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BAB II

LITERATURE REVIEW

A. The Thoretical Framework

1. The Nature of Reading

According to Nunan (2006, p. 69), reading is a set of skills that involves making sense and deriving meaning from printed word. It involves most of reader's intellectual act such as pronunciation in order to receive ideas or information. Otherwise, reading is not only looking at words in the form of graphic symbols but also getting meaning from the word of word or line to understand what we read. David (1982, p. 40) stated that understanding is the ability to think and act flexibly with what one knows. It means understanding is the process of thinking to get information and understand about the text.

Kalayo (2007, pp. 114), said that reading is an interactive process that goes on between the reader and the text, resulting in comprehension. Therefore, reading is taught in the class as main object that is reading comprehension. Based on the definition above, the researcher can conclude that reading is a skill that presents the researchers' ideas. In reading, the readers must have a good consenstration with the text in order to get the meaning from the text.

William Grabe (2009, p. 15) also stated reading is an interactive process. The reading is the interaction between the reader and the researcher. The text provides information that the author wants the readers

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understand in certain ways. They also bring a wide range of background knowledge to reading, and she or he actively construct the meaning of the text by comprehending what the researcher intends and by interpreting it in terms of the background knowledge activated by the reader.

Every reader has differences depend on the time available and also the purpose of reading itself by the reader. In reading, the reader must have a good interaction with the text in order to get the meaning from the text. According to, Rivers and Temperly in Nunan (1991, p. 251) there are six main purposes of reading, as follows:

- a. To obtain information for some purposes or because we are curious some topic discussed;
- b. To obtain instruction on how to perform some tasks.
- c. To act in a play, play a game, do a puzzle
- d. To keep in touch with friends by correspondence or to understand the reading text. To know when and where something will take place;
- e. To know what is happening as reported in newspapers, magazines, etc.
- f. For enjoyment or excitement.

Furthermore, Patel and Jain (2008, p. 114) says that reading is interaction between readers and the text. It is a complex behavior, which is conscious use of various kinds of strategies. It means that the reader must read the text if he/she wants to get meaning and understand about the text.

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In additional, reading is not a passive process, which a reader takes something from the text without any efforts. It is a dynamic process that is composed by reader to a text, a task, a purpose, a setting, and a material.

Reading perceives a written text in order to understand its contents, which learns unique thinking skills. Moreover, learners must have ability to comprehend the material from a text by using their own through activities, which help them into an outline, be able to find comparison and contrast or cause and effect examples, following an argument in the text choose relevant topic under discussion.

From the explanation above, the researcher concludes that reading is a process of grasping the meaning of the words or the researcher's idea about the topic. Furthermore, grasping means comprehending. The comprehensions or the ability to find the meaning of what has been read is the dominant aim of reading to understand reading text, there are several skills needed to apply.

a. The Assessment of Reading

According to Brown (2003, p. 190) Assessment is an ongoing process that encompasses a much wider domain. In assessing reading, Brown categorized reading assessment into several types, such as; multiple-choice, short-answer, editing (longer texts) etc. Besides, Hughes (1992, pp. 116) also explains about testing reading that will assess such as; content, types of text, address and topic. In addition, Nation out that (2009, pp.77) comprehension test can use a variety of question forms, such as:

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1) Pronominal questions

These questions require learners to make a written answer which can range in length form of a single word to several paragraphs. Usually for comprehension, short answers are required and these forms of questions are called short answer questions.

- 2) True/ False, Yes/No, Alternative questions and Multiple Choice These question forms are all grouped together because the answer to the question is contained within the question or instructions, and thus the learners do not have to compose their answer. Multiple choice questions can focus on details and on more general aspects of the text. Multiple choices are useful when there are very large numbers of test to be marked.

3) Information Transfer

Incomplete information transfer diagrams can be use to measure comprehension of the text.

In the research, the researcher only used the standard of reading comprehension which is provided in the 2013 Curriculum at MAN 1 Pekanbaru.

b. Aim of Reading

A person may read for many purposes helps to understand more what is read by people. If he is reading for pleasure or reading for pure recreation and enjoyment, he may read either quickly or slowly based on the way he likes or feels. But if reads for studying or setting information

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such news, science or same line, which are part of his study or assignment he does it slowly and carefully.

