

**THE CORRELATION BETWEEN STUDENTS' READING HABIT
AND THEIR ABILITY IN READING COMPREHENSION OF REPORT
TEXT AT THE ELEVENTH GRADE OF SMAN 10 KERINCI
ACADEMIC YEAR 2021/2022**

A THESIS



**INSTITUT AGAMA ISLAM NEGERI
KERINCI**

By :

ZAIRI RISMAN
NIM : 1610203007

**ENGLISH EDUCATION PROGRAM
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC INSTITUT OF KERINCI
ACADEMIC YEAR 2021/2022**

**THE CORRELATION BETWEEN STUDENTS' READING HABIT
AND THEIR ABILITY IN READING COMPREHENSION OF REPORT
TEXT AT THE ELEVENTH GRADE OF SMAN 10 KERINCI
ACADEMIC YEAR 2021/2022**

A THESIS

*Submitted as a Partial Fulfillments of the Requirements for Undergraduate
Degree at English Education Program in Faculty of Education and Teacher
Training State Islamic Institute of Kerinci*

BY :
ZAIRI RISMAN
NIM : 1610203007

**INSTITUT AGAMA ISLAM NEGERI
KERINCI**

**ENGLISH DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC INSTITUTE (IAIN) OF KERINCI
ACADEMIC YEAR 2019/2020**

Dr. Suhaimi, S.Pd, M.Pd
Musdizal, M.Pd
LECTURERS OF IAIN KERINCI

Sungai Penuh,
To
The Rector of IAIN Kerinci
At
Sungai Penuh

OFFICIAL NOTE

123


09 03 2022

Assalamualaikum Wr. Wb.


After guiding, analyzing, briefing and correcting the writing of Zairi Risman's thesis (The Student's Number is 1610203007) entitle : "THE CORRELATION BETWEEN STUDENTS' READING HABITAND THEIR ABILITY IN READING COMPREHENSION OF REPORT TEXT AT THE ELEVENTH GRADE OF SMAN 10 KERINCI ACADEMIC YEAR 2021/2022", we are of the opinion that this thesis has met the qualification as one of partial fulfillment of requirements for an undergraduate degree of English Education Program in Faculty of Education and Teacher Training at State Islamic Institute of Kerinci.

Thus, we proceed this thesis to the faculty for immediate administrative process for final examination.

Advisor I


Dr. Suhaimi, S.Pd., M.Pd
NIP : 19731226 200312 1 001

Advisor II


Musdizal, M.Pd
NIDN : 2005028402



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) KRINCI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
JURUSAN TADRIS BAHASA INGGRIS

Jln. Kapten muradi sungai penuh telp. 0748-21065 faks: 0748-22114
Kode pos. 37112. Website: www.iainkerinci.ac.id email: oia@iainkerinci.ac.id


APPROVAL AND ACCEPTANCE

This thesis which entitled of **THE CORRELATION BETWEEN STUDENTS' READING HABIT AND THEIR ABILITY IN READING COMPREHENSION OF REPORT TEXT AT THE ELEVENTH GRADE OF SMAN 10 KERINCI ACADEMIC YEAR 2021/2022** by Zairi Risman with students' number 1610203007 has been examined in the viva voce help by Faculty of Education and Teacher Training at State Islamic Institute of Kerinci on May 17th 2022. This thesis is submitted as a partial fulfillment of the requirements for undergraduate Degree at English Education Program Faculty of Education and Teacher Training State Islamic Institute of Kerinci.

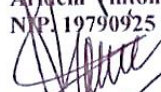
Sungai Penuh, 17th May 2022

The Viva Voce

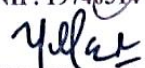
The Chairman


Aridem Vintoni, M.Pd
NIP. 19790925 200912 1 003

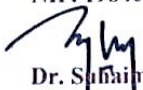
Examiner I


Dr. Dalrabi Kamil, M.Ed
NIP. 19740314 199903 1 005

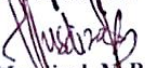
Examiner II

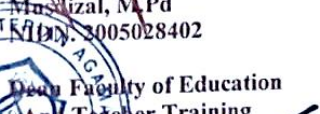

Yelni Erniyati, M.Pd
NIP. 19840211 201903 2 006

Advisor I

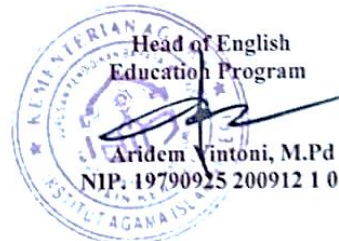

Dr. Suhaimi, M.Pd
NIP. 19690607 200312 1 002

Advisor II


Muslizal, M.Pd
NIP. 19800528402


Head of English
Education Program


Dr. Candra, S.Ag., M.Pd
NIP. 19730605 199903 1 004



CERTIFICATE OF ORIGINALITY

The researcher hereby declare that the thesis entitled “**THE CORRELATION BETWEEN STUDENTS’ READING HABIT AND THEIR ABILITY IN READING COMPREHENSION OF REPORT TEXT AT THE ELEVENTH GRADE OF SMAN 10 KERINCI ACADEMIC YEAR 2021/2022**”, is my own work and that, the best my knowledge and belief, it contains no material previously published or written by another person, nor material which to substantial extent has been accepted for the award of any another educational institution, except where due acknowledgment is made is the thesis. Any contribution made to the research by others, with whom the researcher has worked at IAIN Kerinci or elsewhere, is fully acknowledged.

The researcher also declare that the intellectual content of this thesis is the product of my own work, expect to the extent that assistance from others in the project design and conception or in style, presentation and linguistic expression is acknowledged.

 The Researcher

ZAIRI RISMAN

DEDICATION AND MOTTO

Dedication

*I dedicated this thesis for,
My beloved mother and father
For their motivation, effort and support for me
And praying for my success in the future
My brother and Sister
Who always motivated, give me inspiration
And spirit to finish this thesis
My best friends
Who always give their helping and suggestion for me*

INSTITUT AGAMA ISLAM NEGERI
KER **MOTTO:**
 فَإِنَّ مَعَ الْعُسْرِ يُسْرًا

Artinya : Sesungguhnya dibalik kesulitan ada kemudahan.

(QS. Asy-Syarh 5)

Meaning : Lo ! with hardship goeth ease,

ABSTRACT

Zairi Risman : THE CORRELATION BETWEEN STUDENTS' READING HABIT AND THEIR ABILITY IN READING COMPREHENSION OF REPORT TEXT AT THE ELEVENTH GRADE OF SMAN 10 KERINCI ACADEMIC YEAR 2021/2022

Advisor I : Dr. SUHAIMI, M.Pd

Advisor II : MUSDIZAL, M.Pd

The objective of the study is to see The Correlation Between Students' Reading Habit And Their Ability In Reading Comprehension Of Report Text At The Eleventh Grade Of SMAN 10 Kerinci Academic Year 2021/2022, whether there is any correlation between students' reading habit and their reading ability.

The design of this research was descriptive correlational. Then, the population of this research was the eleventh grade students of SMAN 10 Kerinci. Besides, this research used random sampling technique with 27 students as the sample. Meanwhile, the data was collected by the test and questionnaire. Next, the data was analysed by using Pearson product moment formula.

From the data hypotheses testing or analysis it was found that the correlation between students' reading habit and reading comprehension ability was (0.632) which was *high correlation level*. The correlation (*r*) score shows the level of the correlation between the two scores of the group. It means that there is a *high correlation* between students' reading habit and their ability in reading comprehension of report text.

ABSTRAK

Aris Fadilah : **Correlation Between Students' Vocabulary Mastery and Their Ability in Reading Comprehension of Narrative Text at the Eighth Grade of SMPN 20 Kerinci Academic Year 2019/2020,**

Advisor I : **Dr. SUHAIMI, M.Pd**

Advisor II : **MUSDIZAL, M.Pd**

Skripsi ini bertujuan untuk melihat hubungan antara reading habit dan kemampuan membaca report text siswa kelas sebelas di SMAN10 Kerinci, ini bertujuan untuk melihat apakah ada hubungan antar kedua variable tersebut.

Adapun jenis penelitian ini adalah deskriptif korelasi. Kemudian populasi dari penelitian ini adalah siswa kelas sebelas di SMAN 10 Kerinci. Dan sampel penelitian ini menggunakan random sampling yang mana 27 siswa telah dijadikan sebagai sampel. Selanjutnya data dikumpulkan dengan menggunakan tes membaca dan angket reading habit mengetahui kemampuan membaca dan reading habit siswa. Untuk menganalisis data peneliti telah menggunakan rumus Pearson product moment.

Hasil penelitian ini menunjukkan bahwa terdapat adanya korelasi (korelasi tinggi) antara reading habit dan kemampuan membaca siswa dengan taraf signifikansi r_{hitung} : 0.632, $N = 27$, $\alpha = 0,05$ and $df = 25$. Dengan tabel signifikansi 0,05 $r_{table} = 0.381$, dikarenakan r_{xy} di table signifikasif 0,05 lebih besar dari r_{table} ($0.632 > 0.381$), jadi derajat kebebasan 0,05 (H_0) ditolak dan alternatif hipotesis (H_a) diterima. Jadi dapat disimpulkan adanya korelasi antara variable yang tinggi antara reding habit dan kemampuan memabaca teks report pada siswa kelas sebelas di SMN 10 Kerinci.

ACKNOWLEDGEMENTS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

أَلْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ
وَالْمُرْسَلِينَ سَيِّدِنَا وَمَوْلَانَا مُحَمَّدٍ وَعَلَى آلِهِ وَصَحْبِهِ أَجْمَعِينَ, أَمَّا بَعْدُ

Praise and deep gratitude to Allah SWT for the abundance of grace, and guidance of Him given to the researcher that made this thesis can be completed properly. Greetings and salawat may always be devoted to the Prophet Muhammad SAW.

The thesis entitled **“THE CORRELATION BETWEEN STUDENTS’ READING HABIT AND THEIR ABILITY IN READING COMPREHENSION OF REPORT TEXT AT THE ELEVENTH GRADE OF SMAN 10 KERINCI ACADEMIC YEAR 2021/2022”**. The researcher would like to say thank you profusely for all the help that has been given, either directly or indirectly during the preparation of this final thesis to complete. In particular gratitudes that are due to :

1. Dr. Asa’ari, M.Ag as the Rector of Islamic State Institute of Kerinci.
2. The first Assistant Dr. Ahmad Jamin, M.Ag, The second Assistant Dr. Jafar Ahmad, S.Ag., and the third Assistant Dr. Halil Khusairi. M.Ag of the chairman of Islamic State Institute of Kerinci.
3. Dr. Hadi Candra as the Dean of Faculty of Education and Teacher Training of Islamic State Institute of Kerinci.

4. Aridem Vintoni, M. Pd as the Chief of English Departement of Islamic State Institute of Kerinci.
5. Musdizal, S.Pd, M.Pd as the secretary of English Departement of Islamic State Institute of Kerinci and as my Second Advisor.
6. Dr. Suhaimi, M.Pd, as the first advisor who has given their time, opinions, instruction, suggestion, and advice to completing this thesis.
7. All lecturers of IAIN Kerinci especially in English Departement, for their great support and who have educated him since the first year of her study.

Sungai Penuh, 2021

Researcher,

ZAIRI RISMAN

INSTITUT AGAMA ISLAM NEGERI
KERINCI

TABLE OF CONTENTS

TITLE PAGE	i
SERTIFICATE OF ORIGINALITY	ii
OFFICIAL NOTE	iii
APPROVAL AND ACCEPTANCE	iv
DEDICATION AND MOTTO	v
ABSTRACT	vi
ACKNOWLEDGMENTS	vii
TABLE OF CONTENTS	ix
LIST OF TABLE	xi
LIST OF APPENDICES	xii
CHAPTER I INTRODUCTION	
A. Background of the Problem	1
B. Identification of the Problem	4
C. Limitation of the Problem	5
D. Research Question.....	5
E. Purpose of the Research	5
F. Significant of the Research	6
G. Definition of Key Terms	6
H. Hypothesis.....	8
CHAPTER II REVIEW OF RELATED LITERATURE	
A. Review of Related Theories	9
B. Review of Related Findings	30
C. Conceptual Framework	31

CHAPTER III RESEARCH METHODOLOGY

A. Design of the Research32
B. Population and Sample.....32
C. Technique of Data Collection34
D. Instrument of the Research.....35
E. Technique of Data Analysis41

CHAPTER IV FINDING DISCUSSION

A. Findings.....45
B. Discussion56

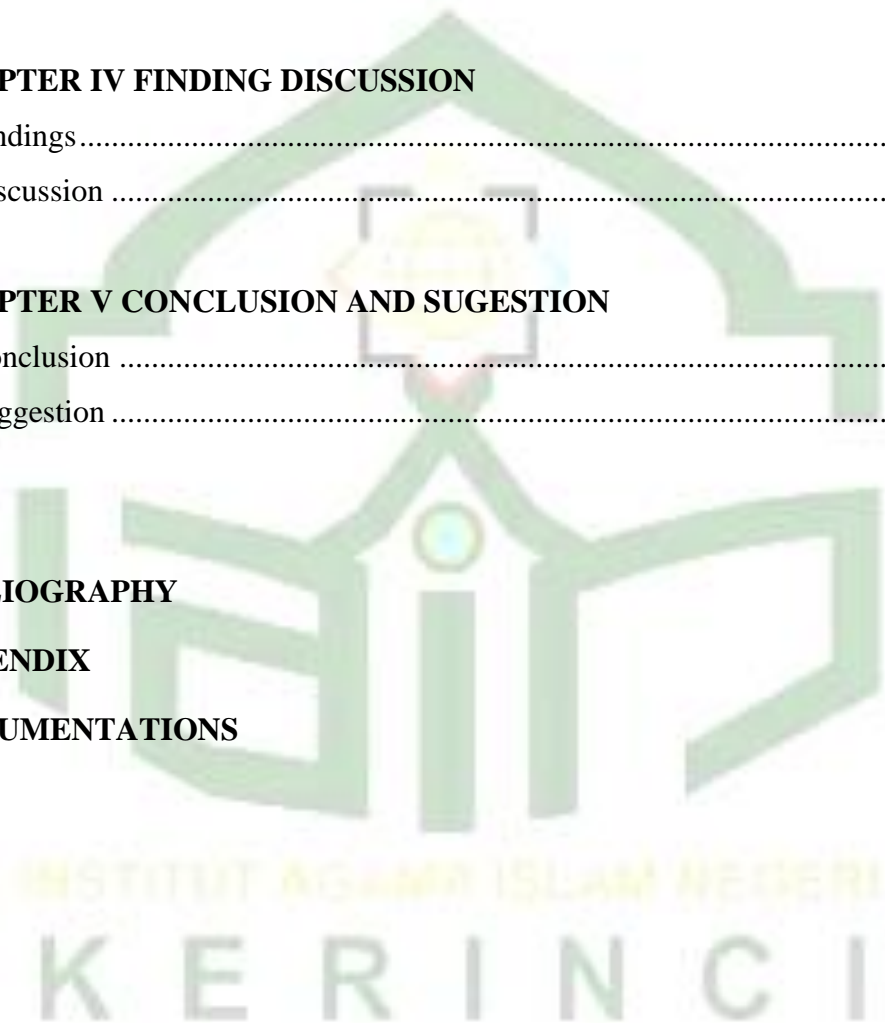
CHAPTER V CONCLUSION AND SUGESTION

A. Conclusion58
B. Suggestion58

BIBLIOGRAPHY

APPENDIX

DOCUMENTATIONS



CHAPTER I INTRODUCTION

A. Background of the Problem

Reading is one of four language skills that should be studied and mastered by students in learning English. Reading is difficult skill but important to learn. Because reading can provide information as well as knowledge of what is read. According to Patel and Praveen, reading is an important activity in life which one can update his/her knowledge.¹ Reading is also important for our language capability. According to Harmer, reading is useful for language acquisition. Provided that students more and less understand what they read, more they read, the better they get at it.² So when people read, they have to understand what they read.

