

**THE CORRELATION BETWEEN STUDENTS' READING  
HABIT AND STUDENTS' READING COMPREHENSION  
ABILITY IN THE FIRST GRADE OF SMP PGRI 1 GUNUNG  
PELINDUNG, EAST LAMPUNG**

**(A Script)**

**By**

**Rahmayuni Wulandari**



**FACULTY OF TEACHER TRAINING AND EDUCATION  
LAMPUNG UNIVERSITY  
BANDAR LAMPUNG**

**2016**

## **ABSTRACT**

### **THE CORRELATION BETWEEN STUDENTS' READING HABIT IN ENGLISH AND STUDENTS' READING COMPREHENSION ABILITY IN THE FIRST GRADE OF SMP PGRI 1 GUNUNG PELINDUNG, EAST LAMPUNG**

BY

RAHMAYUNI WULANDARI

The aim of the research is to find out whether there is a significant positive correlation between students' reading habit in English and their reading comprehension ability. This research is quantitative descriptive. The population of this research was the students of the first grade of SMP PGRI 1 Gunung Pelindung, East Lampung in academic year 2015/2016. The sample of this research was VII A. The research design was *ex post facto design*; the researcher did not give treatment, but collecting the data by seeing the correlation between cause and effect. The instruments were questionnaire and reading test. The researcher analyzed the correlation using Pearson's Product Moment Formula to determine the correlation between reading habit in English (variable X) and reading comprehension ability (variable Y).

The result of analysis shows that there is a positive significant correlation between students' reading habit in English and their reading comprehension ability. It can be seen from the analysis by using *Pearson Product Moment Correlation*, the result shows that the t-observed is 0.642 and t-table is 0.349. It means that t-value is higher than t-table that H1 is accepted and Ho is rejected. The result can be concluded that there is a positive significant correlation between students' reading habit in English and their reading comprehension ability in the first grade of SMP PGRI 1 Gunung Pelindung, East Lampung academic year 2015/2016. The statistical analysis correlation between them is significant ( $0.00 < 0.05$ ).

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By  
**RAHMAYUNI WULANDARI**

**A Script**

**Submitted in a Partial Fulfillment of  
The Requirements for S-1 Degree at EESP**

in  
**English Education Study Program  
The Language and Arts Education Department of  
Teacher Training and Education Faculty**



**FACULTY OF TEACHER TRAINING AND EDUCATION  
LAMPUNG UNIVERSITY  
BANDAR LAMPUNG  
2016**

**Research Title** : **THE CORRELATION BETWEEN STUDENTS' READING HABIT AND STUDENTS' READING COMPREHENSION ABILITY IN THE FIRST GRADE OF SMP PGRI 1 GUNUNG PELINDUNG, EAST LAMPUNG**

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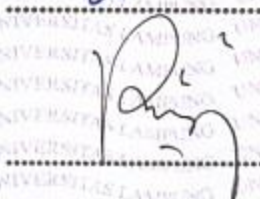
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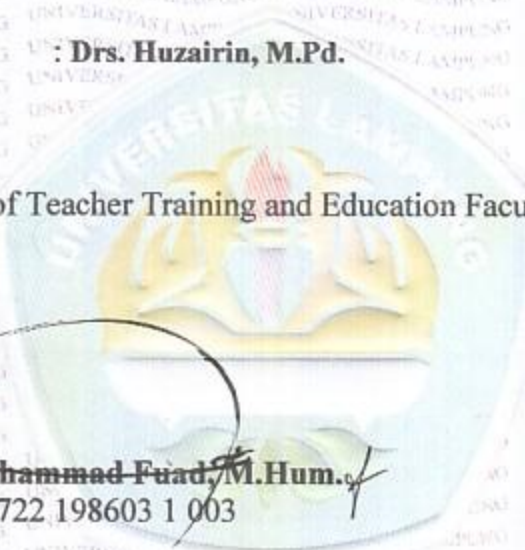
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## **CURRICULUM VITAE**

The writer's name is Rahmayuni Wulandari. She was born in Labuhan Maringgai, on June, 9th, 1995. She is the second child of Suratno and Jumirah. She has two brothers and one sister and the names are Fariz Pratama, Feby Atika Dewi, and Catur Widyatama.

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## **DEDICATION**

This script is fully dedicated to:

My mother and My father, who always pray and support me for my success

My beloved brothers and sister: Fariz Pratama, Feby Atika Dewi, Catur

Widyatama, who always care about me

My lovely friends, English Education of Lampung University 2012 who always  
encouraged me

My wise lecturers and Almamater



## **MOTTO**

“Surely there is ease after hardship”  
(Al-Inshirah: 5)

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Finally, the writer hopes that this script will be useful for all readers.

Bandar Lampung, October 2016

Rahmayuni Wulandari

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## **I. INTRODUCTION**

This chapter presents background of the research, formulations of the research, objectives of the research, uses of the research, scope of the research, and definition of terms clarified like the following.

### **1.1. Background**

In line with rapid developments in science and technology, especially in printing technology, more information stored in the book is rapidly increasing. At all levels of education, literacy becomes a priority scale that must be mastered by students. By reading, the students would acquire a variety of information that has not previously been obtained. They read the more information they obtained. Many benefits are derived from reading. Therefore, students must do so on the basis of need, not because of a compulsion. If students are reading on the basis of need, then he would get all the information he wants.

According to Wallace and Larsen (1987), reading is a multifaceted process, which can be described at various time and developmental stages as a thinking process. Reading ability is the main concern to be able to read English textbooks, journals, and references, etc. Since most of textbooks and references are written in English, many students who find difficulties in comprehending them usually have their

texts translated or extracted. It would be better if they can do it by themselves, rather than depend on their English teachers.

We all know that reading is a process of thinking. Reading is a very complex and complicated process that involves some factors influential upon each other. The students have skills in inferential reading comprehension, so the researcher has opinion that reading habit in English supports the students to be able to comprehend the text. That is the reason the researcher wants to show that reading habit is very important to support inferential reading comprehension. Reading is also an activity that is active receptive language. It is said to be active because in the act of reading there is really an interaction between reader and writer, and said to be receptive because the reader acts as receiver of the message in a correlation of communication between writer and reader directly. For students, reading is also instrumental in knowing various kinds of advanced science and technology continues to evolve. Through reading, advances in science and technology can be known and understood before it can be applied. Reading is one of the four basic language skills, and is a part or component of the communication.

Simanjuntak (1988) says that reading habit is the number of repetitions in given time to read English text. She also says that reading comprehension understanding of a text written in English as proved by habit in reading English and the ability to correctly choose the right answer of question asked from the text. The students usually have different level of reading ability in English. Mc Shane and Glinow (2007) say that ability is the natural aptitudes and learned capabilities required to successfully complete a task.