According to Paul S. Anderson (1992) cited in Devi et. al there are seven aims of reading, reading for details and fact, reading for main ideas, reading for sequence or organization, reading for inference, reading for classifying, reading for evaluating and reading for comparing of content.

- a. Reading for details and fact is reading to know what is done by the subject of the story.
- b. Reading for main ideas is reading to get the problems statement.
- c. Reading for sequence of organization is reading to know each part of the story.
- d. Reading for inference is reading to know what is the researcher meant by its story.
- e. Reading for classifying. It is reading to agglomerate the same things.
- f. Reading for evaluating. It is reading to know the value of the story and also to know appraising the subject in a story.
- g. Reading for comparing of contest. It is reading for combining between two stories.

According to that explanation, there are many purposes of reading which can be achieved by people. There are some people who have the purpose in reading more than just one. Meanwhile, Lester and Allice Crow

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(1976) cited in (Devi et. al p. 3) classified to general purposes. The purposes includes: Leisure- time reading and more serious reading.

1. Leisure: It is reading for enjoyment which may vary in to follow your favorite sport, comic, article, and mouse program.
2. More serious reading: It is reading to study for a goal such as to obtain factual information and solve problems.

Based on the statement above the general purpose of reading to gain information or verify existing knowledge or in other hand the purpose of reading also determines the appropriate approach to reading comprehension. So, reading comprehension for students also has purpose itself especially in comprehending the text.

c. Levels of Reading

According to Thomas C. Barrett (2011, pp. 68) classified levels of reading comprehension. He then developed taxonomy of reading comprehension in understanding the text which was known as Barrett taxonomy. These are five levels:

- a. Literal comprehension focuses on ideas and information which are explicitly stated in the reading selection. Literal divide into two type. The first is recognition that requires the students to locate or identify ideas or information explicitly stated in the reading selection. And the second is recall that requires the students to

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produce from memory ideas and information explicitly stated in the reading selection.

- b. Reorganization is the students are able to analyze, synthesize, and organize ideas and information explicitly stated in reading text.
- c. Inferencial comprehension is ideas and information used as the basis for making intelligent hypotheses. In other words, inferencial comprehension is stimulated by purposes for reading and teachers' questions which demand thinking and imagination that go beyond the printed page.
- d. Evaluation refers to reader ability to compare information is a passage with the reader own knowledge. requires responses by the students which indicate that an evaluation judgment has been made.
- e. Appreciation involves all the previously cited cognitive dimensions of reading, for it deals with the psychological and aesthetic impact of the selection on the reader.

In comprehending the texts, the readers need to prepare themselves by knowing some skills that they can apply while they are reading so that the goal of reading can be achieved.

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d. Components of Reading

Then, the students also need to know the components contained in reading text, according to King and Stanley (1998) they are:

- a. Finding factual information requires readers to scan specific details. one of all types is trough making questions to find factual information such as reason, purpose, result, comparison, means identify, time and amount in which most of the answer can be found in the text. The question usually appear with 5W+H question.
- b. Finding main idea of paragraph consisting of many sentences and selects the idea not only in the beginning of paragraph but also in the middle and at the end of paragraph.
- c. Finding the Meaning of Vocabulary. It can be done by guessing it in the context or open dictionary to be sure that vocabulary meaning is correct and appropriate with the word origin or basic meaning, then it can understand position of structure and function word in context.
- d. Identifying Reference. In order to avoid repeated words or phrases, the author used reference words and being able to identify the word of phrases to which they refer will help the reader understand the reading passage.
- e. Making Inference is skill where the reader has to be able to read between line to draw logical and make accurate prediction.

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By the explanation above, it can be conclude that reading comprehension is a process where readers try to reconstruct message encode in graphic language delivered by the writer.

