

**THE CONTRIBUTION OF STUDENTS' READING HABIT TOWARD
THEIR UNDERSTANDING IN READING NARRATIVE TEXT
AT THE FIRST YEAR OF MA AL-MUHAJIRIN
TAPUNG DISTRICT OF KAMPAR
REGENCY**



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STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
1433 H/2011 M**

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Thesis

Submitted to Fulfill One of the Requirements
for Undergraduate Degree in English Education Department
(S. Pd.)



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SUPERVISOR APPROVAL

The thesis entitled” *The Contribution of Students’ Reading Habit toward Their Understanding in Reading Narrative Text at the First Year of MA Al-Muhajirin Tapung District of Kampar Regency.* ” that is written by Dasmarni NIM 10714000697. It is accepted and approved to be examined in the final examination by the supervisor and the chairperson of English Education Department to fulfill one of the requirements for getting undergraduate degree at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau.

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ACKNOWLEDGEMENTS

In the name of Allah, the lord of the universe, praise belongs to Allah almighty who has given health, time and opportunity to the writer to complete this academic requirement. Shalawat and salam forever to a noble character, the prophet Muhammad SAW who has brought the human beings from the darkness to the lightness and from the bad character to the good one.

This thesis is written and intended to fulfill one of the requirements for awards of undergraduate degree at English Education department of Education and Teachers Training Faculty of State Islamic Sultan Syarif Kasim Riau. The title of this thesis is “the Contribution of Students’ reading Habit toward Their Understanding in Reading Narrative Text at the First Year of Ma Al-Muhajirin Tapung District of Kampar Regency”

In this opportunity, the writer would like to express the great thanks to:

1. Prof. Dr. H. M. Nazir, the Rector of UIN Suska Riau. For his Kindness and Encouragement.
2. Dr. Hj. Helmiati, M.Ag, the Dean of Education and Teacher Training Faculty. For her Kindness and Encouragement.
3. Dr. Hj. Zulhidah, M.Pd, as the chairperson and Bukhori, M.Pd is the secretary of English Education Department of UIN Suska Riau. For their kindness and encouragement.
4. Drs. H. Thamrin, MSi, as the supervisor who has contributed valuable suggestions and advice that have encouraged and motivated me to complete this scientific research.
5. For all lecturers who give me knowledge and information of this project paper and thanks for their contributions and supports the courses.
6. Abdul Rahman, MA, as the headmaster and Yessi Hartelina, S.Pd, as the English teacher of MA Al-Muhajirin Tapung.
7. My beloved parents, H. Bahrin Syah and Hj. Nurlianis. Who always given me strengthen and support, both material and spiritual in accomplishing this project paper. Thanks you for you praying. My father, My mother, I love you forever.

8. My beloved brother, Wazri, Af_Rizal and sister Selvi Hayatun Nufus. And all of my family. Thanks for your support, your praying.
9. My beloved boyfriends Syaiful Mahfud, S.s. Thanks for your support and motivated the writer to complete this project paper.
10. My beloved best friends: Purmaya Sari, S.Pd, Miftah Khoirani, S.Pd. Sri Nora afriza, Robiah Adwiyah, Corina Katrin, S.pd, Yulli Marlina, Cici Triawiska, S.Pd, and for my sisters Zainab Ms, S.Pd.i, Nur Yuliana, S.Pd.i, Siti Malihah and also Nurbaiti, S.Pd.i. Thanks a lot for everything you have given to me.
11. My classmates, class B, and all of my beloved friends who have supported and accompanied me in conducting and completing this research who I can not write one by one.

Finally, the writer realizes that there are lots of weaknesses in the scientific research. Therefore, constructive critiques and suggestions are required to improve this scientific research.

May Allah SWT bless us all, Amin Ya Robbal ‘Alamin”

Pekanbaru, October 24. 2011

The Writer,

Dasmarni
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**Persembahan untuk
Ayah, Ibu tercinta**

Ayah, Ibu,,

**Terima kasih atas semua doa dan perjuangan mu menghantarkan ku
mencapai cita-cita ku..**

Ayah Ibu...

**kadang kabut sama sekali nyaris tak tertembus,
perjuangan melewatinya tiba-tiba saja kehilangan tenaga
ingin aku ceritakan tentang ketakutan-ketakutan dan mimpi
buruk menjelang tengah malam
tentang kegamangan dan keraguan setiap kali jembatan
menghadang di depan mata**

Tapi percayalah.....

**bekal yang ayah ibu titipkan di bahu selalu bisa menguatkan dan
menegakkan kembali wajahku**

Seperti pesan ayah ibu,

**"belajarlah dari rumput yang tegar untuk selalu tumbuh,
belajarlah dari tetes hujan di atas batu yang tawakal
berikhtiar"**

Tak pernah mudah, ayah,,, tak pernah.

jika sesekali aku berhenti,

aku ingin ayah tahu bukan tuk menyerah

tapi menerjemah hikmah dan menelaah diri sebelum berjalan lagi

Tak pernah mudah, ibu,,, memang tak pernah.

tapi aku tak gentar

**sebab cinta dan doa ibu terbukti jadi energi tak terbatas yang
tak pernah kehabisan cahaya dalam setiap langkahku...**

Terima kasih,ayah ibu...

