



**THE INFLUENCE OF READING HABITS  
ON STUDENTS' READING COMPREHENSION  
AT GRADE VIII SMP N 1 RANTO BAEK  
KABUPATEN MADINA**

**A THESIS**

*Submitted to State Institute for Islamic Studies (IAIN)  
Padangsidempuan As a Partial Fulfillment of Requirement  
For Degree of Islamic Educational Scholar  
(S.Pd.I) in English*

**Written by:**

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**ENGLISH EDUCATION STUDY PROGRAM**

**TARBIYAH AND PAEDAGOGY FACULTY  
STATE INSTITUTE FOR ISLAMIC STUDIES  
PADANGSIDIMPUAN**

**2014**



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Things : Thesis  
a.n. Nursalimah  
Appendix : 5 (five) Exemplar

Padangsidimpuan, 18 January 2014

To:  
Dean Tarbiyah and Pedagogy Faculty  
in –  
Padangsidimpuan

*Assalamu'alaikum Wr.Wb.*

After Reading, studying, and giving advices for necessary revises on thesis belongs to Nursalimah, entitle "**THE INFLUENCE OF READING HABITS ON STUDENTS' READING COMPREHENSION AT GRADE VIII SMP N 1 RANTO BAEK KABUPATEN MADINA**". We assume that the thesis has been acceptable the assignment and fulfill the requirement for the degree of Sarjana Pendidikan Islam (S.Pd.I), Department of Tarbiyah and Pedagogy Faculty in IAIN Padangsidimpuan.

Therefore, we hope that she could be to defend her thesis in Munaqosyah. That's all and thank you for your attention.

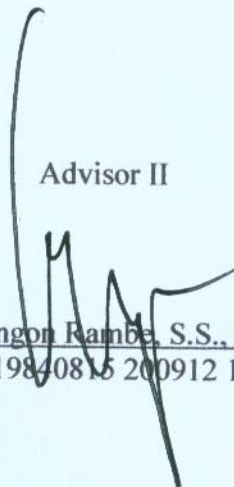
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Declaring to arrange own thesis without asking for illegal helping from the other side except the guiding of advisors team and without doing plagiarism along with the students' ethic code in article 14 subsections 2.

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**LEGALIZATION**

The theses with title: **THE INFLUENCE OF READING HABITS ON STUDENTS'  
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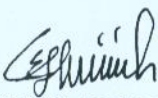


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I realize this thesis is imperfect. Therefore, critics and suggestions are really needed to make this thesis become better in the future.

Padangsidempuan, 4 December 2013

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### **ABSTRACT**

The problems of this research is students' ability in reading comprehension is low. The next problem, students are lack motivation about reading. The last problem are intonation and students' voice emphasis in reads is still minim. Based on the statement above, researcher feels important to do research about the influence of reading habits on students' reading comprehension, at Grade VIII SMP N 1 Ranto Baek Kabupaten Madina.

The method of this research was correlation design and the kind of this research was quantitative research. The population of this research was VIII grade students of SMP N 1 ranto baek. The instrument collecting data were questionnaire and test. The data were analyzed statistically by applying correlation Jaspers'.

The result showed that if  $r = 0,50$ , it means positive and enough the correlation and the hypothesis was accepted and it can be concluded that there was a significantly influence of reading habits on students' reading comprehension at grade VIII SMP N 1 Ranto Baek in 2013 academic year.

# CHAPTER I

## INTRODUCTION

### A. Background of the Problem

Reading is one of the four basic language skills, it is a part or component of the communication, and it is completely ability. If avoid often read, it is can to active our background knowledge. So, here the researcher feel important to research about reading and researcher feel important because, the first with reading avoid can get knowledge from reading, and reading improves our vocabulary : remember in elementary school when learned how to infer the meaning of one word by reading the context of the other words in the sentence, avoid get the same benefit from book reading.

The second get some informations, such as; information about job, if read a newspaper and will get social situation. So, many benefits derived from reading; for students, the students know about kinds of advanced science and technology before it can be applied and the students can develop their skill in reading. The last, improves memory, reading is like a games, if don't focus will not become the winner in game, it is same with reading because when read something avoid must focus to the our reading and when read full memory is needed to remember what have read.

Although reading is very important, but reading skill is problematic at SMP N 1 Ranto Baek Kabupaten Madina at second semester academic years 2012 / 2013. The actual fact is revealed in the following illustration. The first, students' ability in reading comprehension is low. Here the researcher found from data SMP N 1 Ranto Baek Kabupaten Madina at second semester academic years 2012 / 2013 that are; the students' ability in class VIII: A = 60, class VIII: B = 55.<sup>1</sup> In brief, students' ability in reading comprehension does not fulfill while the minimum standard in this school is 70. In addition the researcher found cause, why students' ability in reading comprehension is low, the students do not like studying English, researcher knows when their learning process, some students are sleepy and sleeping in the classroom. The researcher also ever asked to some students, "who dislike studying English?". "many students rise their hand"<sup>2</sup>.

The second, researcher found that students are lack motivation about reading. Here the researcher knows from, the first when the lesson reading they often came late enter to class, the second, when the process teaching learn the students do not focus, they make noise<sup>3</sup>.

The last, the learning strategies are less. Based on the researcher observation when they study English about reading, students are able to read

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<sup>1</sup> Document SMP N 1 Ranto Baek Kabupaten Madina, Manisak : SMPN 1 Ranto Baek, 2011 / 2012.

<sup>2</sup> Students at Grade VIII, *Observation*, 27<sup>th</sup>, March, 2013.

<sup>3</sup> Students at Grade VIII , *Observation*, 26<sup>th</sup>, March, 2013

the text but do not understand what they read.<sup>4</sup> It is happened when reading a text, students do not have strategy in reading. The last problems are intonation and students' voice emphasis in reads is still minim and while reading they can not utilize punctuation mark, which is, comma, colon, question mark the all same they make. The habits way of reading when elementary school stills influence in this junior high school.

Based on the problems above researcher makes the approach to look for cause of the problems, and researcher found some cause of the problems there are: first students' half motivation from their parent about reading, the second students' have not reading habits and the last students' half vocabulary to comprehend reading and students interest is less.

Based on the statement above, researcher fells important to do research about the influence of reading habit (X) and on students' reading comprehension (Y), at Grade VIII SMP N 1 Ranto Baek Kabupaten Madina at second semester academic years 2012 / 2013.

## **B. Identification of the Problem**

Based on the background above, some problem concerning reading skill at VIII Grade SMP N 1 Ranto Baek Kabupaten Madina at second semester academic years 2012 / 2013 are :

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<sup>4</sup> Students at Grade VIII, *Observation*, 26<sup>th</sup>, March, 2013.

1. Students get low achievement in reading comprehension.
2. Students are lack motivation about reading, it was also found that students are lack motivation about Reading.
3. Intonation and students' voice emphasis in reads is still minim and while reading they can not utilize punctuation mark, which is, comma, colon, question mark the all same they make.

### **C. Limitation of the Problem**

The coverage of the variables stated above is so large in the matter of materials, space and time that it is difficult to correlate alone. Due to the limitation of the researcher in the aspect of ability, time and finance, this research must be limited. Thus, this research just choose reading habits and want to find the correlation to students' reading comprehension.

### **D. Definition of the Operational Variables**

1. Reading habit

Reading habit is the activity of reading has become blood relative for human body. Dewa Ketut Sukardi said: when reading the book was obliged to repeat many times it will form the habit of reading. Reading habits will eventually lead penchant read.<sup>5</sup> From the opinion above researcher conclude that reading habit is activity of reading has become habit and always repetition and continuously every time.

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<sup>5</sup>Dewa Ketut Sukardi, *Bimbingan Perkembangan Jiwa Anak* (Jakarta: Ghalia Indonesia 1987) hlm. 105.

## 2. Students' Reading comprehension

Reading is an interactive process that happens in human minds to reconstruct the meaning for what they have read. Reading is a complex cognitive process of decoding in order to construct or derive meaning, and reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and word knowledge, and fluency.<sup>6</sup> From the definition above can conclude that Reading comprehension is an interactive process between the reader and the text.

### **E. Formulation of the Problem**

Based on the background and identification of the problem above, there are two independent variables which will influence one dependent variable which are to investigate. Reading habits and reading comprehension. this study will correlate the difference result of students' ability in reading comprehension by reading habits. And the researcher makes this research based on the following of the formulation of the problem as follows:

1. How is the students' reading habit at grade VIII SMP N 1 Ranto Baek Kabupaten Madina?
2. How is the students' reading comprehension at grade VIII SMP N 1 Ranto Baek Kabupaten Madina?

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<sup>6</sup>Janette K. Klingner, et all, *Teaching Reading Comprehension to students with Learning Difficulties*, ( New York : The Gulford Press, 2007) p.2.

3. Is there a significant influence of reading habits on students' reading comprehension at grade SMP N 1 Ranto Baek Kabupaten Madina?

#### **F. The Objectives of the Research**

Based on the formulation of the problem above, the objective of this research is as follows:

1. To describe the students' reading habits at grade VIII students' of SMP N 1 Ranto Baek Kabupaten Madina at second semester academic years 2012 / 2013.
2. To describe the students' reading comprehension at grade VIII SMP N 1 Ranto Baek Kabupaten Madina at second semester academic years 2012 / 2013.
3. To examine the influence of reading habits on students' reading comprehension at grade VIII SMP N 1 Ranto Baek Kabupaten Madina at second semester academic years 2012 / 2013.

