

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Previous Related Finding

The first previous research overview was conducted by Candrawati with the title “A Co relational Study on Students’ Translation Ability, reading Habit, and Students’ Reading Comprehension of the Tenth Grade Students of SMA N Kebak Kramat academic year of 2008/2009”. From the result of the study, it can be concluded that:(1) there is correlation between students’ translation ability and reading comprehension (2)There is correlation between students’ reading habit and reading comprehension(3) There is correlation between students’ translation ability, reading habit toward reading comprehension.⁹

Nurul Hidayah, in her research about the correlation between reading habit in English and reading comprehension at the second semester of IAIN Tulung agung based on the research she found the result showed that coefficient correlation was 0,642. Its mean that those variables positively correlation. This result (r_{value}) was good that the “ r_{value} ” ($0,642 \geq 0,342$ in significant level 5% and > 0.4999 in significant level 1%)¹⁰. Based on the research above, the researcher concluded that there is significant positive the correlation between reading habit in English and reading comprehension

⁹Candrawati, W. S. B.A *Correlational Study on Translation Ability, Reading Habit and Students’ Reading Comprehension of the Tenth Grade Students of SMU N 1 Kebak Kramat Academic Year 2008/2009*. Unpublished Thesis. (Surakarta: State University of Surakarta, 2009).

¹⁰Nurul Hidayah, *The Correlation between Reading Habit in English and Reading Comprehension at the Second Semester of IAIN Tulung Agung*. Published Thesis, tulungagung IAIN 2014(<http://repo.iain-tulungagung.ac.id/148/1/A%20STUDY%20OF%20TEACHER.pdf>) Accessed September 14th 2020.

at the second semester of IAIN Tullungagung. This research is relevant to the research conducted so that it is used as a research reference.

Dida Melda, conducted a study on teaching reading comprehension on analytical exposition text through schema activation strategy. It is a pre-experimental design with one group pre-test and post-test design. The subject is Grade XI IPA 1 of the eleventh grade students of SMA Negeri 1 Sekadau in academic year 2012/2013, numbering twenty-nine students. The data were collected by giving 30 multiple-choice items to the 29 students. The data were analyzed by t-test and effect size formula. The result indicates that teaching reading comprehension through Schema Activation Strategy increases students' ability on analytical exposition text. Its effectiveness is high.¹¹

B. Some Pertinent Ideas

1. The Concept of Reading

a. Definition of Reading

Reading means a complex process of thinking in assigning meaning from printed materials.¹² Which involves most of the reader's intellectual act such as pronunciation in order to receive ideas or information extended by the text. It can be seen that reading is not only looking at words in the form of graphic symbols but also getting meaning from the word or line to understand what we read. It means that the reading process is to understand the text content and to get information.

¹¹Dida Melda, *Teaching Reading Comprehension on Analytical Exposition Text through Schema Activation Strategy*, (<https://www.neliti.com/id/publications/213538/teaching-reading-comprehension-on-analytical-exposition-text-through-schema-acti>), Accessed on September 14th, 2020.

¹²H. Douglas Brow, *Teaching by Principles an Interactive an Approach to Language Pedagogy* (New Jersey : Prentice Hall, 2010).

Reading is the practice of using text to create meaning. The two key words here are creating and meaning. If there is no meaning being created, there is no reading taking place.¹³ Reading is a constantly developing skill. Like any skill, we get better at reading by practicing. And conversely, if we do not practice, we will not get better and our skills may deteriorate.¹⁴ It means that a skills students in reading texts, the students found a variety of information that there are on the text.

In teaching learning process, reading is one basic skill that students must be mastered in the classroom, reading subject is used as soon language learners have good ability of listening and speaking, reading can be introduced. Reading lesson may be given in a single class or it may be added as supplementary work.¹⁵ Reading is one of language skill that should be learned and mastered in any level of education from elementary up to senior high school.

It means that reading is one of skills that should be learned by the students. Through reading, the students will get many advantages, such as information which they never know before. Another definition stated that reading would best be developed in association with, speaking, listening, and writing activity.¹⁶

b. Purposes of Reading

A person may read for many purposes helps to understand more what is read by people, if he is reading for pleasure or reading for pure recreation and enjoyment,

¹³Andrew P. Jhonson, *Teaching Reading and Writing A Guidebook for Tutoring and Remediating Students* (Lanham New York: Rowman and Littlefield Education,2008).

