



**THE CORRELATION BETWEEN READING HABIT AND READING  
COMPREHENSION AT THE TENTH GRADE  
STUDENTS OF MA ALJUNAIDIYAH  
MANDAILING NATAL**

**A THESIS**

*Submitted to the English Educational Department of State Islamic University Syekh  
Ali Hasan Ahmad Addary Padangsidempuan as a Partial Fulfillment of the  
Requirement for the Graduate Degree of Education (S.Pd.) in English*

**Written by:**

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**TARBIYAH AND TEACHER TRAINING FACULTY  
STATE ISLAMIC UNIVERSITY  
SYEKH ALI HASAN AHMAD ADDARY  
PADANGSIDIMPUAN**

**2023**



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## LETTER AGREEMENT

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Item : 7 (seven) exemplars

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To: Dean

Tarbiyah and Teacher Training  
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Padangsidempuan

Assalamu 'alaikumwarohmatullah wabarakatuh

After reading, studying and giving advice for necessary revision on the thesis belongs to **Siti Asiah**, entitled **"The Correlation Between Reading Habit and Reading Comprehension at the Tenth Grade Students of MA Aljunaidiyah Mandailing Natal"**. We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan. Thank you.

Wassalamu 'alaikumwarohmatullah wabarakatuh

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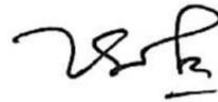
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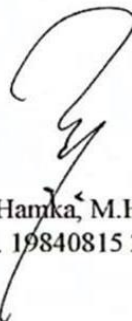
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Result/Mark : 81, 25 (A)  
IPK : 3,43  
Predicate : Memuaskan





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### LEGALIZATION

**Thesis** : The Correlation Between Reading Habit and  
Reading Comprehension at the Tenth Grade  
Students of MA Aljunaidiyah Mandailing Nata!

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### **ABSTRACT**

This research foccused on the correlation between reading habit and reading comprehension at the tenth grade students of MA Aljunaidiyah Mandailing Natal. There were some problems of the students in this research such as, students lack of interested in reading book. Students tend to get bored while reading because they don't understand the text. They are not become reading habit. Students feel difficult to find main idea in the text.

The formulation of this research were: 1) How is the students' reading habit at the tenth grade students of MA Aljunaidiyah Mandailing Natal?. 2) How is the students' reading comprehension at the tenth grade students of MA Aljunaidiyah Mandailing Natal?. 3) Is there a significant correlation between reading habit and reading comprehension at the tenth grade students of MA Aljunaidiyah Mandailing Natal?. The objectives of this research is to know the students' reading habit and reading comprehension, and to find out whether or not there is significant correlation between reading and reading comprehension at the tenth grade of MA Aljunaidiyah Mandailing Natal.

The kind of this research was quantitative research with the correlational research type. The population of this research was 59 students from the tenth grade students of MA Aljunaidiyah Mandailing Natal. This research chose all of the population as the sample by using total sampling technique. Instrument of collecting data were questionnaire for students' reading habit and test for reading comprehension.

From the result of the analyzing data, this research found mean score of reading habit was 68.91 and the mean score of reading comprehension that was 49.20. Besides, related to the result of data analysis, it was found that there was a significant correlation between students' reading habit and students' reading comprehension with the  $t_{\text{count}}$  was (8.872) higher than significance value  $t_{\text{table}}$  (8.872 > 2.00247). It means reading habit had correlation to reading comprehension of the tenth grade students MA Aljunaidiyah Mandailing Natal in low category.

**Keywords: Reading, Reading Habit, Reading Comprehension, Correlation**

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**Department : English Education**  
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### **ABSTRAK**

Penelitian ini terfokus pada hubungan antara kebiasaan membaca dan pemahaman membaca siswa kelas sepuluh MA Aljunaidiyah Mandailing Natal. Ada beberapa masalah siswa dalam penelitian ini seperti, kurangnya minat siswa dalam membaca sebuah buku. Siswa cenderung bosan saat membaca, karena tidak memahami teks. Mereka tidak mempunyai kebiasaan membaca. Siswa merasa kesulitan untuk menemukan gagasan utama dalam teks.

Rumusan masalah dalam penelitian ini adalah: 1) Bagaimana kebiasaan membaca siswa dikelas sepuluh MA Aljunaidiyah Mandailing Natal?, 2) Bagaimana pemahaman membaca siswa kelas sepuluh MA Aljunaidiyah Mandailing Natal?, 3) Apakah ada hubungan yang signifikan antara kebiasaan membaca dan pemahaman membaca pada kelas sepuluh MA Aljunaidiyah Mandailing Natal?. Tujuan dari penelitian ini adalah untuk mengetahui kebiasaan membaca siswa dan pemahaman membaca siswa, dan untuk menemukan apakah ada tidaknya korelasi yang signifikan antara kebiasaan membaca dan pemahaman membaca siswa kelas sepuluh MA Aljunaidiyah Mandailing Natal.

Jenis penelitian ini adalah penelitian quantitative dengan tipe korelasional. Populasi dalam penelitian ini adalah 59 siswa dari kelas sepuluh MA Aljunaidiyah Mandailing Natal. Penelitian ini mengambil semua populasi sebagai sampel dengan menggunakan teknik total sampling. Instrumen yang digunakan adalah angket untuk kebiasaan membaca dan tes untuk pemahaman membaca

Dari hasil analisis data ditemukan nilai rata-rata siswa pada kebiasaan membaca adalah 68.91 dan pemahaman membaca 49.20. Disamping itu, berkaitan dengan hasil dari analisis data, adanya hubungan yang signifikan antara kebiasaan membaca dan pemahaman membaca dengan  $t_{\text{count}}$  (8.872) lebih tinggi dibanding  $t_{\text{table}}$  (8.872 > 2.00247). Artinya kebiasaan membaca memiliki hubungan dengan pencapaian pemahaman membaca siswa kelas sepuluh MA Aljunaidiyah Mandailing Natal dengan kategori rendah.

**Kata kunci: Membaca, Kebiasaan membaca, Pemahaman membaca, Hubungan**

## ACKNOWLEDGEMENT

*Bismillahirrahmanirrahim*

First of all, let the researcher says a lot of praise and Alhamdulillah to Allah SWT, as the best Creator of everything in the world, and as the most Merciful who has given to the researcher the health, time, knowledge, and chance for finishing the thesis entitled “*The Correlation Between Reading Habit and Reading Comprehension at The Tenth Grade Students of MA Aljunaidiyah Mandailing Natal*”.

It is a pleasure to acknowledge the help and contribution to all lecturers, instution, family and friends who have contributed in different ways. Therefore, in this chance the rearcher would like to express the deepest gratitude because this thesis can not be completed without helping from the following people:

1. Special thanks are directed to Mr. Dr. Fitriadi Lubis, M.Pd., as the first advisor and Mrs. Sokhira Linda Vinde Rambe, M.Pd., as the second advisor. They have given their valueable guidance and suggestions sincerely and patiently during the progress of writing and who have been the great advisor for me to finish this thesis as well.
2. Thanks are directed to the Rector of UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan, as the administrator that has accepted researcher as the University student in UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan.
3. Thanks are directed to the Dean of Tarbiyah and Teacher Training Faculty that has done the best to improve the faculty in creating various activity to increase students’ skill.



4. Thanks are directed to the Chief of English Education Department who gladly support and permit to research in English Education Department and counseled the researcher till finishing this thesis. Then, big thanks to Mrs Fitri Rayani Siregar, M.Hum., as my academic advisor who has been given me advice, suggestions, motivation, and guidance as long as I was a student in this University.
5. Thanks are directed to all lecturers that have taught, guided and also encouraged during I studied in UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan.
6. Big thanks to all my friends who always support me, especially all my friends TBI 3 who have made story to be more colorful and memorable.
7. Special thanks are directed to my beloved parents Mr. Basyar and Mrs. Rosni, and to all my lovely sister and brother who always support me, prayers, motivation, and big spirit how to be patient and survive in each conditions by my own self. Especially for my parents who always give greatest advice, encougrament, prayer and everything that I cannot explain by words.

I realize this thesis cannot be considered perfect without critiques and suggestions. Therefore, it is such a pleasure for me to get critiques and suggestions to make this thesis better.

Padangsidimpuan,

2022

The Writer

SITI ASIAH  
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## TABLE OF CONTENT

Page

TITTLE PAGE	
LEGALIZATION ADVISOR SHEET	
AGREEMENT ADVISOR SHEET	
DECLARATION OF SHEET THESIS COMPLETION	
AGREEMENT PUBLICATION OF FINAL TASK FOR	
ACADEMIC CIVITY	
SCHOLAR MUNAQOSAH EXAMINATION	
LEGALIZATION OF DECAN OF TARBIYAH AND	
TEACHER TRAINING FACULTY	
ABSTARCT .....	i
ACKNOWLEDGEMENT .....	iii
TABLE OF CONTENTS .....	v
LIST OF TABLES .....	vii
LIST OF FIGURES .....	viii
LIST OF APPENDIXES .....	ix

### CHAPTER I : INTRODUCTION

A. Background of the Research .....	1
B. Identification of the Problems .....	4
C. Limitation of the Problems .....	4
D. Formulation of the problems .....	5
E. Objectives of the Research .....	5
F. Significances of the Research .....	6
G. Outline of The Research .....	6

### CHAPTER II : LITERATURE REVIEW

A. Theoretical Description .....	8
1. Reading Habit .....	8
a. Definitions of Reading Habit .....	8
b. Purposes of Reading Habit .....	9
c. Factors of Reading Habit .....	10
d. Advantages of Reading Habit .....	12
e. Characteristics of Reading Habit .....	13
2. Reading Comprehension .....	
a. Definitions of Reading Comprehension .....	16
b. Purposes of Reading Comprehension .....	17
c. Types of Reading Performance .....	19
d. Process of Reading Comprehension .....	20
e. Principles of Teaching Reading .....	21
f. Materials of Reading Comprehension .....	22
B. Review of Related Finding .....	25
C. Conceptual Framework .....	27
D. Hypothesis .....	28

<b>CHAPTER III: RESEARCH METHODOLOGY</b>	
A. Place and Time of Research .....	29
B. Research Method .....	29
C. Population and Sample .....	30
D. Definition of Operational Variable .....	31
E. Instrument of Collecting Data .....	32
F. Validity and Reability .....	34
G. Technique of Collecting Data .....	35
H. Technique of Data Analysis .....	36
<b>CHAPTER IV: RESULT OF RESARCH</b>	
A. Data Description .....	39
B. Hypothesis Testing .....	42
C. Discussion of the Result .....	43
D. Limitation of the Research .....	47
<b>CHAPTER V: CONCLUTIONS AND SUGGESTIONS</b>	
A. Conclusions .....	50
B. Suggestions .....	50
<b>REFERENCES</b>	
<b>APPENDIXES</b>	
<b>CURRUCULUM VITAE</b>	



## LIST OF TABLES

	Page
Table 1 : The Number of Population.....	30
Table 2 : Indicator Questionnaire of Reading Habit.....	33
Table 3 : Indicator of Reading Comprehension.....	34
Table 4 : The Table Interpretation of XY.....	38
Table 5 : The Score Resume of Variable X.....	40
Table 6 : The Frequency Distribution of Reading Habit.....	40
Table 7 : The Score Resume of Reading Comprehension.....	42
Table 8 : The Frequency Distribution of Reading Comprehension.....	42
Table 9 : The Table of Normality and Homogeniety Data X and Data Y..	44
Table 10 : The Table Result of Product Moment.....	45
Table 11 : Criteria Score Interpretation of Correlation.....	45
Table 12 : The Result of Hypothesis Test.....	46

## LIST OF FIGURES

	Page
Figure 1 : The Histogram of Reading Habit.....	41
Figure 2 : The Histogram of Reading Comprehension.....	43

## **LIST OF APPENDIXES**

Appendix 1	: Instrument of Reading Habit (Data X)
Appendix 2	: Test of Reading Comprehension
Appendix 3	: Answer key of Reading Comprehension Test
Appendix 4	: Questionnaire Result of Reading Habit
Appendix 5	: The Result Reading Habit (Variable X)
Appendix 6	: The Result of Reading Comprehension (Variable Y)
Appendix 7	: The Result Data of Variable X and Y
Appendix 8	: The Normality of Data Reading Habit (X)
Appendix 9	: The Normality Data Y and Homogeniety Data X and Y
Appendix 10	: The Result of Normality Test X and Y
Appendix 11	: The Result of Product Moment
Appendix 12	: The Result of Hypothesis Test
Appendix 13	: Documentations



## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of The Problems**

Reading comprehension is the ability to read text and the process it understand the meaning. It relies on two, interconnected abilities: word reading (being able to decode the symbols on the page) and language comprehension (being able to understand the meaning of the words and sentences. The ability of individuals to understand texts is influenced by their ability to process information.

There are a few essentials why students should have ability in reading comprehension they are: First, able to understand, analyze, and respond to texts and written communication at school. Second, improve the ability to be seen clearly and effectively. Third, subject can improve reading focus for a long time.

Reading is taught for students at school. In reading, students learns several types of lessons. There are six kinds of lessons at eleventh grade of senior high school, such as recount text, narrative text, song lyrics, descriptive text, congratulation card, announcement. One of reading text at tenth grade is recount text.

The goverment has done some efforts to increase the quality of education, such as curriculum development, teacher quality improvement, and textbook selection. The school has done some efforts to increase education, such as prepare school facilities for the teaching process of teaching. The teacher is an important in increasing the quality of education, and also to teaching the

teacher's job to monitor and supply feedback on student's learning. Of the efforts that have been done, but after we observed with the teacher, it turns out that their reading still low. Students are expected to develop their reading comprehension.

Based on interview to English teacher of MA Aljunaidiyah Mandailing Natal, the teacher said there are many problems faced while reading. First, students lack of interested in reading a book. Second they tend to get bored while reading because they don't understand the text. Third, they are not become reading habit. Forth, they feel difficult to find main idea in the text.<sup>1</sup> It means that the students are lack of reading. Another time with the students at tenth grade of MA Aljunaidiyah Mandailing Natal. The students said I'm confused with long sentences when reading a text, because I don't understand the contents of the reading and then I lacked of reading skill so I still difficulty to get main idea of the text.<sup>2</sup>

Based on the explanation above, there are many students in MA Aljunaidiyah Mandailing Natal are less interested in reading because of low in reading habits, as a result they have difficulty to read the long moreover short text, and also lazy to read the text. So they are bored because cannot find the main idea of the text.

There some factors that can have an effect on reading comprehension.

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<sup>1</sup> An English Teacher of MA Aljunaidiyah Mandailing Natal, Private Interview", 15 April 2022.

<sup>2</sup> The Students of MA Aljunaidiyah Mandailing Natal, Private Interview, on August 11 th 2022.

They are: phsysical health, and especially eye health, interest, and motivation for reading, reading intentions and goals, reading habit, and reader schematics there is available. As for external factors that effect reading results, such as reading favors, readability of the discourse being read, and the environment in which to read.<sup>3</sup>

Reading habit is the process and comprehension is the essence of it. By accustoming a good reading habit as a daily activity, it will help the student to read and to comprehend English text fluently and accurately. Pursuing reading as a habit will help the students to become more intelligent. Practicing reading habit also improves analytical skill in comprehension task. In reality, many students actually still have reading comprehension problems. Some even conclude why more and more students have become poor in reading comprehension.

There are a few essentials in reading habit, they are: First, reading habit can keep the brain active so that it can function properly and correctly. Second reading habit can improve mental health and even prevent Alzheimer's disease and dementia.