Reading activities need to be socialized from an early age, i.e. ranging from children recognizes letters. Make reading as a necessity and be fun for students. Reading can be done anywhere and anytime as long as there is desire, passion, and motivation. If this is true, expected reading can be a part of life that cannot be separated as a slogan that says, "No day without reading". This course requires persistence and continuous training to train the habit of reading to the reading, especially reading comprehension in English can be achieved. The ability to read is the speed of reading and understanding all the contents.

Complaints about the poor reading habit in English and reading skills at the level of upper secondary school (high school) cannot be said to be the negligence of teachers at your school. However, this must be returned to the habituation to read when the students are still small. A child would be more interested and motivated to do something if accompanied by the example, not a theory or tell it. When a child enters school age, the teacher has a role in developing interest in reading which then can improve students' reading habits. The reality show the questions of Final Examination Schools (UAS) most demanding students' understanding in finding and determining the main sentence, read charts, plot, message, settings, and so on. Without the understanding of high reading ability, students might be difficulty to answer such questions.

The researcher chose reading habit and reading comprehension ability in her research because he found that the problem of the students in Upper Secondary School Level in reading. The students are lack of vocabulary. They also have bad pronunciation when they read English text. The researcher has opinion that

reading habit also becomes a basic problem of reading comprehension. It was the reason why the researcher wants to find out the cause of the students' problem in reading and how the reading habit and reading comprehension in Upper Secondary School Level.

In the previous research, the researcher finds some examples that may be able to support this research; the research can be more qualified and can be accepted by all circles, especially in education. To support and strengthen this study the researcher finds some samples.

The first previous research overview was conducted by Candrawati (2009) with the title "A Correlational Study On Students' Translation Ability, Reading Habit, and Students' Reading Comprehension of The Tenth Grade Students of SMA N Kebak Kramat academic year 2008/2009". From the result of the study, it can be concluded that (1) There is correlation between students' translation ability and reading comprehension; (2) There is correlation between students' reading habit and reading comprehension; (3) There is correlation between students' translation ability, reading habit toward reading comprehension.

The second previous research overview was conducted by Rohmatul (2012), with the title "The Correlation Between Reading Habit And Achievement In Reading Comprehension of The Second Years Students At Mtsn Aryojeding Rejotangan Tulungagung". The result showed that there is a positive correlation between reading habit and achievement in reading comprehension.

This was what makes the researcher interested in conducting research to determine how the reading habit in English and reading comprehension ability of



students in Upper Secondary School Level. The researcher put it in this thesis with the title "The Correlation between Students' Reading Habit in English and Students' Reading Comprehension Ability in the first grade of SMP PGRI 1 Gunung Pelindung, East Lampung".

### **1.2. Formulation of the Research**

Based on the background of problem, the researcher formulates the problem as follows:

Is there any significant positive correlation between students' reading habit in English and their reading comprehension ability in the first grade of SMP PGRI 1 Gunung Pelindung, East Lampung?

### **1.3. Objectives of the Research**

Concerning the problem above, the objectives of this research is to find out whether there is significant positive correlation between students' reading habit in English and their reading comprehension ability in the first grade of SMP PGRI 1 Gunung Pelindung, East Lampung.

### **1.4. Uses of the Research**

After doing research, the researcher hopes the result can be useful for English teachers to consider the right method to teach reading to students. The researcher hopes that this research can have some benefits in the study of English especially in teaching reading comprehension. There are two kinds of benefits in this research as follows:

1) Theoretical Benefit

The result of this research hopefully can be used to improve reading skill, especially on students' reading habit in English and reading comprehension ability.

2) Practical Benefit

**a. For Students**

- 1) The result of this research hopefully can be used as a starting point to develop students' understanding about reading habit in English and reading comprehension ability. The more they read in English the better their reading ability will be.
- 2) The result of this research hopefully can be used to increase students' reading habit in reading English material of various texts.
- 3) Students hopefully will have a greater habit to read English texts.

**b. For English Teachers**

- 1) The result of this research hopefully can be used to improve student's ability especially in reading comprehension.
- 2) The process of this research hopefully can be useful for English teacher in teaching learning reading comprehension.
- 3) The result of this research hopefully can be used to improve the quality of teaching learning reading comprehension in terms of reading English.

**c. For Other Researchers**

The result of the research can be a reference for other researchers in conducting further research about correlation between reading habit in English and reading comprehension ability at different level of students.

### **1.5. Scope of the Research**

This research focuses on students' reading comprehension ability in English. The main objective of this research is to find out the correlation between students' reading habit in English and students' reading comprehension ability identified through the use of students' habit questionnaire and reading test with the texts taken from students' text book. This research was conducted for students in the first grade of junior high school. The researcher took one class as the sample in this research. The reading aspects evaluated covered main idea, supporting detail, inference, reference, and vocabulary.

### **1.6. Definition of Terms**

In order to avoid misunderstanding of the research, there are some terms that are used this research to be clarified.

#### **1. Correlation**

Correlation is a mutual relation or connection, especially for affecting or depending on each other; (try to) show such a relation or connection something and something else (Hornby, 1990).

#### **2. Reading**

Reading is a multifaceted process, which can be described at various time and developmental stages as a thinking process (Wallace and Larsen, 1987).

#### **3. Reading Habit**

Reading habit is the number of repetitions in given time to read English text (Simanjuntak, 1988).

#### 4. Reading Comprehension

Reading comprehension understands of a text written in English as proved by habit in reading and the ability to correctly choose the right answer of question asked from the text (Simanjuntak, 1988).

#### 5. Ability

Ability is the natural aptitudes and learned capabilities required to successfully complete a task (Mc Shane and Glinow, 2007).



## **II. LITERATURE REVIEW**

This chapter covers some theories related to the research. The discussion focuses on reading which consists of reading comprehension, reading habit, concept of correlation between reading habit and reading comprehension, theoretical assumption, and hypothesis.

### **2.1. Reading Comprehension**

Reading comprehension is the ability of the student comprehends the reading text. In this point, the researcher explains about the all of part of reading, comprehension, and reading comprehension.

#### **a. Definition of Reading**

Reading is an essential skill for students in order to cope with new knowledge in a changing world. This is reasonable enough due to the fact that the fast growing information is recorded and issued through media, such as television, internet, radio, magazine and e-Books. The source of information is easily accesible. Trough reading students can access the latest information. The ability to read fast and accurate would help them to increase their knowledge and perspective. By reading, enable students to enhance the current information and technology, enjoy literature, find ideas and do so many things.

For students, reading becomes very essential tool to increase their background knowledge. Especially, since English becomes one of the subject that is tested in the final examination. For that reason, the students have to read many kinds of references. Therefore, emphasizing the student's ability to grasp the idea from the written text has to be taken into consideration. The student's ability to understand content material would eventually affects their study. Hence, different capabilities in mastering reading comprehension have showed results. For students who are able to use reading skill properly would successfully affect to their academic progress and those who are not able to read properly would have difficulties in their study.