¹⁴Andrew P. Jhonson, *Teaching Reading and Writing a Guidebook for Tutoring and Remediating Students*.

¹⁵Bambang Setiyadi, *Teaching English as a Foreign Language* (Yogyakarta: Graha Ilmu, 2006).

¹⁶H. Douglas Brown, *Teaching by Principle an Interactive Approach to Language Pedagogy* (New Jersey: Prentice Hall, 2008).

he may read either quickly or slowly based on the way he likes or feels. I reads for studying or setting information such news, science or same line, which are part of his study or assignment he does it they a slowly and carefully.

Tarigan mentions seven purposes of reading, they are:

- 1) Getting pleasure
- 2) Linking information
- 3) Obtain information for written or oral reports
- 4) Learn about it
- 5) Answering questions
- 6) Perfect reading aloud, and
- 7) Confirming or rejecting predictions.¹⁷

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

- 1) Reading purposes on the factual level this reading purpose enable reader to understand the information directly stated in the passage. There are many skills that the reader should have to achieve factual level. First, the readers are required to know the meaning of words, second, this reading purpose needs the ability to find main idea in the written information. Third, the ability to note important point supports the students in gaining their purpose on reading. Fourth, the ability to follow directions demands students to organize, to note the information is essential to this level.

¹⁷Tarigan, H. G. *Membaca Sebagai Suatu Keterampilan Berbahasa* (Bandung: Angkasa Bandung, 2008).

- 2) Reading purpose on the interpretative level reading inferential level often called as reading between lines. In the same way it also means that the readers need the ability to recognize unstated information in the passage. To achieve this goal the readers to summarize and to organize the information and feel the relationship between key points and details.

Skills in making generalization is also needed: the readers should present conclusion on what they read:

Reading purpose on the evaluative level the ability to make evaluative judgments is the most important step in reading purpose. Before setting up the purposes the reader should create critical feedback the readers should be able to detect relevant information and to give suggestion to the author for better writing.¹⁸

According Dallman, there are seven aims of reading, reading for details and fact, reading for main ideas, reading for sequence or organization, reading for inference, reading for classifying, reading for evaluating and reading for comparing of content.

- 1) Reading for details and fact is reading to know what is done by subject of the story.
- 2) Reading for main ideas is reading to get problem statement
- 3) Reading for sequences of organization is reading to know each part of the story
- 4) Reading for inference is reading to know what is the writer mean by it's story

¹⁸Dallman M, *The Teaching of Reading Sixth Edition*, (New York: Holth Rinebart and Winstom, 2007).

- 5) Reading for evaluating is reading to know the value of story
- 6) Reading for classifying is reading to find unusual things
- 7) Reading for comparing is reading to compare the way of life of the story with the life of readers.

c. Strategies of Reading

There are so many strategies in reading techniques. Defines the strategies of reading into several points, and they are skimming, scanning, intensive and extensive:

1) Skimming

According to Brown stated that “skimming consist of quickly running one’s eyes across a whole text (such as an essay, article, or chapter) for its gist”. Skimming give readers the advantages of being able to know main point of view, they do not need to read everything but only reads a few important words.¹⁹

2) Scanning

Brown stated defined that: scanning is quickly searching for some particular piece of information in a text.²⁰ Scanning exercise may ask students to look for names or data, to find definition of a key concept, or to list a certain number of support details. The purpose of scanning is to extract specific information without reading through the whole text. Many students try to read every word when they read, so they read very slowly. So the students do not need every word.

¹⁹ Brown D H, *Teaching by Principles an Interactive Approach to Language Pedadody Second Edition*, (Longman: White Plain Publisher, 2001).

²⁰ Brown D H, *Teaching by Principles an Interactive Approach to Language Pedadody Second Edition*.

3) Intensive

Intensive seems to be stigmatized by some researcher as a boring style of reading, because the readers need to find the details of the information required. Intensive reading usually the reader reads at the slower speed: the aim of scanning is to read shorter texts and extract specific information.²¹

4) Extensive

Extensive reading is to read a longer passage, the aim of extensive reading usually for one's enjoyment. Extensive reading is this a powerful tool for teachers concerned building and maintaining positive attitudes toward second language read among their students. Extensive reading means to read abundantly and fluently. The purpose of this strategy is for pleasure, and the primary goal in extensive reading is reading books after books e.g. reading novel, short stories, and articles.

