

CHAPTER I

INTRODUCTION

1.1 Background of The Study

Reading is part of language skills which include listening, speaking, reading and writing. Based on those skills, reading is one of the most important skills in language learning. Reading is the process of constructing meaning through dynamic interaction among readers in the written language. In daily life, it is very important to get information from every reading passage, especially in learning English. By reading, students will be able to gain an overall understanding in the text, to find implicit and explicit information, to get new vocabulary and to get the meaning of words, phrases, sentences of the text..

In reading class, most of the reading activities are focused on reading for comprehension. The reason is that the students' skills in comprehending the text lead them to develop their knowledge, even to gain new information. Moreover, reading comprehension is generally used to measure students' achievement in English, like in the national examination in which reading has a relatively large portion. When they do the examination, they encounter many kinds of text types. If students do not have good reading comprehension, they may fail to do the examination. In order to do that, it is expected that students should be good readers who are able to comprehend a text effectively and efficiently.

Pollard (2008:44) states that reading is a great source of language learning. Through reading, the students can get much important information and knowledge about the language that they want to learn. In line with Pollard's statement, Brown

(2004:185) states that in learning a language, reading is likewise a skill that a teacher simply expects learners to acquire. When students learn English by reading many kinds of texts, articles, stories, books or other sources that use English, these sources can give them information that is provided in the texts. For this reason, it is important for students to read many kinds of references.

According to Johnson (2008:3), reading is the practice of using text to create meaning. The two keywords are creating and meaning. If there is no meaning being created, there is no reading taking place. In order to find meaning from a reading text, students need to understand or comprehend the text first. However, reading comprehension does not happen at one point; rather, it is a process that takes place over time and needs a lot of practices. During this time, good readers are active in constructing meaning through the processes of interacting or transacting with what they read and integrating this knowledge with what they have already known (Blachowicz and Ogle, 2008:28).

In other words, 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 habits. 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 event. Reading habit is considered as the way in which individuals repeat many times so that it is absorbed into themselves as an enjoyable activity which is done with full of awareness or sincerely. In addition, Shen (2006:559) stated that reading habits can be identified by reading materials that students read and frequency of reading and time spent in reading. The frequency of

reading refers to the number of time that they spend reading in a week; meanwhile, the time spent on reading refers to how many hours students spend when they read.

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. Students' purpose of reading is also determined their reading habits. When students read for pleasure and enjoyment, they tend to read more and continue to read because of their willingness. This behavior indicates good reading habits.

Considering the explanation above, the researcher is curious about the significant correlation between students' reading habit and their reading comprehension. Therefore, the researcher conducted a study entitled "The Correlation between Reading Habit and Reading Comprehension of the Eighth Grade Students At SMP Wisata Sanur in academic year 2021/2022."

1.2 Research Problem

Based on what has been described in the background of the study above, the researcher held research on the correlation between reading habits and students' reading comprehension of the eighth grade students at SMP Wisata Sanur in academic year 2021/2022. Moreover, the researcher interests in finding out the significant correlation between reading habit and reading comprehension of the eight grade students in junior high school. Therefore, the research problem in this present study can be formulated in the form of question as follows: Is there any

correlations between reading habits and students' reading comprehension of eighth grade students at SMP Wisata Sanur in academic year 2021/2022?

1.3 Objectives of the Study

Objective of the Study The objective of the present study is mainly intended to find out a solution to the research regarding the research problem that had been formulated . Based on the research problem above, this study was to intended to figure out whether there is a significant correlation between reading habit and reading comprehension of the eighth grade students at SMP Wisata Sanur?

1.4 Limitation of the Study

According to the research problem mentioned above, the limitation of study is formulated. A limitation is needed in order to make the present study more specific. In the present study, the researcher focused on finding out the significant correlation between reading habit and reading comprehension of the eighth grade students of SMP Wisata Sanur in academic year 2021/2022. Accordingly, the researcher focused on analyzing the correlation between reading habit and reading comprehension by administering the research instrument which are reading comprehension test that were consist of 25 items with multiple choice and questionnaire.

1.5 Significance of the Study

The present study is expected to have both theoretical and practical significance on the research findings which tried to figure out the correlation

between the students' reading habit and their reading comprehension. The significance of the study is as follows:

Theoretically, the finding of the present study is expected as a study guide or reference for the next research. The result of this study hopefully gives some useful information about reading habit and reading comprehension. This study also presents the description and correlation between students' reading habit and their reading comprehension. Therefore, the results of this study could give deeper understanding on how reading habit and comprehension related.

Practically, the study has benefits for the teachers, students, and other researchers. For the teachers, it can be used as reflection by a teacher to the future teaching process to get better results of learning. For the students, it can give awareness about the importance of reading habit in reading comprehension. For the other researchers, the result of the study is used as references for the other researchers in conducting a research, especially in this research which is related to the correlation of reading habit and reading comprehension.

