**CHAPTER I**

**INTRODUCTION**

This chapter consists of six sub readings: (A) the background of the study, (B) the problem of the study, (C) the object of the study, (D) the significance of the study, (E) hypothesis, and (F) criteria of testing hypothesis

1. **Background**

English is used as an international language for communicating information, knowledge, culture and belief among people worldwide. Cook (2003, p.25) states that English is now taught as the main foreign language in virtually every country, and used for business, education, and access to information by substancial proportion of the world’s population. Therefore, English has been spoken to many references in the field of sciences, literature and many other aspects of human life are presented in form of written English. These facts make people need to master the language if they want to get ease in understanding such global knowledge or science besides getting ease communication among the people all over the world. It is always heard that those who master some others’ languages are those who master the world . It means that as people understand many languages, they are going to have a good communicating interaction, especially, English as a number one language communicated all over the world.

In learning English, there are four skilss that they are listening, speaking, reading, and writing. Eventhough, reading comes as the third skill in the recent curriculum of 2013, reading is considered as the most important skill. It supported by Patel and Jain (2008, p.13) that reading is most useful and important skill for people. This skill is more important than speaking and writing.

According to Nunan (2006, p.69), reading is a set of skills that involves making sense and deriving meaning from printed word. It means that reading is a process to establish the reader’s comprehension which involves making sense and deriving meaning from printed word with different purposes. Meanwhile, Patel and Jain (2008, p.13) state that reading means to understand the meaning of printed words i.e written symbols. Reading is an active process which consists of recognition and comprehension skill. Lone (2011, p.1) says that reading as the ability to recognize, and examine words or sentences and understand the information wihtin. Further, he adds that reading is a cognitive process of understanding a written linguistic message and to examine and grasp the meaning of written or printed characters, words or sentences. Palani (2012, p.92) continues that reading is a process of thinking, evaluating, judging, imagining, reasoning, and problem solving. In short, reading is an active process which involves making sense and deriving meaning from printed or written word as a means of understanding what has been read.

The concept of reading has been ever explained in the holly Qur’an as stated in surah Al-‘Alaq, Verse 1-5 below:

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ. خَلَقَ الإنْسَانَ مِنْ عَلَقٍ. اقْرَأْ وَرَبُّكَ الأكْرَمُ. الَّذِي عَلَّمَ بِالْقَلَمِ. عَلَّمَ الإنْسَانَ مَا لَمْ يَعْلَمْ.

Meanings: “*Read the name of God that creating. Creating humans are from clod-blood. Read, God is honor that had preached us. God preached human to read some lesson that they don’t know yet*” (www.thenobleQur’an

Based on those verses, the words “read” are repeated in the imperative forms to emphasize that as people want to explore any knowledge they need to read, because reading is an essential tool for lifelong learning for all learners. In order to face the 21st century, education has to prepare these learners to adapt to social and technological changes that are taking place at an unprecedented rate. Education under these circumstances depends largely on language competency. In this context, reading especially is a resource for continued education, for the acquisition of new knowledge and skills, for gaining information through media, especially newspapers, books, radio, television, and the computers.

Collins and Collins (2002, p.9) say that reading is an essential skill, perhaps the most important skill, taught in schools. There are many reasons to clarify the important of reading skill, especially, English language. In this case, Rahman (2004, p.1) states that English is the number one library language of the world, a vast majority of world’s library resources are in English, and the biggest publishing industries of the world publish books in English. Overall, it will be impossible to pursue meaningful higher education without the reading skill of English. Meanwhile, Patel and Jain (2008, p.13) clearly state that reading is an important activity in life with which one can update his or her knowledge. Reading skill is an important tool for academic success. Moreover, reading is regarded as the most dominant skill in learning any subject because the ability to read is not only performance to pronounce the passage but also the understanding of the message from a passage or text. Meanwhile, Schoenbach, et.al (2012, p.19) state that it is a complex process of problem solving in which the reader works to make sense of a text not just from the words and sentences on the page but also from the ideas, memories, and knowledge evoked by those words and sentences. As a means of problem solving, reading is considered as an important skill to be taught.

According to Zwiers (2004, p.2), the purpose of reading is to construct meaning. Therefore, it is assumed that in order to become succesfull readers, students must acquire a complex set of cognitive and academic behaviors. They must employ several comprehension strategies, integrate and organize information for later recall, and persist in the face of any difficulties, besides, the tendency of believing in themselves is also expected. Sometimes, ones assume that the faster ones read shows their good reading skill, but it is not enough to read extremely fast if they don’t understand what they read, so being good reader means they also need to comprehend the materials.

According to Pang, et.al (2003, p.6), reading is about understanding written texts. It is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one’s spoken language. Comprehension is the process of making sense of words, sentences and connected text. Based on Department for Education and Skills (2005, p.2) states that reading comprehension is an essential part of the reading process. Nunan (2006, p.71) adds that reading comprehension refers to reading for meaning, understanding, and entertaiment. It involves higher-order thinking skills and is much more complex than merely decoding specific word. Therefore, as the students read they have to understand what the have read as a part of their reading process because the aim of reading is comprehension.

There are several issues related to reading habit and reading comprehension achievement. First, Cha, Ko, and Tse (2008, p.2) stated that home environment positively correlates with children’s reading comprehension achievement. It has been revealed that positive attitudes and high motivation are associated with reading achievement and reading habit. Second, Senechal and Lefevre (in Chan, Ko, and Tse. 2008, p.2)stated the relationship among home literacy experiences and child reading achievement after controlling non-verbal intelegent score, age, frequency of parent print exposure, and parental education. According to them, children’s exposure to books is related to vocabulary in the first grade, and it is directly conneted to children’s reading achievement in the third grade.

According to Zwiers (2004, p.3), reading habits more clearly describes the automatic and unconscious processes that are involved in constructing meaning from text. Thus, by this activity the readers can improve their reading ability. Meanwhile, Shen (2006) identifies reading habits, as how often, how much, and what the readers read (in Annamalai and Muniandy, 2013, p.33). It means that to get good understanding about what is read people need to read a lot. Reading a lot refers to the frequency of reading as well as the average time on reading and amount reading materials being read. Moreover, Patel and Jain (2008, p.114) say that reading habits not only help the student to get knowledge and wisdom from the cultural of heritage, but are also very helpful in passing for leisure period. It is supported by the research done by National Endowment for the Art of USA (2007, p.3-4), it is proved that habit of daily reading, for instance, overwhelmingly correlates with better reading skills and higher academic achievement. That is why the students should grow their reading habit, because by this activity the students can get many new words and any knowledge. Besides that, by having good reading habit they can increase their reading achievement and understand how to be good reader.

According to Elias and Ingram (1977, p.23), the child who is unfamiliar with the reading experience, for example, whose home is devoid of reading materials, who has never been read to, or who has never come to see reading as a thing of important in his environment may lack such a realization even after entering school. It means that, reading experience or reading habit plays an important rule to enhance students’ reading comprehension. Moreover, The 2000 National Assesssment of Educational Progress (NAEP) report states that children who read more comprehend texts more successfully than those who read less (Donahue, Finnegan, Lutkus, Allen, and Campbell, 2001). It is proved by Setyaningsih (2008) in her study entitled “The correlation Among Reading Habit, Vocabulary Mastery and Reading Comprehension Achievement of the Students of SMP N 3 Sungai Lilin”, she found that the correlation coefficient reading habit toward reading comprehension achievement was 0.416 with p-output (significance) was 0.012. It meant, the correlation was significant because the p-ouput (significance) was lower than mean significant at 0.05. She found that reading habit could affect the students’ reading comprehension achievement because more than 60% respondents in the highest level (110 from 168). It means those who read more before test will have better performance in the examination. Building reading habit means building reading experience and it is needed to develop the students’ reading comprehension as the realization of the purpose of reading activity.

 Ryder and Graves (in Zwiers, 2004, p.6) state that students who struggle the most with reading and language tend to depend benefit significantly from teachers who are dedicated to building comprehension habits. Then, As an English teacher, she or he needs to build good reading experience or reading habit to their students, because by this activity they can get a lot of benefit significantly. Meanwhile, Robb (2003) says that the years between 6th and 12th grade are delicate and crucial years for strengthening, refining, and expending the habits that facilitate comprehension (in Zwiers, 2004, p.14). Students who are good at comprehending used strategies in reading to learn new concept, involve in what they are reading, think critically what they read, and apply their new knowledge to solve practically as well as intelectual problems. But many students fail at doing these things. The problem is that the materials are often very difficult to understand or uninteresting that many students cannot or will not read them. Moreover, many teachers do not know how to model reading comprehension, therefore, they do not do it. Setyaningsih (2012) found many students of SMP N 3 Sungai Lilin feel that English is very difficult. Reading ability of most of students are still low, it is based on the students’ school cards which indicate that most of students get score six on the average.

 In line with the condition above, it also happens at the students of MA. PP. Qodratullah Langkan who feel that as a compulsory subject English is considered so difficult. Based on the writer’s informal interview with the English teacher who teaches the 12th grade students of MA. PP. Qodratullah show that the students’ reading ability is still low because there are only 10% students can reach 76 as the standard score of Kriteria Ketuntasan Minimal (KKM) on their test, this result was taken by the students’ reading comprehension test which indicated that most students got 40 to 60 on the average of the class. Generally, they could read the words or even the sentences but they did not understand very well what they meant. Sometimes, they felt afraid whenever the teacher asked them to read because they did not understand what they read. Besides, they felt sleepy, bored and many other reasons if they should read the text especially English text. Based on the discussion with the writer in the class about what they felt when their teacher asked them to read any English text, the writer infers that they had two areas of difficulties: First, reading habits and comprehension. Based on the observation, most students rarely spent their time on reading English book and they did not even have any English material books to read except LKS (lembar kerja siswa), it reflected that their reading habits were low. Meanwhile, their reading comprehension test results showed that their ability was still low because there were only 10% students could reach standard competence of English subject at 12th grade students.