Based on the explanation can be concluded that in the reading a lot of strategies in read the scanning, skimming, intensive and extensive but from the explanation all the technique aims to improve the understanding read.

d. Model of Reading

Mention model of reading, they are bottom- up theory and top- down theory:

1) Bottom- up theory

The bottom- up typically consist of lower level reading process, students start with the fundamental basic of letter and sound recognition, which in turn allows for morpheme recognition followed by word, recognition, building up to the

²¹Jack C Richard, *Extensive Reading in the Second Language Classroom*, (Jakarta: Cambridge Language Edition, 2003).

identification of grammatical structures, sentence, and longer texts.²² A phonics approach to reading is that the pedagogy recommendations graded readers approach.

2) Top- Down Theory

Top- Down models, in the other hand begin with the ideal that comprehension resides in the rider. The reader uses background knowledge's, makes prediction, and searches the text to conform or reject the prediction that are made Nunan stated that a strong advocate of top- down models of reading criticizes bottom- up models. This second types combines elements of bottom- up models because the readers becomes word callers who can read the words on the page but do not understand what they read.²³

Based on explanation can second types combines elements of bottom- up and top- down assuming that a pattern is syntased based on information provided simultaneously from several knowlegde source. An interactive approach to reading would include aspects of both intensive and extensive reading.

2. The Concept of Reading Comprehension

a. Definition Reading Comprehension

Brown states that reading comprehension primary a matter of developing appropriate, efficient comprehension strategies.²⁴ It means comprehension is ability to understand about the something, in order that, the students are able to answer and understand a descriptive question forms. Reading comprehension called as a reading

²²Trabajo de titulacion, *The Use of Bottom- up and Top- Down Processing*, (Universitas De Cuenca, 2017).

²³Nunan, *Language Teaching Methodology: A Textbook for Teacher* (New York: Prentice Hall, 2003).

²⁴H Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedadody*, (San Francisco: State University, 2006).

comprehension only if the readers are able to comprehend the meaning of the text. If the readers can read but do not comprehend the meaning of the text, it means they do not do reading comprehension. There are some experts have been developed process on how reading comprehension occurs.²⁵

The thinking process means the core of comprehension skill, those four operations are: identifying, analyzing, evaluating, and applying.²⁶ First, identification means the readers are required to locate message proposed by the author. Second, analysis means that the readers should identify the part according to its structure or scheme. Third, the evaluation process requires the readers to evaluate information do something with the information. The last is applying means that the readers used the information to fix their problem.

Comprehension as “Understanding a written text means extracting the required information from it as efficiently as possible” For example; if there is an advertisement and an article in a scientific journal. In the former case, the reader ignores the unimportant information and seeks what he is looking for. In the last case, more detailed information is essential to be taken for the reader.²⁷ Therefore comprehension above means the reader need ability to locate the relevant information carefully based on their particular purposes.

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

²⁵Dannielle S Mc Namara, *Reading Comprehension Strategies Theories, Interventions, and Technologies*, (New York London: Lawrence Erlbaum Associates,2007).

²⁶Harris, L. A. and Smith, C. B.*Reading Instruction Diagnostic Teaching in the Class Room*.(New York: Richard C. Owen Publisher, Inc, 2000).

²⁷Martin Montgomery, Alan Durant, *Ways of Reading Advanced Reading Skills for Students of English Literature*, (London New York: Routledge Tayfor and Francis Group,2013).

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

Comprehension can be viewed differently by different people. More ever, comprehension is not a unitary phenomenon but rather a family of skills and activities.²⁸ There is a common set processes in the different types of comprehension including the interpretation of the information in the text, the use of prior knowledge to interpret this information, and, consequently, the construction of a coherent representation.

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From the explanation above, it can be concluded that reading comprehension is an interactive process between readers, text and strategies this interactive process includes understanding, utilizing, and evaluating the important message that author trying to convey. Continuously readers link all those information with their background knowledge in order to extract meaning from the written material.

b. Aspect of Reading Comprehension

²⁸Kintsch W and Kintsch E, *Comprehension in Current Issues in Reading Comprehension and Assesment*, (Paris and S. A Stah: Mahwah, NJ. Lawrence Erlbaum Eds, 2005).

²⁹Harris, L. A and Smith, C . B, *Reading Instuction Diagnostic Teaching in the Class Room*, (New York: Richard C. Owen Publisher, 2002).

