CHAPTER I

INTRODUCTION

1.1 Background of the Study

Reading is one of four major skills that is important to be taught. According toSmith & Robinson (1980), reading is defined as an active attempt on the part of the reader to understand a writer's message, which involves cracking the code and analyzing, reasoning, thinking, imagining, and judging. Toit (2001) states that reading is a process of thinking, recalling and relating ideas under the functioning of written words. Based on Adetunji (2007), reading is the ability to comprehend what is seen in the text, which is the ability of the reader to capture before processing that information and acquire meaning from it.

Language skills, especially reading skills, become a priority scale that must be mastered by every student. For every level of education, a successful educational process is closely related to reading activities. Students will gain new knowledge and insight that can improve their quality and intelligence by doing reading activities. Therefore, reading is needed as a medium for studying various fields of science. According to Patel & Jain (2008: 18), reading is a skill that is very important and beneficial to humans. Reading success is very important for them in order to develop academic and non-academic skills.

Florence et al. (2017) confirmed that good reading habits enhance academic performance. Their study showed that almost all the respondents understood the importance of reading, however the reading habit of the respondents did not reflect the lives of most students in colleges and universities.

Similarly, Anyaegbu's(2016) research on how poor reading habit affects the academic performance of secondary school students found that lack of understanding in reading leads to discouragement from studying outside the classroom as it is difficult for students to comprehend their text. Hence, their academic performance will be affected.

According to Oxford Learner's Dictionaries.com, accessed January, 25 2018) "Habit is a thing that you do often and almost without thinking, especially something that is hard to stop doing". Wagner (2002) states that reading is considered a habit when the reading activity is done repeatedly. Measurably, reading habits are often taken into account in terms of the amount of material read, the frequency of reading and the average time spent reading.

According to Cooper (1986: 11) reading comprehension states that understanding is a process in which readers can construct meaning by interacting with the text. In reading comprehension, a reader must have knowledge of reading comprehension. General questions in these sections are mainly about the main ideas, details, and conclusions that can be drawn from the sections. Furthermore, reading comprehension is closely related to the reader's cognitive competence, because this will result in understanding. This idea is also supported by Parera in Kahayanto (2005: 9), comprehension is paying attention to a written script with the intention of understanding its contents.

However, as we know, each student in the class has different reading habits. Some of them are students who often read books and even various genres. Some of them are students who rarely read books. Therefore, the researcher is interested in identifying the frequency of students' reading habits and students' reading

comprehension skills. Based on this statement, the researcher decided to conduct a scientific research entitled "The Correlation between Reading Habits and Reading Comprehension in Class X C Students of SMK Werdhi Sila Kumara in the Academic Year 2021/2022".

1.2 Research Problem

In reading sources students need to analyze, reason, think, imagine, and read the content. Good reading habits, reading speed, fluency, vocabulary are processes in which readers can construct meaning by interacting with the text. Good reading habits will allow the rest to get the main ideas, details, and conclusions that can be drawn from that part of the reading. Interpretation of written symbols, understanding of meaning, and assimilation of ideas presented by writing, and thought processes when interpreting symbols. Furthermore, reading comprehension is closely related to the reader's cognitive competence, because this will result in understanding.

Based on the research phenomenon, the research is aimed at answering the research problem:Does reading comprehension of class X students of SMK Werdhi Sila Kumara correlate with students' reading habitsin academic year 2020/2021?

1.3 Objective of the Study

Each research is conducted to answer the research problems formulated for this research. In line with these basic principles, this study aims at finding out the correlation between reading habits and reading comprehension of the 10th grade students of SMK Werdhi Sila Kumara in the 2021/2022 academic year which discusses through filling out a questionnaire and a short answer test.

1.4 Limitation of the Study

Limitations are needed so that the topic to be analyzed is clearer. This statement shows that the problem of reading comprehension is broad and complex. This study limits its study to the correlation of reading habits and reading comprehension using the questionnaire and test distribution methods conducted to the 10th grade students of SMK Werdhi Sila Kumara. According to Muawanah (2014), there are six aspects used to compile the questionnaire, namely students reading frequency, amount of books read, time spent on academic reading, time spent on non-academic reading, reading motivation in the family environment, and reading motivation in an academic environment. The researcher compiled 30 statements for the questionnaire based on those six aspects of questionnaire. Meanwhile, in making tests to measure students' reading comprehension, researchers used four aspects, namely verbs, adjectives, nouns, and adverbs. Based on these aspects, the researcher made 30 questions from four texts.