#### **G. The Uses of the Research**

The result of research is expected to be use full for:

1. As input for the headmaster in guiding his English teacher.
2. For the English teacher of SMP N 1 Ranto Baek Kabupaten Madina at second semester academic years 2012 / 2013 to help in improving the quality of teaching learning achievement, especially in reading comprehension.



3. For another researcher as references who wants to conduct research about reading habits and reading comprehension.

#### **H. Outline of Thesis**

The systematic of this research is divided into five chapters. Each chapter consist of many sub chapters with detail as follows : in chapter 1, it was consist of background of the problem that explained about the important reasons of the research, identification of the research, limitation of the problem, defenition of the operational variables, formulation of the problem told about what must do searcher in the research, the objectives of the research, the uses of the research, out line of the thesis explained the contains each chapter.

In chapter II, it was consist theoretical description told about understanding of habits, understanding of reading habits, measuring reading habit, indicator reading habit, defenition of reading comprehension, the aim of reading comprehension, the level of comprehension, types of reading, assessment of reading comprehension, material development, indicator of reading comprehension, review of related finding, told about the related of the research that found before, and conceptual framework told about reading habit.

In chapter III, it was consists of research methodology consists of the research design, time and place of research told about how long and where the research did, population and sample, told about who will become subject of research, instrument of the data collection told about the tools that used to collect data in the research, analysis of the instrument told about how know students' reading habit and student' reading comprehension, techniques of data collecting told about the way to collect the data, data analysis told about the way to analyze the data.

In chapter IV, it was the result of research talking about the influence of reading habits on students' reading comprehension at grade VIII SMP N 1 ranto baek, chapter consist description of data described of the result, students' reading habit an students' reading comprehension, discussion told about the discuss between findings before to the result of the research and threats of the research.

In chapter V, it was consists of the conclusion told about concluded the result of the research, and suggestions was research wishing in teaching learning progres.

## CHAPTER II

### THEORETICAL DESCRIPTION

#### A. Description of Reading Habit

##### 1. Understanding of Habits

If an activity or attitude, both physically and mentally, was ingrained in a person, it is said that the activities or attitude it has become a habit of it and it was called a habit<sup>1</sup>. The formation of a habit it cannot happen in a short time. But the formation is a developmental process takes a relatively a long time. Another that, desire and motivation factor is necessary in do something. For example, a person wakes up in the morning at 5 and has become a habit, then he must first there is a desire and a willingness to start doing it on a regular basis until it is ingrained activity. Nevertheless the will need to be reinforced by motivation, when viewed in terms of society, it is an activity habits or attitudes, whether physical or mental, which has been entrenched in a society. Thus the custom is a part of the culture of a society. Physical and mental activity can develop into a habit when reading.

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<sup>1</sup>Tampubolon, *Kemampuan membaca*, (Bandung : Angkasa, 1987), p. 229.

According to Oxford's Dictionary, Habit is thing that people do often and almost without thinking<sup>2</sup>. Theresia (in Nurhayati, 1990) saying that habit is a behavioral one constitute wont that finally becomes automatic and not need thinking the agent, so the agent gets to think up more miscellaneous pulls while it is getting behavior that constitute that habit<sup>3</sup>. Based on the statement above researcher can conclude that habit is repetition of something continuously or in most of the time in the same manner and with no reasonable relationship, or something that is embedded in the soul of the things that happen repeatedly and acceptable nature.

## 2. Understanding of Reading Habits

In forming reading habits take a long time as to which is the case with other habits, to form the habit of reading there are two aspects that need to be considered that interests and reading skills. In reading the things that need to be achieved is efficient reading habits, the habit of reading with interest the excellent and efficient reading skills.<sup>4</sup>

Ridwan Siregar said that "kebiasaan membaca adalah suatu keterampilan yang di peroleh setelah seseorang di lahirkan, bukan keterampilan bawaan. Oleh karena itu kebiaasaan membaca dapat di

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<sup>2</sup>*Oxford Learner's Pocket dictionary*, (New York : Oxford University Press, 2003), p. 193

<sup>3</sup>M.Asrori Ardiaansyah, M.Pd , pengertian - kebiasaan belajar. Retrieveld from <http://www.majalah.com> . / 2011 /05/ pengertian - kebiasaan belajar .I, at thursday,27 june 2013.

<sup>4</sup>*Log. Cit*, p. 229.

pupuk, di bina dan di kembang kan. Minat membaca tanpa didukung oleh fasilitas untuk membaca tidak akan menjadi kebiasaan membaca dan selanjutnya menjadi budaya membaca”. In other word, Ridwan Siregar said that “Reading habit is a skill is gotten after someone is borne, not innate skill. The habit can be manured, built and is developed in process teaching and learning”.<sup>5</sup>

Tampubolon also said that “kebiasaan membaca adalah minat (keinginan, kemauan, dan motivasi), dan keterampilan membaca yang baik dan efisien, yang telah berkembang dan membudaya secara maksimal dalam diri seseorang di sebut juga dengan kebiasaan”.<sup>6</sup> In other word Tampubolon said that reading habit is interest (desirability, desire and motivation), and good reading skill and efecient that develoving and civilizing with maksimal in self someone called habit.

So, the researcher connected between reading and habit become reading habit, that is reading habits is proclivity (desirability, and motivation) and activity of good reading and efficient was developed and was become a habit in everybody. The activity of reading had ingrained on self someone.

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<sup>5</sup>A.Ridwan Siregar : *Masjid dan Promosi Membaca*, 2008. USU e-Repository©2008

<sup>6</sup>Tampubolon. *Op. Cit*, P. 244.

The skills of efficient reading skills can be literal reading skills, critical and creative.<sup>7</sup>

- 1) Literal reading ability is the ability to read and recognize literature captures explicitly stated. This means that the reader just caught information printed literally in reading
- 2) Critical literacy is the ability of the reader to process critically reading material to find the whole meaning of the reading material either express or implied meaning of meaning through familiar stages, understand analyze.
- 3) Creative that someone reading skills good readers in its application to the reader at this level is not just capture the implicit meaning (Reading the lines), meaning between the lines (Reading between lines), and the meaning behind the line (Reading beyond the lines) but were able to apply their reading for the daily interests.

From the statement above can conclude that to form the skill of efficient reading must make literal, critical and creative reading which is reader just caught information printed literary in reading, reader must be able to find meaning of the reading material to express meaning, and reader not just capture implicit meaning but able to apply their reading.

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<sup>7</sup>Nurhadi, *Bagaimana Meningkatkan Kemampuan Membaca*, (SinarBaru : Bandung, 1989). p. 57- 60.

### 3. Measuring Reading Habits

In this research, reading habits that were surveyed were number of hours spent daily on reading and types of reading materials, reading companion, and type of reading strategies used.<sup>8</sup> Measuring students' reading habits can be done with making some questionnaires.

### 4. Indicator reading habit

The indicator for reading habits develops students' reading abilities and caliber in self-expression during comprehension exercises, increasing their competence and confidence, giving students a chance to develop the requisite reading skills progressively, helping students to monitor and record their progress through reading speed and scores in comprehension exercises. So to know students' reading habit can be done with some questionnaire, here there are the indicators of questionnaire students reading habit is investigate, as follow:

#### a. Respond for reading

Respond for reading is used to say something in return, make an answer to criticism about reading. So, respond for reading is answers to someone answer about reading and there is a treatment.

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<sup>8</sup>Kekal Abadi, *Reading Habit and attitude in malaysia : Analisis of Gender and Academic Programme Differences*, retrieved <http://www.google.com/+reading+habit&oq>, at wednesday, 16<sup>th</sup> june, 2013.

b. The habit while reading

Habit while reading is the thing has usual done when reading and the otomatic has become a habit. There some habit while reading.<sup>9</sup> they are :

1. Gesticulating of mouth to pronouncing word that has read.
2. Gesticulating of head from the left to right
3. Used the finger to show word by word

c. Strategies in reading

Strategies in reading is very important, because strategy is a plan intended to achieve a particular purpose in reading activity reading.<sup>10</sup> Some strategies are related to bottom – up procedures and others enhance the top – down processes.

d. Number of hours spent daily on reading

Reading habit means an individual's constant reading in a critical manner, students' reading habit can be showed from the number of hours spent daily on reading. If the students read five books per year called seldom readers, those who totally read between six and twenty books per years are called moderate readers, those who totally read above twenty books per year are called constant

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<sup>9</sup> Dewa Ketut Sukardi. *Op. Cit*, P. 106

<sup>10</sup> Oxford Learner's Pocket dictionary, *OP. Ci.t*, p. 427.



readers.<sup>11</sup> From the statement above can conclude that number of hours spent daily on reading is how far time of reading book has expendable every day.

## **B. Description of Reading Comprehension**

### 1. Definition of Reading Comprehension

Finochiaro and Bonomo said in Tarigan reading is bringing meaning to and getting meaning from printed or written material.<sup>12</sup> And then, according to Jeremy Harmer that reading is useful for other purposes too: any exposure to English (provided students understand it more or less) is a good thing for language students.<sup>13</sup> According to Randi,<sup>14</sup> reading is a complex process that must be modeled, taught, practiced, and evaluated on a daily basis. It includes the ability to decode words as well as appropriate phrasing, tone, expression, and fluency.