 Based on the consideration above, it can be concluded that students’ reading habits positively related with their reading achievement is a fundamental problem to examine. In addition to what has been studied in the past, this study attempts to explore the reading habits between students and their reading comprehension achievement. It is also expected to help in updating and providing baseline information about reading habits to 12th grade students of MA. PP. Qodratullah.

1. **The Problem of The Study**

This research intends to study the reading habit toward students’ reading comprehension achievement by formulating two problems as follows:

1. How is reading habit of 12th grade students of MA PP. Qodratullah?
2. How is reading comprehension of 12th grade students of MA PP. Qodratullah?
3. Is there any significant correlation between reading habit and reading comprehension achievement of 12th grade students of MA PP.Qodratullah?
4. **The Objective of the study**
5. To figure out the reading habit of 12th grade students of MA PP. Qodratullah.
6. To figure out the reading comprehension of 12th grade students of MA PP. Qodratullah?
7. To figure out the correlation between reading habit and reading comprehension achievement of 12th grade students of MA PP.Qodratullah.
8. **Significantnce of The Study**

 This study can be considered as significant in providing worth information that can assist the schools authority to provide more effective services and better understanding on the concept of reading for their students. Thus, this research hopefully contributes for the following:

1. Teachers of English at MA. PP. Qodratullah Langkan

The result of this study is expected to give the benefit for the teacher of

English especially in enhancing and improving the ability of the students in reading skill by developing their reading habit.

1. Students at MA. PP. Qodratullah Langkan

By doing this research, the students are expected to understand that by

building good reading experience or reading habit will significantly develop their reading comprehension achievement. Because the more they read ther more they understand.

1. Next Study

 A good understanding of reading habit of 12th grade students of MA. PP. Qodratullah will help educators, parents, librarians and stakeholders to take important measures to inhance reading habit toward reading comprehension in the future.

1. **Hypothesis**

According to Singh (2006, p.54), the hypothesis is a tentative solution of a problem. Fraenkel and Wallen (2012, p.83) add that a hypothesis is, simply put, a prediction of the possible outcomes of a study. The hypothesis of this study are formulated in the following :

Ha: There is significant correlation between reading habits and reading

comprehension achievement of 12th grades student of MA. PP.

Qodratullah

H0: There is no significant correlation between reading habits and reading

comprehension achievement of 12th grades student of MA. PP.

Qodratullah

1. **Criteria of Testing the Hypothesis**

To test the hypothesis above the writer uses the 95% level of significance (0.05) at two-tailed test which is required as follows:

1. If t-obtained is higher than t-table, H0 is rejected and Ha is accepted
2. If t-obtained is lower than t-table, Ha is rejected and H0 is accepted

**CHAPTER II**

**LITERATURE OF REVIEW**

This chapter presents (A) the concept of reading, (B) the concept of reading habit, (C) the concept of reading comprehension, (D) level of comprehension, (E) strategies for reading comprehension, (F) relationship between reading habit and reading comprehension, (G) previous related study, (H) hypothesis, (I) criteria of testing hypothesis, and (J) research setting.

1. **The Concept of Reading**

Most people see reading as a simple process with the reader processing each letter in turn, producing the appropriate sounds, and forming word. Reading skill is very important, it can establish the readers’ understanding about what they have read, explore about the thing they have not known before, and enrich their knowledge.Richards and Renandya (2002, p.273) state that reading, then, is a skill which is highly valued by students and teachers. According to Nunan (2006, p.69), reading is a set of skills that involves making sense and deriving meaning from printed word. In short, reading is a process to establish the reader’s comprehension which involves making sense and deriving meaning from printed word with different purposes.

According to Doff (1997, p.170), we usually have a purpose in reading, there is something we want to find out, some information we want to check or clarify, some opinion we want to match against our own (in Rahman, 2004, p.13). Rahman (2004, p.13) continues that reading serves multifaceted purposes. People read books for a variety of reasons. They read to comprehend a text and answer comprehension check questions, to do grammar activities, to solve language problems, to improve language ability, to achieve pleasure and information, to know the instruction of using a particular tool, to be familiar with a particular country or place, to decode message from a printed document, to get idea from inscription from any objects etc. Because of those different purposes, reading is also regarded as the means to extand knowledge. All in all, as a complex process, reading skill must be developed.

According to Schoenbach, et.al (2012, p.18), reading is actually a complex problem-solving process that readers can learn. Therefore, Schoenbach (2012, p.18) added the characteristics of reading, as below:

1. Reading is a complex process
2. Reading is problem solving
3. Fluent reading is not the same as decoding
4. Reading proficiency varies with situation and experience
5. Proficient readers share some key characteristics

According to Manzo and Manzo (1995, p.9), the act of reading is said to be composed of two parts: the process and the product. The process refers to the functions, or operations, that ones goes through in deriving meaning, whereas the “product”-or more appropriately “products” refers to the actual information and insights reached as a result of reading. Meanwhile, Collins and Collins (2002, p.8) say reading is a mental process. Although the eyes are involved in sending information about print to the brain, the brain performs the real act of reading. Then, reading is a mental process which involves deriving meaning and sending information about print to the brain till being the real action of reading.

According to Manzo and Manzo (1995, p.10), reading is comprehending, and applying textual material. As reading is intellegent process, readers of English as the target language start from learning symbol correspondenses through reading word and sentences. Then it continues for reading paragraphs and short passages. As a number of reading experiences increase, the readers can improve their ability from very easy level to the advance. This ability helps the readers to get more scientific concepts on English knowledge and get used to encountering difficulties or problems when they read a scientific book which is written in English language. All in all, reading is a means of comprehending textual material which involves an intelleent process.

According to Richards and Renandya (2002, p.273), L1 reading teachers are now aware of :

1. The important of developing letter-sound correspondences for early reading
2. The need for a large vocabulary for fluent reading
3. The need for students to becomes effective strategy users
4. The value of extenxive reading
5. The benefit of developing reasonable reading rates

Furthermore, Schoenbach, et.al (2012, p.21) stated that good readers are :

1. Mentally engaged
2. Motivated to read and to learn
3. Persistent in the face of challenge
4. Socially active around reading tasks
5. Strategic in monitoring the interactive processes that assist comprehension:

a). Setting goals that shape their reading processes

b). Monitoring their emerging understanding of texts

c). Reasoning with texts in valued and discipline-specific ways

d). Coordinating a variety of comprehension strategies to control.the

 reading process

1. **The Concept of Reading Habit**

According to Andrew (1903, p.121), a habit, from the standpoint of psychology, is a more or less fixed way of thinking, willing, or felling acquired through previous repetition of a mantal experience. It means that, a habit is a mental process as a means of thinking. Moreover, Wood and Neal (2007, p.843) state habits are learned dispositions to repeat past responses. They are treagered by features of the context that have covaried frequently with past performance, including performance locations, preceding actions in a squence, and particular people. According to Zwiers (2004, p.3), reading habits more clearly describes the automatic and unconscious processes that are involved in constructing meaning from text. Then, reading habit refers to the automatic process as the readers read the textual material and deriving meaning unconsciously. At some point, as people have to read a lot of books, they will have a reading habit and will always try to find some sources to read. This activity leads them to reach personal development and social progress. Lone (2011, p.1) says that the reading habit influences in the promotion of one’s personal development in particular and social progress in general.

Sartika (2013, p.18) cited in Ganoa and Gonzalez (2011, p.59) state that there are seven indicators or questions specification of reading habits. They are attitude toward reading, reading frequency, book read, time spent on academic reading, time spent on non academic reading, motivation in the family environment, motivation in the academic environment.

Reading habits play a very important role for a success in reading comprehension. Therefore, building good reading habits are needed to comprehend the material which has read. According to Zwiers (2004, p.3), comprehension habits are the split-second thought that kick in constantly to help a proficient reader actively construct meaning. Then, by building reading habit will constantly help the readers construct meaning actively. On the other side, Patel and Jain (2008, p.114) state that reading habits not only help the student to get knowledge and wisdom from the cultural of heritage, but are also very helpful in passing for leisure period. So, reading habit is considered very important to build, because, through this activity the readers can get knowledge, wisdom and also benefit their spare time.

According to Zwiers (2004, p.3), there are six reading habit to build comprehension strategies:

1. Organizing text information by sculpting the main idea summarizing
2. Connecting to background knowledge
3. Making inferences and predictions
4. Generating and answering question
5. Understanding and remembering word meanings
6. Monitoring one’s own comprehension

Here is how the habit works, during reading, a reader constantly tries to make sense of the information stated in the current sentence by connecting it to two other sources of information: 1) concepts found in preceding sentences, and 2) the reader’s own background knowledge (Alvermann & Phelps in Zwiers; 2004, p.5). Connections to the previous concepts which are found in the text help the readers keep track of elements such as people, ideas, object and event while they are reading. First, which are habits, help a reader to clarify how the distinction of the facts and events relies on one another to form the author’s message. The second one, background knowledge, helps a reader to visualize the text’s description and understand the ideas in the text.