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<sup>3</sup> Darmadi, *Strategi Menumbuhkan Minat Bca Pada Anak Usia Dini*, (Bogor : Guepedia, 2018), p. 115.



The role of reading habit in reading comprehension are it can help to understand the world around more better, and also keeps our mind active and improves our creativity, communication and communication skills reading increases the vocabulary and develops our communication skills, and can also help how to use language creatively.

Based on the explanation above, the researcher is interested in doing a research entitled “The Correlation Between Reading Habit and Reading Comprehension At The Tenth Grade Students of MA Aljunaidiyah Mandailing Natal”.

## **B. Identification of The Problems**

Reading comprehension is the ability to process text, understand the meaning of the text and not what the reader knows. The ability of individuals to understand texts is influenced by their skills and their ability to process information

As mention above the factor of reading comprehension are: phsysical health, and especially eye health, interest, and motivation for reading, reading intentions and goals, reading habit, and reader schematics there is available.

## **C. Limitation of The Problems**

From the identification above, there are several factors of reading comprehension, such us phsysical health, and especially eye health, interest, and motivation for reading, reading intentions and goals, reading habit, and reader schematics there is available.

In this research did not discuss all the factors of reading comprehension,

in this research only focus on one factor. It is reading habit.

This research focus on reading habit in reading comprehension because some factors. First, students lack of interested in reading a book. Second, the students have any difficulty to get main idea of the text. Third, they tend to get bored while reading because the don't understand the text.

#### **D. Formulations of The Problems**

Based on the background of the problem, researcher formulated of the research as follow:

1. How is the students' reading habit at the tenth grade students of MA-Aljunaidiyah Mandailing Natal?
2. How is the students' reading comprehension at the tenth grade students of MA-Aljunaidiyah Mandailing Natal?
3. Is there a significant correlation between reading habit and reading comprehension at the tenth grade students of MA-Aljunaidiyah Mandailing Natal?

#### **E. Objectives Of The research**

The Objectives of this research are:

1. To know the students' reading habit at the tenth grade of MA-Aljunaidiyah Mandailing Natal.
2. To know students' reading comprehension at the tenth grade of MA-Aljunaidiyah Mandailing Natal.

3. To find out whether or not there is significant correlation between reading habit and reading comprehension at the tenth grade of MA-Aljunaidiyah Mandailing Natal.

#### **F. Significances of The Problem**

The significant of this research are:

- 1) For headmaster

To supervise and to give the significant theory and practice contribution to English teaching in learning process.

- 2) For the English teacher

As input in teaching and learning process especially in teaching reading habit and reading comprehension.

- 3) For researcher

Who want to do research the same problem as information about the topics or as references for another researcher in the next time.

#### **G. Outline of the Thesis**

The systematic of this research is divided in to five chapters. Each chapter consisted of some sub chapters with detail as follow:

Chapter I, discussed of introduction that consist of background of the problem, identification of the problem, limitation of the problem, formulation of the problem, objective of the research, the significance of the research. Chapter II contains about literature review that consist of theoretical description with some sub theory about reading habit, reading comprehension, related findings, conceptual framework and hypothesis.

Chapter III is about the research method that consist of time and place of the research, the method of research, research design, population and sample, definition of variable, technique of collecting data, and technique of data analysis. Chapter IV is the result of the research that consist of the description of the data with some sub theory about reading habit , reading comprehension, hypothesis, discussion of the result, and limitation of research. Chapter V is contains the conclusions about the result of the research and suggestions which is given to students and teacher by researcher.

## CHAPTER II

### LITERATURE REVIEW

#### A. Theoretical Description

##### 1. Reading Habit

###### a. Definitions of Reading Habit

According to Tampubolon “reading habit is interest (desirability, desire, and motivation), and good reading skill and efecient that develoving and civilizing with maximal in self someone called habit”.<sup>4</sup> 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> Therefore, the reading habit can be fertilized, nurtured and developed. Interest in reading without being supported by facility to read will not become a reading habit and then it becomes a reading culture. Andrew arguess that “reading habit from the standpoint of psychology, is more or less fixed way of thinking, willing or feeling acquired through previous repetition of a mental experience.”<sup>6</sup> Chettri and Rout states that “ reading habit is a reading activity which is done recursively.”<sup>7</sup>According to Stanovich that “given that lifelong reading habits are such as strong predictors of verbal cognitive growth, the analyses have treated exposure to print as a predictor variable of

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<sup>4</sup> Tampubolon, Teknik Membaca Efektif dan Efisien, (Bandung: Angkasa, 1990), p. 227-228.

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

<sup>6</sup> B.R Andrew, “American journal of Psychology” (Vol.14. No.2, 1903), p.1

<sup>7</sup> K. Chettri and S.K. Rout. *Reading Habit an Overview*, ( IOSR Journal of Humanities and Social Science, 2013), p. 13.

criterion abilities such as reading comprehension.<sup>8</sup>

Based on the above opinions it can be conclude that reading habit are interacted with reading materials that are carried out repeatedly. Interest in reading will become a reading habit if suitable reading materials are available and there is time to read.

#### **b. Purposes of Reading Habit**

According to Ogbodo, reading habit has four purposes. Number one until three is a positive attitude. Then, number four is a negative attitude. They are follows:

##### **1. Hobbial**

A hobby is an activity that creates joy and satisfaction in doing it. The purpose of reading habit as a hobby make a reader knowledgeable in so many areas, such as in educational, politics, religious, and economic. This purpose of reading habit not only makes one satisfied but also positive. Unlike others hobbies, reading is one of the most recommended one to shape readers personality skill. By reading book particular can develop the knowlege of vocabulary which helps in conversations. Reading as a hobby is wonderfull: it helps the readers to improve their ability to absorb and to comprehend written material and help them to pursue a better job.

##### **2. Recreational**

A good reading habit for recreational makes the reader acquire more knowledge in the classroom. Reading for relaxation is aimed to cool the reader's brain and to avoid mental vatigue: the example activities on reading for relaxation are reading newspaper and magazine.

##### **3. Concentration**

One of the reading purposes is concentration. Concentration means the readers acknowledge their process to understand the meaning of a passage. Reading for concentration is recommended for use in school by stakeholders: this reading habit purpose shows positive result in student's achievement in school.

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<sup>8</sup> Keith.E. Stanovich, Progress in Understanding Reading, ( Philip:Guliford Publications , 2000), p. 316.



#### 4. Deviational

The last purpose of reading habit is deviational. This is the only reading habit which has a negative norm. The readers sometimes pretends to read, and deviates from the actual reading. This should be avoided by the students. If this habit reading attitude acquired by the students, it may lead to loss of interest in the acquisition of knowledge.<sup>9</sup>

As stated above, there are some reading habits purposes which have either positive or negative result. Reading for hobbial, rereational, concentration, and deviational. Those purposes can help the students to improve their ability to absorb and to comprehend written material and increase their achievement in school.

#### c. Factor Influences of Reading Habit

According to Ogeyik and Akyay, “specified that reading habit depends on two factors, on choosing reading text and encouranging the educational environments”.<sup>10</sup>

Then, Chattri and Roud identified that “factors of reading habit included age, gender, educational, background, academic perfomance, personal growth, internal factor and external factor. He also mentioned that internal factor has influenced by home, motivation and attitude. For external factor, it has influenced by peers, schools, teachers, and the library facilities”.<sup>11</sup>

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<sup>9</sup> Rosemary Ochanya Ogbodo, “Effective Study Habits in Educational Sector: Counseling Implication”, *Edo Journal Counseling*, Vol. 3, No. 2, 2010, p. 231-234.

<sup>10</sup> Ogeyik, M. C., & Akyay, E. *Investigating Reading Habits and Preferences of Stuident Teacher at Foreign Language Departments*, (The Internasional Journal of Language Society and Culture, 2009), p. 72

<sup>11</sup> Rout, S. K., & Chettri, K. *Reading Habits- an Overview*.( IOSR Journal of Humanities and social science, vol, 14 (6), p. 13-17.

From the explanation above that there are two factors that influence reading habits, namely internal and external factors. Internal factors including home, motivation, attitude and external factors including peers, schools, teachers, and library facilities.

Moreover, Dalila states that there are factors influencing reading habit, the factors are:

1. Peer influence

A study of young people in Britain aged between 11 to 18 years found that peer influence was the top most reason for reading book. It is widely known that peer can be something very important on someone's habit, many people intends to have the same habit as what close friends have.

2. Personal interest

Personal interest is also believed to have an important role in obtaining the reading habit. A research found the most important factor motivating students' reading habit is students' personal interest.

3. The library's condition

Another factor influencing students' reading habit is library's condition. The National Library and Documentation Service (NLDB) In Sri Langka carried out a research found that the reading habit of students is poor because the condition of library was insufficient as the book collections were old and most of students read light material, such as magazine, novels, comic and newspaper.

4. Library's reading resource

A reading resource also influences students' reading habit. A reading habit will increase if the resource in the library appropriate to students' reading preference. A survey in Britain investigated that students had very diverse reading sources.<sup>12</sup>

Based on the explanation above, that the factors of influencing reading habit play a big responsibility in building students' motivation

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<sup>12</sup> Bella, D. *The Correlation Between Recreational Reading Habit and Reading Achievement*, Bachelor's Thesis, UIN Ar-Raniry, Banda Aceh, p. 15-16.

in increasing their reading habit. And also all these factors play an important role in reading habit.

#### **d. Advantages of Reading Habit**

In habitual reading there are so many advantages that students can absorb. Propose several benefits of reading, Shanmugam said, the impact of reading in people's life is extraordinary widespread. A reader can learn a new word, can be introduced to new facts, and can become knowledgeable about the whole and can be stimulated to both thought and emotion.<sup>13</sup>

More complete explanation stated by Jack, he mentions several advantages of reading habit. They are:

1. Habit of regular reading helps us develop a good vocabulary habit in reading develops their alertness in identifying error in a sentence. Frequent readers have a range of words bank. They would have specific information about meaning of the word and they are able to predict the meaning based on context.
2. Habitual reading books intellectual curiosity regular habit of reading exposes a reader a variety of a book. Habitual reading also helps the readers to understand the complexity of different books. A reader becomes knowledgeable about various literacy skills and leads the reader to think independently and critically.
3. Habitual reading means a psychological activity regular habit as a psychological activity means a reader link with their mind to feel the writers' imagination. They use their mind to figure out the scheme of story, to feel the writers and to experience those differences of personal players.
4. Habitual reading helps readers to have a positive set of mind efficient frequent readers should be active, positive mind set and critical. The readers should give feedback quickly to the materials as a response to what they have read. They should

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<sup>13</sup> Thanuskodi S, *Reading Habit Among Library and Information Science Students*, (Annamalia University: A Survey, International Journal Education Science, 2011), p. 6.

also get summary and make a critical judgment from material.<sup>14</sup>

To conclude, there are many benefits for reading habit. By implementing habitual reading are able to train their mind in the context of helping brain to work effectively. Habitual reading enriches readers' vocabulary in various literacy skills. The readers are also able to read critically, effectively, and positively. Moreover, reading habit makes the readers open up their mind and helps them become more intelligent.

#### **e. Characteristics of 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 are the indicators of questionnaire students reading habit is investigate, as follow:

1. 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.
2. The habit while reading habit while reading is the thing has usual done when reading and otomatic has become a habit. There some while reading.<sup>15</sup>
  - a. Gesticulating of mouth to pronouncing word that has read.

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<sup>14</sup> Jack, S. *The Habit of Reading and It's Advantages Why Should Develops Habit of Regular Reading*, ( Internasional Journal Education Science, 2008), p. 66.

<sup>15</sup> Dewa Ketut Sukardi, *Bimbingan Perkembangan Jiwa Anak* ( Jakarta : Ghalia Indonesia 1987).

- b. Gesticulating of head from the left to right.
- c. Used the finger to show word by word.
- 3. Strategies in reading  
Strategies in reading very important, because strategy is a plan intended to achieve a particular purpose in reading activity reading.<sup>16</sup> Some strategies are related to bottom – up procedures and others enhance the top – down process.
- 4. Number of hours spent daily on reading  
Reading 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 called moderate readers, those who called above twenty books per year are called constant readers.<sup>17</sup>

From the explanation about, can conclude that four indicators or characteristics it gaining effective reading habit for the students. The number of hours spent daily on reading is how far time of reading has expendable every day.

Gaona and Gonzales said that there are some indicators of reading habits, as follows:

- 1. Attitude toward reading  
The reason that the person reports on the attitude and behavioral cognitive-affective attitude towards reading.
- 2. Reading frequency  
The frequency at which the person reports to read in their spare time.
- 3. Books read  
The number of books that the person reports having read in the last three months.
- 4. Spend time
  - a. On academic reading  
The time that person reports to devote to reading books on his or her study subjects.
  - b. Non- academic reading  
The time that the respondent reports to devote to reading

<sup>16</sup> Oxford Learner's Pocket Dictionary, 9 New York: Oxford University Press, 2003).

<sup>17</sup> E. Ogus, Yildis at all. *Assesing Reading Habits of Future Classroom Teachers in Context of Their Socio-Demographic Features*, (Turkey : Mayis University, 2009), p. 767.

books that are not directly related to the subjects his or her studies

5. Motivation
  - a. In the family environment
  - b. In the academic environment
  - c. Reading frequency
  - d. Motivation.<sup>18</sup>

In conclude, there are three aspects it gaining effective reading habit for the students, reading amount of books, reading frequency, and motivation in reading this aspects are concluded in the quetionnaire.

## 2. Reading Comprehension

### a. Defenitions of Reading Comprehension

Bojovic said “reading is not merely a process of exact identification of letters, words, and ultimately sentences leading to comprehension built from letter to word to phrase to sentence. Readers make use of their existing background knowledge to make predictions about what is coming next in the text and about how some new, unfamiliar piece of information relates to what is already known”.<sup>19</sup>

Besides, Nunan said that comprehension is essential to succesfull reading. The main of goal reading is comprehension absolutely, either for details or not. The reader who was the background knowledge about something, it must comprehend firstly. In other word, it can be said that comprehend something to comprehend another case.<sup>20</sup>

Roehl states there reading comprehension is an ability to know what the readers read where words have context and text have a

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<sup>18</sup> Gaona J, M, A & Gonzales, E, R, Relationship Between Reading Habits University Library and Academic Perfomance in a sample of phsycology students, ( Revista De La Education Superior 15 ( 1), p. 55-57.

<sup>19</sup>M Bojovic, “Reading Skills and Reading Comprehension in English for Specific Purposes,” no. September 2010 (2014), p. 1.

<sup>20</sup>David Nunan, *Practical English Language Teaching*, (New York: Mc.Grow Hill, 2003), p. 75.



meaning. The words or essay relate to the context, the reader interprets it firstly to get the factual interpretation or in reading. The reader's background knowledge also helps the reader to get the comprehension in reading.<sup>21</sup>

According to Nunan "reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies, some strategies are related to bottom procedures and the other enhance the top-down process".<sup>22</sup> Based on curriculum 2013,

Reading is understanding various meanings (interpersonal, ideational, textual) in various interactional written texts and monologues, especially those in the form of descriptive, narrative, spoof/recount, procedure, report, news item, anecdote, exposition, explanation, discussion, commentaries, and reviews.<sup>23</sup>

Based on the explanation above that reading comprehension is an ability to know what the readers read that involves the exploitation of the other skills or ability where there is reflection of the communication interactions among the intentions of the readers and the context situation of interaction. Then, reading comprehension is reading text by comprehending to find what the readers want to know and also the information they need by process thinking in their mind.

