CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Theoretical Framework

1. The Nature of Reading

Reading is a complex and complicated process that involves some factors influential upon each other. 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. It can be seen that reading is not only looking at words in the form of graphic symbols but also getting meaning from the word to understand what we read. It means that reading is a process to understand the text content and to get information.

Reading is a process of thinking which helps students to understand languages. In reading, students are expected to understand the text and get some information from the writer's thought. In order to achieve the students' comprehension in reading, the students must be able to read meaningfully. In other words, students should have the ability to recognize, and examine words or sentences and understand the information within.

Just like teaching methodology, reading theories have had their shifts and transitions, starting from the traditional view which focuses on the printed form of a text and moving to the cognitive view that enhances the role of background knowledge in addition to what appears on the printed page, they ultimately culminated in the metacognitive view which is now in vogue. It is based on the control and manipulation that a reader can have on the act of comprehending a text. The following is the shift of reading theory by Vaezi (2006):

a. The traditional view

1) Dole et al. (1991) stated that, in the traditional view of reading, novice readers acquire a set of hierarchically ordered sub-skills that sequentially build toward comprehension ability. Having mastered these skills, readers are viewed as experts who comprehend what they read.

2) Readers are passive recipients of information in the text. Meaning resides in the text and the reader has to reproduce meaning.

3) Nunan (1991) stated that reading in this view is basically a matter of decoding a series of written symbols into their aural equivalents in the quest for making sense of the text. He referred to this process as the '*bottom-up*' view of reading.

4) McCarthy (1999) has called this view 'outside-in' processing, referring to the idea that meaning exists in the printed page and is interpreted by the reader then taken in.

5) This model of reading has almost always been under attack as being insufficient and defective for the main reason that it relies on the formal features of the language, mainly words and structure.

    Although it is possible to accept this rejection for the fact that there is over-reliance on structure in this view, it must be confessed that knowledge of linguistic features is also necessary for comprehension to take place. To counteract over-reliance on form in the traditional view of reading, the cognitive view was introduced.

b. The cognitive view

1) The *'top-down'* model is in direct opposition to the *'bottom-up'* model. Nunan (1991) and Dubin and Bycina (1991) stated that the psycholinguistic model of reading and the top-down model are in exact concordance.

2) Goodman, cited in Paran (1996), presented reading as a psycholinguistic guessing game, a process in which readers sample the text, make hypotheses, confirm or reject them, make new hypotheses, and so forth. Here, the reader rather than the text is at the heart of the reading process.

3) The schema theory of reading also fits within the cognitively based view of reading. Rumelhart (1977) has described schemata as *"building blocks of cognition"* which are used in the process of interpreting sensory data, in retrieving information from memory, in organizing goals and sub goals, in allocating resources, and in guiding the flow of the processing system.

4) Rumelhart (1977) has also stated that if our schemata are incomplete and do not provide an understanding of the incoming data from the text we will have problems processing and understanding the text.

    Cognitively based views of reading comprehension emphasize the interactive nature of reading and the constructive nature of comprehension. Dole et al. (1991) have stated that, besides knowledge brought to bear on the reading process, a set of flexible, adaptable strategies are used to make sense of a text and to monitor ongoing understanding.

c. The metacognitive view

1) Block (1992) stated that there is now no more debate on *"whether reading is a bottom-up, language-based process or a top-down, knowledge-based process."* It is also no more problematic to accept the influence of background knowledge on both native and foreign readers. Research has gone even further to define the control readers execute on their ability to

understand a text. This control, Block (1992) has referred to as metacognition.

2) Metacognition involves thinking about what one is doing while reading. Klein et al. (1991) stated that strategic readers attempt the following while reading:

a) Identifying the purpose of the reading before reading.

b) Identifying the form or type of the text before reading.

c) Thinking about the general character and features of the form or type of the text. For instance, they try to locate a topic sentence and follow supporting details toward a conclusion.

d) Projecting the author's purpose for writing the text (while reading it).

e) Choosing, scanning, or reading in detail.

f) Making continuous predictions about what will occur next, based on information obtained earlier, prior knowledge, and conclusions obtained within the previous stages.

