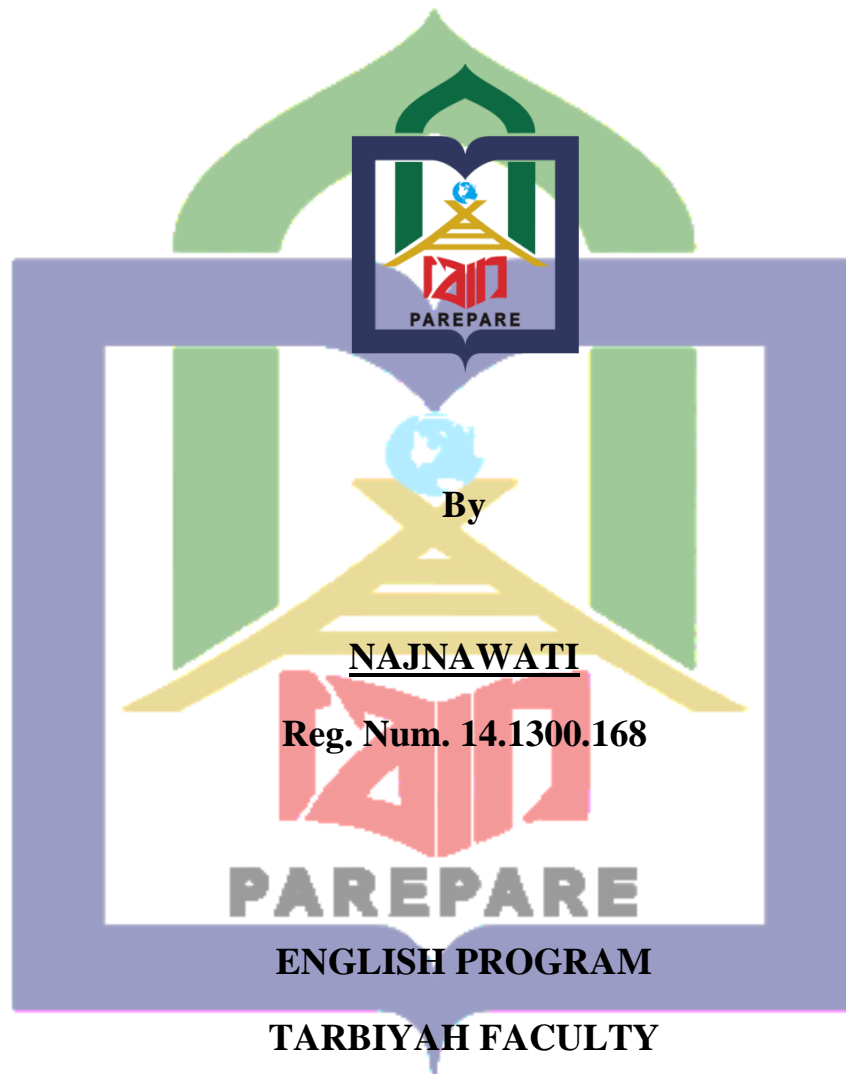**THE CORRELATION BETWEEN STUDENTS' READING HABIT
AND STUDENTS' READING COMPREHENSION AT THE
SECOND GRADE OF MTS NEGERI PAREPARE**

By

<u>NAJNAWATI</u>

Reg. Num. 14.1300.168

ENGLISH PROGRAM

TARBIYAH FACULTY

STATE ISLAMIC INSTITUTE (IAIN)

PAREPARE

2019

THE CORRELATION BETWEEN STUDENTS' READING HABIT AND STUDENTS' READING COMPREHENSION AT THE SECOND GRADE OF MTS NEGERI PAREPARE

By

NAJNAWATI

Reg. Num. 14.1300.168

Submitted to the English Program of Tarbiyah Faculty of State Islamic

Institute of Parepare in Partial Fulfillment of the Requirements for the Degree

of Sarjana Pendidikan (S.Pd.)

ENGLISH PROGRAM

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Skripsi

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to

ENGLISH PROGRAM

TARBIYAH FACULTY

STATE ISLAMIC INSTITUTE (IAIN)

PAREPARE

2019

ENDORSEMENT OF CONSULTANT COMMISSIONS

Name of Student : Najnawati

Title of Skripsi : The Correlation between Students' Reading Habit and Students' Reading Comprehension at the Second Grade of MTs Negeri Parepare

Student Reg. Number : 14.1300.168

Faculty : Tarbiyah

Study Program : English

By Virtue of Consultant Degree : SK. The Chairman of Tarbiyah and Adab No./Sti.08/PP.00.9/2648/2017

Consultants

Consultant : Dr. Abu Bakar Juddah, M.Pd. ( )

NIP : 19600505 199102 1 001

Co-Consultant : Mujahidah, M.Pd. ( )

NIP : 19790412 200801 2 020

Has been legalized by

Approved by:
Dean of Tarbiyah faculty

Dr. H. Saepudin, S.Ag., M.Pd.
NIP. 19721216 199903 1 001

SKRIPSI

THE CORRELATION BETWEEN STUDENTS' READING HABIT AND STUDENTS' READING COMPREHENSION AT THE SECOND GRADE OF MTS NEGERI PAREPARE

Submitted by

NAJNAWATI

Reg Num.14.1300.168

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fulfilled the requirements

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Consultant Commissions

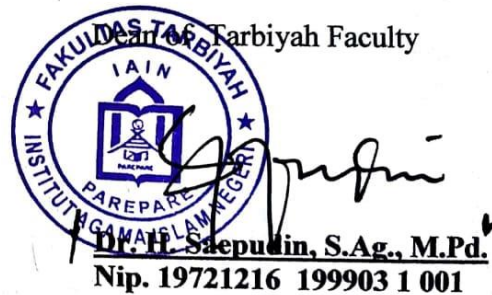| Consultant | : Dr. Abu Bakar Juddah, M.Pd. | (|) |
NIP	: 19600505 199102 1 001		
Consultant	: Mujahidah, M.Pd.	(	)
NIP	: 19790412 200801 2 020		

Rector of IAIN Parepare

Dr. Ahmad Sultra Rustan, M. Si.
Nip. 19640427 198703 1 002

Dean of Tarbiyah Faculty

Dr. H. Saepudin, S.Ag., M.Pd.
Nip. 19721216 199903 1 001

v

ENDORSEMENT OF EXAMINER COMMISSIONS

Name of Student	:	Najnawati
Title of Skripsi	:	The Correlation between Students' Reading Habit and Students' Reading Comprehension at the Second Grade of MTs Negeri Parepare
Student Reg. Number	:	14.1300.168
Faculty	:	Tarbiyah
Study Program	:	English
By Virtue of Consultant Degree	:	SK. The Chairman of Tarbiyah and Adab No. Sti.08/PP.00.9/2648/2017
Date of Graduation	:	January 25th, 2019

Approved by Examiner Commissions

Dr. Abu Bakar Juddah, M.Pd.	(Chairman)	( )
Mujahidah, M.Pd.	(Secretary)	( )
Dr. H. Saepudin, S.Ag., M.Pd.	(Member)	( )
Drs. Amzah, M.Pd.	(Member)	(

Cognizant of:
Rector of IAIN Parepare

Dr. Ahmad Sultra Rustan, M. Si.
Nip. 19640427 198703 1 002

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بِسْمِ اللَّهِ الرَّحْمَٰنِ الرَّحِيمِ

Al-hamdu li-llahi rabbil-'alamin. Finally, I have finished my skripsi with the title "The correlation between students' reading habit and students' reading comprehension at the second grade of MTs Negeri Parepare".

This skripsi arrangement is possible because of help in form of knowledge, experiences, support, advise, and love from her supervisors, lecturer, family, and friends. Therefore, she would like to thank them.

Her thanks, respect, and appreciation go to her consultants, Dr. Abu Bakar Juddah, M.Pd. as the first consultant, and her second consultant, Mujahidah, M.Pd., for their idea, knowledge, advices, and motivation in guiding her to conduct this research and write this skripsi.

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Parepare, January 27th 2018

The Writer

NAJNAWATI

Reg. Num. 14.1300.168

DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI

The researcher who signed the declaration below:

Name : NAJNAWATI

Student Reg. Number : 14.1300.168

Place and Date of birth : Sumakuyu, 10th September 1996

Study Program : English

Faculty : Tarbiyah

Tittle of Skripsi : The Correlation between Students' Reading Habit and Students' Reading Comprehension at the Second Grade of MTs Negeri Parepare

State that this skripsi is her own writing and if can be proved that it was copied, duplicated or complied by any other people, this skripsi and the degree that has been gotten would be postponed.

Parepare, January 27th 2018

The Writer

NAJNAWATI

Reg. Num. 14.1300.168

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ABSTRACT

Najnawati.*The Correlation between Students' Reading Habit and Students' Reading Comprhension at the Second Grade of MTs Negeri Parepare* (Supervised by Abu Bakar Juddah and Mujahidah).

Reading habit is an activity reading on a regular basis that involves both physically and mentally to get the message, instruments or knowledge to be conveyed by the author. Reading comprehension is the process of making meaning from text.This study was aimed to see correlation between Students' reading habit and students' reading comprhension at the second grade of MTs Negeri Parepare.

The design of the research is a quantitative associative with the correlation quantitative design. The sample of this research is VIII.4 class, consist of 29 students. Techniques of data collection used are questionnaire and test. Techniques of data analysis used are SPSS version.16 and Pearson's product moment.

Based on data analysis, first, the result of this study indicated that students' reading habit at the second grade of MTs Negeri Parepare is 118, high category. The Second, students' reading comprehension at the second grade of MTs Negeri Parepare is 83, high category. There is a significant correlation between students' reading habit and students' reading comprehension at the second grade of MTs Negeri Parepare, this is accordance with the results of the questionnaire and score test about reading comprehension with significant value r_{xy}=0,480 $\geq r_{tabel}$=0,367 at a significant level 5%, the result is 23%. In the sense that 77% others influenced by other variables not observed in this study.

Keywords: reading habit and reading comprehension
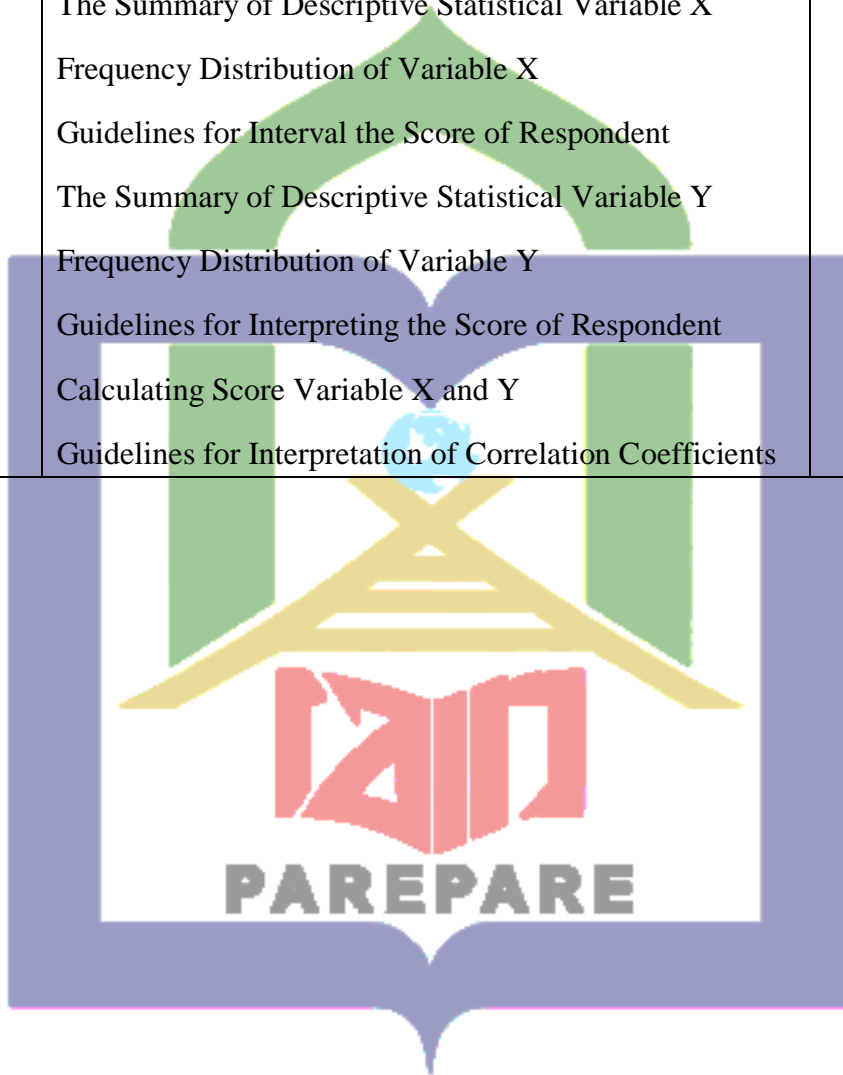
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CHAPTER I
INTRODUCTION

1.1 Background

Every human around the world communicate with others using language. There are many languages exist over the world, such as international language, national language, ethnic language and even slang languages. One of famous language that is used over the world is English. English as an international language is very important to the mastered. English as the first international language studied in Indonesia. It is studied from elementary school until university. Even some institution used English as compulsory subject to mastery orally and in written. Many book written in English have spread widely among the people and use as reference for the take of studying acquiring in information and having pleasure. English has four basic language skills. They are listening, speaking, writing and reading. Speaking and writing involve language production, so they are regarded as productive skills. On the other hand, listening and reading involve receiving message, so they are regarded as receptive skills.[1]

Reading as one of language skills, has a very important role. Through reading people can get a lot of information, knowledge, enjoyment and even problem solution. Therefore, the ability to read the text in any form will bring great advantages to the readers. All those purposes not only need reading skills enough but also good and reading habits. It means that understanding something is the main goal of reading. Reading habit viewed as one of factors relating the success of reading

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[1] Jeremy Harmer, *The Practice of English Language Teaching,* (New York: Longman,1989), p.16

comprehension. Therefore, to enhance reading comprehension, it is necessary to improve reading habits of the students. The benefits of readings habit are enormous, reading habit will enable the students broaden their perspective. Thus, reading habit will help the students to speak with confidence and build an expertise. Simultaneously, reading comprehension and reading habit are both interrelated.

