

I. INTRODUCTION

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

1.1 Background of the problem

Reading is a complex cognitive process of decoding symbols in order to construct or derive meaning (reading comprehension). It is a means of language acquisition, communication, sharing information and ideas. Like all language, it is a complex interaction between the text and the reader which is shaped by the reader's prior knowledge, experiences, attitude, and language community which is culturally and socially situated.

In teaching reading at school, reading takes the position as one of language skill that should be taught. In 2006 curriculum, it is mentioned that the students should be able to understand the functional and essay text in descriptive and procedure that related to near behavior, especially at the second year students.

According to the report of the commission on reading in the United States (Anderson, Heibert, Scott and Wilkinson, 1985) reading is 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 later stages of reading. 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 Guthrine (1984) found that reading is necessary aspect for job and career development, especially in responding to changes. They further reported that to the adults in their study. “Reading is an inconsequential aspect of life outside the classroom”.

Reading comprehension can be influenced by reading habit, especially by frequency of reading of the students. One way that we could apply in reading habit was by giving them more times in reading. Frequency of reading can be identified as a factor which can increase their reading comprehension. On the contrary, one who always read minimal 2 hours every day (reading with understanding), of course their knowledge was more than poor reader. Therefore, they would be easier to get the meaning from the text they read.

According to curriculum 2006, the students’ score in reading comprehension should reach the KKM is 65, but in fact the student only could reach 55-60. This fact may be caused by the students’ poor reading habit. This case, thus, encourage

the writer to do further research to find the influence of reading habit toward reading comprehension. The writer chose it because good reading habit might contribute to student's reading comprehension.

Reading habit in learning process might determine the student reading comprehension because we could get the meaning of the text more effectively. If we read more books, it would increase our skill in comprehending the text we read. Good readers who read more books would have better comprehension of the text than poor reader.

Based on the statements above, the researcher was interested in observing the influence of students' reading habit toward their reading comprehension. Beside of that it was a new thing to observe, this research also could be useful for teacher to find better way in making students easily understand the passages in their reading tests. In this study, the writer decides to design a problem to be researched with the title: The Influence of Reading Habit toward Reading Comprehension.

1.2 Identification of the Problem

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

“Was there any significant influence of students' reading habit toward their reading comprehension achievement?”

1.3 Research Question

Based on the background, and identification of the problems above, the problem arise was:

Is there any significant influence of students' reading habit toward their reading comprehension achievement?

1.4 Objective of the Research

The objective of the research was to know whether there was a significant influence of students' reading habit toward their reading comprehension achievement in learning English or not.

1.5 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 writer's curiosity on the influence of students' reading habit toward their reading comprehension achievement based on reading theory and reading habit.
 - b) To prove the theory stated that reading habit is very important aspect in reading.
2. Practically
 - a) To inform English teacher and student how reading habit influences to reading comprehension achievement.

- b) To inform English teachers and students thus reading habit contributes their reading achievement.
- c) To inform other researcher who are interested in investigating students' reading habit ability.

1.6 Scope of the Research

This study was quantitative research focusing on finding out the students' reading comprehension achievement which might be affected by their reading habit. The influence of students' reading habit toward their reading comprehension in learning English would be analyzed. Reading habit was classified into good and bad reading habit. Good reading habit is reading which is not only a good purpose and not only for fun, but also reading with comprehension of the text with a specific objective. For example, to get information, to add our knowledge, to get new news, etc. In contrast, bad reading habit was reading which had bad effects because of the wrong way in reading. Reading without specific purpose can cause bad effect, wasting time and reducing comprehension. The Reading Comprehension would use narrative text. The research would be implemented in two classes, XI IPS 2 for tryout test and XI IPA 3 of MAN 1 Model Bandar Lampung which consists of 38 students for the result test.

1.7 Definition of Terms

1. Concept of Reading

Reading is the construction of meaning from a printed or written materials, 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 Reading Habit

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

4. 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.