II. FRAME OF THEORIES

In this chapter, the writer explains about some theories that support the research. They are the concept of reading, concept of reading comprehension, concept of intensive reading, concept of habit, concept of reading habit, concept of narrative text, correlation between reading habit and reading comprehension, theoretical assumption and hypothesis.

2.1 Concept of Reading

Reading can be said as the window of knowledge in which people are able to know much information and can get information completely from other skills such as listening, speaking, or writing. It might be said that through speaking with others and listening to the radio or television, someone will get knowledge or information, however the amount of the information will not be as perfect as when they do reading.

As Smith (1978:5) says that “to learn to read children need to read”. He (1978:104) also says that “reading is extracting information from the text”. Moreover, he (1978:105) also says that “the fluent readers in all aspects of reading are those who pay attention only to that information in the print that is more
relevant to their purposes”. Thus it can be inferred that reading is a process of getting information from the text based on the readers needed through reading. For example, the students who read the text about an Indonesian culture, like the way of speech, they way of eat, etc. Their purpose of reading can be to find out what an Indonesian culture likes, how it is different from an west culture and so forth. The students’ success of extracting information from reading might show how good their reading ability is. And for the fluent readers as a result of his reading ability, they might only need to pay attention to the relevant information that they want in order to make sense of the idea of the text. In other words, they do not need to spend much time to read the whole text in order to get the idea of the text.

Reading, as Stanovich (1996) say that “is actually a conversation of sorts between a writer and a reader”. The original or exact message the author means to communicate is really only known by the authors. While the reader reacts and interprets print from his own knowledge base, there is no opportunity to verify what the author actually says or means.

Tierney (1990 claims that, reading should not be introduced until children have a good knowledge of the sound system and the most frequently used structures. When reading is begun, the initial materials should be drawn from the conversations, stories, or dialogues which children have learned or memorized.

The quotation above shows that reading ability should cover the knowledge of language components, such as vocabulary and structure. Therefore, in teaching
and learning process, the teachers of English should consider some teaching strategies that can be used to accomplish a desired outcome (Cooper, 1969).

Bamford (1998:12) says that “reading is the construction of meaning from a printed or written material”. He (1998:12) also says that “the construction of meaning involves the readers’ connecting information from the written message with previous knowledge to arrive at the meaning of an understanding”. It implies that reading ability or to be able to make sense of the idea from the text, one needs his previous knowledge that is what one has already known. The previous knowledge might be gained through reading. The more they read, the more their previous knowledge might be. Therefore, in order to be able to get the idea from the text easily one must often read. In reading habit, we can always apply good habit by reading more everyday. 20 minutes in a day for reading is better than watching TV or doing something useless.

Nuttal in Edhita (1996) defines that reading is the meaningful interpretation of printed or written verbal symbols. Furthermore, Dubin, Fraida, and Eskey (1985: 27) say that reading is the ability to make sense of written or printed symbols to guide recovery information from his or her human memory and subsequently use the written message. It means that reading is an activity to get more information that we can save in our memory.

The aim of teaching reading is to develop students’ skills that they can read English text, stated by Shaw (1999). Effective and efficient reading is always purposeful and much of current thinking on reading tends to focus primary on the purpose of activity, even reading is done for pleasure still it is purposeful.
Another definition is given by Mackay (2004) who says that reading is an active process. Furthermore, Tracey and Morrow (2002) mention that reading is the important skills of all for the most students of English through the world. In other words, reading is very important for the students to study other elements of English such as vocabulary, speaking, writing, etc.

Reading is primarily a cognitive process, which means that the brain does most of the work. In reading, that remarkable instrument must, almost simultaneously, take in the information provided by the eyes, relating to the subject, and thereby construct a full meaning for the text. We can say that reading is a complex cognitive process of deriving meaning or reading comprehension, and constructing meaning.

### 2.2 Concept of Reading Comprehension

Smith (1978:105) says that “reading is asking of printed text, and reading with comprehension becomes a matter of getting the student’s question answered which is found in the printed or written text”. Moreover, Smith (1978:105) also says that “prediction is asking questions and comprehension is getting these questions answered”. As we read, we are constantly asking questions and as long as these questions are answered and as long as we are left with no residual uncertainty, we comprehend”. It means that comprehension is getting to understand or to know about something that readers need the information from many sources to answer their question.
In relation to reading, comprehension can be said as getting information from the text that is needed by the readers. For example, the students who read the text in a reading test, and the purpose is that they can answer the test in that time. Their purpose of reading is to find out the implicit and explicit information asked in the test. If they can find it, it means that they comprehend the text. Then, who reads the menu when they try to find out the information about the menu, the students will comprehend the text if they get the information of the menu. In short, one comprehends the text if he can make sense the idea of the text and get the answer of their reading purposes.