Reading habit is the process and comprehension is the essence of it. By accustoming a good reading habit as a daily activity, it will help the student to read and to comprehend English text fluently and accurately. Pursuing reading as a habit will help the students to become more intelligent. Practicing reading habit also improves analytical skill in comprehension task. In reality, many students actually still have reading comprehension problems. Some even conclude why more and more students have become poor in reading comprehension.

Complaints about low reading habits and reading abilities reading at school level, cannot is said to be the teacher's negligence at the school concerned. This matter should be restored again on reading habits when the student is still small. The role of parents is more dominant is shaping reading habits of children. How could a child have high reading habits while the parents never provide examples and direct his son to get used to reading because a child will be more interested and motivated to do something if accompanied by an example, not just tell. When children enter school age, then the teachers have a role in developing interest improve students' reading habits. Thus, parents alike have a very important role in shaping and improve reading habits of children.

Based on the observation of the second grade students of MTs Negeri Parepare, the researcher found that there are many students who lack reading

comprehension. Lack of a reading culture or reading habit will have an impact on the ability to analyze discourse (text) that is unreadable because it is complicated, thus students seem to have difficulty reading and understanding the text. They cannot get the main idea and answer the questions based on text. The lack of motivation to get used to reading will have an impact on students' reading comprehension to be low.

Based on the explanation above the researcher is interesting conduct research to see "The Correlation between Students' Reading Habit and Students' Reading Comprehension at the Second Grade of MTs Negeri Parepare".

1.2 Problem Statement

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

1.2.1 How is the students' reading habit at the second grade of MTs Negeri Parepare?

1.2.2 How is the students' reading comprehension at the second grade of MTs Negeri Parepare?

1.2.3 Is there any correlation between students' reading habit and students' reading comprehension at the second grade of MTs Negeri Parepare ?

1.3 Objective Of the Research

1.3.1 To know the students' reading habit at the second grade of MTs Negeri Parepare.

1.3.2 To know the students' reading comprehension at the second grade of MTs Negeri Parepare.

1.3.3 To find out the correlation between students' reading habit and students' reading comprehension at the second grade of MTs Negeri Parepare.

1.4 Significant of the Research

1.4.1   For the Teacher

This research is to half the teachers to be apropesional in english teaching, in they can make the students to know about the material before giving the text to the students to avoid confusing happens to the them.

1.4.2   For the Students

This research can be motivate the students to learn reading seriously so they will be easier to understand the english text.

1.4.3   For the Reseachers

This expected to give a new knowledge of the further of reseacher to do the better research of teaching and learning cases.
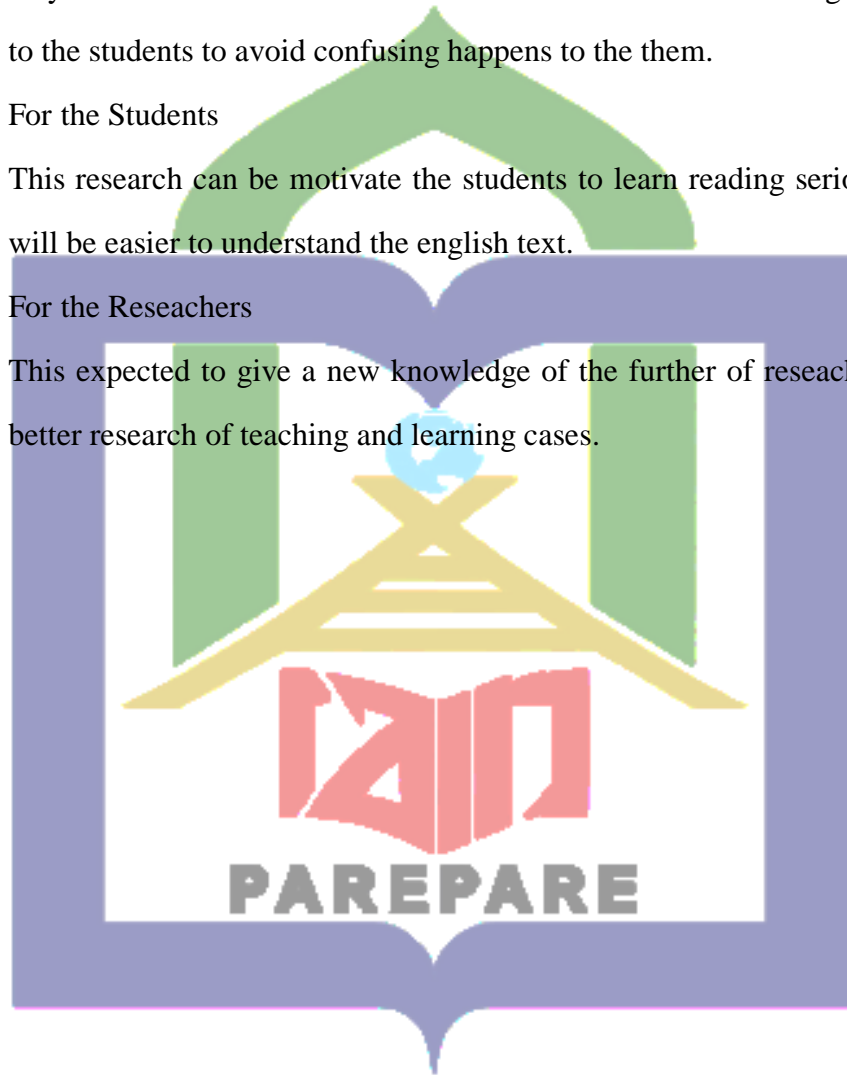
CHAPTER II
REVIEW OF RELATED LITERATURE

2.1 Some Pertinent Ideas

2.1.1 The Concept of Reading Habit

The identification of student reading habit is very important in order to increase students' reading comprehension in English. So in this research it will be informed about definition of reading habit,the purpose of reading habit and the aspect of reading habit.

2.1.1.1 Definition of Reading Habit

Habit is a pattern to respond a certain situation that is people always doing every day and he never boring to repeatedly. As cited in Oxford Dictionary, defined habit as "A thing that a person does often and almost without thinking, especially something that hard to stop doing".[2] According to Andrew, a habit from the standpoint of psychology, is more or less fixed way of thinking, wiling, or feeling acquired through previous repetition of a mental experience.[3]

According to Tampubolon, States 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.[4] In the habit forming business reading, two aspects to note, that is, interest (the combination between desire, will and motivation) and reading skills (skills of the eyes and mastery reading techniques). Reading habit is well-planned and deliberate pattern of study which has attained a

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[2] Horby, A.S, *Oxford Advanced Learner Dictionary of Current English*, (fifth edition, NY Oxford University Press, 1995)p.193

[3] B.R Andrew, "American Journal of Psychology" (Vol.14. No.2, 1903),p.1

[4] Tampubolon, *Teknik Membaca Efektif dan Efisien*, (Bandung: Angkasa, 1990) p.227-228

form of students toward understanding academic subjects and passing at examinations. Reading habits determine the academic achievement of students to great extent. Both reading and academic achievement are interrelated and dependent on each other.

Based on some of the above opinions about the understanding of habits and reading, researcher can take a conclusion that the reading habit is an activity reading on a regular basis that involves both physically and mentally to get the message, instruments or knowledge to be conveyed by the author.

2.1.1.2 The Purpose of Reading Habit

There are some reading habits purposes which have either positive or negative result. For purpose of this topic, they are grouped into four segments they are: hobbial, recreational, concentration, deviational.[5]

2.1.1.2.1 Hobbial

A hobby is an activity that creates joy and satisfaction in doing it. The purpose of reading habit as a hobby make a reader knowledgeable in so many areas, such as in educational, politic, religious, and economic. This purpose of reading habit not only makes one satisfied but also positive.

Unlike others hobbies, reading is of the most recommended one to shape readers personality skill. By reading book particularly can develop the knowledge of vocabulary which helps in conversations.[6] Reading as hobby

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[5]Ogbodo Rosemary Ochanaya, *Effective study Habits in Educational Sector: Counseling Implications*, *Edo Journal of Counseling* (Vol.3. No.2, 2010),p.231-235

[6]Anshi, *Habit of Reading a Beneficial Start,* 2012, (*http://www.depthneight.com/habit-of-reading-a-beneficial-start/com*).

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.[7]

2.1.1.2.2 Recreational

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

2.1.1.2.3 Concentration

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

2.1.1.2.4   Deviational

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

2.1.1.3 The Aspect of Reading Habits

The gaining an effective reading habit, Julio Cesar summarized six aspect of reading habit, they are : reading frequency, books read, time spent on academic

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[7]Trent Hamm, *Perfect Hobby? Reading book is fun, cheap, and good for you*, 2012, (*http://abcnews.go.com/Business/reading-books-fun-cheap-good/story/com*)

reading, time spent on non academic reading, motivation in the family environments, motivation in the academic environments.[8]

2.1.1.3.1 Reading Frequency

Reading frequency is one of activity when someone do to read for someone minutes or hours as frequently. Reading frequency used to measure students' reading frequency in their spare time.

2.1.1.3.2 Books Read

The number of many books that the students have read in the last three months was included in the questionnaires.

2.1.1.3.3 Time Spent on Academic Reading

It is considered the time that the students devote their time to read academic book especially for their specialist subject.

2.1.1.3.4 Time Spent on Non Academic Reading

It is discussed amount of time that the students used to read non academic book, magazine, such as novel, fiction, romance, horror, etc.

2.1.1.3.5 Motivation in the Family Environment

It is very important in the students' reading habit, when students see the behavior of their families who like to read, indirectly the response of students to get used to reading will occur naturally. It focuses on the recommended book the purchased by the family based on the interest of the family.

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[8]Julio Cesar Galicia Gaona, *Relationship between Reading Habits*, University Library and Academic Performance in A Sample of Psychology Students, Revista de La Education Superior Journal, (Vol. Xl (I), No.157, 2011)p.59-60

2.1.1.3.6   Motivation in the Academic Environment

Teacher motivation in improving students' reading habit is very important the role of teachers in schools is closely related to the results obtained by students. The existence of a reading culture carried out by the teacher towards students will greatly help students in getting used to reading books. It focuses on the frequency of students' reading literature in their school environment based on the teacher report.

Classify aspects related to reading is time, desire and will, motivation, and environment. Based on the some opinions above, aspects that must be known about student reading habits, namely time, desire, motivation and environment.

2.1.1.4 Advantages of Reading Habit

The implications of applying reading as habitual activity are students can expand the knowledge and increase focus and concentration. Reading habitual activity also helps them become more intelligent, and boots their vocabulary meaning. The impact of reading in people is live is extraordinarily widespred. A reader can learn a new word, can be introduce to new facts, he can become knowledgeable about the whole world and he can stimulated to both taught and emotion. [9] Several advantages of reading habit they are:[10]

2.1.1.4.1   Habit of the Mind Performs Effectively

To read frequently, the people would have abilities to communicate and think well. Acquiring reading habit would automatically active neurons

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[9]Thanuskodi, "Reading Habit Among Library and Information Science Students" (Annamalai University: International Journal Education Science,2011)

[10]Steel Jack, "The Habit of Reading and Its Advantages – Why You Should Develops Habit of Regular Reading*,* (International Journal Education Science,2008)

and make it always in good shape. People who exhibit habit as daily activity would help them to perform effective in front on public.

2.1.1.4.2   Habit of Regular Reading Helps us Develop A Good Vocabulary

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

2.1.1.4.3   Habitual Reading Boots Intellectual Curiosity

Regular habit of reading exposes a reader to understand the complexity of different books. A reader become knowledgeable about various literacy skills and leads to reader to think independently and critically.

2.1.1.4.4   Habitual Reading Means A Psychological Activity

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

2.1.1.4.5   Habitual Reading Helps Readers to have A Positive Set of Mind

Efficient frequent readers should be active positive mind and critical. The reader should give feedback quickly to the material as a respond to what they have read. They should also get the summary and make a critical judgment from the material.