 Leonhardt (1995, p.64-80) states that there are some steps to build reading habit of the students:

1. Keep turning the pages of the book, newspaper or magazine
2. Just seeinng the pictures in the comic, magazine and newspaper
3. Start for reading

First book:

a). Caricature or comic

b). Funny book (funny story)

c). Biography book (Sport, Health, Food, etc), based on the hobby of the

 students

d). Short story, etc

1. Allow the students to choose and read their favorite books
2. Ask the students to retell the story and make summary related to their book
3. Ask the students to look for literature or reading material related to their study
4. Make the students enjoy to express their idea
5. Ask the students to read again at home

In short, to pertain several advantages from reading activities we need to

build good reading habit. As a significant effect of by reading books frequently and having good reading habit, the reader is able to analyze other’s ideas which develop his or her critical thinking as the confirmations or rejections of his or her ideas.

1. **The Concept of Reading Comprehension**

According to Pang, et.al (2003, p.6), reading is about understanding written texts. It is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one’s spoken language. Comprehension is the process of making sense of words, sentences and connected text. Meanwhile, Wooley (2011, p.15) states 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. It means that, comprehension is a goal of reading activity which involves the process of making sense of words, sentences, and connected text.

Reading comprehension is a complex process of understanding the meaning of one word or a series of words presented in the printed page. Pang, et.al (2003, p.14) add comprehension is the process of deriving meaning from connected text. It involves word knowledge (vocabulary) as well as thinking and reasoning. Therefore, comprehension is not a passive process but an active one. Pang, et.al (2003, p.19) continue that reading comprehension is about relating prior knowledge to new knowledge contained in written text. Besides, Nunan (2006, p.71) says reading comprehension refers to reading for meaning, understanding, and entertainment. It involves higher-order thinking skills and is much more complex than merely decoding specific words.

Richards and Renandya (2002, p.277) state that reading for comprehension is the purpose for reading (though this is sometimes overlooked when students are asked to read overly difficult texts); raising student awareness of main ideas in a text and exploring the organisation of a text are essential for good comprehension. Reading activity and comprehension can not be separated. As the readers read, they need to comprehend what they have read. Collins and Collins (2002, p.9) add comprehension requires the reader to combine the meanings of a number of words in his working memory until he can think about their collective meaning.

 Comprehension is a thinking process that is difficult to define but it could be developed by serving some suitable models of teaching. Zwiers (2004, p.10) states that comprehension is a highly individual process, and assessing it is far more complex than many decision makers lead us to belive. According to Schoenbach, et. al ( 2012, p.34), here are some activities that teachers can model and guide students to carry out so they can monitor their comprehension while reading difficult texts, becoming increasingly selfregulated readers and learners:

1. Check to see whether comprehension is occurring
2. Test understanding by summarizing or paraphrasing the text or by

 self-questioning

1. Decide whether to clarify any confusions at this time
2. **Level of Comprehension**

Reading is defined as translating letters or even symbols and transforming them into words and sentences which consist their own meaning and comprehension is a part of reading’s purposes. Comprehension can take place on many levels of difficulty because text can be difficut or easy, depending on factors inherent in the text. The easiest level is simply recalling what the writers read in their own words. The higher level of comprehension involves interpreting the authors’ ideas and expressing them into their own words.

Sommer (2004) defines three different levels of comprehension, such as the literal level, the interpretive level, and the applied level. According to him, the first level can be called as literal levelfor sake the level of wording because it is the most simple. At this level the reader attempt to answer the question, p. what the author said? At this level, the reader would not have to understand the true meaning of a paragraph; however, they can memorize the information. At the literal, the writers are looking at what was written by an author at “face value”, little interpretation is needed. Test in this level is objective tests dealing with true/false, multiple choice and fill in the blank question. The common questions are who, what, when, and where question.

The second level of comprehension is called interpretive level.in this level the readers can attempt to answer this question, p. what was meant what was said? At this level, the students are attempting to “read between the lines” and memorized it at the literal level comprehension. The test of this level is objective, and the types of questions asked are open-ended, thought provoking questions like why, what if, and how question.

The last level is applied level.Here, the readers or the students can attempt to answer the question, p. how would the author’s messages apply to other situations given? And, what the students memorized and understood at the other two levels? At this level, the students are attempting to elevate or rise their thinking one more “notch” or level to a more critical, analyzing level. Moreover, in this level the students are analyzing or synthesizing information and applying it to other information.

1. **Strategies for Reading Comprehension**

Reading is a skill to comprehend piece of information in the written language. It means that if we want to know about something or we want to get information from texts or written languages, we must have a skill to comprehend them where we get a skill is from reading. Meanwhile, Brown (2000, p.306) states reading comprehension primarily a matter of developing appropriate, efficient comprehension strategies. He continues by explaining ten strategies which are able to use in the classrooms as follows:

1. Identify the purpose in reading
2. Use graphemic rules and patterns to aid in bottom-up decoding (especially for beginning level learners)
3. Use efficient silent reading techniques for relatively rapid comprehension (for intermediate to advance level learners)
4. Skim the text for main ideas
5. Scan the text for specific information
6. Use semantic mapping or clustering
7. Guess when you aren’t certain
8. Analyze vocabulary
9. Distinguish between literal and implied meaning
10. Capitalize on discourse makers to process relationship
11. **Relationship Between Reading Habit and Reading Comprehension Achievement**

Based on the previous explanation, reading habit helps the students to be a good reader. It is also supported by Lone (2011, p.1) that the reading habit influences in the promotion of one’s personal development in particular and social progress in general. Nonetheless, every stakeholder and especially the teacher should have a well developed set of lesson elements and teach behaviours that automatically kick in before, during and after, especially while reading activities. It is aimed to creat and to maintain a complex environment which is optimally conductive for all of the student’s learning process. According to Zwiers (2004, p.12-24), there are several instructional habits that should become a natural part of teaching, especially the teaching of comprehension habits that will form a foundation for students’ long life, students’ habit, and reading comprehension achievement.

1. Connecting the New to the Existing
2. Modeling Comprehension
3. Scaffolding Students’ Comprehension
4. Giving Minilesson
5. Building Academic Language to Facilitate Comprehension
6. Using Graphic Organizers and Other Visual
7. Putting More MoMaMu methods Into Lessons

(Mo) stands for movement, kinesthetics, gestures, and hand-motions, (Ma) stands for manifulatives, real objects, and hands-on project, while (Mu) stands for music, chants, rhymes, songs and rythm.

1. Promoting “Minds-On”Reading in All Stages of Reading
2. Using Best Practices Weekly
3. Getting the Most Standards and Habits out of each Minute
4. Building Textbook Reading Habit
5. Developing Literacy Teacher Habits
6. **Previous Related Study**

There are some related studies about reading habit and reading comprehension achievement which have been conducted by other researchers, some others are as the following:

Yoke, et al (2008) conducted their study entitled “Factors Affecting Life-Long Reading Habits of Uitm Johor Students”. This study investigated the reading habits of UiTM Johor students particularly the scope of reading for pleasure. The researchers examined the factors that are involved in reading for pleasure among UiTM Johor students. This was included the role of oneself, the role of peers, the role of the family, the role of society and the role of modern devices in the cultivation of good reading habits for the purpose of reading for pleasure. The researchers also determined which factor was more significant in promoting life-long reading habits for the purpose of reading for pleasure. Based on the study, the reseacrhers revealed that external factors do play a role in nurturing life-long reading habits. However, the research showed that the most significant factor was the role of 'society,' which plays a crucial role in cultivating reading habits. Thus it is suggested that the role of 'society' be increased in nurturing life-long reading habits. All in all, the writer’s research is called similar to this study, because, the researchers also generally discussed about students’ reading habit. Nonetheless, the researchers determined their study by identifying life-long reading habits for the purpose of reading for pleasure, whereas, the writer determines his research by identifying reading habit to the students’ reading comprehension achievement for academic.

Annamalai and Muniandy (2013) conducted their research entitled “ Reading Habit and Attitude Among Malaysian Polytechnic Students”. This study was conducted in an attempt to enhance our understanding about reading habit and attitude of a particular polytechnic in the northern region of Malaysia. In this effort, 119 students from Engineering and Business departments were chosen randomly as the respondents. The overall result indicated that these polytechnic students spend quite a significant amount of time surfing the internet, playing computer or mobile games and other technology-related activities compared to reading. Reading was only regarded as a minor activity during their leisure time. The amount of time spent on reading by the polytechnic students was seen to be similar to the average individual surveyed in the past. This group was expected to read more due to their engagement in the academic process that requires them to read but in contrary, they preferred to do other things. They concluded that the polytechnic students did not enjoy reading as much as other activities that involve technologies. They found reading as difficult and causing reading anxiety. They also felt there are other ways to learn new things than by reading as they found reading boring and not motivating. In this study, the researchers examined the students’ reading habit and students’ reading attitude. Meanwhile, the writer conducts his research by identifying students’ reading habit only.