Moreover, they attempt to form a summary of what was read. Carrying out the previous steps requires the reader to be able to classify, sequence, establish whole-part relationships, compare and contrast, determine cause-effect, summarise, hypothesise and predict, infer, and conclude.

2. Models of Reading

Aebersold and Field (1997, p.35) mentioned some models of reading. According to them, models of teaching reading can be divided into three categories which are bottom-up models, top-down models and interactive models:

a. Bottom-models typically consist of lower level reading process. Students start with the fundamental basics of letter and sound recognition, which in turn allows for morpheme recognition followed by word, recognition , building up to the identification of grammatical structures, sentence, and longer texts. A phonics approach is used in many reading series. One element of bottom-up approach to reading is that the pedagogy recommendations graded readers approach.

b. Top-down models, on other hand begin with the ideal that comprehension resides in the reader. The reader uses background knowledge's, makes prediction, and searches the text to conform or reject the prediction that are made. Goodman in Nunan (2005, p.63) stated that a strong advocate of top-down models of reading criticizes bottom-up models because the readers becomes "word callers" who can read the words on the page but the page but do not understand what they read.

c. Interactive models are accepted as the most comprehensive description of the reading process. This third type combines elements of bottom-up models and top-down models assuming that a pattern is synthase based on information provided simultaneously from several knowledge sources. An interactive approach to reading would include aspects of both intensive and extensive reading.

3. The Nature of Reading Comprehension

Reading and comprehension are two things that highly interrelated. Comprehension is the essence of reading itself when the meaning of what people read is recognized and understood. It is necessary for the students to master reading comprehension. Snow (2002, p.204) stated that reading as a process of simultaneously extracting and constructing and meaning through interaction and involvement with written language, when comprehension is constructive, interactive, process involving three factors: the reader, the text, and the context in which the text is read.

In reading comprehension, a reader should have knowledge about understanding the reading passage. The common of question on the passage are primarily about the main idea, detail, and interference that can be drawn from the passage. Alderson (2000, p.8) stated that "Reading for comprehension is the primarily purpose of reading (though this is sometimes overlooked when students are asked to read overly difficult texts); raising student awareness of main ideas in a text and

exploring the organization of a text are essential for good comprehension".

In comprehending a topic, the readers interact with the text related to the questioning of the text to prior experiences of construct meaning which can be found in the text. Skimming are two very useful techniques that will help the reader to catch the meaning, getting information, or message effectively from the reading texts.

There are six levels of comprehension; those are literal, inferential, appreciative, critique, evaluative, and essential comprehension.

a. *Literal comprehension* is a level of comprehension where the direct and specific information is given by the text for the reader.

b. *Inferential comprehension* is a level of comprehension which requires the reader to make an educated guess or prediction about what is going on in the text.

c. *Appreciative comprehension* is a level of comprehension that requires the reader to make a personal response to a character or situation in the story or to the author's purpose.

d. *Critique comprehension* is a level of comprehension that requires the reader to make a judgment about the author's use of language, style of writing, execution of the text, or the author's ideas in the text.

e. *Evaluative comprehension* is a level of comprehension that requires the reader to make a judgment about an aspect of the story such as a character's actions.

f. *Essential comprehension* is a level of comprehension that requires the reader to consider an issue that is addressed in the story "outside" of the story. Bring the concepts of the story to the world today, and write down all the possible world issues that the story discusses or implies.

4. Strategies for Reading Comprehension

Strategy is really needed for students in order to comprehend written expressions. For strategy in reading techniques, Brown (2001, p.306) purposed the way of reading which are divided into:

a. *Skimming*. In skimming, readers are reading rapidly over a text in order to get main point. Brown (2001, p.306) stated that skimming consist of quickly running one's eyes across a whole text (such as an easy, article, or chapter) for its gist. Skimming gives readers the advantages of being able to know main point of view, they do not need to read everything but only reads a few important words.

b. *Scanning*. Scanning is quickly scanning through a text to find a specific words, numbers, and steps. Brown (2001, p.306) defined that scanning is quickly searching for some particular piece of information in a text. Scanning exercise may ask students to look for names or data, to find definition of a key concept, or to list a certain

number of supporting details. The purpose of scanning is to extract specific information without reading through the whole text.