Furthermore, the levels and components in reading comprehension in Barret Taxonomy and King and Stanley, there are some of guidance for indicators variable Y. Because of all of the components are wide for senior high school students' levels. Then, based on the suggestions of the English teacher Mrs. Erni Yusnita, S. Pd in that school, there were some of indicators achievement to measure students' understanding in reading explanation text. So, the researcher took indicators variable Y from syllabus in 2013 Curriculum that used to measure their understanding in reading explanation text.

There are five indicators to be operated in assessing students understanding in reading explanation text from syllabus at MAN 1 Pekanbaru, as follows:

- a. The students are able to recognize topic of the text
- b. The students are able to find out details information and facts in texts
- c. The students are able to find out main idea in texts
- d. The students are able to to identify meaning of words in texts
- e. The students are able to identify the communicative purpose of the text.

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2. The Nature of Understanding Reading Explanation Text

Ulfah, et. al (2017, p. 45) states 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. The examples of 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 landslide phenomena occur. Yet other types can explain the similarities and differences between objects, explain the procedure to the reader how to do something and detail how it works.

The purpose of the explanation text according to Blake Education cited in Ulfah (2017, p. 46) is on the following quote.

An explanation is written to explain how and why something in the world happens. It is about actions rather than about things. Explanations play a valuable role in building and storing our knowledge.

Then, the students have to know some grammatical features in the text. The first is the use of simple present tense to explain why something happened. The verbs in simple present tense will change by adding 's' if the subjects of the sentence are 'she, he, it'; for example go becomes goes. The second is the using of passive voice. It is often used when the object of the action is more important than those who perform the action. Next,

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the students have to know explanation text is using to give details about what, how and why something happened and the using of cause and effect words to show the explanation of phenomenon such as because, caused by, as a result of, and an effect of.

There are three structures of explanation text;

1. Title

Explanations have a title that prepare and leads the reader to the text. It can appear in a variety of forms a heading that names the action to a how and why question or a problem that is to be answered by the explanation.

2. General statement

The first paragraph has a general statement that introduces or identifies the scientific or technical phenomenon. It gives the audience a brief introduction to the event or thing and an understanding of the type of text that is to follow.

3. Sequenced statements

At this stage students explanations are developing causal relationships as well as sequential ones. The logically sequenced paragraphs explain why or how something happens rather than focusing on an object. The explanation sequence should consist of a series of happenings, actions, causes or processes that are focus of the text type. This chain of actions, causes or events result in the phenomenon about which the explanation is written. Events

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may be related according to time or cause or through both and should be detailed and accurate.

It is important that students realise that they will need to make thoughtful decisions about what to write and the order in which the information that they read in the text. In this research, understanding reading explanation text is defined as the reader's ability to comprehend a text with genre explanation.

3. The Nature of Reading Habit

a. Definon of Reading Habit

Reading habit is an activity of reading that is often done by someone out of his/her awareness that relates to his/her need or hobby. Wassman (2000, p. 2), states that:

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."

In this matter, the second reading (reading for pleasure) is certainly much more likely to be an interest for the students and very useful to gain reading habit than the first reading (reading for studying or getting knowledge). Krashen has consistently argued that pleasure reading is an important source of comprehensible input for acquisition. The only requirement "is that the story or main idea be comprehensible and the topic be something the student is genuinely interested in, that he would read in his first language" (Krashen, 1997, p. 13).

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As a common knowledge, every activity that is done by someone has certain purpose. Reading also has it aims. Reading is one of the most common ways to get the information and knowledge. One of the purposes of reading is that to obtain the information, which is presented in written form. By reading habit, people will get the ideas they want and use them in accordance with the need.

Then, Philip (The New Anatolia) (2011, p. 13) describes that:

“..... Once the fuel runs out the driving skill reading habit, on the other hand, involves providing a continuous supply of easily processed fuel so that the new driver can go places, get to enjoy driving and eventually realize the limitless possibility it opens up”

Reading for relaxation clearly has to be encouraged, for this is at the root of reading habit. It is easy for students to begin reading habit by reading something that entertains them such as texts book, a novel, a short story, and a popular science book.