Process of reading also explained by Heilman (1981), he says that "Reading is an active proces that is affected directly by an individual's intreraction with language that has been coded into print." All in all reading actually is a process of communicationin which the readers use strategies in order to look for meaning from printed symbols. In other words, good readers generally understand about their reading purpose and try to translate the codes that are contained in the text into meaning. Reading as proses also noted as follows. Definitions stated by Nunan (1998), he said that "Reading is usually conceived as solitary activities in which the reader interacts with text in isolation." It can inferred that reading is not only looking at word in the form of graphic symbol but reading is a communication process that involes an enjoyment of a reader's to interact with text.

Those theories above showed the various definations of reading. Therefore it can be conclude that reading is an active thingking process whereby people involve

many steps of getting meaning or message from the author. All in all the students have to use codes, experiences, and background knowledge, along with all their strategies in order to understand the written text.

### **b. Purposes of Reading**

A person may read for many purposes helps to understand more what is read by people. If he is reading for pleasure or reading for pure recreation and enjoyment, he may read either quickly or slowly based on the way he likes or feels. But if reads for studying or setting information such news, science or same line, which are part of his study or assignment he does it they slowly and carefully.

Tarigan (1995) mentions seven purposes on reading. They are:

(1) Reading for details and fact that is reading to know what is done by subject of the story. (2) Reading for main idea that is reading to get problem statement. (3) Reading for sequences of organization that is reading to know each part of the story. (4) Reading for inference that is reading to know what is the writer mean by its story. (5) Reading for classifying that is reading to find unusual things. (6) Reading for evaluating that is reading to know the value of story. (7) Reading for comparing that is reading to compare the way of life of the story with the life of readers.

Dallman (1982) further mentions several important reading purposes. He classifies three purposes of reading as follows:

#### a) Reading purpose on the factual level

This reading purpose enable reader to understand the information directly stated in the passage. There are many skills that the reader should have to

achieve factual level. First, the readers are required to know the meaning of words. Second, this reading purpose needs the ability to find main idea in the written information. Third, the ability to note important point supports the students in gaining their purpose on reading. Fourth, the ability to follow directions demands students to organize, to note the information is essential to this level.

b) Reading purpose on the interpretative level

Reading inferential level often called as reading between lines. In the same way it also means that the readers need the ability to recognize unstated information in the passage. To achieve this goal the readers to summarize and to organize the information and feel the relationship between key points and details. Skill in making generalization is also needed; the readers should present conclusion on what they read.

c) Reading purpose on the evaluative level

The ability to make evaluative judgments is the most important step in reading purpose. Before setting up the purpose the reader should create critical feedback. The readers should be able to detect relevant information proposed by the authors with the fact; to compare it with another source of information and to give suggestion to the author for better writing.

According to the explanation above, the purposes of reading are: (1) Reading for details and fact is reading to know what is done by subject of the story. (2) Reading for main ideas is reading to get problem statement. (3) Reading for sequences of organization is reading to know each part of the story. (4) Reading for inference is reading to know what is the writer mean by its story. (5) Reading for classifying is

reading to find unusual things. (6) Reading for evaluating is reading to know the value of story. (7) Reading for comparing is reading to compare the way of life of the story with the life of readers. According to Dallman (1982), the purposes of reading are: a) Reading purpose on the factual level. b) Reading purpose on the interpretative level. c) Reading purpose on the evaluative level.

### **c. Aspects of Reading**

Reading is an astoundingly complex cognitive process. According to Nuttal (1982), there are five types of reading which can be explained below:

#### 1. Determining main idea

The main idea is the most important piece of information the author wants you to know about the concept of that paragraph. Determining idea is a skill to grasp and find the main point of the passage by summarizing the passage and look for repetition of ideas/words.

#### 2. Finding inference

Inference is a good guess or conclusion drawn based on logic of passage. Finding inference means the reader imply the sentence/passage understanding and conclude it logically.

#### 3. Finding reference

Reference is the intentional use of one thing to indicate something else in which one provides the information necessary to interpret the other. Finding reference means interpreting and determining one linguistic expression to other.

4. Finding the detail information or part of text

It is only scanning or looking for the relevant part(s) and ignore the irrelevant.

It is very useful when you know exactly what you are looking for in a text since you have a very specific goal in mind.

5. Understanding vocabulary

Understanding vocabulary means comprehend what the words mean. When vocabulary mastery improves, comprehension would be deeper. Since comprehension is the ultimate goal of reading, the reader cannot overestimate the importance of vocabulary development.

It can be concluded that there are five types of reading, determining main idea, finding inference, finding reference, finding the detailed information or part of text, and understanding vocabulary.

#### **d. Strategies of Reading**

There are so many strategies in reading techniques. Grellet (1999) proposes the way of reading; he defines the strategies of reading into several points, and they are skimming, scanning, intensive and extensive.

a. Skimming

According to Brown (2001) stated that “skimming consist of quickly running one’s eyes across a whole text (such as an easy, article, or chapter) for its gist”.

Skimming gives readers the advantages of being able to know main point of view, they do not need to read everything but only reads a few important words.

#### b. Scanning

Brown (2001) defined that: scanning is quickly searching for some particular piece of information in a text. Scanning exercise may ask students to look for names or data, to find definition of a key concept, or to list a certain number of Support details. The purpose of scanning is to extract specific information without reading through the whole text". Many students try to read every word when they read, so they read very slowly. So the students do not need every word.

#### c. Intensive

Intensive seems to be stigmatized by some researcher as a boring style of reading, because the readers need to find the details of the information required. Intensive reading usually the reader reads at the slower speed; the aim of scanning is to read shorter texts and to extract specific information.

#### d. Extensive

Extensive reading is to read a longer passage, the aim of extensive reading usually for one's enjoyment. This extensive reading also called as a fluency activity and it include an overall meaning from the passage. Extensive reading means to read abundantly and fluently. The purpose of this strategy is for pleasure, and the primary goal in extensive reading is reading books after books e.g. reading novel, short stories, and articles.

According to those reading strategies the writer sums up the four points of reading strategies as follows: skimming, scanning, intensive, and extensive.



### **e. Model of Reading**

Aebersold and Lee (1997) mention model of reading. They are bottom-up theory and top-down theory.

#### a) Bottom-up theory

The bottom-up theory depends primarily on the information presented in the text. The readers begin with the pre reading strategies such as processing the information, recognize the graphic stimuli, recognizes words and link to their background knowledge, and predict the next sentence. In bottom up processing, reader must identify a complex of linguistic signals such as letters, morphemes, syllables, words, phrases, grammatical cues, discourse markers; and from all those signals then the readers come to conclusion.