2.1.2 The Concept of Reading Comprehension

2.1.2.1 Definition of Reading Comprehension

Reading is one of the basic communicative skills, but it is a very complex process.[11] Reading is an activity between a reader and writer, the writer sends his idea in the written symbols and the reader catches the idea from the printed pages. He adds that there is an essential interaction between language and thought in reading.[12]

Reading is the meaning interpretation of printed or written verbal symbol. Reading is a result of the interaction between the perception of graphic symbols that represents language and the reader's language skill and knowledge of the word in this process the reader tries to recreate the meaning intended the writer.[13]

After explain describes of reading. The researcher will explain some definitions of reading comprehension. Comprehension is the ability to absorb the meaning of the material or material being studied. This can be shown by translating material from one form to another from words to numbers, interpret material, explain or summarie and predict the consequences of something.[14] Ability to absorb the meaning of material or material that can be learned, students' abilities can be tested

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[11]Arthur W. Heilman, Timhoty R. Blair, William H. Rupley, *Principle and Practices of Teaching Reading*. (Fifth Edition, Ohio: Charles E Merril Publising Company 1981) p.3

[12]Cerrel, Th.I. L. Patricia and Dolmer ,*Interactive Approach to second Language Reading, (*New York: Combridge University Press, 1988), p.12

[13]Albert J. Harris and Edward R. Sipay, *How to Increase Reading Ability,* (New York: Longman,1975), p.8

[14]Usman, Setiawati, *Upaya Optimalisasi Kegatan Belajar Mengajar* (Bandung: Rosdakarya, 1993),p.122

through tests by looking at the level of reading comprehension like literal recognition and recall, inferential comprehension, judgment and appreciation.[15]

Reading comprehension as composed of a multiple member number of skills and abilities those are interrelated and interdependent.[16] Comprehension is a multifaceted process affected by a variety of skills. However, unlike the large number of supposedly distinct comprehension skills identified in many commercial reading programs, researchers to date have only tentatively confirmed the existence of approximately five component skills. Reading comprehension is a process of making sense of written ideas thought meaningful interpretation and interaction with language, reading comprehension is best viewed as a multifaceted process affected by several thinking and language abilities.[17]

Reading comprehension is variously defined by both practice and theory. Reading comprehension is sometimes defined by comprehension tests. If a test says it measures comprehension, whatever that test happens to measure becomes what comprehension is supposed to entail.[18]

Reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences.

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[15]Darmiyati uchdi, *Strategi Meningkatkan Kemampuan Membaca*(Yogyakarta: UNY Press, 2009),p.99

[16]Arthur W. Heilman, Timothy R. Blair, William H. Rupley, *Principles and Practices of Teaching Reading* (Fifth Edition, United States of America, 1981),p.238

[17]Arthur W. Heilman, Timhoty R. Blair, William H. Rupley, *Principle and Practices of Teaching Reading*. (Fifth Edition, Ohio: Charles E Merril Publising Company 1981) p.241-242

[18]Brown and Company (Canada) 1979, *Teaching Reading,* p.133

2.1.2.2 Levels of Reading Comprehension

The levels of reading comprehension are mentioned, they are literal comprehension, inferential comprehension and critical comprehension.[19]

2.1.2.2.1 Literal Comprehension

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

2.1.2.2.2 Inferential Comprehension

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

2.1.2.2.3 Critical Comprehension

Critical comprehension is higher thinking of reading. The reader should be actively reacting to the information presented by authors. The reader are needed the ability to analyze the information and link those information to their background knowledge, further, the readers evaluate

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[19]Arthur W. Heilman, Timhoty R. Blair, William H. Rupley, *Principle and Practices of Teaching Reading*. (Fifth Edition, Ohio: Charles E Merril Publising Company 1981) p.246

the value of its information and give personal judgments as a feedback to the author.

2.1.2.3 Reading Comprehension in the Classroom

As Franfoise Grellet states that there are two steps teaching reading comprehension in the classroom, they are:[20]

2.1.2.3.1   Constructing Exercises

There must be variety in the range of exercises. This is an important factor in motivation and it is necessary if different skills are to be covered. On the other hand, a text should always be the starting point for determining why one would normally read it, how it would be read, how it might relate to other information before thinking of a particular exercise.
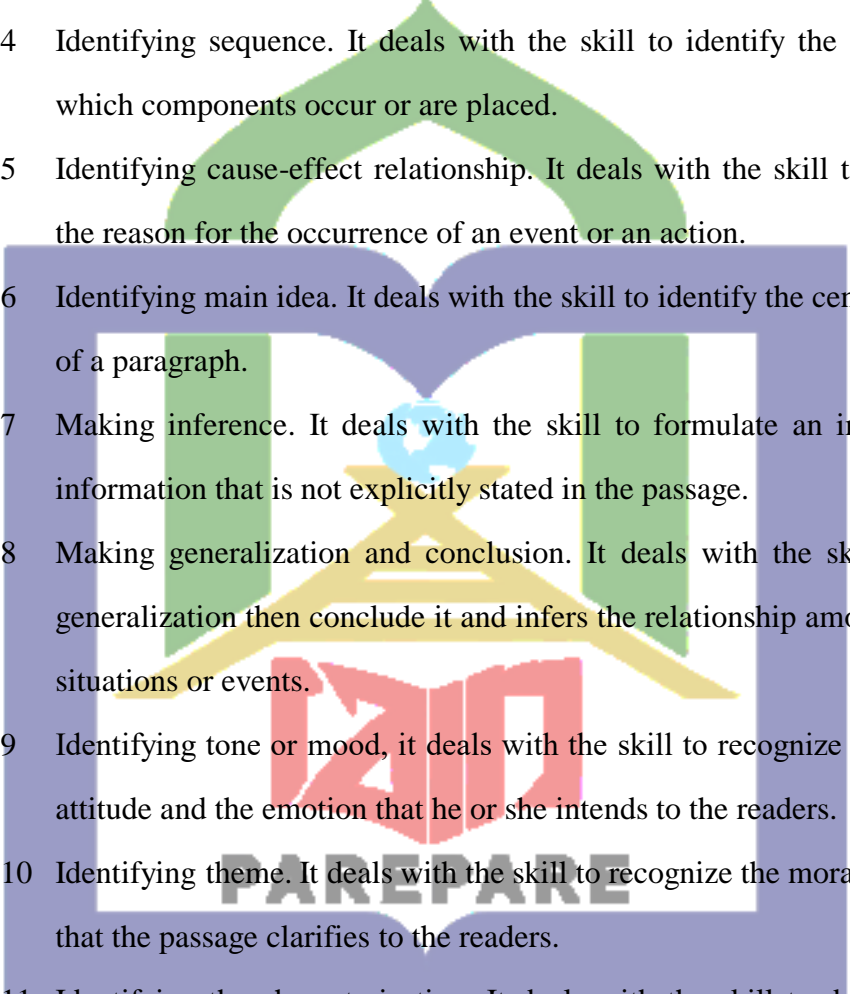
2.1.2.3.2   Classroom Procedures

The first point to be noted when the teacher practices reading in the classroom is a silent activity. Therefore silent reading should be encouraged in most cases, thought the teacher may sometimes need to read part of the text aloud. It is useful to give the class some help on how to approach a new text. The following procedure, for instance, is very helpful with most texts.

2.1.2.4 Reading Comprehension Skill

Dolmer, stated that the skill of reading comprehension can be categorized into twelve skills, namely:[21]

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[20]Fransfoise Grellet, *Developing Reading Skills a Practical Guide to Reading Comprehension Exercise,* (United States America: California)

2.1.2.4.2 Gaining the word meaning. It deals with the skill to find and interpret the intended meaning.

2.1.2.4.3 Identifying details. It deals with the skill to find some explicitly stated pieces of information.

2.1.2.4.4 Identifying sequence. It deals with the skill to identify the sequence in which components occur or are placed.

2.1.2.4.5 Identifying cause-effect relationship. It deals with the skill to determine the reason for the occurrence of an event or an action.

2.1.2.4.6 Identifying main idea. It deals with the skill to identify the central thought of a paragraph.

2.1.2.4.7 Making inference. It deals with the skill to formulate an image to the information that is not explicitly stated in the passage.

2.1.2.4.8 Making generalization and conclusion. It deals with the skill to make generalization then conclude it and infers the relationship among separate situations or events.

2.1.2.4.9 Identifying tone or mood, it deals with the skill to recognize the authors' attitude and the emotion that he or she intends to the readers.

2.1.2.4.10 Identifying theme. It deals with the skill to recognize the moral or concept that the passage clarifies to the readers.

2.1.2.4.11 Identifying the characterization. It deals with the skill to determine the personality trains and feelings of a character in a selection.

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[21]Dolmer, *Interactive Approach to Second Language Reading (New York:* Combridge University Press, 1988), p.22

2.1.2.4.12 Identifying fact-fiction and opinion. It deals with the skill to determine which passage that presents actual condition and the one that reflects the personal feelings of the author.

2.1.2.4.13 Identifying propaganda. It deals with the skill to identify the existence of an authors' biased opinion in the passage.

2.1.2.5 Factors Affecting Reading Comprehension

The low reading comprehension skills are caused by variety of factors. The factors which are responsible to the depth of readers' comprehension as follow; 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.[22]

2.1.2.5.1 Difficulty of Material

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

2.1.2.5.2 Intelligence

Readers' ability to comprehend is sometimes limited by the richness of their background knowledge and vocabulary that readers have the more success of reading comprehension they would be. Therefore mental

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[22]Martha Dallmann. *The Teaching of Reading,* (New York : Holt Rinehart and Winston,1982)p.165-167

maturity should be taken into consideration in term determining where reading instruction should star.

2.1.2.5.3   Environment

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

2.1.2.5.4   Emphasis on Word Recognition

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

2.1.2.5.5   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.

2.1.2.5.6   Background for a Reading Selection

Concept about reading material and experience are frequent problem 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.

2.1.2.5.7   Adjustment of Reading Techniques to Purpose

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

2.1.2.5.8   Rate of Reading

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

In addition, identify five major determinant factors of reading comprehension contrasting as follow; Background experience, language abilities and thinking abilities, affection (interest, motivation, attitude, beliefs, and feelings), and reading purposes. [23]

2.2 Previous Research Finding

In contrasting this research proposal, the researcher was considering some previous finding to support the researcher proposal. Those researcher are as follows:

2.2.1   Samrotul Muawanah in her researcher about the relationship between students' reading habit and their reading comprehension at the second grade students of SMA Dua Mei Ciputat based on research she found that the

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[23]Haris , L.A and Smith, C.B., *Reading Instruction Diagnostic Teaching in The Classroom.* (New York: Richard C. Owen Publisher,Inc 1980)

correlation is strong. The testing of significant correlation showed the t-value 0,779 > 3,20. Therefore there was significant correlation.[24]

2.2.2. Nurul Hidayah in her research about the correlation between reading habit in English and reading comprehension at second semester of IAIN Tulungagung based on research she found that the result showed that coefficient correlation was 0,642. It mean that those variables positively correlation. This result (r_{value}) was good that the "r_{value}" (0,642 > 0, 342 in significant level 5% and > 0.4999 in significant level 1%).[25]

2.2.3. Dony Prasetyo in his research about the correlation between translation ability and reading habit toward writing ability at the twelfth grade students MAN 2 Surakarta based on research he found that there is significant positif correlation. The third hypothesis showed that the coefficient of correlation (r_{yx1x2}) between students' translation ability (X_1) and reading habit (X_2) and their writing ability (Y) is higher than 0 (0.8304>0) and linear regression showed that t_{obtain} is higher than t_{table} (24,443 > 3,44). The researcher concluded that there is significant positive correlation between translation ability and reading habit toward writing ability at the twelfth grade students MAN 2 Surakarta.[26]

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[24]Samrotul Muawanah, *The Relationship Between Students' Reading Habit and Their Reading Comprehension at The Second Grade Students of SMA Dua Mei Ciputat*. (Published Scrips, Jakarta: UIN Syarif Hidayatullah 2014),p.36

[25]Nurul Hidayah, *The Correlation Between Reading Habit in English and Reading Comprehension at Second Semester of IAIN Tulung Agung*. (Published thesis, Tulungagung: IAIN 2014) p.53

[26]Dony Prasetyo, *The Correlation Between Translation Ability and Reading Habit Toward Writing Ability at The Twelfth Grade Students MAN 2 Surakarta*. (Published thesis, : IAIN Surakarta, 2016).p.69

Based on the research finding above, the researcher concludes that reading habit are considered to have important role in the process of teaching and learning activities because of individual reading comprehension is influences by various factors, one of which is a reading habit. If someone is able to process what, where, when, and how reading habit, learning will be more effective and efficient so that it can maximize the learning comprehension because of the right reading habit will be able to increase the student reading comprehension.

2.3 Conceptual Framework

Conceptual Framework is overview of the pattern of relationship between variables in a coherent whole which is a description of the focus of research.[27] 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 MTs Negeri Parepare" this research is providing the following diagram:

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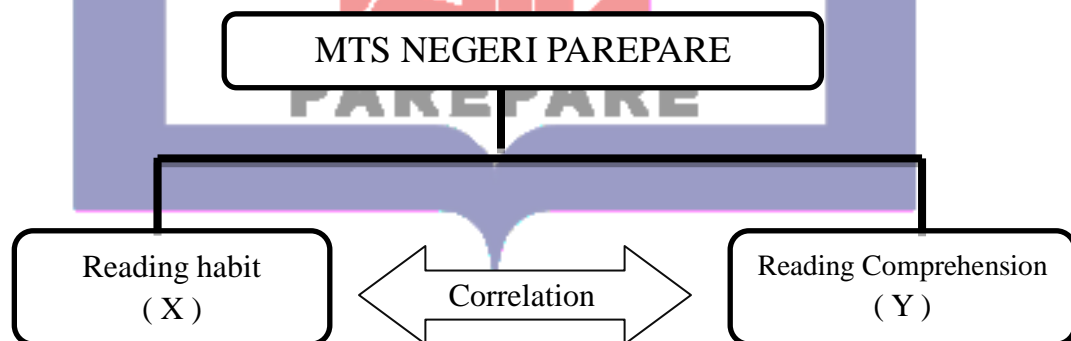
[27] Tim Penyusun, *Pedoman Penulisan Karya Tulis Ilmiah,* (Makalah Dan Skripsi, Parepare: STAIN, 2013), p.26

2.4 Hypothesis

Hypothesis is a tentative statement that is conjecture about what is observed in efforts to understand.[28]

The researcher proposed the Hypothesis for this research, as follow:

H_a = There is correlation between students reading habit and students reading comprehension at the second grade of MTs Negeri Parepare.