Janthong (2010) did his research entitled “English Reading Comprehension and Reading Habit Improvement: Use of Questioning Technique”. The purposes of this study were to investigate improvement in English reading comprehension, reading habits and self-directed learning of students being taught through the questioning technique. The reasult showed that the students’ English reading comprehension ability increased significantly at the .01 level after learning reading comprehension lesson through the questioning technique. The students’ reading habit and self-directed learning was found at a statistically higher level of .01 after the treatment. The questioning technique helped establish a better reading comprehension ability of 35 Mattayomsuksa 3 students taking the fundamental English course in the first semester of the 2009 academic year at Prompinitchaiburee School, Phatthalung. There were several reasons for this progress. Firstly the reading process of pre, while and post questioning activities used in the questioning technique fellows the Meta-cognitive Theory that posits that learners can learn better if they were aware of their own learning objectives and employing the thinking process and strategies to seek for answers while learning. The learning process in the questioning technique encouraged students to set their own interest and expectation for reading. In this research, the researcher examined the students’ reading habit toward questioning technique to investigate improvement in English reading comprehension, readind habits and self-directed learning of students. Meanwhile, the writer conducts his study by identifying the correlation between students’ reading habit and their reading comprehension achievement.

Setyaningsih (2008) did her study entitled “The correlation Among Reading Habit, Vocabulary Mastery and Reading Comprehension Achievement of the Students of SMP N 3 Sungai Lilin”. The the researcher found that the correlation coefficient reading habit toward reading comprehension achievement was 0.416 with p-output (significance) was 0.012. It meant, the correlation was significant because the p-ouput (significance) was lower than mean significant at 0.05. She found that reading habit could affect the students’ reading comprehension achievement because more than 60% respondents in the highest level (110 from 168). It was also found that students’ vocabulary mastery gave some contribution to their reading comprehension. The researcher got that correlation coefficient vocabulary mastery toward reading comprehension achievement was 0.386 with the p-output (significance) was 0.020. It meant, the correlation was significant because the p-output (significance) was lower than mean significant at 0.05. At last, this research is considered different with the writer’s study, because, the researcher did not only examine students’ reading habit, but also students’ vocabulary mastery and students’ reading comprehension achievement. Moreover, the researcher also determined her research as the purpose of reading for academic reading.

1. **Research Setting**

This study was conducted at MA. PP. Qodratullah to the 12th grade students. The location of school is at Jl. Palembang-Betung KM.35 Langkan. According to the result of writers’ interviewed with Ustz. Dra. Jawahir, G (the principle of MA. PP. Qodratullah) at 7th December 2013. She mentioned that the school had some infrastructures in supporting the teaching-learning process; the classroom consists of 17 classes, 1 office room that consists of principles’ room, administrators’ room, and teachers’ room, 1 public kitchen, 1 library, 2 school canteens. There are 31 teachers in this school (seeTable 1). However, there are three teachers who teach English subject from the first to the third grades. One of them who teaches the first grades is still doing his research as requirement of S.1 (strata 1) in English education department , The other who teaches the second grade graduated from English education department of PGRI University for S.1, the last who teaches the third gade graduated her S.2 from English education department of Sriwijaya University.

**TABLE 1**

**The Data of Teachers at MA. PP. Qodratullah Langkan**

|  |  |  |
| --- | --- | --- |
| **No** | **Name** | **Position** |
| 1 | Ustz. Dra. Jawahir G  |  Principle |
| 2 |  Ust. Syafrizal, SHI | Waka Kurikulum |
| 3 | Ust. Nopitriansyah, S.Pd.I | Waka Kesiswaan |
| 4 | Ust. M. Wahyudi HM, S.Th.I, SE | Teacher |
| 5 | Ustz. Maisyah, S.Ag | Teacher |
| 6 | Ust. Dra. Siti Wasiana | Teacher |
| 7 | Ust. Nurkholis, S.Ag | Teacher |
| 8 | Ustz. Titi Magdalena | Teacher |
| 9 | Ustz. Dra. Maryama | Teacher |
| 10 | Ustz. Rosayana, S.Pd | Teacher |
| 11 | Ust. Musthofa Kamal, S.Ag. M.Pd.I | Teacher |
| 12 | Ustz. Ermaizah, S.Pd | Teacher |
| 13 | Ust. Drs. Budiman | Teacher |
| 14 | Ustz. Rahmi Aulia, S.Pd. M.Pd | Teacher (English) |
| 15 | Ustz. Umi Fatimah, S.Pd | Teacher |
| 16 | Sholehatul Akmalia, S.Ag. M.Pd.I | Teacher |
| 17 | Niko Eka Apriansyah, S.Pd | Teacher |
| 18 | Ustz. Misnawati, S.Ag | Teacher |
| 19 | Ustz. Sri Karmila, S.Pd | Teacher |
| 20 | Ustz. Dra. Hj. Nyimas Mariatul Q | Teacher |
| 21 | Ustz. Eva Carolina, SE | Staff  |
| 22 | Ustz. Umi Mungawanah, S.Pd | Teacher (English) |
| 23 | Ust. Rosadi, S.Pd | Teacher |
| 24 | Ust. Agus Wahyudi | Teacher (English) |
| 25 | Ust. M. Romadhon, S.Pd.I | Teacher |
| 26 | Ustz. Dewi Ulandari | Teacher |
| 27 | Ust. M. Khomsul Fauzi, S.HI | Teacher |
| 28 | Ustz. Kiki Rizkia Pertiwi, S.Pd | Teacher |
| 29 | Ust. Mualim Hidayatullah | Teacher |
| 30 | Ust. Syarif Zainuri | Teacher |
| 31 | Ust. Wisnu Syaputra, S.UD | Teacher |

 (*Source;* Administration of MA. PP. Qodratullah, in academic year 2013/2014 )

**CHAPTER III**

**RESEARCH METHOD AND PROCEDURES**

In this chapter, the writer presents (A) method of research, (B) variables of research, (C) operational definitions, (D) population and sample, (E) technique for collecting data, (F) technique for analyzing data, and (G) data analysis.

1. **Method of Research**

Research is a very general term for an activity that involves finding out, in a more or less systematic way, things we did not know. According to Kathori (2004, p.1), research is an academic activity and as such the term should be used in a technical sense. Walliman (2010, p.15 ) continues that research is about acquiring knowledge and developing understanding, collecting facts and interpreting them to build up a picture of the world around us, and even within us. Meanwhile, Leedy (2011, p.4) says that research is the systematic process of collecting and analyzing information (data) in order to increase our understanding of phenomenon about which we are concerned or interest. On the other hand, Creswell (2012, p.2) states that research is a process in which you engage in a small set of logical steps. Creswell (2012, p.3) continues that research is a process of steps used to collect and analyze information to increase our understanding of a topic or issue.

In this study, the writer implements *Descriptive Quantitative*. This research is classified as a descriptive quantitative method because this type of research involves either identifying the characteristics of a observed phenomenon or exploring possible correlation among two or more phenomena (in Leedy, 2001, p.191). According to Walliman (2011 , p.113), quantitative analysis deals with data in the form of numbers and uses mathematical operations to investigate their properties. Walliman (2011, p.10) continues that this design relies on observation as a means of collecting data. It attempts to examine situations in order to establish what is the norm, i.e. what can be predicted to happen again under the same circumstances. The researcher used this method because he wanted to describe the data and analyzed them based on the problems and objectives of the study. The procedures were, first, the writer measured the students’ reading habit by using questionnaires, second, thw writer used the test to find out the students’ reading comprehension. After that the writer made correlation between two variables by using regression analysis based on the result of questionnaires and test.

1. **Variables of Research**

According to Best (1995, p.137), variables are the conditions or characteristics that the experimenter manifulates, controls, or observes. Meanwhile, Singh (2006, p.215) continues that the variables are those which vary from person to person and can be quantified by employing measuring instrument. Creswell (2012, p.112) utteres a variable is a characteristic or attribute of an individual or an organization that (a) researchers can measure or observe and (b) varies among individuals or organizations studied. Fraenkel (2012, p.77) adds that variable is a concept, a noun that stands for variation within a class of objects. The variables are classified into two, independent and dependent variable. Independent variable is what the researcher chooses to study in order to assess their possible effect on the other variable, while the dependent variable is the variable that the independent variable is presumed to effect. In this research, the independent variable was reading habit, while the dependent variable was students’ reading comprehension achievement of senior high school students in MA. PP. Qodratullah.

1. **Operational Definitions**

To avoid such kinds of misunderstanding, the definition of the terms were provided as below :

According to Best (1995, p.270), correlation is the relationship between two or more paired variables or two or more a set of data. In this study, the term of correlation refers to the connection between reading habit and students’ reading comprehension achievement. To see the correlation, regression analysis was applied.

Reading is one of the English skills which many foreign language students usually have as one of their most important goals. Usually, most of them want to be able to read for several purposes such as for information and pleasure, career, and for study purpose.

Reading habit refers to the students’ reading activities. In this research, students’ reading habit was figured out by a set of questionnaires.

The students’ reading comprehension achievement is the output of reading process. It refers to the scores achieved by the students. The students’ reading comprehension achivement was measured by using reading comprehension test.

**D. Population and Sample**

A population is a group of people, objects or items from which are taken for measurement in a research. Fraenkel (2012, p.91) states that population is the larger group to which one hopes to apply the result. Furthermore, Creswell (2012, p.142) adds that it is a group of individuals who have some common characteristic that the researcher can identify and study. In this case, the target populations were 12th grade students of MA. PP. Qodratullah.

Meanwhile, sample is a finite part of a statistical population whose properties are studied to gain information about the whole. Leedy (2001, p.212) states that a sample is no more representative of total population than the degree to which it has been randomly selected. Arikunto (2010, p.174) says that sample is a part of populations or a representative of populations which is observed or analyzed. Walliman (2011, p.93) continues the process of selecting just a small group of cases from out of a large group is called sampling. According to Fraenkel (2012: 91), sample in a research study is a group on which information is obtained. Furthermore, Creswell (2012, p.142) adds that it is the subgroup of the target population that the researcher plans to study for generalizing about the target population.