Further, reading is thinking and understanding and getting at the meaning behind a text.<sup>15</sup> By underlying that statement, we can analyze what the reader does when he reads the text. He should think, and understand the words. So, the reader gets the meaning in a text. So, it can be concluded that reading is an interactive process between the readers

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<sup>11</sup>E. Ogus, Yildis at all. *Assessing Reading Habits of Future Classroom Teachers in the Context of Their Socio- Demographic Features*, ( Turkey : Mayis University, 2009), p. 767.

<sup>12</sup>Henry Guntur Tarigan, *Membaca sebagai keterampilan Berbahasa*, (Bandung : Aksara, 2005), p. 8.

<sup>13</sup>Jeremy Harmer, *How to Teach English* (England : Addison Wesley Longman, 1998), p. 68.

<sup>14</sup>Randi Stone, *Best Practices for Teaching Reading*, (California : Corwin Press, 2009), p. 42.

<sup>15</sup>Jennifer Serravallo, *Teaching Reading in Small Groups : Differentiated Instruction for Building Strategic Independent Readers*, (Portsmouth : Heinemann, 2010), p. 43.

and text, so to make the students to be able in reconstruct the meaning for what they have read.

Further, Otto states that reading is not just saying the words. Reading must always be a meaning getting process.<sup>16</sup> Reading is the meaning full interpretation of mathematical symbols, usual notation, codes, and other symbolic system. Reading is extension of oral communication and builds upon listening and speaking skills.<sup>17</sup> From the opinion above the researcher can conclude that reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. The goal of reading is comprehension. In addition reading is a process negotiating meaning.

According to Oxford's Dictionary, comprehension is the power of understand.<sup>18</sup> Comprehension is the active process of constructing meaning from text it involves accessing previous knowledge, understanding vocabulary and concepts, making inferences, and linking key ideas.<sup>19</sup> From the definition comprehension above researcher can conclude that comprehension is ability to understand written and spoken language.

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<sup>16</sup>Wayne Otto, et all, *How Teach Reading*, (USA : Addison-wesley Publishing Company, 1979), p. 147.

<sup>17</sup>A.j. Harris, *How to increase Reading Abilit*, (New York : David Mekay Company, 1969), p. 3.

<sup>18</sup>Hornby, *Oxford advanced Learner's dictionary*, (New York : Oxford University Press, 1995), p. 174.

<sup>19</sup>Sharon Vaughn and Sylvia Linan Thompson, *Research Based Methods Of Reading Instruction*, (USA : ASCD), p 98.

So, the researcher connected between reading and comprehension became reading comprehension. According Goodman in Wayne Otto said that “Reading comprehension is interaction between thought and language and bases evaluation of success in comprehension on the extent to which the reader’s reconstructed message agrees with the writer’s intended message.”<sup>20</sup> Reading comprehension is a multi component, high complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types).<sup>21</sup>

Reading comprehensions include the following:<sup>22</sup>

- a. Applying one’s knowledge and experiences to the text,
- b. Setting goals for reading and ensuring that they are aligned with the text,
- c. Using strategies and skills to construct meaning during and after reading,
- d. Adapting strategies that match the reader’s text and goals,
- e. Recognizing the author’s purpose,
- f. Distinguishing between facts and opinions,
- g. Drawing logical conclusions.

Durkin stated reading comprehension instruction as following a three step procedure: mentioning, practicing, and assessing.<sup>23</sup> That is, teacher would mention the skill that they wanted students to use, then they would

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<sup>20</sup>Wayne Otto. *OP. Cit*, p. 151.

<sup>21</sup>Jannete K. Klingmer, et al. *Op, Cit* p. 8.

<sup>22</sup> Sharon Vaughn and Sylvia Linan Thompson, *Op. Cit*, p. 99.

<sup>23</sup> *Ibid*, p. 2.

give them opportunities to practice that skill through workbooks or skill sheets, and finally assess whether or not they used the skill successfully

Based on the opinion above the researcher can conclude that reading comprehension is mental process someone in interpret writing to get language grasp write. Here in also the active reading really at needs because active reading is good reading, and must construct meaning from the words and must always be actively thinking as you read.<sup>24</sup> In active reading the skills involving activities before, during, and after reading they are :

Before reading:

- a. Determining the subject of the material
- b. Determining how the material is organized
- c. Deciding what you need to remember from the material
- d. Defining your purpose for reading

During reading

- a. Identifying what is important
- b. Determining how key ideas are supported
- c. Identifying patterns of thought
- d. Drawing connections among ideas
- e. Anticipating what is to come next and relating ideas to what you already know

During and after reading

- a. Identifying the author's purpose for writing
- b. Analyzing the writer's technique and language
- c. Evaluating the writer's competence or Authority
- d. Asking critical questions
- e. Evaluating the nature and type of supporting evidence<sup>25</sup>

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<sup>24</sup> Mervin Blake, *Reading Rites*, (Singapore : Education Private Limited, 2006), p. 7.

<sup>25</sup> Kathleen T. Mc Whorter, *Efficient and flexible reading*, (Niagara county community college : Harper Collins publishers, 1992), p. 23 – 24.

From the statement above researcher can conclude that to form active reader, a reader must attention how the reader before reading, during reading, after reading to easier found what will reader need, and to understand written mind and the content of reading.

## 2. The Aims of Reading Comprehension

Reading comprehension is very important, because comprehension is the process by which a person understanding the meaning of written or spoken language. The aims are:

- (1) Get factual information
- (2) Getting information something about that special and problematic
- (3) Giving estimation for opus to write someone
- (4) Get emotion enjoyment, and
- (5) Fill leeway.<sup>26</sup>

Anderson (in Tarigan,1985)<sup>27</sup>. said the aim of reading are:

- (1) finds detail fact,
- (2) find main ideas,
- (3) find threads or reading organization,
- (4) conclude,
- (5) classify,
- (6) appraise, and

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<sup>26</sup> Nur hadi, *Op. Cit.* p. 11.

<sup>27</sup>Randi, *Reading (process)* : retrieveled from <http://en.wikipedia.org/wiki/ed,wenesday>, at 16<sup>th</sup> june, 2013

(7) compare or polarizing

From the aim of reading above the researcher concludes that the aim of reading is to get information or comprehend from the text and understanding writer thinks that pouring to pass through writing.

3. Types of Reading

There are types of reading as follow:<sup>28</sup>

a. Choral reading

Even though choral reading is relatively uncommon in modern language classes. This type of reading is still important in improving learners' pronunciation. Working in groups will make language learners feel confident to pronounce words in foreign accent and practice is really recommended in this method. This technique is really helpful for language learners who are reluctant and shy to imitate the teacher' expression individually.

b. Silent reading

Silent reading can begin with reading aloud by the teacher. The teacher's reading is a model in accuracy and expressiveness. It is thought that the great amount of interest in reading is secured by a happy combination of reading aloud by learners, reading aloud by the teacher and silent reading by the learners. To check whether the learner

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<sup>28</sup>Ag.BambangSetiyadi, *Teaching English As A Foreign Language*, (Yogyakarta : Graha Ilmu, 2006), p. 67- 69.

understand what they have read, the teacher can test them by giving questions based on the text, by translation or by summarizing the text.

c. Intensive reading

Intensive reading lesson may proceed as follows:

1. While the books are closed, the students listen to the teacher. Occasionally he will ask a question to make sure that everything is clear.
2. The new words, phrases, and idioms are written on the board. They are pronounced and used in original sentences.
3. The students open their books and the teacher reads the first part of the selection aloud. Gestures and dramatic devices are used to heighten the effect and to aid in comprehension. Reference is made to words on the boards.
4. The selection is now read by the class, alternating silent and oral reading.

The selection may now be summarized in various types. Selected learners may be asked to give a summary in their mother tongue or in the foreign language.

d. Extensive reading

Extensive reading is silent reading but done outside of class. order for language learners to have less problems in extensive reading, the teacher should explain first difficult passages or new words. A number

of questions related to the text are assigned and the answers are to be written. Language learners should prepare various types of summaries: written or oral report. After the reading has been completed, language learners and the teachers discuss the text in the class.

According H. Douglas Brown. Extensive reading is carried out to achieve a general understanding of a text. All pleasure reading is extensive. Technical, scientific, and professional reading can (and should) also be extensive.<sup>29</sup>

e. Supplementary reading

Supplementary reading is also done out of class. Language learners are free to choose reading material. Reading material may consist of newspaper, bulletins or magazines in the target language. Supplementary reading should be a part of the team's work. Every language learner should be required to read at least one book in the target language. Again, the teacher should give scores to the work of supplementary reading.

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<sup>29</sup>H. Douglas Brown, *Teaching by Principles*, (New Jersey : Prentice Hall Regents, 1994), p. 291 - 296.



#### 4. Level of Comprehension

Smith suggests that reading comprehension divided into 4 categories:<sup>30</sup>

##### a. Literal comprehension

Literal comprehension is the skill of getting the primary, direct literal meaning of a word, idea or sentence in context. Literal comprehension is generally accepted as the most simple or basic, comprehension skill and one that requires little thinking or reasoning.

##### b. Interpretation

The interpretation definitely involves thinking skill and requires readers to identify ideas and meaning that are not explicitly stated in written text. Within the interpretative level, reader may make generalizations, determine cause and effect, identify motives, find relationships, predict endings, and make comparison.

##### c. Critical reading

Critical reading includes both literal comprehension and interpretation, but also goes beyond these two levels of comprehension. When an individual reads critically, they evaluate what is read. That is, they examine critically the thoughts of the writer which have been identified thought the lower level of

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<sup>30</sup>Wayne Otto, *Op.Cit*, p.152.

comprehension, and judge their validity, or worth. Thus, critical reading involves analytic thinking for the purpose of evaluation of what is read.

d. Creative reading

Creative reading going beyond what the author has written, applying ideas from the text to new situations, and recombining the author's ideas to form new concepts or to expand old ones.