2.5 Variabel and Operational Definition

2.5.1   Variable

In this research, there are two variables, consist of independent variables dependent variable. The independent variable is students' reading habit and dependent variable is students' reading comprehension

2.5.2   Operational Definition

2.5.2.1   Students' reading habit is behavior to read which is done regularly to understand and get information from written material.

2.5.2.2   Students' reading comprehension is the ability to process text, understand its meaning, and to integrate it wit what the reader already know.

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[28] Nasution, *Metode Research,* (Jakarta: Bumi Aksara,2016), p.39

CHAPTER III

RESEARCH METHOD

3.1 The Design of Research

There are two kinds of variables in this research, variable X and variable Y. Reading habit as variable X and reading comprehension as variable Y. The research design that aflied in this research is quantitative research. The researcher analyzed the research by using Pearson Correlation Product Moment.

The research design of this research is the correlation between students' reading habit and students' reading comprehension at the Second Grade of MTs Negeri Parepare.

In this research, the researcher used person product moment, the design as follow:

$$X \xleftrightarrow{\quad r \quad} Y$$
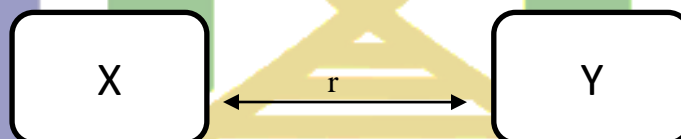
Where :

X : Reading Habit

Y : Reading comprehension

r   : The correlation

3.2 Location and Duration

3.2.1 Location

In the implementation of this study, the authors directly go localized studies to obtain data by asking permission to the head master. Study site is a place where a study is carried out. The location of this research took a place at MTs Negeri Parepare.

3.2.2 Duration

The researcher did the research more than one month for collecting data.

3.3 Population and Sample

3.3.1 Population

Population is a generalization region consisting of objects and subjects that have a certain quantity and type.[29] Population refers to the whole group from which samples are taken.[30] The population of this research is the second grade students of MTs Negeri Parepare. There are six classes in that school which are (VIII.1, VIII.2, VIII.3, VIII.4, VIII.5, VIII.6). The total of population are 183 students.

Table 3.1 The Total Students of the second grade at MTs Negeri Parepare

No.	Class	Sex		Total
		Male	**Female**	
1.	VIII.1	14	10	24
2.	VIII.2	24	10	34
3.	VIII.3	19	11	30
4.	VIII.4	17	12	29
5.	VIII.5	21	14	35
6.	VIII.6	19	12	31
	Total	**114**	**69**	**183**

Source: Administration MTs Negeri Parepare, 2018.

3.3.2 Sample

The sample took by using purposive sampling. The research took the class VIII.4 which is consists of 29 students as the sample in this research because the

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[29]Sugiyono, *Metode Penelitian Manajemen*, (Bandung: Alfabeta, 2015), p.148

[30]Punaji Setyosari, *Metodologi Penelitian Pendidikandan Pengembangan*, (Jakarta: Prenada media group, 2010), p.169

teacher's recommends this class is the most appropriate class to represent all populations because of the varying abilities of students compared to other classes.

3.4 Technique of Collecting Data

There are some procedural in this research such as follow:

3.4.1 Questionnaire

Questionnaire is a data collection technique that is done by giving a set of questions or written statement to the respondent to be answered. The questionnaire is an efficient data collection technique when researchers know with certainty the variables to be measured and know what can be expected from the respondents. [31]

In this research, the writer distributed the questionnaire about students aimed to know their reading habit score. In determining students score the researcher used closed questionnaire in which the respondents ticked the available responses given by the researcher. The questionnaires used five alternatives based on the Likert's Scale Types, which consists of 30 positive and negative statement items. Likert's scale is used to measure attitude, opinion, perception based on the certain object or phenomena.[32] The indicators of the questionnaire were explained as follows: Strongly Agree (Sangat Setuju), Agree (Setuju), Hesitant (Ragu-ragu), Disagree (Tidak Setuju) and Strongly Disagree (Sangat Tidak Setuju).

3.4.2 Test

Test is a number of questions that have been given to students to be given a response or answered to measure the level of students' reading comprehension.

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[31]Sugiyono, *Metodologi Penelitian Pendidikan dan Pendekatan Kuantitatif, Kualitatif, dan R & D* (Cet.20, Bandung: Alfabeta, 2014), p.199

[32]Sugiyono, *Metode Penelitian Manajemen*, (Bandung: Alfabeta, 2015), p.168-169

In test, the students will be given the descriptive test, they are given sixty minutes to do the test. And the researcher will give the multiple choice test because the techique of scoring will be easy and practical. Test is used to determine the students' reading comprehension.

3.5 Technique of Data Analysis

The technique data analysis in this research used descriptive statistical techniques and inferential statistics to facilitate the analysis of the research data, the researcher used SPSS version 16. The technique data analysis of this research as follows:

3.5.1   Descriptive Statistic

Data analysis using descriptive statistics, which describes the existing data to obtain facts from respondents, hence more easily to understand. The analysis used with descriptive statistics is done by collecting, compiling, presenting, and analyzing all data of all variables in terms of percentage, frequency distribution, histogram, diagram, graph, mean, mode, median, and standard deviation.

3.5.2   Inferential Statistic

Inferential statistics are statistical data analysis techniques used to obtain a logical conclusion of the data available in this study, it is necessary to test through hypothesis testing. Inferential statistic analysis is used to know the correlation between students' reading habit and students' reading comprehension class VIII.4 MTs Negeri Parepare, using Pearson's product moment correlation analysis technique with the following formula:

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

Where:

r_{xy}= The correlation coefficient of variables X and Y

N= The sum of the object total

$\sum_{xy}$= Total multiplication score X and Y

$\sum_{x^2}$= The sum of squares distribution scores X

$\sum_{y^2}$= The sum of squares distribution scores Y

In this criteria when r_{hitung} is less than r_{tabel} value, so that H_o is accepted, and H_a is rejected, but vice versawhen r_{hitung} is bigger than r_{tabel} value, so that H_a is accepted and H_o is rejected.[33]

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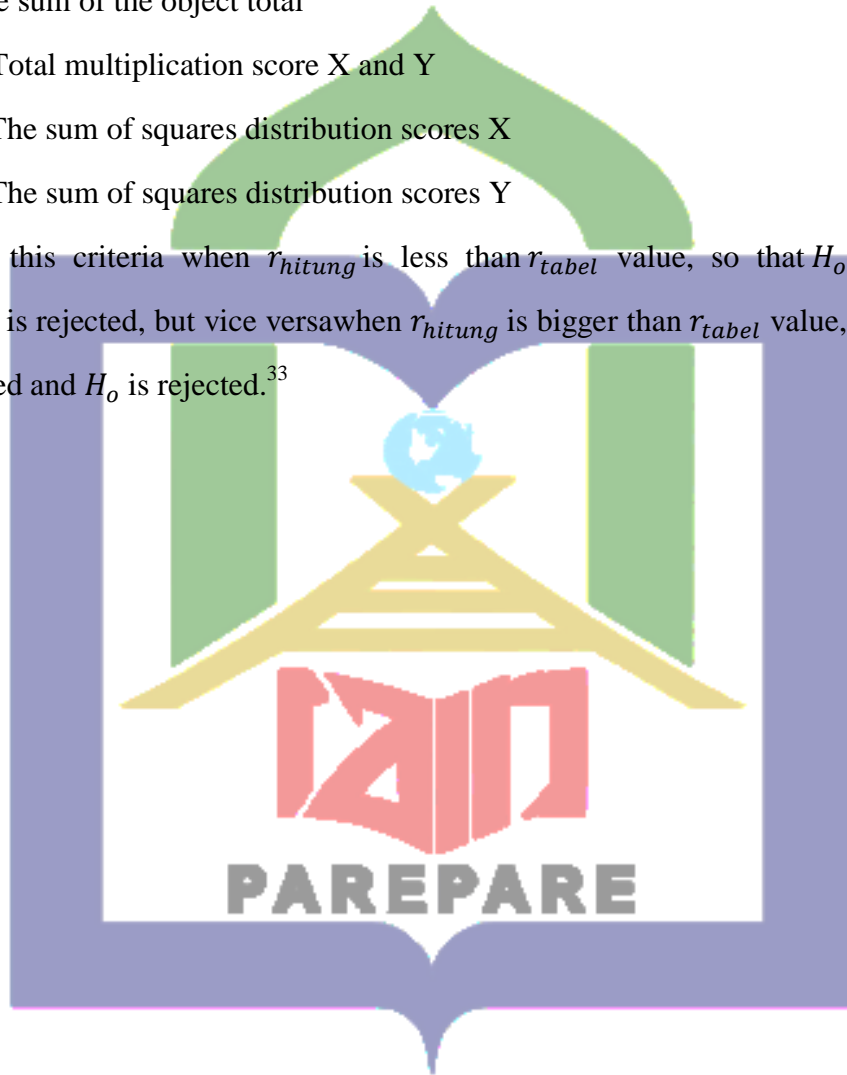
[33]Burhan Bungin, S. Sos., M. Si. *Metode Penelitian Kuantitatif*. (cetakan3. Jakarta: Fajar Interpratama Offset. 2005). p.197.

CHAPTER IV

FINDING AND DISCUSSION

This chapter deals with finding and discussion. The finding was the students' score obtained through the questionnaire and test. Meanwhile, in the discussion the researcher described the interpretation of the finding was given, that will be explained more details.

4.1 Findings

Based on the result of the SPSS, description of the data presented in this section includes variable data of students' reading habit (X) and students' reading comprehension (Y). The values that have been presented after processing from raw data using descriptive analysis techniques, namely the average value, median, modus, and standard deviation. To obtain an overview of the result obtained through this study, also presented the frequency distribution and histogram graphs.

The descriptive statistical calculation result of each variable are presented as follows.

4.1.1 Students' Reading Habit

The summary of descriptive statistics for students' reading habit (X) can be seen in the following table.

Table 4.1 The Summary of Descriptive Statistics (Variable X)

Statistics

N	Valid	29
	Missing	0
Mean		88.86
Std. Error of Mean		2.297

Median	89.00
Mode	90[a]
Std. Deviation	12.371
Variance	153.052
Range	48
Minimum	60
Maximum	108
Sum	2577

The results showed that the Arabic pronunciation ability variable score was between 60 and 108, the mean was 88.86, Median 89.00, mode 90, Variance 153.052 and Std. Deviation 12,371. The frequency distribution of students' reading habit can be seen in the following table.

Table 4.2 Frequency Distribution of (Variable X)

Students_Reading_Habit

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60	1	3.4	3.4	3.4
	64	1	3.4	3.4	6.9
	65	1	3.4	3.4	10.3
	76	1	3.4	3.4	13.8
	78	1	3.4	3.4	17.2
	82	1	3.4	3.4	20.7
	83	2	6.9	6.9	27.6
	84	1	3.4	3.4	31.0
	85	1	3.4	3.4	34.5
	86	1	3.4	3.4	37.9
	87	2	6.9	6.9	44.8
	88	1	3.4	3.4	48.3
	89	1	3.4	3.4	51.7
	90	3	10.3	10.3	62.1

95	2	6.9	6.9	69.0
98	1	3.4	3.4	72.4
99	3	10.3	10.3	82.8
100	1	3.4	3.4	86.2
105	2	6.9	6.9	93.1
107	1	3.4	3.4	96.6
108	1	3.4	3.4	100.0
Total	29	100.0	100.0	

Based on the frequency distribution, for the total score obtained by each respondent with a score of 60, 64, 65, 76, 78, 82, 84, 85, 86, 88, 89, 98, 100, 107 and 108 each have 1 frequency (3,4%), score 83,87, 95 and 105 each have 2 frequencies (6, 9%), score 90 and 99 each have 3 frequencies (10,3%), So the largest frequency is that the score 90 and have 3 frequency (10,3%) and the smallest frequency is at the score 60, 64, 65, 76, 78, 82, 84, 85, 86, 88, 89, 98, 100, 107 and 108 each have 1 frequency (3,4%).

Figure 4.1 Histogram of Students' Reading Habit (Variable X)

Histogram

Mean =88.86
Std. Dev. =12.371
N =29

Based on the data shown in the frequency distribution table above, when compared with the mean score 88,86 indicates that the score of students' reading habit is below the average group of 14 respondents (47,8%), which is in the average score is 1 people (3,4%) and which are in groups above the average score of 14 respondents (48%). Determining the category from score of the students' reading habit is done using the percentage form criteria as follows:

Table 4.3 Guidelines for interval the score of respondent

Interval	Category
126 – 150	Very High
101 – 125	High
76 – 100	Medium
51 – 75	Low
26 – 50	Very Low

The total value of students' reading habit obtained from the results of the study is 2577, the highest value of this result variable is 30 x 5 =150, because the questionnaire consists of two statement criteria is 150 : 2 = 75 because the number of respondents is 29, the criterion value is 29 x 75 = 2175 . So, students' reading habit is 2577: 2175 = 118 of the criteria set. So it can be concluded that the value of students reading habit belongs to the high category.

