

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, research problem, objective of study, significance of the study, scope and limitation of the research and definition of key terms

A. Background of the Study

Reading can determine the quality of a person, even the quality of the nation, and bring about mental changes in both perspectives, attitudes, and behavior. Reading is part of language skills, including listening, speaking, reading, and writing. Reading skills are basic skills for students, which they must master to participate in all activities in the education and learning process. The ability to read will significantly affect students' success in the teaching and learning process at school.

The great is the importance and usefulness of reading, the problem of reading by our government gets serious attention by giving reading materials in schools. However, efforts to cultivate interest in reading in the community have not received much attention. Even if there is, their purpose of reading is to obtain information and increase knowledge.

Silitonga (2015) states that the act of reading involves comprehending and adapting the complete meaning of a cognitive construct, whether through oral articulation or not. Engaging in reading activities can be a highly efficacious means of enhancing one's cognitive abilities, expanding one's lexicon and breadth of knowledge, promoting personal growth and intellectual development, fostering empathy and understanding of others' experiences, and cultivating a sense of self-

awareness and enjoyment. This necessitates focus or mental effort and a capacity closely associated with purpose. Proficiency in vocabulary and attentiveness to the structural arrangement of the component are necessary for this task. Empirical evidence suggests that students possessing a strong lexicon, sufficient vocabulary, and proficient summarization abilities are unlikely to encounter difficulties in comprehension. Consequently, it can be inferred that engaging in reading pursuits can be immensely advantageous and facilitate personal development.

The primary purpose of reading is to obtain information and understand the content or messages of communication. This encourages the creation of a desire to read in students. Students should be good at sorting reading, so their motivation to read increases. In schools, teachers must be able to help and guide students to increase their love of reading. Teachers can also provide recommendations for good reading books to students.

The reading skills of grade VIII MTs Nurul Islam Kota Kediri students are often neglected. Lack of variety in choosing reading materials. The lack of reading culture in grade VIII students of MTs Nurul Islam Kota Kediri. The lack of reading culture will impact the ability to analyze the discourse because the level of readability of the text is complicated. Hence, students seem to have difficulty when it comes to an understanding the content of the text. The level of readability of complex texts in class VIII MTs Nurul Islam Kota Kediri is proven when they have to work on National Examination (UN) and School Final Examination (UAS) questions.

Research indicates that the questions presented in the Final School Examination (UAS) require students to possess the ability to comprehend and

identify key concepts, primary statements, visual representations, themes, and contextual elements. The ability to comprehend written text at a high level is a prerequisite for students to successfully respond to the aforementioned inquiries. Reading comprehension plays a crucial role in identifying the accurate response.

A phenomenon like that is a occurred at MTs Nurul Islam Kota Kediri. The reading situation, especially the reading comprehension level of eighth-grade students, is still deficient and concerning, likewise with the reading habits of students both in the school environment, family, and community. Students do not like reading books. This phenomenon can be seen in the behavior of students who are still reluctant and lazy to visit the library. Only a few students want to visit the library. They only borrow comics and simple reading materials. Students' willingness to read non-literary readings is extremely rare. They prefer readings that display pictures because the contents are more exciting and easy to understand.

In contrast, non-literary readings are less attractive to students because non-literary reading is more challenging to understand and less enjoyable. We know that books are windows to the world. Through a book, we can get much knowledge; unfortunately, the reading habits of students are starting to disappear.

Complaints about poor reading habits and reading comprehension skills at the junior high school (SMP) level cannot be credited to teacher irresponsibility. However, students must be encouraged to read while they are still young. The role of parents is more important in shaping children's reading habits. How can children have a high reading habit while their parents never set an example and direct their children to get used to reading. A child will be more interested and

motivated to do something if it is accompanied giving examples, not just theory or telling. When children enter school age, the teacher has a role in developing the desire to read and improving students' reading habits. Thus, parents and teachers have a significant role in shaping and improving children's reading habits.

The researcher discovered that there was a substantial connection between the students' reading behaviors and their levels of reading comprehension. Reading habit was not the only element that impacted students' reading comprehension; rather, a wide variety of other variables did as well. These factors included both internal (intellectual, language skills, psychological, environment, and experience) and external (facilities and time to learn) aspects. Reading comprehension was not just influenced by reading habit.