The sample of this research was taken by using purposive sampling technique. According to Leedy (2001, p.219), in purposive sampling, people or other units are choosen, as the name implies, for a particular purpose. It is supported by Singh (2006, p.91) that the purposive sampling is selected by some arbitrary method because it is known to be representative of the total population, or it is known that it will produce well matched groups. The idea is to pick out the sample in relation to some criterion, which are considered important for the particular study. Cohen, et. al (2007, p.115) state that as its name suggests, the sample has been chosen for a specific purpose. The writer chose the samples based on the different of knowledge background. Thus, the sample was choosen to correlate their reading habit and their reading comprehension achievement. The samples as shown in the table below :

**Table 2**

**The Distribution of Sample**

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Class** | **Gender** | **Total** |
| **Female** | **Male** |
| 1. | XII.1 IPA | 35 | - | 35 |
| 2. | XII.2 IPA | 35 | - | 35 |
| 3. | XII.1 PK | 29 | - | 29 |
| 4. | XII.2 PK | 31 | - | 31 |
| 5. | XII.3 PK | - | 38 | 38 |
| Total | **130** | **38** | **168** |

*Source: MA.PP. Qodratullah in Academic Year of 2014-2015*

**E. Techniques for Collecting Data**

At this point, the writer collected the data of this study by applying questionnaires and test.

**1. Questionnnaire**

Walliman (2011, p.97) states that questionnaires are particularly suitable tool for gaining quantitative data but can also be used for qualitative data. In this research, the writer distributed questionnaires in order to get data from the students. The students were expected to answer the questions independently. The writer alocated 45 minutes to the students to answer the questionnaire. By distributing questionnaires, the writer wanted to know the students’ reading habit. The writer used ready-made questionnaires contains 20 items (see appendix 1). The questionnaires were taken from Janthong (2010) entitled “English Reading Comprehension and Reading Habit Improvement: Use of Questioning Technique”. Each items have 5 scales. In each scales indicates whether they strongly agreed, agreed, undecided, disagreed or strongly disagreed to each items.

In this research, the researcher applied Linkert Scale type as the technique of scoring the questionnaire. According to Best (1995, p.246-248), Linkert Scale type shows the number of favorable and unfavorable statements, which assigns a scale value to each of five responses. It depends on the degree of agreement or disagreement with the individual opinion. The response option is assigned values of 5 points to each response indecating strong agreement, a value of 4 points for agreement, a value of 3 points for undecided, a value of 2 for disagreement, and the last value of 1 for strongly disagreement, those are for favorable statements (see Table 3).

**Table 3**

**The Score of Questionnaires**

|  |  |
| --- | --- |
| **Favorable Statement** | **Scale Value** |
| Strongly agreeAgreeUndecidedDisagreeStrongly disagree | 54321 |

 *Source: Best, (1995:247)*

The main consideration is that the response is measured in terms of habit representation. For the score, the highest score is 5.00, then the total is 15x5=75. The lowest is 1.00, so the lowest total score is 1x5=5. It can be seen as the following table 4.

**Table 4**

**The Categories of Students’ Reading Habits Score**

|  |  |
| --- | --- |
| **The Categories of Students’**  **Reading Habits Score In English** | **Scale Value** |
| Very GoodGoodAveragePoorVery Poor | 61 - 7546 - 6031 - 4516 - 30 1 - 15 |

 It has been explained in chapter II that there are seven indicators or questions specification of reading habits. To formulate the questionnaires the writer took four categories; 1. Attitude toward reading, 2. Reading frequency, 3. Time spent on academic reading, 4. Reading access. The specification of the reading habits questionnaire can be seen in the table 5.

**Table 5**

**Questions Specification of The Reading Habit**

|  |  |  |
| --- | --- | --- |
| **Statement** | **Number of item** | **Definition** |
| Attitude toward reading | 1,3,7,8,9,11,12,13,20, | The reason that the person reports on the attitude and behavioral cognitif-affective attitude toward reading. It is considered as the sum of the response to the question |
| Reading frequency | 5,6,14,17,18,19 | the students report the frequency if reading books in their leisure time |
| Time spent on non-academic reading | 4,10,15,16 | The time that the students report to devote to reading books that are not directly related to the subjects of their studies |
| Reading access | 2 | The source of reading access |

**2. Test**

 According to Brown (2000, p.384), a test, in plain words, is a method of measuring a person’s ability or knowledge in a given domain. In this study, the test was given to each class of the samples. The writer gave similar instruments with similar numbers of item to each group of the classes. The total of the questions were 50 questions which taken from English Book for 12th grade student and LKS (*Lembar Kerja Siswa*). The test was also done in the same situation, where the samples had to answer the questions in the classroom and in the similar time limitation. In this study, the writer alocated 120 minutes of answering the tests. The aim of the test was to measure the students’ reading comprehension achievement. Then, the result of students’ reading comprehension achievement was classified based on the range of students’ reading comprehension achievement which was applied by Sartika (2013, p.31) as the following table 6:

**Table 6**

**Range of Students’ Reading Comprehension Achievement**

|  |  |  |
| --- | --- | --- |
| **No** | **Range** | **Qualification** |
| 1. | 86 – 100 | Excellent |
| 2. | 76 – 85 | Good |
| 3. | 56 - 75 | Average |
| 4. | < 56 | Poor |

**F. Research Istrument Analysis**

Validity and reliability are essential to the effectiveness of any data gathering procedure. Validity is quality of a data gathering instrument or procedure thatt enables it to measure what it is supposed to be measured. Reliability is the degree of concistency that the instrument or procedure demonstrate: whatever it is measuring, it does so consitently (Best & Khan, 1993, p.208). Before doing the real test, the instruments were tried out to analyze the validity and reliability. In this reaserch, the writer assigned the instruments comprised 20 items of questionnaire and 50 items of test to one class of 12th grade students at MA. PP. Qodratullah to know whether the instruments were valid and reliable or not. The items were tried out to the students as below:

**Table 7**

**The Distribution of Sample (Try Out)**

|  |  |
| --- | --- |
| **Class** | **Gender** |
| **Male** | **Female** |
| XII. 3 IPA | 27 | - |
| Total | 27 |

 Pearson Product Moment (Correlation Matrix) in SPSS was used to find out the validity of the instruments. Meanwhile, Alpha Cronbarch analysis is SPSS was used to find out the reliability of the valid items.

1. **Validity**

**a). Validity of The Instruments**

According to Best (1995, p.140), to make a significant contribution to the development of knowledge, an experiment must be valid. Validity is the quality of a data-gathering instruments or procedures that enables it to measure what it is supposed to measure (in Best, 1995, p.208). Meanwhile, Kathori (2004, p.73) says that validity is the extent to which differences found with a measuring instrument reflect true differences among those being tested. Marczyk et.al (2005, p.164) state validity refers to whether the approach to measurement used in the study actually measures what it is supposed to measure. Cohen, et.al (2007, p.133) clearly state that validity is an important key to effective research. Moreover, Fraenkel, et. al (2012, p.147) stated that validity has been defined as referring to the appropriateness, correctness, meaningfulness, and usefulness of the specific inferencesresearchers make based on the data they collect. Then, to find out the validity of questionnaires, the writer analyzed the data based on the theory and judgement of the experts by using Pearson Product-Moment coeficient in SPSS 16. Therefore, the researcher applied the Pearson Product-Moment coeficient to know the validity of the test.

**b). Construct Validity**

 According to Fraenkel, et. al. (2012, p.148), construct validity refers to the

nature of the psychological construct or characteristic being measured by the instrument. After constructing the instruments related to some aspects measured, then it is consulted to achieve some experts judgement from at least three validators to evaluate whether the components of the instrument are valid or not to be applied in research activities. In this part, the construct validity of the research instruments involved two types. They were questions for reading comprehension test and questionnaire. The writer asked his lecturers as validators to estimate his test instruments and questionnaire translation. They were Muhammad Holandyah, M.Pd as the first validator, Winny Agustia R., M.Pd as second validator, and Eka Sartika, M.Pd as the third validator. The first validator Muhammad Holandyah, M.Pd asked the writer to revised some questions related to the syllabus. The second validator Winny Agustia R., M.Pd and Eka Sartika as the third validator asked to give revised some questions. Moreover, all validators accepted the translations of the English questionnaire with several corrections based on EYD (Indonesia spelling) to make the translations clearer. It can be assumed that the writer’s instruments were appropriate for his research instruments**.**

**c). Validity of Each Question Item**

 Validity test of each question item is used to indicate whether the test item of the instruments in each question is valid or not. To know whether it is valid or not, the score of significance (r-output) should be compared with the score of “r-table” product moment. A question item is considered valid if “r-output” is higher than “r-table” (Basrowi, 2007, p.24). Then, to analyze of each question items were used SPSS Statistics Program Version 16. In this case, the writer had already tried out his research instrument to 27 students of XII.3 IPA in MA PP. Qodratullah Langkan. There were 50 questions. The correct answers were labeled 1 point, the incorrect answers were labeled 0. Then, the analysis of validity test was done using *Pearson Correlation Coefficient* in SPSS 16.

 Based on the result, there were 8 questions considered invalid. They were question item no 1, 3, 7, 9, 22, 24, 38, 46. They were 42 valid questions. They were no 2, 4, 5, 6, 8, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 23, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 39, 40, 41, 42, 43, 45, 47, 48, 49, 50 as showed in table 8.