Based on an explanation above, it might assume that reading habit is very important to generate the reading skills because it is useful as the media for the process of reading. How can the students have the good ability in understanding reading texts if they do not have reading habit or reading experience? By reading habit and reading all material from many branches and disciplines, the students have a place to practice their reading skills and they get new knowledge and information about text.

Iwuk. P cited in Rasyid (2012, p. 14) says that in reading we often do reading activities in certain ways, ways that we do without knowing it. Over time, how that is done will become a habit. Because most people

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prefer to make comfortable reading. This makes us have habits in reading including :

- a. Reading aloud
- b. Moving the lips or mumbling
- c. Moving his head from left to right
- d. Using a finger or other object to point word by word.

Actually it is not wrong with our reading habits. However, it is better aligned with the needs of reading; we should increase the quality of reading. Let us start building good habits in reading. Some good habits in reading, namely:

- a. Concentration in reading
- b. Reading with active digests and appreciate
- c. Happy to read
- d. Good posture (sitting upright, not while sleeping)
- e. Adjust the eye distance and books approximately 25-30 cm
- f. Eyes see a book with an angle between 30-45 degrees
- g. Bringing stationery while reading to make signs, notes, or summaries

In addition, Adler, C.R. (2006, p. 41) states that there are three purposes of reading habit. They are as follows:

- a. Getting general information of the text
- b. Getting specific information of the text
- c. Reading for pleasure or interest

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To get rid of a bad habit, you should replace it with a good one. You must practice and work at it in order to change. The following are some of the bad habits, which tend to cause people to read slowly. Cowley (2014) and Brenda (1977) suggested ask yourself whether you are guilty in reading habit and decrease in reading as of the following:

- a. Moving your lips when you read

Moving your lips slows you to a fast talking rate, about 150 words per minute. Put your fingers on your lips to stop the motion.

- b. Vocalizing

Vocalizing means that you are pronouncing words in the voice box of the throat without making sounds. This also slows your reading rate to that of speaking.

- c. Reading everything at the same speed

When reading, set your rate according to your purpose for reading and the difficulty level of the material. Practice adjusting your rate to suit your material. The more difficult the material, the slower the rate.

- d. Regressing out of habit

Regressing means reading a word, phrase, or sentence out of habit and not because of need. However, habitual, unnecessary regressing really slows you down.

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e. Reading one word at a time

Do you think one word at a time, or in phrases? Slow readers tend to see only one word at a time. Good readers will see several words at a time and their eyes will stop only three or four times as they move across a page. Reading in idea-phrases speeds your reading and improves your understanding of what you have read.

f. Faulty eye movements

When reading, reader will have mistake including inaccuracy i placement of the page, in return sweep, in rhythm, and regularity of movement.

g. Faulty habits of attention and concentration

Concentration is important when someone read the text and information, beginning with the simple inattention dusring the reading act and faulty process od retention.

h. Fear of losing comprehension

This phenomenon causing the person to suppress his/her rate deliberately in the firm belief that comprehension is improved if he/she spends more time on the individual words.

One of the most important suggestions for promotion of learning is reading habits among students. Habits are more or less routine ways of acting. They are considered as second nature. Our happiness depends on developing good habits. Habits also motivate our behavior. However at the initial stage we have to learn them. Habits of reading are and economic

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way of adjusting to requirements of daily reading. According to George. L (Cited in Rasyid 2011, p. 25) there are five reading habits for students:

1. The students should concentration in reading
2. The students should start reading easy books first and difficult later on
3. The students star regular practice every day for short period
4. The students may mark out the way new words and try to have a mental picture about them.
5. The students gradually improve his vocabulary

Based on explanation above, we can say the best way to read faster is to practice reading just a little faster than is comfortable. Changing reading habits is not easy, after all you have been reading that way for many years. It takes several weeks of conscious effort in order to change bad reading habits.

b. The Aspect of Reading Habit

In gaining an effective reading habit, Gaona and Gonzalez (2011, pp. 59-60) 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 books in their spare time.

