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CHAPTER I**INTRODUCTION****A. Background of the Problem**

English is one of the several languages that has been used to communicate by many people. In learning English there are four skills that they are listening, speaking, reading, and writing. In reading, we read some texts in a book and then we realize the text by our understanding. Reading is the key of knowledge, through reading the students acquire much information about something. In relation to the idea, Patel and Jain (2008, p. 113), reading is the most useful and important skill for people. This skill more important than speaking and writing.

According to Palani (2012, p.92) reading is a process of thinking, evaluating, judging, imagining, reasoning, and problem solving. Therefore, reading is an active process which involves making sense and deriving meaning from printed or written words as a means of understanding what has been read. Overall, the purpose of reading is to enable students to understand, to interpret and to analyze the passages on a variety of topics; by understanding the reading passage, the students can increase their knowledge, information, etc. Nunan (1991, p. 70) stated that reading is a dynamic process in which the text element interacts with other factor outside the text. Reading is also one of the common ways to get information and knowledge from written form and one of the basic skills to be achieved during language course.

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MAN 1 Pekanbaru is one of the schools in Pekanbaru. As a formal education institution, this school also presents the English subject to their students, especially reading skill. MAN 1 Pekanbaru uses the 2013 Curriculum as the guidance of teaching and learning process. Mentioned in English Syllabus of the 2013 Curriculum for the eleventh grade students of Senior High School, which is written that the standard competence is understanding the meaning of short functional text, in the form of recount, narrative, procedure, descriptive, news Items, reports, analytical exposition, hortatory exposition, spoof, explanation, discussion and review, in the context of everyday life.

From several goals of teaching reading that stated above, it is clear that reading ability need many aspects that should be mastered by the students. Furthermore, if the students cannot overwhelm the aspects which are needed in reading as demanded by the curriculum, then the reading learning will not work effectively.

Based on the preliminary study of the researcher in MAN 1 Pekanbaru, the researcher interview one of English teachers in that school, Mrs Erni Yusnita on 20th of March, 2017 with time allocation within 20 minutes. Based on researcher's conversation to the English teacher, it could be assumed that most of the students had difficulties in understanding reading text. Ideally, the students in MAN 1 Pekanbaru should be able to comprehend English text, but in reality the students' reading comprehension was insufficient and far from

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the objective of curriculum. Their ability in reading was out of the Passing Grade which is 78.

Based on the problem above the researcher assumed that the students' problems were closely related to their language learning, specifically reading comprehension. There were some factors that might influence students reading comprehension such as purpose, type of text, quality of literacy instruction, interest, and reading habit. One of some factors is reading habit.

It is supported by Wassman (2000, p. 2), two main ingredients are needed: the willingness to change those reading habits that interfere with or limit your reading ability, and the willingness to practice, practice, and practice. Reading habit can stimulates students be able to comprehend the material entirely. Because when they do that, they will get straightforward reading text and can concern more to study English.

Chettri and Rout (2013, p. 13) stated that reading habit refers to the behavior which expresses the likeness of reading of individual types of reading and taste of reading. In a simple way, reading is the first process that must be passed in understanding reading text. On the other side, Patel and Jain (2008, p. 114) stated that reading habits is not only help the student to get knowledge and wisdom from the cultural of heritage, but also very helpful in passing for leisure period.

There are many text types in English namely, descriptive, report, explanation, exposition, discussion, procedure, review, narrative, spoof, recount, anecdote and news item. Therefore, the researcher is interested in

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conducting research about explanation text to the eleventh grade students of MAN 1 Pekanbaru.

Blake Education in Ulfah (2017, p. 45) stated that the explaining text type tells how or why something occurs. It looks at the steps rather than the things. The purpose of an explanation text is to tell each step of the process (the how) and to give reasons (the why). Explanation is a piece of text that deals with the processes involved in understanding and making explicit the how and/ or why of particular phenomena, events, and concepts occur in scientific and technical fields.