Depending on the purpose of reading, reading strategy is classified into two types of activities:

a. *Intensive reading.* Intensive reading means reading shorter text to extend specific information. This activity is likely more to emphasize the accuracy activity involving reading for detail. The process of scanning takes a more prominent role here than skimming reader is trying to absorb all the information give: reading dosage instruction for medicine.

b. *Extensive reading.* Reader deals with a linger text as a whole, which require the ability to understand the component part and their contribution the overall meaning usually for one's own pleasure this is a fluency activity, mainly involving global understanding example: reading a newspaper, article, short story or novel.

A person may read for many purposes that help them to understand more from what they read. If someone is reading for pleasure or reading for pure recreation and enjoyment, he/she may read either quickly or slowly based on the way he/she likes or feels. But if he/she is reading for studying or setting information such as news, science or same line, which are part of his/her study or assignment, he/she does it slowly and carefully. Dallmann (1984, p.205) further mentioned several important reading purposes, those are:

a. Reading purpose on the factual level which enables reader to understand the information directly stated in the passage.

b. Reading purpose on the interpretative level which is often called as reading between lines.

c. Reading purpose on the evaluative level which is the ability to make evaluative judgments.

5. **Students' Reading Comprehension**

In many second or foreign language teaching situations, reading receive a special focus. There are a number of reasons for this. First, many foreign language students often have reading as one of their most important goals. They want to be able to read for information and pleasure, for their carrier, and for study purposes. Second, written texts serve various pedagogical purposes. Extensive exposure to linguistically comprehensible written texts can enhance the process of language acquisition. Good reading texts also provide good models for writing and provide opportunities to introduce new topics, to stimulate discussion and to study language (e.g. vocabulary, grammar, and idioms). Smith et. al. mentioned that reading is a skill which has high value for students and teacher (1974, p.64).

Teaching reading usually has at least two aspects: first, it can refer to teaching learners who are learning to read for the very first time. A second, aspect of teaching reading refer to teaching learners who already have reading skills in their first language. They only learn to read

once. Once they have learned how to read in one language, they do not learn how to read again in a second/foreign, but rather they learn how to transfer skills that very have already learned to the new reading content in a new language.

Smith (1974, p.60) stated that in seventies, second language reading ability was viewed as the mastery of specific reading sub-skills or macro skills, a view that to some extent continues to inform approaches to the teaching of reading today. Skills formed the basis for second language reading instruction and these included: Discerning mains idea, Understanding sequence, noticing specific details, making inferences, making comparisons, making predictions.

By using reading strategies, students can extend the purpose of their reading especially in order to understand written text in their class. Alderson (2000, p.9) mentioned seven purposes on academic reading, those are:

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 problem statement.

c. Reading for sequences of organization is reading to know each part of the story.

d. Reading for inference is reading to know what is the writer mean by its story.

e. Reading for classifying is reading to find unusual thing.

f. Reading for evaluating is reading to know the value of the story.

g. Reading for comparing is reading to compare the way of life of the story with the life of reader.

Harmer (1991, p.201) defined that there are different skills that reader uses for reading such as:

a. *Identifying the topic*. Good readers are able to pick up the topic very quickly.

b. *Predicting and guessing*. Readers sometimes guess in order to understand what is being written about. Sometimes they look forward, trying to predict what is coming, make assumptions or guess the content.

c. *Reading for general understanding*. Good readers are able to take in a stream of discourse and understand the gist of it without worrying too much about the details. A term commonly used is skimming.

d. *Reading for specific information*. The readers frequently go to written text because they want specific details. The readers almost ignore all the other information until they get the specific item they are looking for.

Brown (2003, p.188) mentioned the microskills and macroskills below represent the spectrum of possibilities for objectives in the assessment of reading comprehension.

a. Microskills

1) Discriminate among the distinctive lengths in short-term memory.

2) Retain chunks of language of different lengths in short-term memory.

3) Process writing at an efficient rate of speed to suit the purpose.

4) Recognize a core of words, and interpret word order patterns and their significance.