**Table 8**

**Validity Test Result of Each Question Item**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No** | **Validity Test of Each Questions****Item** | **Sig.(2-tailed) of Pearson Correlation****(r-output)** | **r-table****score** | **Result** |
| 1 | Item no 1 | 0 | 0.381 | **Invalid** |
| 2 | Item no 2 | 0.393 | 0.381 | Valid |
| 3 | Item no 3 | 0.143 | 0.381 | **Invalid** |
| 4 | Item no 4 | 0.393 | 0.381 | Valid |
| 5 | Item no 5 | 0.579 | 0.381 | Valid |
| 6 | Item no 6 | 0.887 | 0.381 | Valid |
| 7 | Item no 7 | 0.048 | 0.381 | **Invalid** |
| 8 | Item no 8 | 0.572 | 0.381 | Valid |
| 9 | Item no 9 | 0.143 | 0.381 | **Invalid** |
| 10 | Item no 10 | 0.393 | 0.381 | Valid |
| 11 | Item no11 | 0.834 | 0.381 | Valid |
| 12 | Item no 12 | 0.832 | 0.381 | Valid |
| 13 | Item no 13 | 0.531 | 0.381 | Valid |
| 14 | Item no 14 | 0.591 | 0.381 | Valid |
| 15 | Item no 15 | 0.618 | 0.381 | Valid |
| 16 | Item no 16 | 0.393 | 0.381 | Valid |
| 17 | Item no 17 | 0.579 | 0.381 | Valid |
| 18 | Item no 18 | 0.975 | 0.381 | Valid |
| 19 | Item no 19 | 0.543 | 0.381 | Valid |
| 20 | Item no 20 | 0.975 | 0.381 | Valid |
| 21 | Item no 21 | 0.618 | 0.381 | Valid |
| 22 | Item no 22 | 0.298 | 0.381 | **Invalid** |
| 23 | Item no 23 | 0.527 | 0.381 | Valid |
| 24 | Item no 24 | 0.030 | 0.381 | **Invalid** |
| 25 | Item no 25 | 0.975 | 0.381 | Valid |
| 26 | Item no 26 | 0.975 | 0.381 | Valid |
| 27 | Item no 27 | 0.832 | 0.381 | Valid |
| 28 | Item no 28 | 0.420 | 0.381 | Valid |
| 28 | Item no 29 | 0.393 | 0.381 | Valid |
| 30 | Item no 30 | 0.832 | 0.381 | Valid |
| 31 | Item no 31 | 0.887 | 0.381 | Valid |
| 32 | Item no 32 | 0.744 | 0.381 | Valid |
| 33 | Item no 33 | 0.527 | 0.381 | Valid |
| 34 | Item no 34 | 0.450 | 0.381 | Valid |
| 35 | Item no 35 | 0.618 | 0.381 | Valid |
| 36 | Item no 36 | 0.905 | 0.381 | Valid |
| 37 | Item no 37 | 0.832 | 0.381 | Valid |
| 38 | Item no 38  | 0.146 | 0.381 | **Invalid** |
| 39 | Item no 39 | 0.834 | 0.381 | Valid |
| 40 | Item no 40  | 0.450 | 0.381 | Valid |
| 41 | Item no 41 | 0.579 | 0.381 | Valid |
| 42 | Item no 42 | 0.618 | 0.381 | Valid |
| 43 | Item no 43  | 0.450 | 0.381 | Valid |
| 44 | Item no 44 | 0.618 | 0.381 | Valid |
| 45 | Item no 45 | 0.420 | 0.381 | Valid |
| 46 | Item no 46 | 0.107 | 0.381 | **Invalid** |
| 47 | Item no 47 | 0.887 | 0.381 | Valid |
| 48 | Item no 48 | 0.887 | 0.381 | Valid |
| 49 | Item no 49 | 0.420 | 0.381 | Valid |
| 50 | Item no 50 | 0.975 | 0.381 | Valid |

 From the result above, the writer decided to omitted the invalid items. They were question item no 1, 3, 7, 9, 22, 24, 38, 46. On the other hand, the other 8 items were erased, then, there are 40 question items used in his research.

**d). Content Validity of each Question Item**

 According to Fraenkel, et. al. (2012, p.148), content validity refers to the

content and format of the instrument. A content validity is very important since it is an accurate measure of what it is supposed to measure. In order to judge whether or not a test has content validity, a specification of the skills or structures should be made based on the curriculum and syllabus. The test specification table including: objective of the test, test material, indicator, questions item numbers, type of the test, key answer. In this research, the reading comprehension test comprised 50 questions in form of multiple choices including aspect in the table of specification in the following table:

**Table 9**

 **The Specification of The Test Items**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Objective** | **Test Material** | **Indicator** | **Item Number** | **Total**  | **Type of Test** | **Key** |
| The students are able to understand the words and text, to indentify the characteristic of person, to identify information in text, to read and comprehend the written meaning of reading text in short functional texts and eassays in the context of daily life | NarativeExplanationDiscussion | The Students are able to:* + - * To identify the main idea of the text
			* To identify the meaning of the words
			* To identify the factual information
			* To identify the characteristics of person
			* To find of concluding sentences
			* To identify the purpose of text
 | 1, 11, 12, 18, 19, 27, 36, 41 ,48, 2, 3, 23, 26, 32, 33, 39, 40, 45,47, 6, 7, 9, 10, 14, 15, 16, 17, 21, 22, 25 ,28, 30, 31, 34, 37, 38, 43,46, 8, 4, 29, 35, 42, 44, 49, 505, 13, 20, 24,  | 40 | Multiple choices | D, C, E, A, C, A, B, B, B, C, D, A, C, E, D, B, A, B, C, B/C, E, D, C, C, A, D, B, E, D, C, A, C, D, D, D, C, D, A, B, A, C, B, C, C, B, C, B, A |

**e). Validity of Questionnaire**

In this research instrument, there were 20 questionnaire questions with N-sample is 27 respondents (students) which followed by 5 choices in answering the questionnaire using Linkert Scale. The response option is assigned values of 5 points to each response indecating strongly agreement, a value of 4 points fot agreement, a value of 3 points for undecided, a value of 2 for disagreement, and the last value of 1 for strongly disagreement, those are for favorable statements. After distributing the questionnaire to the samples to estimate the validity of the instrument, each question item on respondents’ answer from the questionnaire was then analyzed using *Pearson Correlation Coefficient* in SPSS version 16.0.

 There were 20 items of questionnaire that given to the students. The result of validity of each question which computed by SPSS 16, it was found that there were 5 items of questionnaire considered invalid. They were question item no 1, 6, 9, 19, 20. There were 15 questions considered valid. They were question item no 2, 3, 4, 5, 7, 8, 10, 11, 12, 13, 14, 15, 16, 17, 18 as displayed in table 10.

**Table 10**

**Validity Questionnaire Result of Each Question Item**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No** | **Validity Test of Each Questions****Item** | **Sig.(2-tailed) of Pearson Correlation****(r-output)** | **r-table****score** | **Result** |
| 1 | Item no 1 | 0 | 0.381 | **Invalid** |
| 2 | Item no 2 | 0.569 | 0.381 | Valid |
| 3 | Item no 3 | 0.536 | 0.381 | Valid |
| 4 | Item no 4 | 0.551 | 0.381 | Valid |
| 5 | Item no 5 | 0.765 | 0.381 | Valid |
| 6 | Item no 6 | 0.263 | 0.381 | **Invalid** |
| 7 | Item no 7 | 0.585 | 0.381 | Valid |
| 8 | Item no 8 | 0.718 | 0.381 | Valid |
| 9 | Item no 9 | 0.305 | 0.381 | **Invalid** |
| 10 | Item no 10 | 0.855 | 0.381 | Valid |
| 11 | Item no11 | 0.812 | 0.381 | Valid |
| 12 | Item no 12 | 0.402 | 0.381 | Valid |
| 13 | Item no 13 | 0.937 | 0.381 | Valid |
| 14 | Item no 14 | 0.761 | 0.381 | Valid |
| 15 | Item no 15 | 0.591 | 0.381 | Valid |
| 16 | Item no 16 | 0.402 | 0.381 | Valid |
| 17 | Item no 17 | 0.402 | 0.381 | Valid |
| 18 | Item no 18 | 0.516 | 0.381 | Valid |
| 19 | Item no 19 | 0.253 | 0.381 | **Invalid** |
| 20 | Item no 20 | 0.251 | 0.381 | **Invalid** |

 After the analysis of questionnaire questions in validity test, it can be stated that 15 items can be used as the research instrument in this study. On the other words, the writer omits the 5 invalid items.

**2. Reliability Instruments**

Best (1995, p.208) says that reliability is the degree of consistency that the instrument or procedure demonstrates: whatever it is measuring, it does so consequently. Marczyk, et.al (2005, p.103) reveal that reliability refers to the consistency or dependability of a measurement technique, and it is concerned with the consistency or stability of the score obtained from a measure or assessment over time and across settings or conditions. If the measurement is reliable, then there is less chance that the obtained score is due to random factors and measurement error. Furthermore, Fraenkel, et. al (2012, p.154) say that reliability refers to the consistency of the scores obtained—how consistent they are for each individual from one administration of an instrument to another and from one set of items to another.