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

5. Motivation

a. In the family environment

The frequency of the person reports on the purchase of books, recommending books, and reading interest in the family.

b. In the academic environment

The frequency the student reports on the teacher using activities to promote contact with psychology literature.

c. The Purpose of Reading Habits

According to Ogbodo (2002), There are some reading habits purposes which have either positive or negative result. For purpose of this topic, they are grouped into four segments they are: hobbial, recreational, concentration, and deviational.

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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, politic, 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 particularly can develop the knowledge of vocabulary which helps in conversations. Reading as a hobby is wonderful; 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 fatigue; the example activities on reading for relaxation are reading newspaper, and magazine.

3. Concentration

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

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4. Deviatonal

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

To conclude, there are some reading habits purposes which have either positive or negative result. Reading habit for hobbial, recreational, concentration, and deviatonal. Those purposes can help the students to improve their ability to absorb and to comprehend written material and increase their achievement in school.

d. The Factors Influence Students' Reading Habit

The reading habits of students have long been a matter of much interest to educators, parents, librarians' publishers and other stake holders. There are some factors influence students' reading habit. It can be showed by research done in some survey related to the reading habit and factors that motivate reading habit among students.

An international survey by Cosgrove (2001), Books Aid International, has shown that nearly half of the UK students participating in the study said that they read for relaxation while majority of the children from twelve developing countries revealed that they read for passing examinations. A study of young people in Britain, Market &

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Opinion International MORI, aged between 11 and 18 years found that peer influence was the top most reason for reading books. A survey of pre-kindergarten in European Reading Conference, through grade eight students in the United States found that 71% of the students who perceived themselves as good readers had a positive attitude towards reading while none of the students who regarded themselves as poor readers enjoyed reading.

A Malaysian study of 6th form students by Lim in 1974 on his dissertation, found that the most important motivating factor was self or personal interests and this favorable attitude was well formulated among the girls and those in the Arts stream. In Sri Lanka, the National Library and Documentation Service Board (NLDB) carried out a survey in 2002 and found the following situations; reading habits of students was poor, the condition of the school libraries was not encouraging as book collections were old and most students read “light” materials such as magazines, novels, comic books and newspapers.

A survey of 8000 children in Britain, aged 10, 12 and 14 years found that children had very diverse reading. A similar survey conducted in Denmark on children. It was found that over a span of one month, the children read a total of 1598 fictions and non-fiction books written by more than 700 authors. Woolcott Research in 2001, in Australia primary school students liked reading action adventure as much as science fiction

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and fantasy while in Britain, fantasy fiction was at the top, followed by humor, horror and thriller books.

A study investigating by Liu in 2000 the favorite past time activities of primary and middle school students in China reported that “watching T.V.” was the most popular leisure activity, followed by reading books. A similar survey of primary 1 to secondary 5 students in Hong Kong found that watching TV and playing computer games were the two most preferred after school leisure activities. Another study in Britain concluded that young people aged between 11 and 18 years were more likely to watch TV or use the internet than reading books. The literature review suggests that several factors particularly technological changes are likely to influence reading habits of children or students.

4. The Relationship of Reading Habit toward in Understanding Reading Explanation Text

In reading explanation text, the reader needs to understand the text. Understand text is including on of reading habit. Graves, et. al (1998, p. 123) stated that reading habit is a process in which the reader effectively searches for meaning in what they are reading. Harmer (2001, p. 199) also state reading habit is included one of receptive skills that to understand text. Receptive skill is the way in which people extract meaning from the discourse they see or hear. In addition, Ur (1991, p. 138) stated that reading means “reading and understanding”.

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According to Janette (2007, p. 8) the relationship between reading and understand text. 1) Reading habit is the process of constructing the meaning of the written material. 2) Reading habit will influence the students to understand the text. By reading habit will make the reader easier to interpret the meaning of explanation text. Because reading is an activity with a purpose. Thus, students will get something from researcher material that they read, and will influence the students to understand the text. For example in reading it is supported by explanation text, to make students understand about explanation text, the teacher not only asks to generic structure and language features of explanation text it. But also asks them to habit in read it.

