

## **CHAPTER I**

### **INTRODUCTION**

This chapter discusses the background of the study, the research problem, the objectives of the study, hypothesis, the scope and limitation, the significance of the study, and definition of the key terms.

#### **1.1 Background of study**

Reading is a complex process of decoding symbols in order to construct or derive meaning. Reading is good activity to increase knowledge and experiences. People can get much information, idea, and also opinion by reading. Reading becomes of the most important language skill components. In school curriculum therefore, reading instructions dominate the curriculum in the most classrooms. In junior high school curriculum, English is also used as a primary subject that is learnt by all students, and it becomes compulsory subject.

English learning at junior high school level aims to provide learners' learning experience in using English text in factual, conceptual, and procedural related to daily communication. The important purpose of reading is the communication efficacy between the ideas and the readers which require students to have reading skills and strategies to obtain information from printed text (Pilten & Kuralbayeva, 2018). Reading has been claimed as the most important academic

language skill for all second and foreign language learners where students learnt new information and become more competent in their subject matter through reading (Akarsu & Dariyemez, 2014).

Habit is a repeated action. Reading habit refers to behaviour which expresses the likeness of reading and tastes of reading. It is a way of how the reader organizes her or his reading, how often, how much and what the readers read. According to Zwiers (2004) reading habit is more clearly described as the automatic and unconscious processes that are involved in constructing meaning from the text.

Reading habit is an essential aspect for creating literate society as it shapes personality of an individual, helps to develop proper thinking methods, and create new ideas (Sadan, 2012). In addition, Simanjuntak (1988) states that reading habit is the number of repetitions in given time to read English text. Moreover, Shen (2006) identifies reading habits as how often, how much, and what readers read. Reading is a great habit, which can change human life significantly. It can entertain, amuse, and enrich people with knowledge and experiences.

In the context of education, many factors may influence whether the students have high or low reading habits and motivation. Iftanti (2012) argues that reading motivation of EFL students is influenced with good literacy environment, parents' reading aloud, phenomenal literary works and good reading habits in L1. In this sense, to have good reading habit the students require to have supportive and conducive circumstances either their close environments or reading preferences. As a result, in the sense of continuous and regular progress in

education process, the students need to enhance their reading habits to fulfill individual improvement (Ogeyik & Akyay, 2009). Therefore, reading habits have a very crucial role in the development of the students' competences improvement in the education field.

Further, some issues arise regarding the students' low reading habit. Based on research conducted by UNESCO in the 2003, the Program for International Student Assessments (PISA), showed that the reading competency of junior high school students in Indonesia was at level 39 of 41 countries. All those facts show that our Junior High School student's reading habits are quite low. From what have been stated above, the students' low reading habit toward reading text material assume as one of the factors that decrease their comprehension significantly.

There are also several studies related to this research. The first study was conducted by Maula (2015). This study focuses on students' reading habit and their ability to write narrative text. The subject of this study is senior high school students especially in SMAN 1 Kajen Pekalongan. This study concluded that the students' reading habits are strongly correlated with the students' writing ability. The difference of the first previous study with this study is subject of the study. The first previous study takes SMAN 1 Kajen students as the subject of the research, but this research take junior high school students as the subject of the research specially in MTsN 4 Kediri. The other difference is the variable of research which the first previous study uses reading habit and writing ability, and this study uses reading habit and reading comprehension skill.

The second previous study was conducted by Widyawati (2014). This study focuses on the improving students' reading comprehension in narrative text. The subject of this study is junior high school students especially in MTs Al-Fatah Badas Kediri. This study has aim to improve students' reading comprehension in narrative text by using herringbone technique. This study concluded that improving students' reading comprehension by herringbone technique increases successfully. The difference of the second previous study with this study is the aim of the study, which the second previous study wants to improve students' reading comprehension in narrative text by using herringbone technique and this study wants to determine students' reading habit and correlate it with their reading comprehension in MTsN 4 Kediri.

Based on the explanation above, this study seeks to find out whether reading habit in second grade of MTsN 4 Kediri have a significant correlation with their reading comprehension positively or negatively.

## **1.2 Research Problem**

Based on the title, the researcher formulated the problem "Is there any significant correlation between students' reading habit and their reading comprehension skill at the second grade of MTsN 4 Kediri?"

## **1.3 Research Objective**

The objective of the research was to get empirical data as follows:  
To investigate the correlation between students' reading habit and their reading comprehension skill at the second grade of MTsN 4 Kediri.

## 1.4 Hypothesis

Based on the problem and objective of the research, the hypothesis can be formulated as follows:

### 1. The null hypothesis (Ho)

There is no significant correlation between students' reading habit and reading comprehension skill at the second grade of MTsN 4 Kediri.

### 2. The alternative hypothesis (Ha)

There is significant correlation between students' reading habit and their reading comprehension skill at the second grade of MTsN 4 Kediri.

## 1.5 Significance of the study

By the research study, the writer wants to give contributions

### 1.5.1 Theoretical Benefit

The finding of this study is expected theoretically to be able to give contribution to the teaching English, especially, in the communication strategies, which related to activities English learning for student.

### 1.5.2 Practical Benefit

#### a. For Students

The result of this research hopefully can be used as a starting point to develop students' understanding about reading habit and reading comprehension skill, increase students' reading habit in reading English material, and will have a greater habit to read English text.

#### b. For Teachers

The result of this research hopefully can be used by the teachers as a starting point to improve students' reading performance

c. For Other Researchers.

The result of this research can be a reference for another researcher in conducting further research about the correlation between reading habit and reading comprehension skill at different level of students.

### **1.6 Scope and Limitation**

This study focuses on investigating students' reading habit, their reading comprehension skill, and correlation between the students' reading habit and their reading comprehension skill in MTsN 4 Kediri. Then this study is limited to the second grade students of MTsN 4 Kediri.

### **1.7 Definition of the key terms**

#### **1. Correlation**

Correlation is a connection between two or more things. The correlation of this research means that whether there is connection or relationship between students' habit and their reading comprehension skill at the second grade of MTsN 4 Kediri.

#### **2. Reading Habit**

Reading habit is the behavior which expresses the likeness of reading and tastes of reading. Iftanti (2012) states that reading habit is also identified as how often, how much, and what the reader read. It indicates by fluency,

automaticity, accuracy, highly enjoyable, reading practices, vast amount of reading, good proficiency in English, positive attitude toward reading self-selection of books, motivation to read, and regular reading after school hours. It means that the reader relates the clues found in the text with their prior knowledge to form language.

### 3. Reading Comprehension

Reading is an active thinking process whereby people involve many steps of getting meaning or message from the author. All the students have to use codes, experiences, and background knowledge, along with all their strategies in order to understand the written text.