THE CORRELATION BETWEEN STUDENTS' READING HABIT AND THEIR READING COMPREHENSION ABILITY OF NINTH GRADE STUDENTS IN SMP NEGERI 3 NATAR

(Undergraduate Thesis)

By

Siti Fauziah
NPM 1813042037

FACULTY OF TEACHER TRAINING AND EDUCATION
LAMPUNG UNIVERSITY
BANDAR LAMPUNG
2022

ABSTRACT

THE CORRELATION BETWEEN STUDENTS' READING HABIT AND THEIR READING COMPREHENSION ABILITY OF NINTH GRADE STUDENTS IN SMP NEGERI 3 NATAR

By

Siti Fauziah

The aims of this research were to find out whether there was any significant correlation between students' reading habit and their reading comprehension ability and to find out which aspects of reading comprehension has the highest correlation with students' reading habit. This study was a quantitative research which applied *ex-post facto* design. The sample of this research was the ninth grade students of SMP Negeri 3 Natar. 32 students of IX A class were taken as samples through the use of purposive sampling. The instruments in this research were reading habit questionnaire and reading comprehension test. Pearson Product-Moment Correlation formula was used through SPSS 20.0 version to analyze the data. The results of this research revealed that there was a significant correlation between students' reading habit and their reading comprehension ability since the r-value (0.802) was higher than r-table (0.349). Therefore, this indicated that reading habit gives beneficial effect to students' reading comprehension ability. The better students' reading habit, the better their reading comprehension ability. This study also found out that understanding vocabulary was the aspect of reading comprehension which has the highest correlation with students' reading habit among five aspects of reading comprehension, it follows that when students form a good reading habit, they will have better understanding vocabulary that can improve their reading comprehension ability.

Keywords: Reading comprehension, Reading Habit, Correlation.

THE CORRELATION BETWEEN STUDENTS' READING HABIT AND THEIR READING COMPREHENSION ABILITY OF NINTH GRADE STUDENTS IN SMP NEGERI 3 NATAR

By

Siti Fauziah

Undergraduate Thesis

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

In

The Language and Arts Education Department of
The Faculty of Teacher and Education

FACULTY OF TEACHER TRAINING AND EDUCATION
LAMPUNG UNIVERSITY
BANDAR LAMPUNG
2022

Research Title : **THE CORRELATION BETWEEN STUDENTS' READING HABIT AND THEIR READING COMPREHENSION ABILITY OF NINTH GRADE STUDENTS IN SMPN 3 NATAR**
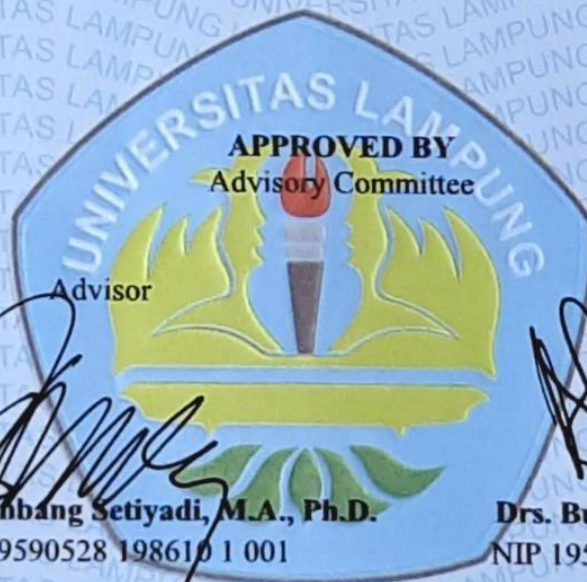
Students' Name : *Siti Fauziah*

Students' Number : **1813042037**

Study Program : **English Education**

Department : **Language and Arts Education**

Faculty : **Teacher Training and Education**

APPROVED BY
Advisory Committee

Advisor   Co-Advisor

Prof. Ag. Bambang Setiyadi, M.A., Ph.D.   **Drs. Burhanuddin, M.Pd.**
NIP 19590528 198610 1 001   NIP 19570406198603 1 003

The Chairperson of
The Department of Language and Arts Education

Dr. Nurlaksana Eko Rusminto, M.Pd.
NIP 19640106 198803 1 001

iv

ADMITTED BY

1. Examination Committee

Chairperson : Prof. Ag. Bambang Setiyadi, M.A., Ph.D.

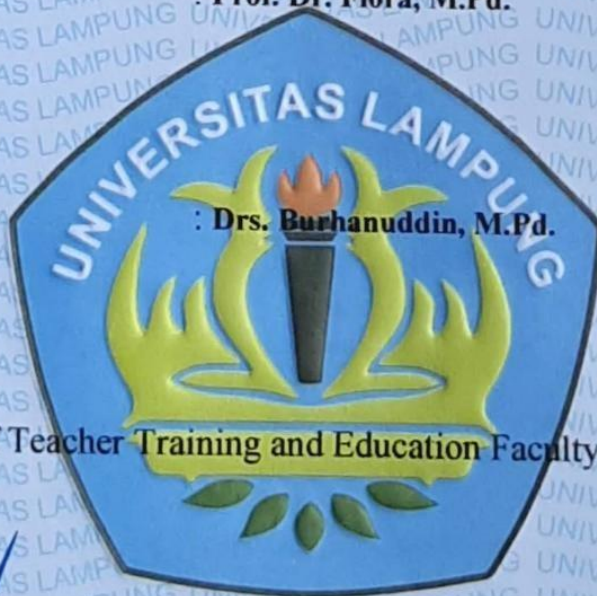Examiner : Prof. Dr. Flora, M.Pd.

Secretary : Drs. Burhanuddin, M.Pd.

2. The Dean of Teacher Training and Education Faculty

Prof. Dr. Patuan Raja, M.Pd.
NIP 19620804 198905 1 001

Graduated on: July 18ᵗʰ, 2022

LEMBAR PERNYATAAN

Yang bertanda tangan di bawah ini, saya:

Nama   : Siti Fauziah

NPM   : 1813042037

Program Studi   : Pendidikan Bahasa Inggris

Jurusan   : Pendidikan Bahasa dan Seni

Fakultas   : Keguruan dan Ilmu Pendidikan

Judul skripsi   : The Correlation between Students Reading Habit and
Their Reading Comprehension Ability of Ninth Grade
Students of SMPN 3 Natar

Menyatakan bahwa skripsi ini adalah karya saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya

Bandar Lampung, 18 Juli 2022
Yang membuat pernyataan,

Siti Fauziah
NPM 1813042037

CURRICULUM VITAE

The writer's name is Siti Fauziah. She was born in Bandar Lampung on December 9th 1999. She is the third child of Zulkifli and Farida. She has one old brother named Zakaria and she also has one old sister named Dwi Haryati.

In 2005, she started her formal education at TK Al-Hikmah. She continued her education at SDN 2 Hajimena and graduated in 2012. She entered her junior high school at SMPN 3 Natar, and graduated in 2015. Then, she pursued at SMAS Muhammadiyah 2 Bandar Lampung and successfully graduated in 2018. In the same year, she registered as a freshman in English Education Study Program of Lampung University through PMPAP (*Penerimaan Mahasiswa Perluasan Akses Pendidikan*) program.

She took part in some internal organizations during her study at Lampung University. In 2018, she joined ESo (English Society) and she involved as a committee in LOVEcomp event. Besides, she also joined SEEDS (Society of English Education Departement Students) in 2020 and took education as her division.

She completed her Community Service Program (KKN) at Hajimena, Natar, South Lampung. She also carried on Teaching Practice Program (PLP) at SMPN 3 Natar from January to February 2021. To finish her study at college, she conducted research at SMPN 3 Natar.

MOTTO

—Life is not a game of luck. If you want to win, work hard.
– Sora (No Game No Life).

DEDICATION

By offering my gratitude to Allah SWT for His abundant blessing to my life, this
script is proudly dedicated to:

My beloved mother: Farida.

My beloved sister: Dwi Haryati

My beloved brother: Zakaria

My beloved family of English Depatement 2018

My Almamater, Lampung University.

ACKNOWLEDGEMENTS

her to undertake the research and also for Martha Heti, M.Pd. as the English teacher, and the students of IX A class in academic year 2021/2022, thank you for the cooperation during the research process.

7. Her beloved family and especially the writer would like to address her gratitude to her beloved mother for providing her with endless support, constant encouragement, prayer, and love during all over her life, especially during years of study and through the process of writing this script. Also, the writer would like to say thanks to her brother, Zakaria and her old sister, Dwi Haryati for being such a supportive siblings.

