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CHAPTER I INTRODUCTION

A. Background of the Problem

As one of the receptive skills, reading has an important role in acquiring information. Reading provides experience through which the individuals may expand their knowledge and gain deeper understanding for their life. From the age of children, it is important to introduce the child the world that surrounds him. Thus, reading becomes the foundation that enriches the knowledge of a child through the written word.

Any educational institute needs to prepare its learners to adapt in social and technological changes. In this context, reading becomes an essential tool in learning for the learners as a resource for education, for the acquisition of new knowledge and skills for gaining information through media (newspapers, books, television, and the computers) which will help them to adapt in social and technological changes. Department of National Education (Badan Standar Nasional Pendidikan) in Indonesia stated that language has the role center in developing students' intellect, social, and emotion and it also supports the success in learning all subjects.

Vocational High School Dwi Sejahtera Pekanbaru is one of the schools where English is taught. This school applies School Based Curriculum (KTSP). School Based Curriculum for Vocational High School requires the students to master basic knowledge and skill of English language,



and they are also required to apply the knowledge and skill in intermediate level. This school also has adequate facilities, such labs for any kinds of major, books, computer, and also competent teachers. English is taught two times a week (90 minutes) for all grades, and the passing score of English subject in first grade is 70.

Even though the school has adequate facility and time to support English learning process, the writer found some phenomena while having interview and observation at that school. In writer's conversation to the English teacher, Mr. Rukmana S.Pd., the lack of reading comprehension became a major problem for students in learning English. It could be seen from students' reading practice score that sometimes lower than the passing grade. Students should be aware that reading comprehension was really needed, because most of the English lesson used texts and written words, even in their English tests required this skill. Secondly, some of the students had no self-confidence with their ability in reading English. They kept saying this language, too difficult for them to understand. And last, they kept asking to their friend instead of reading and trying to understand a text by themselves.

Despite the importance of reading comprehension for students, reading habit also became an issue in this school. As some interviews and observations had been done, writer found that the students have lack of awareness of the importance of reading habit for their academic success. And then, school library provided kinds of English books to be read, but students'



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interest on reading those books were still questionable. And last, students were not familiar with vocabularies in a text, so that it took more time for them to read and to understand the text.

In order to master reading comprehension skill, reading activity is not only done occasionally. A good reading habits act as a strong weapon for the students to excel in their learning. Palani (2012, p.91) stated that effective reading is an important avenue of effective learning and reading is interrelated with the total educational process and hence, educational success requires successful reading habit. Meanwhile, Shen in Annamalai and Muniandy identified reading habits, as how often, how much, and what the readers read (2013, p.33). It means that to get good understanding about what is read, people need to read a lot. Reading a lot refers to the frequency of reading as well as the average time on reading and amount reading materials being read.

Moreover, Patel and Jain (2008, p.114) stated that reading habits not only helps the student to get knowledge and wisdom from the culture of heritage, but are also very helpful in passing for leisure period. It is supported by the research done by National Endowment for the Art of USA (2007, p.3-4), it is proved that habit of daily reading, for instance, overwhelmingly correlates with better reading skills and higher academic achievement. Thus, a study of the contribution of reading habit towards students' reading comprehension needs to be conducted.



In order to find out the correlation between students' reading English habit and their reading comprehension, and also based on the background depicted above, thus, the writer tries investigating the problem above into a research project entitled **“The Correlation between Reading English Habit and Reading Comprehension of Tenth Grade Students at Vocational High School Dwi Sejahtera Pekanbaru”**.

B. Problem

1. Identification of the Problem

Based on the problems depicted in the background of the problem above, thus, the writer identifies the problem of this research as follows:

- a. What caused some of the students unable to get better score in their reading practice?
- b. What factors influenced the students' confidence in their ability in reading English?
- c. What caused some of the students unable to understand a text by themselves?
- d. What factors influenced the students' awareness to the importance of reading habit?
- e. What factors influenced students' interests in reading English books provided by school?
- f. What caused the students unable to read and understand a text efficiently?



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2. Limitation of the Problem

Based on the identification of the problems, the problem is limited only on the correlation between the students' reading English habit and their reading comprehension of tenth grade at Vocational High School Dwi Sejahtera Pekanbaru.

3. Formulation of the Problem

The formulation of the problems is formulated in the following research questions:

- a. How is the students' reading English habit of tenth grade at Vocational High School Dwi Sejahtera Pekanbaru?
- b. How is the students' reading comprehension of tenth grade at Vocational High School Dwi Sejahtera Pekanbaru?
- c. Is there any significant correlation between the students' reading English habit and their reading comprehension of tenth grade at Vocational High School Dwi Sejahtera Pekanbaru?

C. Objective and Significance of the Research

1. Object of the Research

- a. To identify the students' reading English habit of the tenth grade at Vocational High School Dwi Sejahtera Pekanbaru.
- b. To identify the students' reading comprehension of the tenth grade at Vocational High School Dwi Sejahtera Pekanbaru.



- c. To identify whether there is a significant correlation between the reading English habit and their reading comprehension of the tenth grade students at Vocational High School Dwi Sejahtera Pekanbaru.

2. Significance Research

- a. Hopefully, these research findings can be useful and valuable, especially for students and English teacher at Vocational High School Dwi Sejahtera Pekanbaru, and also can be a consideration in their teaching and learning process in the future.
- b. Besides, these research findings are also expected to be positive and valuable information especially for those who are concerned in the world of teaching and learning English as a foreign language (second language).
- c. Finally, these research findings are also expected to become theoretical information to the development of theories on language teaching.

D. Definition of Key Terms

1. Correlation

Creswell (2008, p.338) stated that correlation is a measure of the strength of the relationship or association between two or more sets of data. The word correlation refers to a design of this research. So, it means to correlate between two variables. In this research, variable X refers to

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students' reading English habit. While variable Y refers to students' reading comprehension.

2. Reading

Reading is an interactive process that goes on between the reader and the text. Chettri and Rout (2013, p.13) stated that reading means a complex process of thinking in assigning meaning from printed materials which involves most of reader's intellectual act such as pronunciation in order to receive ideas or information extended by the text. Further explanation about reading will be explained in the next chapter.

3. Reading Habit

Chettri and Rout (2013, p.14) stated that terms habits is often considered in terms of the amount of thing being done, the frequency of something that we do as well as the average time spent on what we do. They also stated that the reading activity is regarded as a habit when it is repeatedly carried out. When reading activity is carried out as regular activity by the students, it will produce achievement of quality in their education. In this research, students' reading habit is focused on reading academic and non-academic English books which help them in their reading comprehension.

4. Reading Comprehension

Between reading and comprehension is highly interrelated. Reading comprehension will be called as a reading comprehension only if the reader is able to comprehend or understand the meaning of written

words. Dallmann (1984, p.204) stated that proficiency in reading comprehension is defined as students' ability to demonstrate an overall understanding of the text, providing general understanding as well as literal information. Thus, reading comprehension is an interactive process between reader and writer in which the ability to understand is very important to convey writer's message or information. Level of students' reading comprehension in this research is focused on literal and inferential comprehension which requires their ability to understand explicit and implicit meaning of a text, further explanation of literal and inferential comprehension will be discussed in the next chapter.

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