There are 2 types of reading skills are: micro and macro skill.<sup>31</sup>

According to Arthur Hughes, types of reading skills are:

a. Micro skills, such as:

1. Scanning text to locate specific information.
2. Skimming text to obtain the gist.
3. Identifying stages of an argument.
4. Identifying examples presented in support of an argument.

b. Macro skills, such as:

1. Identifying repeats of pronouns, etc.
2. Using context to guess meaning of unfamiliar words.
3. Understanding relations between parts of text by
4. Recognizing development, transition, and conclusion of ideas.

From the opinion above can be concluded that the types of reading skill is divided in to two, namely: micro skills and macro skills. Micro skills are the types of reading in which reader are still

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<sup>31</sup> Athur Hughes, *Testing for Language Teacher* (New York : Cambridge University Press, 1989), p. 116 - 117.

seeing a fundamental text. while micro skill is the reader must know the text in depth.

## 5 Assessment of Reading Comprehension

Assessment as the act of collecting information and making judgments on a language learners' knowledge of a language and ability to use it.<sup>32</sup> There are four basic purposes of reading assessment. First, a teacher or coach uses the assessment process to identify the good reader behaviors a student displays. Readers are not passive. They engage in a variety of activities as they construct meaning. Teachers and coaches must have an understanding of these processes, so they are equipped to select valid evidence that documents good reading.

Second, a teacher or coach must identify areas of weakness with regard to the good reader behaviors, in order to align instruction with student needs. If the teacher or coach recognizes which good reader behaviors are absent or weak, he or she can design and focus instruction to introduce or strengthen them.

Third, teachers and coaches need to know how to determine whether a specific book is too difficult for a student. They also need to know how to determine a student's reading level that is, the grade level at which a student can read in an acceptable fashion. Knowing a

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<sup>32</sup>David Nunan, *Practical English Language Teaching*, (New York : McGraw Hill, 2003), p. 310.

student's reading level allows us to choose appropriate reading material for the student to read on his or her own, as well as appropriate material for instruction. In addition, comparing a student's reading level with his or her chronological grade level can suggest the existence of a reading problem and how serious it may be. For example, a fifth grader who can only read second-grade material is probably experiencing quite a bit of difficulty in school.

Last, teachers and coaches need to document evidence of progress on the part of the student. Unfortunately, much assessment compares the student to his or her peers. Often, for a student who is reading below the level of peers, this obscures any progress that the student may have made. A teacher or tutor needs to compare a student to him or herself.<sup>33</sup>

There are many kinds of test that can use in reading comprehension.

a. Reading aloud

The test taker sees separate letters, words, and/or short sentences and reads them aloud, one by one, in the presence of an administrator.

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<sup>33</sup>JoAnne Schudt Caldwell, *Reading Assessment: A Primer for Teacher and Coaches*, (New York : The Guilford Press), p. 4 - 5.

b. Multiple choices

Multiple choice responses are not only a matter of choosing one of four or five possible answers. Other formats, some of which are especially useful at the low levels of reading, include same/different, circle the answer, true/false, choose the letter, and matching.

c. Matching tasks

At this test, the test taker's task is simply to respond correctly, which make matching an appropriate format.

d. Gap-filling tasks

Gap filling tasks is to create sentence completion items in which test taker read part of a sentence and then complete it by writing a phrase.

e. Short Answer Tasks

A reading passage is presented, and the test taker reads questions that must be answered, usually in written form, in a sentence.<sup>34</sup> From the definition above can conclude that short answer tasks is test taker reads questions that must be answered in written form.

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<sup>34</sup>H. Douglas Brown, *Language Assessment Principles and Classroom Practices*, (Pearson Longman : PriyanuadaAbeywickrama), p. 230 - 247.

## 6 Material Development

Reading comprehension that will be used in this jigsaw technique are understanding of text, especially of identifying topic, supporting ideas, main idea and concluding sentences.

### a. Paragraph

According to Oxford's dictionary "paragraph is a distinct section of a piece of writing, use consisting of several sentence of a paragraph start on a new line."<sup>35</sup> Paragraph is a basic unit of organization in writing in which a group of related sentences developed one main idea. In a paragraph, some sentences relate each other.

### b. Topic

The topic sentence states the main idea of a paragraph. It is the one thing a paragraph about, The main idea sentence is also known as the *topic sentence*.<sup>36</sup> Every sentence in a paragraph in some way discusses or explains this topic. If you had chosen a title for the paragraph, the one or two words you would choose are topic. Topic also not only names the topic of the paragraph, but it is also limits the topic in one or two areas that can be discussed completely in the space of single paragraph.

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<sup>35</sup>Hornby, p. 840.

<sup>36</sup> Thomas G. Gunning, *Reading Comprehension Booster*, (San Francisco: Jossey-Bas, 2010), p. 27.

c. Supporting ideas

Supporting sentences develop the topic sentence. They explain and give information about main idea in the in the paragraph; they also give the explanation about the topic sentence by giving reasons, examples, facts, statistics, or quotations. Supporting sentences are the sentences that support the main idea.<sup>37</sup> So, from the defenition above can conclude that supporting sentences can be stated as supporting details or supporting information. The detail information can be concrete support and explanation of the topic sentence.

d. Main idea

Main idea of a reading is the most important information about the topic. The main idea of a reading is usually written in a full sentence.<sup>38</sup> According Baudo in, E.M et al (1988) the main idea of a paragraph is the gist of it that is present from the beginning to the end.<sup>39</sup>

e. Concluding Sentence

Concluding sentence is stated at the end of the paragraph. It is the conclusion of the paragraph. Thus, concluding sentence signals the end of the paragraph and leaves the reader with important points to remember. A concluding sentence serves three purposes:

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<sup>37</sup>Ibid, p. 40.

<sup>38</sup>Lynn Bonesteel, *A Reading and Vocabulary Text*, (USA : Pearson Longman, 2005), p. 7.

<sup>39</sup>Mardiani and Siti Era, *Reading*, (Jakarta: Universitas Terbuka, 2003), p. 32.

1. It signals the end of the paragraph. Use an end-of-paragraph signal such as “In conclusion”, “In summary”, “Finally”, etc.
2. It summarizes the main point of the paragraph.
3. It gives a final comment on the topic and leaves the readers with the most important ideas to think about.

Reading comprehension is interaction between thought and language. And bases evaluation in success in comprehension on the extent to which the reader's reconstructed message agrees with the writer's intended message.<sup>40</sup> Reading comprehension is a complex process involving a variety of skills that successful or failed. Here there are factors that influence the understanding.<sup>41</sup> They are :

- 1). Speed reading
- 2). The purpose of reading
- 3). The nature of the material
- 4). The layout of the material
- 5). The environment in which reading

#### 7 Indicator of Reading comprehension

From the explanation, it can be taken indicators for reading comprehension, they are do develop stronger the abilities in expressing the meaning of word or develop the ability to read for

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<sup>41</sup> Translated from Gordon Wainwright, *Speed Reading Better*, (Jakarta : Gramedia PustakaUtama), p. 42 - 44.



meaning, read and identify reading text, involve inferring the meanings of words in its context. In short, the students' reading comprehension can be done by making the test of reading in multiple choice form, and the indicator test of students' reading comprehension will be investigated, as follow:

- a. The main idea
- b. Pieces of information
- c. Concluding sentence
- d. Supporting sentence
- e. Vocabulary

### **C. The Education Theory Relates to Research**

Cognitive theories drawn to the things that happen in heads when learn process. Cognitive theory also takes the perspective that students actively process information and learning takes place through the efforts of the student when the student organize, store it and then find relationships between information, new relationships with old knowledge, schema, and texts, the cognitive approach emphasizes how the information in the process.

Cognitive learning theory is also more emphasis on learning is a process that occurs within the human mind.<sup>42</sup> In cognitive psychology perspective learn is constitute mental scene, not behaviorism event but generally a child is

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<sup>42</sup> Melaty Herva, Resume-Cognitive-Theories-of-Learning : retrieveld from <http://id.scribd.com/doc/49931498/>, at Friday, 23<sup>rd</sup> January, 2014

studying reading and writing caused encouragement of mental is arranged by brain.<sup>43</sup>

Based explanation above researcher want to give evidence that learn result can be influenced by cognitive, because process or learn event someone not bound solely between response stimulus but engage cognitive process.

#### **D. Review of Related Findings**

There are some related findings that discuss about reading comprehension follow:

The first, Diana Lumban Tobing in her script: *The correlation between Students' Reading Comprehension Competence and summarizing Text to The Third Year Students of SMA Negeri 1 Sipirok in 2007/ 2008 Academic year*". She was found that the correlation coefficient was 04,7 which is greater than the critical value or at the level of 5%, which is 0,254. Thus, there is positive correlation between students' reading comprehension and summarizing text.<sup>44</sup>

Next, a Thesis of Hakkul Laila Siregar in STAIN Padangsidimpuan 2012 entitle by *The Effect of Interactive Strategy on Students' Reading Comprehension (Study in MAS Darul Muhsinin Labuhan Batu*.Which its

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<sup>43</sup> Tohirin, *Psikologi Pembelajaran Pendidikan Islam*, (Raja Grafindo Persada : Jakarta, 2005), p. 71-72.