8. Her lovely childhood besties, Tiara, Septiani Sari, and Intan Nur Azizah, thank you for the togetherness and friendship for this seventeen years, who always make her laugh and cheer her up.

9. Her beloved best friends (Bestie Unicorn), Vina Mustika, Heny Cahaya Meidina, Reza Agselya Sari, Erlinda Shafira, Fatimah Azzahra and Angelia Pupika Dewi who filled her college life with many colors of love and friendship. Thank you for all the support, help, prayer and laugh.

10. All friends of English Department 18, especially A and C class, thank you for worthy memories and togetherness until 8 semesters as classmates. Afterwards, the writer gives thanks to her senior in English Department, especially for kak Galih Aisha Oktiasti Isella who gives her advice, motivation and help during the college life and in accomplishing this script.

11. Her KKN and PLP friends, Rika, Putri, Andre, Bulin, Agung, Farhan, Ghina, Kiki, and Sri. The writer would like to express her thanks to them for being a supportive friends in 40 days. Thank you for all the moments which have been done together in Hajimena.

Finally, the writer would like to express her heartfelt appreciation to anyone who has contributed in accomplishing this script who cannot be mentioned directly. At the end, the writer relizes that this research still has some weaknesses. As a result, comments and suggestions are encouraged from anyone for the better writing. Hopefully, this script can be beneficial for the

educational development, readers, or those who want to carry out further research.

Bandar Lampung, 18th July 2022

Siti Fauziah

.

TABLE OF CONTENTS

LIST OF APPENDICES

LIST OF TABLES

I. INTRODUCTION

This chapter concerned with the background of the problem, research questions, objectives, uses, scope and limitation, and definition of terms in this research that were used in this research.

1.1 The Background of the Research

Linguists and English educators recognize that there are four basic literacy skills such as listening, speaking, reading, and writing (Saaiman & Scott, 2015). One of the most crucial abilities that students need to develop is reading. In order to have better results in the learning process, students must read a lot and comprehend the reading material. According to Grabe & Stoller (2013), reading may be taught as a technique for extracting information from text and forming an interpretation of that information. Thus, this statement indicates that reading is also a tool for students to obtain information and knowledge during the educational process.

Furthermore, Patel & Jain (2008) state that reading means getting the meaning from the printed words or symbols. Further, they add that reading is a process that requires recognition and comprehension abilities. In other words, reading is the process of getting the written information which needs the ability in comprehending and recognizing the text. It can be concluded that in education, reading ability is a requirement for students, without having a good reading ability, the students cannot comprehend the message in the text easily. It is clear that there are numerous reasons to emphasize the importance of reading comprehension ability, especially in the English language.

The important of reading is not only in terms of the development knowledge, but it also influences how people think (Harrison, 2004). This ability has a substantial

influence on the development of emotional, moral, and cognitive intelligence. To sum up, reading is not only increasing students' knowledge but it is also determined the way how students think when they are transferring what they see in reading into meaningful information. On the other side, Owusu-Acheaw & Larson (2014) state that reading is an important method for information transfer, and reading as a habit is an academic practice that improves reading ability strategy. From the benefits of reading above, those benefits of reading will assist the students a lot in their academic field including reading comprehension ability.

Realizing how crucial reading is for students, we can see the importance of developing their reading ability. To achieve it, students must improve their habit of reading. Furthermore, a high frequency of reading might train the brain in understanding a language. As proposed by Koda (2005), comprehension occurs when readers are able to derive and connect what they have learned from their reading with their previous knowledge. To put it another way, the other thing that can affect the students' reading comprehension is student's background knowledge and it can be extended through reading habit. The more students practice reading, the more proficient they are at comprehending the contents of the text. Based on the statement above, to have a better understanding of what students read, they need to read a lot.

Reading habit will decrease students' difficulties in learning the language. In addition to be successful in reading, the role of reading habit is very important. According to Gardner (2012), reading habits can greatly help students to develop reading comprehension ability. Pursuing reading habit as a daily activity will help the students to read and understand English text easily and accurately. Having a good reading habit also improves students' analytical ability in reading comprehension task. It is assumed that reading habit is one of the factors influencing reading comprehension ability. To make it happen, students not only need a good reading ability but also they need to improve their reading habit.

The main purpose of reading process is comprehension. Reading comprehension is the process of extracting and building meaning through written language while interacting with it (Catherine, 2002). Without comprehension, reading would be meaningless, comprehending is not only focused on knowing what the words stand for but also the readers need to understand the meaning of the content thoroughly. To be more precise in reading comprehension, Tankersley (2006) argues that the essence of reading is deriving meaning from words. It is clear now that the main purpose of reading is to comprehend what the author is attempting to communicate through the printed word. Likewise, reading comprehension is the process of acquiring the meaning of the content and all the relevant information about the topic in the text. Generally, students are unable to understand the main idea of the text because of their limited ability to think and analyze the meaning of words and sentences and many students are unable to grasp the author's idea. As a result, the readers must pay close attention to catch the meaning of the text intended by the author. It means that, the main goal of reading process is to comprehend the information through printed materials.

To clearly support this research, here are some previous studies regarding this research. Iftanti (2012) on her research finding confirms that the EFL students who build English reading habits are those who are willing to spend most of their time reading English texts regularly. Moreover, this study found that a number of students have good English reading habits, as evidenced by their enthusiasm to spend time reading various types of English texts regularly and their motivation to read English without being forced. Additionally, Sakinah (2018) on her research finding revealed that the objective of students' reading ability also indicated by their reading habits. Students who have good reading habit will often read for enjoyment. In this research, when students who read for several reasons tend to have the higher reading score. In this research, 61% of participants read for enjoyment and 60% of participants read for their leisure time. Merely 51% of participants read for academic purposes.

Moreover, the present study conducted by Muawanah (2014) on her research

finding proves that reading habit and reading comprehension both are interrelated. Moreover, she confirms that the students who are having a good reading habit have a beneficial impact on their reading comprehension. Thus, reading habits will allow the students to link different sources of the English reading material. Students' reading habits would help them understand the English text material automatically. Students who make reading a habitual activity will push themselves to learn new material regardless of the obstacles. As a result, it appears that students' good reading habit play an important role in their reading comprehension ability. Undoubtedly, those findings clearly confirm that the importance of providing students with English reading practices will help them to develop positive beliefs toward reading.

Based on the 2013 curriculum, students are accustomed to read and understand the meaning of the text as well as summarizing and restating ideas with their own words. However, mostly the students have not achieved the curriculum expectation and have a low ability in reading comprehension. This matter also happened to the students at SMP Negeri 3 Natar. Based on the preliminary observation during field school introduction (PLP) in SMP Negeri 3 Natar, the researcher found some of the ninth grade students still faced some problems and difficulties in learning English especially in comprehending the content of the English text. In this case, most students are not able to identify the main idea of a text, they cannot identify the reference of the word and conclude the topic, they difficult to find the important point of the text and the last most of them are only reading without knowing what they read. Unfortunately, there were some students who thought that reading an English text is complicated and that reading an English text is a difficult and boring activity, it is assumed that students' reading frequently or their habit is very poor. This school is selected by considering the reading problems that students' faced. Thus, this research is worth to be conducted.

However, the students are too lazy to read both long and short texts. It occurs because they have not developed a habit of reading material that is relevant to

their interests. On the other hand, they have trouble in getting the main idea of the text and difficult to understand some words in reading text. Hence, the success of students' reading comprehension, reading habit is considered as one of the factors relating to develop reading comprehension.

The topic and problems above have motivated the researcher to conducts this research because the researcher assumes that reading habit might contribute to students' reading comprehension. Therefore, the researcher interested to find out how significant the correlation between students' reading habit and their reading comprehension ability. Besides, the researcher also interested to find out which aspects of reading comprehension that has a highest correlation with reading habit of ninth grade students in SMP Negeri 3 Natar.

1.2 Research Question

The research questions are formulated as follows:

1. Is there any significant correlation between students' reading habit and their reading comprehension ability?
2. What aspect of reading comprehension has the highest correlation with students' reading habit?

1.3 Objectives of the Problem

In relation to the research question which is previously formulated, the objectives of this research are to find out the answer to the problem and state purposes. The followings objective will be investigated in this research are:

1. To find out the correlation between students' reading habit and their reading comprehension ability.
2. To find out which aspect of reading comprehension has the highest correlation with students' reading habit.