#### b) Top-down theory

Top-down model is the opposite of the bottom-up reading. The readers use higher level skill such as draw the meaning by linking of their background knowledge instead of focusing on letter, sound and word. The the readers make prediction on what they read and adjust their reading process until they come to the end of the paragraph. In the similar way it can be said that the readers emphasize about general picture of the text and look for key information by linking prior knowledge and the decide to come across the text or not.

### **f. Definition of Comprehension**

Reading and comprehension are two things that cannot be separated each other, they are highly interrelated. Comprehension is the essence of reading itself.

Reading comprehension called as a reading comprehension only if the readers are able to comprehend the meaning of the text. If the readers can read but do not comprehend the meaning of the text, it means they do not do reading comprehension. There are some experts have been developed process on how reading comprehension occurs.

According to Harris (1980), the thinking process means the core of comprehension skill, those four operations are: identifying, analyzing, evaluating, and applying. First, identification means the readers are required to locate message proposed by the author. Second, analysis means that the readers should identify the part according to its structure or scheme. Third, the evaluation process requires the readers to evaluate information do something with the information. The last is applying means that the readers used the information to fix their problem.

Simultaneously, Grellet (1999) determines comprehension as “Understanding a written text means extracting the required information from it as efficiently as possible” For example; if there is an advertisement and an article in a scientific journal. In the former case, the reader ignores the unimportant information and seeks what he is looking for. In the last case, more detailed information is essential to be taken for the reader. Therefore comprehension above means the reader need ability to locate the relevant information carefully based on their particular purposes.

From the explanation above, it can be concluded that reading comprehension is an interactive process between readers, text and strategies. Thus interactive process

includes understanding, utilizing, and evaluating the important message that author trying to convey. Continuously readers link all those information with their background knowledge in order to extract meaning from the written material.

### **g. Levels of Reading Comprehension**

There levels of reading comprehension are mentioned by Heilman (1981), they are literal comprehension and critical comprehension.

#### 1) Literal Comprehension

Literal comprehension refers to information explicitly stated in the written text. As a basic level, the readers are needed the abilities to understand meaning of words before recognizing of detail message, then the readers are required to link the grammar theories with the main idea presented in the passage. In the last step in literal comprehension the readers are needed to sequence all the information stated in the passage.

#### 2) Inferential Comprehension

The inferential comprehension is the process how a reader derives an implicit idea in the passage. The reader needs the abilities to detect mood of the material such as the authors' tone, purpose and attitude to make generalization, to see the relationship, and to draw conclusion in the end of a story. A reader is required to think harder when applying this comprehension level.

#### 3) Critical Comprehension

Critical comprehension is a higher thinking level of reading. The reader should be actively reacting to the information presented by the authors. The

reader are needed the ability to analyze the information and link those information to their background knowledge. Further, the readers evaluate the value of its information and give personal judgments as a feedback to the author.

From the definition above, it can be assumed that reading is not only spelling text activity orally, but also process of constructing meaning from written texts in order to get information and knowledge from the text, so that the readers can interpret and give their opinion from their views after they read a text. Identifying main idea, identifying details, determining inference, understanding vocabulary, reference are important skills which should be increased consistently by the students for being good readers. To be able to train and increase the skills, there must be strategies and exercises that are involved in teaching reading targeted to those five skills.

#### **h. Factors Affecting Reading Comprehension**

The low reading comprehension skills are caused by a variety of factors. Dallmann (1982) says the factors which are responsible to the depth of readers' comprehension as follows: difficulty of material, intelligence, environment, emphasis on word recognition, emphasis on oral reading, background of reading selection, adjustment of reading techniques, and rate of reading.

##### **a. Difficulty of Material**

The difficulty of the material is proposed as one of the major causes of lack comprehension. Especially multiple concepts in reading material, it contributes to the difficulty absorbing material. Teachers sometimes supply the students with advance materials beyond their capabilities. In the same

manner, unsuitable methods that the teachers used may caused frustration to the students.

b. Intelligence

Readers' ability to comprehend is sometime limited by the richness of their background knowledge and vocabulary that readers have the more succes of reading comprehension they would be. Therefore, mental maturity should be taken into consideration in term of determining where reading intruction should start.

c. Environment

The unpleasant environments such as noisy surronding, inadequate lighting, high or low temperatures, and distracting surroundings may interfere the sudents' comprehension.

d. Emphasis on Word Recognition

All assignment would be wasted only if the students know how to make word meaning properly. The deficiencies in comprehension are sometimes caused by the lack power of concentration on the recognition of individual words. Emphasizing on word recognition is enormously important in reading comprehension. Teachers should teach the students how to use dictionary and how to build word meaning.

e. Emphasis on Oral Reading

When students do oral reading, automatically they interpret the meaning of the text passage through their mouth. The more practice students on oral reading the more accurate they on comprehending the text.

f. Background for a Reading Selection

Concept about reading material and experience are frequent problems of students' poor reading comprehension. Teacher should be careful in selecting type of reading passage. Disorganized text materials such as used advance textbook to younger learner, give them irrelevance contents, and supply them with unfamiliar glossaries should be ignored by the teachers. Therefore, teachers should aware to select textbook, and distribute it efficiently to the students.

g. Adjustment of Reading Techniques to Purpose

The importance of adjusting reading techniques and choosing the right type of material are crucial factors in determining success in reading comprehension

h. Rate of Reading

The wrong selection in adjusting the reading rate to the type of material, such as newspaper, text book, novel or magazine might cause failure in comprehending text material.

In addition, Harris and Smith (1980) identify five major determinant factors of reading comprehension as follow: "Background experience, language abilities, and thinking abilities, affection (interest, motivation, attitudes, beliefs, and feelings), and reading purposes.

First, vocabulary difficulties make a gap in understanding the material. Second, multiple concepts in reading material also contribute the difficulty in absorbing material. The third factors should avoided is varying the speed when reading

certain materials reduces misunderstanding information. Next, the wrong mental set such as unnecessary argument about subject material interfere the readers' idea. Far more common problem is poor physical health. Another factor is interference which can causes the low reading comprehension. The last factor is bad reading conditions.

Based on the explanation above, it can be concluded that there are several factors that may influence the success of reading comprehension process, they are: difficulty of material, intelligence, environment, emphasis on word recognition, emphasis on oral reading, background of reading selection, adjustment of reading techniques, and rate of reading. All those factors should be avoided in order to gain successfulness on reading comprehension.

## **2.2. Reading Habit Theory**

In this point, the researcher explain the theory of reading habit consist of definition, purposes, and advantages.