Finnochiaro, Mary and Banomo (1973:132) say that “Reading comprehension is the ability which depends on the accuracy and speed of gramophone 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”.

In other words, the reader should consider that there are some aspects in reading comprehension that include the knowledge of the reader that is related to the content of the message and the knowledge of the reader which is related to language terms. So, the reader’s background knowledge is needed in order to make sense of the idea of the text. It shows that there are some aspects in reading comprehension that should be cared by the readers. The readers’ background of knowledge is absolutely needed. Moreover, Simanjuntak (1988:4) says that comprehension is always directed and controlled by the needs and the purposes of
individual. Therefore, the information of the subject of the students’ inquiry on that individual has acquired knowledge of that subject.

Simanjuntak (1984:4) says that the first point to be made about the reading process is reading comprehension. It is supported by Dallman (1978) who says that reading more than knows what each letter of alphabet stands for, reading involves more than words recognition, that comprehension is essential of reading, that without comprehension no reading takes place. In this case, the writer hopes that the students can improve their reading comprehension in order to get all of the information that they need. By reading the students can get the information by their effort.

Here, the writer assumed that reading comprehension may occur if the readers can construct the meaning from the reading materials in which it might occur if they have some good reason to read, which is habit. In short, reading comprehension most likely occur when the readers are reading what they want to read, or at least they see some good reason to read, which is known as habit.

In this research, the writer used narrative text since it is suitable with English syllabus of SMA for the second year students in second semester.

**Five Reading Aspects**

1. **Main Idea**

   In line with Mc. Wother (1986:36) the sentence with that states this main idea called the topic sentence. She adds that the topic sentence tells what the
rest of the paragraph is about. In some paragraphs, the main idea is not explicitly stated in any one sentence. Instead, it is left to the reader to infer, or reason out. In the other words, the main idea is the most important idea the author develops throughout the paragraph.

2. **Specific Information**

Supporting sentence or specific information develops the topic sentence by giving definitions, examples, facts, an incidents, comparison, analogy, cause and effect statistics and quotation.

3. **Reference**

According to Latullipe (1986:20) defines that reference are words or phrases used either before or after the reference in the reading material. They are used to avoid unnecessary repletion of words or phrases. It means that, such words are used, they are signals to the reader find the meaning elsewhere in the text.

4. **Inference**

In relation to make inference, Krashen (1984) states that an inference is an education guess or prediction about something unknown based on available facts and information. It is the logical connection that the reader draw between he observes or knows and what he does not know

5. **Vocabulary**

According to Nagy (1987) says that vocabulary is the stock of word used by the people or even person. Concerning with those statements indeed
vocabulary is fundamental for everyone who wants to speak or to produce utterances for reading.

2.3 Concept of Intensive Reading

The writer used intensive reading as a technique to lead students’ reading comprehension. By intensive reading, the researcher hopes students can comprehend the text accurately.

Nuttal (1982:23) states that 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. It requires the students to read under the close guidance of the teacher or under the guidance of a task which aims to arrive at a profound and detailed understanding of the text, not only of what it means, but also of how the meaning is produced. The ‘how’ is as important as the ‘what’ for the intensive reading lesson is intended primarily to train students in reading comprehension.

In intensive reading it will be easier to get the point of the short text. Because it can be studied in a lesson or in a long text. It is also generally supposed that in order to understand the text, the students must be able to understand the parts of which it is made up, like the sentences, paragraphs, and chapters. However, the students are often able to understand a book without fully grasping every part of it, so the teachers ought to make the most of this ability and encourage the students to build on it.
According to Hedge (1986:6) intensive reading activities are designed to help the students in detailed comprehension of shorter texts and interpretation of the writer’s intention in relation to the students’ ideas, knowledge and attitudes. It can be inferred that intensive reading is a way to help the students’ comprehend the short texts in detailed. This can be done as long as the students can interpret the writers’ intention. Of course, it depends on the students’ ideas, knowledge, and attitudes.