1.4 Uses of the Research

The finding of this study would be useful with regard to the research question and objectives. The objectives of this research are:

1. Theoretically, this research finding will give the contribution to educational development, especially in language learning. This study also can be used as a reference for those who want to conduct the research with similar theories regarding reading habit and reading comprehension at a different level of students.

2. Practically
   a) This research finding is expected to give positive contributions and information to the researcher in implementing and expanding her knowledge, particularly in the field of educational research, such as research on English language teaching and learning.
   b) This research finding can be used by English teacher to find out the students' reading habit. It is also beneficial as information for English teacher concerning on how to encourage the students to read more, especially in English.
   c) This research finding will motivate the students to improve their reading habit. It also encourages them to read more in order to gain their vocabularies, ideas, knowledge as well as their reading comprehension ability.

1.5 Scope and Limitation of the Research

The scope of this study is to find out and investigate the correlation between the students reading habit and their reading comprehension ability for ninth grade students in SMP Negeri 3 Natar. Consistent with some theories, the researcher focuses on students' habit of reading English whether or not can affect or relation with their ability in reading comprehension. Through this research, the researcher will search the result (score) for every point (reading habit and reading comprehension). Thus, the researcher uses two tests to collect data in this research without any treatment. The first test is a questionnaire of reading habit, and the second test is reading comprehension test. The results of the research will show how student's reading habit gives an effect or correlation with their score in reading comprehension test.

This research specializes on students' reading comprehension without any language abilities or components (speaking, writing, and listening). Again, the researcher only focuses on finding whether or not students' reading habit has a significant correlation to students' reading comprehension ability and also to find out which aspects of reading comprehension that has a highest correlation with reading habit of ninth grade students in SMP Negeri 3 Natar.

1.6 Definition of Terms

Definitions of terms are provided to avoid misunderstanding regarding the concept. The definitions of terms are defined as follows:

1. English Reading Habit

   The word habit refers to the activity that is replicated in repeat at the same thing. Sangkaeo (1999) defines reading habits as the behavior that shows a desire for specific types of reading and tastes in reading. It means that the amount of reading and the intensity with which a person pursues his/her reading activity determines a person's interests in repeatedly reading behavior.

2. Reading Comprehension

   Reading comprehension can be conceptualized as ability to take the information from the content of a text. It means that readers need to transform the information from the text using their thought (Brassel, 2008).

II. LITERATURE REVIEW

This chapter covers some theories related to this research. It consists of a previous research, concept of ability, concept of reading comprehension, reading comprehension aspect, measurement of reading comprehension, levels of reading comprehension, concept of reading habit, indicators of reading habit, the importance of reading habit, theoretical assumption, and hypothesis.

2.1 Review of Previous Research

There are some studies that were conducted by other researchers related to the research of students' reading habit in language learning: Muawanah (2014), Suhana and Haryudin (2015), Yusnaeni, Mahsyhur & M. Syarfi (2019), Najnawati (2019), and Haka, Sutarsyah, & Suka (2015). They can be used as references for the researcher to finish this research.

One of them was conducted by Muawanah (2014) this research was aimed to know the relationship between students' reading habit and their reading comprehension. The finding revealed that there was a positive relationship between reading habits and students' reading comprehension, as the correlation coefficient between the two variables (reading habit and reading comprehension) was 0.779 and categorized high correlation. Therefore, it can be concluded that reading habit is proven as one of the factors that affect students' reading comprehension. Another research was conducted by Suhana and Haryudin in (2015) this research is concentrated on finding whether reading habit has a correlation to oral reading fluency in Indonesian English learners. The finding revealed that there is a positive significant correlation between students' reading habit and their reading fluency.

Another research was held by Yusnaeni, Mahsyhur & M. Syarfi (2019), the research used reading habit questionnaire and reading comprehension test as the instrument of data collection. The findings showed that r-obtained is 0.514 with the significant level 0,001 which means that there is a significant correlation reading habit and reading comprehension. It is implied that the higher students' reading habit, the higher their reading comprehension will be. The same topic is also investigated by Najnawati (2019), the participants of this research were the second grade students' of MTs Negeri Parepare. The aim of this research was to see the correlation between students' reading habit and students' reading comprehension. Based on the data obtained in this study, students' reading habit has a significant correlation with students' reading comprehension, it was confirmed by the results of the questionnaire and reading test with significant value $r_{xy=}\ 0,480 \geq r_{tabel}=0,367$.

Another research related to reading habit was conducted by Haka, Sutarsyah, & Suka in (2015), this research investigated the influence of reading habit toward reading comprehension. The sample was 38 students of XI IPA 3 MAN 1 Model Bandar Lampung. Through this research, it can be implied reading habit has a substantial influence on reading comprehension which shows that students who scored well in reading habit they also scored well in reading comprehension. Moreover, in this research finding the researcher found that there are another factors that make a good achievement in reading comprehension such as: a good purpose in reading, have a specific time in reading, have a high motivation in reading and also have some good book as a reference.

Based on previous researches above, the researcher found that reading habit has positive correlation on learning language, especially reading. To get the data, the researcher organizes the test result to prove whether there is a significant correlation between students' reading habit and their reading comprehension ability. Unfortunately, the previous research which investigates the correlation between students' reading habit and reading comprehension ability at secondary school level is very limited. Therefore, this research is also conducted to add

number of studies about reading habit, especially its correlation with reading comprehension ability.

2.2 Concept of Ability

The state of being able to accomplish something, or your degree of proficiency at doing something, is characterized as ability (Fillmore, 1979). Whereas, Nation (2001) said that ability is the quality or skill that you have which can makes it possible for you to do something. On other words, if someone has ability, he or she is considered to be doing something effectively. The ability may be gained by continual study and practice.

An ability is not always about doing something physically. A person can also do something by including their thinking such as becoming a speaker, solving math test, etc. Robbin (2007) said there are two factors of ability; they are intellectual ability and physical ability. Intellectual ability is an ability that is needed to do several activities of thinking, reasoning and problem solving. While, physical ability is activities that require energy, stamina, skill or power. Every people have different ability, whether it is from their intellectual, physical or even both of them. Based on the definitions of ability above, the researcher implies that ability is the skill or power to do in a certain activity.

2.3 Concept of Reading Comprehension

The goal of reading is comprehension. Comprehension is one of the important aspects of reading activities because by understanding a reading material it will enhance the reading ability. Reading and comprehension are two notions that cannot be separated, they are strongly linked. According to Woolley (2011), reading comprehension is the activity of getting meaning the idea of the text. It means that comprehension of the contents of reading material involves a process of deriving meaning from written text that make is easier for the readers to organize the information. This is further supported by Phantharakphong & Pothitha (2014), reading comprehension refers to the ability to comprehend information conveyed in written form. Meanwhile, Rumelhart (1994) states reading comprehension is an interactive activity between students and contexts. In

the period of this interaction between students and contexts, students utilize different experiences and knowledge which involve language ability, cognitive information and world knowledge.

It is important to note that, reading comprehension involves more than just interpreting what is written but is also involves considering about what the text really means. However, it is generally recognized that students have trouble getting the idea and meaning of the written text through reading comprehension. Students must have language aspects in order to comprehend texts, including the meaning of words, phrases, contents, and most crucially, the author's thoughts. Thus, in other terms, reading comprehension is the method of acquiring all the essential information or content meaning about the topic in the text.

In conclusion, it is important to have good reading comprehension in order to get meaningful information from the text and to achieve the goals of reading process. Additionally, for the students who have good reading comprehension, it would be easy for them to get a higher score in reading comprehension test. From this point, it can be said that reading comprehension is very important for the students in their learning process, if the student does not understand what they read, they cannot catch the meaning of the text.

Additionally, Grellet (1981) states that there are four categories of the ways in reading, that is, skimming, scanning, intensive reading and extensive reading. Through those ways, it is easier for readers to do reading comprehension. The further information will be explained as follows:

1. Skimming

   Skimming is the process of quickly going over a text to get the key point of it. In this process the readers read through the text rapidly to get the necessary information, it is useful for the reader who wants to get the main idea from a passage without wasting much time (Grellet, 1981). Additionally, Wahyuningsih (2018) summarizes that skimming is the process of reading a text for general theme or primary concept. While

reading, skimming helps the reader to search for details as well as the major concepts. Skimming process involves reading the title, subtitle, headings, opening paragraph, and the first sentence of subsequence paragraphs, key words, visual components, and the last paragraph.