### **a. Definition of Reading Habit**

Nilsen (2012) defines habit as Habit is behavior that has been repeated until it has become more less automatic, enacted without purposeful thinking, largely without any sense of awareness. According to Gardner (2012) habit is an abstract theory, in habit theory there is no single correct definition. In habit people repeated action without concerning why this self concept must happen. Behaviorist view habits as routines of behavior that are repeated regularly and tend to occur subconsciously. As a subconscious self concept, reading habits can help students to gain academic achievement to a great extent. In term of acquiring

these habits of reading; they have to put these habits into practice. Based on definitions above it can be said that as repeated actions, habit involves a process of unconscious pattern. It reflects person's personality, good or bad, and they went constantly and regularly. Reading habit would help the learner obtaining and gaining a meaningful knowledge and good academic performance in school.

#### **b. The Purpose of Reading Habits**

There are some reading habits purposes which have either positive or negative result. For purpose of this topic, they are grouped into four segments they are: hobbial, recreational, concentration, deviational (Ogbodo, 2002).

##### 1. Hobbial

A hobby is an activity that creates joy and satisfaction in doing it. The purpose of reading habit as a hobby make a reader knowledgeable in so many areas, such as in educational, politic, religious, and economic. This purpose of reading habit not only makes one satisfied but also positive. Unlike others hobbies, reading is one of the most recommended one to shape readers personality skill. By reading book particularly can develop the knowledge of vocabulary which helps in conversations. Reading as a hobby is wonderful; it helps the readers to improve their ability to absorb and to comprehend written material and help them to pursue a better job.

##### 2. Recreational

A good reading habit for recreational makes the reader acquire more knowledge in the classroom. Reading for relaxation is aimed to cool the reader's brain and to avoid mental fatigue; the example activities on reading for relaxation are reading newspaper, and magazine.



### 3. Concentration

One of the reading habit purposes is concentration. Concentration means the readers acknowledge their reading process to understand the meaning of a passage. Reading for concentration is recommended for use in school by stakeholders; this reading habit purpose shows positive result in student's achievement in school.

### 4. Deviatonal

The last purpose of reading habit is deviatonal. This is the only reading habit which has a negative norm. The reader sometimes pretends to read, and deviates from the actual reading. This should be avoided by the students. If this reading habit attitude acquired by the student, it may lead to loss of interest in the acquisition of knowledge.

To conclude, there are some reading habits purposes which have either positive or negative result. Reading habit for hobbial, recreational, concentration, and deviatonal. Those purposes can help the students to improve their ability to absorb and to comprehend written material and increase their achievement in school.

### **c. Aspect of Reading Habit**

In gaining an effective reading habit, Cesar (2011) summarized three aspect of reading habit, they are: reading amount of books, reading frequency, motivation in reading.

#### 1. Reading Amount of Books

The number of many books that the students have read

## 2. Reading Frequency

Reading frequency used to measure students' reading frequency in their spare time

## 3. Motivation in Reading

It focuses on the students' motivation in reading English

In conclusion, there are three aspects in gaining effective reading habit for the students; reading amount of books, reading frequency, and motivation in reading. This aspect was concluded in the questionnaire.

### **d. Advantages of Reading Habits**

In habitual reading; there are so many advantages that the student can absorb. Reading habit is the powerful and long lasting tool in the development of student's academic success. The implications of applying reading as habitual activity are students can expand the knowledge and increase focus and concentration. Reading as a habitual activity also helps the student to increase their understanding, helps them become more intelligent, and boosts their vocabulary meaning. Thanuskodi (2011) proposes several benefits of reading. He said, "The impact of reading in people's lives is extraordinarily widespread. A reader can learn a new word, can be introduced to new facts, he can become knowledgeable about the whole world and he can be stimulated to both thought and emotion".

A more complete explanation stated by Steel Jack (2008), he mentions several advantages of reading habit. They are: (1) habit of reading helps the mind perform effectively; (2) habit of regular reading helps us develop a good vocabulary, (3) habit of reading boosts intellectual curiosity, (4) habit of reading means psychological activity (5) habitual reading helps readers to have a positive set of

mind.

1. Habit of reading help the mind performs effectively

To read frequently, the people would have abilities to communicate and think well. Acquiring reading habit would automatically active neurons and make it always in a good shape. People who exhibit habit as daily activity would help them to perform effectively in front of public.

2. Habit of regular reading helps us develop a good vocabulary

Habit in reading develops their alertness in identifying error in a sentence. frequent readers have a range of words bank. They would have specific information about the meaning of the word and they are able to predict the meaning based on context. Frequent readers would be better in understanding the message that the writer trying to convey.

3. Habitual reading boosts intellectual curiosity

Regular habit of reading exposes a reader to read a variety of a book. Habitual reading also helps the readers to understand the complexity of different books. A reader become knowledgeable about various literacy skills and leads the reader to think independently and critically.

4. Habitual reading means a psychological activity

Regular habit as a psychological activity means a reader link with their mind to feel the writers' imagination. The reader uses their mind to figure out the scheme of story, to feel the writers and to experience thse difference of personal players.

5. Habitual reading helps readers to have a positive set of mind

Efficient frequent readers should be active, positive mind set and critical. The

readers should give feedback quickly to the material as a respond to what they have read. They should also get the summary and make a critical judgment from the material.

To conclude, there are few important benefits for reading habit. By implementing habitual reading, readers are able to train their mind in the context of helping brain to work effectively. Habitual reading enriches readers' vocabulary in various literacy skills. The readers are also able to read critically, effectively, and positively. Moreover, reading habit makes the readers open up their mind and helps them become more intelligent.

### **2.3. Corelation between Reading Habit and Reading Comprehension**

Reading is considered as a tool to gain comprehensive information and knowledge from all aspect. It is by reading; the students can achieve not only academic success but also a good chance to open up the world. Now, reading remains the most needed skill by the students. Most of reading instructions in classrooms consist of activities require comprehension skill. One condition to maximize reading comprehension is by reading abundantly as a forming of habit. Reading habit and reading comprehension both are interrelated. Habits for reading are viewed as significant effect on the successfulness of students' reading comprehension, while comprehension itself is the result of a good reading habit process. Thus reading habit helps the student to maximize their ability in gaining academic purpose.

Through reading habit the students would have a high confidence in learning English. Students who are having a good reading habit demonstrate a positive

relationship in their academic performance. Thus reading habits would help the students to link many sources of the English reading material. Simultaneously, students who are engage in reading habit in their childhood would have a better knowledge and information rather than those who are not. By implementing reading habit as daily routine, the student's vocabulary knowledge and linguistic aspect would automatically improved. They would receive only trough the practice of reading habit. Most of the times, reading habits provide plenty of benefits especially in the national final examination. Students' reading habit would automatically help them to comprehend the English text material. The students who make reading as their habitual activity would force their selves to acquire a new material in English reading task without any obstacles. Therefore, there seems no doubt that students' good reading habit contribute to their reading comprehension. It is important to prove the relationship between students reading habit and their reading comprehension.