4.1.2 Students' Reading Comprehension

The summary of descriptive statistics for students' reading comprehension (Y) can be seen in the following table.

Table 4.4 The Summary of Descriptive Statistics (Variable Y)

Statistics

Students' Reading Comprehansion

N	Valid	29
	Missing	0
Mean		83.10
Std. Error of Mean		1.992
Median		80.00
Mode		80
Std. Deviation		10.725
Variance		115.025
Range		40
Minimum		60
Maximum		100
Sum		2410

The results showed that variable score of the students' reading comprehension was between 60 up to 100, mean score of 83.10, median 80.00, modus 80, Variance 155.025 and Std. Deviation 10,725. The frequency distribution of students' reading habit can be seen in the following table.
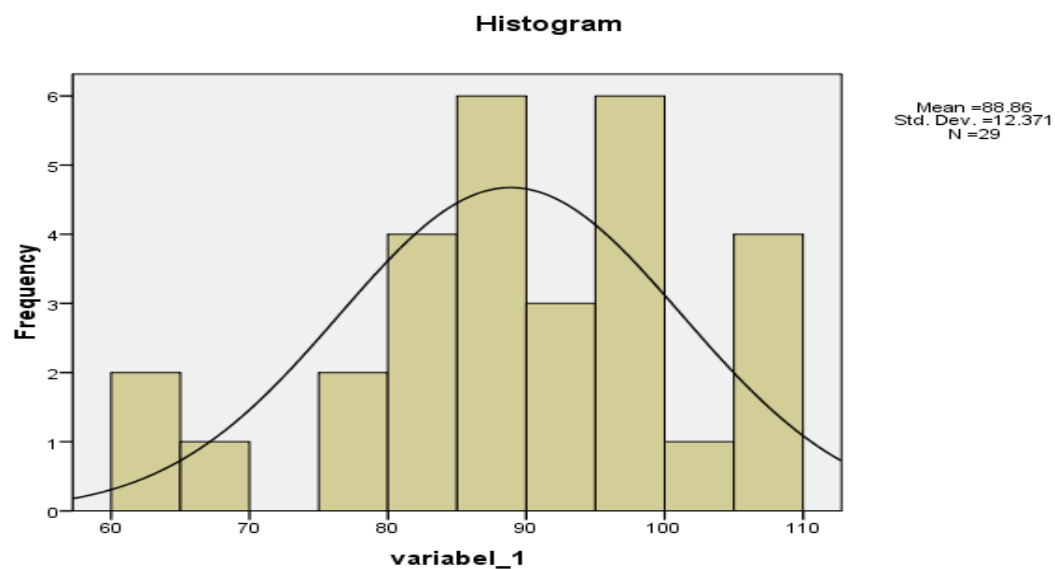
Table 4.5 Frequency Distribution of Students' Reading Comprehension (Variable Y)

Students'_Reading_Comprehension

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60	1	3.4	3.4	3.4
	70	5	17.2	17.2	20.7

80	12	41.4	41.4	62.1
90	6	20.7	20.7	82.8
100	5	17.2	17.2	100.0
Total	29	100.0	100.0	

Based on the frequency distribution, for the total score obtained by each respondent with a value of 60 have 1 frequency (3,4%), a value of 70 and 100 have 5 frequencies (17,2%), while a value of 90 have 6 frequencies (20,7%), a value of 80 have 12 frequencies (41,4%). So, the score of respondent which has largest frequency is at the value of 80 which has 12 frequencies (41,4%) and the smallest frequency is at the value of 60 which has 1 frequency (3,4%).This variable histogram can be shown in the following graph.

Figure 4.2 Histogram of Students' Reading Comprehension (Y)
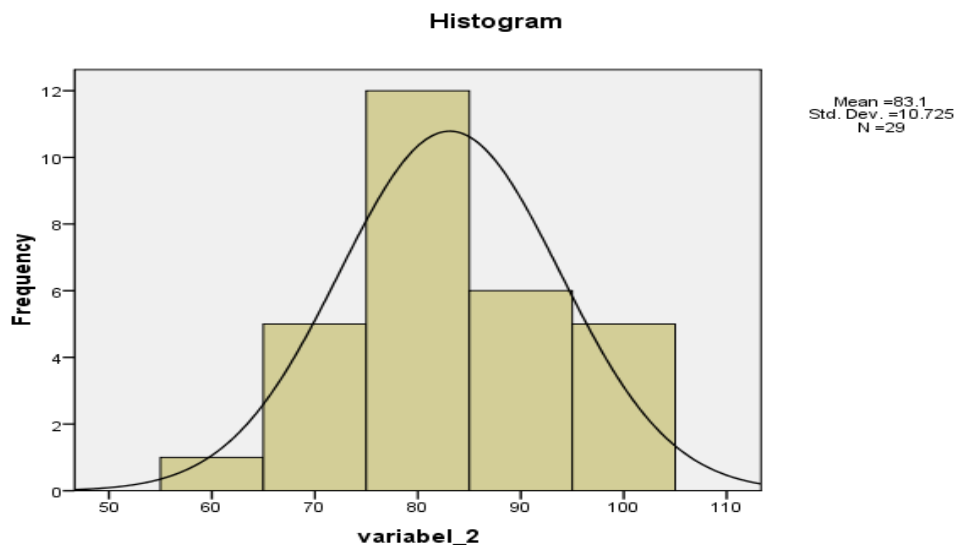
Based on the data shown in the frequency distribution table above, when compared with the mean score 83,10 indicates that the score of students' reading

comprehension is below the average group of 6 people (20,6%), which is in the average score is 12 respondents (41,4%), and which are in groups above the average score of 11 respondents (37,9%). Determining the category from score of students' reading comprehension is done using the percentage form criteria as follows:

Table 4.6 Guidelines for interpreting the score of respondent[34]

NO.	Percentage (%)	Relationship Level
1	90% - 100%	Very high category
2	80% - 89%	High category
3	70% - 79%	Medium category
4	60% - 69%	Low category
5	0% - 59%	Very low category

The total value of students' reading comprehension obtained from the results of the study is 2410, the highest value of this result variable is 100, because the number of respondents is 29, the criterion value is 29 x 100 = 2900 . So, students' reading comprehension is 2410: 2900= 0,83 or 83% of the criteria set. So it can be concluded that the value of students reading comprehension belongs to the high category.

4.1.3 The Correlation between students' reading habit and students reading comprehension

Table 4.7 Calculating Scores of reading habit and reading comprehension

X	Y	XY	X^2	Y^2
105	80	8400	11025	6400
98	90	8820	9604	8100
99	80	7920	9801	6400
100	100	10000	10000	10000

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[34]Suharsimi Arikunto, *Evaluasi Pendidikan,* (Jakarta: Bina Aksara, 1986), p.54

95	80	7600	9025	6400
82	80	6560	6724	6400
87	90	7830	7569	8100
76	90	6840	5776	8100
87	80	6960	7569	6400
105	100	10500	11025	10000
83	80	6640	6889	6400
95	70	6650	9025	4900
90	100	9000	8100	10000
90	70	6300	8100	4900
107	90	9630	11449	8100
108	80	8640	11664	6400
84	80	6720	7056	6400
83	80	6640	6889	6400
60	60	3600	3600	3600
99	100	9900	9801	10000
86	90	7740	7396	8100
99	100	9900	9801	10000
85	90	7650	7225	8100
78	80	6240	6084	6400
88	70	6160	7744	4900
65	80	5200	4225	6400
90	70	6300	8100	4900
64	70	4480	4096	4900
89	80	7120	7921	6400
2577	**2410**	**215940**	**233283**	**203500**

Mean(Σ) $\bar{x}$=2577

Mean(Σ) $\bar{y}$ = 2410

$\sum_x 2$=233283

$\sum_y 2 = 203500$

$\sum_{xy} = 215940$

Subsequently included in the following formula:

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

$$r_{xy} = \frac{29.215940 - (2577)(2410)}{\sqrt{(29.233283) - (2577)^2.(29.203500) - (2410)^2}}$$

$$r_{xy} = \frac{6262260 - 6210570}{\sqrt{(6765207 - 6640929)(5901500 - 5808100)}}$$

$$r_{xy} = \frac{51690}{\sqrt{124278 \,.\, 93400}}$$

$$r_{xy} = \frac{51690}{\sqrt{11607565200}}$$

$$r_{xy} = \frac{51690}{107738,41}$$

$$r_{xy} = 0.479 \longrightarrow 0,480$$

If r_{hitung} is bigger than r_{tabel}, (rh≥rt) then H_a accepted, H_o rejected. But instead, if r_{hitung} is smaller than r_{tabel} accepted, then H_o accepted, and H_a rejected. Based on the above calculation, obtained If $r_{xy} = 0.479 \longrightarrow 0,480 \geq r_{tabel} = 0.67$ at a significant level of 5%, so it is concluded that H_o rejected, and H_a accepted Thus, it can be drawn a conclusion that, there is the correlation between students' reading

habit and students' reading comprehension at the second grade of MTs Negeri Parepare.

The magnitude of the correlation between students' reading habit and students' reading comprehension can be known by squaring correlation coefficient value. The coefficient correlation generated in this study is 0,480. Then squared then the result obtained 0,230. The result of squaring is obtained by using the determinant coefficient formula $KD = r_{xy}^2 \times 100\%$. Thus, it can be concluded that the magnitude of the correlation between students' reading habit and students' reading comprehension is 0.23 or 23%, in the sense that the other 77% is influenced by other variables not observed in this study.

Table 4.8 Guidelines for interpretation of correlation coefficients[35]

Coefficient Interval	Level relationship
0, 00 – 0, 199	Very low
0, 20 – 0, 399	Low
0, 40 – 0, 599	Medium
0, 60 – 0, 799	Strong
0, 80 – 1, 000	Very strong

Based on the table of interpretation guidelines, it can be concluded that students' reading habit has a correlation on students' reading comprehension at the second grade of MTs Negeri Parepare is low.

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[35]Sugiono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, R & D*, (Bandung: Alfabeta), p. 257

4.2 Discussion

Before discussing the results of this research, firstly the researcher explained the focus of the research. This research was conducted in MTs Negeri Parepare. The population is the second grade student of MTs Negeri Parepare In Academic year 2018/2019 which consists of six classes namely VIII.1, VIII,2 VIII 3, VIII 4, VIII 5, VIII 6, so the total population is 183 students, consisting of 114 male and 69 female.

Then the researcher made a sample of these students namely class VIII 4 numbering 29 people consisting of 17 female and 12 male. The sample took by purposive sampling. The researcher made class VIII A as a research sample because the teacher's recommends this class is the most appropriate class to represent all populations because of the varying abilities of students compared to others classes.

The instrument of collecting data used in this research were questionnaire and test. The technique of data analysis used descriptive statistic and inferential statistic. Based on the formulation of the problem stated in chapter 1, namely: (1) How is the students' reading habit at the second grade of MTs Negeri Parepare; (2) How is the students' reading comprehension at the second grade of MTs Negeri Parepare; (3) Is there any correlation between students' reading habit and students' reading comprehension at the second grade of MTs Negeri Parepare. The description of the data collected showed that there is correlation between students' reading habit and students' reading comprehension at the second grade of MTs Negeri Parepare.

After the researcher conducted the data analysis, the researcher then described some of the results of the research that had been carried out in accordance with the research guidelines used, as follows:

4.2.1   Students' Reading Habit

Before explaining the result of research, firstly the researcher described that reading habit is an activity reading on a regular basis that involves both physically and mentally to get the message, instruments or knowledge to be conveyed by the author. The gaining an effective reading habit, Julio Cesar summarized six aspect of reading habit, they are : reading frequency, books read, time spent on academic reading, time spent on non academic reading, motivation in the family environments, motivation in the academic environments.[36]

The first meeting the researcher gave to the students questionnaire with students. Before students answer by checking the answers provided, the researcher first explained how to answer the questionnaire. After students finish answer the questionnaire, the researchers then checked their answers at home. The researcher matched the answers with the questionnaire scores that were determined and analyzed the data. Based on the data obtained from this study, it is known that the students' reading habit score is below the average group of students' reading habit is below the average group of 14 respondents (48.3%), which is in the average score is 1 people (3.4%) and which are in groups above the average score of 14 respondents (48.3%). So that the result obtained from the students' reading habit is 2577, the highest value is 150, because the questionnaire consists of two statement criteria is 150:2=75 because the number of respondents is 29, the criterion value is 75 x 29 = 2175. So, the students' reading habit is 2577: 2175 = 118 of the criteria set. So it can be concluded that the value of students' reading habit is high category.

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[36] Julio Cesar Galicia Gaona, *Relationship between Reading Habits*, researcher Library and Academic Performance in A Sample of Psychology Students, Revista de La Education Superior Journal, (Vol. Xl (I), No.157, 2011),p.59-60

The results of the calculation and discussion above, this study measures the level of reading habits based on the theoretical foundation proposed by Tampubolon (1990-227-228) which states 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. In effort to establish reading habit, some aspects need to be considered in broad outline is a combination of desire and motivation.