5) Recognize grammatical word classes (nouns, verbs, systems (e.g., tense, agreement, pluralization), pattern, rules, and elliptical forms.

6) Recognize that a particular meaning may be expressed in different grammatical forms.

7) Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

b. Macroskills

1) Recognize the rhetorical forms of written discourse and their significance for interpretation.

2) Recognize the communicative functions of written texts, according to form and purpose.

3) Infer context that is not explicit by using background knowledge.

4) From described events, ideas, etc., infer links and connections between events, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.

5) Distinguish between literal and implied meanings.

6) Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.

7) Develop and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of the texts.

6. **The Factors Influence Students' Reading Comprehension**

There are two factors that influence students in learning process, as follows:

a. The Internal Factor

The internal factor means the factors which come from the reader himself or usually we know as personal factors, because the factor has existed inside the reader. This factor deals with self-motivation and interest.

1) *Motivation.* When we talk about motivation, it plays an important role in comprehending the text. The students will be motivated to read when they fell that they need something from the text. Brown (2001, p.220) defined intrinsic motivation as

ones from which there is no apparent reward except the activity itself. People seem to engage in the activities for their own sake and not because they lead to an extrinsic reward. It is aimed at bringing about curtaining internally rewarding consequences, namely, feelings of competence and self-determination. On the other hand, extrinsic motivation is defined by him as extrinsically motivated behaviors that carried out in anticipation of a reward from outside and beyond the self, such as; money, prize, grades, and even certain of positive feedback.

2) *Interest.* Interest is being one of the important factors in order to increase the students' reading comprehension. If one has interest to read, it means that he/she will get a good comprehension. On the other side, if the readers have no any interest to read, it can influence his/her comprehension.

b. The External Factor

The external factor has a close relationship with reading material and teacher of reading.

1) *Reading material.* The students' reading comprehension depends on the level of the difficulty of the text. Thus, it can influence students' comprehension in the text/paragraph given, not at the right level of the difficulty of the readers or the students.

2) *Teacher of reading.* The teacher of reading should be careful in choosing the text and giving the texts, because they are related to the students' reading comprehension.

Harris and Smith (1989, p.48) stated that there are five factors influence reading comprehensin. Those are:

a. *Background experience*. By having background experience, the students will be easy to comprehend the reading text.

b. *Language abilities.* Reader must have basic knowledge of the English language such as syntax, semantic, etc. in order to read a reading text.

c. *Thinking abilities.* Thinking is a basic component of comprehension, when we read a book, we have to see relationship to make comparison, follow sequences of events, and engage in many number of similar mental operations.

d. *Affection*. The students' interest, motivations, attitudes, beliefs, and feeling are important factors that cannot be taken for granted or ignored in educational process.

e. *Reading purpose.* The purpose of reading is important.The purposes may help some stundents focus on a key issue and a result for better understanding and important aspect of the story.

In additional, based on Tanskerley (2003, p.90), reading comprehension is dependent on three factors:

a. The reader has command of the linguistic structures of the text.

b. The reader is able to exercise metacognitive control over the content being read. This means that the reader is able to monitor and reflect on his or her own level of understanding while reading the material.

c. The most important criterion influencing comprehension is the reader has adequate background in the content and vocabulary being presented.

7. **The Nature of Habit**

Habit is a pattern to respond a certain situation that is peoples always doing every day and they never boring to repeatedly. As cited in Oxford Learner's Pocket Dictionary (2005, p.199), it defines habit as a thing that a person does often and almost without thinking, especially something that hard to stop doing. Moreover, in Cambridge Advanced Learner's Dictionary is also defined that habit is something that you do regularly or usually, often without thinking about it because you have done it so many times before.

Habit is the form of constant behavior of the effort to adapt to the environment which contains elements of affective feelings which is gotten from exercises, imitation and repetition continuously. When people do some actions without thinking before, it means that they some habits. Habit is an easy form way and didn't need more both concentration and attention. It can go on while people think about or pay attention to other things.

In addition, 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. Based on some definitions of habit stated above, it can be concluded that basically, habit is related to hobby. Habit is concerned with something that has been done by someone regularly without any more both concentration and attention, and it is difficult to be stopped in doing.