## **b. Purposes of Reading Comprehension**

A purpose of reading is established for each lesson and each

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<sup>21</sup>K.M.Roebl, *Developing Reading Comprehension Skills in EFL University Level Students*, (St.Jhon University: Taiwan,2003), p. 177.

<sup>22</sup> H. Douglas Brown, *Language By Principles* ( San Fransisko: California, 1994), p. 291.

<sup>23</sup> Wahyu Sundayana, "Material Development/Pedoman Guru ING SMA 5. ([http://file.upi.edu/Direktori/FPBS/JUR.\\_PEND.\\_BAHASA\\_INGGRIS/19580208198601WAHYU\\_SUNDAYANA/ESP\\_Material\\_Development/Pedoman\\_Guru\\_ING\\_SMA\\_05\\_Bag\\_I.pdf](http://file.upi.edu/Direktori/FPBS/JUR._PEND._BAHASA_INGGRIS/19580208198601WAHYU_SUNDAYANA/ESP_Material_Development/Pedoman_Guru_ING_SMA_05_Bag_I.pdf)). Access on 08th February 2022.

extension changes the purpose for reading, which then changes the reader's focus. It means the purpose of reading can be reachable if the readers get the best way to understand the reading material.

Reading can be summarized as a process that involves vision and response to understand and comprehend reading material is aimed to obtain information and improve our knowledge.<sup>24</sup>

According to Tarihoran and rachmat, there are four purposes for reading comprehension such as:

1. Reading for pleasure is reading a narrative, novel, comics. And so on. Here the readers enjoy the sound and the rhythm of literacy text.
2. Reading for a general impression, such as to gain an idea of the writer's viewpoints, to decide whether or not read the text.
3. Reading for organizing reading and study, such as to indentify the important content of the text, to answer a specific question, to decide which section of a text to start studying.
4. Reading for learning content or procedure, such as to gain an understanding of new concepts, to learn certain facts from a text and follow instructions.<sup>25</sup>

From the explanation above that, every individual has their own reason for read and their own needed. So the main purposes of reading is to seek and obtain information, including, content, understanding the meaning of reading.

Based on English curriculum 2013, the purpose of reading comprehension as follow :

1. Can respond to graphic symbols in writing, such as punctuation, capitalization, italics.

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<sup>24</sup> Charlotte S. Huck and Barbara Z. Kiefer, *Children's Literature in The Elementary School* (New York: Mcgraw-Hill, 2004), p.12

<sup>25</sup> N. Tarihoran and M. Rachmat, *Reading Basic Reading Skill* (Serang : Loquen Press, 2012), p. 6.

2. Can understand the elements of language in written discourse, such as morpheme/word structures, sentences, word links in sentences, sentence links in paragraphs.
3. Can understand the meaning of words and sentences according to the context of written discourse.
4. Can understand the main ideas, supporting and detailed information in written discourse.
5. Draw conclusions and inferences from written discourse.
6. Knowing the author's style and intent in conveying ideas in written discourse.<sup>26</sup>

From the explanation above that the purpose of reading comprehension is to make it easier for the reader and help to find information quickly and the reader is easy to conclude the text that has been read.

### c. Types of Reading Performance

There are two types of classroom reading performance as proposed by Brown :

1. Oral and silent reading  
Occasionally, you will have reason to ask a student to read orally. At the beginning and intermediate levels, oral can
  - a) serve as an evaluative check on bottom –up processing skills
  - b) double as a pronunciation check,
  - c) serve to add some extra student participant if you want to highlight a certain short segment of a reading passage.
 For advanced levels, usually only advantage can be gained by reading orally. As a rule of thumb you want to use oral reading to serve these three purposes because the disadvantages of too much oral reading can easily come into play;
  - a) Oral reading is not very authentic language activity.
  - b) While one student is reading ,other can easily lose attention (or be silently rehearsing the next paragraph)
  - c) It may have the outward appearance of student participation when in reality it is mere recitation.

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<sup>26</sup>Wahyu Sundayana, “Material Development/Pedoman Guru ING SMA 5. ([http://file.upi.edu/Direktori/FPBS/JUR.\\_PEND.\\_BAHASA\\_INGGRIS/19580208198601WAHYU\\_SUNDAYANA/ESP\\_Material\\_Development/Pedoman\\_Guru\\_ING\\_SMA\\_05\\_Bag\\_I.pdf](http://file.upi.edu/Direktori/FPBS/JUR._PEND._BAHASA_INGGRIS/19580208198601WAHYU_SUNDAYANA/ESP_Material_Development/Pedoman_Guru_ING_SMA_05_Bag_I.pdf)). Access on 08th February 2022.

## 2. Intensive and extensive reading

Silent reading may be subcategorized into intensive and extensive reading.

Intensive reading calls students' attention to grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implications, rhetorical relationships, and the like. Extensive reading is carried out to achieve a general understanding of a usually somewhat longer text (book, long article, essay).<sup>27</sup>

It can be concluded that types of reading there are two types such as, oral and silent reading, intensive and extensive reading. So reading is a complex process that involves the features of parts of success ability and failure.

### d. Process of Reading Comprehension

Models of reading comprehension can be said a reading process.

The process of reading can be divided into three categories: bottom-up, top-down, and interactive.

1. Bottom-up refers to the decoding of individual linguistic units on the printed page, working one's way up from smaller to larger units to obtain meaning and to modify one's prior knowledge.<sup>28</sup>
2. Top-down begins with reader's hypotheses and predictions about the text and his or her attempts to confirm them by working down the smallest unit of the printed text.<sup>29</sup>
3. Interactive combines elements of both bottom-up and top-down assuming "that pattern is synthesized based on information provided simultaneously from several knowledge sources".<sup>30</sup>

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<sup>27</sup>H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (San Francisco: Longman, 2007), p. 371.

<sup>28</sup>J. Michael O'Malley and Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners* (USA: Addison Wesley Publishing Company, 1996), p. 94.

<sup>29</sup>O'Malley and Pierce, p. 95.

<sup>30</sup>Nunan, *Practical English Language Teaching*, p. 72.

From the explanation that, this model is the mixing of grammatical side and meaning side of reading. So, when the readers read, one of the processes of reading above will be applied to get the point of their reading.

#### **e. Principles in Teaching Reading Comprehension**

Principle reading to make better reading comprehension in reading activity. There are some principles in reading comprehension stated by Douglas Brown as follows:

1. Identify your purpose in reading text.
2. Applying spelling rules and conventions for bottom-up decoding.
3. Use lexical analysis( prefixes, roots, suffixes, etc,) to determine meaning.
4. Guess at meaning ( of words, idiom, etc,) when you aren't certain.
5. Skim the text for the gist and for main ideas.
6. Scan the text for specific information( names, dates, key words).
7. Use silent reading techniques for rapid processing.
8. Use marginal notes, outlines, chart, or semantic map for understanding and retaining information.
9. Distinguishing between literal and implied meaning.
10. Capitalize on discourse markers to process relationship.<sup>31</sup>

It conclude above that, there are many aspects that have attention in reading activity to enhance comprehension in reading. It started before the reading activity is done, the reader have to identify the purpose to what read something, using structure and grammar on it, using the methods of reading like skimming and scanning for specific

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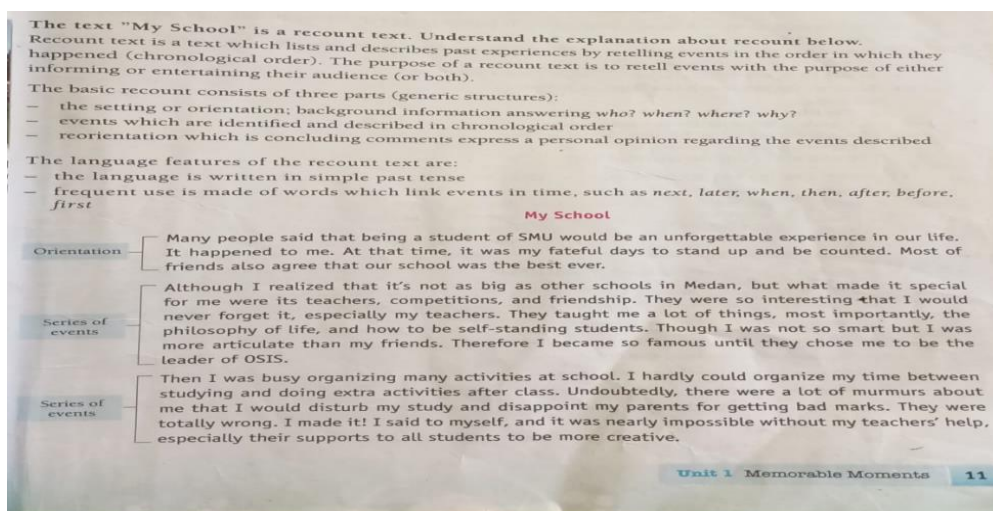
<sup>31</sup> Brown, *Language Assessment Principle and Classroom Practice*, p. 188.

information.

#### f. Materials of Teaching Reading Comprehension

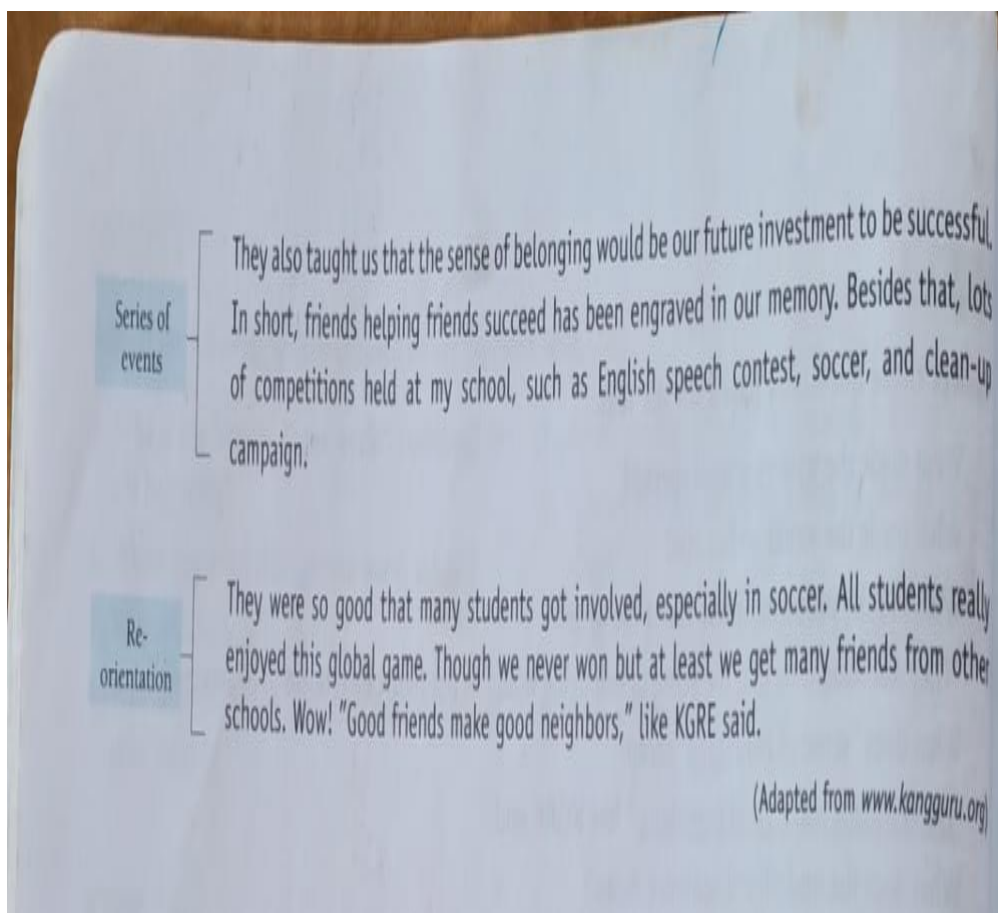
There are common topics in English book that used for tenth grade Senior High School, it divides into eight unit. Such as: Song lyrics and recount text, folklore and table, shopping list and opinion, request and narrative text, descriptive text and information, congratulation and complimenting, announcement and asking for intention.<sup>32</sup> Based on the syllabus curriculum for tenth grade, this research took I have story to tell in recount text on unit 1.

- 1) The example of reading comprehension in recount text on the handbook.



Source: English Textbook X Grade of Senior High School

<sup>32</sup> Lanny Kurniawan. et al, *Talk Active 1*, (Jakarta: Yudhistira, 2014).



Source: English Textbook X Grade of Senior High School



## 2) The exercises of reading comprehension in recount text.

**Activity 5**

**Task 1**

Study this recount text. Write the generic structure in the box based on the text you read.

**My Holiday was Fantastic**

→ Last summer, I got a fantastic holiday. I visited some great places.

→ I went to an airport and was going to fly to Cleveland. I was spending there two days. I liked to see some Cleveland Cavaliers basketball matches.

→ Then, I went to Hollywood. Hollywood is a famous district in Los Angeles, California, United States. It had become world-famous as the center of the film industry. Four major film companies – Paramount, Warner Bros., RKO and Columbia – had studios in Hollywood. I did not want to leave but I had to.

→ After that, I went to New York City. I visited the Statue of Liberty. I went from the bottom of Manhattan to the top of the crown. That was very amazing.

→ The places made me feel at home but I have to go home. Next time, I would return to them.

(Adapted from [understandingtext.blogspot.com](http://understandingtext.blogspot.com))

**Task 2**

Read the text carefully and study the generic structure given.

Orientation → On Sunday, I went down town to do some shopping in one of the best shopping centers. It is called Ramai Maret.

Record of events → I bought a lot of things; snacks, health product, and some clothes. I was very happy because that day everything was 20% off. I spent around 500 thousand rupiahs.

Unit 3 Leisure Time 39

Source: English Textbook X Grade of Senior High School

After about an hour I was wondering in. I decided to leave and went to a restaurant near the market to have lunch. I ordered my lunch and for the desert I had some ice cream. I enjoyed my meal and asked for the check. Did you know what happened? I was so surprised when I tried to pay with my wallet in my backpack. I could not find it. It was stolen.

I felt so stupid and did not know what to do next. Fortunately, I still kept some in the pocket of my shirt. Using the payphone available there, I tried to call my parents at home. Fortunately, they were at home and promised to come soon. No more than 20 minutes, they got in. Then the check was paid. After that, we went home with some goods in my shopping bag.

I was so relieved and promised to myself that I should be more careful in lots of ways.

**Record of events**

**Re-orientation**

**Task 3**

Choose the best answer based on the text.

- The communication purpose of the text is to tell about the writer's ... on shopping.
  - exciting experience
  - embarrassing experience
  - frightening experience
  - boring experience
  - interesting experience
- Why was the writer so surprised? Because ...
  - he forgot to bring his wallet
  - he didn't have any money
  - he spent too much money
  - he lost his wallet
  - he stole a wallet
- How could the writer pay the check?
  - His parent paid it for him.
  - He owed some money.
  - He had stolen a wallet.
  - He got money from his pocket.
  - He got money from an ATM.
- Which statement is incorrect?
  - The writer thought himself that he was careless.
  - His money left was not enough to pay the check.
  - There was discount price in Vitun Maret.
  - The phone available in the shopping center was not free.
  - Actually, the writer was a stupid boy.

**CHARACTER BUILDING**

Soon, you all will enter adulthood. As an adult, you are expected to be independent.

Being independent does not only mean to do many things yourself, but it also means taking responsibility for all actions you do.