Reading is a communication of thoughts and emotions between the writers will be better if the reader has a good ability to know the intentions to be conveyed by the author. Reading is an ability that must be possessed by everyone, especially for students who are still actively for sitting in education because reading can provide knowledge that has never been obtained. Reading habit is a routine activity carried out in the reason process to achieve an understanding of the ideas and information obtained thought existing symbols whether written or not. Reading activities do not only require the mouth to spell and the eye to see, but reading activity requires the brain to understand activities.

The factors of reading habit play an important role in reading. Students who have the habit of reading are thought to tend to give greater attention to reading. Many students develop reading habits because of the attention, encouragement, and other efforts that are obtained from parents, teachers and other parties who can influence. Reading habits in students are formed from four indicators of frequency are reading time, reading motivation, desire and environment.

4.2.2   Students' Reading Comprehension

Before explaining the result of research, firstly the researcher described that reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. The low reading comprehension skills are caused by variety of factors. The factors which are responsible to the depth of readers' comprehension as follow; 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.[37]

The second meeting the researcher gave text descriptive with the students. Before students answer the text, the researcher first explained how to answer the text. After students finish answer the text, the researchers then checked their answers at home. The researcher checks the answer of students and analyes the data. Based on the data shown in the frequency distribution table above, when compared with the mean score 83,10 indicates that the score of students' reading comprehension is below the average group of 6 people (20,6%), which is in the average score is 12 respondents (41,4%), and which are in groups above the average score of 11 respondents (37,9%). So that the result obtained from the students' reading comprehension is 2410, theoretical score of this variable each respondent is 100, because the number of respondents 29 people, then the criterion score is 100 x 29 = 2900. Thus, the student's reading comprehension is 2410: 2900 = 0,83 or 83% of

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[37]Martha Dallmann. *The Teaching of Reading,* (New York : Holt Rinehart and Winston,1982)p.165-167

criteria set. Thus, it can be concluded that of student's reading comprehension is high category.

The results of the calculation and discussion above, In line with the discussion above, support the theory proposed by Arthur (1981-241-242) reading comprehension is best viewed as a multifaceted process affected by several thinking and language abilities. The ability of each person to understand what is read is different. This possessed, interest and purpose of reading. The situation around the reader also influences one's reading comprehension. Receptive activities studying contents of reading texts require a quiet environment. A clam state will make the reader easier to recognnie each sound symbol, give meaning, and can respond to the contents of the reading quickly. Another aspect that cannot be overlooked is the broad aspect of insight, level of attitudes, talents, interests and motivation. The aspect can give a contributed well to the level of reading comprehension skill.

Meanwhile, Usman and Setiawati (1993:112) define comprehension as the ability to absorb the meaning of the material or material being studied. This can be shown by translating material from one form to another from words to numbers, interpret material, explain or summarie and predict the consequences of something. Ability to absorb the meaning of material or material that can be learned, students' abilities can be tested through tests by looking at the level of reading comprehension like literal recognition and recall, inferential comprehension, judgment and appreciation (Barret in uchdi, 2008:99).

4.2.3   The Correlation between Students' Reading Habit and Students' Reading Comprehension

Based on the each above variables, it can be summaried that students' reading habit and students' reading comprehension at the second grade of MTs Negeri Parepare in the high category. This does not deviate from the mindset in the previous chapter that if students' reading habit is high there will be a high students' reading comprehension, and if the students' reading habit low, it will be low students' reading comprehension.

After calculating and analyzing the statistics with the Pearson's product moment, the result of this hypothesis found that, there was a significant correlation between students' reading habit and students' reading comprehension at the second grade of MTs Negeri Parepare. It means that the hypothesis which states the correlation between students' reading habit and students' reading comprehension at class VIII 4 of MTs Negeri Parepare is acceptable.

The magnitude of the correlation between students' reading habit and students' reading comprehension can be known by squaring correlation coefficient value. This is evidenced by the results of the analysis correlation Pearson's product moment. The coefficient correlation generated in this study is 0,480. Then squared then the result obtained 0,230. The result of squaring is obtained by using the determinant coefficient formula $KD=r_{xy}^2 \times 100\%$. Thus, it can be concluded that the magnitude of the correlation between students' reading habit and students' reading comprehension is 0.23 or 23% at a significant level 5% (0,367), in the sense that the other 77% is influenced by other variables not observed in this study.

The results of the correlation calculation above, this study proves that students' reading habits have a significant correlation with sudents' reading comprehension, as well as the achievement of scores of students who rank highest in reading comprehension tests supported by high value predictions in reading habits questionnaires. This is accordance with the theoretical study that students who always grow the reading habit, he will increasingly master the reading and reading comprehension level will also increase.

Between reading habit and reading comprehension is very closely related. A good reader is a reader who understands what he read. This requires attention or concentration an ability that is very closely related. At all levels of education, the ability to read becomes a priority scale that must be mastered by students, with the reading students will get a variety of information that has not been previously obtained. Therefore reading is the window of the world. Everyone who opens the window can see and know everything that happened, both events that happened in the past, present and even the future. What is the meaning of reader when you do not understand what you are read. Understanding reading that is read in part by a person's benchmark of success in reading is a necessity that every reader must do.

Reading comprehension is an ability to understand information or discourse conveyed by other parties thought writing. There are several things that need to be considered in reading comprehension among them is the accuracy of understanding words, meaning, and selection of words. In understanding a reading, knowledge about choice of words the right one is very influential because if the way to understand the choice of words is less true, it will affect the meaning of the reading. Accuracy someone in determining the choice of words according to the concept to be

revealed is one aspect of determining success in reading it. For support it all, it takes exercise by arranging several sentence repeatedly, so that you can be more skilled in choosing words the right and can understand a reading in accordance with the concept that will revealed. A person can arrange word by word, word into sentence, and sentences are arranged into a paragraph, if someone is have a lot of vocabulary, things that can help someone to have the vocabulary among them, which is a lot.

Reading activities need to be accustomed from an early age, namely from children to recognize letters. Make reading activities a necessity and pleasant thing for students. Reading can be done anywhere and anytime provided there is desire and motivation. Reading does not only apply when in school and library, reading can also be done in other public places such as in the park. If this realied, it is expected that reading will become a hobby among students and people in general.

Complaints about low reading habits and reading abilities reading at school level, cannot is said to be the teacher's negligence at the school concerned. This matter should be restored again on reading habits when the student is still small. The role of parents is more dominant is shaping reading habits of children. How could a child have high reading habits while the parents never provide examples and direct his son to get used to reading because a child will be more interested and motivated to do something if accompanied by an example, not just tell. When children enter school age, then the teachers have a role in developing interest improve students' reading habits. Thus, parents alike have a very important role in shaping and improve reading habits of children.

One of the strategies to improve the reading habits of students at school is to hold reading culture or literacy activities in schools. Giving 15 minutes before the

lesson begins to read is also an effort to make reading habit. Reading habits that are continuously carried out over time will become characters. Besides that the learning process should be sought so that it leads to the formation of the character of the students to diligently read by libraries and other reading resources. In addition, to familiarize reading in school can also be done improving the learning process in school so that it always leads to interest and reading ability, always motivate students to be diligent in reading, providing more interesting books for students so students are hooked to always read books, creating a comfortable and conductive environment for reading books at school. Teachers and other school residents set an example or example of reading habits in filling their free time, Established cooperation with various parties such as the regional library to hold various activities in order to cultivate reading activities in schools. There are many more efforts and strategies that can be done to cultivate reading in schools according to their respective conditions.

Students who have developed reading habits have collections more vocabulary and more effective reading techniques than students who are not used to reading and automatically they will have more understanding than students who are not used to reading. So, more often students are inside getting used to reading, the better the reading comprehension will be.

The correlation between students' reading habit and students' reading comprehension proved significant. These results also support the results of Samrotul Muawanah in her researcher about the relationship between students' reading habit and their reading comprehension at the second grade students of SMA Dua Mei Ciputat based on research she found that the correlation is strong. The testing of

significant correlation showed the t-value 0,779 > 3,20. Therefore there was significant correlation.[38]

These results also support the result of Dony Prasetyo in his research about the correlation between translation ability and reading habit toward writing ability at the twelfth grade students MAN 2 Surakarta based on research he found that there is significant positif correlation. The third hypothesis showed that the coefficient of correlation (r_{yx1x2}) between students' translation ability (X_1) and reading habit (X_2) and their writing ability (Y) is higher than 0 (0.8304>0) and linear regression showed that t_{obtain} is higher than t_{table} (24,443 > 3,44). The researcher concluded that there is significant positive correlation between translation ability and reading habit toward writing ability at the twelfth grade students MAN 2 Surakarta. [39]

Based on the results of the study that have been done it can be concluded that students' reading habit at the second grade of MTs Negeri Parepare is 118, high category and students' reading comprehension at the second grade of MTs Negeri Parepare is 83, high category. There is a significant correlation between students' reading habit and students' reading comprehension at the second grade of MTs Negeri Parepare with significant value r_{xy} = 0,480 $\geq$ r_{tabel}=0,367 at a significant level 5%. The result correlation in this study is 23%, in the sense that 77% others influenced by other variables not observed in this study.

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[38]Samrotul Muawanah, *The Relationship Between Students' Reading Habit and Their Reading Comprehension at The Second Grade Students of SMA Dua Mei Ciputat*. (Published Scrips, Jakarta: UIN Syarif Hisyatullah 2014),p.36

[39]Dony Prasetyo, *The Correlation Between Translation Ability and Reading Habit Toward Writing Ability at The Twelfth Grade Students MAN 2 Surakarta*. (Published thesis, : IAIN Surakarta, 2016).p.69

CHAPTER V
CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the result of data analysis and discussion of the result that has been described in this research, which discusses the correlation between students' reading habit and students' reading comprehension at the second grade of MTs Negeri Parepare, it can be drawn conclusion as follows:

5.1.1 Students reading habit in class VIII.4 MTs Negeri Parepare is in the high category. This is in accordance with the result of the questionnaires data analysis given to 29 respondents. This result proved that is 2577: 3132= 118 of criteria set high category.

5.1.2 Students' reading comprehension in class VIII.4 MTs Negeri Parepare is the high category. This is in accordance with the result of the questionnaires data analysis given to 29 respondents. This result proved that is 2410: 2175 = 0,83 or 83% of criteria set high category.

5.1.3 There is a significant correlation between students' reading habit and students' reading comprehension at the second grade of MTs Negeri Parepare. This is based on the test of the test correlation that have been done in this research. Thus, it is know that the magnitude of the correlation between students' reading habit and students' reading comprehension at the second grade of MTs Negeri Parepare is 23% in the sense that the other 77% is influenced by other variables not observed in this study.

5.2 Suggestion

Based on the research, the researcher gives some suggestions as follow:

5.2.1 Even thought the result in this study indicate the reading habit of class VIII.4 of MTs Negeri Parepare is high category, so that maintained and improve again so that the learning process runs optimattely.

5.2.2 Regarding the students' reading comprehension at the second grade of MTs Negeri Parepare students showing results in high category so that maintained and improve again so that the learning process runs optimattely.

Appendix 1. Questionnaire Grids

THE CORRELATION BETWEEN STUDENTS' READING HABIT

AND STUDENTS' READING COMPREHENSION AT THE

SECOND GRADE OF MTS NEGERI PAREPARE

Research Variable	Indicator	Num. Instrument Items
Students' reading habit in Class VIII.4 MTs Negeri Parepare	1. Reading amount of books	1, 2, 3, 4.
	2. Academic Reading	5, 6, 7, 8, 9, 10.
	3. Reading Frequency	11, 12, 13, 14, 15.
	4. Non Academic Reading	16, 17, 18, 19, 20.
	5. Reading Motivation for Academic Environtment	21, 22, 23, 24, 25, 26.
	6. Reading Motivation in the Family Environtment	27, 28, 29, and 30

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Appendix 2. Questionnaire

THE CORRELATION BETWEEN STUDENTS' READING HABIT AND STUDENTS' READING COMPREHENSION AT THE SECOND GRADE OF MTS NEGERI PAREPARE

I.dentitas

Nama :

Nis :

Angket ini bertujuan mengumpulkan data tentang "hubungan antara kebiasaan membaca siswa dan kemampuan pemahaman membaca siswa". Hasil angket ini diharapkan dapat menjadi bahan bagi kelengkapan data peneliti, saudara diharapkan menjawab sesuai dengan perasaan dan keadaan yang sebenarnya. Hasil angket ini tidak mempengaruhi nilai. Atas bantuannya kami ucapkan banyak terima kasih.

II. Petunjuk Pengisian Angket:

1. Isilah identitas anda secara lengkap dan benar
2. Bacalah dengan saksama butir pernyataan
3. Jawablah semua pernyataan dengan jujur sesuai dengan apa yang terjadi pada saat anda mengikuti kegiatan belajar di kelas dan berilan tanda (√) pada kolom jawaban.
   a. Sangat Setuju: (SS)
   b. Setuju: (S)
   c. Ragu-ragu: (RG)
   d. Tidak Setuju: (TS)
   e. Sangat Tidak Setuju: (STS)

III. List of Statements

NO	Pernyataan	Jawaban				
		SS	S	RG	TS	STS
1	Saya tertarik membaca bacaan yang berbahasa inggris.					
2	Ketebalan buku, ukuran huruf dan gambar mempengaruhi bacaan bahasa inggris yang saya baca.					