Suparman states in order to know the important of reading in teaching process, reading is contraction of involves the reader connecting information from the written message.³⁰ That are several aspect of reading comprehension skills that should be mastered by reader to comprehend the text: main idea, finding topic, detail information in the text, identify reference, draw inferences, guess word meaning based on context. These aspect are explained below:

1) Main Idea

Main idea is very difficult to teach for four reasons. First, while the main idea is sometimes contained in a topic a sentence of paragraph, most expository text main ideas, as well as most themes in stories, are implied by the author rather than stated explicitly.³¹

2) Finding Topic

The gist, or the larger conceptual framework of a textbook chapter, article, a paragraph, a sentence or passage is a sophisticated reading task. The topic is board, general theme or message.

3) Finding Reference

Reference is the intentional use of one thing to indicate something else in which one provides the information necessary to interpret the other. Finding reference means interpreting and determining one linguistic expression to other.³²

³⁰Suparman, *Developing Reading Comprehension Skills and Strategy*, 2006.

³¹Gerald G. D, *Explaining Reading a Resource for Teaching Concepts, Skills, and Strategies*, (New York London: The Guildford Press).

³²Otong Setiawan, *Intensive Reading Bottom Up Reading*, (Bandung : Yrama Widya, 2008).

4) Finding inference

Inference is a good guess or conclusion drawn based on logic of passage. Finding inference means the reader imply the sentence passage understanding and conclude it logically.³³

5) Finding detailed information in the text

It is only scanning or looking for the relevant part(s) and ignore the irrelevant. It is very useful when you know exactly what you are looking for in a text since you have a very specific goal in mind.³⁴

6) Understanding Vocabulary

Understanding vocabulary means comprehend what the words mean. When vocabulary mastery improves, comprehension would be deeper. Since comprehension is the ultimate goal of reading, the reader cannot over estimate the importance of vocabulary development.³⁵ It can be concluded that there are five types of reading, determining main idea, finding inference, finding reference, finding the detailed information or part of text, and understanding vocabulary.

c. Levels of Reading Comprehension

There levels of reading comprehension are mentioned by heilmen, they are literal comprehension and critical comprehension:

1) Literal Comprehension

Literal comprehension refers to information explicitly stated in the written text. As a basic level, the readers are needed the abilities to understand meaning of

³³Nuttal, C. *Teaching Reading Skills in Foreign Language*. (London: Heinemann Education Books).

³⁴Nuttal C. *Teaching Reading Skills in Foreign Language*.

³⁵Nuttal C. *Teaching Reading Skills in Foreign Language*.

words before recognizing of detail message, then the readers are required to link the grammar theories with the main idea presented in the passage. In the last step in literal comprehension the readers are needed to sequence all the information stated in the passage.

2) Inferential Comprehension

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

3) Critical Comprehension

Critical comprehension is a higher thinking level of reading. The reader should be actively reacting to the information presented by the authors. The readers are needed the ability to analyze the information and link those information to their background knowledge. Further, the readers evaluate the value of it's information and give personal judgements as a feedback to the author.³⁶

From the definition above, it can be assumed that reading is not only spelling text activity orally, but also process of constructing meaning from written texts in order to get information and knowledge from the text, so that the readers can interpret and give their opinion from their views after they read a text.

³⁶Heilmen, A. W, *Principle and Practices of Teaching Reading Fifth Edition* , (Ohio: Charles E. Merrill Publishing Company,2002), p. 35.

d. Factors Affecting Reading Comprehension

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

1) Difficulty of Material

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

2) Intelligence

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

3) Emphasis on Word Recognition

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

4) Emphasis on Oral Reading

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

5) Background for a Reading Selection

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

6) Adjustment of Reading Techniques to purpose

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

7) Rate of Reading

The wrong selection in adjusting the reading rate to the type of material, such as newspaper, text book, novel or magazine might cause failure in comprehending text material.³⁷ In addition, Harris and Smith identify five major determinant factors of reading comprehension as follow: Background experience, language abilities, and thinking abilities, affection (interest, motivation, attitudes, beliefs, and feelings), and reading purposes.

³⁷Dallman, M, *The Teaching of Reading, Sixth Edition*, (New York: Holt Rinebart and Winstom, 2003).