Reading is not easy for student, because in reading process the students have to focus to comprehend the text. According to Elizabeth, reading is about understanding written texts. It is a complex activity that involves both perception and thought.³ When we read the text, we need to understand the clear meaning of the text, without understanding the real meaning sometime we would misunderstanding. But, some of them felt bored when they read, because they were lack of vocabulary and they difficult to find the main idea in the text. Thus,

¹ M. F. Patel, Praveen M. Jain, *English Language Teaching* (Velahall Nagor: Sunrise, 2007), p113

² Jeremy Harmer, *How To Teach English* (Cambridge: Longman Pearson, 2007), P.99

³ Elizabeth S. Pang dkk, *Teaching Reading*, (Chicago: International Academy of Education, 2003), p.6

it make the students difficult to comprehending the text. That make their lazy to reading because they feel English language was difficult to understand.

On the other hand, comprehension is the most important aspect in reading process. It is not easy to be mastered by the students. Hence, the difference between the students' language and English as the second language make comprehension being difficult to be mastered for English as Foreign Language students. According to Kasim and Raisha, reading foreign language material is considered more difficult than reading first language material. Reading texts in a foreign language is different from reading in a first language. While, when reading any English material, we need to consider a number of language proficiency elements. Accurately, when reading material in a foreign language, the reader will perhaps encounter different linguistic elements from the first language.⁴ In short, reading is difficult for EFL students. They have to comprehend all of the linguistic elements, such as grammatical and new words which are different from their first language.

In fact, the students' reading comprehension need to developed. Many of them still have difficulties in comprehend the meaning of the texts. So, in order to have good reading comprehension ability, the students should have good reading habit. Specifically, reading habit is one of the factors affecting reading comprehension ability. According to Patel and Jain, "reading habit not only help the students to get knowledge and wisdom from the cultural heritage, but are also

⁴ Usman Kasim and Siti Raisha, *A Journal of EFL Students' Reading Comprehension Problems: Linguistic and Non-Linguistic Complexities*, English Education Journal (EEJ), Vol. 8 No.3, 2017, p. 310.

very helpful in passing for leisure time”.⁵ Additionally, Sari, Harha and Septy state that habit can identify the reader’s ability in reading. If the students have good reading habits, it will be easy for them to comprehend the reading text. It makes them become a good reader.⁶ In summary, reading habit is very important in improving the reading comprehension. If the students rarely read, they will get difficulties in comprehend the texts. Otherwise, if reading becomes their habit or pleasure, they will use their leisure time for reading. Thus, they will have a good reading comprehension too.

Furthermore, from the primary observation of the SMAN 10 Kerinci the researcher found some problems of students in reading comprehension. They are: the ability of reading comprehension of the students is still low, especially in report text. Because students assume report text is considered as more difficult text than other texts such as narrative or descriptive text that students has learned much at Junior high school until Senior High School. Besides, the students also have low vocabulary mastery. It makes the students difficult to translate the text that they read to Indonesia language. Then, the students’ Reading habit is still low; it makes them difficult to understand the text well.

Next, the students difficult to understand the context and gotten the information of the text, they read the text, but they could not identifying and comprehend the text. This is evidenced by the actual low scores of students in their

⁵ Patel, M.F. & Jain, P.M., *Op. Cit.*, p. 114.

⁶ Winda Purnama Sari, Khairul Harha and Adzanil Prima Septy, *A Journal of The Correlation Between Students’ Interests and Their Reading Habit Toward Their Reading Comprehension of Narrative Text of the Fifth Year Students of English Department of Bung Hatts University*, e-Journal Bung Hatta, 2016, p. 2.

exams, where the average student have not reached the minimum score criteria (KKM) where the KKM score in English in SMAN 10 Kerinci is 75. in this case, the teacher adds the student's test scores with student daily scores so there were only a few students who has to make improvements to their scores called remedial.

Based on the background above, the researcher is interest to find out whether there is any correlation between students' reading habit and their ability in reading comprehension of report text at the eleventh grade of SMAN 10 Kerinci.

B. Identification of the Problem

Based on the background above, the researcher identifies some problems that found by students in reading as follow:

1. The ability of reading comprehension of the studentsis still low, especially in report text.
2. The students difficult to understand the context and gotten the information of the text.
3. The students' reading habit is still low. It makes the students difficult to comprehend the text well.
4. The students' have low vocabulary mastery. It makes the students difficult to translate the text that they read to Indonesia language.

C. Limitation of the Problem

From the identification of the problem above The researcher only focuses to see the students' reading habit, reading comprehension of report

text ability, and then to see a correlation between students' reading habit and their ability in reading comprehension of report text at the eleventh grade of SMAN 10 Kerinci

D. Research Questions

Based on limitation of the problem, the question of this research are:

1. How is students' reading habit at the eleventh grade of SMAN 10 Kerinci?
2. How is students' reading report text ability at the eleventh grade of SMAN 10 Kerinci?
3. Is there any correlation between students' reading habit (X1) and their ability in reading comprehension of report text (Y) at the eleventh grade of SMAN 10 Kerinci?

E. Purpose of the research

Based on formulation of the problem above, the purpose of the research are:

1. To find out how is students' reading habit at the eleventh grade of SMAN 10 Kerinci.
2. To find out how is students' reading report text ability at the eleventh grade of SMAN 10 Kerinci.
3. To find out whether there is any correlation between students' reading habit (X1) and their ability in reading comprehension of report text (Y) at the eleventh grade of SMAN 10 Kerinci?

F. Significant of the Research

There are two benefits of this research, such as:

1. Practical Benefit

The result of this research hopefully can be providing some valuable and useful information for the SMAN 10 Kerinci in developing students' quality in learning English, especially in reading.

2. Theoretical Benefit

It is expected will be a reference for the other researchers, especially for language researchers who are interested to conduct a research in correlational research, particularly about the correlation between reading habit and reading comprehension ability deeply.

3. Policies Benefit

The result of this research are expected to give the contribution for the institution in order to develop the material of learning process and to improve the reputation of the institution through the results of this research that affect the wider community because the wider the influence of the research results, the better the reputation of the institution.

G. Definition of Key Terms

To avoid misunderstanding and misinterpretation in this research, the researcher gives specific terms as follow:

1. Reading Comprehension

Reading comprehension is a process in activating the prior knowledge at the reader that cooperates with the reader appropriate cognitive skills and reasoning ability to find out the concept from printed.⁷

2. Reading Habit

“Habit is behavior that has been repeated until it has become more less automatic, enacted without purposeful thinking, largely without any sense of awareness”.⁸

H. Hypothesis

The hypothesis of this research can be formulated as follow:

H₁ : There is correlation between students' reading habit (X1) and their reading comprehension ability (Y) at the eleventh grade of SMAN 10 Kerinci.

H₀ : There is no correlation between students' reading habit (X1) and their reading comprehension ability (Y) at the eleventh grade of SMAN 10 Kerinci.

⁷David, P. Haris, *Testing English as a Second Language*, (New Delhi-London, Tata Mcgraw-Hill Publishing Company, 1994), p. 234,

⁸ Per Nilsen, et.al, *A Journal of Creature of habit: Accounting for the Role of Habit in Implementation Research on Clinical Behavior Change*, Implementation Science Journal, 2012, p. 1.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Literature

1. Reading

a. Definition of Reading

Reading is an interactive, problem-solving process of making meaning from texts. Reading is a complex interaction between the text, the reader and the purposes for reading, which are shaped by the reader's prior knowledge and experiences, the reader's knowledge about reading and writing language and the reader's language community which is culturally and socially situated.⁹

According to Elizabeth, 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. Readers typically make use of background knowledge, vocabulary, grammatical

⁹Janette M Hughes, 2007, *Teaching language and literacy*, <https://faculty.uoit.ca/hughes/Reading/ReadingProcess.html>

knowledge, experience with text and other strategies to help them understand written text.¹⁰

Moreover, reading is a complex cognitive process of decoding symbols in order to construct or derive meaning. Reading is a means of language acquisition, of communication, and of sharing information and ideas. Like all languages, it is a complex interaction between the text and the reader which is shaped by the reader's prior knowledge, experiences, attitude, and language community which is culturally and socially situated. The reading process requires continuous practice, development, and refinement. In addition, reading requires creativity and critical analysis. Consumers of literature make ventures with each piece, innately deviating from literal words to create images that make sense to them in the unfamiliar places the texts describe. Because reading is such a complex process, it cannot be controlled or restricted to one or two interpretations.¹¹

There are many definitions about reading above. The researcher conclude that reading is a complex interaction between the text, the reader and the purposes for reading to get the meaning of the text. The process of looking at a series of written symbols and getting meaning from them. When the readers read, they use eyes to receive written symbols (letters, punctuation marks and spaces) and they use

¹⁰Elizabeth S. Pang and Friends, 2003, *Teaching Reading*, (IBE:Switzerland), p.6
Wikipedia, the free encyclopedia.htm April, 15,2016 (9.20 am)

brain to convert them into words, sentences and paragraphs that communicate something to them.

b. Purpose of Reading

There are least five main purposes for comprehensive reading. All these purposes require necessary skills in order to be accomplished efficiently. These purposes include:¹²

1) Reading for Specific Information

Reading for specific information is a common form of reading used to discover specific or limited information. Reading for this purpose involves looking for specific information and finding it quickly. Looking up a word in the dictionary or a number in the telephone book is the example of reading for specific information.

2) Reading for Application

Reading for application is used to accomplish a special task. This type of reading may consist of reading a cake recipe or following instruction to make or fix something.

3) Reading for Pleasure and Entertainment

Individuals read for many pleasurable reasons. This includes reading popular magazines, newspaper, novels, and other

¹² Mahmoed in Said Nidhom, 2017, *The Application of Cooperative Integrated Reading Composition (CIRC) Method to Improve Reading Comprehension of the Eighth Year of MTs Pabelan Magelang in the Academic Year Of 2016-2017*, (State Institute for Islamic Studies (IAIN) Salatiga), p.32-33

similar material. It is a slower form of reading, which allows the reader to envision the scenery and contemplate the background and characters with enjoyment and appreciation. This form of reading calls for total involvement of the reader.

4) Reading for Ideas

This type of reading requires paying special attention to main ideas, concepts and the nature of the presented information. The reader skims through major topics, headings, illustrations, and conclusions in order to obtain a general idea of the content. Reading for idea is enhanced through familiarity with the overall field of study, related topics, facts, and discussions.

5) Reading for Understanding

Reading for understanding requires comprehension of the relationship between the information introduced and overall knowledge of the subject. It requires understanding the relationship of topics to sentences, paragraphs and the main ideas.

There are many purposes of reading, such as to increase vocabulary, to getting knowledge, and others. Moreover, from the explanations above, the researcher concludes that the purpose of reading is to connect the ideas on the passage to what the reader already know so that the reader can get the information from the passage.

c. Types of Reading

1) Intensive Reading

Intensive reading means that the readers take a text, study it line by line, and refer at very moment to the dictionary about the grammar of the text itself.¹³

2) Extensive Reading

Extensive reading is a highly individualized approach to reading improvement. Students select their own books and read at their own pace. The teacher should guide students to select books at a level of comprehension that allows for “comprehensible input”.¹⁴

The emphasis is on the quantity of books read and the students’ enjoyment of their books. Students are never tested formally on their extensive reading. However, they are required to talk about the books they read in structured activities, including book conferences with the teacher, brief oral reports to the class, and discussions in small group settings.¹⁵

Day and Bamford (1998) have documented the benefits of extensive reading, which include:

- Development of a positive attitude toward reading in a second language.

¹³<http://extensivereading.net/> Nation 2009

¹⁴Beatrice S. Mikulecky, Ed.D, 2008, *Teaching Reading in a Second Language*, (Pearson Education), p. 6

¹⁵*Ibid*, Day and Bamford in Beatrice S. Mikulecky, Ed.D, p.6

- Motivation to read more.
- Increased reading fluency.
- Gains in vocabulary and grammar knowledge.
- Improvement in writing in the second language.¹⁶

According to Day and Bamford, extensive reading can be included in a second-language curriculum “as a separate course; as part of an existing reading course; as a non-credit addition to an existing course; and as an extracurricular activity”.

In conclusion, extensive Reading can broaden students’ knowledge more than Intensive Reading. In Extensive Reading, students write summary and do presentation which lead them to minimize the use of dictionary. In opposition, the students’ activities in intensive reading are more limited. The activities depend on the teacher’s guidance only. This kind of activities will not encourage students to explore their abilities; they cannot broaden knowledge by themselves as well as in extensive reading.

d. Techniques of Reading

In reading, the readers typically make use of backgroundknowledge, vocabulary, grammatical knowledge,

¹⁶*Ibid*, Day and Bamford in Beatrice S. Mikulecky, Ed.D, p.6

experience with text and other strategies to help them understand written text.¹⁷

There are the following techniques of reading to develop the corresponding reading skills:

1) Skimming

Skimming is the most rudimentary type of reading. Its object is to familiarize you as quickly as possible with the material to be read.¹⁸

Skimming is the process of looking at a series of written symbols and getting meaning from them. When we read, we use our eyes to receive written symbols (letters, punctuation marks and spaces) and we use our brain to convert them into words, sentences and paragraphs that communicate something to us.¹⁹

2) Scanning

Scanning is a skill that requires that you read quickly while looking for specific information. To scan a reading text, you should start at the top of the page and then move your eyes quickly toward the bottom. Generally, scanning is a technique that is helpful when you are looking for the answer to a known question.²⁰

¹⁷Козак. М, 2011, *The Types of Reading and Exercises for Teaching Reading*, (Пилотный выпуск. Август), p.7

¹⁸*Ibid*, p.7

¹⁹Infosys, *Reading Techniques*, <http://eca.state.gov/forum/vol38/no4/p12.htm>

²⁰*Ibid*, infosys

3) Close reading

Close reading is the most important skill you need for any form of literary studies. It means paying especially close attention to what is printed on the page. Close reading means not only reading and understanding the meanings of the individual printed words, but also involves making yourself sensitive to all the nuances and connotations of language as it is used by skilled researchers.

From the explanation above, the researcher concludes that; there are three techniques in reading. The first one is skimming, the readers read a text quickly for an overview to get a rough idea of what a text is about. Second is scanning. In scanning the readers search for specific information to get the type of information that they are looking for, such as numbers, proper nouns, etc. The last is close reading. In close reading, the readers read in detail as they would read a comprehension passage in an assessment to get every detail in the text.

e. Reading Strategies

A process is a method, a movement toward an end that is accomplished by going through all necessary steps.