3	Saya tidak suka mengoleksi buku bahasa inggris.					
4	Membaca bacaan yang berbahasa inggris tidak mengespresiakan perasaan saya.					
5	Saya menggaris bawahi hal penting di dalam buku pelajaran bahasa inggris ketika membaca.					
6	Saya menyempatkan waktu ke perpustakaan untuk membaca buku bahasa inggris.					
7	Saya membaca buku bahasa inggris untuk menambah pengetahuan saya.					
8	Saya membaca buku bahasa inggris hanya karna perintah guru.					
9	Saya tidak membaca sumber yang terkait sebelum pelajaran bahasa inggris dimulai.					
10	Saya tidak membaca buku pelajaran bahasa inggris sebelum pelajaran dimulai.					
11	Saya membaca buku bahasa inggris selama minimal 15 menit setiap hari.					
12	Saya menargetkan halaman buku ketika membaca buku bahasa inggris.					
13	Kekurangan kosa kata mempengaruhi minat baca saya dalam bahasa inggris					
14	Judul buku mempengaruhi minat membaca saya.					
15	Saya merasa bosan ketika teralalu lama membaca bacaan berbahasa inggris.					
16	Saya merasa senang saat membaca bacaan yang berbahasa inggris.					
17	Saya menyediakan waktu khusus membaca bacaan bahasa inggris.					
18	Saya membaca dan menghubungkan informasi baru dengan pemahaman saya tentang bahasa inggris.					

19	Saya suka membaca komik yang berbahasa inggris.					
20	Saya tidak dapat memusatkan fikiran saat membaca buku bacaan yang bahasa inggris.					
21	Saya suka membaca bacaan yang berbahasa inggris bersama teman					
22	Saya membaca buku bahasa inggris untuk keberhasilan belajar saya.					
23	Membaca buku bahasa ingggris dapat meningkatkan kemampuan pengucapan dalam berbahasa inggris.					
24	Saya lebih memilih bermain daripada membaca bacaan bahasa inggris ketika jam istirahat di sekolah.					
25	Saya membaca buku bahasa inggris hanya ketika ada tugas.					
26	Saya lebih suka menghabiskan waktu istirahat di kantin daripada membaca buku bahasa inggris di perpustakaan.					
27	Saya punya kegiatan membaca buku bahasa inggris setiap minggu.					
28	Saya tidak suka membaca buku bahasa inggris di rumah					
29	Keluarga tidak mendorong saya untuk membaca buku bahasa inggris di rumah.					
30	Saya tidak suka membaca bacaan bahasa inggris saat suasana ramai.					

Appendix 3. Reading Comprehension Test

Multiple Choice Test

Petunjuk Pengisian Angket:

1. Isilah identitas anda secara lengkap dan benar.

2. Cek dan bacalah pertanyaan sebelum menjawab.

3. Berilah tanda silang pada jawaban yang paling tepat.

Nama :

Nis   :

Read the text below to answer question 1 to 5!

Riyan is the youngest in our family. He is fourteen years old and two years younger than me. He has short and straight hair, bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do. Riyan is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our family.

1. What is the text mostly about?
    a. Riyan
    b. Riyan's hobby
    c. Riyan's family
    d. Riyan's elder brother

2. How old is Riyan? He is … years old.
    a. Thirtheen
    b. Fourteen
    c. Sixteen
    d. Nineteen

3. It is implied in the passage that..?
    a. Riyan is naughty.
    b. Riyan is unfriendly.
    c. Riyan is diligent

d. Riyan is stupid

4. Which of the following statement is not true about peter?
   a. He has short and straight hair
   b. He has bright eyes
   c. He is not interested in sports
   d. He is plays football and tennis

5. The writer is …. Years old.
   a. Fourteen
   b. Sixteen
   c. Eighteen
   d. Nineteen

Read the text below to answer question 6 to 10!

One day, when I just hang out in mall. I saw a very beautiful bag. I love this bag at the first sight. This was the first time I have spent much money on a bag and I do not regret it. The bag is wonderful. It is made of thin but strong leather. The weight is light and the sixe keeps it from getting stuffed with junk. It has a long shoulder strap that I like because it keeps the bag hands free. It is neutral color is fun and sporty. The design is simple and well-made.

The bag is very functional. It is the perfect sixe to carry a cell phone, a small book, and pens. It also fits well into my laptop backpack for bike commuting to school. This bag also has more pockets inside so my small items do not all fall to the bottom. In overall I really satisfy with bag.

6. What makes the small items of the writer not falling down in the bag?
   a. The satisfying bag
   b. Her laptop backpack
   c. It is neutral color and sporty
   d. The pockets inside the bag

7. Where does the writer usually put her small items?
   a. In her pockets

b. In her laptop backpack
c. In the pockets of her bag
d. In the more pockets

8. "I have spent much money on a bag and I do not regret it". The underlined word refers to … the bag.
a. Having
b. Seeing
c. Buying
d. Loving

9. What is the main idea of the last paragraph?
a. The writer has a new bag
b. The bag is very functional
c. The bag has many pockets
d. The writer is satisfied with the bag

10. What is the purpose of the text?
a. To describe the writer's new bag
b. To entertain the readers
c. To give instruction how to buy a bag
d. To retell the past event
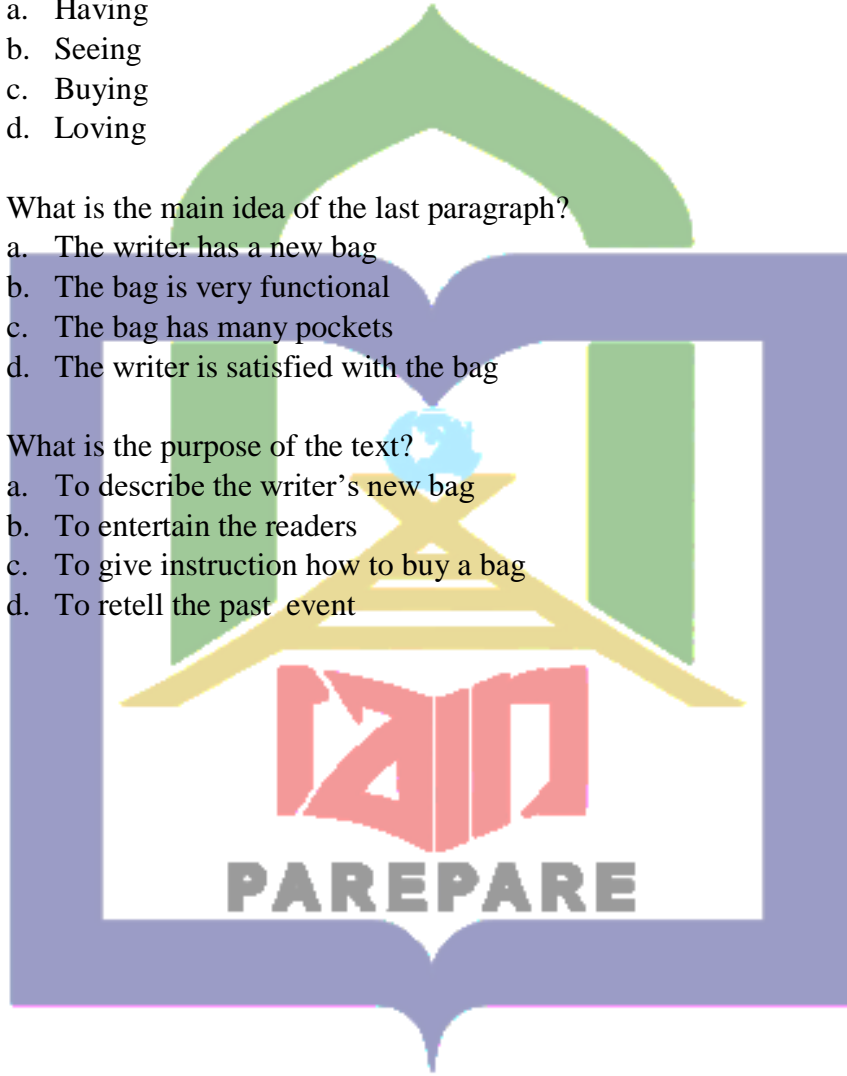
Appendix 4. Questionnaire Tabulation

(Students' Reading Habit)

Respondent	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	Total
1.	3	3	4	3	3	2	3	3	5	4	4	3	5	3	3	3	1	3	2	3	3	3	3	3	2	3	3	3	3	3	105
2.	4	4	5	3	3	4	3	3	4	3	2	4	4	4	3	1	3	4	4	3	4	1	3	4	3	3	4	4	4	1	98
3.	4	3	4	3	3	4	3	2	5	5	3	3	4	4	3	4	3	1	3	5	4	3	3	1	4	1	4	1	1	3	99
4.	1	4	1	5	4	2	4	4	5	4	3	4	3	3	5	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	100
5.	3	3	3	4	3	3	2	3	4	3	3	4	3	3	4	4	3	4	3	4	4	4	1	3	2	3	4	4	4	4	95
6.	2	2	2	5	2	2	2	2	5	2	2	3	4	2	5	4	3	4	2	4	2	4	4	3	2	4	4	4	4	4	82
7.	1	3	3	3	3	3	3	3	3	3	1	3	4	3	3	1	2	3	3	3	3	3	3	2	3	3	3	3	3	3	87
8.	2	3	2	4	2	2	2	2	4	2	2	2	5	3	4	3	2	3	1	3	3	3	3	3	3	3	3	3	3	3	76
9.	2	2	1	4	2	2	3	3	4	2	2	4	5	3	4	2	2	2	2	2	2	2	2	2	5	1	1	2	2	2	87
10.	5	3	5	5	5	5	2	3	5	2	4	3	5	2	5	3	2	3	4	5	3	3	2	3	4	3	3	3	3	3	105
11.	3	2	3	3	3	3	2	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	3	3	3	2	3	3	83
12.	2	2	4	3	4	4	3	4	3	4	4	1	5	3	3	4	2	3	3	4	2	4	2	3	4	4	4	4	4	4	95
13.	4	3	4	2	4	4	3	1	5	4	4	3	3	3	2	3	2	3	3	3	3	3	3	2	3	3	3	3	3	3	90
14.	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	2	3	2	4	2	3	2	2	4	3	2	3	3	3	90
15.	4	4	4	4	1	4	3	3	4	4	4	4	5	4	4	3	3	2	2	3	3	3	3	3	3	3	3	3	3	3	10

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																															Total
																															7
16.	4	4	2	4	4	4	4	4	4	1	4	4	5	4	4	2	2	2	2	3	2	2	1	2	5	2	2	1	2	2	108
17.	3	2	3	3	3	3	3	3	3	3	3	3	2	3	3	3	2	3	2	4	3	3	3	3	3	3	3	3	3	3	84
18.	3	3	2	3	3	1	3	3	3	3	3	3	2	3	3	2	2	4	3	2	2	2	2	1	4	2	2	2	2	2	83
19.	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	3	2	3	3	3	3	3	3	3	4	1	3	3	3	3	76
20.	3	2	3	5	3	3	4	3	5	3	3	3	5	2	5	3	2	3	4	5	3	3	2	3	4	3	3	3	3	3	99
21.	3	3	3	3	3	3	3	3	3	1	3	3	3	3	3	3	3	3	3	3	3	3	3	2	3	3	3	2	3	3	86
22.	3	3	3	4	4	1	3	3	4	4	2	4	2	4	4	4	2	3	3	4	2	4	2	3	4	4	4	4	4	4	99
23.	3	2	3	3	3	3	3	2	3	3	3	3	2	3	3	3	2	3	3	3	3	3	3	2	3	3	3	3	3	3	85
24.	2	2	1	4	2	2	2	3	4	2	2	3	3	2	4	2	2	3	2	4	2	3	2	2	4	3	2	3	3	3	78
25.	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	2	3	3	3	3	3	3	3	3	3	3	3	88
26.	2	2	2	3	2	2	2	2	3	2	2	2	2	2	3	2	2	2	2	3	2	2	1	2	5	2	2	1	2	2	65
27.	3	3	1	4	3	3	3	3	4	3	3	3	3	4	3	2	3	2	4	3	3	3	3	3	3	3	3	3	3	3	90
28.	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	4	3	2	2	2	2	1	4	2	2	2	2	2	64
29.	1	3	3	3	3	3	4	3	3	3	3	3	5	3	3	3	2	3	3	3	3	3	3	4	1	3	3	3	3	3	89

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Appendix 5. The Result of Students' Reading Comprehension

No	Students	Score
1.	ABD. GAFFAR	80
2.	ALAMSYAH	90
3.	ARYA FEBRIANSYAH	80
4.	AQSAL	100
5.	FATIR MUHAMMAD	80
6.	KRESNOPATI	80
7.	M. AIDIL	90
8.	MUHAMMAD FATH	90
9.	MUH. IKRAM	80
10.	MUH. RIDWAN	100
11.	MUH. WAHYU	80
12.	SYAFARUDDIN	70
13.	ADEL MUHAIMIN	100
14.	AMANDA NATASIA	70
15.	ANDI SHOPIA	90
16.	FITRI	80
17.	FAUZIAH AFRIYANA	80
18.	LINDA HERIANI	80
19.	NUR AULIA AZZAHRA	60
20.	NURFITRI INDRIYANI	100

