

I. INTRODUCTION

In order to gain logical understanding, in this chapter, the writer presents the explanation about the background of the problem, identification of the problem, objective of the research, uses of the research and the last, scope of the research.

I.I Background of the Problem

Reading is a means of language acquisition, of communication, and of sharing information and ideas. Reading text is now an important way for the general population in many societies to access information and make meaning. Reading is typically an individual activity, although on occasion a person will read out loud for the benefit of other listeners. Proficient reading depends on the ability to recognize words quickly and powerfully. If word recognition is difficult, students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read.

In teaching reading at school, reading takes the position as one of language skill that should be taught integratedly with other language skills, namely listening, speaking and writing. It is relevant with the substance of Education Competence Based Curriculum 2004 in the basic competence of teaching reading, which mention that the students should be able to understand the functional and essay

text in descriptive and procedure that related to near behavior, especially in semester 1, at the second year students.

According to the report of the commission on reading in the United States (Anderson, Hiebert, Scott and Wilkinson: 1985) reading is a cornerstone for success, not just in school but throughout life. Therefore, according to Nuttal (1982: 37) it is very important to keep reading habit for the whole life. Reading habit is alleged to slow down the reader when they persist into the later stages of reading. It is needed if we want to know or want to study another language. From the statement we know that reading habit is needed if we want to know more what we want to know.

The commission noted “without the ability to read well, opportunities for personal fulfillment and job success will inevitably lose”. In their research, Kirsch and Guthrie (1984) found that reading is necessary aspect of job and career development, especially in responding to changes. They further reported that to the adults in their study, “Reading is not an inconsequential aspect of life outside the classroom”.

There are many kinds of reading, here the researcher focus on intensive reading, because it is effective to the students to comprehend the text accurately. The objective of an intensive reading may be helpful to outline the main point that have been made which will be relevant to intensive reading. In intensive reading, the students can use skimming when appropriate to ensure that they read only what is relevant, and help subsequent comprehension.

Generally, intensive reading has influence to reading comprehension. Here, the students can read shorter texts, but in detail. In other words, reading comprehension also can be influenced by reading habit, especially by frequency of reading of the students, because reading habit can support students' reading comprehension. Good habit in reading will give positive effect for all the people especially for the students. One way that we can apply in reading habit is by giving the students more time in reading. Frequency of reading also can be identify as a factor which can increase their reading comprehension. On the contrary, one who always read minimal 2 hours everyday (reading with understanding), of course their knowlwdgement is more than poor reading. Therefore, they will be easier to get the meaning of the text that they read.

Based on Yunita's research finding in SMKN 3 Bandar Lampung, she found that SMK students still have low ability in reading comprehension (Yunita, 1999). According to the curriculum 2004, that the students' score in reading comprehension should reach the KKM is 65, but in fact the students only can rich the score around 55-60. This case, thus, encourage the writer to do further research to find the correlation between reading habit and reading ability. The writer chosed reading habit because it is a good habit that may contribute to students' reading ability.

Reading habit in learning process can determine the students' reading comprehension because we can get the meaning of the text more effectively. If we read more books, it will support us to comprehend the text we read easily. Good readers who read more books will have better comprehension of the text than poor reader.

1.2 Identification of the Problem

Based on the background of the problem above, the writer proposes the following research problem:

“Is there any significant correlation between students’ reading habit and their reading comprehension achievement?”

1.3 Objective of the Research

The objective of the research was to know whether there was a significant correlation between students’ reading habit and their reading comprehension achievement in learning English or not.

1.4 Uses of the Research

In relation to the research problem as well as the objective, this research may have two uses as follow:

1. Theoretically

- a) To answer the writers’ curiosity on the correlation between students’ reading habit and their reading comprehension achievement based on reading theory and habit of reading.
- b) To prove the theory which states that reading habit is very important aspect in reading.

2. Practically

- a) To inform English teachers and students how reading habit relates to reading comprehension achievement.
- b) To inform English teachers and students thus reading habit contributes their reading achievement.
- c) To inform other researchers who are interested in investigating students' reading habit ability.

1.5 Scope of the Research

This study was a quantitative research which focused on finding out the result of students' reading comprehension achievement which might be affected by their reading habit. The correlation between students' reading habit and their reading comprehension ability in learning English was analyzed. Reading habit is classified into good and bad reading habit. Good reading habit is reading which has not only a good purpose and is not only just for fun, but also reading with comprehension of the text with a specific purpose, for example to get information, to add our knowledge, to get a new news, etc. In contrast, bad reading habit is reading which has bad effect because of the wrong way in reading. Reading without specific purposes can cause bad effect, wasting time and reducing comprehension. The research was implemented in one class, XI IPA of SMA SURYA DHARMA 2 Way Halim Bandar Lampung which consisted of 21 students in 2010/2011 academic year. The writer chose this class because they already had enough knowledge of reading comprehension and also experience of learning English in their school before, at least one year.

1.6 Definition of Terms

1. Concept of Reading

Reading is the construction of meaning from a printed or written material, the construction of meaning involves the readers' connecting information from the written message with previous knowledge to arrive at the meaning of an understanding.

2. Concept of Reading Comprehension

Reading comprehension is the ability which depends on the accuracy and speed of graphophone perception that is perception of written symbols, control of language relationship and structure, knowledge of vocabulary items and lexical combination, awareness of redundancy the ability to use contextual clues, and recognition cultural allusion.

3. Concept of Intensive Reading

Intensive reading is one of the reading skills involving approaching the text under the close guidance of a task which forces the students to pay great attention to the text.

4. Concept of Reading Habit

Reading habit is a habit that can increase the students' comprehending in the text. In the terms of reading, the first function of reading habit might push on to read, then the second function of reading habit might make one to be more concern on their reading purpose.

5. Concept of Narrative Text

Narrative is the telling of a story or an account of a sequence of events.

Narrative text is a text in which an agent relates a story in a particular medium such as language, imagery, sound, buildings, or a combination of these.