1) Bottom-up Strategies

Bottom-up is a process of decoding meaning from the printed page. In the process, readers recognize a multiplicity of

linguistic signals (such as letters, morphemes, syllables, words, phrases, grammatical cues, discourse markers) and use their linguistic data processing mechanisms to impose some order on these signals.²¹ Bottom-up assumed that a reader process by moving eye from left to right across the page, first making in letters, combining these to form words, then combining the words to form the phrases, clauses, and sentences of the text.

2) Top-down Strategies

Top-down is processing in which we draw on our own intelligence and experience to understand a text.²² Top-down is a process that brings a whole host of background information into the arena of making decisions about what something "mean". In addition, top-down deals with the general notion of reading as the reconstruction of meaning based on a skillful sampling of the text. In this process, the process of comprehension deals with the background knowledge to predict the meaning of the text. It means that a reader will read a text by reading the sentences, and then tries to find the information by guessing the meaning.

3) Interactive Strategy

²¹H. Douglas Brown, 2000, *Teaching by Principles; An Interactive Approach to Language Pedagogy*, (California: Pearson Education), p.299

²²*Ibid*, p. 299

Interactive Strategy is combination of top-down and bottom-up processing.²³ The interactive of the reading process deals with particular type of cognitive behavior, which is based on certain kinds of knowledge which form a part of reader's cognitive structure. Obviously, this process predict that good readers will not become progressively more efficient at it as they develop their interpretative skills.

f. The Importance of Reading

Reading is an activity that involves greater levels of concentration and adds to the conversational skills of the reader, which enhances the knowledge acquired, consistently. The habit of reading also helps students to receive new words and phrases that they come across in everyday conversations. The habit can become an add to the information available on various topics. It helps students to stay in-touch with contemporary researchers as well as those from the days and makes students aware to global issues.²⁴

There are eight reasons why reading is important:²⁵

1. Expose Yourself to New Things

²³ *Ibid*, p. 299

²⁴ Putri Dian Purnami Karang, 2014, *Improving Reading Comprehension Through KWL Strategy At The Eighth Grade Students Of Smp N 1 Amlapura In Academic Year 2013/2014*, Denpasar University, p.22

²⁵JJ Wong, 2014, *8 Reasons Why Reading is So Important*, <http://www.inspirationboost.com/8-reasons-why-reading-is-so-important>

Through reading, readers expose themselves to new things, new information, new ways to solve a problem, and new ways to achieve one thing.

2. Self Improvement

Through reading, readers begin to understand the world more. Through reading, readers begin to have a greater understanding on a topic that interests them; for example: how to build self-confidence, how to make a plan better before taking action, how to memorize things better and more. All of these self-improvements start from the reading; through reading, they create a structured path towards a better understanding and better actions to take in the future.

3. Improve Understanding

The more readers read, the more they understand one thing: the A to Z of a thing. Reading also increases the understanding of the rules of life, in order for them to adapt, adopt and accommodate into the society better. To play well in a game, you first need to understand the rules well.

4. Preparation to Action

Reading is an essential way which can help the readers out. Read about how to cook a meal; how to play chess; which place is nice for the holiday family trip; read the menu before ordering

food, read the manual before using a new gadget. These all can help readers become more prepared before they really get into it.

5. Gain Experience from Other People

When the readers are reading, they are actually gaining the knowledge and experience of someone. It can hasten your success towards a goal, as they don't need to repeat the same mistake while focusing on the right path in achieving one thing.

6. Tools of Communicating

Communication is the most important tool which can be transmitted through reading. As the human communicates through reading, they understand more, and thus they can communicate better with people.

7. Connecting Your Brain

When reading, the readers are in full silence because reading connects directly to their brain. In silence, they seek for more; in silence, their brain is clear and focuses.

8. Boost Imagination and Creativity

Reading exposes readers to a world of imagination, showing them nothing is impossible in this world. By reading, they are exploring a different angle to see a thing they have known, on how different action leads to different results.

From explanation above, the researcher conclude, reading is very important in life. From reading, the readers can get many

things, such as new information, new knowledge, and others. And if the readers can comprehend the text clearly, they also can easier to understand and of course it is easy to get the information from the text.

g. Reading Comprehension

Reading Comprehension is the understanding of the written word, the understanding of the content that is being read, and the construction of meanings of the text.²⁶ It is process to understanding of written words in the text from background of knowledge and a social context that helps to get the meaning (goals, purposes) clearly.

In reading comprehension, there are some general principles regarding the assessments of comprehension skills.

- 1) Reading comprehension is not a unitary construct but a complex skill dependent on a number of cognitive process. It means that to understand written text, a students needs to decoded printed and inferences have to be generated as information is integrated during the course of reading.
- 2) The simple model shows that students may be at risk of reading comprehension failure because of difficulties with word-level decoding accuracy and fluency, with linguistic

²⁶Cathy Healy, *Reading: What the Experts Say (The Lowdown on the National Reading Panel)*, www.peatc.org

comprehension, or with both. A thorough assessment should include tests designed to measure both decoding skill, a student will struggle to comprehend text. However it is important always to remember the successful comprehension will follow decoding is no guarantee that successful comprehension will follow; in the extreme case of 'hyperlexia' a student's decoding far outstrips their comprehension and such as students have been said to "bark at print".

- 3) Testing of reading comprehension vary in terms of the nature of text that the student reads, and the response format via which comprehension is measured. Across all response formats, the nature of the question varies substantially with some items being more or less dependent on decoding, specific vocabulary, background knowledge and the particular type of inference needed.
- 4) Since tests of reading comprehension vary in task demands, it is important to be clear that the nature of the assessment influences which students may be identified – or fail to be identified – as having comprehension impairments. Some tests that are marketed as measures of reading comprehension are in fact vary highly dependent on decoding. Hence, students can fail because they have decoding rather than specific comprehension difficulties or, on the other hand some students may pass leaving their comprehension impairments undetected.

5) Given the complexity of comprehension , it seems likely students may fail to understand what they have read for a variety of different reasons. Shoud include measures of decoding accuracy and fluency ,oral language, general cognitive resources and working memory as well as reading comprehension.²⁷

h. Indicator of Reading Comprehension

There are some indicators to achieve a comprehensive reading²⁸:

1) Identifying topic

The topic is the one thing a text about. In identifying the topic helps the reader to focus on the general subject of reading. Then, the reader can identify the topic of that the first step toward understanding the texts.

2) Identifying main idea

An efficient reader understands not only the ideas but also the relative significance as expressed by the authors. In other words, some of ideas are super-ordinate while others are subordinate.

3) Identifying detail

Details are used to support clarify, and explain the main idea.

Details may be words, phrases, or statement that explain or

²⁷Nation in Ardianti, Wilda, 2016, *The Effect of Cooperative Integrated Reading and Composition (CIRC) Technique on Students' Ability in Reading Comprehension at MAN Kuta Cane Aceh Tenggara*, (UIN-SU Medan)

²⁸Mehta.P.D,Foorman.B.R,Branum-Martin,L&Tailor.W.P.(2005).Literacy as a unidimensionalcontract: Validation, sources if influence and implication in a longitudinal study in grades Scientific Studies of Reading, P. 85

describe. Identifies the main idea the student may want to look to a paragraph for more details. The students should read the detailed to understand some paragraphs, whereas in other paragraphs the main idea may be sufficient.

4) Identifying reference (Personal pronoun)

Recognizing reference words and to identify the words or phrase to which they refer to will help to reader understand the reading passage. English students might learn many roles for the use of reference words and yet be confuse about what a particular word refers to in sentence.

5) Figuring out the meaning of vocabulary in context

Vocabulary is an important part of reading. Before reading the texts the students must be to master the vocabulary to easy comprehend the reading text.

6) Identifying inference

Making inference is an aspect shown with questions related to things outside the text but still in one context. Furthermore, the answer is not in the text, you were required to make a guess based on your own thoughts.

i. Report Text

Report is a text which presents information about something, as it is. It is as a resulted of systematic observation and analyses. The report text is a text that functions to provide information about an

event or situation, after the holding of the investigation and through various considerations²⁹. In conclusion, in the report text it usually contains facts that can be proven scientifically.

There are three features of report text. They are: social function, generic structure, and language features³⁰:

a. Purpose of Report text

Its social purpose is presenting information about something. They generally describe an entire class of things, whether natural or made: mammals, the planets, rocks, plants, countries of region, culture, transportation, and so on.

It can be conclusion, the purpose of report text is to convey information of observation through systematic analysis. The information described in the report text is usually general, whether natural or artificial like mammals, planets, rocks, plants, states, culture, transportation, and so forth.

b. Generic structure

- 1) General Classification : Stating classification of general aspect of thing; animal, public place, plant, etc. which will be discussed in general.

²⁹Nurdiono,2005. Report text and Generic Structure. Retrieved on 1 May 2019. From <https://www.nurdiono.com/generic-structure-of-report-text.html>

³⁰Ibid.

2) Description : tells what the phenomenon under discussion ; in terms of General information is the part that mentions general information from the written objects discussed. Then, the Bundles of specific information, is the descriptions of objects in detail.

c. Language features

- 1) Used of general nouns, eg hunting dogs, rather than particular nouns, eg our dog.
- 2) Used of relating verbs to describe features, e.g Molecules are tiny particles.
- 3) Some used of action verbs when describing behavior, e.g Emus cannot fly.
- 4) Used of timeless present tense to indicate usualness, e.g Tropical cyclones always begin over the sea.
- 5) Used of technical terms, e.g Isobars are lines drawn on a weather map.
- 6) Used of paragraphs with topic sentences to organize bundles of information; repeated naming of the topic as the beginning focus of the clause.

Report text

"Earthquake"	
General Classification	<p>Earthquake often happens around us. It brings great damages. Earthquake is hard to be predicted and that makes lot victims.</p> <p>Actually there are three kinds of earthquake. This kinds of earthquake are commonly base on the factor and geological area where the earthquakes happen. These three kinds of earthquake are tectonic, volcanic and explosion.</p> <p>Tectonic earthquakes are most common one. This kind of earthquake happens while earth's crust rocks break because of the geological strength created by moving of the earth's plates. Volcanic earthquakes happen exactly with volcanic activity. Volcanic earthquakes are when the volcano produces acidic lava, which dries quickly, when it dries quickly it blocks the top of the volcano. This make no more magma can escape. Pressure starts to build up and eventually the acidic lava can no longer stand the pressure. So the volcano is free to explode, the pressure is released so fast that an earthquake is caused. A volcanic earthquake is usually kept within 10-20 miles of the volcano. Explosion earthquakes are the result of the collapse earthquakes that are small earthquakes occurring in underground mines and caverns.</p>
Description	

2. Reading Habit

a. Definition of Reading Habit

There are many definitions of habit. According to Riandi, habits are activities or attitudes that exist in man both physically and mentally by doing it repeatedly and in the long term. A habit is an event or experience in life that repeated over and over, from time to time, from year to year.³¹ Moreover, Wood and Runger says that when

³¹ Riandi, *A Journal of The Effect of Reading Habit and Vocabulary Mastery toward Students' Reading Comprehension in Serang City*, Jurnal Kajian Pendidikan dan Pengajaran, Vol. 2 No.1, 2016, p. 82.

once habitual responses are activated, people can act on the response in mind without making a decision to do so.³² It means that the students with a habit will do it without any thinking as Nilsen et.al said that habit is behavior that has been repeated until it has become more or less automatic, enacted without purposeful thinking, largely without any sense of awareness.³³ In short, habit is an activity that is carried out continuously until it becomes automatic. When the students do some activities without thinking before, it means that they do some habits.

Besides, Chettri and Rout state that reading is considered as a habit when the reading activity done repeatedly.³⁴ Aramide states that reading habits refer to the behavior which expresses the likeness for reading and explains the purpose and preference for reading as well as frequency of reading.³⁵ Based on Shen, reading habit as the amount of books read, time spend for reading and what does read.³⁶ In conclusion, reading habit is activity which is done continuously and show the pleasure for reading that can be seen from the amount of books read, time spend for reading, and what does read.

³² Wendy Wood and Dennis Runger, *A Journal of Psychology of Habit*, Annual Review of Psychology, Vol. 67, 2016, p. 4.

³³ Per Nilsen, et.al, *Loc. Cit.*

³⁴ Kushmeeta Chettri and S.K. Rout, *A Journal of Reading Habits-An Overview*, IOSR Journal of Humanities and Social Science (IOSR-JHSS), Vol. 14 No. 6, 2013, p. 13.

³⁵ Kolawole Akinjide Aramide, *A Journal of Effect of Parental Background Factors on Reading Habits of Secondary School Students in Ogun State, Nigeria*, Journal of Applied Information Science and Technology, Vol. 8 No. 1, 2015, p. 72.

³⁶ Li-Bi Shen, *A Journal of Computer Technology and College Students' Reading Habits*, Chia-nan Annual Bulletin, Vol. 32, 2006, p. 560.

b. Indicators of Reading Habit

To find whether students have reading habit, the researcher needs to see some indicators. There are seven indicators of reading habit proposed by Gaona and Gonzales as below:

a. Attitude toward reading

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

b. Reading frequency

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

c. Books read

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

d. Time spent on academic reading

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

e. Time spent on non-academic reading

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

f. Motivation in the family environment

It is often reported by the person on the purchase of books, recommending books and reading interest in the family.

g. Motivation in the academic environment

It is the frequency the student reports on the teacher using activities to promote contact with psychology literature.³⁷

B. Review of the Related Findings

There are some previous study that have relationship with this research, they are: first, study conducted by Chan Chie Yuet (2008) *The Relationship between Reading Habit and Reading Achievement in Foreign Language Learning in a Sixth Form College in Hong Kong*. To analyze data, she applied *Pearson Product Moment Correlation* to examine the students' strategies components and their English grades both in the Hong Kong Certificate of Education Examination and the Hong Kong Advanced Level Examination.

Second, Yang, Y. and Mukherjee, D. in their research with the title *The Correlation between English Learning strategies and Achievement in Three Chinese Junior Middle Schools* find out that there is *positive correlation* between students' English learning motivation and students' achievement. The sample was taken from three classes of students selected from first grade junior middle school. Data were collected from the motivation questionnaires administered to students and also interviews

³⁷ Julio Cesar Galicia Gaona and Erwin Rogelio Villuendas Gonzalez, *A Journal of Relationship Between Reading Habits, University Library and Academic Performance in A Simple of Psychology Sudents*, Revista De La Education Superior, Vol. 1 No. 157, 2011, pp. 59-60.

with their English teacher to collect their average English grade, which indicated their English achievement.

Third, Gusti ayu praminatih (2015) conducted a research about the correlation between reading habit and attitude toward reading comprehension. It can be proved that there is any positive and significant correlation between reading habit and attitude toward reading comprehension.

C. Conceptual Framework

In this research, the researcher will conduct the research about correlation between students' reading habit (X) and their ability in reading comprehension of report text (Y) at the eleventh grade of SMAN 10 Kerinci. This research will use correlational research design. Besides, the population of this research is the eleventh grade students of SMAN 10 Kerinci. Then, the kind of the sample of this research is random sampling. The data will be collected by using questionnaire for reading habit and test for reading comprehension. The test of reading comprehension ability will focus on report text. In analyze the data, the researcher will use Person Product moment formula in order to correlate both of the variable Reading Habit (X) and Reading comprehension of report text (Y). After correlate, the researcher will find the correlation between variable (X) and (Y). Then, the researcher will conclude the result of the correlation.