**40** **Talk Active 1**

**Text 3**

**This text is for questions 16–20.**

**Tumble Wood**

It was cold winter's night when I went to Tumble Wood. The full moon drifted in and out of the clouds, casting silvery light on the branches. My heart pounded like a drum and my knees shook like jelly, but I couldn't turn back.

I had to find the gold ring I lost at the picnic, the ring my grandma gave me before she died.

All around me the trees towered like giants. The branches waved in the wind like bony fingers. Snapping branches sounded like a thousand gunshots.

I ran as fast as a cheetah until I came to the clearing. I got down on my hands and knees and began to search for the ring. Then the full moon disappeared behind the trees. The night was dark, as dark as the deepest well. I dug deeper into the frosty earth with my bare hands. Suddenly, I felt something soft but cold. I shone my torch at the muddy earth.

And then I screamed, and jumped up. I looked down at the gruesome sight. It was a hand ... a human hand!

(Taken from Exploring Writing 1)

- "Then the full moon disappeared behind the trees." The synonym of the underlined word is ....
  - hid
  - came up
  - appeared
  - lost
  - vanished
- Why did the main character have to go to the Tumble Wood?
  - He wanted to play.
  - He had to find the gold ring he lost.
  - He wanted to meet his friends.
  - He wanted to go to school.
  - He wanted to meet his grandma.
- What is the type of the text?
  - narrative
  - explanation
  - report
  - descriptive
  - recount
- Who gave him the ring that he lost?
  - his mother
  - his father
  - his grandmother
  - his sister
  - his grandfather
- How did he dig the earth?
  - using tool
  - using gun
  - using spade

**Final Review 123**

Source: English Textbook X Grade of Senior High School

## B. Review of Related Finding

There are some related finding to this research, the researcher found as follows :

The first, Nur have done the research about the correlation between students' reading interest and students' reading comprehension and found there is significant correlation between students' interest and students' reading comprehension with the  $r_{\text{count}}$  was (0.7168) higher than significance value  $r_{\text{table}}$  ( $0.7168 > 0.433$ ). In a nutshell, reading interest had a correlation to reading comprehension achievement of students at grade VIII SMPN 8 Padangsidempuan.<sup>33</sup>

The second, Sari did research about the correlation between reading strategies and reading comprehension. There was significant correlation between the students' reading strategies use and their reading achievement. It can be inferred that the students' reading strategies use influenced their reading comprehension achievement significantly with  $t_{\text{value}}$  (4.964) was higher than  $t_{\text{table}}$  (2.010) with sig.Value (000) was lower than probability (.05).The result showed that this study could have implications for English teacher, students, and next researcher.<sup>34</sup>

The last Indriani did the research about the correlation between reading habit and reading comprehension. The result of this research showed : 1. The students reading habit is very high with score was 88 from data

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<sup>33</sup>Rizky Muhammad Nur, "The Correlation Between Reading Interest and Reading Comprehension of Grade VIII Students of SMP Negeri 8 PadangSidempuan" (IAIN PadangSidempuan, 2019).

<sup>34</sup>Sari, "The Correlation Between Reading Strategies and Reading Comprehension Achievement of The Eleventh Grade Students of SMA Muhammadiyah 6 Palembang."

calculation of questionnaire, 2. The students reading comprehension achievement is fir with score was 60 from data calculation of test, 3. The students reading habit and reading comprehension achievement have correlation with the calculation with the total calculation was fair correlation. Based on the result of product moment correlation analysis, the correlation coefficient between student's reading habit and reading comprehension achievement is higher than r table ( $0.400 > 0.361$ ). It showed that alternative hyphotesis ( $h_a$ ) was accepted and null hyphotesis ( $h_o$ ) was rejected. So, between two variable has a positive significant correlation.<sup>35</sup>

Based on related findings above, the researcher wants to research the correlation between reading strategies and reading comprehension at the eleventh grade students of MA Aljunaidiyah Mandailing Natal. It can be looked from place and time of research.

### C. Conceptual Framework

Reading habit is a reading that is carried out repeatedly which in the end becomes permanent and automatic, and the formation of habit cannot occur in short time and requires a relatively long time.

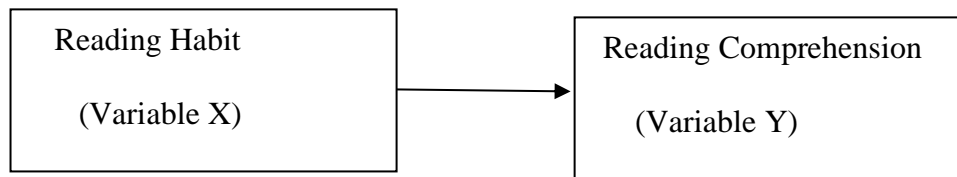
Reading comprehension is the ability to read the text, process it and understand its meaning. It relies on two, interconnected abilities: word reading (being able to decode the symbols on the page) and language comprehension (being able to understand the meaning of the words and sentences).

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<sup>35</sup> Indriani, "The Correlation Between Reading Habit and Reading Comprehension Achievement of English Departement Students of IAIN Palangkaraya".

Since reading plays an important for senior high school students, it is necessary for students to have an ability of comprehending some kinds of reading texts. The students are expected to be able to communicate with the text as they are expected to gain knowledge and grasp the information from the texts. However, the students of tenth grade of MA Aljunaidiyah Mandailing Natal found difficulties in comprehending texts. Problem is that students are not interested in reading the text. Therefore, maybe the students lack of reading comprehension, students find difficult to read the text because they do not understand what they read.

Based on explanation above, it can be assumpt that there is significant correlation between reading habit and reading comprehension.



#### **D. Hyphothesis**

The hyphothesis of this research are:

1. (Ha) There is a significant correlation between reading habit and reading comprehension at the tenth grade students of MA Aljunaidiyah Mandailing Natal.
2. (Ho) There is no significant correlation between reading habit and reading comprehension at the tenth grade of MA Aljunaidiyah Mandailing Natal.

### **CHAPTER III**

#### **RESEARCH METHODOLOGY**

##### **A. Place and Time of Research**

The research was conducted at MA Aljunaidiyah Mandailing Natal. It is located at Kampung Lama Hutnamale, Puncak Sorik Marapi Subdistrict, Mandailing Natal Regency. The time of this research was from April until October 2022.

##### **B. Research Method**

The kind of this research was quantitative research. Gay said that “quantitative research is based on collection and analysis of numeral data. Usually it obtains from, test, questions checklist and other formal paper and pencil instrument.”<sup>36</sup>

The type of this research was correlational research. While correlational research is attempted to determine whether and to what degree the correlation exist between two or more variable.<sup>37</sup> At correlational research, the data was collected and analyzed by using statistical analysis Where the method in this research is descriptive method.

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<sup>36</sup> L.R Gay and Peter Airasen, Educational research: Competencies for Analysis and Applications, (Prentice Hall Inc: New jersey,2000),p.8

<sup>37</sup> Airasen,p.12

“Descriptive method is a form of research to describe the phenomena that happened like natural phenomenon of fictive phenomena”.<sup>38</sup> So, descriptive method is to describe the correlation between two variables.

Based explanation above, is concluded that this research is to find out the correlation between reading habit and reading comprehension.

### C. Population and Sample

#### 1. Population

Population is a unit individual or subject in the region and time a certain quality that will observed/researched.<sup>39</sup> So, Population is the overall object of research determined by the researcher.

The population of this research was grade tenth students of MA Aljunaidiyah Mandailing Natal. It consisted of 2 classes. The population number was shown in the table bellow:

**Table 1.**  
**The population of Grade XI Students of MA Aljunaidiyah**  
**Mandailing Natal**

NO	Class	Total
1	X-1	29
2	X-2	30
<b>TOTAL</b>		<b>59</b>

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<sup>38</sup> Sanapiah Faisal dan Mulyani Guntur, Metode Penelitian dan Pendidikan, (Surabaya: Usaha Nasional, 1982), p. 119

<sup>39</sup> Supardi, “Populasi Dan Sampel Penelitian,” no. April 1952 (1990): 100–108, p. 101.



## 2. Sample

This research used the total sampling for the sampling technique. Sugiyono said that "total sampling is all members of the population are used as samples".<sup>40</sup> This research used all the population as sample. It is because the sample taken includes all elements of the population.<sup>41</sup> The sample of this research was 59 students or all the population from 2 classes of X-1 and X-2 .

## D. Definitions of Operational Variable

### 1. Reading Habit

Reading habits are intellectual activities for giving more information, knowledge, and learn to various types of things and their activities. Reading habit is active skill to get knowledge, constructing meaning, and gaining oral and visual knowledge through reading activity.

### 2. Reading Comprehension

Reading comprehension is reading text by comprehending to find what the readers want to know and also the information they need by process thinking in their mind.

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<sup>40</sup> Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2013), p 124.

<sup>41</sup> Jonathan Sarwono, *Pintar Manulis Karya Ilmiah – Kunci Sukses Dalam Menulis Ilmiah* (Yogyakarta: Gavamedia, 2006), p. 36.

## E. Instrument of Collecting Data

Instrument of a research is tool of facility is used by researcher in collecting data. To get the data in this research, the researcher used two instruments. They were questionnaire and test.

### 1. Questionnaire

Questionnaire is one of a tool that contains a number questions to get information about the students' reading habit score. So questionnaire is simply a tool of data collection that given to participant for getting the information from them.

The questionnaire consisted of 21 items where the questionnaires used five alternatives based on the Likert's Scale Types. Likert's scale is used to measure attitude, opinion, perception based on the certain phenomena.<sup>42</sup>Where, 1= never, 2= disagree/seldom, 3= sometimes, 4= agree/often, 5= strongly agree/always.

Then, each item of questionnaire was developed from indicator of reading habit. The questionnaire were given to the students consist of many indicators. Indicators are taken from Julio Casar's theory about the reading habit aspect. In continuation, each item of the questionnaire was developed from indicator that has been described in the following below:

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<sup>42</sup> Siregar, Syofian, *Statistik parametrik Untuk Penelitian Kuantitatif*, ( Jakarta: PT. Bumi Aksara, 2013), p. 50.

**Table 2.**  
**The Indicator of Questionnaire in Reading Habit ( Variable X)**

NO	Indicators of Reading Habit	Number of Item
1	Attitude toward reading	3,9
2	Reading frequency	7,16,17,18
3	Books read	1,2
4	Time spent on academic reading	4,5,6
5	Time spent on non academic reading	11,12
6	Motivation in the family environment	8,19,20
7	Motivation in the academic environment	10,13,14,15
	TOTAL	21

## 2. Test

Test is one of a tool that contains a number of questions to measure the ability, knowledge, and intelligence. The form of the test is multiple options. According to Brown “multiple choice items which may on the surface appear to be simple items to construct”.<sup>43</sup> It means that multiple choice test is suitable to test reading comprehension. In this research the test consisted of 50 questions. The test was given for each students to find out the scores for each students answer. The research gave 2 scores for each items and maximum score of test was 100.<sup>44</sup>

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<sup>43</sup>H. Douglas Brown, *Language Assessment Practical and Language Practice*, (San Francisco: Longman, 2003, p.67)

<sup>44</sup> M. Ngilim Purwanto, *Prinsip-Prinsip dan Teknik Evaluasi, Pengajaran*, (Bandung: Remaja Rosda Karya, 1990).

**Table 3.**  
**Indicators of Reading Comprehension**

NO	Indicator	Items	Number of Items	Score	Total Score
1	Orientation	6	1,7,16,17,25,37	2	12
2	Series of event	5	2,13,18,27,38	2	10
3	Re-orientation	4	3,23,31,36	2	8
4	Using simple past tense	6	4,15,19,30,39,47	2	12
5	Specifik participant	4	5,14,20,40	2	8
6	Personal participant	10	6,12,21,32,33,34,35,41,48,49	2	20
7	Action verb	3	8,22,42	2	6
8	Using conjunction	4	9,24,28,43	2	8
9	Time connective	5	10,25,29,44,46	2	10
10	Adverbs	3	11,26,45	2	6
	TOTAL				100

#### **F. Validity and Reability**

Validity and reability are the important thing toward the research. In this research there are two instruments that had been identified the validity and reability, as follow:

##### **1. Validity**

This research used content validity to establish validity of the instrument. Content validity is the validity obtained from testing the feasibility of the contents of the questionnaire through rational analysis by English Teacher of MA Aljunaidiyah Mandailing Natal. Content validity concerns the qualities that the task measures, how far it actually represents reading habit.

So in this research, the questionnaire was validated by checking the questionnaire to the English Teacher of MA Aljunaidiyah Mandailing Natal.

## 2. Reliability

Reliability need to create a good test because a test must be reliable as a measuring instrument. The instrument is said reliable when the instrument is believable to use as an instrument of collecting data because the instrument is good.

## G. Technique of Collecting Data

In collecting data, the researcher collected questionnaire for reading strategies and giving test sheets for reading comprehension.

### 1. Giving Questionnaire

This research used questionnaire to collected the data, and then researcher give the questionnaire to students and asked to all of them to answer directly, After that the researcher collected all questionnaires as they have finished to be answered. The questionnaire was collected in MA Aljunaidiyah Mandailing Natal.

- a. The writer gave to students with the some steps and asked attention and participant to students.
- b. Then, the writer gave some questions in the questionnaire and then asks them to fill in the name and fill out items with their receptive criteria.
- c. The writer gave time for answering the quetionnaire.
- d. The writer assigned a value to each peformance to students.

### 2. Testing

- a. The writer gave a reading comprehension question sheet to

students.

- b. The writer gave time for students to read it first.
- c. The writer asked students to participant and to prepare themselves to be tested.
- d. The writer gave score to all of students for each performance.

## **H. Technique of Data Analysis**

After the process of data collection, the researcher analyzed the data by using quantitative data. Analysis data means the process of calculation and arrangement systematically of the data is done by the researcher. In quantitative research the most suitable analysis is using the statistical process and with following steps.

1. Identified and corrected the answer the subject research from the tests.

Identified mean, median and modus by using SPSS V.24 to arrange and to categorize the score of variable X and Y. It is the second ways of presenting the data analysis.

2. Identified the normality test

Normality test is used to know whether the data of research is normal or not. To know the normality, the researcher calculated by using SPSS V.24.

3. Homogeneity test

Homogeneity test will be used to see the from two classess will be same or different in variant case, is calculated by using SPSS V. 24

The test Criteria are:

1.If the significance value (sig) > 0.05, the data variance of the two classes is homogeneous (accepted Ho).

2.If the significance value (sig) > 0.05, the data variance of the two classes it not homogeneous (accepted Ha).

#### 4. To test Hyphotesis

This research used T-test to examine the hypothesis. This research used independent sample with SPSS V. 24. The result it can be seen from the mean score.

#### 5. To examine the Significanses Variable

To examine the significances variable X and Y was calculated by using SPSS V. 24.

#### 6. To know the constribution coefficient data termination variable .

To know the contribution of coefficient correlation between variables X and Y. It can be defining The Formula Determinant Correlation.

$$CD = r^2 \times 100\%$$

**Where :**

CD = Contribution of coefficient determination  
r = Coefficient correlation<sup>45</sup>

The result should be appropriated with the interpretation to the index correlation of product moment, the interpretation of the result can be seen in the following table.

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<sup>45</sup> Sugiyono, *Statistika untuk Penelitian*, ( Bandung : Alfabeta,2008)p.98

**Tabel 4.****The Table Interpretation of XY**

<b>No.</b>	<b>The Value</b>	<b>Degree</b>
1	Between 0.00-0.20	Very Low
2	Between 0.21-0.40	Low
3	Between 0.41-0.70	Enough
4	Between 0.71-0.80	High
5	Between 0.91-1.00	Very High

Source: Sugiyono, Statistika Untuk Penelitian.