#### **2.4. Theoretical Assumption**

From the literature above, it can be assumed that students' reading habit in English correlated with students' reading comprehension ability. It seems that students' reading habit have an impact toward students' reading comprehension ability. Students who have high habit toward reading tend easier to comprehend the passage that they read than the students who have low habit in reading. The students who have habit in reading feeling interest in reading, it means enjoying the activity, when somebody interested phenomenon or activity, and they are likely to attend to in and to give time to it.

The researcher sees that the needs for providing the capability to comprehend the passage are often faced with a lot of reading passage as their learning sources such as textbooks, articles on the internet, and magazine. Therefore, the students should be enjoying the activities in order to be able to undertake their studies successfully. However, habit is not the only factor that gives contribution in reading comprehension. Factors such as wide vocabulary, good learning strategies, good oral language skill, background knowledge and any other factors also can influence learning achievement in reading comprehension. Nevertheless, the researcher still believes that reading habit in English correlates with reading comprehension ability.

## **2.5. Hypothesis**

$H_0$  : There is no significant positive correlation between students' reading habit in English and their reading comprehension ability in the first grade of SMP PGRI 1 Gunung Pelindung, East Lampung.

$H_1$  : There is significant positive correlation between students' reading habit in English and their reading comprehension ability in the first grade of SMP PGRI 1 Gunung Pelindung, East Lampung.

### **III. RESEARCH METHOD**

This chapter discusses about the methods of the research, such as: research design, population and sample, research instruments, data collecting technique, data analysis, and hypothesis analysis.

#### **3.1. Research Design**

This research was quantitative research. The researcher intended to find out whether there was any significant positive correlation between students' reading habit in English and their reading comprehension ability in the first grade of SMP PGRI 1 Gunung Pelindung, East Lampung. The researcher used ex-post facto design. Ex-post facto design was used in this research because there was no treatment on subject of the research, but the data were collected for seeing the correlation between cause and effect that may happen (after the fact). Ex-post facto design involved only one group and not used class control. The design was often called co-relational study.

The research design of ex-post facto co-relational study is formulated as follows:

**T1      T2**

In which:      T1: students' achievement

                  T2: students' habit

In this research, the researcher used questionnaire to score students' reading habit in English. The researcher conducted reading comprehension test to measure their reading comprehension ability score. Then, Pearson Product Moment Correlation was used to correlate two variables and to find out the positive significant relationship between students' reading habit in English and their reading comprehension ability. The independent variable of this research was the students' reading habit in English (variable X) and the students' reading comprehension ability was the dependent variable (variable Y).

### **3.2. Population and Sample**

The population of the research was the first grade of SMP PGRI 1 Gunung Pelindung, East Lampung in 2015/2016 academic year. There were three classes of first grade students and each class consists of 30 students. In this research, the researcher used sample from 30 students of VII A class. In this research, the researcher used simple random sampling to determine the sample.

### **3.3. Research Instrument**

The instruments of this research were questionnaire and reading test. The questionnaire was about students' reading habit in English. Then, the reading test focused on examining students' reading comprehension ability.

#### **a. Questionnaire**

In this research, the researcher distributed the questionnaire to the students to know their reading habit score. In determining students score, the researcher used closed questionnaire in which the respondents ticked the available responses provided in the questionnaire. The questionnaire used five alternatives based on



the Likert's Scale Types (Wade, 2006). Likert's scale was used to measure attitude, opinion, perception based on certain object or phenomenon.

In this research, the items in the questionnaire were written in Indonesian. It was done in order to make easier the respondents to answer the questions. The questionnaire were given to the students consist of three indicators. The indicators are taken from Julio Cesar's theory about reading aspects, they are: reading amount of books, reading frequency, and motivation in reading. The questionnaire consists of 30 items. In this part, the researcher asked the students to choose one option that they want. It means that the answers must reflect their personality or their real life about their frequency of reading habit in English, when they were reading, and what they were reading. The researcher used four options of the answer in order to the answer more effective reading reflecting the respondents' life. Arikunto (2006) states that the lacking of five options of the answer is that the respondents tend to choose the middle choice. To make it easy to determine in interval of the score of the questionnaire sheet, all answers of the questionnaire were changed into score by using Likert's Scale (Wade, 2006). The table of specification of questionnaire are summarized below:

**Table 3.1. Specification of Reading Habit Questionnaire**

No.	Reading Habit Indicators	Item Number
1.	Reading Amount of Books	1, 5, 13, 20, 23, 24, 26, 27, 29, 30
2.	Reading Frequency	3, 6, 9, 14, 15, 16, 17, 19, 21, 28

3.	Motivation in Reading	2, 4, 7, 8, 10, 11, 12, 18, 22, 25
TOTAL		30

The indicators and scores of the questionnaire are explained as follows:

**Table 3.2. Indicators and Scores of Reading Habit Questionnaire**

Indicators	Scores
Always (selalu)	4
Often (sering)	3
Sometimes (kadang-kadang)	2
Never (tidak pernah)	1

Based on the table above. For the positive question, every choice indicates that if the respondents choose option Selalu (always), the students' habit in English was very good, and when the respondents choose option sering (often), the students' habit in English was good. If the respondents choose option Kadang-kadang (sometimes), the students' habit was fair. If the respondents choose option Tidak pernah (never), the students' habit was poor. Finally, the total scores of the student's answer in questionnaire represent their motivation in learning English. Based on the standard score above, the highest score of the questionnaire was 100 and the lowest score was 30.

### **b. Reading Test**

The test was conducted in order to find out the students' reading comprehension

ability in English. This test was multiple choices in which the students were asked to choose one correct answer from the options a, b, c, d or e. The researcher tried out the reading test first, consists of 40 items. In this test there 30 items taken from the result of try out test and those were taken from textbooks and articles on the internet. The test was conducted within 80 minutes. The test items were about the aspects of reading such as main idea, finding detail information, inference, reference, and vocabulary. below is summarized of specification of reading comprehension test:

**Table 3.3. Specification of Reading Comprehension Test**

No.	Aspects	Numbers
1.	Main idea	2, 5, 12, 26, 18, 30
2.	Finding detail information	4, 16, 20, 22, 23, 25
3.	Inference	8, 15, 19, 21, 27, 29
4.	Reference	3, 6, 9, 11, 14, 28
5.	Vocabulary	1, 7, 10, 13, 17, 24
	Total	30

#### **3.4. Reliability and Validity of the Instruments**

In doing the research and proving whether the test items were applicable or not, the researcher tried out the test to find out the validity and reliability of the test. It was conducted in order to determine whether 40 items have a good quality or not before being given for the test.

### **3.4.1. Validity**

A test was considered valid if the test measured the object to be measured and suitable with the criteria. According to Hatch and Farhady (1982), there are two basic types of validity; content validity and construct validity.