Furthermore, according to Tarigan (1982:10), intensive reading is divided into two, the first is content study reading. The purpose of it is to study the content of the text thoroughly after reading at glance and finding an interesting materials. The second is language study reading. It refers to the mastery of vocabulary and grammar. The reader should have adequate vocabulary and grammar mastery to understand the texts. So, contents study reading and language study reading are dominant and intact.

Tarigan (1982:37) states that the most important things in intensive reading is the result. In this case, it is an understanding, a deep and detail comprehension toward the black marks on letter of the alphabet on the paper. Usually, the materials for this detail comprehension consist of a very short text. In fact, intensive reading needs the text which consists of about 500 words and can be read into two minutes with the reading speed about 5 words per second.

The main goal is to success in complete comprehension toward the logical arguments, rhetorical sequences or the text’s pattern, symbolical pattern, additional tones which have emotional and social characteristic, the writer’s
attitude and intention, and means od linguistics which are used to achieve the goal (Tarigan, 1982:36).

Base on the students’ role as reader in intensive reading, the reader has to make sense of the text by themselves. When the teacher begins by explaining summarizing it, the students are understanding the object of the lesson, and the teacher tells something, a reader ought to find out for himself. If, as the lesson results, the students encounters problem and the teacher at once explains or translates, again this is the wrong kinds of help, the students only has to understand his teacher, not the text. So, lets the student understanding the text by themselves and teacher just give a direction, not translation.

2.3.1 Objectives of an Intensive Reading Programme

According to Nuttal (1982:146) there is a set of objectives in intensive reading. After completing a reading course, the students will:

a. Use skimming when appropriate to ensure that he read only when is relevant and to help subsequent comprehension.

b. Make use of a non-text informations (especially diagrams, etc) to suplement the text and increase understanding.

c. Read in different ways according to his purpose and the type of the text.

d. Not worry if he does not understand every words, except when complete accuracy is important.
e. Recognize that a good writer chooses his words carefully and would have meant something different if he had chosen A rather than B (an advanced student will also be able to explain the different).

f. Make use of a reference system, discourse markers, etc, he himself to unravel the meaning of difficult passages.

g. Be aware that a sentence with the same signification may have a different value in different contexts, and be able to identify the value.

h. Be able to make use of rhetorical organization of the text to help him to interpret a complex message.

i. Be aware that a writer does not express everything he means, and be able to make inferences as required.

j. Be aware that his own expectations influence his interpretation and recognize those occasions when the writer’s assumptions differ from his own.

k. Be aware when necessary, that he has not understood the texts, and be able to locate the source of misunderstanding and tackle it.

l. Respond fully to the text in whatever way is appropriate.

These objectives are not the only ones we will want to set, but they will serve to remind us of the many different things that we want to achieve in our reading programme.

2.4 Concept of Habit

Wardsworth (1992) says that habit rules the unreflecting herd of activity. Habit is to a behavior or practice so ingrained that it is often done without conscious
thought. From this statement, we can say that habit is a daily activity which we always do conscious or unconsciously.

In psychology, habit is an automatic pattern of behavior in reaction to a specific situation, may be inherited or acquired through frequent repetition. Or we can say it as somebody's attitude or general disposition. Activity that we do every day in speech or in action directly can cause our habit. Its mean that habit is very influential in our successes; if we have a good habit we will have a big chance of successful, on the contrary if we have a bad habit we will get unlucky. So, we can conclude that the habits of life form the soul and the soul forms the countenance.

Krashen (1993) says that, Habit is often treated as a construct of marginal interest in the literature on attitude-behavior relations. He argues that this is undeserved, particularly given the current interest in principles of automaticity in social psychology. Basic features of habits, such as goal-directed automaticity, their dependency on situational constancy, and functionality, as well as the measurement of habit strength, are discussed.

Habits thus appear as boundary conditions of the validity of models of planned behavior and rational decision-making. A habit seems to be accompanied by an enduring cognitive orientation, which we refer to as habitual mind-set, which makes an individual less attentive to new information and courses of action, and thus contributes, to the maintenance of habitual behavior. Focusing on habitual mind-sets, rather than on statistical associations between past and future behavior, makes habit an interesting construct for future research.
Rayner (1995) says that habit is a way of acting fixed through repetition. It implies a doing unconsciously and often compulsively. This statement means that we can call something as a habit if we have done it in often and has fixed by repetition, not just once time. In other words, we can say that habit is an action or pattern of behavior that is repeated so often that it becomes typical of somebody, although they may be unaware of it.