## **CHAPTER IV**

### **THE RESULT OF RESEARCH**

In this chapter, the researcher discussed the result of this research about the correlation between reading habit and reading comprehension of the tenth grade students' MA Aljunaidiyah Mandailing Natal. The reasearcher used the formula of product moment to analyze the data of students' reading habit and reading comprehension. The research data is described as follow:

#### **A. Description of the Data**

In this research, the variable (X) is reading habit and variable (Y) is reading comprehension. The result or score from both of them below:

##### **1. Reading Habit**

The result score of students' reading habit (variable x) from the highest score was 90 and the lowest score was 51. The researcher also calculated the mean score was 68.91, the median score was 68, and the mode was 67 (see appendix VIII). Mean score is represents the general value that was achieved by the students. Meanwhile, median was the score in the middle or score which divided a distribution of data into equal part and mode is the score which has the most frequency.

The score of variable (X) called reading habit has been gotten in the table below:

**Table 5**  
**The Score Resume of Students' Reading Habit**

No	Statistic	Variable X
1	Hight Score	90
2	Low score	51
3	Range	39
4	Interval	6
5	Mean score	68.91
6	Median Score	68
7	Mode	67
8	Standard Deviation	7.35

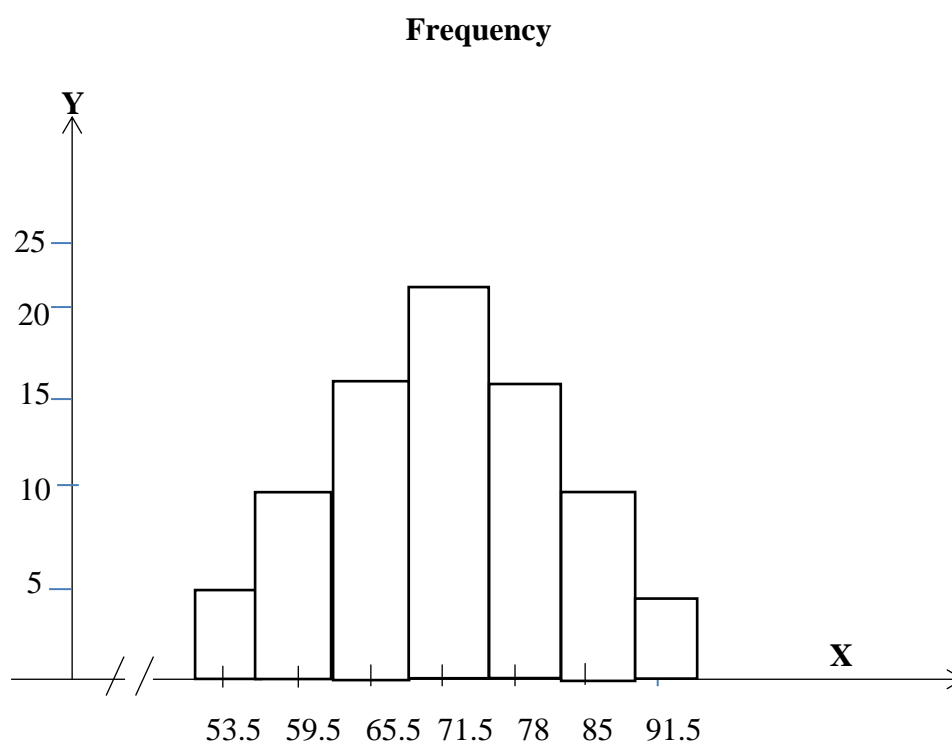
Based on the table 6, the mean score was 68.91. It means that students' reading habit was in low category. To know releivation of data done to group of variable score of reading habit the total classes are 7 and interval is 6. Then, the computed frequency distribution of the students' score of group can be applied in to table frequency distribution as follows:

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

No	Interval	Mid point	Frequency	Persentage
1	51-56	53.5	3	5.08%
2	57-62	59.5	8	13.55%
3	63-68	65.5	10	16.94%
4	69-74	71.5	18	30.50%
5	75-81	78	10	16.94%
6	82-88	85	8	13.55%
7	89-94	91.5	2	3.38%
	I = 6		59	100%

Based on the table above, it was known that the variable revelation of students' reading habit showed that the respondent on interval 51 – 56 were 3 students (5.08%), interval 57 – 62 were 8 students (13.55%), interval 63 – 68 were 10 students (16.94%), interval 69 – 74 were 18 students (30.50%), interval 75 – 81 were 10 students (16.94%), interval 82 – 88 were 8 students

(13.55%), interval 89 – 94 were 2 students (3.38%). In order to get a description of the data clearly and completely, the researcher presents them in histogram on the following figure:



**Figure 1 : Description Data of Reading Habit**

## 2. Reading Comprehension

The result score of students' reading comprehension (variable Y) from the highest score was 81 and the lowest score was 12. The researcher also calculated that the mean score was 49.20, the median score was 49.42, and the mode was (see appendix 9). Mean score is the score which shows the general value that was achieved by students. Median is the middle score or score which divided a distribution of data into equal part and mode is the score which has the most frequency.

The score resume of variable (Y) called reading comprehension has been gotten in the table below:

**Table 7**  
**The Score Resume of Students' Reading Comprehension**

No	Statistic	Variable Y
1	High score	81
2	Low score	12
3	Range	69
4	Interval	10
5	Mean score	49.20
6	Median	48.00
7	Modus	52.00
8	Standard Deviation	18.22

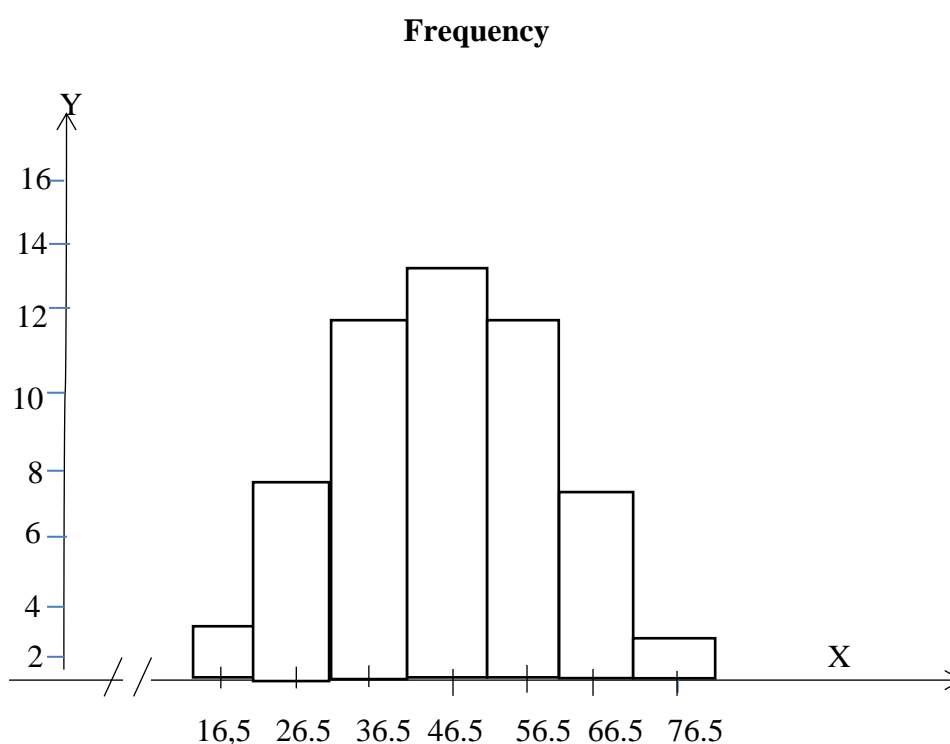
Based on the table above, the mean score was 49.20. It means that students' reading comprehension is low category. The revelation of data is done to group of variable score of reading interest which the total classess are 7 and interval is 10. Then, the computed of the frequency distribution of the students' score of group can be applied in to table frequency distribution as follows:

**Table 8**  
**The frequency Distribution of Reading Comprehension**

No	Interval	Frequency	Mid Point	Percentage
1	12 – 21	3	16.5	5.08%
2	22 – 31	8	26.5	13.55%
3	32 – 41	12	36.5	20.33%
4	42 – 51	14	46.5	23.72%
5	52 – 61	12	56.5	20.33%
6	62 – 71	8	66.5	13.55%
7	72 – 81	2	76.5	3.38%
	P = 7	59		100%

Based on the table above, it was known that the variable revelation of students' reading presented that the respondent in interval 12 – 21 were 3

students (5.08%), interval 22 – 31 were 8 students (13.55%), interval 32 – 41 were 12 students (20.33%), interval 42 – 51 were 14 students (23.72%), interval 52 – 61 were 12 students (20.33%), interval 62 – 71 were 8 students (13.55%), interval 72 – 81 were 2 students (3.38%). In order to get a data description of the data clearly and completely, this research presents them on histogram in the following figure:



**Figure 2 : Description of Data Reading Comprehension**

## **B. Analysis of the Data**

### **1. Normality Test**

Normality data was calculated using SPSS V.24 *Shapiro Wilk* test because the number of samples in the study was 59 students, the significance level of test was 5% or 0.05. It meant that data X and Y were distributed normal (appendix 10).

**Table 9**  
**Normality and Homogeneity of Data X and Y**

No	Class	Normality Test		Homogeneity	
		Sig. 5%	Sig. <i>Shapiro wilk</i>	Homogeneity of Variances	Sig. 5%
1	Data X	0.05	0.200	0.300>0.05	
2	Data Y	0.05	0.200		

Based on the table above, the researcher found that *Shapiro Wilk* > 5 % (0.200 > 0.05) in variable X. It was also found in variable Y, *Shapiro Wilk* > 5% (0.200 > 0.05). Distributon of data X and Y (Reading Habit and Reading Comprehension) is normal.

From the result of homogeneity test by using SPSS V.24 it was found that homogeneity of variance both of classes was 0.300 and the significant value was 0.05. It means that homogeneity of variance was higher than significant value (0.300> 0.05). So, based on the data it can be seen both variable X and variable Y were distributed homogenous or same.

## 2. Hypothesis Test

The aim of hypothesis test was to determine the correlation between reading habit and reading comprehension of the tenth grade students MA Aljunaidiyah Mandailing Natal. Based on the result, to analyze the hypothesis the researcher used product moment with using SPSS.

**Tabel 10**  
**Product moment test**

No	Correlations			
			x	Y
1	X	Pearson Correlation	1	.354**
		Sig. (2-tailed)		.006
		N	59	59
2	Y	Pearson Correlation	.354**	1
		Sig. (2-tailed)	.006	
		N	59	59
	**. Correlation is significant at the 0.01 level (2-tailed).			

The results of calculations using SPSS obtained a correlation coefficients  $r_{xy} = 0.354$ . The result showed that there was a correlation between reading habit and reading comprehension of the tenth grade students MA Aljunaidiyah in enough category. It has been written in the table of coefficient correlation interpretation below:

**Table 11**  
**The Criteria of Correlation Score**

No.	The Value	Degree
1	Between 0.00-0.20	Very Low
2	Between 0.21-0.40	Low
3	Between 0.41-0.70	Enough
4	Between 0.71-0.80	High
5	Between 0.91-1.00	Very High

The result in the table of XY interpretation is “low” category. It means when the students have low habit in reading, it will effect to their reading comprehension, that make them will also low in comprehending English text.

To look for the contribution of variable X to variable Y as follows:

$$CD = r^2 \times 100\%$$

$$= (0.354)^2 \times 100\%$$

$$= 0.125 \times 100\%$$

$$= 12.5\%$$

On the calculating above, it is found that the contribution of reading habit toward reading comprehension was 12.5 and 87.5% influenced by other variables. Testing the truth of significant correlation, it was calculated by using SPSS. The result can be seen on the table below:

**Tabel 12**  
**Hypothesis Test**

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Me an	Std. Dev iatio n	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Uppe r			
Pair 1	x – y	19. 71 2	17.0 66	2.222	15.264	24.15 9	8.87 2	58	.000

Then, the researcher calculated that  $t_{\text{count}}$  was 8.872, dk was  $(59-2) = 57$ , and level significant was 5% (0.05). So,  $t_{\text{count}} > t_{\text{table}}$  ( $8.872 > 2.00247$ ). It meant that there was a significant correlation between two variables and the hypothesis was “accepted”.



### C. Discussion

There some factors that can have an effect on reading comprehension. They are: phsysical health, and especially eye health, interest, and motivation for reading, reading intentions and goals, reading habit, and reader schematics there is available.

After doing the research, the writer discussed the result and compared it with result in research related findings: First, the research done by Nur. She used same method and design with this research but she has the different indicator in measuring the reading habit with this researck. The result was  $r_{\text{count}} > r_{\text{table}}$  ( $0.7168 > 0.433$ ). So, the  $r_{\text{count}}$  is higher than  $r_{\text{table}}$  which means hyphothesis is accepted.<sup>46</sup> The second is by Indriani and she got that coefficient correlation level  $r_{\text{count}} > r_{\text{table}}$  ( $0.400 > 0.361$ ). It showed that alternative hypothesis ( $h_a$ ) was accepted and null hypothesis ( $h_o$ ) was rejected. So, between two variable has a positive a significant correlation.<sup>47</sup>

The last Sari and she got that  $t_{\text{value}}$  (4.964) was higher than  $t_{\text{table}}$  (2.010) with sig.value (000) was lower than probability (.05). The result showed that this study could have than implications for English teacher, students and next researcher.<sup>48</sup>

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<sup>46</sup>Rizky Muhammad Nur, "The Correlation Between Reading Interest and Reading Comprehension of Grade VIII Students of SMP Negeri 8 PadangSidimpuan" (IAIN PadangSidimpuan, 2019).

<sup>47</sup> Indriani," The Correlation Between Reading Habit and Reading Comprehension Achievement of English Departement Students of IAIN Palangkaraya".

<sup>48</sup> Sari, "The Correlation Between Reading Reading Strategies and Reading Comprehension Achievement of The Eleventh Grade Students of SMA Muhammadiyah 6 Palembang".

Based on the explanation above it was proved that this research get the same result with Nur finding in her research, where reading habit has a significant correlation to students' reading comprehension. So it's similar to Indriani's finding that two variables have a positive a significant correlation.

At result of this research, the mean score of students' reading habit was low category and the mean score of students' reading comprehension was low category. It was assumed that not all students with good reading habit also have good reading comprehension. It also meant not all students with low in reading habit have low in reading comprehension.

In this research, many students have good reading habit just for certain book such as reading novel, comic and other interesting book for them but they have low habit toward reading text especially in English language. So, there are others variable influence the students' reading comprehension, such as reading interest, reading motivation, reading strategies. It is depended on what factors that influences students to read, it can be come from inside and outside.

Based on the explanation it is clear that reading habit have a significant correlation to reading comprehension. Habit is needed and really important in reading. The last, from hypothesis testing of the research, it is found that reading habit has a significant correlation to reading comprehension of the tenth grade students MA Aljunaidiyah Mandailing Natal. This fact can be seen from  $r_{\text{count}} > r_{\text{table}}$  ( $0.354 > 0.256$ ) and  $t_{\text{count}} > t_{\text{table}}$  ( $8.872 > 2.00247$ ) the correlation is positive, meaning that if the independent variable increases, it will be accompanied by an

increase in the dependent variable, the correlation that occurs is in the low category.