1.5 Significance of the Study

The main concern of this research is to find the correlation between reading habits and reading comprehension of 10th grade students of SMK Werdhi Sila Kumara. The result of this research is expected to be important and useful for both theoretical and practical significance.

Theoretically, the findings of the study are expected to give more empirical evidence to the existing research findings in teaching and learning reading. For the English teacher is to convey the comprehension of their students over time and provide information that is useful in designing reading comprehension

intervention programs that hopefully can increase their knowledge in reading comprehension. In addition, these findings can be used as evidence that disclose and reveal further areas of correlations reading comprehension that will be helpful for next research.

Practically, the findings of the study are intended as valuable informative feedback to English teachers regarding the degree of relative failure and success in teaching reading comprehension. Moreover, for students the findings are expected for students to increase reading comprehension.Meanwhile, for other researchers, this research can be used as a reference to conduct similar research.

1.6 Definition of Key Term

Defining key terms in research is very important to include in order to avoid misinterpretation and misunderstanding in the research by readers. The definition of key terms in this study is used to clarify the key terms of this research. The following are explanations of key terms used in this research;

1. Reading Habit

Reading habits are indispensable for intellectual growth, achieving practical efficiency and healthy intellectual growth, reading speed, fluency, vocabulary, general knowledge and academic achievement can be developed with good reading habits. In this research, reading habit is defined as the frequency of the tenth grade students, especially the tenth C class at SMK Werdhi Sila Kumara in reading textbooks. Reading habit is a crucial aspect that can have a positive effect or influence for students to help them to comprehend the reading text.

2. Reading Comprehension

Reading comprehension is a process in which readers can construct meaning by interacting with the text, reading comprehension is closely related to the reader's cognitive competence, because this will result in understanding. Reading comprehension is defined as the ability of the tenth grade students of SMA Werdhi Sila Kumara to comprehend reading text particularly in the aspects of verb, adjective, noun, and adverb.

CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

In conducting this research, the researcher has a basis in explaining and describing things based on the existing theories in this chapter, related to this research, namely the definition of reading interest, understanding reading comprehension and the relationship and or correlation between reading interest and understanding read.

2.1.1 Definition of Reading Habit

According to Sutisna, (2010) reading habits are reading activities that have become ingrained in a person (in terms of society, habits are reading activities that have been entrenched in a society. The habit of reading will eventually lead to a penchant for reading. According to Wahyudi (2016) habit is a mental process of thinking. Andrew (2015), states that from psychology's point of view, habit is a more concrete way of thinking, willing or feeling acquired through a continued action of a mental practice. Often reading books will help students form reading habits.

According to Zwiers, (2004) reading habit describes the way of thinking, willing or feeling acquired through automatic and unconscious processes that are involved in constructing meaning from text. Zwiers (2004, p.3), adding that the habit of understanding is a split-second thought that arises continuously to help adept readers actively construct meaning. Then, developing a reading habit will continue to help readers actively construct meaning. In line with Sangkeo, (1999)

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reading habit refers to the behavior, which expresses the likeness of reading and tastes of reading, it means that reading habit is also associated with someone's behavior that expressed their willingness in reading. Reading habit is also defined as the manner in which an individual arranges his understanding.

Meanwhile, Shen (2006) identifies reading habits from how often, how much, and what the readers read. This means that to get a good understanding of what people read, they need to read a lot. Lots of reading refers to the frequency of reading as well as the average reading time and the amount of material read. Furthermore, Patel and Jain (2008, p.114) say that reading habits help students gain knowledge and wisdom from heritage culture and are also very helpful in passing their spare time. It means that the habit of reading leads them to personal development and social progress.

2.1.2 The Definition of Reading Comprehension

The Webster Collegiate Dictionary offers this definition: "the capacity of the mind to understand and understand". Reading comprehension, then, will be the capacity to accept and understand the meaning conveyed by the text.

Many definitions of reading comprehension are conveyed by experts. In general, this definition has almost the same meaning, namely understanding the information directly in the reading text and understanding information that is not directly contained in the text. Opinions that support this definition include: Rubin (1993: 194) defines that reading comprehension is a complex thought process to build a number of knowledge.

According to Banton (1993: 195) it can be in the form of literal, interpretative, critical, and creative comprehension abilities. This was reinforced

by Burns (1996: 255) that reading comprehension consists of four levels, namely literal comprehension, interpretative comprehension, critical comprehension and creative comprehension. Some of the abilities that exist in literal, interpretative, critical, and creative reading can be described in more detail, from definitions to activities.