2. Scanning

   Scanning is the process of reading rapidly in order to discover more specific information. Scanning for information technique in this approach should be quick and accurate. Readers use this approach to search specific information such as dates, names, and location, among other things.

3. Extensive Reading

   Extensive reading entails reading longer books, primarily involves comprehensive understanding, and usually for leisure (Grellet, 1981). In line with these statement, Patel & Jain (2008) state that the purpose of extensive reading is for pleasure. After reading, the reader is unconcerned with specific information instead people read for keep them update.

4. Intensive Reading

   Intensive reading refers to the process of reading shorter text. Particularly, the learner read the materials to gain information or analysis. The purpose of this reading is carried out in order to get specific information (Patel & Jain, 2008).

Each kind of ways of reading discussed above is employed for specific reasons. Each also requires a different approach and technique to achieve its goal. For instance, skimming and scanning techniques are useful for the readers when they read a reading section in a reading test. Additionally, those ways of reading are related to the indicators of reading comprehension which will help the students to answer the questions in easy ways. Thus, by using those techniques, they may be able to find the information they need without having to read the entire reading passage in a shorter time.

2.3.1 Reading Comprehension Aspects

The main purpose of reading is comprehension. From reading, the students will get some valuable information if the students can get what is the author intended to convey. To make it happen the readers or the students need to know the aspects of reading comprehension. According to Nuttall (1996), there are several reading comprehension aspects that students should master, including:

1. Identifying the Main idea

   Main idea refers to the "big idea" or the main concept found in text (Duffy, 2009). To identify the main idea, readers must understand what the primary message that the author needs to convey by summarizing it and looking for repetition ideas. It is also found in the first sentence of the paragraph. To figure it out, the reader must think across the entire text.

2. Finding Specific Information in the Text

   The reader must scan particular details when reading factual material. Factual information is the information that is explicitly stated in the text. There are many different forms of factual information definition, example, facts, an incident, analogy, comparison, cause and effect, statistics, and quotation. In which, the majority of the answers may be found in the text. To find the specific information the reader only reads a few sentences that are connected to the questions

3. Determining Reference

   It is essential to understand the references used in a text because the references often used in a text in order to avoid the repetition word. A text would be monotonous to have and repeat the same term or phrase every time an author uses it.

4. Making Inference

   In reading comprehension, making inference is very important. This process is about how students to think more deeply about the implicit meaning in the

text. It is an ability that allows students to integrate their prior knowledge to comprehend something that is not explicitly stated in the text.

5. Understanding Vocabulary

The most important aspects of successful reading is the ability to understand the meaning of vocabulary items from context (Harmer, 1997). Vocabulary is essential for reading comprehension. Readers cannot comprehend what they are reading without knowing the majority of the words really mean. It is necessary to understand vocabulary in the text.

From the explanation above, the benefits of locating the main idea, determining reference, making inference, finding specific information in the text, and understanding vocabulary help the readers to understand the points the author attempting to convey. For example, if readers have read the text and do not get the main idea, they will not know what the contents of the text completely. Moreover, the aspects of reading comprehension described above will be used in order to determine students' reading comprehension ability.

2.3.2 Measurement of Reading Comprehension

The most common sort of published reading test or measurement is reading comprehension assessment. The most frequent reading comprehension assessment is having the readers to read a passage of text that is leveled appropriately for them, followed by asking some explicit, detailed, and comprehensive questions about the content of the text.

In this research, the researcher will focus on students' reading comprehension ability in measuring 5 aspects of reading by the theory proposed by Nuttall (1996) including: main idea, specific information, reference, inference, and vocabulary. These aspects will be measured using reading comprehension test in the form of multiple choices question which is adapted from National Examination published by Ministry of Education and Culture in 2019.

2.3.3 Levels of Reading Comprehension

According to Westwood (2001), there are four levels of reading comprehension to help the students monitor their comprehension levels in reading. The levels of reading comprehension are described as follows:

1. Literal comprehension

   The first level of comprehension is called literal comprehension. Comprehension at this level involves what the author is actually saying in the written words. The readers need to comprehend the information or ideas provided explicitly in the reading material. Basic questions on literal comprehension include who, what, where, and when. In addition, the type of information that could be identified as literal comprehension including, the main idea, the sequence of events, characters in story, and stated facts. All these literal information are easily understandable from a text.

2. Inferential level

   Inferential level means read between lines and making inferences. This level requires a higher level of thinking ability because the questions in the category of interpretation are concerned with answer that are not directly stated in the text but are implied where the students make connection between author's ideas, make inference, or implied meaning from the text, not just what the author says in the written words.

3. Critical level

   At the critical level the readers assess the good sense of what they are reading, its clarity, accuracy and truthfulness. In this comprehension level, reading is the process of comparing in a passage to the readers' own knowledge and ideas.

4. Creative level

   At this level, the readers can apply the insights or ideas acquired by the reading. The creative level stimulates readers to think in new and original

ways. It involves giving personal reactions based on comprehension of the stated messages.

In conclusion, deep comprehension occurs when all levels have been considered. Every readers have a different level of comprehension, it depends on how far their ability to comprehend reading materials. Those levels help the readers to go beyond the surface of a text in a step-by-step way. As the result, the researcher concluded that most of the students have achieved inferential level based on the result of reading comprehension test, in which the students are able to read between the lines and make inferences about things not directly stated.

2.4 Bloom's Taxonomy for Reading Test

Comprehension is the second classification level of Bloom's Taxomy which assess actual reading comprehension ability. Students will acquire higher order thinking by using higher levels of questioning. Bloom et al. (1956) classified learning objectives for cognitive domain into six levels, namely knowledge, comprehension, application, analysis, synthesis, and evaluation. Then, Anderson et al. (2001) revised them by making some changes as follows:

1. Remembering

   The reading test on the level of remembering is simply about how students recall the facts, definitions, or concepts based on the material provided. Because they can find the facts, concepts, or definitions in the book if they read it attentively. On this level, students are naturally limited to recognizing, finding, and transferring facts, concepts, or definitions from the text to the answer sheet. Exhibits previously learned material by recalling facts, words, basic ideas, and answers.

2. Comprehending/understanding

   Reading test on the level of understanding means that the students are able to understand what they read, what is the content of the text they read. And they are able to find the relationship of each information from the text, finding causality, finding similarities and dissimilarities, and so forth.

Question given on this level is not too difficult, it is still about a simple cognitive aspects, even though it is higher than remembering. Here, the students are not only to recognize the text and to match the question with its answer but they are able to understand it.

3. Applying

Reading test on the level of applying means that the students are able to apply their understanding on the situation and condition which are relating each other. The students ordered to give the new cases, new examples, about a concept, a definition, or facts. Their ability in giving the examples, demonstrating their understanding, presenting what they know, and so on, are a fact that they are not only remember and understand, but also they can apply it. Solving problems by applying acquired knowledge, facts, techniques and rules in a different way.

4. Analyzing

Reading test on the level of analyzing demands the students to be able to analyze the information in a text, recognizing, identifying, and distinguishing the information. The cognitive activity demanding on this level is more than only to understand the content. The understanding level demanding in here is a critical understanding, and detail information, more above those, it is about the specific part, specific information of the text.

5. Evaluating

Reading test on this level demands the students to be able to give evaluation upon the text they read, whether about the content or about the cases and problems, or about how the writer write the text / point of view. Test on this level needs not only deeper knowledge about the problems on the text, but also the knowledge out of the text. Same as the synthesis test, this evaluation test also needs the high level of cognitive activity. This test is very good used in order to measure the student's way of thinking, and to train them well.

6. Creating

Students must be able to develop new ideas and information using what they has been learned before in order to pass the reading test at this level. The students must be able to relate or generalize the concepts, cases, ideas, facts, and opinions that are presented in the text. They must also be able to put information together in a new way by putting different combinations of the text's elements together or by suggesting an alternative course of action. This level of cognitive function involves learning new knowledge, making predictions, and solving problems. This level of cognitive function is complicated and advanced. Because the test being administered now requires more complex cognitive functions, not everyone can complete it accurately.

In conclusion, objective assessment (multiple-choice, matching, fill in the blank) often concentrate on the two lowest levels of Bloom's Taxonomy: remembering and comprehending. Subjective assessment (essay answers, experiments, portfolios, and performances) are more likely to examine higher levels of Bloom's Taxonomy: applying, analyzing, evaluating, and producing. Thus, it can be concluded that the teacher should ensure that the questions in the test are pulled from levels of the taxonomy pyramid based on the assessment type and students' level.