Reading habit very important role in increasing students' reading comprehension. Therefore, it is very important to increase the students' reading habit by any means necessary which can be done not only by the teacher, but also by the students themselves with support from parents and all of school elements in order to improve the students' reading habit optimally.

#### **D. Threat of the Research**

The limitation of this research, as follows:

1. The research gives the questionnaire and test to sample and explains them about the instruction.
2. The research does not know how serious and concentrate the students when they were answering the questionnaire and test.
3. The research does not saw the measuring honest aspects of the students answering the questionnaire and test until possibility the students cheat or guess.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusions**

This chapter described a brief result of data about the correlation between reading habit and reading comprehension at the tenth grade students MA Aljunaidiyah Mandailing Natal. Based on the result of the research that have been done, it could be concluded that:

1. The student' reading habit of the tenth grade MA Aljunaidiyah was low because the mean score was 68.91.
2. The students' reading comprehension at the tenth grade MA Aljunaidiyah Mandailing Natal was low because the mean score was 49.20.
3. Hypothesis was accepted from the score  $t_{\text{count}} (8.872) > t_{\text{table}} (2.00247)$ , it means there was a significant correlation between students' reading habit and reading comprehension of tenth grade students MA Aljunaidiyah Mandailing Natal.

#### **B. Suggestion**

This research has some suggestions as follows:

1. The headmaster of MA Aljunaidiyah Mandailing Natal was hoped to support the English teachers to teach well and provide involves with learning English.
2. The English teacher should choose the good method in teaching and learning process to improve students' English mastery.
3. The research hopes that the others who want to conduct a research related to this research to find the other factors that influence of reading comprehension, still there are many factors affect students' reading comprehension.

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## APPENDIX 1

### THE INSTRUMENT

#### QUESTIONNAIRE OF STUDENTS' READING HABIT

---

Name :

Class :

Date :

Time : 45 Minutes

##### A. Pengantar

1. Angket ini diberikan kepada siswa untuk mendapatkan informasi dari siswa sesuai dengan penelitian tentang **“The Correlation Between Reading Habit and Reading Comprehension At The Tenth Grade Students of MA Aljunaidiyah Mandailing Natal”**.
2. Informasi yang diperoleh dari anda sangat berguna bagi sipeneliti untuk menganalisis tentang hubungan kebiasaan membaca dengan pemahaman membaca.
3. Partisipasi anda memberikan informasi sangat kami harapkan.
4. Jawaban anda tidak mempengaruhi nilai bahasa inggris anda, jawablah dengan jujur sesuai dengan keadaan anda.

##### B. Petunjuk Pengisian

1. Baca dan pahami setiap pertanyaan dengan baik
2. Pertimbangkan jawaban anda, dan pilihlah satu jawaban yang paling sesuai dengan keadaan anda dari setiap pertanyaan, lalu berikan tanda ceklis (✓) pada kolom yang tersedia.

Keterangan pilihan jawaban:

STS	:Sangat Tidak Setuju
TS	:Tidak Setuju
N	:Netral
S	:Setuju
SS	:Sangat Setuju



No	Pertanyaan	STS	TS	N	S	SS
1.	Saya banyak membaca buku berbagai genre dalam waktu 3 bulan					
2.	Saya membaca buku ketika perasaan saya senang					
3.	Saya tidak membaca buku di waktu luang					
4.	Saya menggaris bawahi hal penting di dalam buku pelajaran ketika saya membaca					
5.	Saya kembali menulis catatan teks ke dalam bahasa saya sendiri					
6.	Saya tidak suka membaca sumber yang terkait sebelum pelajaran di mulai					
7.	Setiap malam saya belajar teratur selama minimal satu jam					
8.	Keluarga mendorong saya untuk membaca minimal lima belas menit per hari daripada harus bermain di waktu luang saya					
9.	Banyak membaca buku tidak membantu saya mengekspresikan perasaan saya					
10.	Saya membaca karena perintah guru					
11.	Saya membaca dan menghubungkan informasi baru dengan pemahaman sendiri					
12.	Saya tidak mempunyai waktu untuk membaca buku pelajaran					
13.	Saya membaca untuk demi kesuksesan akademik saya					
14.	Saya banyak membaca untuk pengetahuan umum saya					
15.	Saya tidak suka membaca buku pelajaran karena harga buku terlalu mahal					
16.	Saya selalu membaca di waktu luang					
17.	Saya selalu menghabiskan waktu untuk membaca sambil menunggu sesuatu					
18.	Setiap kali saya memiliki kesempatan, saya akan membaca tidak peduli dimana pun tempatnya					
19.	Saya sering mengundang teman-teman saya untuk membaca di English area atau di perpustakaan					

20.	Saya suka ketika teman-teman saya menghabiskan waktu mereka dengan membaca					
21.	Saya tidak suka membaca saat banyak orang					

Kampung Lama,

2022

Validator

**Dina Sari S.pd**

## Appendix 2

### THE INSTRUMENT

#### TEST OF STUDENTS' READING COMPREHENSION

---

Name :

Class :

Date :

Time : 60 Minutes

**Read The Text Carefully!**

#### My Weekend

On Sunday, I went down town to do some shopping in one of the best centers. It is called Ramai Maret. I bought a lot of things: snacks, health product, and some clothes. I was very happy because that day everything was 20% off. I spent around 500 thousand rupiahs.

After about an hour i was wondering in, I decided to leave and went to a restaurant nearby to have lunch. I ordered my lunch and for the desert I had some ice cream. I enjoyed my meals and asked for the check. Did you know what happened? I was so surprised when I tried to get my wallet in my backpack. I could not find it, it was stolen.

I felt so stupid and did not know what to do next. Fortunately, I still kept some in the pocket of my shirt. Using the payphone avaiable there, I tried to call my parents at the home, Fortunately they were at home and promised to come soon. No more than 20 minutes, they got in. Then, the check was paid. After that, we went home with some goods in my shopping bg.

I was so relieved and promised to my self that I should be more careful in lots of ways.

1. Which paragraph includes orientation in the text?
  - a. Paragraph 1
  - b. Paragraph 2
  - c. Paragraph 3
  - d. Paragraph 4
2. I felt so stupid and did not know what to do next. Fortunately, I still kept some in the pocket of my shirt.

From the text above, the sentence includes...?

  - a. Orientation
  - b. Series of event
  - c. Conclusion

- d. Re-orientation
- 3. Which of the following sentences is included in re-orientation?
  - a. I was so relieved and promised to my self
  - b. I spent around 500 thousand rupiahs
  - c. I went down to do some shopping
  - d. I still kept some in the pocket of my shirt
- 4. I was so relieved and ..... to myself
  - a. Promise
  - b. Went
  - c. Going
  - d. Promised
- 5. Where is the writer shopping?
  - a. Dumai
  - b. Ramai maret
  - c. Ramayana
  - d. Matahari
- 6. How does the writer feel because he has gotten a 20% discount?
  - a. Happy
  - b. Bad
  - c. Angry
  - d. Badmood
- 7. What is the type of the text?
  - a. Narrative
  - b. Explanation
  - c. Report
  - d. Descriptive
  - e. Recount
- 8. Which sentence has an action verb?
  - a. I tried to call my parents at home
  - b. I ordered my lunch
  - c. I could not find it
  - d. I went down to do some shopping
- 9. I decided to leave.....went to a restaurant nearby to have lunch.
  - a. And
  - b. But
  - c. While
  - d. Until
- 10. When did she go to shopping?
  - a. Monday
  - b. Sunday

- c. Friday
  - d. Thursday
11. Fortunately they were at home and promise to come soon.  
The underlined sentence includes...?
    - a. Verb
    - b. Phrase
    - c. Adverb
    - d. Conjunction
  12. Why writer so surprised? Because....
    - a. He forgot to bring his wallet
    - b. He didn't any money
    - c. He spent too much money
    - d. He stole a wallet
  13. How could the writer pay the check?
    - a. His parent paid for him
    - b. He owed some money
    - c. He had stolen a wallet
    - d. He got money from an ATM
  14. How many minutes for them to get the wallet?
    - a. 10 minutes
    - b. 30 minutes
    - c. 5 minutes
    - d. 20 minutes
  15. The lexico grammatical features are mostly written....
    - a. Passive voice
    - b. Direct speech
    - c. Reported speech
    - d. Simple past tense
    - e. Simple present tense

**This text is for questions 16-35!**

### My School

Many people said that being a student of SMU would be an unforgettable experience in our life. It happened to me. At that time, it was my fateful days to stand up and be counted. Most of friends also agree that our school was the best ever.

Although I realized that it's not big as other schools in Medan, but what made it special for me were its teachers, competitions, and friendship. They were so interesting that I would never forget it, especially my teachers. They taught me a lot of things, most importantly, the philosophy of life, and how to be self-standing students. Though I was not so smart but I was more articulate than my

friends. Therefore I become so famous until they chose me to be the leader of OSIS.

Then I was busy organizing many activities at school. I hardly could organize my time between studying and doing extra activities after class. Undoubtedly, there were a lot of murmurs about me that I would disturb my study and disappoint my parents for getting bad marks. They were totally wrong. I made it! I said to myself, and it was nearly impossible without my teachers' help especially their supports to all students to be more creative.

They also taught us that the sense of belonging would be our future investment to be successful. In short, friends helping succeeded has been engraved in our memory. Besides that, lots of competitions held at my school, such as English speech contest, soccer, and clean-up campaign.

They were so good that many students got involved, especially in soccer. All students enjoyed this global game. Though we never won but at least we get many friends from other school. Wow! "Good friends make good neighbors," like KGRE said.

16. Which paragraph includes orientation in the text?
  - a. Paragraph 1
  - b. Paragraph 2
  - c. Paragraph 3
  - d. Paragraph 4&5
17. The text is written in the form of a/ an.....
  - a. Recount
  - b. Narrative
  - c. Report
  - d. Anecdote
18. Then I was busy organizing many activities at school.  
From the text above, the sentence includes...?
  - a. Series of event
  - b. Re-orientation
  - c. Orientation
  - d. Summary
19. They .... totally wrong.
  - a. Went
  - b. Arrived
  - c. Were
  - d. Done
20. Where is the writer's school?
  - a. SMU
  - b. SMP

- c. SMA
  - d. SMK
21. How does the writer feel about his experience at school?
- a. Nice
  - b. Interesting
  - c. Amazing
  - d. Boring
22. It was my fateful days to stand up.  
Which sentence has an action verb?
- a. Stand up
  - b. Fateful
  - c. My
  - d. Was
23. The last paragraph is included in...
- a. Orientation
  - b. Series of event
  - c. Conclusion
  - d. Re-orientation
24. Therefore I become so famous .... they chose me to be the leader of OSIS
- a. To
  - b. And
  - c. More
  - d. Until
25. Where is the experience told by the author?
- a. In Jakarta
  - b. In Medan
  - c. In Surabaya
  - d. In Bogor
26. I hardly could organize my time between studying and doing extra activities after class.  
The underlined sentence includes..?
- a. Adverb
  - b. Action verb
  - c. Simple past tense
  - d. Adjective
27. What competitions are held at their school?
- a. English speech contest, soccer, clean-up campaign
  - b. Poom, English speech contest, and soccer
  - c. Clean-up campaign, soccer, and draw
  - d. Sing a song, speech English contest, and dancing

28. ....I realized that it's not as big as other school in Medan.
- Although
  - Until
  - And
  - Then
29. Where is the competition held?
- At school
  - At mall
  - At office
  - At house
30. The lexico grammatical are mostly written..
- Present tense
  - Simple past tense
  - Passive voice
  - Direct speech
31. Which of the follwing statements in the last paragraph is correct?
- The were so good that many students got involved, especially in soccer.
  - Then I was busy organizing many activities at school
  - They were totaly wrong
  - Many people said that being a student of SMU would be an unforgettable experience in our life.
32. Who taught the writer many things?
- Teachers
  - Students
  - Parents
  - Many people
33. What is the most special things for the writer?
- Competitions, parents, and friend
  - Teachers, competitions and friendship
  - Parents, teachers and friend
  - Competitions , students and teachers
34. What is the writer like?
- Careless
  - Impatient
  - Moody
  - Offended



35. What happened to the writer at the end?

- a. He/she is very happy
- b. He/she is very disappointed
- c. He/she is very proud
- d. He/she is very arrogant

**The following text is for question 35-50!**

#### Watching Movies

I saw a horror film at Galaxy Cinema last night. It was "Pulau Hantu" playing on. I read the poster on the news paper yesterday. It made me curious to see the film.

I went to the cinema alone. I went there by a bicycle. It was 8.000 when I arrived there. There had been many people queuing up to get the tickets. I came into the cinema soon after I got my ticket. It had my seat on the forefront. And at 8.30 the movie was played on. After the movie was over, I left the cinema quickly. My watch showed 11.30 p.m. as I got on my bicycle. I pedaled hard on my bicycle and was soon speeding home. My thought went back to the movie I had just seen. It was a scary story. I could remember clearly a woman screaming as she was being attacked by a ghost. Some show that frightful scene stayed in my mind. And I could not forget it.

The road was dark and quiet. I had to pass a graveyard on the way home. As I approached the graveyard, I heard some sounds behind me. I was frightened and began to cycle faster. The sound came nearer and nearer. Then, I heard a familiar voice calling me. I looked back and saw Hadi, my classmate. He had also seen the movie and was frightened too. He had cycle after me so that he would not be alone. Both of us laughed out loud over our behaviour.

We went home. We pedaled our bicycle calmly. We both were not scared any more.

36. Which paragraph includes Re-orientation in the text?

- a. Paragraph 4
- b. Paragraph 3
- c. Paragraph 2
- d. Paragraph 1

37. I saw a horror film at Galaxy Cinema last night.

From the text above, the sentence includes..?