- a) First Vocabulary difficulties make a gap in understanding the material
- b) Multiple concepts in reading material also contribute the difficulty in absorbing material
- c) Factors should avoided is varying the speed when reading certain materials reduces misunderstanding information
- d) The wrong mental set such as un vocabulary difficulties make a gap in understanding the material
- e) Multiple concepts in reading material also contribute the difficulty in absorbing material.
- f) Factors should avoided is varying the speed when reading certain materials reduces misunderstanding information
- g) The wrong mental set such as unnecessary argument about subject material interfere the readers' idea
- h) More common problem is poor physical health. Another factor is interference which can cause the low reading comprehension. The last factor is bad reading conditions necessary argument about subject material interfere the readers' idea .
- i) More common problem is poor physical health. Another factor is interference which can cause the low reading comprehension. The last factor is bad reading conditions.³⁸ Based on the explanation above, it can be concluded that there are several factors that may influence the success of reading comprehension process, they are: difficulty of

³⁸Harris, L. A, and Smith, C. B, *Reading Instruction Diagnostic Teaching in the Class Room*, (New York: Richard C. Owen Publisher,2002).

material, intelligence, environment, emphasis on word recognition, emphasis on oral reading, background of reading selection, adjustment of reading techniques, and rate of reading. All those should be avoided in order to again successfulness on reading comprehension.

3. Concept of Reading Habit

a. Definition Reading Habit

Nilsen defines that habit is behavior that has been repeated until it has become more less automatic, enacted without purposeful thinking, largely without any sense of awareness.³⁹ Chettri and Rout assert that reading habit is a reading activity which is done recursively⁴⁰. In other words, based upon this view, reading can be considered as a habit if it is done many times in a regular way. Similary iftanti also emphasizes that the key of reading habit is repetition with respect to the disired reading behavior.⁴¹From this notion, reading habit is considered as the way in which individuals repeat many times their reading activities so that it is absorbed into themselves as an enjoyable activity which is done with full of awareness or sincerely.

According to Tampubolon, state that reading is an activity physical and mental that can develop into a habit. As well as with other habits, forming the habit of reading as well requires a relatively long time.⁴²

³⁹Nilsen, P. *Creature of Habit: Accounting for the Role of Habit in Implementation Research on Clinical Behavior Change*, (Implementation Schience Journal,2012).

⁴⁰Kushmeeta Chettri and S. K . Rout. *Reading Habit an Overview*,(IOSR journal of Humanities and Social Science,2013).

⁴¹Erna Iftanti, *A Survey of the English Reading Habits of EFL Students in Indonesia*, (Teflin Journal, 23, 2012).

⁴²Tampubolon, *Teknik Membaca Efektif dan Efisien*, (Bandung: Angkasa, 1990).

In addition to Chettri, Rout and Iftanti view above that reading habit involves the reading materials which are settled and the passion to have more allocated time to do reading activities. In addition Wanjari and Karreval that reading habit involves the reading materials which are settled and the passion to have more allocated time to do reading activities.⁴³ According to Gardner habit is an abstract theory, in habit theory there is no single correct definition. In habit people repeated action without concerning why this self concept must happen. Behaviorist view habits as routines of behavior that are repeated regularly and tend to occur subconsciously. As a subconscious self concept, reading habits can help students to gain academic achievement to a great extent. In term of acquiring these habits of reading they have to put these habits into practice. They have to put these habits into practice.

Based on definitions above it can be said that as repeated actions, habit involves a process of unconscious pattern. It reflects person's personality, good or bad, and they went constantly and regularly. Reading habit will helps the learner obtaining and gaining a meaningful knowledge and good academic performance in school.

b. The Purpose of Reading Habits

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

⁴³Shasi Wanjari and Vaishali Mahakulkar, *Assesing Reading Habits of D. Ed Trainee Teachers*, (Indian Streams Reseach Journal, 2011).

1) Hobbial

A hobby is an activity that creates joy and satisfaction in doing it, the purpose of reading habit as a hobby make a reader knowledge able in so many areas, such as in educational, politic, religious, and economic.

This purpose of reading habit not only makes one satisfied but also positive. Unlike others hobbies, reading is one of the most recommended one to shape readers personality skill. By reading book particularly can develop the knowledge of vocabulary which helps in conversations. Reading as hobby is wonderful, it helps the readers to improve their ability to absorb and to comprehend written material and help them to pursue a better job.

2) Recreation

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

3) Concentration

Concentration means the one of the reading habit purposes is concentration. Readers acknowledge their reading process to understand the meaning of a passage. Reading for concentration is recommended for use in school by stakeholders, this reading habit purpose shows positive result in students achievement in school.