<sup>44</sup> Diana Lumban Tobing, *The Correlation Between Students' Reading Comprehension Competence and Summarizing Text The Third Year of SMA Negeri 1 Sipirok in 2007/2008, Academic Year*, *Unpublisher Thesis*, (Padang Sidimpuan : UMTS, 2007).

result was there was significant effect of Intractive Strategy on Students' Reading Comprehension (Study in MAS Darul Muhsinin Labuhan Batu)<sup>45</sup>.

In conclusion, from the description above, the Researcher can conclude that with reading habits can improve the students' reading comprehension, so, the researcher also believe that reading habit influences to students' reading comprehension.

### **E. Conceptual Frame Work**

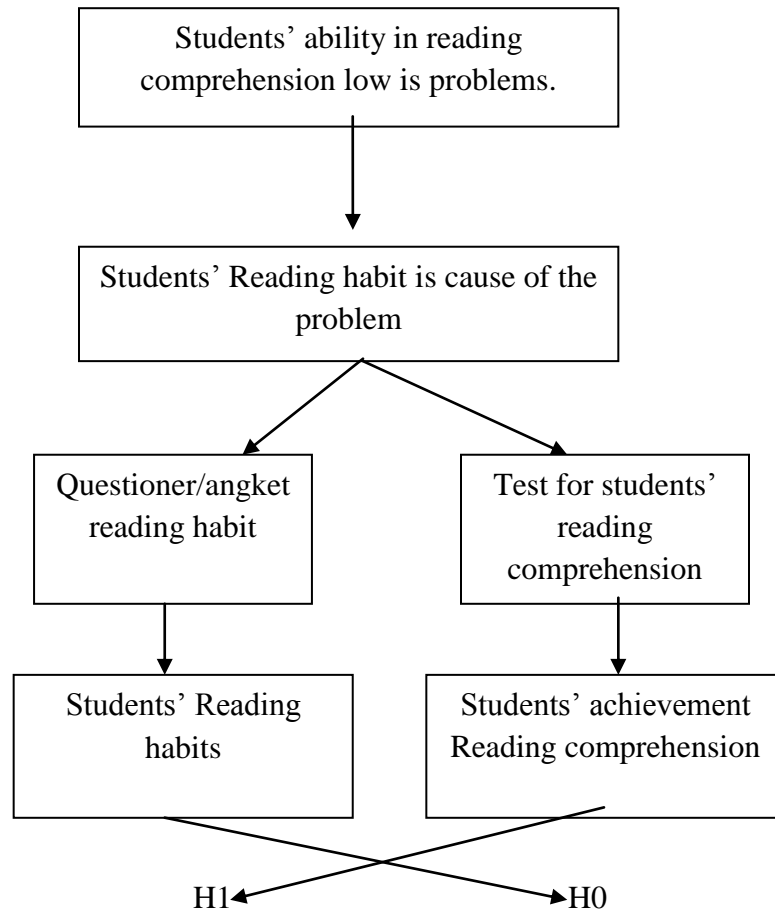
The successful of reading comprehension depends on many factors. One of them is how the students comprehend that their reading. The Reading Habits is very important to reading comprehension.

Reading habit is one of to improve reading comprehension. If the students want to add vocabulary and to improve their skill in reading can with reading habits so to more easy get some information. It can change the students learning process form passivity become actively in learn English especially when do exercise about reading comprehension. And then this reading habit is one way to motivate the students to do the best, and give them freedom to look for their ability from reading activity. reading habit with reading comprehension have relation, the relation of reading Habit on students' reading comprehension can be seen as follow:

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<sup>45</sup> Hakkul Laila Siregar, The Effect of interactive strategy on students' Reading Comprehension ( study in MAS Darul Muhsinin Labuhan Batu), *Unpublisher Thesis*, (adangsidimpuan ;STAIN, 2012).

**Figure 1 : Relation of Reading Habit on students' Reading Comprehension**



From the pictures above, there are many problems on students' reading comprehension. Such as, they cannot get the main idea, supporting idea, conclusion, and lack of vocabularies; do not understand about the use of punctuation, conjunction, and so on. So that, they cannot comprehend what their read. cause of the problem, students' not have reading habit. This ways can be help the students improve their reading comprehension and make easier in get some information. The application of this reading habit will give

the result on students' reading comprehension. The result may be good or maybe not. Based on this research, the application of this reading habit may be has the influence to students' reading comprehension or may be has not influence.

Based on description above, Reading habit should be as suitable way in reading and to develop of comprehending of students in reading. This reading habits make students enjoy in reading subject and this way can motivation of the students to improve their reading comprehension.

#### **F. Hypotheses**

From the formulation and limitation of the problem above in this research, reading habits influence on students' reading comprehension at Grade VIII SMP N 1 Ranto Baek Kabupaten Madina.

## CHAPTER III

### RESEARCH METHODOLOGY

This chapter discuss about the method and the procedure of the research that would be used to answer the problem of the research in the previous chapter. The procedures consist of the time and place of research, research design, population and sample, instrument of data collecting, procedure of research, data collecting and data analysis.

#### **A. Research Design**

The researcher was used Correlation method in doing this research. L.R Gay says, “Correlation research involves collecting data to determine whether and to what degree a relationship exists between two or more variables”. The degree of relationship is expressed as a correlation coefficient.<sup>1</sup> So, correlation research is research that do to expose existence and correlation degree between variable.

From the quotation above, writer concluded that the Correlation research is a kind of research which has the aim to know correlate or relationship between one variable or more to other variable. In this research, the writer used questioner and test. The design is presented as follows ;

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<sup>1</sup>L.R.Gay and Peter Airasian, *Educational Research : Competencies for Analysis and Application* (New Jersey : Prentice Hall Inc, 2000), p. 345.

Table 1  
Design of questionnaire and test

X	Y	Reading comprehension
Reading habits	X → Y	

### B. Place and Time of Research

This research has been done at SMP N 1 Ranto Baek Kabupaten Madina at second semester academic years 2012 / 2013. It is located at Jl. Lintas Mandailing – Sumbar Desa Manisak Kecamatan Ranto Baek Kabupaten Madina, these research was started from March 2013 until January 2014. This subject of research is the second grade of students at SMP N 1 Ranto Baek Kabupaten Madina at second Semester academic years 2012 / 2013.

### C. Population and Sample

#### 1. Population

Gay and Airasian said that “the population is the group of interest to the researcher, the group to which she or he would like the results of the study to be generalizable”.<sup>2</sup> Conversely suharsimi say population is all

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<sup>2</sup>*Ibid*, P.122

of the subject element in a study<sup>3</sup>. The population of this study is SMP N 1 Manisak Kecamatan Ranto Baek Kabupaten Mandina at second semester academic year 2012 / 2013, that consist of two classes, Population of this research is VIII grade students' at SMP N 1 Ranto Baek at second semester academic year 2012/2013, presented as follows:

Table 2  
Population of Research

No	Classroom	Amount
1	VIII. A	27
2	VIII. B	22
	Total of all students	49

Source: School Administration Data of SMP N 1 Ranto Baek

## 2. Sample

Gay, and Airasian said that "Sample is the process of selecting a number of individuals for a study in such a way that they represent the large group from which they were selected."<sup>4</sup> The sample for a correlation study is selected using sampling method, that is if the 30 participants minimally or not less than 30, size sampel is still

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<sup>3</sup>Suharsimi Arikunto, *Prosedur Penelitian suatu pendekatan praktek*, (Jakarta : RinekaCipta, 2006), p. 130.

<sup>4</sup>L.R.Gay, *Opcit.P.* 121.



receivable.<sup>5</sup> Sampel in this research is 49 students, but researcher took 30 students as sampel. So, this sampel size is still receivable because not less than 30. To selecting sampel, researcher use random sampling. Steps in selecting sampel by random sampling according Ibnu Hadjar.<sup>6</sup>

They are:

- a. Making list name and serial number all students. (49 students) are population members.
- b. Making small scrap paper 49 piece, and than each piece is given number 1,2,3,4,5... until 49. The pieces has inscribed number than coil until the number unrecognizable.
- c. The scrap paper is random, and than without unrecognizable take 30 coil. Each coil opened and refer to number and chek by list have made with the first step. Names and the serial number has taken as sample research.

#### **D. Instrument of Data Collection**

A research must have an instrument in this research because a good instrument can go guarantee for taking the valid data. In this research, the instrument of collecting data is using test and some questioner. The form of the test and questionnaires are multiple choices form, consist of 20 number.

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<sup>5</sup>*Ibid*, p.322.

<sup>6</sup>Ibnu Hadjar, *Dasar – Dasar Methodology Penelitian Kuantitatif dan Kualitatif*, (Jakarta : PT.Raja Grafindo, 1999), p. 137.

Indicator of the questionnaires reading habits and the test reading comprehension can be seen as table below:

Table 3  
Indicator Questionnaire of reading habits

Indicators of the questionnaire reading habits	Answer option					
	Always	Often	Some time	Not at all	Point	Items
	Score	Score	Score	Score		
Responds for reading	5	4	3	2	1,2,4,5,12,13,15,19	8
The habit in reading	4	3	2	1	9,10,11,17,20	5
Number of hours spent daily on reading	4	3	2	1	3,5,6,7,16	5
Strategies reading Used	4	3	2	1	8,14,18,	2
Total score	100				20	20

Below the are indicator of Reading Comprehension by 20 test, and each test get value 5, total test each indicators are 3, 4, 4, 4, 5. So, total test are 20, and score of all 100, the table can be seen below :

Table 4  
Indicator test of reading Comprehension

N o.	Reading Comprehension	Total Test	Point	Score
1.	The main idea	3	1,14,16	15
2.	Pieces of information	4	2,12,15,17	20
3.	Concluding sentence	4	4,7,10,20	20
4.	Supporting sentence	4	10,11,18,19	20
5.	Vocabulary	5	3,5,6,9,13	25
Total		20		100

## E. Analysis of the Instrument

The instrument used in this research was given by the test and questionnaire to the students, which was aimed to know students' Reading Habit and students' Reading Comprehension in SMP N 1 Ranto Baek Kabupaten Madina. Before giving test and questionnaire to the students, the value of its validity was sought.