Habit also can be seen as the way somebody usually or traditionally behaves in a situation or the usual sequence for a set of activities, sometimes with the suggestion that this is monotonous and tedious. Therefore, habit is something that somebody does regularly or habitually.

Kraus (2004: 14) says that there are so many kinds of habit; two out of them are good habit and bad habit. Good habit has a positive effect for our life, but bad habit will make us not well. Bad habits like smoking, overeating or self-criticism shorten lives and lead to underachievement, and unsuccessful attempts to change them lower self-esteem. In contrast, good habits create a kind of “success auto-pilot,” leading to greater accomplishment with less thought and less effort. So, we can replace a bad habit with a good one, we also can try limiting the habit to a specific time and place. And we can change a bad habit with the positive activity. One of a good activity is reading, because reading is very useful in our life not just in education and business but also in daily life. We can try to Read newspapers, magazines and books to have a broad knowledge about everything.
2.4.1 Reading Habit

Nuttal (1982:37) says that students from some educational institution, traditionally may not read efficiently even in their first language. When this happens, it is a hindrance to the development of efficient reading in the foreign language, for research shows that there is a strong transfer of reading habits from one language to another. This statement means that reading habit is needed if we want to know or want to study another language. Further, Nuttal (1982:37) says reading is a habit that alleged to slow down the reader when they persist into the later stages of reading.

However, reading habit is a habit that can increase the students’ comprehending in the text. Maugham (2007) says that to acquire the habit of reading is to construct for you a refuge from almost all the miseries of life. We can realize that reading is highly enjoyable, if we have a good book.

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. For example, the student’s reading purpose is to find a pleasure; they might only pay attention to the text which consists of pleasure. Then, the last function of reading habit might reflect of how the student deals with the text or how they train themselves to be able to make sense the idea of the text easily.

It is stated in Bell (1996) that habit is thing that we do often and almost without thinking. In other words, habit as an inner power is very important in language learning because it might make language learning activity run smoothly and this
might affect the students’ ability to be successful. However, habit in this study will focus on habit in reading which might be sated as a power that comes from inside or outside in which it pushes the students to read.

The existence of habit in reading might make the students read seriously and continuously then they might be able to make sense the idea of the text easily. By contrast, the students who do not read as the result of luck of habit might encounter difficulty in comprehending the text easily. In other words, the higher the students’ reading habit is, the more they might practice reading. And, the more they read, the more often they train themselves to deal with the text and to make sense of the text as their reading ability. Therefore, good habit in reading is better to their reading ability might be. Because by giving them more time in reading or by adding the frequency of reading may help them to be good reader with full of knowledge.

Good habit in reading can give us much of positive things by read books which usefull for us. We can also improve our reading achievement in comprehending text by answering the question in the text, we can get much of knowledge, and we can get the main idea of the text easily and effectively.

2.4.2 Criteria of Good Habit in Reading

Salla (2007) says that if reading is a habit you would like to get into, there are a number of ways to cultivate it. First, realize that reading is highly enjoyable, if you have a good book. If you have a lousy book (or an extremely difficult one) and you are forcing yourself through it, it will seem like a chore. If this happens
for several days in a row, consider abandoning the book and finding one that you’ll really love. Other than that, try these tips to cultivate a lifetime reading habit:

1) Reading with specific time. You should have a few set times during every day when you will read for at least 60-120 minutes. These are times that you will read no matter what triggers that happen each day. For example, make it a habit to read during breakfast and lunch and even dinner if you eat alone. And when you go to bed, now you have four times a day when you read for 30 minutes each or 60 minutes a day. That is a great start, and by itself would be an excellent daily reading habit. But there is more you can do.

2) Reading in everywhere. Wherever you go, take a book with you. If there is a time when you have to wait (like at a doctor’s office or at the hospital), whip out our book and read. Great way to pass the time.

3) Reading the book by making booklist. Keep a list of all the great books you want to read. You can keep this in our journal, in a pocket notebook, on your personal home page, or wherever. Be sure to add to it whenever you hear about a good book, online or in person. Keep a running list, and cross out the ones we read.