Based on the explanation above, we can see clearly that reading habit is needed in reading process because habit in reading is one of important to understand the text. It means that when the students understand read the explanation text; they should have habit in reading. In conclusion, to make the students easier in interpretation the meaning of the sentences in order to understand the content of explanation text, they should have habit in reading.

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B. The Relevant Research

According to Syafi'i (2012, p.102) stated that relevant research is required to observe some previous researches conducted by other researcher in which they are relevant to our research it self. Besides, we have to analyze what the point that was focused on, inform the designs, finding and conclusion of the previous research, that of:

1. "The Correlation between Reading Habit and Reading Comprehension Achievement of 12th Grade Students of MA.PP.Qodratullah Langkan" by Agus Wahyudi. This research was descriptive quantitative method. The sample of this study was 168 students. The reseracher used questionnaire and reading test to collect the data. The test was administered once as post-test. The result of this study showed that the majority of 12th grade students of MA. PP. Qodratullah had good reading habits (65%), but they had low reading comprehension achievement (86.5%). Consequently, the alternative hypothesis (H_a) is rejected and the null hypothesis (H_o) is accepted. It means, the correlation between the students' reading habits and their reading comprehension achievement was not significant.
2. "Reading Habit and Interest as correlates of students' academic performance in physics in secondary schools in Ekiti state, Nigeria" by Awodum and Adebisi Omotade. This research was descriptive survey of research design. The population for this study consists of all students in Senior Secondary School II (SSS 2) offering Physics as a

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subject in all the public Secondary Schools. The instrument was self-designed questionnaire. In conclusion, there is significant relationship between the students' reading habit in Physics in Secondary School and it also revealed that there is significant relationship between the students' interest in Physics and academic performance in Physics Secondary School.

The researcher took both of researchers above because have relevant with the variable of this research. The similarity of the research is they have same of variable X, namely reading habit. Then, the differences among them is variable Y. In the first relevant research the variable Y is reading comprehension. Eventhough, the second research of variable Y is interest students'. So, both of relevant researches above as a guide to write and do this research.

C. The Operational Concept

Operational concept is the concept used to clarify the theories used in this research in order to avoid misunderstanding in this research. Operational concepts are derived from related concepts on all of the variables that should be practically and empirically operated in an academic writing of the research paper. This research deals with correlation between two variables. They are:

Variable X is the students' reading habit.

Variable Y is the students' understanding in reading explanation text.

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1. The Indicators of Reading Habit

The indicators of variable X (students' reading habit) are taken from six aspects of reading habit from Gaona and Gonzalez (2011, pp. 59-60), those aspects are:

- a. The reason of students in reading academic book and non-academic book.
- b. The Frequency used to measure of students' reading frequency in their spare time.
- c. The number of books that the students read.
- d. The time that the students devote to reading academic book and non-academic book.
- e. The students motivation in reading academic book and non-academic book.

2. The Indicators of understanding in Reading Explanation Text

The researcher concluded several indicators to be operated in assessing students understanding in reading explanation text from syllabus at MAN 1 Pekanbaru, as follows :

- a. The students are able to recognize topic of the text
- b. The students are able to find details information and facts in texts
- c. The students are able to find main idea in texts
- d. The students are able to to identify meaning of words in texts
- e. The students are able to identify the communicative purpose of the text.

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D. The Assumption and Hypotheses

1. The Assumptions

From the literature above, it can be assumed that students' reading habit in English can influence the students' understanding in reading explanation text. It seems that the students who have habit in reading feeling interest in reading, it means enjoying the activity, when somebody interested phenomenon or activity, and they are likely to attend to in and to give time to it. In other word, the better students' reading English habit, the better students' understanding the text will be.

2. The Hypotheses

Based on the assumptions above, the researcher can formulate two hypotheses as follows:

a. Ho (null hypothesis) : sig (2-tailed) > 0.05.

There is no significant contribution of students' reading habit toward their understanding in reading explanation text of the eleventh grade students' at MAN 1 Pekanbaru.

b. Ha (alternative hypothesis) : sig (2-tailed) < 0.05.

There is a significant contribution of students' reading habit toward their understanding in reading explanation text of the eleventh grade students' MAN 1 Pekanbaru.