2.5 Concept of Reading Habit

Reading habit has numerous definitions in the literature. Maximilian (2020) defines reading habit as a way someone organized his or her reading in terms of intensity or time spent in reading, the number of reading texts, and the kind of reading text. Another theory, Wanjari and Mahakulkar (2011) state that reading habit entails the collection of reading materials and a desire to have more time to do reading activities. Moreover, Shen (2006) states that reading habit refers to how often, how much and what readers read.

Students are expected to have a good reading habit for improving reading comprehension ability and they have to practice reading English material more frequently. According to Chettri (2013), reading can be said as a habit if this activity is done repeatedly. Thus, it can be said that as repeated actions, habit involves a process of an unconscious pattern. Moreover, reading habit would help the learner obtaining and gaining meaningful knowledge and enable the student in achieving language proficiency which includes reading ability. To sum up, reading habit is one of the important factors that can help and influence students to be able to have a good ability in understanding something by reading activity, as well as in getting some information through written form.

Therefore, in order to become a habit, reading must be done on a regular basis. It is not simple to make the transformation from a reading practice into a habit. To make reading a habit, it takes a long time, some practice, and a lot of motivation from the reader. In brief, reading habit is a pattern of reading practice that includes a person's amount of time spent reading and the type of text or book that is read. To develop a reading habit, reader must fully commit to reading and do so often. This research discusses the students reading habit that they do every day. Habit in this research refers to the habit that students always do in their spare time or they intentionally spend their time for reading at school or at home.

Moreover, the development of students' reading habit has been influenced by several factors. As stated by Shen (2006) reading habits are linked to several factors, including:

1. Gender

   In respect of gender, there are many differences aspects of reading habits and preferences among boys and girls. As proposed by Uusen & Müürsepp (2012), girls' average time spend with reading every days is 114 minutes (1 hour 54 minutes) while boys spend average time with reading every day is 74 minutes (1 hour 14 minutes). As a result, girls read more frequently and for longer periods of time than boys. Moreover, Uusen & Müürsepp (2012) said that in leisure time women are more likely to read for entertainment (novels, crime fiction, science

fiction and horror books or thrillers) whereas, men more prefer to read to gain information (newspaper, biographies and factual book). In addition, Clark & Foster (2005) revealed that girls greatly enjoy reading more than boys. Most times boys have a negative attitude towards reading.

2. Age Levels

Reading habit is connected with gender and age levels, these factors are closely related to students' reading interest. Clark & Foster (2005) revealed that primary students enjoying reading significantly than secondary ones. Interestingly, primary students rated themselves as better readers that secondary students.

3. Educational Background and Socio-Economic Status

Reading habits of students at different levels of school are slightly different as well as graduate and undergraduate students. Shen (2006) surveyed that younger students preferred to read news, while college students in junior level read newspaper more frequently than sophomores or seniors, senior read magazines more often than sophomore and junior. Moreover, Mokhtari & Sheorey (1994) revealed that reading habits of ESL students in college was shown to be significantly related to their educational level (graduate and undergraduate). Graduate students read more extensively and spent more time reading for academic purposes than did their undergraduate counterparts.

Based on definitions above, it is apparent that those factors have responsibility in fostering students' reading habit. However, the researcher does not use those factors to evaluate students' reading habit. Besides, this research will be used the indicators of reading habit proposed by Gaona & González (2010) that will be elaborated below.

2.5.1 Indicators of Reading Habit

We need to see at some indicators to know if someone has reading habit or not. In this research, the researcher used the intrinsic and extrinsic indicators of reading habit. Gaona & González (2010) summarized that there are several indicators to determine the presence of reading habit including:

1. Materials read

   Materials read means a specific estimate of the number of reading materials that the person reads during some sort of time.

2. Reading Frequency

   Reading frequency refers to the amount of time spent on reading a particular unit of time. This indicates that the more frequently of time you read the higher level of ability to comprehend the content of reading you get. The amount of time people read determines whether or not they acquire a reading habit. Students with high levels of reading habits would have better abilities and knowledge than students with low levels of reading habits. Reading frequency will help the students to become good readers since they are more motivated to read, which leads to higher comprehension abilities.

3. Time Spent on Academic Reading

   Time spent on academic reading is amount of time of person reports spending to reading materials that are related to his or her education. Reading textbooks and other materials generally necessary for college study is typically characterized as academic reading (Mokhtari & Sheorey, 1994). For certain lessons, reading academic textbook is important as teachers are unable to cover all the lesson content, or in some situations. The textbook is designed comparatively easier to make the students able to learn independently. It can be concluded that, the more students spend their time in academic reading the more benefit that they will get in their study.

4. Time Spent on Non-Academic Reading

Time spent on non-academic reading refers to the amount of time that the student claims to read books that are not directly relevant to his or her course of study. Students read based on their preferences and they view reading as a pleasurable activity. Moreover, Mokhtari & Sheorey (1994) classify non-academic reading into materials that unrelated to academic study purposes such as books, newspaper, magazines.

5. Motivation in the Family Environment

Family environment contributes an important impact of students' reading habit. It is because home is a first place where the children learn before they begin a formal school. As Iftanti (2015) studied that the presence of figures as friends, father, or mother who creates good reading habits are motivational constructs that aid in the development of their good reading habits in English. In terms of achievement and motivation, children with uneducated parent are at disadvantages, than children with educated parent. Moreover, reading habits can also be influenced by the family background and home environment. Students who never learned to read at home due to lack of reading resources or because of their parents' level of education, have struggle to build good reading habits (Yamoah, 2015).

6. Motivation in The Academic Environment

The motivation of teachers or librarians is one of the indicators of students' reading habit. In an academic context, students frequently report on the teacher's use of activities to encourage book or literary interaction. Moreover, Park (2008) found that EFL students who acquire reading habit are more likely to have a teacher who likes reading as well. motivation is responsible for why people decide to do something, how long they can continue the action, and how much they will do it (Doernyei, 2001). In this way, reading habits of teacher and parents will set the tone for fostering reading as a joyful experience rather than just

an acquired taste.

Considering the importance of academic environment in student's reading habit. It is worth saying that students' motivation for reading will support them in achieving a good grade in English course. To put it another way, reading motivation and academic environment is essential for students' reading comprehension ability. Obviously, motivation is very important for students learning process because students' motivation can push them to achieve the best possible learning outcomes.

Additionally, the indicators of reading habit above will be used to evaluate the questionnaire of students' reading habit to get result of questionnaire.

2.5.2 The Importance of Reading Habit

Based on the definition of reading and reading habit above, it is obvious that developing reading habit is very important for the students. Reading habit is a fundamental in the development of academic success. By implementing reading as a habitual activity, students are able to read critically, effectively and in positively. Furthermore, reading habit allows readers to expand their minds and become more knowledgeable.

Reading is an important habit for students to develop their learning process. According to Gardner (2012), reading habits can greatly help students in achieving good academic achievement. Moreover, reading habit would support the students in acquiring and gaining relevant information, as well as high English academic achievement in school, especially in reading comprehension.

Additionally, Owusu-Acheaw & Larson (2014) state that reading habit is a deliberate pattern of study that helps students master academic subjects and passing test. In other words, by having a good reading habit, it helps the students

in many aspects of reading comprehension ability is determined by their reading habit. In terms of the importance of reading, students learning English as foreign language must develop good English reading habits since they will be involved in many English reading practices.

Since English is the subject that is tested in national examination for Indonesian secondary students, English reading comprehension ability is very crucial factors related to the students success. Reading habit is also viewed as one of factors relating to the success of reading comprehension. Therefore, to enhance English reading comprehension, it is necessary to improve English reading habit of students. By accustoming a good reading habit as a daily activity, it will help the students to read and to comprehend English text fluently and accurately. Practicing reading habit also improves analytical skill in comprehension task.

As seen above, it can be concluded that the more students spend their time on reading the more benefit that they will get in their learning language, especially in reading comprehension.

2.6 Theoretical Assumption

Based on the literature review above, reading habit and reading comprehension ability both are interrelated. One requirement that can help students to enhance their reading comprehension is to read more often. Given the fact that comprehension is the outcome of a reading habit process, reading habit is considered to have a significant influence on students' reading comprehension.

Undoubtedly, it is much more difficult for students to develop their reading comprehension if they never read. By having a good reading habit, the students can improve their ability in comprehending English text. To sum up, people regarded as a reader are those who can both read the words and know what the words mean. Obviously, the more students read in English the better they ability in reading comprehension will be. In other words, if the students develop a good reading habit, they would have a better ability at comprehending the contents of

the reading than those who do not cultivate a reading habit as a part of their daily activities.