The researcher draws the framework for this research as follow:



(X)

Students' Reading
Habit

(Y)

Students Reading
Comprehension of
report text ability

**The Correlation between Students' Reading Habit and their
ability in reading comprehension of Renort text**

INSTITUT AGAMA ISLAM NEGERI
KERINCI

CHAPTER III

RESEARCH METHODOLOGY

A. Design of the Research

In this research, the researcher uses correlational research in form of descriptive correlational. According to Creswell, a correlation is a statistical test to determine the tendency or pattern for two or more variables or to sets of data to vary consistently. Correlational design provides an opportunity for us to predict scores and explain the relationship among variables. In correlational research design, investigators use the correlation statistical test to describe and measure the degree of association or relationship between two or more variables or sets of scores.³⁸

B. Population and Sample

1. Population

According to Sugiyono, population is a generalization are consisting of objects or subjects that have certain qualities and characteristics that are determined by the researcher to be studied and then concluded.³⁹ It means that population is the objects or subjects that researched in the research.

³⁸ John W. Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*, (Boston: Pearson, 2011), p. 159.

³⁹ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif and R&D*, (Bandung: Alfabeta, 2016), p. 80.

The population of this research is the students at the eleventh grade of SMAN 10 Kerinci that consist of 5 classes. The total number of the population of this research can be seen in table below:

Table 3.1 Total of the students at the eleventh grade of SMAN 10 Kerinci

NO	Class	Number of Students
1.	XI. IPA 1	22
2.	XI. IPA 2	21
3.	XI. IPS 1	20
4.	XI. IPS 2	23
5.	XI. IPS 3	22
Total of Students		107

2. Sample

In this research the researcher will use *Random Sampling Technique*. According to Gay, random sampling is the process of selecting sample in such way that all individuals in the defined population have an equal and independent chance of being selected for the sample.

The sample of this research is the eleventh grade students of SMAN 10 Kerinci. The number of students is 107. The sample is selected by using *random sampling technique*. Arikunto, states that if the population is less than 100 it is better to take all of the students as sample. Instead, if the total of population is more than 100 it can be taken *Random sampling technique*. And it can take the students between 10%-15% or 20%-25%. And for this research, the researcher will take 25% of the students (population) as the sample.

The number of sample of this research can be seen in the following table:

Table 3.2: Number of Sample the eleventh grade students of SMN 10 Kerinci

No	Class	Number of Population	Number of sample 25% (Rounded)
1	XI. IPA 1	22	5
2	XI. IPA 2	21	5
3	XI. IPS 1	20	5
4	XI. IPS 2	23	6
5	XI. IPS 3	22	6
Total		107	27

C. Technique of Data Collection

1. Test

According to Brown, a test, in simple terms, is a method of measuring a person's ability, knowledge or performance in a given domain.⁴⁰ In this research, to know the students' reading comprehension ability, the researcher uses test.

In addition, the test of reading comprehension that will be used is an objective test in the form of multiple-choices test which consisted of twenty questions. There are four options (A, B, C and D) in each question. The researcher gives one points for the question which is answered correctly, and zero point for the question which is answered incorrectly.

⁴⁰ H. Douglas Brown, *Loc. Cit.*

2. Questionnaire

The researcher uses questionnaire to get the data of students' reading habit. According to Subana and Sudrajat, a questionnaire is a set of questions or statements that the respondent has to answer or complete.⁴¹ The questionnaire of student's reading habit that is used in this research is close ended questions. It is enable respondents to answer the question from the available answer in the questionnaires.

Moreover, the statements of questionnaire would be given in the written form and using Indonesian language. It is to make the students easier to understand the meaning of the statements.

D. Instrument of the Research

Instrument has an important function in the research. It is used as a tool for collecting the data from the sample. There are some instruments that are used in this research, they are test and questionnaire.

1. Test

A test is used to collect the data of students' reading comprehension ability. The test of reading comprehension is an objective test in form of multiple-choices test which consisted of twenty questions. There are four options (A, B, C and D) in each question. The researcher gives one points for the question which is answered correctly, and zero point for the question which is answered incorrectly.

⁴¹ Subana and Sudrajat, *Loc. Cit.*

Besides, the indicators of reading comprehension Report text can be seen as bellow:

Table 3.3 Reading Comprehension of report text Indicators

Item of Reading	Indicator	Numbers of Items of Try Out	Number Items Real Test
Topic	Find about topic	1,6,11,16,21	1, 10, 14,17
Main Idea of the text	Find idea of paragraph	2,7,12,17,22	2, 6, 11,18
Generic Structure	Find Generic Structure of the text	3,4,8,9,13,14,18, 19,23,24	3,4,7,8, 12, 13, 15,16,19
Reference	Find inference in the text	5,10,15,20,25	5,9,20

a. Validity of test

An instrument can be say have validity if it is able to measure what is desire and can reveal the data of the variable study appropriate.⁴² A test is valid if it measure what it purpose to measure.⁴³The validity that will use in this research is the content validity,which states that a test is say to have the validity of the content if the test is appropriate with material or content provide.⁴⁴

To find out the validity of item test, the researcher will be done try out. After try out is done, the researcher will be analyzed the result.

⁴²Suharsimi Arikunto, *Op Cit*, p.211

⁴³ Jonatan Sarwono, *Metode Penelitian Kuantitatif & Kualitatif*, Yogyakarta: Graha Ilmu, 2006, p. 99

⁴⁴ Syofian Siregar, *Op.cit.*, p. 75 - 76

The researcher will be used *Point Biserial* formula, where the formula as follows:⁴⁵

$$r_{pbi} = \frac{M_p - M_q}{S_t} \sqrt{PQ}$$

r = coefficient validity point biserial
 Mp = total of respondent answer correct
 Mq = total of respondent answer false
 St = standard deviation of each item
 P = proportions of respondent answer false
 Q = proportions of respondent answer correct

1) Difficulty index

Difficulty index is the ability of the test to filter the total number of participant who answers correctly. The categories of 0.00 – 1.0 refers to the difficulty index and it indicates the level of test difficulty.

The difficulty index formula is as follow:⁴⁶

$$P = \frac{B}{JS}$$

Where:

B = Right Number
 JS = Number of students taking test
 P = Difficulty index

⁴⁵ Maman Abdulrahman, Sambas Ali Muhidin, Ating Somantri, *Dasar-Dasar Metode Statistika Untuk Penelitian*, Bandung: Pustaka Setia, 2011, p.57

⁴⁶ Sudijono. Anas, (2006). *Pengantar Statistik Pendidikan*, Jakarta: Raja Grafindo Persada. p.327

Difficulty index categories:

Table 3.4 Difficulty Index

Difficulty index	
IK = 0,00	Very difficult
$0,00 < IK \leq 0,30$	Difficult
$0,30 < IK \leq 0,70$	Fair
$0,70 < IK \leq 1,00$	Easy
IK 1,00	Very easy

2) Discrimination index

The discrimination index is the test ability to separate the students who have high ability and low ability.

The formula of discrimination index is as below:⁴⁷

$$DP = \frac{BA}{JA} - \frac{BB}{JB}$$

Where :

BA : Number of top group participant who answer correctly

BB : Number of bottom group who answer correctly

JA : Number of top group participant

JB : Number of bottom group participant

DP : Discrimination index

Discrimination index categories:

⁴⁷ *Ibid.* P.390

Table 3.5 Classification of Description Index

Classification of Discrimination Index	
DP = 0,00	Very poor
0,00 < DP ≤ 0,20	Poor
0,20 < DP ≤ 0,40	Fair
0,40 < DP ≤ 0,70	Good
0,70 < DP ≤ 1,00	Very good

b. Reliability of test

Reliability means dependability or trustworthiness.⁴⁸ So, it is the degree to which a test consistency measures whatever it is measuring. To get the reliability test, Kuder Richardson (Kr₂₀ formula) is used.⁴⁹ The researcher uses this formula, because this formula is used to test the reliability with only one correct answer.

$$r_{11} = \frac{N}{n-1} \frac{S^2 - \sum pq}{S^2}$$

Where:

- r_{11} : Reliability of the test
- n : Number of items
- p : Number of students who answer correctly
- q : Number of students who answer wrongly
- $\sum pq$: Total number p and q in each item that have been multiplied.
- S^2 : Total Varian.

⁴⁸ *Ibid.* p.169

⁴⁹ *Ibid.* P.254

Table 3.6 Classification of Reliability

Classification of Reliability	
Less from 0,20	Very poor
0,20 – 0,40	Poor
0,40 – 0,70	Fair
0,70 – 0,90	Good
0,90 – 1,00	Very good
1,00	Excellent

2. Questionnaire

In this research, the data of reading habit is collected by using questionnaire. According to Subana and Sudrajat, a questionnaire is a set of questions or statements that the respondent have to answer or complete.⁵⁰

In addition, the statements of questionnaire will be given in the written form and using Indonesian language. It is to make the students easier to understand the meaning of the statements. The questionnaire of reading habit is adapted from Indriani and Rika Kusuma Wardani.

⁵⁰ Subana and Sudrajat, *Op. Cit.*, p. 136.

Table 3.7 Reading Habit Indicators

NO .	Variable	Indicators
1.	Reading Habit	Attitude toward reading
2.		Reading frequency
3.		Books read
4.		Time spent on academic reading
5.		Time spent on non-academic reading
6.		Motivation in the family environment
7.		Motivation in the academic environment

E. Technique of Analysis Data

1. Technique of Analysis Data for Reading Comprehension Ability Test

The data for reading comprehension ability test will be analyzed by calculating the student's score. The researcher will use the formula below:

$$P = \frac{F}{N} \times 100\%$$

Note:

P = student score
 F = number of true answer
 N = number of test item⁵¹

Besides, categorize of the students' reading comprehension ability can be seen on the table below:

⁵¹ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Jakarta: Rineka Cipta, 2006), p. 81.

2. Technique of Analysis Data for Questionnaire

The score for questionnaire of reading habit and will analyzed by using Likert scale which consist of *Strongly Agree*, *Agree*, *Neutral*, *Disagree*, and *Strongly Disagree*. It can be seen in table below:

Table 3.8 The Likert Scale Rating

Optional	Characteristics of Item	
	Positive	Negative
Strongly Agree	5	1
Agree	4	2
Neutral	3	3
Disagree	2	4
Strongly Disagree	1	5

3. Technique of Analysis Data for Correlation

a. Steps of analyze correlation data

- 1) First, the researcher will collect the data of questionnaire after the students fill or answer it.
- 2) Second, the researcher will determine the score of student's answer with the provision of predefine score, changing the qualitative score into a quantitative score that relate to the Likert scale rating.
- 3) Then, the researcher will make a table and enter the score into the predefine formula to get the student's score.

b. Testing hypothesis

1).Linearity Testing

Linearity is describes the relationship between two or more variables when they tend to change at the same rate. Besides, the

linearity is to know the relationship between dependent variable and independent variable.

If the significance value of linearity > 0.05 , it is can be said that there is linearity between dependent variable and independent variable. Then if the significance value of linearity < 0.05 , it is can be said there is no linearity between dependent variable and independent variable.

Besides, in this research the researcher was used SPSS Version 25 to calculated the linearity of dependent variable and independent variable.

b. The Normality testing

To see whether or not the data collected from both variables were normally distributed. In this research, Kolmogorov Smirnov formula was used and then this formula was used by using SPSS Version 25.

The interpretations of normality are: if the significance value > 0.05 it can be said that the data is normal distributed. Then, if the significance value < 0.05 the data is not normal distributed.

In this research, testing hypothesis aims to know whether there is or there is not positive correlation between students' reading habit, and their reading comprehension ability. The researcher testing hypothesis using *Correlation Product Moment* .*Correlation Product Moment* is used to describe the strength of the correlation between two variables.

To find out the positive correlation between two variables, the researcher will be use product moment formula as follow:

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

Note:

N = the number of students

X = scores item point

Y = total score item

r_{xy} = coefficient of correlation between X and Y⁵²

Besides, the interpretation of correlation coefficient can be seen as follow:

Table 3.9: Simple interpretation of *Correlation Coefficient*

Correlation Coefficient	
0.800 – 1.000	Very High
0.600 – 0.799	High
0.400 – 0.599	Fair
0.200 – 0.399	Poor
0.000 – 0.199	Very Poor

⁵² Subana and Sudrajat, *Loc. Cit.*

CHAPTER IV

FINDING AND DISCUSSION

A. Findings

1. The Result of Try Out

Before conducting the research, the researcher had been try out the instrumen to another school at that is at Eleventh grade of SMAN LempurKerinci. This try out aimed to identify the difficulty index, discrimination power index, validity, and reliability with the time allocated 2 x 45 minutes. The students must be read the text carrefully and then the students in try out class must answer the question directly.

a. Validity

Based on the results of the try out, the researcher used person product moment correlation to found the result of validity. As a result, the researcher found 20 questions was valid and 5 questions was not valid.

1) Difficult index

The researcher analyzed the difficulty index of the test by using the result of try out. Furthermore, to know the interpretation the numeral of difficulty power index, the researcher used the scale table. Based on the result of difficulty index analysis. It can be shown that 2 question has decision easy, 3 question has decision difficult and 20 question has decision average. Based on Witherington in Psychological Education stated that the items that

has met the categories of good, average, or enough should be stored in the question bank to be used and for items that were classified as difficult, very difficult, easy and very easy there were three possible follow ups namely:⁵³ discarded, corrected, and saved. In this research the researcher discarded and did not use questions for easy, difficult and very difficult categories.

2) Discriminating power of items

The analysis of item discrimination used to differentiate between students who achieve low and high scores. In this research, the researcher analyzed the discrimination of test items by using the result of the try out. In this research the researcher used the percentage of the number of upper groups and the percentage of the number of lower groups was 50%, because the number of samples was only 18 students. According to Ana Sudjiono, the method for determining the number of groups above and below the items analysis, as follows:⁵⁴

1. To determine the number of top groups and lower groups, first look at the total number of samples (students) included.
2. If the sample is more than 30 people, then you must take each student as much as 27% from each group above and below

⁵³http://repo-nkm.batan.go.id/140/1/05_analisis_tingkat_kesukaran. Bagiyono, *The Analysis of Difficulty Level and Discrimination Power of Test Items of Radiography Level I Examination*, accessed on 12th January 2019

⁵⁴Ana Sudjiono, Op.cit., p.165

3. Whereas if the sample amounts to at least 30 people no more, then you must take each student as much as 50% from each group above and below.

Based on the calculate of item discrimination test, 1 question has Very Good classification, 2 question has Very Bad classification, 3 question has Bad classification, 5 question has Enough classification and 14 question has Good classification. The same with difficult index, the researcher throw away 1 question has Very Good, 2 question has Very Bad and 3 question has Bad classification.

b. Reliability

The researcher used Crobach Alpha to analyze the reliability. The result of reliability test was 0,85. Based on the table classification, the criteria of reliability was very good.

Based on the result above, the researcher used 20 questions there were valid and has good classification of difficult index and item discrimination. The researcher eliminates 5 questions there were not valid and has bad classification of difficulty index and item discrimination.

B. Result

1. Students' Reading Habit at the Eleventh Grade of SMAN 10 Kerinci

Before the questionnaires were distributed, the researcher have done try out the questionnaires and find the questionnaire were valid and reliable. It means that the questionnaires were used content validity to see they are measure what should to be measured.