8. **Students' Reading English habit**

Spending time reading in class is important because students get benefit from the time to apply reading skills and strategies and also because time spent in reading results in acquisition of new knowledge. Research has shown a consistent positive and mutually supportive relationship between prior knowledge and reading. However, providing time for sustained reading is not enough. To improve reading habit students must;

a. Provide a choice of reading selections.

b. Ensure their reading text of optimal difficulty with challenge but do not discourage.

c. Encourage rereading of texts.

d. Allow readers to discuss what they read with others to encourage social negotiation of meaning.

Reading skill should, therefore be taught in the context of reading that build on students' prior knowledge and experience. In addition to having new knowledge about the reading process, we also know what works in reading instruction.

The development of reading habits is a socialization process, determined by the learning that takes place in different context, the promotion of reading not only depends on knowledge or skill, but also the student waiting to read (values and attitudes). Library is a recourse that promotes reading to a certain extent. The purpose and function of a library is to make its collections available to society, therefore, the library as a learning organization is determined to implement new strategies and ways to find information. This leads students to learn a new literacy competence. This ability is acquired through the habit of reading, which allows for greater integration and pragmatic contextualization, survey, delineations, references, sensations and association) that a particular text is able to develop in the reader.

In developing reading interest, Palani (2012, p.5) suggested some of general techniques to develop the reading abilities:

a. Parental guidance and encouragement.

b. Motivation by teachers.

c. Inculcation of desirable hobbies and interests.

d. Constant use of dictionary.

e. Daily newspaper reading.

f.　Book reading.

g.　Visiting Libraries.

h.　Well-constructed reading material.

i.　Study improving vocabulary and language.

　　　Elias and Ingram (1977, p.23) stated that the child who is unfamiliar with the reading experience, for example, whose home is devoid of reading materials, who has never been read to, or who has never come to see reading as a thing of important in his environment may lack such a realization even after entering school. Thus, environmental also has important role in students' reading habit. Furthermore, in measurable terms reading habits as it stated by Chettri and Rout (2013, p.13) is often considered in terms of the amount of materials being read, the frequency of reading as well as the average time spent on reading. Chettri and Rout also mentioned that students' interest in fictions and non-fictions become one of factors influencing students reading habit.

　　　As it states in his journal in gaining an effective reading habit, Julio Cesar (2011, p.59) summarized six aspects of reading habit, those are explained below:

a.　Reading frequency is used to measure students' reading frequency in their spare time.

b.　Books read are the number of many books that the students have read.

c. Time spent on academic reading; is considered as the time that the students devote their time to read academic book especially for their specialist subject.

d. Time spent on non-academic reading: is discussed about the amount of time that the students used to read non-academic book.

e. Motivation in the family environment; is focused on the recommended book that purchased by the family.

f. Motivation in the academic environment; is focused on the frequency of student's reading literature in their school environment.

9. The Factors Influence Students' Reading English Habit

The reading habits of students have long been a matter of much interest to educators, parents, librarians' publishers and other stake holders. An understanding of reading habits and preferences of students would help them to take necessary measures for promoting reading among students. It is widely acknowledged that life-long habit of reading can best be inculcated and nurtured at the early stage. It is however a general observation that there is over emphasis on study reading rather than recreational or voluntary reading among students. There are many factors that motivate reading among students.

An international survey, 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 & 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 by Cosgrove 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.

Gunasekara, on his journal entitled "Education in Sri Langka", studied reading problems in Sri Lankan secondary schools and found three major hindrances to the promotion of reading habits. These include; preference to chat and listen to the radio; insufficient reading resources in school libraries to be borrowed and preference for television viewing. Most reading was done mainly for examination purposes.

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 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.

10. The Correlation Between Reading English Habit and Reading Comprehension

Chettri and Rout (2013, p.2) stated the importance of reading habit that supported by some researchers. Reyhene in American Educational Research observed that when children read for pleasure, they

involuntarily and unconsciously improve their language skills. Bignold in Journal of School Librarian indicated that the habit of reading improved children's reading skills. And Green in Journal of Child Hood Education, the issue of reading whether it is for learning or leisure is important since it helps broaden young people's experiences and knowledge.

