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## CHAPTER I INTRODUCTION

### A. The Background of the Problem

Reading comprehension is one of crucial factors related to student's success in learning English. According to Oakhill (2015, p.1), reading comprehension is a complex task, which requires the orchestration of many different cognitive skills and abilities. Moreover, Klingner (2007) stated that reading comprehension is the complex processes of constructing meaning that include word reading, word and world knowledge, and fluency. It means reading comprehension is not only about comprehending the text, but also a complex process to understand and to acquire information from the text.

Reading comprehension of one student and another student might be different. It is affected by many factors around the students, one of the factors is reading habit. Bignold in Chettri (2013, p.14) stated the habit of reading improved children's reading skills. Furthermore, Selly (2016) argued that when the students develop a good reading habit, they will find an encouragement for reading comprehension. Therefore, the more students read, the more they comprehend the text. In conclusion, reading habit will influence reading comprehension.

According to Sangkaeo in Annamalai (2013, p.33), reading habit refers to the behavior, which expresses the likeness of reading and tastes of reading. Patel (2008,p.114) mentions that reading habits not only help the student to have knowledge and wisdom from the cultural heritage, but it is

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also very helpful in passing for leisure period. It is a way of how the reader organizes his or her reading. By having good reading habit the students can increase their reading achievement and understand how to be good readers.

According to Cunningham & Stanovich in Annamalai (2013, p33), by reading books frequently and having a good reading habit, the reader is able analyze other's idea, which makes one think more critically. It means reading habit affect the students reading comprehension. By reading book frequently and having good reading habit can help the students in learning reading comprehension. Without reading habit the students are difficult to comprehend the text.

In order to accomplish students' needs toward reading, in Curriculum 2013 (K13) provides reading as one of the skills in Mastering English that must be taught and learned in Senior High School. SMAN 6 Pekanbaru is one of the schools that also uses Curriculum 2013 (K13). The basic competence stated in this syllabus for the first grade is the students are able to identify main idea of the text, the social function of the text, the generic structure of the text and able to identify language features of the text. Based on the syllabus, the passing score for the first grade of this senior high school is 78.

Based on the quotation above, ideally the students of the first grade of SMAN 6 Pekanbaru are able to understand and able to comprehend the text. In fact, based on the interview with English teacher Muzdalifah S.Pd., and some students of SMAN 6 Pekanbaru that the researcher did on January 11<sup>th</sup>

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2017. The researcher found that some of the students still had problems in comprehending reading . It can be seen from the following phenomena:

1. Some of the students had a good reading habit in English book, but they were not able to identify the social function of the text.
2. Some other students were able to identify the social function of the text, but they did not have a good reading habit in English book.
3. Some of the students had a good reading habit in English book, but they were not able to identify the generic structure of the text.
4. Some other students were able to identify the generic structure of the text, but did not have a good reading habit in English book.
5. Some of the students had a good reading habit in English book, but they were not able to identify language features of the text.
6. Some other students were able to identify language features of the text, but they did not have a good reading habit in English book.

Based on the phenomena explained by the writer above, the writer is interested in conducting a research entitled: **“The Correlation between Students’ Reading Habit in English Books and Their Reading Comprehension at The First Year of SMAN 6 Pekanbaru”**.

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## B. The Problems

### 1. The Identification of the Problems

Based on the explanation above, the researcher identifies the problems as follow:

- a. Why did some of the students have a good reading habit in English books, otherwise they were not able to identify the social function of the text?
- b. Why were some students able to identify the social function of the text, but they did not have a good reading habit in English books?
- c. Why do some of the students have a good reading habit in English books, but they were not able to identify the generic structure of the text?
- d. Why were some other students able to identify the generic structure of the text, but they did not have a good reading habit in English books?
- e. Why did some of the students have a good reading habit in English book, but they were not able to identify the language features of the text?
- f. Why were some other students able to identify the language features of the text, but they did not have a good reading habit in English books?

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## 2. The Limitation of the Problems

Based on the identification of the problems, many problems had occurred to the students. The researcher needs to limit the problems of the research in order to focus on the topic. In this case, the problems are limited to reading habit and reading comprehension. Thus, in this research, researcher only focuses on investigating the correlation between students' reading habit in English books and their reading comprehension at the first year of SMAN 6 Pekanbaru.

## 3. The Formulation of the Problems

Based on the problems limited above, thus, the writer formulates the formulation of the problems in the following research questions:

- a. How is the students' reading habit in English books at the first year of SMAN 6 Pekanbaru?
- b. How is the students' reading comprehension at the first year of SMAN 6 Pekanbaru?
- c. Is there any significant correlation between reading habit in English Books and reading comprehension at the first year of SMAN 6 Pekanbaru?

## The Objectives and Significance of the Research

### 1. The Objectives of the Research

Concerning with the problem statements, this study has some objectives described as follows:

- a. To find out the students' reading habit in English books at the first

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year of SMAN 6 Pekanbaru.

- b. To find out the students' reading comprehension at the first year of SMAN 6 Pekanbaru.
- c. To obtain if there is a significant correlation between reading habit in English Books and reading comprehension at the first year of SMAN 6 Pekanbaru.

## 2. The Significance of the Research

- a. Theoretically, the writer can retrieve a lot of information that can be very useful to enlarge knowledge, especially about reading habit in reading comprehension.
- b. To provide some information about the importance of mastering all of the important aspects in the process of reading comprehension in order to make the students improve their reading skills.
- c. For the students as well as English teachers about their weaknesses in reading comprehension, so they will find solutions in order to master it.

## D. The Definition of Terms

In order to simplify the process of designing and the application of research and to avoid misunderstanding and misinterpretation about the meaning of the terms used in this research, the researcher provides the following definitions:

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**1. Correlation**

According to Oxford Learner's Pocket Dictionary 4<sup>th</sup> Edition, Correlation is connection between two things in which one thing changes as the other does. As in the title of this research and the purpose of the research, the writer wants to know about the connection between the two variables, in which this term is related to correlation research. The correlation between the two variables is where the variable X (Reading Habit) influences the variable Y (Reading Comprehension). Or it can be said that if students have a good reading habit their reading comprehension will be good too.

**2. Reading Comprehension**

Reading comprehension is an activity to reading particular text, not only read the text, but also the readers can understand the text and the information. Comprehension skills help the learner to understand the meaning of words in isolation and in context. According to Snow (2002, p.11), reading comprehension is as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. In addition, Reading comprehension is the ability of the reader to understand the meaning and the information in the written language.

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### 3. Reading Habit

The habit of reading, like other habit, develops over a period of time. Reading habit is about how often the readers of learners read literatures. Shen in Annamalai (2013, p33) stated that reading habits, as how often, how much, and what the readers read. In addition, reading habit is the frequency of reading activity to express the likeness of reading.

#### E. Reason for Choosing the Title

There are some reasons why the researcher is interested in conducting this research as follows:

1. The title of this research is not yet investigated by other previous researchers.
2. The title of this research is relevant to the researcher's status as an English Education Department student.
3. Finally, the location of the research supports and facilitates the researcher in carrying out the research.