#### **a. Content validity**

Content validity is the extent to which a test measures a representative sample of the subject matter content, the focus of content validity is adequacy of the sample and simply on the appearance of the test (Hatch and Farhady, 1982).

- **Reading Test**

To get the content validity, the test was adapted from the students' book. Then, the test was determined according to the material that would be taught to the students. In other words, the researcher wrote and makes the test based on the materials in the English Curriculum for Junior High School. In this research, scoring criteria was based on the five aspects of reading; determining main ideas, finding detail information, inferences, references , and vocabulary. The texts were taken from any textbooks and articles on the internet.

- **Questionnaire**

To get the validity of questionnaire, the items were classified based on the theory of Cesar (2011). The questionnaire consists of 30 items. In this part, the researcher asked the students to choose one option from four options by Likert scale. The answers must reflect their personality or their real life about reading amount of books, their frequency in reading and the motivation in reading.

### **b. Construct validity**

Construct validity is concerned with whether the test is actually in line with the theory of what it means to know the language that is being measured, it is examined whether the test and questionnaire were given actually reflect what it means to know a language. It means that the items of questionnaire should measured the students' reading habit and the test should really test the students whether they have mastered the reading text or not.

### **3.4.2 Reliability**

#### **a. Reliability of Questionnaire**

The data were gained by using quantitative description. First, the result of questionnaire was scored based on Likert's scale. In order to know the reliability coefficient of the questionnaire, each item of the questionnaire was analyzed by using Pearson Product Moment Correlation (SPSS). The coefficient of each item of the questionnaire should be higher than r-table in order to be reliable for this research.

After all the items of questionnaire have been analyzed, the questionnaire was analyzed by using *Cronbach Alpha* to indicate that the reliability coefficient of questionnaire was reliable and applicable for measure both of the students' habit and its correlation toward students' reading comprehension ability on this research.

#### **b. Reliability of Reading Test**

Reliability is a measure of accuracy, consistency, dependability or fairness of

score resulting from administration of particular examination. Reliability of test can be defined as the extent to which a test produces consistent result when administered under similar conditions (Hatch and Farhady, 1982). To estimate the reliability of the test this research used split-half technique. To measure the coefficient of the reliability between odd and even group, this research used the person product moment formula as follows:

$$r_1 = \frac{\sum XY}{\sqrt{(\sum X^2)(\sum Y^2)}}$$

Where:

$r_1$  : Reliability between odd and even

$x$  : The total numbers of odd number items

$y$  : The total numbers of even number items

After getting the reliability of half test, the researcher then used Spearman Brown's Prophecy formula (Hatch and Farhady, 1982) to determine the reliability of the whole test as follows:

$$r_k = \frac{2r_{xy}}{1+r_{xy}}$$

Where:

$r_k$  : The reliability of the whole test

$r_{xy}$  : The reliability of half test

The criteria of reliability are:

0.90 – 1.00 : High

0.50 – 0.89 : Moderate

- 0.49 : Low (Hatch and Farhady, 1982)

Whereas for counting the correlation between reading habit in English and reading comprehension ability, the researcher used the correlation formulation of product moment with raw scores are:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

**Note:**

$r_{xy}$  = The coefficient correlation between X and Y

N = the number of sample

X = score of students' reading habit in English

Y = score of students' reading comprehension ability

Value of correlation coefficient between two variables are + 1. If coefficient between two variables is zero (0), it means between two variables there is no correlation. Opposite if coefficient between two variables is + 1, it meant, the variables have perfect correlation. The high coefficient near + 1 so high correlation is gotten. The other words then from calculation result of interpreting the coefficient correlation according to Arikunto (2006) as follow:

Between 0.800 – 1.000	very high
Between 0.600 – 0.800	high
Between 0.400 – 0.600	fair
Between 0.200 – 0.400	low
Between 0.000 – 0.200	very low (there is no correlation)

### 3.5. Scoring System

Before getting the score, the researcher determined the procedure or technique to be used in scoring the students' work. In order to do that, the researcher used Arikunto's formula (2006). The ideal highest score was 100. The score of test was calculated by using the following formula:

$$S = \frac{r}{n} \times 100$$

Where:

S = the score of the test

r = the total of the right answer

n = the total

### 3.6. Data Collecting Technique

The instruments of this research were questionnaire and reading test. They were as follow:

#### 1. Questionnaire

The questionnaire was used to know their reading habit score. The questionnaire consisted of 30 items. In determining students score, the



researcher used closed questionnaire in which the respondents ticked the available responses given by the researcher.

2. Try out test

The aim of this test was to know the validity and reliability of the test. The test was administered before test. The total items were 40 and it was allocated within 100 minutes.

3. Reading test

The test was administered to measure the students' reading comprehension ability. The test consists of 30 items of multiple choices and it was conducted within 80 minutes.

### **3.7. Research Procedures**

The procedures in administering the research are as follow:

1. Determining the Sample of the Research

The samples of this research were the first grade students of SMP PGRI 1 Gunung Pelindung, East Lampung. There were three classes of the first grade and the researcher only used one class. The researcher was not used control class because there was no treatment to the sample, but the data was collected by seeing the correlation between the data from questionnaire and reading test.

2. Determining the Research Instruments

The instruments of this research were questionnaire and reading test. The researcher distributed the questionnaire to the students was aimed to know their reading habit score and it consisted of 30 items. The questionnaire was

given to the students as the means to gain data of students' reading habit. The questionnaire on this research was concerned on habit reading in English. Then, the reading test was administered to measure the students' reading comprehension ability. This is supported by Henning (1987), who states that to measure reading comprehension ability, requesting students to write short-sentence answers to write questions is less valid procedure than multiple choice selections. Each test consisted of 30 items of multiple choices of comprehension question and reading texts. The question has four alternative answers for each (A, B, C, D or E), one was correct answer and the rest were the disasters. The scoring system was that the load of each correct answer has five points.

### 3. Administering the Try Out Test

It was conducted to measure the reliability reading test and to make sure whether the test was good or bad for students. The test was tried out to the students whose level was equal to the sample of the research. It was administered to find out the quality of the test before it was used, whether the items were good or not in validity and reliability. This exam used reading text with 40 items of multiple choices in 100 minutes. The maximum score was 100.

### 4. Final Testing of the Instruments

In this phase, the instruments were revised based on the result of try out. The revision was done by changing the ambiguous statements, distracters, double correct answer, etc.

#### 5. Conducting the Questionnaire and Reading Test

The students were asked to fill questionnaire in order to know their level of habit reading in English. They were given 30 minutes to complete the questionnaire. After that, the students held the reading test directly without any treatment first. They were instructed to finish the test of 30 questions in 80 minutes.