The questionnaires were assessed by Likert scale rating. This scale rating has five options. They are: *Strongly Agree* (Sangat setuju), *Agree* (Setuju), *Undecided* (Ragu-ragu), *Disagree* (Tidak Setuju), and *Strongly Disagree* (Sangat Tidak Setuju). The results of questionnaires are described in a table. The following table describes the result of questionnaires about students' reading habit after accumulate.

Table : Score of Students' Reading Habit

Students (N)	Reading Habit (X)
1	93
2	134
3	112
4	104
5	151
6	95
7	130
8	108
9	99
10	92
11	66
12	79
13	72
14	64
15	88
16	118
17	139
18	94
19	85
20	108
21	80
22	91
23	74
24	78
25	91
26	83
27	104

Table :Descriptive Statistics of Students' Reading Habit (X)

Interval	Frequency	Percentage	Criteria
60-80	7	25.9 %	Low
81-100	9	33,3 %	Medium
> 101	11	40,7 %	High

Based on the table above, there were three categories of students' motivation score, the first is low motivation (60-80), the second is medium motivation (81-100), and the third is high motivation (> 101). Based on those categories, the researcher can conclude that most of students have high motivation, it can be seen from the total number of students who have high motivation are 11 students or 40.7% from 27 students.

2. Students' ability in reading comprehension of report text.

The reading test was administered to the subject as sample, this research utilized *Multiple Choice* test items. There were some items need to be revised resulting from the try out. So the result of try out becomes the guideline in arranging the test, whether one item needs to be revised or not. Then, the highest score in the first test was 95 gained by 1 student. On the other hand, the lowest score in the first test was 45 gained by 1 student.

The table below is the distribution of the scores obtained by 27 students in reading test:

Table : The Distribution of the Reading Comprehension Scores Obtained by the students

NO	Interval	Scores	Freq	%		Categories	Levels
1.	80 – 100	95 (1) 85 (2) 80 (5)	8	29.6	29.6	Excellent	High Ability
2.	66 – 79	75 (3) 70 (5)	8	29.6	44.4	Good	Average Ability
3.	56 – 65	65 (2) 60 (2)	4	14.8		Fair	
4.	46 – 55	55 (3) 50 (3)	6	22.2	25.9	Poor	Low Ability
5.	0 – 45	45 (1)	1	3.7		Very poor	
Total			27	100 %	100%		

Based on the description above, it can be concluded that: First, eight students got excellent score (29.6%) and their level was included to *High Ability* (29.6%). Second, there were eight students gained good score (29.6%), and also four students got fair scores (14.8%) and their level was included to *Average Ability* (44.4%). The last one, six students gained poor scores (22.2%), one student got very poor score (3.7%) and their level was included to *Low Ability* (25.9%). It means that the students' ability in reading comprehension belongs to *average ability (enough)* Levels.

Referring to the table above, a graphic of students' ability in reading comprehension test can be seen as in the following:

3. Correlation Between students' reading habit and their ability in reading comprehension of report text

1. Linearity Testing

The linearity is to know the relationship between dependent variable and independent variable. In this research the researcher was used SPSS Version 25 to calculate the linearity of dependent variable and

independent variable. The presentation of linearity could be seen as bellow:

Table :
ANOVA Table For Linearity

			Mean Square	F
Reading Comprehension * Reading Habit	Between Groups	(Combined)	165,902	,948
		Linearity	1734,598	9,912
		Deviation from Linearity	94,597	,541
	Within Groups	175,000		
Total				

From the table above it can be seen that, the value significance of linearity or derivation of linearity is 0.541, based on interpretation of linearity if the significance value of linearity > 0.05 , it is can be said that there is linearity between dependent variable and independent variable. Then if the significance value of linearity < 0.05 , it is can be said there is no linearity between dependent variable and independent variable. Thus, from the interpretation the value significance of linearity is 0.541. The value of $0.40 > 0.05$, It is can be concluded that the data is linearity disturbed.

2. Normality Testing

To see whether or not the data collected from both variables were normally distributed. In this research, Kolmogorov Smirnov formula was used and then this formula was used by using SPSS Version 25. The result of normality can be seen as bellow:

Table
Normality One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		27
Normal Parameters ^{a,b}	Mean	,0000000
	Std. Deviation	10,01180558
Most Extreme Differences	Absolute	,081
	Positive	,073
	Negative	-,081
Test Statistic		,081
Asymp. Sig. (2-tailed)		,200 ^{c,d}

The interpretations of normality are: if the significance value > 0.05 it can be said that the data is normal distributed. Then, if the significance value < 0.05 the data is not normal distributed. Based on the table above it can be seen that the significance value is 0.200. The value of $0.200 > 0.05$, it can be concluded that the data is normal distributed.

3. Test of Hypotheses

(Correlation between students' self-efficacy and metacognitive strategy)

The purpose of this research was to find out the Correlation between students' reading habit and their ability in reading comprehension. To know those two variables the researcher was used test.

The Pearson Product Moment formula was used to find out the coefficient of correlation. The total score of all reading habit and reading ability (ΣX , ΣY , ΣX^2 , ΣY^2 and ΣXY) was calculated for use in the Pearson product moment formula.

The hypothesis proposed was that there is a positive correlation between students' reading habit and their ability in reading comprehension. The criterion to meet or reject this hypothesis was formulated as follows:

H_0 : There is no correlation between reading habit and reading ability

H_1 : There is correlation between reading habit and reading ability

The result of correlation between the students' reading habit and reading comprehension ability can be seen as the table below:

**Table:
Correlations Result**

		Reading Comprehension	Reading Habit
Reading Comprehension	Pearson Correlation	1	,632**
	Sig. (2-tailed)		,000
	N	27	27
Reading Habit	Pearson Correlation	,632**	1
	Sig. (2-tailed)	,000	
	N	27	27

From the data analysis it was found that the correlation between students' reading habit and reading comprehension ability

was (0.632) which was high correlation level. The correlation (r) score shows the level of the correlation between the two scores of the group.

After obtaining the correlation, a significance test was conducted determining the correlation was a real one and not a chance occurrence. In this case the mutually exclusive hypothesis was tested:

Table : Mutual Hypothesis Testing students vocabulary mastery and their ability in reading comprehension

Null hypothesis	$r = 0$
Alternative hypothesis	$r \neq 0$

From the table above, the significance level of $\alpha = 0.05$ ($\alpha = 0.05$) was determined. This means that the odds that the correlation is a chance occurrence no more than 5 out of 100. Before referring to the table of critical value of product moment correlation, the degree of freedom (df) was first computed.

Since there was no a prior theory to suggest whether the correlation between vocabulary mastery and their ability in reading comprehension would be positive or negative, the two tailed test was taken as the option. It was found that the critical value for product moment correlation where $df = 25$, and $\alpha = 0.05$ was 0.381. The correlation coefficient of 0.632 was a high category. It can be concluded that it is not a chance finding, the correlation was statistically significance. It was a positive correlation where the

correlation coefficient was 0.632. Briefly, the hypothesis testing was described in the following table.

Table : Correlation Analysis between vocabulary mastery and Reading comprehension

R	Hypothesis testing		Finding	
	r-computed	r-table	Rejected	Accepted
r_{xy}	0.632	0.381	H_0	H_1

The table above shows that the r-computed (0.632) is bigger than the r-table (0.381) for the degree of alpha = 0.05 (α 0.05). It can be concluded that H_0 is rejected and H_1 accepted. Therefore, it can be said that there is high positive correlation between students' reading habit and their ability in reading comprehension.

To make an interpretation of correlation strength between the two variables the correlation coefficient index must be inferred to the following criteria:

1. If the correlation coefficient is 0, then two variables are not correlated
2. if the correlation coefficient is near 1, then the two variables are strongly correlated
3. if the correlation coefficient is near 0, then the two variables are weakly correlated
4. if the correlation coefficient is 1, then the two variables have a perfect positive correlation.
5. if the correlation coefficient is -1, then the two variables have a perfect negative correlation

(Sarwono: 2010: 23)

From the hypothesis testing above, it can be seen that: the correlation between vocabulary mastery and reading ability at fair

level. It was indicated by the correlation score of 0.632 with correlation table of 0.381 (r -computed 0.390 > r -table 0.381). This can be said that there was a high correlation between students' reading habit and their reading comprehension ability.

B. Discussion

In this research here was two variables in correlation they are: reading habit as variable (X) and reading comprehension ability as variable (Y).

To know what the correlation, the researcher gave the test and questionnaire. The last formulation of the problem was there is a significance correlation between reading habit (X) and variable reading ability (Y). From the hypothesis testing, it can be seen that: the correlation between reading habit and reading ability was in high level. It was indicated by the correlation score of 0.632 with correlation table of 0.381 (r -computed 0.632 > r -table 0.381). This can be said that there was positive correlation between students' reading habit and their ability in reading comprehension.

In order to support the research, It is beneficial for English learners to know reading habit and reading comprehension. With their know well the reading habit and reading comprehension, learners will be able to catch the message of the text they read. They also can understand scientific books written in English to getting information and advancement because reading comprehension is a bridge to understanding scientific books written in English either obtain information and advancement or to enjoy them or just for relaxation. Generally many learners face some difficulties in reading

comprehension due to their lack of reading habit. They sometimes cannot understand the meaning of some words and this can often cause confusion in understanding the meanings as a whole. In summary, the lack of reading habit can cause some problems in understanding a language. Their limited reading habit also makes them unable to express their ideas freely.

Many of students still have difficulties in comprehend the meaning of the texts. So, in order to have good reading comprehension ability, the students should have good reading habit. Specifically, reading habit is one of the factors affecting reading comprehension ability. According to Patel and Jain, “reading habits not only helps the students to get knowledge and wisdom from the cultural heritage, but are also very helpful in passing for leisure time”.⁵⁵ Additionally, Sari, Harha and Septy state that habit can identify the reader’s ability in reading. If the students have good reading habits, it will be easy for them to comprehend the reading text. It makes them become a good reader.⁵⁶ In summary, reading habit is very important in improving the reading comprehension. If the students rarely read, they will get difficulties in comprehend the texts. Otherwise, if reading becomes their habit or pleasure, they will use their leisure time for reading. Thus, they will have a good reading comprehension too.

⁵⁵ Patel, M.F. & Jain, P.M., *Op. Cit.*, p. 114.

⁵⁶ Winda Purnama Sari, Khairul Harha and Adzanil Prima Septy, *A Journal of The Correlation Between Students’ Interests and Their Reading Habit Toward Their Reading Comprehension of Narrative Text of the Fifth Year Students of English Department of Bung Hatts University*, e-Journal Bung Hatta, 2016, p. 2.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the data that has been described in the previous chapter, there were some conclusions of this research:

1. The researcher found that most of students have **high** motivation, it can be seen from the total number of students who have high motivation are 11 students or 40.7% from 27 students.
2. Based on data finding it was found that It means that the students' ability in reading comprehension belongs to **average ability (enough)** Levels. There were eight students gained good score (29.6%), and also four students got fair scores (14.8%) and their level was included to *Average Ability* (44.4%).
3. From the data hypotheses testing or analysis it was found that the correlation between students' reading habit and reading comprehension ability was (0.632) which was **high correlation level**. The correlation (*r*) score shows the level of the correlation between the two scores of the group. It means that there is a **high correlation** between students' reading habit and their ability in reading comprehension of report text.

B. Suggestion

Based on the finding and discussion, the researcher gave some suggestion were as follows:

1. Based on the research result, the researcher suggested for the students for improve their reading habit. Because if the students' reading habit is well so they will easy comprehend the text.
2. To students, the reseacher suggested to continue practice in reading skill, because reading is one of very important skill to increase English ability.
3. For other researcher who would conducted as the same topic, the researcher suggested to do well more than this research, because the researcher considered that this research still need more validation from the next research.



BIBLIOGRAPHY

- Ali, Abdullah Yusuf. (2016). *The Meaning of the Holy Qur'an*. UK: The Islamic Foundation.
- Anggraini, Tia Rizki. (2019). Thesis: *The Correlation between Interpersonal and Intrapersonal Intelligence and the Reading Comprehension of the Eight Grade Students of SMPN Negeri 13 Palembang*. Palembang: Sriwijaya University.
- Aramide, Kolawole Akinjide. (2015). *A Journal of Effect of Parental Background Factors on Reading Habits of Secondary School Students in Ogun State, Nigeria*. Journal of Applied Information Science and Technology. Vol. 8 No. 1.
- Arikunto, Suharsimi. (2002). *Dasar-dasar Evaluasi Pendidikan (Edisi Revisi)*. Jakarta: Bumi Aksara.
- Arikunto, Suharsimi. (2006). *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta: Rineka Cipta.
- Armstrong, Thomas. (2003). *The Multiple Intelligences of Reading and Writing: Making the Words Come Alive*. USA: ASCD.
- Armstrong, Thomas. (2009). *Multiple Intelligence in the Classroom (3rd edition)*. USA: Alexandra ASDC.
- Berardo, Sacha Anthony. (2006). *A Journal of The use of Authentic materials in the teaching of reading*. The Reading Matrix. Vol. 6 No. 2.
- Brown, H. Douglas. (2003). *Language Assessment Principle and Classroom Practice*. San Francisco, California: Longman.
- Chettri and Rout. (2013). *A Journal of Reading Habits-An Overview*. IOSR Journal of Humanities and Social Science (IOSR-JHSS). Vol. 14 No. 6.
- Creswell, John W. (2011). *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*. Boston: Pearson.
- Daryanto. (2012). *Evaluasi Pendidikan (Cet. 7)*. Jakarta: Rineka Cipta.
- Debat, Elba Villanueva de. (2006). *A Journal of Applying Current Approaches to the Teaching of Reading*. English Teaching Forum. No.1.

- Dorn and Soffos. (2005). *Teaching for Deep Comprehension: A Reading Workshop Approach*. Portland, Maine: Stenhouse.
- Duffy, Gerald G. (2009). *Explaining Reading: A Resource for Teaching Concepts, Skills, and Strategies (2nd edition)*. New York: The Guildford Press.
- Efendi, Fitri Mares. (2015). Skripsi: *Hubungan antara Kecerdasan Intrapersonal dengan Prestasi Belajar Siswa kelas IV Gugus 1 Kecamatan Srandakan Kabupaten Bantul Yogyakarta Tahun Ajaran 2014/2015*. Yogyakarta: Universitas Yogyakarta.
- Gaona and Gonzalez. (2011). *A Journal of Relationship Between Reading Habits, University Library and Academic Performance in A Simple of Psychology Sudents*. Revista De La Education Superior. Vol. 1 No. 157.
- Gardner and Hatch. (1989). *A Journal of Multiple Intelligences Go to School: Educational Implications of the Theory of Multiple Intelligence*. American Educational Research. Vol. 8 No. 8.
- Gardner, Howard. (1999). *Intelligence Reframed: Multiple Intelligences for the 21st Century*. USA: Basic Books.
- Grabe and Stoller. (2011). *Teaching and Researching Reading (2nd edition)*. London: Routledge Taylor & Francis Group.
- Harmer, Jeremy. (2001). *The Practice of English Language Teaching (3rd edition)*. New York: Longman Publishing.
- Hung and Ngan. (2015). "Investigating Reading Strategies Used by EFL Students at Dong Thap University". Asian Journal of Educational Research. Vol.3 No. 4.
- Indriani. (2019). Thesis: *Correlation between Reading Habit and Reading Comprehension Achievement of English Department Students of IAIN Palangka Raya*. Palangka Raya: IAIN Palangka Raya.
- Iqbal et.al. (2015). *A Journal of Factors Responsible for Poor English Reading Comprehension at Secondary Level*. Communication and Linguistic Studies. Vol.1 No.1.
- Johnson, Andrew P. (2008). *Teaching Reading and Writing: A Guidebook for Tutoring and Remediating Students*. New York: R&L Education.
- Kamus Besar Bahasa Indonesia (KBBI) Online. Retrieved on August 14th 2020 from <https://kbbi.kemendikbud.go.id/>.

