

CHAPTER I

INTRODUCTION

A. Background

Reading is good thing in life because it is a factor of great importance in the individual development and the most important activity in school. It is needed in every level of field of study. There are particularly in cases when students have to read English material for their own special subject with a limited vocabulary anyone will also has limited understanding in terms of listening, speaking, reading and writing.¹

Reading the most important single in study, and the curriculum stated that out of the four skills, listening, speaking, reading, and writing. The main emphasis is one reading skill because it is believed that acquisition on reading in a second or foreign language priority.² Reading is an important skill because one of the keys to get knowledge is reading, students use too much of their processing to read individual words, which annoy their ability to understand what is they read. Particularity in cases where students need to read English material for their own special subject with a limited vocabulary anyone will also has limited understanding in terms of listening, speaking, reading, and writing.

¹Adrew p Jhonson, *Teaching Reading and Writing a guidebook for Tutoring and Remediating Students* (New York: Rowman and Littlefield Education, 2008).

²Harry Maddox, *How to Study* (Greenwich: Faweet Premier.2008).

Reading is a process, which can be described at various time and developmental stages as a thinking process.³ Reading ability is the main concern to be able to read English textbooks, journals, and references. 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 very complex and complicated process that involves some factors influential upon each other.⁴ 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.⁵ 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.

³Wallace, M. J. and Larsen, F. D. *Technique and Principles in Teaching Reading* (Oxford: OXFORD University Press).

⁴Simanjuntak, E. G. *Developing Reading Skills for ESL Students* (Jakarta: Department Pendidikan Kebudayaan, 2012).

⁵Andrew p Jhonson, *Teaching Reading and Writing A guidebook for tutoring and Remediating Students* (New York: Rowman and Littlefield Education, 2008).

Reading comprehension is considered as one of prominent English skills for learners. In this skill, the students are required to catch some implied and stated information from the text by interpreting or analyzing the sentences to really get the answer from the questions.⁶ This skills can help a person for understand and find information from the text that have been read, if we good in comprehend text we can get many knowledge, information and news about anything that happening.

Reading habit is the number of repetitions in given time to read English text.⁷ 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. Ability is the natural attitudes and learned capabilities required to successfully complete a task.⁸ Reading activities need to be socialized from a early age. 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.

⁶Ratih Laily Nurjannah, *The Analysis on Students Difficulties in Doing Reading Comprehension Final Test*, (Journal of English Language Literature and Teaching, Vol.2 No. 2, 2018), (Accessed on November, 25 2020)

⁷Simanjuntak, E. G. *Developing Reading Skills for ESL Students*.

⁸Shane, M. C. and Glinow, M. V. *Organizational Behavior and Ability. Edition No. 5* (Chicago, IL: McGraw Hill, 2007).

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 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 School (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 the researcher 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.

Based on preliminary research from the XI of SMA Negeri 4 Parepare the researcher found that students still have many problems in learning English especially in reading. The researcher asked about what is the problem in reading, then the researcher asked for the data and information about the students reading comprehension from the English teacher at the school. In addition, the researcher interviewed Mrs Nurliah Beddu, S.Pd as English teacher. She said that reading habit

supports the students 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 That the students lazy to read the long moreover short text. It happened because they are not became reading in their habit it relevance with their interest. The other side they lacked of reading skill so they still difficulty to get main idea of the text. Therefore, the students confuse with a some word in reading text. It means that's the student are lack of vocabulary.

Based on the explanation above, the researcher interested in conducting research with the title **“The Correlation between Students Reading Habit and Students Reading Comprehension at the Second Grade of SMA Negeri 4 Parepare”**

B. Research Question

Based on the statement above the writer state that the problem of the research as follow;

1. How is the students reading habit at the second grade of SMA Negeri 4 Parepare?
2. How is the students reading comprehension at the second grade of SMA Negeri 4 Parepare?
3. Is there any correlation between students reading habit and students reading comprehension at second grade of SMA Negeri 4 Parepare?

C. Objective of the Research

1. To know the students reading habit at the second grade of SMA Negeri 4 Parepare

2. To know the students reading comprehension at the second grade of SMA Negeri 4 Parepare
3. To find out the correlation between the students reading habit and students reading comprehension at the second grade of SMA Negeri 4 Parepare

D. Significance of the Research

The researcher hopes that the results of this study can be used by the researcher, lecturer, students, educational institution, and next researcher for the following purposes:

1. For the researcher, to add more knowledge about discourse study especially about this research
2. For the students, it helped students interest to be more active in teaching learning process.
3. For the Lecturer, this research is able to give some information to English lecturer to increase their teaching of reading ability.
4. For the next researcher, the result of this research can be used as previous research in his/her research.

English department, the result of this research study will be an input of English materials.