21.	NURPADILLAH	90
22.	NURUL INAYAH	100
23.	RAHIMAH	90
24.	RISKY MAULIDAH	80
25.	RUSMALADEWI	70
26.	SUCI CAHYA	80
27.	SINTIA NUR ASISA	70
28.	REZA NURILAHI	70
29.	YUNITA	80
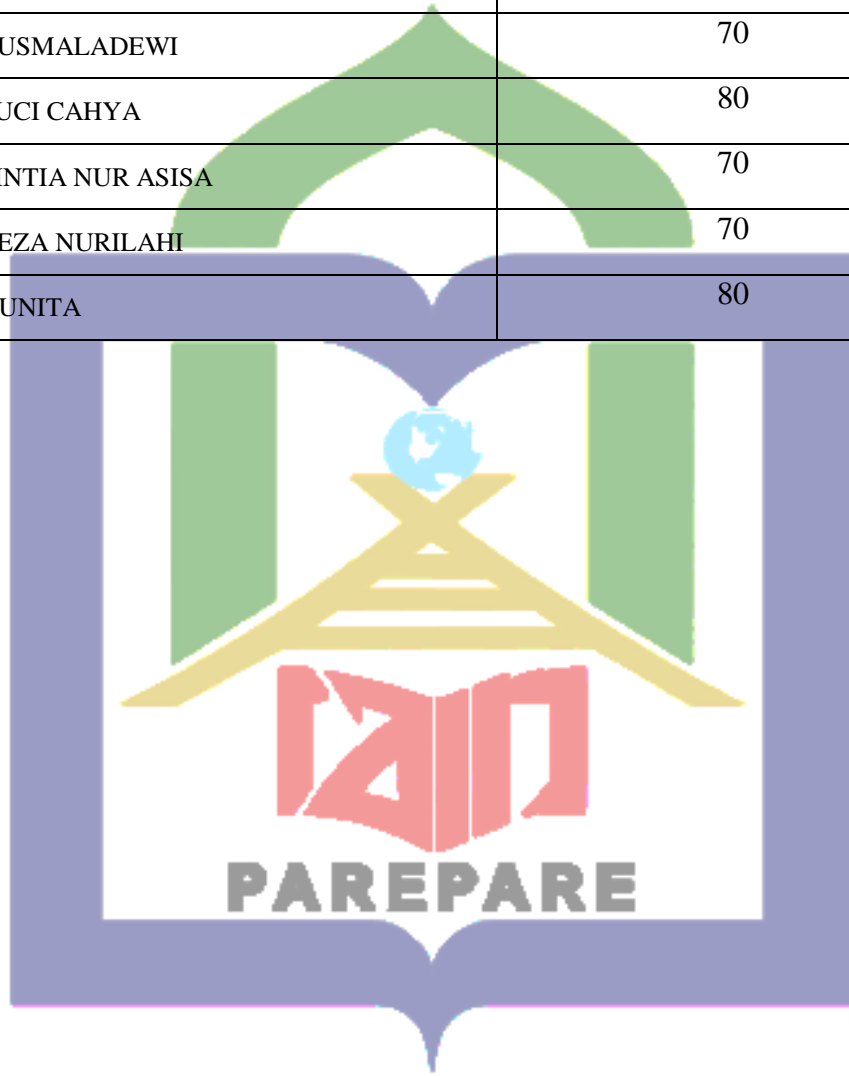
Appendix 6. Result Calculation of Variable X and Y

X	Y	XY	X^2	Y^2
105	80	8400	11025	6400
98	90	8820	9604	8100
99	80	7920	9801	6400
100	100	10000	10000	10000
95	80	7600	9025	6400
82	80	6560	6724	6400
87	90	7830	7569	8100
76	90	6840	5776	8100
87	80	6960	7569	6400
105	100	10500	11025	10000
83	80	6640	6889	6400
95	70	6650	9025	4900
90	100	9000	8100	10000
90	70	6300	8100	4900
107	90	9630	11449	8100
108	80	8640	11664	6400
84	80	6720	7056	6400
83	80	6640	6889	6400
60	60	3600	3600	3600
99	100	9900	9801	10000
86	90	7740	7396	8100
99	100	9900	9801	10000
85	90	7650	7225	8100
78	80	6240	6084	6400
88	70	6160	7744	4900
65	80	5200	4225	6400
90	70	6300	8100	4900
64	70	4480	4096	4900
89	80	7120	7921	6400
2577	**2410**	**215940**	**233283**	**203500**

Appendix 7. r- Table Distribution

TABEL III
NILAI-NILAI r PODUCT MOMENT

N	Taraf Signifikan		N	Taraf Signifikan		N	Taraf Signifikan	
	5%	1%		5%	1%		5%	1%
3	0,997	0,999	27	0,381	0,487	55	0,266	0,345
4	0,950	0,990	28	0,374	0,478	60	0,254	0,330
5	0,878	0,959	29	0,367	0,470	65	0,244	0,317
6	0,811	0,917	30	0,361	0,463	70	0,235	0,306
7	0,754	0,874	31	0,355	0,456	75	0,227	0,296
8	0,707	0,834	32	0,349	0,449	80	0,220	0,286
9	0,666	0,798	33	0,344	0,442	85	0,213	0,278
10	0,632	0,765	34	0,339	0,436	90	0,207	0,270
11	0,602	0,735	35	0,334	0,430	95	0,202	0,263
12	0,576	0,708	36	0,329	0,424	100	0,195	0,256
13	0,553	0,684	37	0,325	0,418	125	0,176	0,230
14	0,532	0,661	38	0,320	0,413	150	0,159	0,210
15	0,514	0,641	39	0,316	0,408	175	0,148	0,194
16	0,497	0,623	40	0,312	0,403	200	0,138	0,181
17	0,482	0,606	41	0,308	0,398	300	0,113	0,148
18	0,468	0,590	42	0,304	0,393	400	0,098	0,128
19	0,456	0,575	43	0,301	0,389	500	0,088	0,115
20	0,444	0,561	44	0,297	0,384	600	0,080	0,105
21	0,433	0,549	45	0,294	0,380	700	0,074	0,097
22	0,423	0,537	46	0,291	0,376	800	0,070	0,091
23	0,413	0,526	47	0,288	0,372	900	0,065	0,086
24	0,404	0,515	48	0,284	0,368	1000	0,062	0,081
25	0,396	0,505	49	0,281	0,364			
26	0,388	0,496	50	0,279	0,361			

Appendix 8. Research Permit

PEMERINTAH KOTA PAREPARE
BADAN PERENCANAAN PEMBANGUNAN DAERAH
Jln. Jend. Sudirman Nomor 76, Telp. (0421) 25250, Fax (0421)26111, Kode Pos 91122
Email : bappeda@pareparekota.go.id; Website : www.bappeda.pareparekota.go.id
P A R E P A R E

Nomor	050/1011/Bappeda		Parepare, 27 November 2016
Lampiran	–	Yth.	Kepala Kantor Kementerian Agama
Perihal	**Izin Penelitian**		Kota Parepare

Di -

Parepare

DASAR

1. Undang-Undang Republik Indonesia Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan dan Penerapan Ilmu Pengetahuan dan Teknologi.
2. Peraturan Menteri Dalam Negeri Nomor 20 Tahun 2011 tentang Pedoman Penelitian dan Pengembangan di Lingkungan Kementerian Dalam Negeri dan Pemerintah Daerah.
3. Peraturan Menteri Dalam Negeri Nomor 17 Tahun 2016 tentang Pedoman Penelitian dan Pengembangan di Kementerian Dalam Negeri dan Pemerintah Daerah.
4. Peraturan Daerah Kota Parepare No. 8 Tahun 2016 tentang Pambentukan dan Susunan Perangkat Daerah.
5. Surat Rektor Institut Agama Islam Negeri (IAIN) Parepare, Nomor : B 3066/In.39/I-P.00.9/11/2018 tanggal 13 Nopember 2018 Perihal Izin Melaksanakan Penelitian.

Setelah memperhatikan hal tersebut, maka pada perinsipnya Pemerintah Kota Parepare (Cq. Kepala Badan Perencanaan Pembangunan Daerah kota Parepare) dapat memberikan Izin Penelitian kepada :
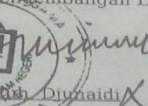
N a m a	:	Najnawati
Tempat/Tgl. Lahir	:	Sumakuyu / 09-01-1996
Jenis Kelamin	:	WANITA
Pekerjaan	:	Mahasiswa
A l a m a t	:	Dusun Sumakuyu, Kec. Tubo Sendana, Kao. Majene

Bermaksud untuk melakukan **Penelitian/Wawancara** di Kota Parepare dengan judul :
The Correlation Between Students' Reading Habit and Student's Reading Comprehension at the Second grade of MTS Negeri Parepare
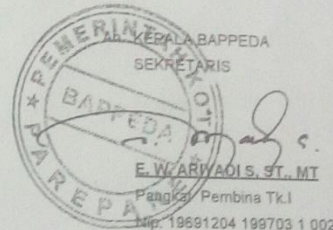
Selama	:	TMT 28-11-2018 S/D 28-12-2018
Pengikut/Peserta	:	**Tidak Ada**

Sehubungan dengan hal tersebut pada prinsipnya kami menyetujui kegiatan dimaksud dengan ketentuan :

1. Sebelum dan sesudah melaksanakan kegiatan harus melaporkan diri kepada Instansi / Perangkat Daerah yang bersangkutan.
2. Pengambilan Data/Penelitian tidak menyimpang dari masalah yang telah diizinkan dan semata-mata untuk kepentingan Ilmiah.
3. Mentaati ketentuan Peraturan Perundang-undangan yang berlaku dengan mengutamakan sikap sopan santun dan mengindahkan Adat Istiadat setempat.
4. Setelah melaksanakan kegiatan Penelitian agar melaporkan hasilnya kepada Walikota Parepare (Cq. Kepala Badan Perencanaan Pembangunan Daerah Kota Parepare)
5. Menyerahkan 1 (satu) berkas Foto Copy hasil "Penelitian" kepada Pemerintah Kota Parepare (Cq. Kepala Badan Perencanaan Pembangunan Daerah Kota Parepare).
6. Kepada Instansi yang dihubungi mohon memberikan bantuan.
7. Surat Izin akan dicabut kembali dan dinyatakan tidak berlaku, apabila ternyata pemegang Surat Izin tidak mentaati ketentuan-ketentuan tersebut di atas.

Demikian izin penelitian ini diberikan untuk dilaksanakan sesuai ketentuan berlaku.

AN. KEPALA BAPPEDA
SEKRETARIS

E. WIARIWADI S, ST., MT
Pangkat Pembina Tk.I
Nip. 19691204 199703 1 002

TEMBUSAN : Kepada Yth.
1. Gubernur Provinsi Sulawesi Selatan Cq. Kepala BKB Sulsel di Makassar
2. Walikota Parepare di Parepare
3. Rektor Institut Agama Islam Negeri (IAIN) Parepare di Parepare
4. Saudara Najnawati
5. Arsip.

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA PAREPARE
MADRASAH TSANAWIYAH NEGERI KOTA PAREPARE
Jalan Jenderal Ahmad Yani Km. 2 Parepare
Telepon (0421) 21800; Faksimili (0421) 21800

SURAT KETERANGAN
Nomor : B-03/Mts.21.16.01/TL.00/1/2019

Yang bertanda tangan dibawah ini :

Nama	: Hj. Darna Daming, S.Ag., M.Pd.
N I P	: 19730323 199903 2 002
Pangkat/Gol.	: Pembina, IV/a
Jabatan	: Kepala Madrasah Tsanawiyah Negeri Kota Parepare

Dengan ini menyatakan dengan sesungguhnya bahwa :

Nama	: **NAJNAWATI**
NIM	: 14.1300.168
Jurusan	: Tarbiyah
Prodi	: Pendidikan Bahasa Inggris
Alamat	: Dusun Sumakuyu, Kec. Tubo Sendana, Kab. Majene

Benar telah melakukan penelitian di Madrasah Tsanawiyah Negeri Kota Parepare, berdasarkan Surat Izin Penelitian dari Badan Perencanaan Pembangunan Daerah Kota Parepare Nomor : 050/1011/Bappeda tanggal 27 November 2018 untuk memperoleh data dalam rangka penyusunan skripsi yang bersangkutan dengan judul penelitian " **The Correlation Between Students' Reading Habit and Student's Reading Comprehension at The Second Grade of MTs. Negeri Parepare**".

Demikian Surat Keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Parepare, 05 Januari 2019
Kepala MTsN Kota Parepare,

Hj. Darna Daming

Appendix 9. Pictures of Research Implementation

CURRICULUM VITAE

The researcher was born on September 10th, 1996 in Sumakuyu. She is the first child from twosister; she has onesister. Her father name is Herman Razak and her mother name is Jernih . Her educational background began 2002 in SDN 14 Sumakuyu, Kec. Tubo Sendana, Kab. Majene and graduated on 2008. She continued her study at SMPN 4 Sendana, Kab. Majene and graduated on 2011. She registered in Senior High School SMA Negeri 1 Sendana, Kab. Majene and graduated on 2014. She continued her education at State Islamic College (STAIN) Parepare but now it was changed become State Islamic Institute (IAIN) Parepare and took English Department of Tarbiyah and Adab Faculty as her major. Finally, she graduated her study at State Islamic Institute (IAIN) Parepare and has gotten S1 degree in English Program of Tarbiyah and Adab Department on 2018. With the tittle of her skripsi "The Correlation between Students' Reading Habit and Students' Reading Comprehension at the Second Grade of MTS Negeri Parepare.