Zwiers (2004, p.3) stated that reading habits more clearly describes the automatic and unconscious processes that are involved in constructing meaning from text. Thus, by this activity the readers can improve their reading ability. Meanwhile, Shen in Annamalai and Muniandy (2013, p.33) identified reading habits, as how often, how much, and what the readers read. 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 help the student to get knowledge and wisdom from the cultural of heritage, but are also very helpful in passing for leisure period. Then, 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. In additional, Palani (2012, p.91) stated that effective reading is important avenue of effective learning and reading is

interrelated with the total educational process and hence, educational success requires successful reading habit.

Many explanations have been mentioned above about the importance of reading comprehension towards the success of students' learning despite any strategies that students use. In other side, reading habit takes its role to improve comprehending. There are a lot of researches conducted in order to find this reading habit's role. However, students have their own way to use their comprehension skill whether reading habit helps them or not. Therefore, this research helps find whether reading habit and reading comprehension have connection to each other.

B. The Relevant of the Research

Syafi'i (2007, p.102) stated that relevant research is required to observe some researches conducted by other researchers in which they are relevant to our research. To support this research there are some researches which are relevant with this study, some of them are:

1. "The Correlation between Students' Habit in Listening to English Songs and Their English Listening Comprehension Skill of the Seventh Semester Students in English Department of IAIN Antasari Academic Year 2012/2013" by Rasma Afifah. This research was correlational research. The subject of this study was 72 of 79 students. The researcher used questionnaire and written test to collect the data, and it

was analyzed quantitatively and concluded inductively. The result of this study showed that there was disregarded correlation between students' habit in listening and their listening comprehension with very low calculation of correlation result points. In conclusion, the relevant from this research with the writer' research is that both of researches were using receptive skill, where in this research using listening skill and the writer's research using reading skill.

2. "A Study on English Reading Habits of Students of English Study Program of Riau University" by Hafiz Al Nazhari, Syofia Delfi, and Syafri K. This research was a quantitative research in survey study design. The researcher used questionnaire with seven indicators as the instrument to get the data, then analyzed by using SPSS Statistics 17.0 program. The participant was 70 students of 424 students. Result indicated the students' attitude towards reading, that there were 80.2% of students aware the importance of reading habit. In conclusion, both of this research and writer's research was intended to find how students' reading habit was.

C. The Operational Concept

In order to clarify the theories used in this research, the writer would like to explain briefly about variable of this research. This research is correlational research which focuses on gaining the correlation between Students' reading English habit and reading comprehension at vocational high

school Dwi Sejahtera Pekanbaru. Therefore, in analyzing the problem in this research, there are two variables used. The first is students' reading English habit as independent variable, and then students' reading comprehension as dependent variable.

The indicators of variable X (students' reading habit) are taken from six aspects of reading habit from Julio Cesar (2011, p.59), those aspects are:

1. Students' reading frequency in their spare time.

2. The number of books that the students read.

3. The time that the students devote their time to read academic book.

4. The time that the students devote their time to read non-academic book.

5. The number of books provided by the students' family.

6. The frequency of tasks done by the students using any literature books given by the teacher.

The indicators of variable Y (students' reading comprehension) is taken from the aims or purposes of reading comprehension in academic reading according to Alderson (2000, p.9), those are as follows:

1. Students are able to find details and facts in texts.

2. Students are able to find main ideas in texts.

3. Students are able to find the sequences of texts.

4. Students are able to understand any inferences in texts.

5. Students are able to classify unknown words in texts.

6. Students are able to conclude the gist of texts.

7. Students are able to conclude any moral value found in texts.

D. Assumption and Hypothesis

1. Assumption

In this research, after looking at the theories and the possibilities described in the theoretical framework and operational concept, the writer assumed that reading habit provokes reading comprehension. In other word, the better students' reading English habit, the better students' reading comprehension will be.

2. Hypothesis

H_o : There is no significant correlation between the students' reading English habit and their reading comprehension of the tenth grade at Vocational High School Dwi Sejahtera Pekanbaru.

H_a : There is a significant correlation between the students' reading English habit and their reading comprehension of the tenth grade at Vocational High School Dwi Sejahtera Pekanbaru.