In conclusion, it is assumed that there is a correlation between students' reading habit and reading comprehension ability. Hence, reading habit will give some impact on reading comprehension ability as has been shown in some of the previous research conducted before. Therefore, this study aims to know the correlation between students' reading habit and their reading comprehension ability.

2.7 Hypothesis

Based on the theories described above, the researcher formulated the hypothesis as follows:

H1: there is a significant correlation between students' reading habit and their reading comprehension ability.

III. RESEARCH METHODOLOGY

This chapter presented the research method and design. In this method the major components include, research design, variable, population and sample, research instrument, research procedure, scoring system, validity and reliability of the Instrument, data analysis and hypothesis testing.

3.1 Research Design

In this research, the researcher used quantitative design with correlational study. The researcher used a quantitative research design because the aim of this study is to find out the correlation between one variable to others. According to Mertents & McLaughlin (2005), correlational research offers an estimate of the magnitude of a relationship between two or more variables. Since the aim of this study was to find out the correlation between students' reading habit and their reading comprehension ability, the researcher did not give the participants any treatment or experiment. The researcher obtained the data from the questionnaire and reading comprehension test then correlating the result of each instrument using Pearson Product-Moment correlation in SPSS 20.0 version. Moreover, According to Setiyadi (2018), the research design is formulized as follows:

$$\boxed{\textbf{T1} \longrightarrow \textbf{T2}}$$
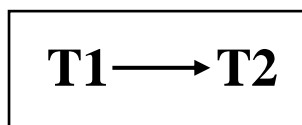
Where:

T1   : Reading habit questionnaire as variable (X)

T2   : Reading comprehension test as variable (Y)

⟶   : Correlates

3.2 Variables of the Research

The data of this research were student's reading habit and reading comprehension ability. Habit is one of the language attitudes symbolized as 'X' variable. It was measured by using questionnaire. Thus, the result was reading habits data. While, English reading comprehension is one of abilities in language which was tested by the form of multiple choice tests which consist of 30 items and the result is students' reading comprehension scores symbolized as 'Y' variable.

3.3 Population and Sample of the Research

1. Population

The population is the group of interest to the researcher, the group that the researcher would ideally like to generalize the results of study (Gay, 2012). The population of this research was ninth grade students of SMP Negeri 3 Natar in academic year 2020/2021 which consists of six classes. It can be seen in the following table:

Table 3.1 Class distribution of ninth grade students of SMP Negeri 3 Natar

No.	Classes	Population		Total
		Male	Female	
1.	IX A	10	22	32
2.	IX B	13	19	32
3.	IX C	18	14	32
4.	IX D	17	16	33
5.	IX E	17	15	32
6.	IX F	16	16	32
Total population		**91**	**102**	**193**

Source: Administration SMP Negeri 3 Natar, 2021

2. Sample

In determining the sample, the researcher used purposive sampling technique. Purposive sampling is used with the goal of representing a case that can answer the research problems with an individual or selected case (Setiyadi, 2018). The researcher selected IX A as the sample of the research which consists of 32 students. The sample was chosen purposively because based on the researcher's early observation (PLP) at SMP Negeri 3 Natar, this class was most active and

reached the highest score in doing English exercises among all the ninth grade students. Moreover, the researcher decided XI A as a recommendation by the teacher who handle English subject in SMP Negeri 3 Natar.

3.4 Research Instruments

To collect data from the sample on this research, the researcher used two techniques which will be explained as follows:

3.4.1. Questionnaire

In order to get the data on the students' reading habit, the researcher used a set of close-ended questionnaire. The questionnaire was used to know the level of students' reading habit. The researcher do not create an instrument by herself, instead the researcher adapted and modified it from present questionnaire by (Iftanti, 2012). It was because the researcher claims that taking out or using the current questionnaire will be beneficial, efficient, and effective. It is also more valid and reliable. The questionnaire consists of 20 questions. Besides, the questionnaire will apply a four-point Likert scales those are never, sometimes, often, and usually. All statements in the questionnaire will be written in Indonesian language in order to avoid the misinterpretation of the questions and the students will not be confused to fulfill it.

3.4.2 Reading Comprehension Test

There are many ways to evaluate students' reading comprehension ability. One of the methods is to use a formal assessment. The assessment result was used to stream students according to their ability. One of the examples of formal assessment is standardized test. In collecting the data of the students' ability in reading comprehension, the researcher used a reading comprehension test in the form of multiple-choice which consists of 30 items to know the students' ability in comprehending English text. Thus, the standardized test was used, the items were taken and modified from national examination published by Ministry of Education and Culture in 2019 (especially using narrative text). Furthermore, the classifications of reading test were presented as follows:

Table 3.2 The Classifications of Reading Test

No.	Aspects	Items	Total
1.	Identifying main idea	6, 7, 10, 14, 20, 28	6
2.	Finding specific information	2, 3, 8, 12, 22, 24	6
3.	Determining reference	5, 13, 17, 21, 26, 29	6
4.	Making inference	1, 9, 11, 16, 18, 25	6
5.	Understanding vocabulary	4, 15, 19, 23, 27, 30	6
Total			**30**

3.5 Research Procedure

In conducting this research, the researcher used the steps as follows:

1. Determining The Research Problems

   The problem of the research was intended to find out whether there was any correlation between students' reading habit and their reading comprehension ability. Besides that, the researcher interested to investigate the aspects of reading comprehension correlating the most to students' reading habit.

2. Determining The Population and Sample

   The population of this research was the ninth grade students of SMP Negeri 3 Natar. Besides, the researcher used purposive sampling to choose the sample.

3. Determining The Research Instrument

   The instruments of this research were a questionnaire and reading comprehension test. For the questionnaire, a set of closed-ended questionnaire consists of 20 items was used to measure students' habit toward reading. For reading comprehension test, the researcher selected narrative text. The selecting process was considered the materials that had been taught to the students and based on the syllabus of Junior High School.

4. Administering the Reading Test

   The researcher gave a reading test in the form of multiple-choices. This test was used for evaluating the students' reading comprehension ability. Moreover, the researcher gave instruction to the students to finish the test

in 60 minutes.

5. Administering the Questionnaire

    The researcher distributed a reading habit questionnaire to the students through Google form in order to know their reading habit.

6. Collecting Data

    After administering the tests, the data from both tests were collected.

7. Scoring Test

    After collecting the data, the researcher gave score to the reading habit questionnaire and reading comprehension test.

8. Analyzing the Result of the Test

    The researcher correlated the score of students' reading test and the score of the questionnaire. The data were analyzed by using SPSS (Statistical Package for Social Science) 20.0 version in order to investigate whether reading habit has correlation with students' reading comprehension ability or not and to determine which aspect of reading has a highest correlation with reading habit.

3.6 Scoring System

1. Questionnaire of Reading Habit

To measure students' reading habit, the researcher used a set of questionnaire which consists of 20 items. It was assessed with the following scales:

a. Never   = 1
b. Sometimes   = 2
c. Often   = 3
d. Usually   = 4

(Likert, 1932)

2. Reading Comprehension Test

In scoring reading comprehension test, the correct answer was marked one (1) point and the wrong answer was marked zero (0) point. So, the overall raw score from the correct answer in this reading test was 30 points. In examining the

students' reading comprehension, there were four options in each item (A, B, C, and D). There were no classifications score needed in this test because all students score should be accumulated no matter how their score was. Moreover, the score of reading comprehension test would be calculated by using the formula by Arikunto (1997) as follows:

$$S = \frac{r}{n} \, \mathbf{x100}$$

Where:

S = the score of the reading test

r = obtained score

n = total items

3.7 Validity and Reliability of the Instrument

A good instrument should be valid and reliable. The researcher must be assured the readers that the instruments are valid and reliable by running validity and reliability test. As stated by Setiyadi (2018), validity and reliability are the important points to be considered in measuring the quality of instruments.

3.7.1 Validity of Questionnaire

In this research, the researcher applied inter-rater validity to measure whether the questionnaire valid or not. In addition, it was adopted depending on three raters' judgment (English teachers). Moreover, the items were based on indicator of reading habit by Gaona & González (2010) Such as: attitude toward reading, reading frequency, time spent on academic reading, time spent on non-academic reading, motivation in the family environment, and motivation in the academic environment. Additionally, the raters assessed whether the questionnaire was in line with those indicators or not. Pearson Product-Moment Correlation also used in this validity test. The questionnaire could be statute that it is valid if the sig. tailed < 0.05.