4) Reading in right place. Find a place in your home where you can sit in a comfortable chair and curl up with a good book without interruptions. There should be no television or computer near the chair to minimize distractions, and no music or noisy family members/roommates. If you do not have a place like this, create one.
5) Reading in a library day. Even cheaper than a used book shop is a library, of course. Make it a weekly trip.

6) Reading fun and compelling books. Find books that really grip you and keep you going. Even if they are not literary masterpieces, they make you want to read and that is the goal here. After you have cultivated the reading habit, you can move on to more difficult stuff, but for now, go for the fun, gripping stuff.

7) Reading a book pleasurably. Make your reading time as your favorite time of day. Have some good tea or coffee while you read, or another kind of treat. Get into a comfortable chair with a good blanket. Read during sunrise or sunset, or at the beach.

8) Reading with a high goal. Tell ourselves that you want to read some books in a year. Then set about trying to accomplish it. Just be sure you are still enjoying the reading though do not make it a rushed chore.

9) Reading in leisure. If you turn off the TV in the evening, you could have a set hour when you each night. Or you could do a reading day, when you read for practically the whole day. It is super fun.

2.4.3 Criteria of Bad Habit in Reading

According to Feldman (2006) there is a variety of faulty in reading. It is cause of bad habit in reading, here are the most common ones:
1) Reading late at night. This is commonly done by college students, especially with their textbooks. This is the least effective time to read for many people, and results in poor concentration, a slow reading rate, and reduced reading comprehension.

2) Reading without a specific purpose. If you don't have a specific purpose for reading the material, your mind will wander and your reading speed and comprehension will be reduced. Are you reading for main ideas or for details?

3) Reading in the wrong environment. If you read in bed, don't be surprised when you fall asleep while reading. Is the room warm? Do you have soft music in the background? These will all hurt your reading.

4) Reading again what you've just read. This is known as "regression" and not only hurts your reading speed, but makes reading an unpleasant task.

5) Reading by saying the words in your head. This is known as "subvocalization." Effective readers don't read words inside their heads; they read with little or no subvocalization.

6) Reading everything at the same speed. A common faulty habit. Some materials must be read faster than others. In other words, you must be flexible with your reading speed.

7) Reading details before main ideas. Without reading main ideas first, known as skimming or surveying, it is much more difficult to understand the organization of what you are reading and to assimilate the details in your memory.
8) Reading with a yellow highlighter. One of the least effective ways to do your reading and studying. Highlighting creates a false sense of security that you really understood what you highlighted. The result: A second reading is almost always required.

9) Reading everything line by line. While some materials must be read line by line, the majority of materials require a combination of skimming, scanning, and line by line reading. Without combining reading techniques, your reading is almost guaranteed to be slow and your comprehension reduced.

10) Reading without time limits. Giving yourself unlimited time to complete your reading results in inefficient reading and mind wandering. In fact, allowing yourself too much time will not only reduce your reading speed but your reading comprehension as well.

2.4.4 Reading Frequency

Nuttal (1982:194) assumed that if the teachers want their students to be able to read better, fast and with full understanding, it means that the students need to read more. And there seems to be two ways of getting them to read more, requiring them to do so and tempting them to do so. The latter leads the teachers straight back to the factor of enjoyment, which they shall be considering at length. To improve the students’ reading frequency, teachers can choose books that are easy enough for the students to read quickly and that students will find enjoyable. The teacher should not choose classics or serious works that deserve to be read with care.
The vast majorities of students today, enjoy reading for fun and value the importance of reading. Many also feel strongly that good reading skills are linked to future academic and professional success. Students are reading and they are reading for fun, but they are not reading well. Most students are not reading well, because they do not get appropriate books. Therefore, most students prefer to do another activity to spend the time than reading.

According to Yankelovich (2006:9), despite the importance to students to place on reading for fun, only about 3 in 10 students can be classified as high frequency readers who read books for fun every day. Fewer boys than girls say they enjoy reading for fun and engage in the activity on a regular basis. Additionally, more boys than girls consider reading for fun unimportant. This statement also indicate girls are more likely than boys to have positive attitudes about reading and to regularly engage in reading for fun.

Yankelovich (2006:20) says that the benefits of reading are evidenced by the attitudes of high frequency readers. Compared to others, they are more likely to have positive self-perceptions and to associate strong reading skills with future success. Reading is one of important skills for students to have, distantly followed by strong critical thinking, math and social skills. The students value reading as the most important skill for students to have to help them get into college and get a good job.