- a. Series of event
- b. Re-orientation
- c. Orientation
- d. Summary

38. Which of the following sentences is included in series of event?

- a. I came into the cinema soon after I got my ticket
- b. We went home together

- c. It made curious to see the film
  - d. We pedaled our bicycle calmly
39. We... home together.
- a. Went
  - b. Visited
  - c. Come
  - d. Pedaled
40. Where the writer saw a horror film?
- a. At Television
  - b. At Home
  - c. At Newspaper
  - d. At Galaxy cinema
41. Who is the friend that the writer saw?
- a. Yuni
  - b. Hadi
  - c. Teti
  - d. Rama
42. I pedaled hard on my bicycle.  
Word that include action verbs in the sentence?
- a. I
  - b. Pedaled
  - c. My
  - d. On
43. Some how that frightful scene stayed... my mind.
- a. In
  - b. On
  - c. Is
  - d. Were
44. **After** the movie was over.  
Word in bold include..?
- a. Time connective
  - b. Action verb
  - c. Linking verb
  - d. Adverbs
45. I left the cinema quickly.  
The underlined words include..?
- a. Action verb
  - b. Simple past tense
  - c. Adverbs
  - d. conjunction

46. What time does the movie start?
- At 8.30
  - At 8.00
  - At 9.30
  - At 10.00
47. I read the poster on newspaper *yesterday*.  
Italicized words include..?
- Simple past tense
  - Present tense
  - Present continuous tense
  - Time connective
48. How does the writer feel after watching the movie?
- Curious
  - Happy
  - Disappointed
  - Proud
49. Where does the writer sit while watching a movie?
- Behind
  - Between
  - Forefront
  - Middle
50. How was the road when the writer came home?
- Dark and Quiet
  - Bright
  - Quiet
  - Lonely

Kampung Lama,

2022

Validator

**Dina Sari S.pd**

## APPENDIX 4

### QUESTIONNAIRE RESULT OF READING HABIT

No	Name of Students	Number of questionnaire																					Total
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
1	Nur Atikah	3	5	3	5	4	3	3	5	2	2	3	2	5	5	2	4	3	3	3	5	2	71
2	Yanti Atikah	3	5	2	4	3	2	3	4	2	4	4	2	5	3	2	5	3	4	3	4	3	70
3	Irham Habibi	3	4	2	4	4	2	4	2	4	2	2	2	4	4	2	3	4	4	2	4	2	64
4	Miharuddin	3	4	1	4	4	4	4	5	1	2	4	1	5	4	1	3	4	5	4	5	3	71
5	M.Firdaus	3	4	1	4	3	1	4	5	1	2	4	1	4	4	1	4	3	5	4	5	3	65
6	Ahmad Riski	3	4	2	4	4	2	4	2	4	2	4	4	4	2	2	4	4	4	2	4	2	71
7	Ayu Lestari	5	5	2	5	5	4	5	5	1	3	4	1	5	5	1	5	5	4	4	5	3	82
8	May Saroh	2	4	3	5	5	1	2	3	3	4	3	3	3	4	1	4	4	3	1	3	1	58
9	Ahmad Faiz	3	4	3	2	2	4	3	4	2	4	4	3	4	4	3	3	4	4	5	4	3	72
10	Akhir	4	5	1	5	1	1	3	3	5	4	3	3	4	3	2	3	4	3	3	3	4	67
11	Wahyudi	3	5	1	5	1	1	3	3	5	4	3	3	4	3	2	3	4	3	3	3	4	66
12	Nur Zakiah	3	4	5	3	3	4	4	3	1	2	4	3	3	3	4	3	2	3	5	3	5	70
12	Sopiah	1	1	2	4	4	2	3	5	1	3	5	4	1	2	3	1	4	2	1	3	5	53
14	Y.Hasanuddin	3	4	2	4	4	5	4	4	4	5	4	3	5	4	5	4	4	4	4	3	5	84
15	Rahmat Husein	3	2	4	5	4	3	4	4	4	4	5	3	4	4	3	4	3	5	3	4	5	80
16	Siti Aisyah	3	5	1	4	3	1	3	4	1	4	4	1	5	5	2	4	3	3	3	5	5	69
17	Suaib	3	3	3	3	3	2	2	2	1	3	3	3	3	3	1	3	2	2	2	3	1	51
18	Syahidah Fitria	5	2	1	5	3	1	5	3	1	1	5	1	5	5	2	5	4	5	2	5	1	67
19	Siti Nurhalisa	3	2	2	4	4	2	4	4	2	3	4	2	5	4	1	4	3	2	3	4	4	66
20	Imam Al Hafiz	3	4	3	3	2	3	3	3	2	2	2	4	4	3	3	3	3	4	3	2	2	61
21	Sangkot Rizky	3	2	2	4	4	4	4	5	2	2	3	2	5	4	1	3	2	3	2	4	4	65

22	Wardah Putri	5	2	1	2	3	1	5	3	1	1	5	2	5	5	2	3	3	3	2	4	4	62
23	Ade Putri	4	2	2	5	4	5	3	5	3	5	3	3	5	4	1	2	2	4	2	5	2	71
24	Jakpar	4	4	2	4	3	2	4	3	3	3	2	3	1	3	3	3	2	3	2	1	1	56
25	M.Ikhsan	4	4	2	4	3	2	4	4	3	4	4	2	4	4	2	4	4	4	5	5	3	75
26	M. Aidil	4	3	3	5	3	4	3	4	2	3	3	2	3	3	3	3	3	3	3	3	4	67
27	Habib	4	3	3	5	3	4	3	4	2	3	3	2	3	3	3	3	3	3	4	2	3	66
28	Yuli Dama Yanti	3	2	2	4	4	5	4	4	3	5	3	3	5	4	2	3	3	5	3	4	4	75
29	Dewi Afriani	4	2	2	5	4	5	3	3	3	5	3	2	5	5	2	3	4	3	3	3	1	72
30	Putri Nabilah	4	2	2	4	4	5	3	5	3	5	3	3	4	4	2	3	3	3	3	3	2	70
31	Riski Martua	3	4	3	5	3	4	4	3	2	4	4	2	4	4	2	2	3	3	2	3	4	68
32	Zainuddin N.	1	4	2	4	5	2	1	3	1	2	4	5	4	4	1	2	1	3	1	3	5	58
33	Mahyadi	5	4	3	5	4	1	5	5	2	2	5	1	3	3	5	5	4	4	5	5	4	80
34	Puli Wibu	3	2	5	4	2	5	1	3	5	4	3	5	2	4	3	2	4	2	4	1	3	67
35	Aril	4	2	4	5	4	4	2	4	3	1	3	3	4	1	1	3	3	1	3	3	3	64
36	Restu	3	5	3	5	4	4	5	4	2	2	2	3	4	5	2	3	3	3	3	3	3	71
37	Abdul Rais	3	5	4	5	4	4	5	2	4	4	4	3	4	5	3	1	1	3	3	2	1	80
38	Khoirul Hamdi	3	4	4	3	3	4	4	3	3	3	5	4	3	4	1	3	3	3	4	4	2	70
39	Mhd Rizal	4	2	4	5	5	3	5	3	5	3	1	3	4	1	2	3	5	1	1	3	5	68
40	Khoirul Hamdi	5	4	3	5	4	1	5	5	5	2	2	5	1	3	3	2	5	5	5	5	3	76
41	Rayhan Afandi	2	5	3	4	2	4	4	5	5	3	2	1	4	5	1	3	3	2	2	3	4	67
42	Sulaiman	5	4	3	5	4	1	4	5	1	4	4	1	5	5	2	4	3	3	4	5	3	75
43	Sawaluddin	3	2	5	4	2	5	1	3	5	4	3	1	3	2	4	3	2	4	5	2	4	67
44	Samruddin	5	4	3	4	4	1	5	4	1	3	4	1	5	5	2	4	3	3	4	5	3	73
45	Santika Suraidah	3	3	5	5	5	5	3	4	2	3	1	5	4	4	2	3	3	2	3	4	4	72
46	Safitri Pulungan	1	4	2	4	5	2	4	4	1	1	2	2	4	4	2	3	2	5	5	4	1	62
47	Riski Hidayah	5	3	1	5	3	2	5	4	1	2	3	1	5	4	1	5	4	3	4	4	2	66
48	Ahmad Mulyadi	3	2	3	4	3	4	4	3	2	4	4	2	4	4	2	2	3	3	2	3	4	65

49	Syahnida Fitria	3	4	4	3	4	3	4	3	2	3	4	3	5	3	4	3	3	4	3	4	5	74
50	M. Zulkarnain	3	4	2	2	1	4	3	3	1	4	4	1	4	3	1	4	4	4	4	4	3	63
51	Mhd. Dahlan	2	4	2	4	5	3	4	4	2	2	5	3	1	4	2	3	2	2	3	4	5	66
52	Ahmad Farlin	5	4	2	5	3	2	3	3	2	3	4	1	2	3	2	1	3	2	4	2	4	60
53	T.Pangidoan	5	4	2	4	3	2	3	3	2	3	4	1	5	5	2	5	4	4	3	5	3	74
54	Rahmat Hidayat	4	5	4	5	4	5	4	4	5	4	5	1	5	5	2	4	5	5	4	5	5	90
55	Ismail	5	4	2	5	5	5	4	4	5	4	4	3	5	5	3	4	4	3	3	3	2	83
56	Imelda Sari	3	4	2	5	3	2	4	4	2	2	4	2	4	4	2	4	4	3	3	4	3	67
57	Risqi Mutiah	3	4	1	5	3	2	4	3	2	2	4	2	5	4	2	4	3	3	3	3	3	65
58	Sholatiah	4	5	2	4	3	3	4	5	3	1	3	2	4	4	1	3	5	5	3	4	3	71
59	Laila Aflah	3	4	3	5	3	4	4	3	1	2	4	2	4	4	3	3	3	3	2	3	4	67

## APPENDIX 5

### THE RESULT OF READING HABIT

No	Initial of Students	Score of Students
1	NAT	71
2	YAT	70
3	IHA	64
4	MIH	71
5	MFIR	65
6	ARI	71
7	ALE	82
8	MAY	58
9	AFA	72
10	AHI	67
11	WAH	66
12	NZA	70
13	SOP	53
14	YHAS	84
15	RHU	80
16	SAIS	69
17	SUA	51
18	SFIT	67
19	SINU	66
20	IAH	61
21	SAR	65
22	WAPU	62
23	APU	71
24	JAK	56
25	MIH	75
26	MAI	67
27	HAB	66
28	YDY	75
29	DEAF	72
30	PUNA	70
31	RMA	68
32	ZAN	58
33	MAH	80
34	PUWI	67
35	AR	64
36	RE	71
37	ABRA	80
38	KHA	70
39	KHAR	76

40	MRI	68
41	RAP	67
42	SUL	75
43	SAWA	67
44	SAM	73
45	SASU	72
46	SAPU	62
47	RIH	66
48	AHM	65
49	SFI	74
50	MZUL	63
51	MDA	66
52	AHF	60
53	TPA	74
54	RAH	90
55	ISM	83
56	ISA	67
57	RIM	65
58	SHO	71
59	LAF	67
<b>TOTAL</b>		<b>4.071</b>



## APPENDIX 6

### THE RESULT OF READING COMPREHENSION

No	Initial of Students	Score of students
1	SYF	78
2	RIM	80
3	LAF	80
4	IMS	78
5	SAWA	24
6	RIH	56
7	MRI	36
8	ASU	30
9	SAM	44
10	KHAM	20
11	MAM	70
12	RAH	60
13	MZU	30
14	ISM	52
15	SHO	76
16	RIMN	44
17	ZAN	44
18	MAH	68
19	RES	22
20	PUWI	12
21	SAP	48
22	ABR	48
23	ROA	48
24	MES	20
25	SAS	52
26	PUA	40
27	SIA	60
28	IAH	28
29	MIK	32
30	MUD	52
31	MUF	52
32	TOP	52
33	YUH	78
34	MIH	38
35	WAH	32
36	JAK	32
37	SOP	78
38	SINU	81
39	WAPU	58

40	HOB	34
41	SUA	30
42	YUH	42
43	AID	30
44	AHR	30
45	RAH	34
46	AHI	24
47	AYL	52
48	YAA	60
49	IRH	60
50	AHF	48
51	MAS	48
52	NUZ	52
53	SAR	48
54	PUN	70
55	DEA	62
56	ADP	66
57	YDY	76
58	AHM	50
59	FIR	54
<b>TOTAL</b>		<b>2.454</b>

## APPENDIX 7

### THE RESULT OF VARIABLE X AND VARIABLE Y

No	Name of Students	X	Y	X <sup>2</sup>	Y <sup>2</sup>	XY
1	Nur Atikah	71	78	5041	6084	30669444
2	Yanti Atikah	70	60	4900	3600	17640000
3	Irham Habibi	64	60	4096	3600	14745600
4	Miharuddin	71	38	5041	1444	7279204
5	M.Firdaus	65	52	4225	2704	11424400
6	Ahmad Riski	71	30	5041	900	4536900
7	Ayu Lestari	82	52	6724	2704	18181696
8	May Saroh	58	48	3364	2304	7750656
9	Ahmad Faiz	72	48	5184	2304	11943936
10	Akhir	67	48	4489	2304	10342656
11	Wahyudi	66	80	4356	6400	27878400
12	Nur Zakiah	70	52	4900	2704	13249600
12	Sopiah	53	78	2809	6084	17089956
14	Y.Hasanuddin	84	52	7056	2704	19079424
15	Rahmat Husein	80	60	6400	3600	23040000
16	Siti Aisyah	69	60	4761	3600	17139600
17	Suaib	51	52	2601	2704	7033104
18	Syahidah Fitria	67	48	4489	2304	10342656
19	Siti Nurhalisa	66	81	4356	6561	28579716
20	Imam Al Hafiz	61	78	3721	6084	22638564
21	Sangkot Rizky	65	48	4225	2304	9734400
22	Wardah Putri	62	58	3844	3364	12931216
23	Ade Putri	71	66	5041	4356	21958596
24	Jakpar	56	32	3136	1024	3211264
25	M.Ikhsan	75	32	5625	1024	5760000
26	M. Aidil	67	60	4489	3600	16160400
27	Habib	66	34	4356	1156	5035536
28	Yuli Dama Yanti	75	76	5625	5776	32490000
29	Dewi Afriani	72	62	5184	3844	19927296
30	Putri Nabilah	70	70	4900	4900	24010000
31	Riski Martua	68	80	4624	6400	29593600
32	Zainuddin N.	58	44	3364	1936	6512704
33	Mahyadi	80	44	6400	1936	12390400
34	Puli Wibu	67	12	4489	144	646416
35	Aril	64	60	4096	3600	14745600
36	Restu	71	48	5041	2304	11614464

37	Abdul Rais	80	48	6400	2304	14745600
38	Khoirul Hamdi	70	28	4900	784	3841600
39	Mhd Rizal	68	36	4624	1296	5992704
40	Khoirul Hamdi N.	76	20	5776	400	2310400
41	Rayhan Afandi	67	52	4489	2704	12138256
42	Sulaiman	75	30	5625	900	5062500
43	Sawaluddin	67	24	4489	576	2585664
44	Samruddin	73	44	5329	1936	10316944
45	Santika Suraidah	72	52	5184	2704	14017536
46	Safitri Pulungan	62	78	3844	6084	23386896
47	Riski Hidayah	66	56	4356	3136	13660416
48	Ahmad Mulyadi	65	56	4225	3136	13249600
49	Syahnida Fitria	74	78	5476	6084	33315984
50	M. Zulkarnain	63	54	3969	2916	11573604
51	Mhd. Dahlan	66	62	4356	3844	16744464
52	Ahmad Farlin	60	48	3600	2304	8294400
53	Torkis Pangidoan	74	52	5476	2704	14807104
54	Rahmat Hidayat	90	60	8100	3600	29160000
55	Ismail	83	52	6889	2704	18627856
56	Imelda Sari	67	78	4489	6084	27311076
57	Risqi Mutiah	65	80	4225	6400	27040000
58	Sholatiah	71	76	5041	5776	29116816
59	Laila Aflah	67	80	4489	6400	28729600
<b>TOTAL</b>				283344	193137	913336424

## APPENDIX 8

### VARIABLE X (READING HABIT)

A. Maximum and minimum score were gotten by setting the variable score from lowest to highest score.

1. The score of reading habit from low score to high score

51 53 56 58 58 61 62 63 64 64 65 65 65 65 66 66 66 66 67 67 67 67 67 67 67  
67 68 68 69 70 70 70 70 70 71 71 71 71 71 71 72 72 72 73 74 74 75 75 75 80  
80 80 82 83 84 90

High :90

Low :51

N :59

2. Range (R) = High Score- Low Score

$$= 90-51$$

$$= 39$$

3. Total of Classes (k) =  $1 + 3,3 \log n$

$$= 1 + 3,3 \log 59$$

$$= 1 + 3,3 (1,77)$$

$$= 1 + 5,84$$

$$= 6,84$$

$$= 7$$

$$4. \text{ Length of Classes} = \frac{\text{Range}}{\text{Total of Classes}}$$

$$= \frac{39}{7}$$

$$= 5,57$$

$$= 6$$

Tabel Distribusi Data in Variable X

Statistics			
		VAR00004	VAR00005
N	Valid	60	59
	Missing	0	1
Mean			68,9153
Std. Error of Mean			,95708
Median			68,0000
Mode			67,00
Std. Deviation			7,35149
Variance			54,044
Skewness			,277
Std. Error of Skewness			,311
Kurtosis			,858
Std. Error of Kurtosis			,613
Range			39,00
Minimum			51,00
Maximum			90,00
Sum			4066,00
Percentiles	10		60,0000
	20		64,0000
	25		65,0000
	30		66,0000
	40		67,0000
	50		68,0000
	60		70,0000
	70		71,0000
	75		72,0000
	80		74,0000
	90		80,0000