### 1. Validity of Instrument

Validity is to show how far the test can be testing to get the data, a good instrument can guarantee for taking the valid data, and validity is the chance which shows the level of instrument about measurement something. So, to know validity for each test or test item, researcher will analyze item analyze by t-test as follows:

$$t \text{ count} = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

Where :

t = value t count

r = correlation coefficient *r count*

n = total respondent.

## 2. The result of test validity

The calculation of items test show that from 25 items is tried there are 20 items valid. From the table of validity of instrument about reading comprehension, it could be gotten concluding that some items were valid they were (1, 3, 4, 5, 6, 7, 8, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 21, 24, 25). Some items were invalid they were (2, 9, 20, 22, 23).

The instrument is valid, can be seen from correlation index (r).<sup>7</sup> as follow:

0,800 – 1,00 : very high

0,600 – 0,799 : high

0,400 – 0,599 : enough

0,200 – 0,399 : low

0,000 – 0,199 : very low ( not valid).

## 3. Difficulty Level

Difficulty level ( item facility) was defined as the proportion of the test takers who answer the correct item that used objective test.<sup>8</sup> difficulty test was used to measure whether the item is relevant with the students' (in this case, the test takers) ability level or not. In addition, the

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<sup>7</sup>DRS. Riduwan, M.B.A, *Belajar mudah penelitian Guru-Karyawan Peneliti Pemula*, (Bandung : Alfabeta, 2011), p. 98.

<sup>8</sup>Sukardi, *Evaluasi Pendidikan Prinsip & Operasionalnya*,(Yogyakarta: PT. Bumi Aksara, 2008),P.136.

difficulty level should not to be easy or too difficult either. Difficulty level can be manually calculated by using formula:

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

Where:

P = difficulty index

B = students who answered the correct item

JS = the total number of students.

the categories of interpretation on “P”

- P. 1,00 – 0,30 = difficult
- P. 0,30 – 0,70 = average
- P. 0,70 - 1.00 = easy

#### **4. Discrimination**

The ability to thiscriminte is important in a approach to scoring because getting correct answer is directly related to more ability in question and getting wrong answer is directly related to less ability in question, discrimination item can be calculated by using the following formula:

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

Where :

D = discrimination score item

BA = total top groups that answer true

JA = total subject top groups

BB = total subject bottom groups that answer true

JB = total subject bottom groups

#### **F. Technique of Data Collecting**

The research needs data. Without collecting data, it is impossible to do the research. Data are the one every important role. Then, the data in this research where be collected by using an instrument. The instrument was test and questionnaire, the test is about reading and the questioner is about reading habit. The test make in written form. It means to know scores of students reading comprehension and students reading habits. To collect the data in this research, the writer used some procedures as follows:

1. Coming to the research place.
2. Collecting the students in the class.
3. Giving the task to students.

4. Controlling or monitoring the students while they are doing the task.
5. This choosing giving materials to students to get best answer.
6. Collecting the test answer shift from sample.
7. Analyzing the data. Giving a conclusion.

### **G. Data Analysis**

Relevance with introduction in first chapter, the data analysis in this research is once examine the following hypothesis. Students' reading comprehension achievement in class with reading habits is significantly better. the data will be analyzed by using statistics knowing the students' reading comprehension with reading habits, accordance with the formulation of the problem the technique in analyzing the data, the researcher get the means score for reading comprehension with reading habit use formula by coefficient correlation jaspren's (M) that is :

$$M = \frac{\sum(Y_i)(O_b - O_a)}{(S_y) \sum\left(\frac{(O_b - O_a)}{P}\right)^2}$$

Where :

$Y_i$  = Average for each level group

$P$  = Proporsi each sampel with all the sampel.

$C_p$  = Cumulatif proporsi.

$O_b$  = Ordinat value with P.

$O_a$  = Value in each ordinat for Ob

$S_y$  = Standard deviation Y

$$S_r = \frac{\sqrt{\sum_{y-\frac{(\sum Y)}{N_r}}^2}}{N_r}$$

To know significantly between ordinal variable and interval variable or ratio, by change to Jaspens' value before r (used) :

$$r = (m) \sqrt{\sum \left( \frac{Ob - Oa}{P} \right)^2} \quad \text{With } db = nr - 2$$

Categories value correlation coefficient and strength correlation :

0,00 – 0,20 = low

0,20 – 0,40 = low but certain

0,40 – 0,70 = enough

0,70 – 0,90 = strong

0,90 – 1,00 = excellent





**CHAPTER IV**  
**RESEARCH FINDINGS**

To evaluate the influence of reading habits and students' reading comprehension, the researcher has calculated the data with questionnaire and test. Next, the researcher described the data as follow:

**A. Students' Reading Habit**

1. Result of Reading Habits

a. Data questionnaire of reading habits

This research has been conducted in the grade VIII Students at SMP N 1 ranto baek in 2013/ 2014 academic year. Based on the result of questionnaire the researcher found there was 2 of 30 students always like reading, there were 24 of 30 students often reading, there were 3 of 30 students some time like reading and there were 1 of 30 students not at all like reading.

**Table 5**

**The information of studens' reading habit**

N O	Name	Reading Habits			
		Value			
		5	4	3	2
		Always	often	Some time	Not at all
1	Devita sari		√		
2	Lusi husani		√		
3	Minah	√			

4	Makdum		√		
5	Nuraini	√			
6	Nova santi		√		
7	Yusnaini		√		
8	Anisah		√		
9	Muhammad		√		
10	Nirmala sari			√	
11	Robiatul		√		
12	Yeti selvia		√		
13	Fitri erina		√		
14	Abdul hadi		√		
15	Ucok noris		√		
16	Khairatih		√		
17	Rita fitri ani		√		
18	Rizki amelia			√	
19	Khoirunnisa		√		
20	Deli ana		√		
21	Ermayani		√		
22	Dian eka sari			√	
23	Nur saidah		√		
24	Nur jamilah		√		
25	Marliana		√		
26	Ibrahim		√		
27	Rizal		√		
28	Asriani				√
29	Nur halimah		√		
30	Nur mala sari		√		
	Total	2	24	3	1

To make it clear, students' reading habit was shown in the distribution of frequency as follow:

**Table 6**  
**The Distribution Frequency of Reading habit**

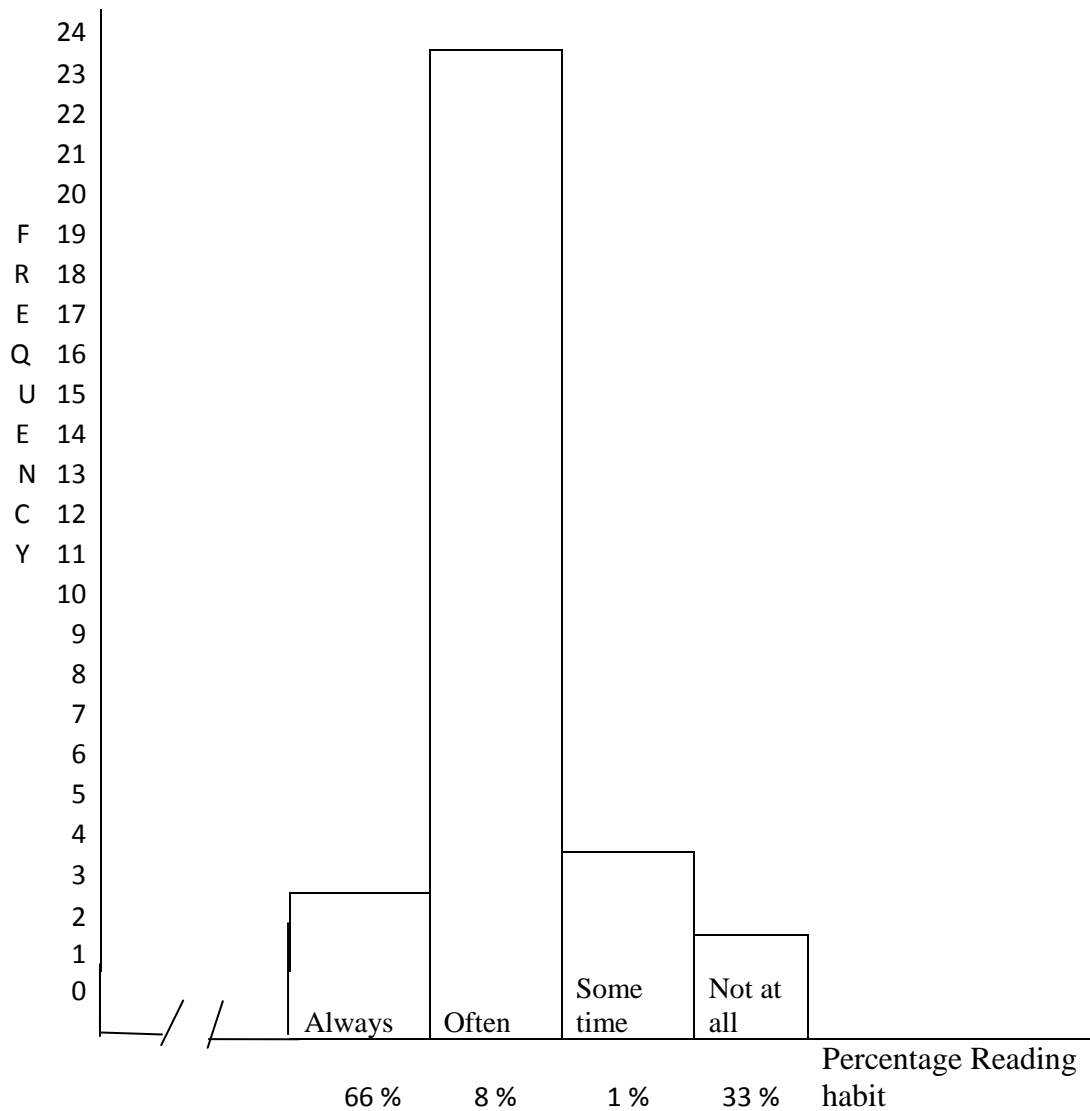
No	Reading habit	Frequency	Percentage
1	Always	2	66 %
2	Often	24	8 %
3	Some time	3	1 %
4	Not at all	1	33 %
Total		30	100 %