Syafi'ie (1999: 31) says that literal understanding is the understanding of what the writer said or mentioned in the reading text. This understanding is obtained by understanding the meaning of words, sentences and paragraphs in the context of the reading as they are. In this literal understanding there is no deepening of the understanding of the contents of the reading information. What happens is only knowing by remembering what is written in the reading. To build literal understanding, readers can use the question word what, who, when, how, why. Interpretive reading is a reading activity that seeks to understand what the author means in the reading text.

Together as a text is read to create a representation of the text in the reader's mind. Reading comprehension means to understand what has been read. It is an active thinking process that depends not only on comprehension skill but also on the student's experience and prior knowledge. To understand students' problems in reading comprehension and to plan an effective developmental program in reading, the teacher needs to know that various of skills that make up the ability to comprehend what is read, these specific skills may be classified according to the readers 'purpose and the length and nature of the selection read. Meanwhile reading with comprehension is not only depending on the reader, but

it is related to multiple numbers of skills and abilities that are interrelated and interdependent.

There are two reasons for reading. First, it is the most basic purpose for reading, underlying and supporting most other purposes for reading. Second, general reading comprehension is actually more complex than commonly assumed. Reading for comprehension when accomplished by a skillful reader, requires speed reading and automatic processing of words, strong skill in forming a general meaning representation of main ideas, and efficient coordination of many processes under very limited time constraints. Brown (2005:185) stated that there are two primary hurdles that must be cleared in order to become efficient readers. First, they need to be able to master fundamental bottom-up strategies for processing separate letters, words, and phrases, as well as top down, conceptually driven strategies for comprehension. Second, second language readers must develop appropriate content and formality.

2.1.3 Cloze Test

According to Dubay (2004: 27), cloze test introduced by Taylor in 1953, is a kind of test in the form of discourse with the number of words that are emptied and asked to complete the words that are appropriate in vacant places to determine changes in ability. Cloze means temporary closure process. Called by the temporary closure due to a number of words in discourse, it is removed or covered systematically to be filled by way of conjecture based on the contents of the discourse context. The truth of the answers will be seen from the original text of discourse.

There are three ways to eliminate the word: a) Eliminate the words in a certain order consistently, regardless of the word. This is called the fixed-ratio method. For example, if the selected word is omitted it is said that all 5, then every fifth word (whether foreign words, proper names, acronyms or abbreviations) are consistently eliminated. This method is usually used when the words of the discourse were considered normal for the test filler. b) Eliminate the words in a certain order with the regulation in accordance with the requirements set test maker. For example, it will be eliminated when including a noun or a verb, or in other words the type specified by the test maker. This is called the variables-fixed ratio. This method is usually used when the test maker wants to know the level of difficulty of the words that belong to the kinds of words that stipulate. c) Eliminate the words in a certain order in a systematic way but when words are in a certain order that is the place names, proper names, numbers, dates, months, years or the term, the word was surpassed and has the next word.

This is done to provide an overview of the contents of the description, rewrite the first sentence of each description as a whole to provide a more specific description of the contentdescription. For subsequent sentences, exhaust every word to five or seven words on a regular term. Repeated words counted until two words. Write the last sentence of each description as a whole to give an overview of what more complete description. Select randomly as little as ten prospective users of the manuscript to work on that test. Give clear instructions, including the purpose test given that they want to know on their reading skills but not the reading level text itself. The cloze test used to test students' reading comprehension.

2.2 Empirical Review

Empirical review will be a way to get information and theory about previous research that is still available today. To elaborate a deep understanding of theory and information will be the main point of an empirical review. That is, an empirical review will review research conducted by other researchers. This point will also focus on discussing the review of two researchers conducted by Muawanah and Prasetyo.

Muawanah (2014) in his research on the relationship between students' reading habits and second grade students' reading comprehension at SMA Dua Mei Ciputat found that the relationship between reading habits and reading comprehension was strong. The significant correlation test shows the t-count value of $0.779 > 3.20$. Therefore, there is a significant correlation.

Meanwhile, Prasetyo (2016) in his research on the correlation between reading habits and reading comprehension of the twelfth-grade students of MAN 2 Surakarta, it was found there is a significant positive relationship. The third hypothesis shows that the correlation coefficient between the reading habits (X1) and reading comprehension (X2) of students is greater than 0 ($0.8304 > 0$) and linear regression shows that ($24,443 > 3,44$). The researcher concludes that there is a significant positive relationship between students reading habits and reading comprehension of the twelfth-grade students of MAN 2 Surakarta.