- Learning Express Organization. (2010). *Five Hundred and One Reading Comprehension Questions (4th edition)*. Learning Express: New York.
- Lone, Fayaz Ahmad. (2011). *A Journal of Reading Habits of Rural and Urban College Students in the 21st Century*. Library Philosophy and Practice (e-Journal). Vol. 3. No. 586.
- McShane and Glinow. (2017). *Organizational Behavior: Emerging Knowledge, Global Reality (8th edition)*. New York: McGraw Hill Education.
- Muawanah, Samrotul. (2014). Thesis: *The Relationship between Students' Reading Habit and Their Reading Comprehension*. Jakarta: 'Syarif Hidayatullah' State Islamic University.
- Nilsen, et.al. (2012). *A Journal of Creature of habit: Accounting for the Role of Habit in Implementation Research on Clinical Behavior Change*. Implementation Science Journal.
- Nunan and Linse. (2005). *Practical English Language Teaching: Young Learners*. Singapore: McGraw-Hill.
- Nurudin, Seken and Artini. *A Journal of The Effect of Numbered Head Together and Question Answer Relationship Techniques on Students' Reading Comprehension: A Comparative Study*. E-Journal Program Pascasarjana Universitas Pendidikan Ganesha Program Studi Pendidikan Bahasa Inggris. Vol. 1.
- Palani. (2012). *A Journal of Promoting Reading Habits and Creating Literate Society*". International Refereed Research Journal. Vol. 3 No.1.
- Patel and Jain. (2008). *English Language Teaching: Methods, Tools & Techniques*. Jaipur: Sunrise Publishers and Distributors.
- Riandi. (2016). *A Journal of The Effect of Reading Habit and Vocabulary Mastery toward Students' Reading Comprehension in Serang City*. Jurnal Kajian Pendidikan dan Pengajaran. Vol. 2 No.1.
- Sari, Harha and Septy. (2016). *A Journal of The Correlation Between Students' Interests and Their Reading Habit Toward Their Reading Comprehension of Narrative Text of the Fifth Year Students of English Department of Bung Hatta University*. E-Journal Bung Hatta.
- Shanahan, Timothy. (2005). *The National Reading Panel Report: Practical Advice for Teachers*. Naperville: Learning Point Associates.

- Shen, Li-Bi. (2006). *A Journal of Computer Technology and College Students' Reading Habits*. Chia-nan Annual Bulletin. Vol. 32.
- Snow, Catherine. (2002). *Reading for Understanding: Toward an R&D Program in Reading Comprehension*. U.S: RAND Education.
- Sousa, Driessnack and Mendes. (2007). *A Journal of An Overview of Research Design Relevant to Nursing*. Vol.15 No. 3, 2007. Retrieved on January 9th 2021 from http://www.scielo.br/scielo.php?script=sci_arttext&pid=S0104-1169007000300022
- Subana and Sudrajat. (2005). *Dasar-dasar Penelitian Ilmiah*. Bandung: Pustaka Setia.
- Sugiyono. (2016). *Metode Penelitian Kuantitatif, Kualitatif and R&D*. Bandung: Alfabeta.
- Uno, Hamzah B. (2010). *Orientasi Baru dalam Psikologi Pembelajaran*. Jakarta: Bumi Aksara.
- Usman Kasim and Siti Raisha. (2017). *A Journal of EFL Students' Reading Comprehension Problems: Linguistic and Non-Linguistic Complexities*. English Education Journal (EEJ). Vol.8 No.3.
- Wardani, Rika Kusuma. (2019). Thesis: *A Correlation Study between Students' Reading Habit on English Text and Their Oral Reading fluency of Eleventh Grade of MAN Tenganan in the Academic Year OF 2017/2018*. Salatiga: State Institute for Islamic Studies Salatiga.
- Westwood, Peter. (2001). *Reading and Learning Difficulties: Approaches to Teaching and Assessment*. Australia: Acer Press.
- Wood and Runger. (2016). *A Journal of Psychology of Habit*. Annual Review of Psychology. Vol. 67.
- Woolley, Gary. (2011). *Reading Comprehension: Assisting Children with Learning Difficulties*. New York: Springer Science + Business Media.
- Wulandari, Rahmayuni. (2016). Thesis: *"The Correlation between Students' Reading Habit and Students' Reading Comprehension Ability in the First Grade of SMP PGRI 1 Gunung Pelindung, East Lampung"*. Bandar Lampung: Lampung University.



APPENDICES

APPENDIX 1**READING TRY OUT TEST QUESTION**

School	= SMAN 10 KERINCI
Subject	= Reading/ English
Material	= Report Text
Time	= 2 x 45 minutes
Class/Semester	= XI / I

Read the following text carefully and then answer the question based on the text, do it individually.

Text 1

The platypus is a semi-aquatic mammal endemic to East to North Australia, including Tazmania. It is one of the five extreme species of mono-dreams. The only mammal that lays eggs instead of giving birth to live young. The body and the broad flat tail of these animals are covered with dense brown fur, that traps a lay including ear to keep the animals warm. It uses its tail for story joy fact. It has webbed feet and the large robbery's net. These are species that are be closer to those of ducks, then to these any known mammals.

Weight varies considerably from 0.7 to 2.4 kg with males being larger than females. And male averages 50 cm total length whiles the female major approximately 45 cm. The platypus has an average temperature of 32 degrees Celsius rather than 37 degrees Celsius that is typical of the placental mammals.

1. What is topic of paragraph above?
 - A. Octopus.
 - B. Rhinoceros.
 - C. Platypus**
 - D. Mosquitos.
 - E. Hippopotamus.
2. What is main idea of the second ?
 - A. Platypus weight**
 - B. Rhinoceros.
 - C. Octopus.
 - D. Mosquitos.
 - E. Hippopotamus.
3. How much does the Platypus weigh?
 - A. 0.7 to 2.4 kg**
 - B. 0.7 to 2.5 kg.
 - C. 0.7 to 2.6 kg.

- D. 0.7 to 2.7 kg.
E. 0.7 to 2.8 kg.
4. How many an average temperature of platypus?
A. 34 degrees Celsius rather than 37 degrees Celsius
B. 32 degrees Celsius rather than 37 degrees Celsius
C. 33 degrees Celsius rather than 38 degrees Celsius
D. 32 degrees Celsius rather than 38 degrees Celsius
E. 36 degrees Celsius rather than 36 degrees Celsius
5. It is one of the five extreme species of mono-dreams
The underline word (Line 2) refers to.....
A. **Platypus**
B. Rhinoceros.
C. Octopus.
D. Mosquitos.
E. Hippopotamus.

Text 2

The polar bear is a bear native to the Arctic Ocean and its surrounding seas. An adult male weighs about four hundred to six hundred and eighty kilograms, while an adult female is about half that size.

Although it is closely related to the brown bear, it has paws to occupy a narrow ecological niche with many bony characteristics adapted to for cold temperatures, for moving across the snow, ice, open water, and for hunting seals which make up most of its diets. Although most of polar bears are born on land, it spends most of its time at sea, hence its name meaning maritime bear and can hunt consistently only from sea ice. It spends much of the year on frozen sea.

6. What is topic of text 2?
A. **Polar Bear**
B. Bear
C. the Arctic Ocean
D. Brown Bear
E. The big Animal
7. What is main idea of the second paragraph?
A. **Brown Bear**
B. Bear
C. the Arctic Ocean
D. Polar Bear
E. The big Animal
8. What does the adult male bear weigh?
A. 400 – 480 kg
B. **400 – 680 kg**

- C. 480 – 600 kg
- D. 680 – 880 kg
- E. 880 – 1500 kg

9. Where did the animal live?

- A. **In the Arctic Ocean**
- B. In the Indian Ocean.
- C. In the Pacific Ocean.
- D. In the North Atlantic Ocean.
- E. In the South Atlantic Ocean.

10. It spends much of the year on frozen sea.

The underlined word (Last line) refers to.....

- A. Polar Bear
- B. Bear
- C. the Arctic Ocean
- D. Brown Bear
- E. The big Animal

Text 3

Snakes are reptiles (cold-blooded creatures). They belong to the same group as lizards (the scaled group, Squamata) but from a sub-group of their own (Serpentes). Snakes have two legs but a long time ago they had claws to help them slither along. Snakes are not slimy. They are covered in scales which are just bumps on the skin. Their skin is hard and glossy to reduce friction as the snake slithers along the ground. Snakes often sun bathe on rocks in the warm weather. This is because snakes are cold-blooded; they need the sun's warmth to heat their bodies up. Most snakes live in the country. Some types of snakes live in tress, some live in water, but most live on the ground in deserted rabbit burrows, in thick, long grass and in old logs.

A snake's diet usually consists of frogs, lizard, and mice and other snakes. The Anaconda can eat small crocodiles and even bears. Many snakes protect themselves with their fangs. Some snakes are protected by scaring their enemies away like the Cobra. The flying snakes glide away from danger. Their ribs spread apart and the skin stretches out. Its technique is just like the sugar gliders.

11. What is topic of text above?

- A. Crocodile
- B. Snakes
- C. Anaconda
- D. Cobra
- E. Reptiles

12. What is main idea of paragraph two?

- A. Snakes
- B. A Snake's diet

- C. Sugar Gliders
- D. Cobra
- E. Flying Snakes

13. Since the snakes are cold-blooded, they...
- A. like sucking the cool blood
 - B. avoid sun-bathing to their skins
 - C. never sun bathe in the warm weather
 - D. live on the ground in deserted burrows
 - E. require the sun's warmth to heat their bodies**
14. We know from the text that snakes...
- A. do not have claws
 - B. do not like sunlight
 - C. have two legs and claws
 - D. use their legs to climb the tree
 - E. use their claws to slither along the ground**
15. **They** are covered in scales which are just bumps on the skin. They is refer to..(Paragraph 1. Line 4)
- A. foster
 - B. Snakes**
 - C. plough
 - D. nurture
 - E. cultivate

Text 4

Napoleon is a favorite fish for divers in many regions of the world. The fish can instantly be recognized by its size, color and shape. It is one of the largest reef fish in the world. They can grow up to 230 cm and weigh 190 kg. They have fleshy lips and a hump over the head that is similar to a napoleon hat. The Hump becomes more prominent with age.

Colors vary with age and sex. Males range from a bright electric blue to green or purplish blue. Mature males develop a black stripe along the sides, blue spots on their body scales, and blue scribbles on the head. Juveniles can be identified by their pale greenish color and two black lines running behind the eye. Females, both old and young, are red-orange on the upper parts of their bodies and red-orange to white yellow.

Napoleon fish are carnivorous and eat during the day. They can be seen feasting on shellfish, other fish, sea stars, sea urchins and crabs, crushing the shells to get the animal within. They also crush large chunks of dead coral rubble with peg-like teeth to feed on the burrowing mussels and worms.

Pairs spawn together as part of a larger mating group that may consist of over 100 individuals. The planktonic eggs are released into the water, and once

the larvae have hatched they will settle out on the substrate. Adult females are able to change sex but the triggers for this development are not yet known.

The Napoleon is mainly found on coral reef edges and drop-offs. They move into shallow bays during the day to feed, and tend to move into deeper waters as they grow older and large. Adults, therefore, are more common offshore than inshore.

16. What is the text about?
- The description of Napoleon fish**
 - The physical characteristics of carnivorous fish
 - The divers' favorite animals
 - Napoleon's family
 - The development of Napoleon fish
17. What is main idea of paragraph 2?
- Colour vary of Napoleon
 - Kinds of Napoleon
 - Variety color of Napoleon
 - The size of Napoleon
 - Napoleon is a favorite fish
18. Where do Napoleon fish move during the day to feed?
- Offshore
 - Onshore**
 - Deeper water
 - Shallow bays
 - Coral reef edges
19. Which of the following statements is mentioned in the text?
- Napoleon fish tend to move into shallow waters as they grow older and large
 - Napoleon fish move into deep bays during the day to feed
 - Adult females are not able to change sex
 - Napoleon fish are not carnivorous
 - The male has more attractive colours than the females**
20. They move into shallow bays during the day to feed, and tend to move into deeper waters as they grow older and large.
The underlined word (Last Paragraph) refers to.....
- Onshore**
 - Deeper water
 - Shallow bays
 - Coral reef edges
 - Napoleon Fish

Text 5

The anaconda is the largest snake in the world. Also known as the Water Boa, this giant, meat-eater lives in swampy areas of tropical South America. It spends a lot of time in shallow water, hidden from unsuspecting prey. Anacondas are related to boa constrictors. They give birth to 20 to 40 baby snakes at one time. Like all snakes, anacondas are cold-blooded; they have the same temperature as the environment. They continue to grow all their lives, getting bigger and bigger each year. The longest anaconda ever found was 11.4 m long, there are probably even bigger anacondas that have not been seen. Anacondas are greenish-brown with a double row of black oval spots on the back and smaller white markings on the sides.

21. What is the monologue about?
- Snakes.
 - Anacondas
 - Kinds of snakes.
 - What an anaconda looks like.**
 - Another name for an anaconda.
22. What is main idea text above?
- The anaconda is the largest snake in the world**
 - Anaconda spends a lot of time in shallow water,
 - Anaconda is a snake
 - The big Snake
 - The characteristic of Anaconda
23. How many babies does an anaconda give birth at one time?
- 10 – 20.
 - 10 – 30.
 - 20 – 30.
 - 20 – 40
 - 30 – 40.
24. Where is Anaconda live?
- In swampy areas of tropical South America
 - In sea areas of Indonesia
 - In the Jungle of Maluku
 - In the Lake
 - In the Water fall
25. It spends a lot of time in shallow water, hidden from unsuspecting prey.
The other meaning of underlined word is.....
- Live
 - Stay
 - Play
 - Run
 - Walk

THE READING QUESTION FOR REAL TEST

School	= SMAN 10 Kerinci
Subject	= Reading/ English
Material	= Report Text
Time	= 2 x 45 minutes
Class/Semester	= XI / I

Read the following text carefully and then answer the question based on the text, do it individually. Next, answer some questions bellow based on the text which choice a, b, c, d or e as true answer according to you.

Text 1

Ant-eaters are perhaps the most curious looking animals. Their long head and snout look like tubes, and they have no teeth at all. Their front legs are very strong and armed with heavy curved claws with which they break open the nests of ants and termites and then, when the insects rush out, use their long, sticky tongues to lick them up at great speed.

True ant-eaters are found in the swamps and forests of central and South America. Scaly ant-eaters, or pangolins, are found in Africa and tropical Asia.

Various other insect-eating animals are sometimes called ant-eaters, although they really belong to other groups of animals. One of them is the ant-bear, which lives on the plains of South and Central Africa. This has long, erect ears but short blunt claws, an almost hairless tail, yellow brown in color. Unlike the true ant-eaters, it has small teeth.