Based on the table above can be known that there was 2 of 30 students always like reading, there were 24 of 30 students often reading, there were 3 of 30 students some time like reading and there were 1 of 30 students not at all like reading. So it can be stated that application of reading habit of students is bad.

Further explanation of the description of students' reading habits is show in the figure 2.

Figure 2.

The Histogram of Reading habit ( X Variable )



Based on the histogram above can be known that the variable revelation of students reading habits shown that the percentage reading habits 66 % were 3 students, percentage reading habits 8 % were 24 students, percentage reading habits at 1 % were 4 students, and percentage reading habit 33 % were 1 students.

## 2. Result of Reading Comprehension

### a. Data test for students' reading comprehension

Based on the last of the report result that is the reading comprehension, the students' lowest 45, and the highest was 80. The report result of the students can be seen on the table below:

**Table 7**  
**The report result of the students' reading comprehension ( Y Variable )**

NO	Name	Report Result of Y Variable
1	Devita sari	65
2	Lusi husani	70
3	Minah	70
4	Makdum	55
5	Nuraini	45
6	Nova santi	55
7	Yusnaini	50
8	Anisah	60
9	Muhammad	50
10	Nirmala sari	65
11	Robiatul	65
12	Yeti selvia	60
13	Fitri erina	60
14	Abdul hadi	60
15	Ucok noris	50
16	Khairatih	55
17	Rita fitri ani	65
18	Rizki amelia	55
19	Khoirunnisa	65
20	Deli ana	70
21	Ermayani	65
22	Dian eka sari	50
23	Nur saidah	80
24	Nur jamilah	65
25	Marliana	60
26	Ibrahim	60

27	Rizal	50
28	Asriani	60
29	Nur halimah	65
30	Nur mala sari	65

From the table above researcher make it clearer the students' reading comprehension was shown in the distribution of frequency as follow:

**Table 8**

**The Distribution Frequency of Students' Reading Comprehension**

**( Y Variable )**

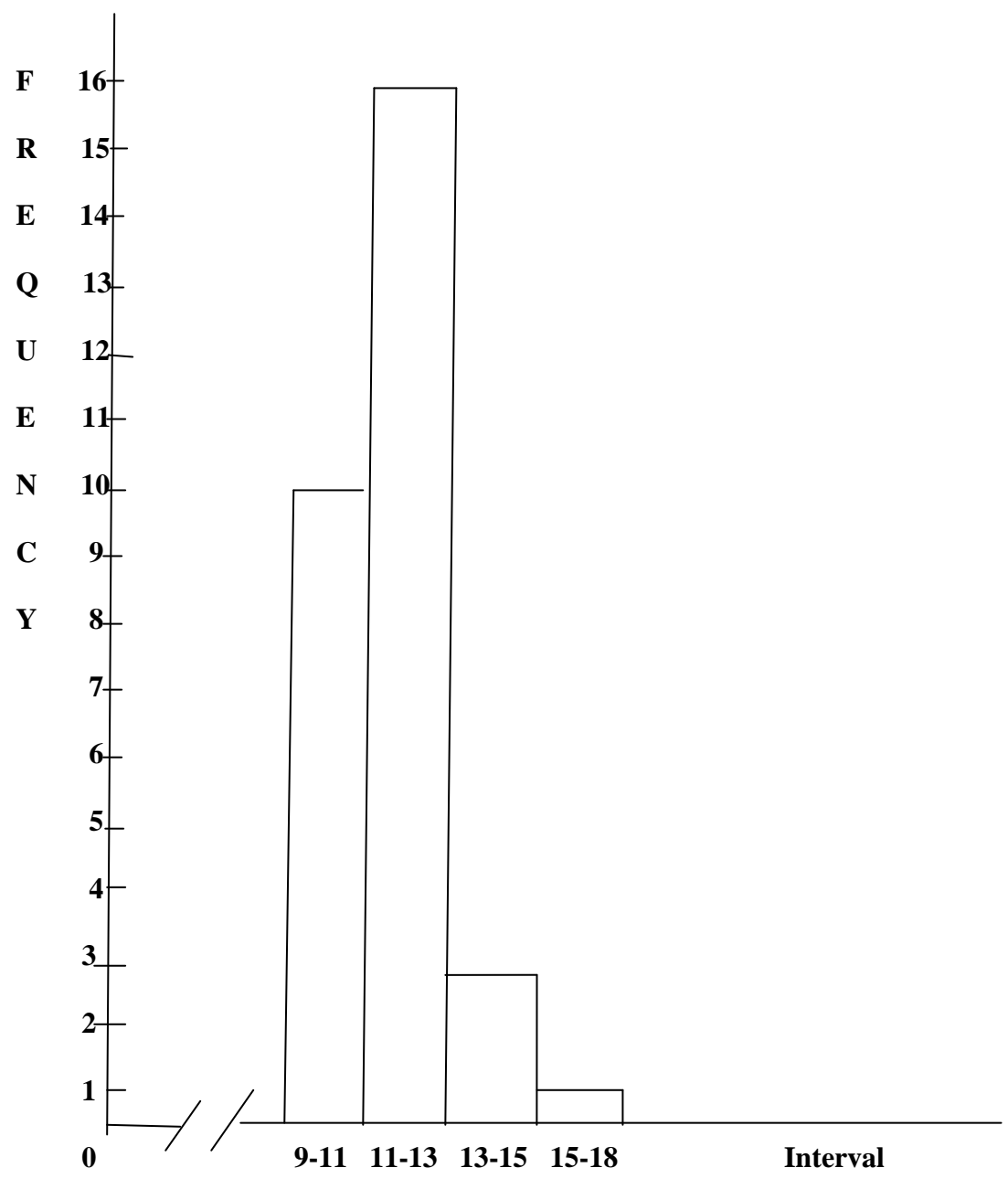
No	Class Interval	Median	Frequency	Percentage
1	9 – 10	9.5	10	33.3 %
2	10 – 11	10.5	16	53.3 %
3	11 - 12	11.5	3	10 %
4	12 – 13	12.5	1	3.3 %
	$i = 1$			
	Total		30	100%

Based on the table above can be known that there was one of thirty students get score 80, it is highest score, and the range is 7, the class 6, the interval is 1, the modus 12 and the mean score is 31, it means students' reading comprehension were in less predicate. So it can be stated that application of reading comprehension of students is bad.

Further explanation of the description of students' reading comprehension is show in the figure 3.

**Figure 3**

**The Histogram of Reading Comprehension ( Y Variable )**





Based on the histogram above can be known that the variable revelation of students' reading comprehension shown that the students at interval 9 – 11 were 10 students, interval 11 – 13 were 16, interval 13 – 15 were 3 students, and interval 15 – 18 were 1 students.