**a). Reliability Test**

In this study, the writer tried out the instruments twice to the same students in different time. The instruments were given to 27 students of sscience (XII IPA 3) in MA. PP. Qodratullah. First, try out was carried out on Saturday, 12th  of November 2014 at 07.00-08.30 a.m. Second, try out was carried out on Saturday, 19th of November 2014 at 07.00 - 08.30 a.m. To find out the reliability, the writer used test and re-test method. According to Fraenkel, et. al (2012, p.155), the test-retest method involves administering the same test twice to the same group after a certain time interval has elapsed. A reliability coefficient is then calculated to indicate the relationship between the two sets of scores obtained. The results of the tried out was analyzed by using Pearson Correlation Coeficient in SPSS program to find out the reliability of the valid items. The test indicated reliable whenever the p-output was higher than 0.70. The result of try out score was described in Table 11.

**Table 11**

**The Result of Try Out Analysis at 12th Grade Students of Science**

**(MA. PP. Qodratullah)**

|  |  |
| --- | --- |
| **Sample** | **Test Scores** |
| **Test 1** | **Test 2** |
| 1. Ahmad Syukri | 60.00 | 65.00 |
| 2. Ahmad Nurrahman | 67.50 | 70.00 |
| 3. Antonius | 47.50 | 50.00 |
| 4. Arkapeno | 72.50 | 70.00 |
| 5. Agung Firmansyah | 67.50 | 70.00 |
| 6. Andika Gustian K | 62.50 | 65.00 |
| 7. Andra Fahmi | 45.00 | 47.50 |
| 8. Alrama Fikram | 62.50 | 65.00 |
| 9. Asep Saiful | 45.00 | 47.50 |
| 10. Eep Saputra | 65.00 | 70.00 |
| 11. Fajri Ramadhan | 42.50 | 45.00 |
| 12. Fitroh Qolbi A | 62.50 | 65.00 |
| 13. Ghandi Prayoga | 40.00 | 37.50 |
| 14. Ibrahim Dita K | 60.00 | 62.50 |
| 15. Ikhsan Muchlis | 70.00 | 65.00 |
| 16. Idrawan | 65.00 | 65.00 |
| 17. Ismoyo | 45.00 | 50.00 |
| 18. M. Ali Akbar | 60.00 | 60.00 |
| 19. M. Hafidz RS | 50.00 | 52.50 |
| 20. M. Lutfi FA | 67.50 | 72.50 |
| 21. M. Mutawakil H | 52.50 | 55.00 |
| 22. M. Niko Thomas | 45.00 | 50.00 |
| 23. M. Ridho RU | 70.00 | 67.50 |
| 24. M. Yayat F | 47.50 | 52.50 |
| 25. Rendiko | 35.50 | 50.00 |
| 26. Resky Tanggina | 65.00 | 67.50 |
| 27. Septa Ariandi | 57.50 | 55.00 |

Then, the scores in test 1 and test 2 were analyzed used Pearson Correlation Coeficient in SPSS 16.0. It was found that the coefficient reliability of the reading test items was 0.974. Fraenkel and Wallen (2012: 163) state that the score is considered reliable if the score of significance is at least or preferably higher than 0.70. Since the score was higher than 0.70. So, it can be assumed that this reading test was considered reliable for this study. The result was displayed in the table 12.

**Table 12**

**Result of Reliability Analysis Using Test-retest Method**

**Pearson Correlation Coeficient in SPPS 16.0**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| No | Number of Test | N | Pearson Correlation | Sig. | Result |
| 1 | Test 1 | 27 | 0.974 | 0.000 | Reliable |
| 2 | Test 2 | 27 |

**b). Reliability of Questionnaire**

In this design of study, the writer has followed internal consistency method that was used to estimate the reliability which involves comparing different sets of items that were part f instrument of this study. There are several types of internal consistency methods in estimating reliability that require only a single administration of an instrument. They are; Split-half Procedure, and Alpha Coefficient.

 Then, in doing this reliability test, the writer use Split-half Procedure that involves scoring two halves of a test separately for each person and then calculating a correlation for the two sets of scores. The coeffecient indicates the degree to which the two halves of the test provide the same results, and hence describe the internal consistency of the test which calculated using SPSS 16.0.

 From the result of measuring reliability test using Split-half method, it was found that the p-output of *Gutmann Split-Half Coefficient* is 0.904 (*See* Table 13). From the score of reliability test, it can be stated that the reliability of students’ opinion toward the implimentation of Reading Habit on reading comprehension is reliable since the p-output was higher than r-table product moment (0.381) with N-sample was 27 students at confidence level 95% (*a=* .05)

**Table 13**

 **Result of Reliability Analysis of Questionnaire Using Split-half Method**

| **Reliability Statistics** |
| --- |
| Cronbach's Alpha | Part 1 | Value | .737 |
| N of Items | 10a |
| Part 2 | Value | .819 |
| N of Items | 10b |
| Total N of Items | 20 |
| Correlation Between Forms | .825 |
| Spearman-Brown Coefficient | Equal Length | .904 |
| Unequal Length | .904 |
| Guttman Split-Half Coefficient | .904 |
| a. The items are: Item1, Item2, Item3, Item4, Item5, Item6, Item7, Item8,  Item9, Item10. |
| b. The items are: Item11, Item12, Item13, Item14, Item15, Item16,  Item17, Item18, Item19, Item20. |

**G. Technique for Analyzing Data**

The writer applied three techniques to analyze the data. They were Percentage Analysis, Pearson Product Moment, and Regression by using Statistical Package for Social Science Version 16 software (SPSS 16.0) to compute the descriptive data.

**1. Analysis of Questionnaires**

 The total numbers of the questions were 15 items. The response option is assigned values of 5 points to each response indecating strong agreement, a value of 4 points fot agreement, a value of 3 points for undecided, a value of 2 for disagreement, and the last value of 1 for strongly disagreement, those are for favorable statements. For the score, the highest score is 5.00, then the total is 15x5=75. The lowest is 1.00, so the lowest total score is 1x5=5. The result of the questionnaire was computed by using SPPS program 16. The writer also applied the percentage to find out the category of students’ reading habit whether the students had poor or good reading habit.

**2. Analysis of Reading Comprehension Achievement Test**

 In this study, the total numbers of the questions were 40 items. Each correct answer item was assigned 2.5 and 0 point for the incorrect one. The aim of the test was to measure the students’ reading comprehension achievement. To analyze the data obatained from the test, SPSS 16 was used for computing the descriptive data.

**3. Analysis of the Correlation Between Reading Habit and Reading Comprehension Achievement**

 After getting the result of the reading comprehension test and questionnaire of students’ reading habit. Then, the writer used Pearson – Product Moment Correlation Coefficient to find out whether there is a significant correlation or not between the variables. If the significance value (Sig. 2-tailed) was less than alpha =0.05, it meant that there was a significant correlation between independent and dependent variable and in examining the correlation, the writer used the table of correlation which had been applied by Sartika (2013, p.35). As seen the table 11. Regression analysis was used to find out the contribution of students’ reading habit to their reading comprehension achievement if there is significant correlation between variables measured. Both sample and multiple regression analysis were used to support correlation coeficient analysis.

**Table 11**

**r Value Interpretation**

|  |
| --- |
| **Strength of Correlation** |
| **Size of r** | **Interpretation** |
| 0.00 – 0.199 | Weak correlation  |
| 0.20 – 0.399 | Low correlation |
| 0.40 – 0.599 | Moderate correlation |
| 0.60 – 0.799 | High correlation |
| 0.80 – 1.000 | Very High correlation |

*(Proposed by Sugiono (2012:242) )*

1. **Data Discriptions**
	* 1. **Distributions of Frequency Data**

 In distributions of frequency data, the writer described the students’ scores by presenting a number of students who got a certain score and its score’s percentage from students’ posttest to the samples. To get the result of analysis frequency data *SPSS Statistics Program Version 16* is used.

* + 1. **Descriptive Statistics**

 In descriptive statistics (1) the minimum score, (2) the maximum score, (3) standard deviation, and (4) standard error of mean are obtained. Descriptive statistic are got from students’ posttest scores . Then, to get the result analysis of descriptive statistics *SPSS Statistics Program Version 16* is used.

1. **Prerequisite Analysis**

**a) Normality Test**

 Normality test is used to measure whether the obtained data is normal or not. The data can be classified into normal whenever the p-output is higher than 0.05 (Basrowi, 2007:85). The normality test is also used to measure students’ posttest score of the sample. In analyzing the normality test, *1-Sample Kolmogorov-Smornov Test* is used.

**b) Homogeneity Test**

 Homogeneity test is used to measure the obtained scores whether it is homogen or not. Basrowi (2007:106) states that the score is categorized homogeny when the p-output was higher that mean significant difference at 0.05 level of significant. The homogeneity test of students’ posttest score. In analyzing the homogeneity test, *Chi-Square test* in *SPSS* is used.

1. **Hypothesis Testing**

 In testing the research hypothesis, it is described by measuring means significant correlation used to find out the correlation between students’ reading habits and their reading comprehension achievement. In measuring means significant correlation, *paired sample t-test* in SPSS is used. Significant correlation is found when the p-output was lower than mean significant correlation at α=0.05 level (95% of confidence level).

**CHAPTER IV**

**FINDING AND INTERPRETATIONS**

In this chapter, the writer presents and explains (1) Data Descriptions, (2) Homogeneity and Normality, (3) Correlation Analysis, and (4) interpretations of the research study.

1. **Data Descriptions**
2. **Descriptive and Frequency Statistics Analysis**

The data presented are the mean score, the frequency, and the standard deviation of the result of students’ reading habit and reading comprehension achievement.