- The text tells us
 - The story of ant-eaters
 - The report of ant-eaters**
 - The discussion of ant-eaters
 - The description of ant-eaters
 - The explanation of ant-eater's body
- What is main idea of paragraph 2?
 - The place live of ant-eaters
 - Various of ant-eaters
 - The long of ant-eaters
 - The groups of animals.
 - Predators

3. What is the ant-bear?
- The animal has long, erect ears and small teeth**
 - The animal looks like a pangolin.
 - The animal has no sticky tongue
 - The animal does not like to eat ants.
 - The animal belongs to ants' group.
4. From the passage above, we can conclude that....
- All ants are friends of other insects
 - Ants live in the disgusted places
 - Ants Eaters are classified as predators**
 - Ants belong to the insect group
 - Ants usually eat death animals
5. Their long head and snout look like tubes, and they have no teeth at all. The underlined word (paragraph 1) refers to.....
- Predators
 - Ant-eaters
 - Animals
 - Small ant
 - Bigger ant

Text 2

A kangaroo is an animal found only in Australia. It has a smaller relative, called a wallaby, which lives on the Australian island of Tasmania and in New Guinea. Kangaroos eat grass and plants. They have short front legs, but very long and strong back legs and a tail. These are used for sitting up and for jumping. Kangaroos have been known to make forward jumps of over eight metres, and leap across fences more than three metres high. They can also run at speeds of over 45 kilometres per hour.

The largest kangaroos are the Great grey kangaroo and the Red Kangaroo. Adult grows to a length of 1.60 metres and weighs over 90 kilos. Kangaroos are marsupials. This means that the female kangaroo has an external pouch on the front of her body. A baby kangaroo is very tiny when it is born, and it crawls at once into this pouch where it spends its first five months of life.

6. What is main idea of paragraph 2?
- Australian Animals
 - The largest kangaroos
 - The tall of Kangaroo
 - The smaller of Kangaroo
 - Kangaroo's Baby

7. According to the text, the kangaroo
- A. can grow as tall as a man**
 - B. can run faster than a car
 - C. can walk as soon as it is born
 - D. can jump over a 3 metres high fence
 - E. can live in a pouch during its life
8. are used for sitting up and for jumping.
- A. Long tails
 - B. Short legs**
 - C. Body pouch
 - D. Short front legs
 - E. Strong back legs
9. A baby kangaroo is very tiny when it is born, and it crawls at once into this pouch where it spends its first five months of life. The underlined word refers to.....
- A. A Kangaroo
 - B. Australian Animals
 - C. Kangaroo Jumping
 - D. A baby Kangaroo
 - E. The tall of Kangaroo

Text 3

An elephant is the largest and strongest animals. It is a strange looking animal with its thick legs, huge sides and backs, large hanging ears, a small tall, little eyes, long white tusks and above all it has a long noise, the trunk. The trunk is the elephant's peculiar feature, and it has various uses. The elephant draws up water by its trunk and can squirt it all over its body like a shower bath. It can also lift leaves and puts them into its mouth. In fact the trunk serves the elephant as a long arm and hand. An elephant looks very clumsy and heavy and yet it can move very quickly.

The elephant is a very intelligent animal. Its intelligence combined with its great strength makes it a very useful servant to man and it can be trained to serve in various ways such as carry heavy loads, hunt for tigers and even fight.

10. The text tells us about....
- A. the Elephant's peculiar feature
 - B. useful servant
 - C. strange looking animal
 - D. an elephant**
 - E. elephant looks very clumsy.

11. What is main idea of paragraph 1?
- An elephant looks very clumsy and heavy
 - The elephant is a very intelligent animal
 - An elephant is the largest and strongest animals
 - An elephant can move very quickly.
 - An elephant is strange looking animal
12. The third paragraph is mainly about the fact that....
- An Elephants are strong
 - An Elephants can lift logs
 - An Elephants are servants
 - An Elephant are very useful**
 - An Elephant must be trained
13. An elephant is the largest and strongest animals. It is a strange looking animal with its thick legs, huge sides and backs, large hanging ears, a small tall, little eyes, long white tusks and above all it has a long noise, the trunk. The underlined word (Paragraph 1) refers to.....
- An Elephant
 - An Animal
 - Strange Animals
 - Big Animal
 - Black Animal
14. What is topic of paragraph 2?
- Smart Animal
 - Intelligent animal
 - Strong Animal
 - Dangerous Animal
 - An Elephant
15. Which of the following is NOT part of the elephant described in the first paragraph ?
- | | |
|----------------------------|------------------------|
| A. It looks strange | D. It has a trunk |
| B. It is heavy | E. It has a small tail |
| C. It is wild | |
16. It is stated in the text that the elephant uses the trunk to do the following, EXCEPT
- To eat
 - To push**
 - To drink
 - To carry things
 - To squirt water over the body.

Text 4

Komodo dragon is a member of the monitor family, Varanidae. It is the world's largest living lizards. It grows to be 10 feet (3 meters) long and weighs up to 126 kg and belong to the most ancient group of lizards still alive. It is found mainly in the island of Komodo and on other small islands, Rinca, Padar, and Flores. The natives call the dragon, ora, or buaya darat (land crocodile).

The Komodo dragon has a long heavy tail, short, strong legs, and rough skin. It is covered with small dull, colored scales. It can sprint at up 18 km per hours, but only for short distances. When it opens its wide red moth, it shows row of teeth like the edge of a saw.

Komodo dragons are good swimmers and may swim the long distance from one island to another. Like other lizards, they swim by undulating their tails, and their legs held against their body.

The Komodo dragon is totally carnivorous. It hunts other animals during the day. It hunts deer, wild pigs, water buffaloes, and even horses. While smaller Komodo's have to be content with eggs, other lizards, snakes and rodents. Komodo dragons are cannibals. The adult will prey on the young one as well as the old and sick dragons. Lizard digs a cave with its strong claws in the cave at night.

17. What is topic of the text above?
- | | |
|----------------------|----------------------|
| A. The Cannibals | D. The big Animal |
| B. The Komodo Dragon | E. The Strong Animal |
| C. Varanidae | |
18. The main idea of paragraph 5 is ...
- komodo dragons feed on young dragons.
 - komodo dragons get their food by hunting.
 - komodo dragons are carnivorous and also cannibals
 - komodo dragons are cannibals because they hunt other animals.
 - komodo dragons are carnivorous because they eat eggs, meat and rodents.
19. Which of the following is not the characteristic of a komodo dragon?
- Rough skin
 - Strong claws
 - A long heavy tail
 - Short, strong legs
 - Rows of red teeth
20. The Komodo dragon is totally carnivorous. It hunts other animals during the day. The underline word (Last Paragraph) refers to.....

- A. The Cannibals
- B. The Komodo Dragon
- C. Varanida

- D. The big Animal
- E. The Strong Animal



APPENDIX 2**ANGKET (QUESTIONNAIRE) READING HABIT****A. Petunjuk Pengisian Angket**

1. Angket ini bersifat ilmiah, tidak ada tujuan lain.
2. Bacalah setiap butir pertanyaan dengan teliti!
3. Jawablah setiap pertanyaan dengan jujur!
4. Berilah tanda checklist (√) pada pertanyaan yang sesuai dengan pengalaman yang anda alami!
5. Isilah biodata anda pada kolom yang telah disediakan!
6. Atas bantuannya saya ucapkan terima kasih.

B. Biodata Responden

Nama :

Kelas/Semester :

C. Keterangan Jawaban

SS : Sangat Setuju

ST : Setuju

N : Netral

TS : Tidak Setuju

STS : Sangat Tidak Setuju

INSTITUT AGAMA ISLAM NEGERI
KERINCI

NO.	Pertanyaan Reading Habit	SS	ST	N	TS	STS
1.	Saya merasa bersemangat ketika membaca buku berbahasa Inggris					
2.	Saya senang menerima buku berbahasa Inggris sebagai hadiah					
3.	Saya mendiskusikan buku berbahasa Inggris yang saya baca bersama teman saya					
4.	Saya merasa bosan ketika membaca buku berbahasa Inggris saat istirahat					
5.	Saya merasa terbebani ketika mengunjungi perpustakaan untuk membaca buku berbahasa Inggris					
6.	Saya sering sempatkan diri membaca buku berbahasa Inggris saat ada waktu luang					
7.	Saya jarang sempatkan diri membaca buku berbahasa Inggris saat ada waktu luang					
8.	Saya selalu membaca buku berbahasa Inggris dalam satu hari					
9.	Saya tidak pernah membaca buku berbahasa Inggris dalam satu hari					
10.	Saya sering belajar menggunakan buku berbahasa Inggris					
11.	Dalam 3 bulan saya membaca lebih dari 4 buku berbahasa Inggris					
12.	Dalam 3 bulan saya membaca kurang dari 4 buku berbahasa Inggris					
13.	Saya membaca berbagai macam buku fiksi berbahasa Inggris (novel, komik, cerpen, dan lain-lain) dalam kurun waktu 3 bulan					
14.	Setiap 3 bulan tidak ada buku baru berbahasa Inggris yang saya beli/ pinjam					
15.	Setiap 3 bulan ada buku baru berbahasa Inggris yang saya beli/ pinjam					
16.	Dalam 1 hari jumlah waktu yang saya habiskan untuk membaca buku berbahasa Inggris cukup lama					
17.	Dalam 1 hari jumlah waktu yang saya habiskan untuk membaca buku berbahasa Inggris hamper tidak ada					
18.	Saya membaca materi terkait sebelum pelajaran bahasa Inggris dimulai					
19.	Saya tidak mencari tambahan referensi ketika mendapat tugas Bahasa Inggris dari Dosen					

20.	Saya menyiapkan kamus sebagai pendamping dalam membaca buku berbahasa Inggris					
21.	Setiap hari saya sempatkan membaca tulisan berbahasa Inggris yang berkaitan dengan hobi saya					
22.	Tidak setiap hari saya sempatkan membaca tulisan berbahasa Inggris yang berkaitan dengan hobi saya					
23.	Saya membaca teks berbahasa Inggris untuk mengisi waktu luang saya					
24.	Saya memilih untuk melakukan hal lain selain membaca teks berbahasa Inggris untuk mengisi waktu luang saya					
25.	Saya membaca teks berbahasa Inggris untuk menambah pengetahuan saya					
26.	Saya membaca buku berbahasa Inggris karena ingin memahami isinya					
27.	Saya enggan membaca buku berbahasa Inggris untuk memahami isi buku					
28.	Saya selalu membeli buku berbahasa Inggris yang disarankan/ digunakan oleh Dosen saya					
29.	Saya tidak pernah membeli buku berbahasa Inggris yang disarankan/ digunakan oleh Dosen saya					
30.	Buku berbahasa Inggris lebih menarik dari bahasa lainnya					

APPENDIX 3

VALIDITY TEST

$$R_{xy} = \frac{N \sum XY - \sum X \cdot \sum Y}{\sqrt{[N \sum X^2 - (\sum X)^2] [N \sum Y^2 - (\sum Y)^2]}}$$

$$\begin{aligned}
 R_{xy} &= \frac{20 \times 227 - 14 \times 287}{\sqrt{[20 \times 14 - (14)^2] [20 \times 4610 - (287)^2]}} \\
 &= \frac{4540 - 4018}{\sqrt{[280 - 196] [92200 - 82369]}} \\
 &= \frac{522}{\sqrt{[84] [9831]}} \\
 &= \frac{522}{\sqrt{825804}} \\
 &= \frac{542}{908}
 \end{aligned}$$

= 0,59 (Enough)

The item test will be valid if $R_{xy} > R_{table}$, while $R_{xy} < R_{table}$ it means the item test was not valid. In this test $n=20$ and $R_{table}=0,44$. In the same way above, the result of the items validity number 2-25 are obtained. Here are the results:

No	Validity Test	Criteria
1	0,59	Valid
2	0,53	Valid
3	-0,4	Not Valid
4	0,54	Valid
5	0,46	Valid
6	0,55	Valid
7	-0,4	Not Valid
8	0,48	Valid
9	0,53	Valid
10	0,48	Valid
11	0,62	Valid
12	0,60	Valid
13	0,62	Valid
14	0,55	Valid

15	0,43	Not Valid
16	0,36	Not Valid
17	0,52	Valid
18	0,68	Valid
19	0,54	Valid
20	0,32	Not Valid
21	0,59	Valid
22	0,55	Valid
23	0,49	Valid
24	0,49	Valid
25	0,54	Valid

Based on the table above, it shows that 20 questions was valid and 5 questions was not valid (3, 7, 15, 16, 20) because had value under 0,44 or $R_{xy} < 0,44$. The researcher not revision questions was not valid but the researcher throw 5 questions was not valid.

APPENDIX 4**DIFFICULTY POWER INDEX**

$$P = \frac{B}{JS} = \frac{14}{20} = 0,7$$

In the same way above, the results of the item difficulty power index number 2-20 are obtained. Here are the results :

Item Number	B	Difficulty Power Index	Decision
1	14	0,7	Average
2	13	0,65	Average
3	15	0,75	Easy
4	13	0,65	Average
5	8	0,4	Average
6	14	0,7	Average
7	15	0,75	Easy
8	9	0,45	Average
9	13	0,65	Average
10	13	0,65	Average
11	12	0,6	Average
12	10	0,5	Average
13	12	0,6	Average
14	14	0,7	Average
15	4	0,2	Difficult
16	5	0,25	Difficult
17	13	0,65	Average
18	10	0,5	Average
19	11	0,55	Average
20	5	0,25	Difficult
21	11	0,55	Average
22	10	0,5	Average
23	11	0,55	Average
24	10	0,5	Average
25	11	0,55	Average

APPENDIX 5

ITEM DISCRIMINATIONS

$$D = \frac{BA}{JA} - \frac{BB}{JB} = P_A - P_B$$

No	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	Y
1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	0	1	21
2	0	0	0	0	1	0	0	1	0	0	0	0	0	1	0	0	1	0	1	1	0	0	0	1	1	8
3	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	21
4	1	1	1	1	0	1	1	0	1	1	1	1	1	1	0	0	1	1	1	0	1	0	1	1	1	19
5	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	0	1	1	0	1	1	21
6	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	0	0	1	1	0	0	1	1	0	1	18
7	1	1	1	1	0	0	1	0	1	1	0	1	1	1	0	1	1	0	1	0	1	0	1	1	1	17
8	1	1	0	1	1	0	1	1	1	0	0	0	0	0	0	0	0	1	0	0	0	1	1	0	0	10
9	0	0	1	0	1	0	1	1	0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	7
10	1	1	1	0	0	1	1	0	1	1	1	1	1	0	1	0	0	1	1	0	1	1	0	1	0	16
11	1	1	0	1	1	1	0	1	1	0	0	0	0	1	0	0	0	0	0	0	0	0	1	0	0	9
12	1	1	1	1	0	1	1	0	1	1	1	0	1	1	0	0	1	1	0	1	1	1	1	1	1	19
13	0	1	1	0	0	0	1	1	1	0	1	1	1	0	0	0	1	0	0	0	0	0	0	0	0	9
14	0	1	1	1	1	1	1	0	1	0	0	1	1	1	0	1	1	1	1	0	1	1	1	1	1	19
15	0	0	0	0	1	1	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4
16	1	0	1	1	0	1	0	0	1	1	1	0	0	1	0	1	1	0	1	1	0	1	1	0	1	15
17	1	0	1	1	1	0	1	1	0	0	0	0	1	1	0	0	0	0	1	0	0	0	1	0	0	10
18	1	0	1	0	1	1	0	1	1	1	1	1	1	0	0	1	1	0	1	1	0	1	0	0	0	15
19	1	0	1	0	1	1	1	1	1	1	1	0	0	1	0	0	1	0	1	0	1	1	1	1	1	16
20	0	1	1	1	0	1	1	0	0	1	1	0	0	1	0	0	1	1	0	0	1	0	1	1	0	13