### **B. The Testing of the Hypothesis**

It has been stated in the previous explanation that the hypothesis of this research was the influence of reading habits on students' reading comprehension.  $H_0$  (there wasn't of reading habits on students' reading comprehension). Fact standard (es) and r table = 1% (0,01); value r table with ab =  $nT-1 = 30-2 = 28$ ; Determine the test criteria push if  $r_0 = 0.3932$  and received if  $r_0 \geq 0.3932$ ; determine value of statistic test(value  $r_0$ ).

$$\begin{aligned} r_0 &= (m) \sqrt{\sum \left( \frac{Ob - Oa}{p} \right)^2} \\ &= 0.50 \sqrt{82.7383} \\ &= 4.548 \end{aligned}$$

The calculation of the influence between both of them is visible on the table below:

**Table 9**  
**The calculation of the Influence of Reading Habits on Students' Reading Comprehension at grade VIII SMP N 1 Ranto Baek Kabupaten Madina**

N O	Name	Reading Habits ( X Variable)				Reading comprehension ( Y Variable )
		Value				
		5	4	3	2	
		Always	Often	Some time	Not at all	
1	Devita sari		√			65
2	Lusi husani		√			70
3	Minah	√				70
4	Makdum		√			55
5	Nuraini	√				45
6	Nova santi		√			55
7	Yusnaini		√			50
8	Anisah		√			60
9	Muhammad		√			50
10	Nirmala sari			√		65
11	Robiatul		√			65
12	Yeti selvia		√			60
13	Fitri erina		√			60
14	Abdul hadi		√			60
15	Ucok noris		√			50
16	Khairatih		√			55
17	Rita fitri ani		√			65
18	Rizki amelia			√		55
19	Khoirunnisa		√			65
20	Deli ana		√			70
21	Ermayani		√			65
22	Dian eka sari			√		50
23	Nur saidah		√			80
24	Nur jamilah		√			65
25	Marliana		√			60
26	Ibrahim		√			60
27	Rizal		√			50
28	Asriani				√	60
29	Nur halimah		√			65
30	Nur mala sari		√			65



	4		
	4		
	4		
	4		
	4		
	4		
	4		
$\Sigma 10$	24	9	2

From the table can be known:

$$Y_1 = 0.33 \quad Y_2 = 3.2 \quad Y_3 = 0.3 \quad Y = 0.066$$

$$N = 2 \quad N = 24 \quad N = 3 \quad N = 1$$

$$\Sigma Y = 117 \quad \Sigma y = 465 \quad N_r = 30$$

$$S_r = \frac{\sqrt{\sum \frac{y^2}{N_r} - \frac{(\Sigma y)^2}{N_r}}}{N_r}$$

$$\begin{aligned} SY &= \sqrt{\frac{465^2 - (117)^2}{30}} \\ &= 465 - 20.25 \\ &= \sqrt{444.75} \\ &= 21.20 \end{aligned}$$

**Table 11**  
**The Data of coefficient Correlation Jaspens'**

Tg t	Y1	P	CP	Oa	Ob	Ob- Oa	(Ob- Oa)2	(Oa-Ob)2 P	Y1(Ob- Oa)
5	0,33	0,085	0,085	1556	0	1556	24211	28,4835	513,48
4	3,20	0,820	0,90	1624	1556	-68	4624	5,639	-217,6
3	0,90	0,077	0,897	1487	1624	137	18769	24,3753	123,3
2	0,066	0,017	0,094	1690	1487	-203	41209	24,2405	405,782
<b>Σ</b>						<b>1422</b>		<b>82.7383</b>	<b>824.962</b>

$$M = \frac{\sum(Y_i)(O_b - O_a)}{(S_y) \sum\left(\frac{O_b - O_a}{P}\right)^2}$$

$$\frac{824.962}{(21.20) (82.738)}$$

$$= 0.50$$

$$= 0.50$$

Value M = 0.50 the meaning that the influence of reading habits on students' reading comprehension is positive and enough.

Test statistic coefficient correlation Jaspens' (m)

$$r = (m) \sqrt{\sum\left(\frac{O_b - O_a}{P}\right)^2} \quad \text{With db} = \text{RT}-2$$

The influence of reading habits on studens' reading comprehension ( the measure skala interval / rasio) with total sampel 30 get the value M = 0.50

and value  $\left(\frac{Ob-Oa}{p}\right) = 82.7383$ . found out what is the influence that significant or not at fact stanard 1%.

The conclusion : Because  $r_0 = 4.584 > r_{0.01:28} = 0.3932$ , it received, this meaning that reading habits on students' reading comprehension there was significant influence. So, hypothesis said that if  $H_1$  = hypothesis can received and if  $H_0$  = hypothesis can not received, but the result of this research was  $H_1$ . So, there was influence reading habits on students reading comprehension and significant influence also hypothesis can received.

### C. Discussion

Based on the Data analysis above, it has proven that reading habits gave significant influence for reading comprehension, cognitive theory evidence reading habit significant influence for reading comprehension, because learn event someone not bound solely between response stimulus but engage cognitive theory. Oxford recommended that habit is thing that often and almost do without thinking.<sup>1</sup> Recommended by tampubolon “ reading habit is the activity of reading that has become habit in human body”.<sup>2</sup> So, based defenition above researcher was made the conclude that reading habit is the acctivity of physical and mental in reading that was often done and has become habit every time.

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<sup>1</sup> Victoria Bull, *Oxford Learner's pocket dictionary*, (University press : New York, 2008), Fourth edition, p.199.

<sup>2</sup>Tampubolon, *Op.Cit.*, p. 228

Recommended by Janette Klingner “Reading comprehension *starts* (rather than ends) with an understanding of what the author intends to convey. To accurately determine what a reader comprehends, it is important to access the thinking processes that continue after this initial understanding takes place”.<sup>3</sup> Harmer stated that reading is an incredibly active occupation, to do it successfully, we have to understand what the words mean.<sup>4</sup> For the supporting that, it was proved by hypothesis of this research reading habits meaning had the significant influence to reading comprehension.

Result of the research also has evidence that cognitive theory support hypothesis in this research and the influence of reading habits on students’ reading comprehension is true have significant influence.

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<sup>3</sup> Janette Klingner, *Op. Cit*, P. 22

<sup>4</sup> Jeremy Harmer, *Op. Cit*, p. 70





## CHAPTER V

### THE CONCLUSION AND SUGGESTION

#### A. The Conclusion

Based on the result analyzed data, the researcher concludes as follows:

1. Students' reading habits at grade VIII SMP N 1 Ranto Baek in 2013 academic year there was 2 of 30 students always like reading, there were 24 of 30 students often like reading, there were 3 of 30 students some time like reading and there were 1 of 30 students not at all like reading. From the result of the research, it can be concluded that application of reading habits of students is still bad.
2. Students' reading comprehension at grade VIII SMP N 1 Ranto Baek in 2013 academic year was there was one of thirty students get score 80, it is highest score, it means students' reading comprehension were in less predicate and low.
3. The result of the calculation based on the analyzed data show that ( $r_0 = 4.584 > r_{0.01: 28} = 0.3932$ ), it means that hypothesis is accepted. It concluded that there was a significantly influence of reading habits on students' reading comprehension at grade VIII SMP N 1 Ranto Baek in 2013 academic year.

## **B. The Suggestion**

1. It is suggested to English teachers
  - a. To use English more than Indonesian in explaining the lesson in order to make students familiar with the English word.
  - b. In teaching Reading, the English teacher should give more exercise in reading and practices reading, speaking, and listening.
  - c. English Teaching learning process should be done using various methods or techniques to develop students' English ability.
  - d. To English teachers should always try to attract students to study English, especially reading, writing, speaking, listening.
2. It is suggested to Headmaster
  - a. To motivate the English teachers to develop their ability in teaching English especially in studying English.
  - b. The headmaster has to complete the facilitates of teaching English in order the process of learning English can be maintained well. Especially the facilitates for four English skill.
3. It is suggested Readers and Researchers to take benefits from this paper for further research. It is hoped can use of other researchers in order to make a research.

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**THE INFLUENCE OF READING HABITS  
ON STUDENTS' READING COMPREHENSION  
AT GRADE VIII SMP N 1 RANTO BAEK  
KABUPATEN MADINA**

**A THESIS**

*Submitted to State Institute for Islamic Studies  
Padangsidempuan as a Partial Fulfillment of the Requirement  
For the Degree of Islamic Education Scholar ( S.Pd.I )  
in English Program*

**By**

**NURSALIMAH  
Reg. No. 09 340 0087**

**ENGLISH EDUCATION DEPARTMENT**

**TARBIYAH AND PEDAGOGY FACULTY  
STATE INSTITUTE OF ISLAMIC STUDIES  
PADANGSIDIMPUAN**

**2014**



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**2014**

Things : Thesis

a.n. Nursalimah

Appendix : 5 (five) Exemplar

Padangsidempuan, 18 January 2014

To:

Dean Tarbiyah and Pedagogy Faculty

in –

Padangsidempuan

*Assalamu'alaikum Wr.Wb.*

After Reading, studying, and giving advices for necessary revises on thesis belongs to Nursalimah, entitle “**THE INFLUENCE OF READING HABITS ON STUDENTS’ READING COMPREHENSION AT GRADE VIII SMP N 1 RANTO BAEK KABUPATEN MADINA**”. We assume that the thesis has been acceptable the assignment and fulfill the requirement for the degree of Sarjana Pendidikan Islam (S.Pd.I), Department of Tarbiyah and Pedagogy Faculty in IAIN Padangsidempuan.

Therefore, we hope that she could be to defend her thesis in Munaqosyah. That’s all and thank you for your attention.

*Wassalamu'alaikum Wr.Wb.*

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## **DECLARATION OF SELF THESIS COMPLETION**

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Had written this thesis with consultative aids of advisors, dividing plagiarism and others' un-registered advice based on students' code case 14 verses 2.

This statement is accomplished fully responsibility. The researcher will receive every chastisement if there is inaccurate on this statement as sentenced in students' code case 19 verses 4 including taking off the academic degree un-respectfully based on the official authorized norms.

Padangsidimpuan, Dec 04<sup>th</sup> 2013  
Assertive Researcher

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Place : Padangsidempuan  
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Time : 09.00 until finish  
Result/Mark : 77.12  
IPK : 3.41  
Predicate : Very Good



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---

**LEGALIZATION**

The Thesis with Title : **THE INFLUENCE OF READING HABITS ON  
STUDENTS' READING COMPREHENSION AT  
GRADE VIII SMP N 1 RANTO BAEK KABUPATEN  
MADINA**  
Written by : **NURSALIMAH**  
Reg. No : **09 340 0087**

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Padangsidimpuan, April 15<sup>th</sup> 2014  
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I realize this thesis is imperfect. Therefore, critics and suggestions are really needed to make this thesis become better in the future.

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**LEGALIZATION**

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