Based on the explanation and problems mentioned above, these cases can be seen from the following phenomena:

1. Some of the students were not able to grasp ideas in reading text
2. Some of the students had difficulties to comprehend the reading text
3. Some of the students were not able to identify specific information
4. Some of the students had lack of vocabulary, while it was required to comprehend the reading text
5. Some of the students were not able to identify the aims of text
6. Some of the students were not able to draw conclusion

Based the phenomena above, therefore the researcher is interested in conducting a research under the tittle ***“THE CONTRIBUTION OF STUDENTS’ READING HABIT TOWARD THEIR UNDERSTANDING IN READING EXPLANATION TEXT OF THE ELEVENTH GRADE STUDENTS’ AT MAN 1 PEKANBARU”***.

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B. The Definition of the Terms

In order to avoid misunderstanding and misinterpretation in reading this research, the following is the definition of the terms.

1. Contribution

According to Creswell (2008, p. 313), a contribution is a thing that is given to a person or organization. In short, for this research contribution means the relationship between reading habit and understanding in reading explanation text.

2. Reading Habit

Chettri and Rout (2013, p. 13) stated that reading habit refers to the behavior which expresses the likeness of reading of individual types of reading and tastes of reading. In this study, reading habit is the activity that is done by students has certain purpose.

3. Understanding

David (1982, p. 40) stated that understanding is the ability to think and act flexibly with what one knows. In itself the ability is the process of thinking to understand the text. From this view, understanding is cognitive dimensions of reading that will make the reader easier to interpret the meaning and ideas of the text that they read.

4. Explanation Text

According to Ulfah (2017, p. 45) explanation text that describe an event or how something works, such as explaining how a lawn mower works, how technology describes computers work, and how natural

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landslide phenomena occur. The purpose of an explanation text is to tell each step of the process (the how) and to give reasons (the why).

C. The Problem

1. The Identification of the Problem

Based on the background of the problems above, the researcher identifies the problems encountered by the students understanding in reading explanation text as follows:

- a. How was the students' reading habit?
- b. How did the students understand on reading explanation text?
- c. What were the causes that the students had difficulties in understanding reading text?
- d. What were the causes that the students had low understanding in explanation text?
- e. What were the factors of influencing the students' reading habit?

2. The Limitation of the Problem

Based on the identification problems, the problem can be limited only on the contribution of students' reading habit toward their understanding in reading explanation text of the eleventh grade students' at MAN 1 Pekanbaru in academic year 2017/2018.

3. The Formulation of the Problem

Based on the background of problem, the researcher formulates the problem as follows:

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Is there any significant contribution of students' reading habit toward their understanding in reading explanation text of the eleventh grade students at MAN 1 Pekanbaru?

D. The Objective and the Significance of the Research

1. The Objective of the Research

The objectives of the research was to get empirical data as follows:

- a. To find out whether there is a significant contribution of students' reading habit toward their understanding in explanation text of the eleventh grade students of MAN 1 Pekanbaru.

2. The Significance of the Research

1) Theoretical Benefit

The result of this research hopefully can be used to improve reading skill, especially on students' reading habit in English and reading comprehension ability.

2) Practical Benefit

a. For Students

1. The result of this research hopefully can be used as a starting point to develop students' understanding about reading habit in English and reading comprehension ability. The more they read in English the better their reading ability will be.
2. The result of this research hopefully can be used to increase students' reading habit in reading English material of explanation texts.

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3. Students hopefully will have a greater habit to read English texts.

b. For English Teachers

1. The result of this research hopefully can be used to improve student's ability especially in reading comprehension.
2. The process of this research hopefully can be useful for English teacher in teaching learning reading comprehension.
3. The result of this research hopefully can be used to improve the quality of teaching learning reading comprehension in terms of reading English.

c. For Other Researchers

The result of the research can be a reference for other researchers in conducting further research about contribution of reading habit toward their understanding in reading explanation text at different level of students.