UP GROUP

No	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	TOTAL
1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	0	1	21
3	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	21
5	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	0	1	1	0	1	1	21
4	1	1	1	1	0	1	1	0	1	1	1	1	1	1	0	0	1	1	1	0	1	0	1	1	1	19
12	1	1	1	1	0	1	1	0	1	1	1	0	1	1	0	0	1	1	0	1	1	1	1	1	1	19
14	0	1	1	1	1	1	1	0	1	0	0	1	1	1	0	1	1	1	1	0	1	1	1	1	1	19
6	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	0	0	1	1	0	0	1	1	0	1	18
7	1	1	1	1	0	0	1	0	1	1	0	1	1	1	0	1	1	0	1	0	1	0	1	1	1	17
10	1	1	1	0	0	1	1	0	1	1	1	1	1	0	1	0	0	1	1	0	1	1	0	1	0	16
19	1	0	1	0	1	1	1	1	1	1	1	0	0	1	0	0	1	0	1	0	1	1	1	1	0	16
BA	9	9	9	8	4	9	10	5	9	9	8	8	9	9	4	3	8	8	8	2	9	7	7	8	8	

DOWN GROUP

No	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	TOTAL
16	1	0	1	1	0	1	0	0	1	1	1	0	0	1	0	1	1	0	1	1	0	1	1	0	1	15
18	1	0	1	0	1	1	0	1	1	1	1	1	1	0	0	1	1	0	1	1	0	1	0	0	0	15
20	0	1	1	1	0	1	1	0	0	1	1	0	0	1	0	0	1	1	0	0	1	0	1	1	0	13
8	1	1	0	1	1	0	1	1	1	0	0	0	0	0	0	0	0	1	0	0	0	1	1	0	0	10
17	1	0	1	1	1	0	1	1	0	0	0	0	1	1	0	0	0	0	1	0	0	0	1	0	0	10
11	1	1	0	1	1	1	0	1	1	0	0	0	0	1	0	0	0	0	0	0	0	0	1	0	0	9
13	0	1	1	0	0	0	1	1	1	0	1	1	1	0	0	0	1	0	0	0	0	0	0	0	0	9
2	0	0	0	0	1	0	0	1	0	0	0	0	0	1	0	0	1	0	1	1	0	0	0	1	1	8
9	0	0	1	0	1	0	1	1	0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	7
15	0	0	0	0	1	1	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4
BB	5	4	6	5	7	5	5	9	5	5	5	2	3	5	0	2	5	2	3	3	2	3	5	2	3	

$$\begin{aligned}
 1. P_A &= \frac{BA}{JA} & P_B &= \frac{BB}{JB} & D &= P_A - P_B \\
 &= \frac{9}{10} = \frac{5}{10} = 0,9 - 0,5 \\
 &= 0,9 & &= 0,5 & &= 0,4
 \end{aligned}$$

In the same way above, the results of the item discrimination number 2-25 are obtained. Here are the results :

ITEM NUMBER	PA	PB	D	CLASSIFICATION
1	0,9	0,5	0,4	Good
2	0,9	0,4	0,5	Good
3	0,5	0,9	-0,4	Very bad
4	0,8	0,5	0,3	Good
5	0,4	0,7	0,3	Good
6	0,9	0,5	0,4	Good
7	1	0,5	0,5	Very good
8	0,9	0,6	0,3	Enough
9	0,9	0,5	0,4	Good
10	0,9	0,5	0,4	Good
11	0,8	0,5	0,3	Enough
12	0,8	0,2	0,6	Good
13	0,9	0,3	0,6	Good
14	0,9	0,5	0,4	Good
15	0,4	0	0,4	Very bad
16	0,3	0,2	0,1	Bad
17	0,8	0,5	0,3	Enough
18	0,8	0,2	0,6	Good
19	0,8	0,3	0,5	Good
20	0,2	0,3	0,1	Bad
21	0,9	0,2	0,7	Good
22	0,7	0,3	0,4	Good
23	0,7	0,5	0,2	Enough
24	0,8	0,2	0,6	Enough
25	0,8	0,3	0,5	Good

APPENDIX 6

Reliability Test

$$\delta_1^2 = \frac{\Sigma X^2 - \frac{\Sigma X^2}{n}}{n} = \frac{14 - \frac{196}{20}}{20} = \frac{14 - 9,8}{20} = 0,21$$

In the same way above, the results of the variants number 2-20 are obtained.

Here are the results :

Item test	δ_1^2
1	0,21
2	0,22
3	0,22
4	0,24
5	0,21
6	0,22
7	0,21
8	0,21
9	0,24
10	0,25
11	0,24
12	0,21
13	0,22
14	0,25
15	0,24
16	0,24
17	0,25
18	0,24
19	0,25
20	0,24
Σ	4,61

$$\begin{aligned} \text{Relibilitas total of variants} &= \frac{\Sigma y^2 - \frac{\Sigma y^2}{n}}{n} = \frac{4610 - \frac{(287)^2}{20}}{20} = \frac{4610 - \frac{82369}{20}}{20} \\ &= \frac{492}{20} = 24,6 \end{aligned}$$

$$\begin{aligned} R_{11} &= \left(\frac{n}{n-1}\right) \left(1 - \frac{\Sigma \delta_1^2}{\delta_1^2}\right) = \left(\frac{20}{20-1}\right) \left(1 - \frac{4,61}{24,6}\right) = \left(\frac{20}{19}\right) (1 - 0,19) \\ &= 1,05 \times 0,81 = 0,85 \text{ (very good)} \end{aligned}$$

APPENDIX 7

The Result of Students' Reading Comprehension Test

Students	Items number																				X	Score
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
1	1	0	1	0	1	0	1	0	0	0	1	0	1	0	1	0	1	1	0	1	10	50
2	1	1	1	1	0	1	1	0	1	0	1	1	1	1	0	1	1	1	1	1	16	80
3	1	1	0	1	1	1	0	1	1	1	0	1	1	1	1	1	0	1	1	0	15	75
4	1	1	0	1	0	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	16	80
5	1	1	1	0	1	1	0	1	0	1	0	1	1	0	1	1	1	0	1	1	14	70
6	1	1	0	1	1	1	0	1	1	0	1	0	1	1	1	1	0	1	1	0	14	70
7	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	19	95
8	1	1	1	1	1	0	1	1	1	0	1	1	1	0	1	1	1	1	1	1	17	85
9	1	1	0	1	0	1	1	0	1	1	1	0	1	1	1	0	1	1	0	1	14	70
10	1	1	0	1	0	1	1	1	1	1	1	1	1	1	0	1	0	0	1	0	14	70
11	1	0	1	1	0	0	1	1	0	1	1	1	1	0	1	0	1	1	1	0	13	65
12	1	1	1	0	1	0	1	0	1	0	1	0	1	0	0	1	0	1	0	0	10	50
13	1	1	1	1	1	0	0	0	0	0	0	1	0	1	0	1	1	0	0	0	9	45
14	1	1	1	1	0	1	0	1	0	1	0	0	1	1	0	1	0	0	1	0	11	55
15	0	1	1	1	1	0	0	1	1	1	1	1	1	0	1	1	0	1	1	1	15	75
16	1	1	1	1	1	0	1	1	1	1	0	1	1	1	0	1	1	1	0	1	16	80
17	1	1	1	0	1	1	0	1	1	0	1	0	1	1	1	1	1	1	1	1	16	80
18	1	1	1	1	1	0	1	0	1	1	0	1	1	0	1	1	1	1	1	1	16	80
19	1	1	1	1	0	1	0	1	0	0	1	0	0	1	0	1	0	0	1	1	11	55
20	1	0	1	1	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	1	12	60
21	1	1	0	1	1	1	0	1	1	1	0	1	0	1	1	1	1	0	0	1	14	70
22	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	0	1	17	85
23	1	1	0	1	1	0	0	0	1	0	1	1	0	0	1	0	0	1	0	1	10	50
24	0	1	1	1	0	1	0	0	1	1	0	0	1	1	0	1	0	1	1	0	11	55
25	1	1	1	1	0	0	1	0	1	0	1	0	0	1	1	0	1	1	1	1	13	65
26	1	1	1	1	1	1	1	1	1	0	0	0	0	1	1	1	0	0	0	0	12	60
27	1	1	1	1	0	1	1	1	0	1	0	0	1	1	1	1	0	1	1	1	15	75
R	25	24	20	23	17	16	16	15	19	15	17	16	20	18	18	21	16	19	18	18		1850

APPENDIX 8

Questionnaire score of Students' Reading Habit

NO	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	Score	
1	3	1	3	3	1	2	3	2	1	1	3	3	2	4	4	4	1	2	4	4	4	3	2	3	1	4	1	1	4	1	1	4	4	4	4	2	2	1	93
2	4	3	3	4	4	5	5	3	4	3	3	3	4	5	5	4	4	5	5	5	5	3	2	4	3	4	3	3	2	1	3	4	3	3	3	3	3	4	134
3	3	3	4	3	2	3	3	2	5	3	2	3	4	4	4	4	4	2	2	5	4	1	1	1	2	4	3	3	2	1	1	4	4	4	4	4	4	4	112
4	3	3	4	5	4	4	3	2	4	3	3	3	3	3	2	2	3	2	2	5	3	4	2	3	3	2	3	1	3	1	1	2	3	2	2	3	3	3	104
5	5	4	4	5	4	4	3	2	1	4	5	1	4	4	2	3	5	5	5	5	5	5	5	5	5	5	5	4	5	4	5	5	3	4	5	2	4	151	
6	4	2	4	2	1	3	5	1	1	3	3	2	3	1	1	1	4	1	4	3	3	1	1	1	4	5	4	1	5	1	1	4	4	2	5	3	1	95	
7	4	3	5	3	2	5	5	3	2	4	5	4	1	1	3	4	4	5	5	4	4	3	2	3	5	4	4	1	5	3	1	4	5	3	4	2	5	130	
8	2	4	3	2	4	4	4	3	4	3	3	2	3	3	2	4	4	3	3	4	4	3	3	4	4	2	2	2	3	2	2	2	2	2	2	2	3	108	
9	3	1	3	3	4	3	2	3	4	4	2	1	3	3	2	5	3	2	5	5	3	1	2	4	4	3	2	1	1	1	2	3	1	3	3	3	1	99	
10	5	1	5	4	5	3	5	3	1	2	1	1	4	1	5	1	1	1	1	5	5	5	4	2	1	1	1	1	1	2	1	4	5	1	1	1	1	92	
11	2	1	4	2	1	4	1	2	1	2	1	1	3	1	1	2	2	3	3	2	3	2	1	2	1	3	2	1	1	1	1	2	1	1	1	1	3	66	
12	2	2	3	3	1	3	3	1	1	3	2	3	1	1	1	1	1	3	2	4	3	2	1	5	5	4	3	1	2	1	1	4	1	2	1	1	1	79	
13	3	1	3	2	1	2	3	4	1	1	2	1	3	3	2	1	2	4	2	3	2	1	1	2	2	2	3	1	1	2	1	2	1	2	3	1	1	72	
14	4	1	2	3	1	3	3	1	1	3	4	1	4	1	1	1	1	1	1	1	4	1	1	2	1	1	2	1	1	1	1	2	1	3	2	1	64		
15	3	2	2	3	3	4	3	2	2	1	4	2	1	2	1	1	2	2	3	4	3	2	3	2	3	3	3	2	4	2	1	3	3	2	3	1	1	88	
16	3	1	2	3	3	3	2	2	2	3	2	3	4	4	4	3	4	3	5	5	4	3	2	5	4	5	4	1	5	2	3	4	3	3	4	3	2	118	
17	5	1	5	5	3	5	5	5	1	4	1	1	3	4	3	4	3	5	5	5	5	5	4	5	5	5	5	1	2	1	1	4	5	5	5	4	4	139	
18	4	3	4	3	1	2	3	3	2	2	3	1	3	2	1	2	2	2	4	3	4	4	2	3	2	3	2	1	2	1	2	4	3	2	4	3	2	94	
19	1	3	4	1	1	2	2	1	4	3	1	1	3	2	1	4	1	4	4	4	3	1	2	2	4	4	3	1	4	1	1	1	1	4	4	1	1	85	

20	4	2	3	4	2	3	1	1	2	3	1	2	3	1	2	2	2	4	5	5	4	4	2	1	3	5	5	1	5	1	2	5	5	5	2	3	3	108
21	2	2	3	3	1	2	3	1	1	1	3	2	2	1	1	1	3	1	3	4	5	1	2	5	4	3	5	1	3	1	1	2	1	1	2	1	2	80
22	4	1	3	1	2	4	3	1	1	2	1	1	4	1	1	3	1	5	4	4	5	3	1	1	2	1	3	1	4	1	1	4	3	1	5	4	4	91

23	1	3	3	1	1	2	4	1	2	2	1	1	3	1	3	2	3	2	4	4	4	4	3	2	1	5	4	1	2	3	5	74
24	1	3	3	5	1	2	2	2	3	3	4	1	1	1	2	1	3	3	3	5	5	2	1	1	5	3	1	3	5	3	78	
25	5	3	3	1	4	3	2	1	2	2	2	2	5	3	5	1	3	2	5	5	5	1	1	1	5	5	4	1	4	5	91	
26	4	4	4	1	1	2	4	5	4	1	1	1	4	4	2	1	2	2	3	4	4	2	2	1	4	4	2	2	4	4	83	
27	4	3	2	5	2	4	4	4	5	2	2	1	4	4	4	5	4	4	4	5	4	3	2	2	5	5	3	2	2	4	104	



APPENDIX 9

LINERITY TEST

ANOVA Table

			Mean Square	F
Reading Comprehension *	Between Groups	(Combined)	165,902	,948
Reading Habit		Linearity	1734,598	9,912
		Deviation from Linearity	94,597	,541
	Within Groups		175,000	
	Total			

APPENDIX 10

NORMALITY TEST

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		27
Normal Parameters ^{a,b}	Mean	,0000000
	Std. Deviation	10,01180558
Most Extreme Differences	Absolute	,081
	Positive	,073
	Negative	-,081
Test Statistic		,081
Asymp. Sig. (2-tailed)		,200 ^{c,d}

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.
- d. This is a lower bound of the true significance.

APPENDIX 11

CORRELATION BETWEEN VARIABLE (X) AND (Y)

Correlations

		Reading Comprehension	Reading Habit
Reading Comprehension	Pearson Correlation	1	,632**
	Sig. (2-tailed)		,000
	N	27	27
Reading Habit	Pearson Correlation	,632**	1
	Sig. (2-tailed)	,000	
	N	27	27

** . Correlation is significant at the 0.01 level (2-tailed).



APPENDIX 12