1.6 Definition of Key Term

Defining the key concept in research is very important in order to avoid confusion on the part of the readers. There are some terms which are operationally define by the researcher in the present study. In addition, the key terms are several typical words use in this research and the students should be given clear operational definition to the topic that is further discuss. To avoid misunderstanding concerning the key terms in the present study, the terms in scientific research which are too broad and sounds complicated to the readers should be operationally defined to give

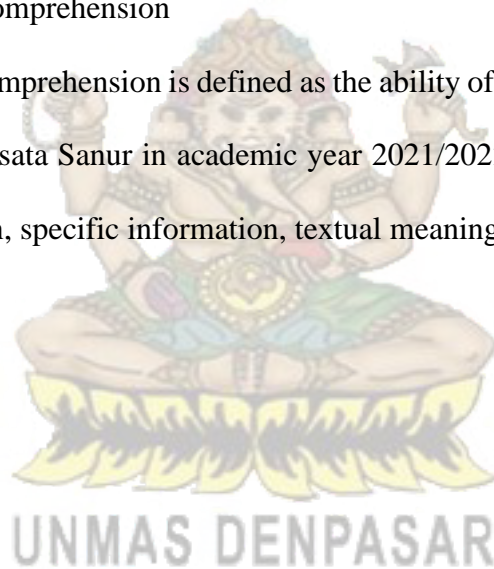
clear explanation. Therefore, there are some definitions of key terms that are operationally defined as follows:

1. Reading Habit

Reading habit is defined as the routine reading activity that is done by the eighth grade students at SMP Wisata Sanur in academic year 2021/2022. In the present study, reading habit is an easy way for students to improve their ability to absorb and to comprehend written material and increase their achievement.

2. Reading Comprehension

Reading comprehension is defined as the ability of the eighth grade students at SMP Wisata Sanur in academic year 2021/2022 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 a part to discuss the detail of theoretical background which is taken for this research. In this chapter, the researcher describes three points which support the relevant theoretical reviews from many related literatures to support this study. The description includes reading comprehension, reading habit, and descriptive text .

2.1.1 Reading comprehension

Reading is an activity to get information or ideas from the text. In other words, reading can be called a process of understanding whole passages that the readers read. Johnson (2008:3) states that reading is the practice of using text to create meaning. The two keywords here are creating and meaning. Besides, the students create meaning by reading and helping students to get some information. It makes them have some perception and it supports learning success. It makes that the students are required to have good ability in reading to comprehend the text.

Brown (2004:185) states that in learning a foreign language, reading is likewise a skill that a teacher simply expects learners to acquire. When students learn English by reading many kinds of texts, articles, stories, books or other sources that use English, it can give many advantages for them. They can get new vocabulary, the structure and grammar that are used, and the information that is provided in that text. It means that it can improve the students' knowledge and their skill in using English which is a foreign language. Meanwhile, Patel and Jain

(2008:13) state that reading is an important activity in life with which one can update their knowledge, Reading skill is an important tool for academic success. Moreover, reading is regarded as the most dominant skill in learning any subject because the ability to read is not only performance to pronounce the passage but also the understanding of the message from passage or text.

According to Duffy (2009:5), real readers do something with what they read. It means that the real readers should try to understand and catch the ideas of the text that they are reading. Therefore, readers think reading is important when they use reading to achieve a goal important to them, to achieve a purpose of theirs, or to answer questions they want to answer. Consequently, motivation is really important for the readers to do a reading activity. There must be a set of goals of the reading activity to make them responsible with what they read. In addition, there must be something to be achieved as a consequence of the reading activity. The readers should try to generate information from the text that they have read to gain their knowledge after the reading activity, to make their reading activity worthwhile.

Reading can be said as the window of knowledge in which people are able get much information. Reading activity is related to the comprehension process. Reading comprehension is defined as the level of understanding of a text. This understanding comes from the interaction between the words that are written and how they trigger knowledge outside the text. It is necessary for the students of junior high school to master reading comprehension . Grabe and Stoller (2002:7) state that it is an ability to understand or to gain the information from a text. According to Pang et al. (2003:3), reading is about understanding written text. It is a complex activity that involves both perceptions and thoughts. Reading consists of two related

processes : word recognition and comprehension. The word recognition that refers to the process of perceiving how written symbols correspond to one's spoken language and comprehension is the process of making sense of the words, sentences and connected texts. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand the written text.

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. It is related to what the readers want to know about written text. By reading, readers can get some points. To get the information from the text, the readers have to comprehend the whole text. Through combining those aspects, the readers will succeed in reading comprehension and be able to obtain the specific information of the text.

In relation with some statements above, reading comprehension is the main action which is carried out in reading comprehension to comprehend and understand the written text. The readers would construct the meaning of the text by using their prior knowledge. Through reading, the students can improve their knowledge about the language components like structure and vocabulary.