Interval	Fi	Fk	Xi	fi.xi	Xi <sup>2</sup>	Fi.xi <sup>2</sup>
51-56	3	3	53,5	160,5	2862,25	8586,75
57-62	5	8	59,5	297,5	3540,25	17701,3
63-68	22	30	65,5	1441	4290,25	94385,5
69-74	18	48	71,5	1287	5112,25	92020,5
75-81	7	55	78	546	6084	42588
82-88	3	58	85	255	7225	21675
89-94	1	59	91,5	91,5	8372,25	8372,25
P=7	59	261	504,5	4078,5	37486,3	285329



## APPENDIX 9

### VARIABLE Y

#### (READING COMPREHENSION)

B. Maximum and minimum score were gotten by setting the variable score from lowest to hoghest score.

1. The score of reading comprehension from low score to high score :

12 20 20 22 24 24 28 30 30 30 30 30 32 32 32 34 34 34 36 38 40 42 44 44  
44 48 48 48 48 48 50 52 52 52 52 52 52 52 54 56 58 60 60 60 60 62 66 68  
70 70

76 76 78 78 78 78 80 80 81

High= 81

Low= 12

N = 59

2. Range (R) = High score- Low score

$$= 81-12$$

$$= 69$$

3. Total of Classes =  $1+ 3,3 \log n$

$$= 1+ 3,3 \log 59$$

$$= 1+ 3,3 (1,77)$$

$$= 1+ 5,84$$

$$= 6, 84$$

$$= 7$$

$$4. \text{ Length of Classes} = \frac{\text{Range}}{\text{Total of Classes}}$$

$$= \frac{69}{7}$$

$$= 9,85$$

$$= 10$$

Tabel Distribusi Data in Variable Y

Statistics		
VAR00001		
N	Valid	59
	Missing	0
Mean		49,2034
Std. Error of Mean		2,37262
Median		48,0000
Mode		52,00
Std. Deviation		18,22444
Skewness		,107
Std. Error of Skewness		,311
Kurtosis		-,855
Std. Error of Kurtosis		,613
Range		69,00
Minimum		12,00
Maximum		81,00
Sum		2903,00
Percentiles	25	32,0000
	50	48,0000
	75	60,0000
	10	26,4000
	20	31,1500
	25	33,0000
	30	36,4000
	40	44,9778
	50	49,4286
	60	52,4500
	70	58,6400
	75	61,0000
	80	67,4000
	90	77,4000

Interval	fi	Fk	Xi	Fi.xi	Xi <sup>2</sup>	Fi.xi <sup>2</sup>
12-21	3	3	16,5	49,5	272,25	816,75
22-31	9	12	26,5	238,5	702,25	6320,25
32-41	9	21	36,5	328,5	1332,25	11990,3
42-51	10	31	46,5	465	2162,25	21622,5
52-61	14	45	56,5	791	3192,25	44691,5
62-71	5	50	66,5	332,5	4422,25	22111,3
72-81	9	59	76,5	612	5852,25	46818
P=7	59	221	325,5	2817	17935,8	154371

## APPENDIX 10

### Result of Normality Test in Reading Habit (X)

One-Sample Kolmogorov-Smirnov Test		
		nilai
N		59
Normal Parameters <sup>a,b</sup>	Mean	68,92
	Std. Deviation	7,351
Most Extreme Differences	Absolute	,100
	Positive	,100
	Negative	-,094
Test Statistic		,100
Asymp. Sig. (2-tailed)		,200 <sup>c,d</sup>
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		
d. This is a lower bound of the true significance.		

### Result of Normality test in Reading Comprehension (Y)

One-Sample Kolmogorov-Smirnov Test		
		Nilai
N		59
Normal Parameters <sup>a,b</sup>	Mean	49,20
	Std. Deviation	18,224
Most Extreme Differences	Absolute	,086
	Positive	,086
	Negative	-,082
Test Statistic		,086
Asymp. Sig. (2-tailed)		,200 <sup>c,d</sup>
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		
d. This is a lower bound of the true significance.		

Result of Homogeniety Variable X and Y

Test of Homogeneity of Variances			
variable x			
Levene Statistic	df1	df2	Sig.
38,180	1	116	,300

## APPENDIX 11

### Result of Product Moment Test

Descriptive Statistics			
	Mean	Std. Deviation	N
X	68,92	7,351	59
Y	54,66	17,047	59

Correlations			
		x	y
x	Pearson Correlation	1	,354**
	Sig. (2-tailed)		,006
	N	59	59
y	Pearson Correlation	,354**	1
	Sig. (2-tailed)	,006	
	N	59	59
**. Correlation is significant at the 0.01 level (2-tailed).			

Correlations				
			x	y
Kendall's tau_b	x	Correlation Coefficient	1,000	,206*
		Sig. (2-tailed)	.	,027
		N	59	59
	y	Correlation Coefficient	,206*	1,000
		Sig. (2-tailed)	,027	.
		N	59	59
Spearman's rho	x	Correlation Coefficient	1,000	,301*
		Sig. (2-tailed)	.	,021
		N	59	59
	y	Correlation Coefficient	,301*	1,000
		Sig. (2-tailed)	,021	.
		N	59	59
*. Correlation is significant at the 0.05 level (2-tailed).				



## APPENDIX 12

### Result of Hypothesis Test

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	X	68,92	59	7,351	,957
	Y	49,20	59	18,224	2,373

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	x & y	59	,354	,006

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	x – y	19,712	17,066	2,222	15,264	24,159	8,872	58	,000

## APPENDIX 13

**Table t (NILAI-NILAI DALAM DISTRIBUSI t )**

Dk	$\alpha$ untuk uji dua fihak (two tail test)					
	0.50	0.20	0.10	0.05	0.02	0.01
	$\alpha$ untuk uji satu fihak (one tail test)					
	0.25	0.10	0.05	0.025	0.01	0.005
<b>1</b>	1.000	3.078	6.314	12.706	31.821	63.657
<b>2</b>	0.816	1.886	2.920	4.303	6.965	9.925
<b>3</b>	0.765	1.638	2.353	3.182	4.541	5.841
<b>4</b>	0.741	1.533	2.132	2.776	3.747	4.604
<b>5</b>	0.727	1.486	2.015	2.571	3.365	4.032
<b>6</b>	0.718	1.440	1.943	2.447	3.143	3.703
<b>7</b>	0.711	1.415	1.895	2.365	2.998	3.499
<b>8</b>	0.706	1.397	1.860	2.306	2.896	0.403
<b>9</b>	0.703	1.383	1.833	2.262	2.821	3.250
<b>10</b>	0.700	1.372	1.812	2.228	2.764	3.165
<b>11</b>	0.697	1.363	1.796	2.201	2.718	3.106
<b>12</b>	0.695	1.356	1.782	2.178	2.681	3.055
<b>13</b>	0.692	1.350	1.771	2.160	2.650	3.012
<b>14</b>	0.691	1.345	1.761	2.160	2.624	2.977
<b>15</b>	0.690	1.341	1.753	2.145	2.623	2.947
<b>16</b>	0.689	1.337	1.746	2.132	2.583	2.921
<b>17</b>	0.688	1.333	1.740	2.120	2.567	2.898
<b>18</b>	0.688	1.330	1.743	2.110	2.552	2.878
<b>19</b>	0.687	1.328	1.729	2.101	2.539	2.861
<b>20</b>	0.687	1.325	1.725	2.093	2.528	2.845
<b>30</b>	0.683	1.310	1.697	2.042	2.457	2.750
<b>40</b>	0.681	1.303	1.684	2.021	2.423	2.704
<b>60</b>	0.679	1.296	1.671	2.000	2.390	2.660
<b>120</b>	0.677	1.289	1.658	1.980	2.358	2.617

## APPENDIX 14

**Table r (NILAI-NILAI r PRODUCT MOMENT)**

<b>N</b>	<b>Taraf Signifi</b>		<b>N</b>	<b>Taraf Signif</b>		<b>N</b>	<b>Taraf Signif</b>	
	<b>5 %</b>	<b>1%</b>		<b>5%</b>	<b>1%</b>		<b>5%</b>	<b>1%</b>
<b>3</b>	0.997	0.999	<b>20</b>	0.444	0.561	<b>37</b>	0.325	0.418
<b>4</b>	0.950	0.990	<b>21</b>	0.433	0.549	<b>38</b>	0.320	0.413
<b>5</b>	0.878	0.959	<b>22</b>	0.423	0.537	<b>39</b>	0.316	0.408
<b>6</b>	0.811	0.917	<b>23</b>	0.413	0.526	<b>40</b>	0.312	0.403
<b>7</b>	0.754	0.874	<b>24</b>	0.404	0.515	<b>41</b>	0.308	0.398
<b>8</b>	0.707	0.834	<b>25</b>	0.396	0.505	<b>42</b>	0.304	0.393
<b>9</b>	0.666	0.798	<b>26</b>	0.388	0.496	<b>43</b>	0.301	0.389
<b>10</b>	0.632	0.765	<b>27</b>	0.381	0.487	<b>44</b>	0.297	0.384
<b>11</b>	0.602	0.735	<b>28</b>	0.374	0.478	<b>45</b>	0.294	0.380
<b>12</b>	0.576	0.708	<b>29</b>	0.367	0.470	<b>46</b>	0.291	0.376
<b>13</b>	0.553	0.684	<b>30</b>	0.361	0.463	<b>47</b>	0.288	0.372
<b>14</b>	0.532	0.661	<b>31</b>	0.355	0.456	<b>48</b>	0.284	0.368
<b>15</b>	0.514	0.641	<b>32</b>	0.349	0.449	<b>49</b>	0.281	0.364
<b>16</b>	0.497	0.623	<b>33</b>	0.339	0.436	<b>50</b>	0.279	0.361
<b>17</b>	0.482	0.606	<b>34</b>	0.334	0.430	<b>60</b>	0.254	0.330
<b>18</b>	0.468	0.590	<b>35</b>	0.329	0.424	<b>70</b>	0.235	0.306
<b>19</b>	0.456	0.575	<b>36</b>	0.325	0.418	<b>80</b>	0.220	0.286

## APPENDIX 15

### DOCUMENTATIONS





### APPENDIX 3

#### Key Answer

1.	A	11.	C	21.	A	31.	A	41.	B
2.	B	12.	D	22.	A	32.	A	42.	B
3.	A	13.	D	23.	D	33.	B	43.	A
4.	D	14.	D	24.	D	34.	A	44.	A
5.	B	15.	D	25.	B	35.	A	45.	A
6.	A	16.	A	26.	A	36.	A	46.	B
7.	E	17.	A	27.	A	37.	C	47.	D
8.	D	18.	A	28.	A	38.	A	48.	A
9.	A	19.	C	29.	A	39.	A	49.	C
10.	B	20.	A	30.	B	40.	D	50.	A

## CURRICULUM VITAE



### A. Identify

Name	: Siti Asiah
Reg. Number	: 18 203 00102
Place/Birthday	: Hutabaru, 22 <sup>th</sup> March 1999
Sex	: Female
Religion	: Islam
Address	: Hutabaru , Kec. Puncak Sorik Marapi, Kab. Mandailing Natal
Phone Number	: 0823 3402 9027
Email	: sasiah682@gmail.com

### B. Parents

Father's Name	: Basyar
Job	: Farmer
Mother's Name	: Rosni
Job	: Farmer

### C. Educational Background

Elementary School	: SDN 172 Hutalombang	(2012)
Junior High School	: MTSN Panyabungan	(2015)
Senior High School	: MAN 1 Mandailing Natal	(2018)
Collage	: UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan	(2018-2023)





KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI  
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Nomor : B 2161 /In.14/E.1/TL.00/10/2022

Hal : Izin Penelitian  
Penyelesaian Skripsi

Yth. Kepala Madrasah Aliyah Aljunaidiyah Madina

Dengan hormat, bersa ini kami sampaikan bahwa :

Nama : Siti Asiah  
NIM : 1620300102  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Program Studi : Tadris Bahasa Inggris  
Alamat : Hutabaru Kec. Puncak Sorik Marapi Kab. Mandina

adalah benar Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan yang sedang menyelesaikan Skripsi dengan judul **The Correlation Between Reading Habit and Reading Comprehension at The Tenth Grade Students of MA Aljunaidiyah Mandailing Natal**".

hubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian dengan judul di atas.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Padangsidimpuan, 19 Oktober 2022

a.n Dekan  
Wakil Dekan Bidang Akademik



Dr. H. M. N. S. Syafri Siregar, S.Psi, MA  
NIM 19801224 200604 2 001





**YAYASAN PERWAKAFAN AL-JUNAIIDIYAH**  
**KAMPUNG LAMO TARLOLA HUTA NAMALE**  
**KEC. PUNCAK SORIK MARAPI KAB. MANDAILING NATAL**  
**PROVINSI SUMATERA UTARA**  
**TELEPON. (0636) 20947 KODE POS 22994**

**SURAT KETERANGAN**  
**Nomor : 034/MAS.b/AL.J/11/2022**


Yang Bertanda Tangan dibawah ini Kepala MAS Al Junaidiyah kecamatan Puncak Sorik Marapi kabupaten mandailing natal dengan ini menerangkan bahwa:

Nama : SITI ASIAH  
Nim : 1820300102  
Program Studi : TADRIS BAHASA INGGRIS  
Fakultas : TARBIYAH DAN ILMU KEGURUAN

Benar telah melaksanakan penelitian/riset di MAS Al Junaidiyah kecamatan Puncak Sorik Marapi Kabupaten Mandailing Natal mulai tanggal 24 Oktober sampai 12 November untuk penulisan skripsi dengan judul “ **THE CORRELATION BETWEEN READING HABIT AND READING COMPREHENSION AT THE TENTH GRADE STUDENTS OF MA ALJUNAIIDIYAH MANDAILING NATAL**” Sesuai dengan surat Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padang Sidempuan Nomor : B-2323/in.14/E.1/TL.00/08/2022, tentang mohon izin mengadakan penelitian untuk penulisan skripsi .

Demikian Surat keterangan ini diperbuat dengan sebenarnya agar dapat dipergunakan seperlunya.



Kampung Lamo 6 november 2022  
Kepala MAS Al Junaidiyah  
  
**D. SAYU T. S. Ag**  
1821020071002

## VALIDATION LETTER

I am the one who signed this letter

Name : Dina Sari S.Pd.  
Job : English Teacher at Grade Tenth MA Aljunaidiyah Mandailing  
Natal

Has provided test guide sheet on students' writing test based on surface strategy taxonomy theory for completeness of the research entitled:

**"The Correlation Between Reading Habit and Reading  
Comprehension at the Tenth Grade Students of MA Aljunaidiyah  
Mandailing Natal"**

Arranged by:

Name : Siti Asiah  
NIM : 18203 00102  
Faculty : Tarbiyah and Teacher Training Faculty  
Department : English Education Department


The input that I have given as follow:

1. Construct the questioner
2. The indicator of questioner.

With hope, the input and assessments that given can be used to complete in obtaining the quality of guidelines for good test.

Kampung Lama, 20 Okt 2022

Validator

  
Dina Sari S.Pd