The questionnaire consists of 20 items. In this part, the researcher will asks the students to choose one option from four options by using Likert scale. The responses have to represent the students' actual personality regarding reading habit.

Table 3.3 Specification of the Questionnaire

No.	Reading Habit Indicators	Number of Items	Total Number
1.	Materials read	1, 2, 3, 4	4
2.	Reading frequency	5, 6 ,7, 8	4
3.	Time spent on academic reading	9, 10, 11, 12	4
4.	Time spent on non-academic reading	13, 14, 15, 16	4
5.	Motivation in the family environment and academic environment	17, 18, 191, 20	4
	Total		**20**

Based on the table above, the questionnaire contains all of the indicators of reading habit. As a result, because each items was in line with the indicator of reading habit theory proposed by Gaona & González (2010). It was assumed that the questionnaire has construct validity.

3.7.2 Validity of Reading Comprehension Test

The researcher measured the validity of reading comprehension test using inter-rater validity. The degree of agreement among raters is termed as inter-rater validity (Setiyadi, 2018). Additionally, the raters assessed whether the reading test is suitable or not with the syllabus and aspect of reading. For evaluating and deciding the validity of reading test, the researcher will adopt those kinds of validity and consider the decision from the 3 raters (English teachers) at the school. Additionally, the item must be dropped if two raters do not accept it. The following points are: the reading test based on English syllabus of Junior High School, 2013 curriculum and the basic competence and the indicator to achieve the valid test.

1. Content Validity

   To measure the validity of reading comprehension test, the researcher used content validity. According to Setiyadi (2018), content validity related to how far the test based on the curriculum. It has content validity since the

instrument based on 2013 curriculum and syllabus for the ninth grade students of junior high school which is suitable with the student's level **(See on appendix 3)**. Then, it can be said that the instrument of reading comprehension test is valid.

2. Construct Validity

   Construct validity is needed for instrument that have several indicators in order to asses one aspect or construct (Setiyadi, 2018). It means that the test items must be considered with the aspect of reading comprehension. Moreover, the researcher used the aspects of reading comprehension by Nuttall (1996) such as determining main idea, finding reference, making inference, detail information, and understanding vocabulary.

3.7.3 Reliability of Reading Comprehension Test

Inter-rater validity was used to measure the reliability of reading comprehension test, it is used when the test scores are independently estimated by two or more judges or raters. In this case, the raters fill in rater agreement by giving points from 1 to 4 (1: strongly inappropriate, 2: inappropriate, 3: appropriate, and 4: strongly appropriate). Moreover, the score of three raters (English teacher) were correlated to examine whether the scores belong to acceptable scores or not. To obtain inter-rater reliability, the score of three raters were correlated using *Intra-class Correlation Coefficient* (ICC). Then, the researcher would get the interpretation of coefficient correlation, whether they belong to high, medium, or low inter-rater reliability category. To measure the reliability, it was analyzed with formula of *Intra-class Correlation Coefficient* in SPSS 20.0 version. Further, the criteria of reliability are derived as follows.

0.800 to 1.00	: very high reliability
0.600 to 0.800	: high reliability
0.400 to 0.600	: moderate reliability
0.200 to 0.400	: low reliability
0.000 to 0.200	: very low reliability

(Kimberlin, 2008)

3.7.4 Reliability of Questionnaire

The consistency of the results is related to the reliability test. *Cronbach Alpha* was computed to determine whether the questionnaire is reliable or not. If the *Cronbach Alpha* score is 0.80 or higher, the questionnaire is considered trustworthy (Setiyadi, 2018). In other words, the higher the Alpha score, the more reliable the questionnaire is.

The following scale can be used to define the dependability scale:

0.80 – 1.00 very high reliability

0.60 – 0.79 high reliability

0.40 – 0.59 average reliability

0.20 – 0.39 low reliability

0.00 – 0.19 very low reliability

(Arikunto, 1998)

3.8 Data Analysis

In order to find out the correlation between students' reading habit and their reading comprehension ability, the researcher analyzed the data as follows:

1. Scoring and Tabulating Reading Habit Questionnaire and Reading Comprehension Test

    The students' answer of reading habit and reading comprehension test were scored and tabulated. Questionnaire of reading habit and reading comprehension test were scored by the researcher. For the questionnaire it was scored by using four point Likert scales. While, the reading comprehension test was scored by Arikunto's (1997) formula in order to get the result score.

2. Analyzing Data

    The data that has been tabulated were analyzed. The researcher analyzed the data using Pearson Product-Moment Correlation analysis in SPPS (Statistical Package Social Science) 20.0 version. The result of the test was

in form of score or interval data. After getting the result, the researcher correlated the result of students' reading habit with the result of students' reading comprehension test in order to determine whether there was any significant correlation between students' reading habit and their reading comprehension ability or not. Moreover, the researcher also employed Pearson Product-Moment Correlation to find out which aspect of reading comprehension that has a highest correlation with reading habit.

3.9 Normality Testing

Normality test is used to know the distribution of data analysis. This test was used Shapiro-Wilk test with significance level 0.05. The following was the hypothesis testing of normality test:

H_1 = the distribution of the data is normal

Where:

H_1 is accepted if the result is higher than 0.05.

3.10 Hypothesis Testing

The hypothesis of this research is presented as follows:

H1: there is a significant correlation between students' reading habit and their reading comprehension ability.

The hypothesis testing was used to prove whether the proposed hypothesis in this research was accepted or not. The hypotheses tested using a Pearson Product-Moment of Statistical Package for Social Science (SPSS) 20.0 version.

V. CONCLUSION AND SUGGESTION

In this final chapter, some conclusions and suggestions were made related to results and discussions of research.

5.1 Conclusions of the Research

After conducting the research, the researcher concluded the result based on the findings and discussion in the previous chapter.

1. Based on the description of the data analysis and discussion in previous chapter, it shows that there is a significant positive correlation between students' reading habit and their reading comprehension in the ninth grade students in SMP Negeri 3 Natar in academic year 2021/2022 which was shown by the result of r_{value} (0.802) > r_{table} (0.349). In other words, the research hypothesis (H_1) was accepted. The correlation between students' reading habit and their reading comprehension was on high correlation. Thus, the positive correlation revealed in this research shows that reading habit gives beneficial effect to students' reading comprehension, because the better students' reading habit, the better their reading comprehension.

2. The most correlated aspect between students' reading habit and reading comprehension aspects is understanding vocabulary. As the computation showed that the coefficient correlation was 0.735, which makes it the highest correlated aspect among other aspects of reading comprehension. When students form a good reading habit, they will have better understanding vocabulary that can improve their reading comprehension ability.

5.2 Suggestions of the Research

Regarding the finding of the research, the researcher would like to give some suggestion to readers, especially for teachers and future researchers.

1. Suggestions for the English teachers

   a. After knowing that reading habit has the correlation toward reading comprehension, the researcher suggests English teacher to apply various strategies and techniques in teaching reading to make the class interactive in order to stimulate students' motivation to read. For example, English teachers may help students to have more attention in reading task. It can be provided much kind of books, promoting any kind of reading activities independently or in class activities. English teachers are also suggested to teach the students how to improve students ability in reading comprehension, especially skill and strategies in reading comprehension test, for example teachers can teach their students about the different types of reading comprehension question to make these questions more comprehensible and help the students to overcome the difficulties in reading comprehension of English text.

   b. Since understanding vocabulary has a highest correlated aspect with students' reading habit, it is suggested that in learning activities English teachers can ask students to write new vocabulary that they encountered while reading. English teachers can also ask students to read outside of school learning activities for example, reading any reading material that students are interested in in order to improve their reading habit as well as increasing students' vocabulary.

2. Suggestions for future researchers

   a. This research was used ninth grade students as the sample, due to present study it is suggested for future research to conduct their research in different level classes. Moreover, it is suggested to future research with similar topic should be done in a greater population in order to cover all

aspects of information. Consequently, the finding of the research will be deeper.

b. Since this research has many limitations and may not generalize to other contexts. Therefore, it is strongly suggested for further research to explore another factors that influence students' reading habit, such as gender, age levels, educational background and socio-economic status, etc.

This chapter has discussed the conclusion and suggestion for both English teacher and future researcher. Hopefully, the recommendation given can be usefull for both sides.