2.1.1 Reading Habit

Habit is the form of constant behavior of the effort to adapt to the environment which contains elements of affective feelings which are gotten from exercise, imitation, and repetition continuously. When people do some actions without thinking before, it means that they do some habits. Habit is an easy form of way and it does not need more both concentration and attention. It can go on while people think about or pay attention to other things. Narramore in Ogbodo (2010:229) defined that habit as a pattern of activity has been learned to the point that it has become automatic and can be carried on with a minimum of conscious effect during the teaching and learning proces .

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 good readers and good spellers and to have an adequate vocabulary, advanced grammatical competence and develop a good writing style as well. This can be seen from 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.

Zwiers (2004:3) states that 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 habit can increase students'

comprehension of the text. Having limited English reading habit makes them difficult to understand and respond to what they have read. It means that they cannot comprehend the reading material, so it is important for them to understand the structure in order to gain something they need from reading the material easily. Reading habit is the act of making meaning. It is important to encourage readers to start a conversation with the text. 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. On the other side, 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. Reading habit becomes an important factor of successful readers.

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 list 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 a slightly different concept or used in different ways.

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 and Anderson, 2011:30). A good reading habit is important for the development of personalities and mental

capacities. Reading habit provides readers with great knowledge, and by reading books frequently and having a good reading habit, the readers are able to analyze other's ideas , which make them think more critically.

Gaona and González (2010:56) state that there are seven indicators of reading habit. They are as the following:

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 heving read in the last three months.
4. Time spent on academic reading is the time that the person reports to devon 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 environment 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 is the frequency the person reports on the teacher using activities to promote contact with psychology literature .

However, in the present study, the researcher only applied five indicators. The books read and motivation in the family environment were not considered in the present study as they were not really in line with most of the students in Indonesia.

Based on some statements above, reading comprehension concerns with something that has been done regularly without more both concentration and attention, and it is difficult to be stopped in reading comprehension.

2.1.2 Descriptive Text

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. Zemach and Rumisek (2005:25) state a descriptive paragraph explains how someone or something looks or feels. By reading a descriptive text, readers feel that they see the description just like they see pictures. The descriptive text has the purpose to describe an object or a person that the writer is interested in. Descriptive texts include an introduction followed by an ordered outline of the features of the thing being described and there may be evaluative comment throughout. Purpose a descriptive text is essentially a description that classifies and describes things in general and specific terms. Descriptive texts draw attention to the characteristics of a particular thing.

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. The description is writing about how something or someone uses spatial order. By describing something, the readers can imagine the object by their critical thinking and they can guess what the writers mean. In addition, Woodson (2002:73) adds that description is a written text that consists of visual images and sensory

impressions through words that purposes to inform and persuade the reader to see something from the writer's perspective.

Knapp and Watkins (2005) mention that the aim of descriptive text is building characteristics, key themes, and sense. It means that to write descriptive text, we must use senses that only cannot be "seen". Written description helps readers imagine what is being described. Vivid description creates an intense, distinctive image, one that seems to bring the words on the page life. Descriptive writing paints word pictures with details that appeal to the reader's five senses sight, sound, touch, taste, and smell. The writer of description often uses comparisons to help readers picture one thing by imagining something else.

According to Bullock (2009:327), description can be written by objectively, subjectively, or mixing both of them. Objectives descriptions attempt to be uncolored by personal opinion or emotion. On the other hand, subjective descriptions allow the writer's opinions and emotions to come through. The objective description is primarily factual, omitting any attention to the writer, especially with regards to the writer's feelings. Imagine that a robotic camera is observing the subject; such a camera has absolutely no attachment or reaction to what is being observed. Subjective description, on the other hand, includes attention to both the subject described and the writer's reactions to that subject.

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.

2.2 Empirical Review

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

The first research was a research by Nurul (2014) entitled "The Correlation Between Reading Habit in English and Reading Comprehension at Second Semester of State Islamic Institute Tulungagung , Academic Year 2013/2014. " The purpose of the study was to know whether there is any positive correlation between students' reading habit in English and reading comprehension at the second

semester of IAIN Tulungagung. The results proved that there was a significant correlation between reading habit in English and reading comprehension.

The second research was a research carried out by Wulandari (2016) 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 purpose of the study was to find out whether there is significant positive correlation between reading habit and reading comprehension of the first grade students of SMP PGRI 1 Gunung Pelindung, East Lampung. The results of her research clearly showed that there was a positive correlation between students' reading habit and their reading comprehension.

The data that were presented in those two previous researchers and have been mentioned above were good. The researchers had successfully found out a significant correlation between reading habit and reading comprehension. However, those two researchers did not give clear instructions on what kind of reading texts that students have to read in the test. In the present study, the researcher focused to test the students' reading comprehension on descriptive text.

2.3 Hypothesis

The hypothesis that was proposed by the researcher in the present research was as follows: there is a significant correlation between students' reading habit and reading comprehension of the eighth grade students of SMP Wisata Sanur.