The students enjoy reading for fun and think it is important. When teachers are frequent readers, students tend to read more, yet only some of teachers say they are high frequency readers themselves and this can have a direct impact on their
students. The students say that the first reason why they do not read more is that because they cannot find books they like to read. Here, the teachers should suggest some important and interesting books for students to be read. Students who are high frequency readers are more than twice as likely as low frequency readers to cite their teachers as a top source for good books to read.

In this case, average reading speed in words per minute (wpm) depend on age and measured with different tests in English. Frequency of reading includes reading for memorization (fewer than 100 words per minute /wpm); reading for learning (100–200 wpm); reading for comprehension (200–400 wpm); and skimming (400–700 wpm). Reading for comprehension is the essence of the daily reading of most people. Skimming is for superficially processing large quantities of text at a low level of comprehension (below 50%) (Bickerton, 1999).

Advice for choosing the appropriate reading-frequency includes reading flexibly, slowing when concepts are closely presented, and when the material is new, and increasing when the material is familiar and of thin concept. Speed reading courses and books often encourage the reader to continually accelerate; comprehension tests lead the reader to believe his or her comprehension is continually improving; yet, competence-in-reading requires knowing that skimming is dangerous, as a default habit.

According to Carver (1990), children's reading speed increases throughout the school years. On average, from grade 2 to college, reading frequency increases 14 standard-length words per minute each year (where one standard-length word is defined as six characters in text, including punctuation and spaces).
2.5 Concept of Narrative Text

Based on School-Based Curriculum (Depdiknas, 2006:313), in senior high school, writing narrative text is one of the ability that should be mastered by students especially at the first grade, but most of them cannot express their idea through written form.

W.M.Thackeray (1986:86) says that narrative is the telling of a story or an account of a sequence of events. One of the four traditional form of compositions (along with description, exposition, and persuasion). Narration differs from exposition, which can also relate a sequence of events, in that narration need not be factual and may be written from the perspective of a character in the text. In other words, we can say that narrative is a message that tells the particulars of an act or occurrence or course of events; presented in writing or drama or cinema or as a radio or television program.

In Narratology, Mieke Bal defines A narrative text is a text in which an agent relates ('tells') a story in a particular medium such as language, imagery, sound, buildings, or a combination there of. A story is a fabula that is presented in certain manner. A fabula is a series of logically and chronologically related events that are caused or experienced by actors. An event is the transition from one state to another state. Actors are agents that perform actions, They are not necessarily human. To act is defined here as to cause or to experience an event (Bal, 1997: 5).
The example of narrative text is as follow:

**CINDERELLA**

Once upon a time, there was a young girl named Cinderella. She lived with her step mother and two step sisters. The step mother and sisters were conceited and bad tempered. They treated Cinderella very badly. Her step mother made Cinderella do the hardest works in the house; such as scrubbing the floor, cleaning the pot and pan and preparing the food for the family. The two step sisters, on the other hand, did not work about the house. Their mother gave them many handsome dresses to wear.

One day, the two step sister received an invitation to the ball that the king’s son was going to give at the palace. They were excited about this and spent so much time choosing the dresses they would wear. At last, the day of the ball came, and away went the sisters to it. Cinderella could not help crying after they had left. “Why are crying, Cinderella?” a voice asked. She looked up and saw her fairy godmother standing beside her, “because I want so much to go to the ball” said Cinderella. “Well” said the godmother,”you’ve been such a cheerful, hardworking, uncomplaining girl that I am going to see that you do go to the ball”.

Magically, the fairy godmother changed a pumpkin into a fine coach and mice into a coachman and two footmen. Her godmother tapped Cinderella’s raged dress with her wand, and it became a beautiful ball gown. Then she gave her a pair of pretty glass slippers. “Now, Cinderella”, she said; “You must leave before midnight”. Then away she drove in her beautiful coach.

Cinderella was having a wonderfully good time. She danced again and again with the king’s son. Suddenly the clock began to strike twelve, she ran toward the door as quickly as she could. In her hurry, one of her glass slipper was left behind. A few days later, the king’s son proclaimed that he would marry the girl whose feet fitted the glass slipper. Her step sisters tried on the slipper but it was too small for them, no matter how hard they squeezed their toes into it. In the end, the king’s page let Cinderella try on the slipper. She stuck out her foot and the page slipped the slipper on. It fitted perfectly. Finally, she was driven to the palace. The king’s son was overjoyed to see her again. They were married and live happily ever after.