4) Deviatonal

The last purpose of reading habit is deviatonal. This is the only reading habit which has a negative norm. The reader sometimes pretends to read, and deviates from the actual reading.⁴⁴

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

c. Aspect of Reading Habit

Gaona and Gonzalez said that there are some indicators of reading habits, as follows;

1) Attitude toward reading

The reason that the person reports on the attitude and behavioral cognitive affective attitude towards reading. The reason that the person reports on the attitude and behavioral cognitive-affective attitude towards reading.

2) Reading frequency

The frequency at which the person reports to read books in their spare time.

3) Books read

The number of books that the person reports having read in the last three months.

⁴⁴Ogbodo, R.O. *Effective Study Habits and Examination Guide for Students*, (Abuja: Gracehanel Publishers,2002).

4) Spend time

a) On academic reading

The time that the person reports to devote to reading books on his or her study subjects.

b) Non-academic reading

The time that the respondent reports to devote to reading books that are not directly related to the subjects of his or her studies.

5) Motivation

a) In the family environment

The frequency of the person reports on the purchase of books, recommending books, and reading interest in the family

b) In the academic environment

The frequency the student reports on the teacher using activities to promote contact with psychology literature.

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

d) Motivation in reading it is focuses on the students' motivation in reading English.⁴⁵

In conclude, there are three aspects it gaining effective reading habit for the students, reading amount of books, reading frequency, and motivation in reading this aspects are concluded in the questionnaire.

⁴⁵Gaona, J. M. A & Gonzalez, E. R, *Relationship between Reading Habits University Library and Academic Perfomance in a Sample of Pyschology Students*, (Revista De La Education Superior 15 (1).

d. Advantages of Reading Habits

In habitual reading there are so many advantages that the students can absorb. Reading habit is the powerful and long lasting too in the development of students' academic success. The implications of applying reading as habitual activity are students can expand the knowledge and interest focus and concentration. Reading as a habitual activity also helps the students to increase their reading understanding, helps them become more intelligent, and boosts their vocabulary meaning.

Propose several benefits of reading he said, the impact of reading in people's live is extraordinary widespread. A reader can learn a new word, can be introduce to new facts, he can become knowledge able a about the whole and he can stimulated to both taught and emotion.⁴⁶

1) More complete explanation stated by Steel Jack, he mentions several advantages of reading habit. They are:

- a) Habit of reading help the mind performs effectively
- b) Habit of regular reading helps us develop a good vocabulary
- c) Habit of reading boots intellectual curiosity
- d) Habit of reading means psychological activity
- e) Habitual reading helps readers to have positive set of mind

Habit of reading help the main performs effectively to read frequently. The people would have abilities to communicate and think well. Acquiring reading habit would automatically active neurons and make it always in a good shape. People who

⁴⁶Thanuskodi S, *Reading Habit Among Library and Information Science Students*, (Annamalia University: A Survey, International Journal Education Science, 2011).

exhibit habit as daily activity would help them to perform effectively in front of public.

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

(b) Habitual reading boots intellectual curiosity regular habit of reading exposes a reader to read a variety of a book. Habitual reading also helps the readers to understand the complexity of different books. A reader become knowledge able about various literacy skills and leads the reader to think independently and critically.

(c) Habitual reading means a psychological activity regular habit as a psychological activity means a reader link with their mind to feel the writers' imagination. There uses their mind to figure out the scheme of story, to feel the writers and to experience those difference of personal players.

(d) Habitual reading helps readers to have a positive set of mind efficient frequent readers should be active, positive mind set and critical. The readers should give feedback quickly to the material as

a respond to what they have read. They should also get summary and make a critical judgment from the material.⁴⁷

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

4. Correlation between Reading Habit and Reading Comprehension

Reading habit and reading comprehension both are interlace. Habits for reading are viewed as significant effect on the successfulness of students' reading comprehension, while comprehension it self is the result of a good reading habit process. This reading habit helps the students to maximize their ability in gaining academic purpose. Through reading habit the students would have a high confidence in learning English. Students who are having a good reading habit demonstrate a positive relationship in their academic performance.⁴⁸

This reading habits would helps the students to link many source of the English reading material. Simultaneously, students who are engage in reading habit in their childhood would have a better knowledge and information rather than those who are not. By implementing reading habit as daily routine, the students' vocabulary knowledge only trough the practice of reading habit. Most of the imes, reading habits

⁴⁷Jack C Richard, *Extensive Reading in the Second Language Classroom*, (Jakarta: Cambridge Language Edition, 2003).