#### 6. Analyzing the Data

The data from questionnaire and reading test were analyzed by using Pearson Product moment Correlation in order to investigate whether there was positive significant correlation between students' reading habit in English and their reading comprehension ability or not.

### **3.8. Data Analysis**

The aim of analyzing data was to determine whether students' reading habit in English and their reading comprehension ability have significant positive correlation or not. The data of the research was examined by using *Pearson Product Moment Correlation*. The data was statistically computed through the Statistical Package for Social Science (SPSS). Statistical techniques were used for determining relationship between pairs of score known as correlative procedures (Arikunto, 2006). A research which used statistical technique definitely used quantitative analysis.

In this research, all data were gained from the result of the questionnaire and reading test score in the form of numbers. All data therefore were analyzed

quantitatively. Since this research was to know the correlation between two variables, the researcher applied Bivariate Correlation Analysis by using Pearson Product Moment technique. The researcher used it because the data obtained from two variables were exposed in terms of quantitative scores and the data was using interval scale (Arikunto, 2006). Pearson Product Moment coefficient of correlation was used when the scale of measurement was either interval or ratio. Therefore, the Pearson  $r$  was the appropriate correlation coefficient to calculate.

The researcher used the simple formula of Pearson's Product Moment technique. From this formula, it can be seen the correlation coefficient value ( $r$ ) of variable X (students' reading habit in English) and variable Y (students' reading comprehension ability). Then the researcher gave simple interpretation the index correlation number obtain by consulted it with significant tables value of "r" product moment. The significant coefficient correlation tested at the level of significant. Below the researcher mentioned the pattern of simple formula of Product Moment to count those variables, as below:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

Explanation:

$\sum xy$ = the sum of the product of variable X and Y

N = number of cases of subject

$\sum x$ = the sum of the X scores

$\sum y$ = the sum of the Y scores

$\sum x^2$  = the sum of the sequence X score

$\sum y^2$  = the sum of the sequence Y scores

**Tables 3.4. The interpretation table of significant level according to Sudjiono (2005)**

R	Interpretation
0.00 – 0.20	Not reliable
0.21 – 0.40	Less reliable
0.41 – 0.60	Enough reliable
0.61 – 0.80	Reliable
0.81 – 1.00	Very reliable

Table value “r” product moment is index used to measure the correlation between two variables which is significant or not. These are table of significant value “r” product moment.

### 3.9. Hypothesis Testing

Statistically, the formulation of hypothesis as follows:

$H_0$  : Null hypothesis

That means there is no significant positive correlation between students’ reading habit in English and their reading comprehension ability in the first grade of SMP PGRI 1 Gunung Pelindung, East Lampung.

$H_0$  accepted if:  $r_o < r_t ( , n-2)$  or

$t_o < t_t ( , n-2)$

H1 : Alternative hypothesis

That means there is a significant positive correlation between students' reading habit in English and their reading comprehension ability in the first grade of SMP PGRI 1 Gunung Pelindung, East Lampung.

H1 accepted if:  $r_o > r_t ( , n-2)$  or

$t_o > t_t ( , n-2)$

## V. CONCLUSIONS AND SUGGESTIONS

This chapter deals with the conclusion which refers to the research findings and related theory. The second part of this chapter presents suggestions which go to the English teachers of SMP PGRI 1 Gunung Pelindung, East Lampung, the students and other prospective researchers.

### 5.1. Conclusion

Based on the result of the research, the researcher concludes that the students' reading habit has positive correlation with reading comprehension ability in English at seventh grade in SMP PGRI 1 Gunung Pelindung, East Lampung.

1. Students' reading habits in English of SMP SMP PGRI 1 Gunung Pelindung, East Lampung belongs high-level. It can be seen that the highest score gained in the reading habit test is 84 and the lowest score is 57. There are 15 students who have good or high-level and also 15 students who have bad or low-level in reading habit in English. It can be stated that there are half of students have good reading habit in English and some others have bad reading habit in English.
2. Reading comprehension ability can also be said to have reached the average level is high. It can be seen that the highest score in the reading comprehension test is 95 and the lowest score is 45. The total score is

2226 and the mean score of reading comprehension test is 74. 63.33% of the students has high-level in reading comprehension skills. It can be stated that there most of students have good reading comprehension ability.

3. There is a correlation between students' reading habit in English and students' reading comprehension ability. it can be seen from the result of the computation, with r count is 0.642. Thus the null hypothesis (H0) is rejected, while the research hypothesis (H1) is accepted. It means that there is positive correlation between students' reading habit in English. It can be concluded that students' reading comprehension ability and reading habit has influence on students' reading comprehension ability.
4. The findings of this research support prior research in habit toward reading comprehension ability that there is possitive correlation between students' reading habit in English and students' reading comprehension ability. This research also support prior research that habit should be not ignored to improve the students' reading comprehension ability.

## **5.2. Suggestion**

Based on the conclusion above, it can be delivered some suggestions in the following.

### **A. For Learning and Teaching**

1. Teachers should be able to improve students' reading habits in English by increasing the hours required to go to the library.



2. The teachers should give as assignment to students to read at home. This activity will improve their vocabulary, pronunciation, and speech fluently.
3. English teachers are expected to motivate their students to spend much time to read. One way for reading to reader is by increasing reading habit in English. Reading in English is one of the ways to improve students reading comprehension because habit in English is a medium that is easily got by the content authentic vocabulary from the reader.
4. Teachers give their students texts popular English. This might be interesting for teacher to use it in reading English, because they do not only reading the text but also study English.
5. Teachers make the learning situation more enjoyable and fun, far from being stress and threatened situation that is usually faced by students in the classroom.

#### **B. For The Students**

1. Students will be keeping their habit in English because it has been proven that English can make them having sensitivity of reading English words. Reading habit in English, moreover, can also increase their vocabulary and pronunciation. At last, habit in English is an enjoyable learning media for students' knowledge.

#### **C. For Institution**

1. The school should support that effort with respect to facilities that can support, such as increasing the number of books in the library. It is important to do so may trigger enthusiasm and motivation of students to read.

#### **D. For Research**

1. It suggested on further research to use more than one instrument to measure the level of interest toward reading. Other instruments that can be used such as interview, observation, protocol analysis, students' diary, etc. Gaining the data of the level of reading habit also can be doing by combining questionnaire and those other means.
2. This research is only focused in the correlation between students' reading habit in English and students' reading comprehension ability. actually looking for how high the level of students' reading habit in English toward their reading comprehension ability. therefore, it is strongly suggested that further research interest not only investigate the correlation between reading habit and reading comprehension ability, but also other factors that influences reading comprehension ability.
3. It is expected that this research can contribute such a reference for further research on reading habit toward reading comprehension ability, there will be more concern on factors that make them correlate, especially on reading 'English as foreign language'.
4. The last suggestion is that further researches of similar types should be done with a greater population in order to gain a wider generalization.

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