**Generic Structure of Narrative Text**

**Orientation:** it means to introduce the participants or the characters of the story with the time and place set. Orientation actually exists in every text type though it
has different term. In this story, the first paragraph is clearly seen to introduce the participants of the Cinderella Story. They were Cinderella herself as the main character of the story, her step mother which treated Cinderella badly, and her steps sister who supported her mother to make Cinderella was treated very badly. Cinderella was introduced as a hero in this story. She struggled against the bad treatment from her step mother and sisters.

**Complication**: it is such the crisis of the story. If there is not the crisis, the story is not a narrative text. In a long story, the complication appears in several situations. It means that some time there is more then one complication. In this Cinderella story, we can see clearly that there are Major Complication and Minor Complication.

The second paragraph is the major complication of this Cinderella story. Cinderella got bad treatment from her stepmother. It is the bad crisis which drives into several minor complications which Cinderella has to overcome.

**Resolution**: it is the final series of the events which happen in the story. The resolution can be good or bad. The point is that it has been accomplished by the characters. Like complication, there are Major Resolution and Minor Resolution. In the last paragraph, it is said that finally Cinderella lived happily. It is the happy resolution of the bad treatment.
Purpose / Social Function of Narrative Text

The social function of narrative text is to entertain listeners or readers with a true experience or an imaginary one. The characteristic of the text is marked by conflict and resolution.

For detail, we can see that in introducing the character, it sets the scene and introduces the participants, it answers the questions; Who, What, When and Where. For example, who is Cinderella, what is the background of Cinderella, when she finally happy and also where Cinderella live. In complication, it involves the main characters. For example, in the text was explained that the first character is Cinderella. In the last section, it is resolution, was explained that main characters find a way to solve the problem. Finally, Cinderella married with the King and they live happily ever after.

2.6 Correlation between Reading Habit and Reading Comprehension

Nuttal (1982:37) says that reading is a habit that alleged to slow down the reader when they persist into the later stages of reading. However, reading habit is a habit that can increase the students’ comprehending in the text. We can realize that reading is highly enjoyable, if we have a good book.

Actually, to be a good reader we should comprehend the text and understand the purpose in reading, because reading without purpose will waste our time, and it will be just reading for fun without meaningful. But before, we should know what is reading comprehension it self.
Reading comprehension is the ability which depends on the accuracy and speed of gramophone 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 (Finnochiaro, Mary and Banomo (1973:132)).

Besides some technique which can be used in reading, good habit in reading also can help the students to comprehend the text. In addition, good habit in reading can give the students much of positive things by reading books which usefull for them. They can also improve their reading achievement in comprehending text by answering the question in the text, they can get much of knowledge, and they can get the main idea of the text easily and effectively. In other words, to support the students reading habit, the teachers have to motivate students to read more because it is very useful for them. The students should have much time for reading, they should have good habit in reading.
For detail, we can see at the table of the correlation between students’ reading habit and their reading comprehension achievement:

<table>
<thead>
<tr>
<th>No</th>
<th>Student</th>
<th>Reading Habit Score</th>
<th>Reading Comprehension Score</th>
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### 2.7 Theoretical Assumption

Referring to what have been discussed, the writer assumed that to master reading needs a strong pleasure. Reading is process of transferring data from the eyes to the brain. By reading with comprehension, the students can get the information which they need and they also get more knowledge about life. But before, the students have to know what is reading comprehension it self. Reading comprehension is a ability which depend on the accuracy and perception of written text.
In reading, there are many types of text, here the writer used a narrative text as sample. Narrative text is a text telling of a story or an account of a sequence of events. The social function of narrative text is to entertain readers with a true experience or an imaginary one.

The other aspect which is helpful to the students to comprehend the text is reading habit, by having it, will make them easier to get the main point of the text. Reading habit is a habit that can increase students’ reading comprehension by adding the frequency in reading. Reading habit has an influence in reading comprehension, because by having reading habit at least the students had has a basic to whet their mind.

Reading activity might run smoothly if the students’ reading habit stems from themselves because they might tend to read more than those who have no reading habit. In other words, reading habit has a significant influence in reading comprehension achievement.

2.8 Hypothesis

In relation to the previous frame of theories, the hypothesis which is proposed is that “there is a significant correlation between the students’ reading habit and their reading comprehension achievement”.