people are simply writing.

According to Zwiers (2004,3), reading habits are described as 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 learned by the reader when.

They often read books for some reasons. When they are used to reading and are looking for a book to read, it can be read her habit.

Reading habits are activities that need to be socialized from an early age. Whether students have a good reading experience and are building positively Attitude toward reading. Reading habits are a process, Understanding is the essence of it. By getting used to good reading Habits as a daily life. Reading habits can improve students' reading comprehension. Due to limited reading habits in English, it is difficult to understand and react to what they have read. In other words, they don't know what to read, so it's important to understand the structure in order to make it easier to read and get what they need.

2.1.1 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's one of Main language skills that require reasoning and understanding Written details and expected to be the case Obtained by elementary school students. In fact, reading comprehension It plays an important role in, so it is placed in the center of many school subjects the process of cognitive development.

Snow (2002:11) states that reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. This means that many interactions involve the reader in the process of understanding the written text. It means that the reader wants to know about the written text. By reading, the reader can get some points. To get

information from the text, the reader needs to understand the entire text. By combining these aspects, the reader will be able to understand reading comprehension and obtain specific information in the text.

For some of the above statements, reading comprehension is the main action taken in reading comprehension to understand and understand the written text. Readers will build the meaning of the text based on their prior knowledge. By reading, students can deepen their knowledge of linguistic elements such as structure and vocabulary.

2.2 Empirical Review

There are several previous studies related to this study to investigate the correlation between student reading habits and reading comprehension. This early study can be used as a reference for this study. It can also be used to explore the strengths and weaknesses of previous studies and to get better results from current studies. The empirical reviews that were used were as follows:

The first research was a research by Arta (2020) entitled “ The Correlation Between Reading Habit and Reading Comprehension of the Eighth Grade Students of SMP (SLUB) Saraswati 1 Denpasar in Academic Year 2020/2021” The purpose of the study was aimed to find the correlation between reading habit and reading comprehension to the Eighth Grade students of SMP (SLUB) Saraswati 1 Denpasar in Academic year 2020/2021. This research proved that there was strong relationship between the students’ reading comprehension and students’ reading habit at the Eighth Grade Students of SMP (SLUB) Saraswati 1 Denpasar in Academic year 2020/2021.

The second research was a research carried out by Riski (2020) entitled “Correlation Between Students Reading Comprehension Skill at MtsN 4 Kediri.” The objective of this study is to know the correlation between students’ reading habit and their reading comprehension skill at the second-grade students of MTsN 4 Kediri in academic year 2019/2020. The result of her research that there is a strong and very high correlation between students’ reading habit and their reading comprehension skill at the second grade of MTsN 4 Kediri in academic year 2019/2020.

The data presented to the two previous researchers above were good. Researchers have succeeded in finding an important relationship between reading habits and reading comprehension. However, these two researchers used multiple choice as the instrument of reading comprehension. Furthermore, there was strong possibility for the students to guess the answer or easily cheat their friends in reading comprehension. In the present study, the researcher employed a short answer task to measure the students’ reading comprehension. In addition, the students had a little chance to guess the answer because they needed to understand the reading text in order to answer question in short answer task.

2.3 Hypothesis

There is a positive correlation between Reading Habit and Reading Comprehension at eighth grade students of SMPN 6 Denpasar in academic year 2022/2023. Thus, the hypothesis is a guide for the researcher in exploring the design data. The hypothesis proposed by the researcher is a directional hypothesis.