**Table 12**

**Descriptive Statistics of All Variables Measured**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Variable** | **Category** | **Frequency %** | **Mean** | **Standard Daviation** |
| **N****(168)** | **N****(168)** | **N****(168)** |
| **Reading Habit** | **Very Good** | **46****(27.5 %)** | **55.58** | **7.942** |
| **Good** | **109****(65 %)** |
| **Average** | **13****(7.8 %)** |
| **Poor** | **-** |
| **Very Poor** | **-** |
| **Reading Comprehension Achievement** | **Excellent** | **-** | **39.55** | **13.062** |
| **Good** | **2****(1.2 %)** |
| **Average** | **18****(10.6 %)** |
| **Poor** | **148****(86.5 %)** |

 *Source: SPSS Version 16.0*

1. **Students’ Reading Habit**

The writer found that the mean score (total) was 55.58 with the standard deviation was 7.942. The minimum score was 36 (5 students), and the maximum score was 69 (9 students). From the table 12, it could be seen that 46 students had very good reading habit (27.5 %), the majority of them had good reading habits 109 students (65 %), and only a few number of students had average reading habits 13 students (7.8 %), at last, none of them had poor and very poor reading habits.

1. **Students’ Reading Comprehension**

The students’ mean score for their reading comprehension achievement was 39.55 with the standard deviation was 13.062. There were 2 students had good reading comprehension achievement (1.2 %), 18 students had average (10.6%), the majority of them 148 students had poor reading achievement (86.5%), and none of them had excellent reading achievement. The minimum score of this term was 12 about 2 students, and the maximum score was 80 (only 1 student).

1. **The Analysis of Homogeneity and Normality of Data**

The analysis of homogeneity and normality were applied in order that the data obtained could be accounted for. We had to know whether the data were homogeny and normally or not before analyzing it in the correlation.

1. **Homogeneity Test**

Homogeneity test was used to know the population variances which becomes the sample of the research from each variables. Although the sample was taken procedurally through purposive sampling procedure, there was still possibility that the variances from the result calculation was still not homogeny. Therefore, by using this analysis, it was known whether the variance in measurement of the sample from each variable still homogeny or not.

**a). Data of Students’ Reading Habit**

Based on the analysis, the result was 60.286. After consulting Chi-Square table with df 23, on the 0.05 level significant, the p-output (Asymptotic significance) was 0.078. It means that the data distribution was homogeny because the p-output (Asymptotic significance) was higher than mean significant different at 0.05. (see appendix)

**b). Data of Students’ Reading Comprehension Achievement**

Based on the analysis, the result was 82.000. After consulting Chi-Square table with df 24, on the 0.05 level significant, the p-output (Asymptotic significance) was 0.115. It means that the data distribution was homogeny because the p-output (Asymptotic significance) was higher than mean significant different at 0.05. (see the table 13 below ).

**Table 13**

**Summary of Homogeneity**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Variable** | **N** | **Mean** | **SD** | **Df** | **Chi-Square Test** | **Asym.****Sig** | **Conclusion** |
| **R. Habit** | **168** | **55.58** | **7.942** | **23** | **60.286** | **0.078** | **Homogeny** |
| **R. Achievement** | **168** | **39.55** | **13.062** | **24** | **82.000** | **0.115** | **Homogeny** |

1. **Normality Test**

Normality test was used to know whether the population model which becomes the sample of the research from each variable procedures, there was still possibility that the standard deviation in the data from the result calculation was still not normal. Therefore, by using this analysis, it was be known whether the deviations in the measurement of the samples from each variables were still normal or not.

**a). Data of Students’ Reading Habit**

Based on the analysis, the result was 2.058. The p-output (Asymptotic significance) was 0.367. It means that the data distribution was normal because the p-output (Asymptotic significance) was higher than mean significant different at 0.05. (see appendix)

**b). Data of Students’ Reading Comprehension Achievement**

Based on the analysis, the result was 2.058. The p-output (Asymptotic significance) was 0.115. It means that the data distribution was normal because the p-output (Asymptotic significance) was higher than mean significant different at 0.05. (see table 14)

**Table 14**

**Summary of Normality**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Variable** | **N** | **Mean** | **SD** | **Kolmogorov -Smornov** | **Asym.****Sig** | **Conclusion** |
| **R. Habit** | **168** | **55.58** | **7.942** | **2.058** | **0.367** | **Homogeny** |
| **R. Achievement** | **168** | **39.55** | **13.062** | **2.058** | **0.115** | **Homogeny** |

1. **Correlation Analysis**
2. **The correlation between Students’ Reading Habits (Independent Variable) and Their Reading Comprehension Achievement (Dependent Variable)**

To find out the correlation of students’ reading habit and their reading comprehension achievement, Pearson Product Moment was applied. And the result can be seen in the table 13.

**Tabel 13**

**Pearson Product Moment Correlation between Variables Measured**

**(N=168)**

| **Correlations** |
| --- |
| **Variables** |  | **Reading Habit** | **Reading Comprehension Achievement** |
| **Reading Habit** | Pearson Correlation | 1 | -.079 |
| Sig. (2-tailed) |  | .309 |
| N | 168 | 168 |
| **Reading Comprehension Achievement** | Pearson Correlation | -.079 | 1 |
| Sig. (2-tailed) | .309 |  |
| N | 168 | 168 |

**Note : Correlation is significant at the 0.05 or lower**

 It was found that the correlation between the two variables was .000 with significance level .309. It meant that there was a very weak correlation between the students’ reading habits and their reading comprehension achievement. Therefore, the correlation was not significant ( sig.2 tailed = .309 or . 0.05).

 Meanwhile, to measure the correlation between the students’ reading habits and their reading comprehension achievement, it was also referred to the interval coefficient for interpreting the correlation coefficient. It was found that the correlation between the two variables was low since the score of significance (0.309) was between 0.20 and 0.399 as seen in the table 14.

 **Tabel 14**

**Interval Coefficient for Interpreting the Correlation Coefficient**

**r Value Interpretation**

|  |
| --- |
| **Strength of Correlation** |
| **Size of r** | **Interpretation** |
| 0.00 – 0.199 | Weak correlation  |
| 0.20 – 0.399 | Low correlation |
| 0.40 – 0.599 | Moderate correlation |
| 0.60 – 0.799 | High correlation |
| 0.80 – 1.000 | Very High correlation |

*Proposed by Sugiono (2012:242)*

1. **The Correlation between Students’ Reading Habits and Their Reading**

 **Comprehension Achievement based on their class**

The writer applied *Pearson Product Moment* in SPSS 16.0 to find out the correlation of students’ reading habits and their reading comprehension achievement based on their class. And the result can be seen in the table 15.

**Table 15**

**Pearson Product Moment Correlation between Variables Measured**

**based on the students’ class**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Class** | **N** | **Variables** |  | **Reading Habits** | **Reading Comprehension Achievement** |
| **XII.1 IPA** | **35** | **Reading Habit** | **r****sig.** | **1.000** |  |
| **Reading Achievement** | **r****sig.** | **-.158****.364** | **1.000** |
| **XII.2 IPA** | **35** | **Reading Habit** | **r****sig.** | **1.000** |  |
| **Reading Achievement** | **r****sig.** | **.099****.572** | **1.000** |
| **XII.1 PK** | **29** | **Reading Habit** | **r****sig.** | **1.000** |  |
| **Reading Achievement** | **r****sig.** | **-.206****.285** | **1.000** |
| **XII.2 PK** | **31** | **Reading Habit** | **r****sig.** | **1.000** |  |
| **Reading Achievement** | **r****sig.** | **-.243****.188** | **1.000** |
| **XII.3 PK** | **38** | **Reading Habit** | **r****sig.** | **1.000** |  |
| **Reading Achievement** | **r****sig.** | **-.011****.950** | **1.000** |

**Note : Correlation is significant at the 0.05 or lower**

1. **The Correlation between XII.1 IPA Grade Students’ Reading Habits and Their Reading Comprehension Achievement**

The writer found that the correlation between the students’ reading habits and their reading comprehension achievement was -.158 with the significance level of .364. it means that there was no significance correlation between the two variables.

1. **The Correlation between XII.2 IPA Grade Students’ Reading Habits and Their Reading Comprehension Achievement**

The writer found that the correlation between the students’ reading habits and their reading comprehension achievement was .099 with the significance level of .572. In other words, the students’ reading habits was insignificantly correlates to their reading comprehension achievement.

1. **The correlation between XII.1 PK Grade Students’ Reading Habits and Their Reading Comprehension Achievement**

From the table 14, it was found that the correlation between the students’ reading habits and their reading comprehension achievement was -.206 with the significance level of .287. it meant that there was also no significant correlation between the students’ reading habits and their reading comprehension achievement.

1. **The correlation between XII.2 PK Grade Students’ Reading Habit and Their Reading Comprehension Achievement**

From the table 14, the writer found that the correlation between the students’ reading habits and their reading comprehension achievement was -.243 with the significance level of .188. it meant that the students’ reading habits was insignificantly correlates to their reading comprehension achievement.

1. **The Correlation between XII.3 PK Grade Students’ Reading Habit and Their Reading Comprehension Achievement**

The writer found that the correlation between XII.3 PK grade students’ reading habits and their reading comprehension achievement was -.011 with the significance level of .950. In other words, there was no significance correlation between the students’ reading habit and their reading comprehension achievement.

1. **Interpretation**

From the result shown in finding above, it could be seen that there are about 46 respondents (students) had very good reading habit (27.5 %), the majority of them are in good reading habit (65 %), and the rest of them are in the average (7.8 %).