This is what strengthens the choice of the problem of the relationship between reading habits and reading comprehension. Researcher want to know the **Correlation Between Reading Habit and Learning Motivation Toward Reading Comprehension of Eight Grade Students in MTs Nurul Islam Kota Kediri.**

B. Research Problem

The research problems are formulated as follow:

1. Is there any significant correlation between reading habit and learning motivation of the eight grade students in MTs Nurul Islam Kota Kediri?
2. Is there any significant correlation between reading habit and reading comprehension of the eight grade students in MTs Nurul Islam Kota Kediri?
3. Is there any significant correlation between learning motivation and reading comprehension of the eight grade students in MTs Nurul Islam Kota Kediri?

4. Is there any significant correlation between reading habit learning motivation, and reading comprehension of the eight grade students in MTs Nurul Islam Kota Kediri?

C. Objective of The Study

Based on research problem formulation, this study aims to:

1. To find out the significant correlation between reading habit and learning motivation of the eight grade students in MTs Nurul Islam Kota Kediri.
2. To find out the significant correlation between reading habit and reading comprehension of the eight grade students in MTs Nurul Islam Kota Kediri.
3. To find out the significant correlation between learning motivation and reading comprehension of the eight grade students in MTs Nurul Islam Kota Kediri.
4. To find out the significant correlation among reading habit, learning motivation, and reading comprehension of the eight grade students in MTs Nurul Islam Kota Kediri.

D. Significances of the Study

The result of this study is expected to be useful for:

1. For Teachers

The result of this study can be used by the teacher to understand students' reading habit and learning motivation as the guide to teach unmotivated students for reading and increase their comprehension on reading.

2. For Students

The result of this study can help as a starting point for students to better understand their reading habit, learning motivation and reading comprehension.

3. For Other Researchers

The result of this research can be used by another researcher or any reader as reference for further studies about the correlation between students' reading habit, learning motivation and reading comprehension.

E. Scope and Limitation of the Study

It is essential to establish a clear research focus and direction within a given topic when conducting a study. The present study investigates the relationship between the reading habits of eighth-grade students, their learning motivation, and their reading comprehension levels at MTs Nurul Islam Kota Kediri. The study restricts the comprehension levels of reading habits to specific parameters, including the frequency of reading, number of books read, time allocated for reading, and motivational factors.

F. Research Hypothesis

The hypothesis in this study is that there is a correlation among students reading habit, learning motivation and reading comprehension. To test the hypothesis, the statistical analysis use is:

H_{01} : There is no significant the correlation between students' reading habit and learning motivation of the eight grade students in MTs Nurul Islam Kota Kediri.

H_{a1} : There is significant the correlation between students' reading habit and learning motivation of the eight grade students in MTs Nurul Islam Kota Kediri.

H₀₂: There is no significant the correlation between students' reading habit and reading comprehension of the eight grade students in MTs Nurul Islam Kota Kediri.

H_a₂: There is significant the correlation between students' reading habit and reading comprehension of the eight grade students in MTs Nurul Islam Kota Kediri.

H₀₃: There is no significant the correlation between students' learning motivation and reading comprehension of the eight grade students in MTs Nurul Islam Kota Kediri.

H_a₃: There is significant the correlation between students' reading habit and reading comprehension of the eight grade students in MTs Nurul Islam Kota Kediri.

H₀₄: There is no significant the correlation between students' learning motivation and reading comprehension of the eight grade students in MTs Nurul Islam Kota Kediri.

H_a₄: There is significant the correlation between students' reading habit, students' learning motivation and reading comprehension of the eight grade students in MTs Nurul Islam Kota Kediri.

G. Definition of Key Terms

1. Learning Motivation

The concept of learning motivation pertains to an individual's inclination or disposition towards engaging in the process of acquiring knowledge and skills.

Consequently, it has an effect on the probability of a student either succumbing to defeat or persevering, as well as the level of depth in their introspection regarding their educational progress. The stronger the incentive to engage in an endeavour, the higher the probability that the learner will reject simplistic solutions to intricate inquiries.

2. Reading Habit

A reading habit is an activity that has been repeated until it is becoming less spontaneous, executed without deliberate thought and with little consciousness. Reading habit is a routine habit carried out without regard for why this self-concept is required.

3. Reading Comprehension

Reading comprehension is the activities the task of extracting and creating meaning from written language are known as reading comprehension. There was a cognitive activity in understanding of a written language that changed the text into meaningful information.