REFERENCES

Anderson, L. W., & Krathwohl, D. R. (2001). *A Taxonomy for Learning, Teaching and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*: Complete Edition. New York: Longman.

Arikunto, S. (1998). *Dasar-dasar evaluasi pendidikan*. Jakarta: Bumi Aksara.

Bloom, B.S., et al. (1956) *A Taxonomy of Educational Objectives: Handbook I the Cognitive Domain. Longman*, Green Co., New York

Brassel, D. &Timothy R. (2008). *Comprehension That Works: Taking Students Beyond Ordinary Understanding to Deep Comprehension Grades K-6* (M. A. Joan Irwin, M.A Wendy Conklin (ed.)). Shell Education.

Catherine, S. (2002). *Reading for Understanding: toward a Reasearch and Development Program In Reading Comprehension. In The ASHA Leader* (Vol. 22, Issue 10). RAND Education.

Chettri, K. (2013). Reading Habits - *An Overview. IOSR Journal Of Humanities And Social Science*, *14*(6), 13–17. https://doi.org/10.9790/0837-01461317

Clark, C., & Foster, A. (2005). *Children's and Young People's Reading Habits and Preferences: The Who, What, Why, Where and When. National Literacy Trust*, December, 94.

Darojat, T. A. (2020). *Reading Comprehension Skill At Health Sciences*. 6(11), 170–175.

Doernyei, Z. (2001). *Motivational Strategies in the Language Classroom*. Cambridge University Press.

Duffy, G. G. (2009). *Explaining reading : a resource for teaching concepts, skills, and strategies* (2nd ed.). The Guilford Press.

Fillmore, C. J. (1979). *Individual Differences in Language Ability and Language Behavior* (pp. 85-101). Academic Press.

Fitria, R., Syahrul (2021) *the Correlation between Reading Habit and Students' Vocabulary Mastery at XII Grade in SMAN 5 Bukittinggi.* Indonesian Journal of Learning Studies. IJLS Vol. 1 No. 2

Gaona, J. C. G., & González, E. R. V. (2010). *Relationship between Reading Habits, University Library and Academic Performance in a Sample of Psychology Students.* Revista De La Educación Superior, 1(157), 59.

Gardner, B. (2012). *Habit as Automaticity, not Frequency*. The Eurpean Health Psychologist Bulletin of the European Health Psychology Society, 1*4*(2), 32–36.

Gay, L. R. (2012). *Educational research: Competencies for analysis and application* (10th ed.). Pearson Education, Inc.

Grabe, W., & Stoller, F. L. (2013). *Teaching and researching reading* (2nd ed.). Routledge. https://doi.org/10.4324/9781315833743

Guo, Y., & Roehrig, A. (2014). *Roles of general versus second language (L2) knowledge in L2 reading comprehension Roles of general versus second language (L2) knowledge in L2 reading comprehension. November.*

Haka, Afif Al Baironi, C. S. & R. G. S. (2015). *Comprehension, The Influence of Reading Habit toward Reading*. *4*, 1–11.

Harmer, J. (1997). *How To Teach English*. Longman Publishing Group.

Harris, D. P. (1969). *Testing English as a Second Language* (6th ed.). McGraw-Hill Companies, Inc.

Harrison, C. (2004). *Understanding Reading Development*. SAGE Publications.

Iftanti, E. (2012). *a Survey of the English Reading Habits of Efl Students in Indonesia.* TEFLIN Journal, *23*(2), 149–164. htpps://doi.org/10.15639/teflinjournal.v.23i2/149-164

Iftanti, E. (2015). *What Makes Efl Students Establish Good Reading Habits in English*. *3*(5), 365–374.

Jack R. Frankel & Normal E. Wallen. (2009). *How to Design and Evalaute Reasearch in Education* (8th ed). McGraw-Hill Companies, Inc.

Kimberlin, C. L. & W. A. G. (2008). *Validity and Reliability of Measurement Instruments Used in Research*. *65*.

Koda, K. (2005). *Insights into second language reading A cross-linguistic approach*. Cambridge Cambridge University Press.

Likert, R. (1932). *A Technique For the Measurement of Attitudes*. Archives of

psychology 22 140, 55.

Linan Sylvia, T. S. V. (2007). *Reserch-Based Methods of Reading Instruction for English Langauge Learners*. Alexandria, Va. : Association for Supervision and Curriculum Development.

Maximilian, A. (2020). *Translation Ability, Reading Habit, and Reading Skill in Vocational School Students in Indonesia: A Correlation.* JETA (Journal of English Teaching and Applied Linguistic), Vol 1 No 1. https://doi.org/10.2020/jeta.v1i1.455

Mertents, & McLaughlin. (2005). *Research and Evaluation Methods in Special Education* (Robert D. Clouse (ed.)). Corwin Press, Inc.

Mokhtari, K., & Sheorey, R. (1994). *Reading habits of university ESL students at different levels of English proficiency and education. Journal of Research in Reading*, *17*(1), 46–61. https://doi.org/10.1111/j.1467-9817.1994.tb00051.x

Najnawati. (2019). *The Correlation Between Students' Reading Habit And Students' Reading Comprehension at The Second Grade of Mts Negeri Parepare* (Vol. 3). State Islamic Institute (IAIN) Pare Pare.

Nation, I.S.P. (2001) *Teaching vocabulary : strategies and techniques (1Ed).* Cambridge University Press

Nuttall, C. (1996). *Teaching Reading Skills in a Foreign Language-Macmillan Heinemann ELT*. Macmillan Hienemann English Language Teaching, Oxford.

Owusu-Acheaw, M., & Larson, A. G. (2014). *Reading habits among students and its effect on academic performance: A study of students of Koforidua Polytechnic*. Library Philosophy and Practice, 2014(1).

Park, H. (2008). *Educational Research and Evaluation : An International Journal on Theory and Practice Home literacy environments and children ' s reading performance : a comparative study of 25 countries*. *October 2013*, 37–41. https://doi.org/10.1080/13803610802576734

Patel, D. M. F., & Jain, P. M. (2008). *English Language Teaching (Method, Tools, and Techniques)*. Sunrise.

Pham, U. M. N. (2021). *The Effects of Reading Habits on Reading Comprehension among EFL Students at Van Lang University Uyen Minh Ngo Pham*. *1*(2), 15–44.

Robbins, S. P., & Judge, T. A. (2007). *Organizational behavior (12th Ed.).* Upper

Saddle River, NJ: Pearson Prentice Hall.

Saaiman, E., & Scott, L. (2015). *Promoting reading skills or wasting time? Students ' perceived benefits of reading in an intermediary programme at the Vaal University of Technology*. 1–11.

Sangkaeo, S. (1999). *Reading Habit Promotion in ASEAN Libraries*. *2*, 4.

Sartika, F. D., Afifah, N., & Anggraini, Y. (2008). *The Correlation between Students ' Reading Habit and Their Reading*. 207–216.

Setiyadi, A. B. (2018). *Metode Penelitian untuk Pengajaran Bahasa Asing* (2nd ed.). Yogyakarta: Graha Ilmu.

Shen, L.-B. (2006). *Computer Technology and College Students' Reading Habits.* VOL. 32, PP. 559－572, 2006

Tankersley, K. (2006). *Literacy strategies for grades 4-12: reinforcing the threads of reading. In Choice Reviews Online* (Vol. 43, Issue 08). https://doi.org/10.5860/choice.43-4805

Uusen, A., & Müürsepp, M. (2012). *Gender Differences in Reading Habits Among Boys and Girls of Basic School in Estonia. Procedia - Social and Behavioral Sciences, 69. 10.* htpps://doi.org/10.1016/j.sbspro.2012.12.129

Wahyudi, A. (2016). *The Correlation between Reading Habit and Reading Comprehension Achievement of 12th Grade Students of MA. PP Qodratullah Langkan*. 93–105.

Wanjari, S., & Mahakulkar, V. (2011). *Assessing Reading Habits of D.Ed. Trainee Teachers.* ISRJ: Indian Streams Research Journal, *I*(February), 76–81. https://doi.org/10.9780/22307850

Westwood, P. (2001). *Learning and Learning Difficulties: Approaches to Teaching and Assessment*, 1–182. htpps://doi.org/10.4324/9780203823767

Yamoah, E. (2015). *An Investigation into the Reading Habits of Students in Ayeduase*.

Yusnaeni, R., & Masyhur, M. S. (2019). *The Correlation between Reading Habit and Reading Comprehension of The Fourth Semester Students of English Study Program FKIP Universitas Riau*. *6*, 3.