⁴⁸Julio, C.G. *Relationship Between Reading Habits*, (University Library and Academic: Perfomance in a Sample of Psychology Students, 2011).

provide plenty of benefits especially in the national final examination. Students' reading habit would automatically help them to comprehend the English text material.⁴⁹

The students who make reading as their habitual activity would force their selves to acquire a new material in English reading task without any obstacles. Therefore, there seems no doubt that students' good reading habit contribute to their reading comprehension. It is important to prove the relationship between students reading habit and their reading comprehension.

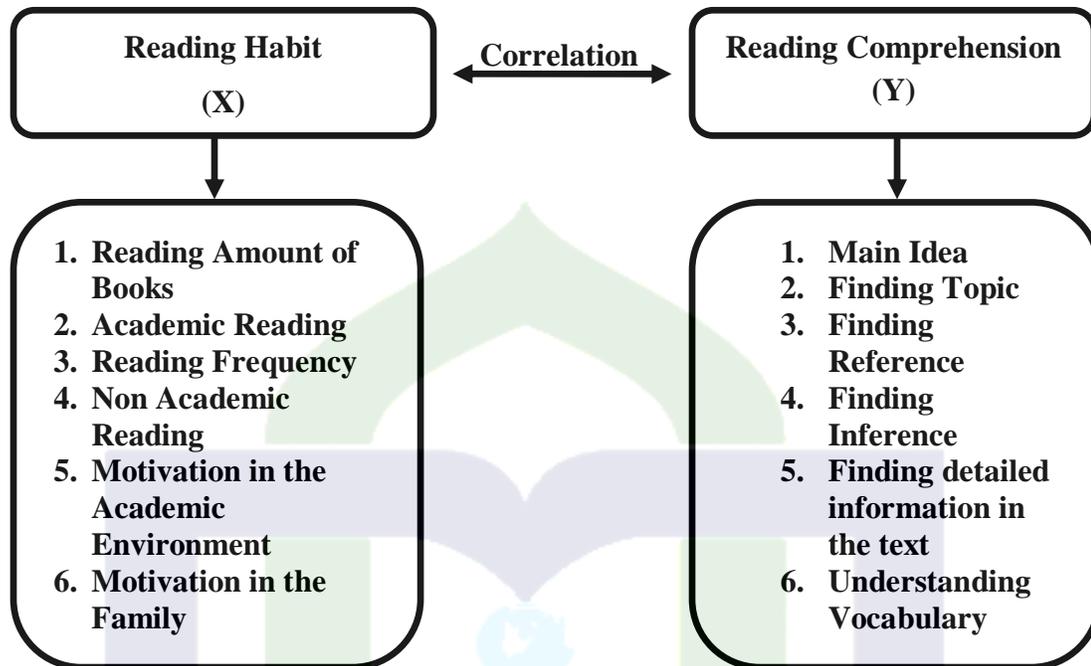
C. Conceptual Framework

Conceptual Framework is overview of the pattern of relationship between variable in a coherent whole which is a description of the focus of research.⁵⁰ These framework are intended as the basis of systematic thinking and reduce the problems discussed in this research.

To further facilitate readers to understand this researchers made a chart of conceptual framework in accordance with the title of "The Correlation Between Students Reading Habit And Students Reading Comprehension at the Second Grade of SMA Negeri 4 Parepare" this research is providing the following diagram:

⁴⁹Umah, R. *The Correlation between Reading Habit and Achievment in Reading Comprehension of the second Year Students at MTsN Aryojeding Rejotangan Tulung Agung*, { Unpubliseh Thesis : Tulung Agung, 2012).

⁵⁰Tim Penyusun, *Pedoman Penulisan Karya Tulis Ilmiah* , (Makalah dan Skripsi, Parepare: STAIN, 2013).



D. Hypothesis

The researcher formulate the hypothesis as follow:

H_0 (Null hypothesis) : There is no significant positive correlation between Reading Habit And Students Reading Comprehension At The Second Grade Of SMA Negeri 4 Parepare

H_a (Alternative hypothesis: There is significant positive correlation between Reading Habit And Students Reading Comprehension At The Second Grade Of SMA Negeri 4 Parepare.