Mungkin hanya seabait kata ini

yang sanggup ku beri saat ini.

Tak sebanding semua perngobanan mu untukku...

by: Thes

ABSTRACT

Dasmarni (2011): The Contribution of Students' Reading Habit toward Their Understanding in Reading Narrative Text at the First Year of MA Al-Muhajirin Tapung District of Kampar Regency

In this school, students have been taught how to identify main idea, topic sentence, understand text, and additional information. In fact, based on the interview with English teacher, most of the students still have problems in comprehending main idea, drawing conclusion and understanding texts. The research has three formulations of the problems; how students' reading habit is, how students' understanding in reading narrative texts is, there is significant contribution between students' reading habit toward their understanding in reading narrative text at the First Year of MA Al-Muhajirin Tapung District of Kampar Regency or not.

The objective of the research is to find out contribution of Students' Reading Habit toward Their understanding in Reading Narrative Text at the First Year of MA Al-Muhajirin Tapung District of Kampar Regency. The research was conducted from 19 July to 18 August 2011. The subject of the research was the First Year of MA Al-Muhajirin Tapung District of Kampar Regency.

The population of this research covers 102 students. Because the number of population is too large, the writer took 30% of the population as sample. In this case, the researcher used random sampling technique. It is 33 students. In collecting data, the researcher used questionnaire and test. The questionnaire was used to obtain the students' reading habit and test was used to find out the students' understanding in reading narrative texts in the texts book at this school. The data collected were analyzed with linear regression techniques with the least square method and product moment. The formula is as follows:

$$r_{xy} = \frac{n \sum x_i y_i - (\sum x_i) (\sum y_i)}{\sqrt{(n \sum x_i^2 - (\sum x_i)^2) (n \sum y_i^2 - (\sum y_i)^2)}}$$

From the data analysis, which has been analyzed by using SPSS of windows version 16 programs, it can be seen that r_o is 0.476 and df is 31. Based on the r_{table} , it can be analyzed that r_o is higher than r table either at level of 5% or at of 1%. In other words, we can state ($0.349 < 0.476 > 0.449$), so that the researcher can conclude that H_o is rejected and H_a is accepted. It means that there is a significant contribution of Students' Reading Habit toward Their understanding in Reading Narrative Text.

ملخص

داسمارني (2011): المساهمة بين عرف الطلاب في القراءة و قدرتهم على فهم النصوص القصية بالمدرسة العالية المهاجرين في الصف الأول مركز تافونغ منطقة كمبار.

قد درس الطلاب كبنية معرفة الأفكار الأساسية، فهم النصوص و زيادة المعلومات في هذه المدرسة. وكما في الواقع، بناء على المقابلة مع مدرس اللغة الإنجليزية، قد يلقي الطلاب عدة المشكلات في فهم الأفكار الأساسية و وصف المعلومات و فهم نصوصها. بناء على الأعراض السابقة للباحثة ثلاث صيغ المشكلة: كيف كان عرف الطلاب في القراءة، كيف كانت قدرتهم على فهم النصوص، وهل هناك إرتباط دال بين عرف الطلاب في القراءة و قدرتهم في فهم النصوص القصية بالمدرسة العالية المهاجرين في الصف الأول مركز تافونغ منطقة كمبار.

والهدف في هذا البحث لمعرفة المساهمة بين عرف الطلاب في القراءة و قدرتهم على فهم النصوص القصية بالمدرسة العالية المهاجرين في الصف الأول مركز تافونغ منطقة كمبار. ويتبدى هذا البحث الأول من الثامن عشر من يوليو إلى التاسع عشر من يوليو إلى التاسع عشر من أغسطس 2011. الموضوع في هذا البحث طلبة الصف الأول بالمدرسة العالية المهاجرين مركز تافونغ منطقة كمبار.

الأفراد في هذا البحث بقدر 102 طالب ثم أخذت الباحثة بقدر 30 في المائة للعينات في هذا البحث. ثم استخدمت الباحثة في هذا البحث تقنية عينات عشوائية ومجموع العينات في هذا البحث 33 طالبا. وفي جمع البيانات استخدمت الباحثة الإستهيبان والإختبار. الإستهيبان لمعرفة عرف الطلاب في القراءة والإختبار للبحث عن قدرة الطلاب على فهم النصوص القصية إلى اللغة الإنجليزية. ثم استخدمت الباحثة إرتباط مسلسلا وصيغتها كما التالي:

$$r_{xy} = \frac{n \sum x_i y_i - (\sum x_i)(\sum y_i)}{\sqrt{(n \sum x_i^2 - (\sum x_i)^2)(n \sum y_i^2 - (\sum y_i)^2)}}$$

بناء على تحليل البيانات بواسطة س ف س الإصدار السابع عشر أدرك أن r_0 هو 0.476 و 31 df. بناء على الجدول ويعرف أن r_0 أكبر من الجدول في مستوى الدلالة 5 في المائة و 1 في المائة. ومع ذلك، نقول ($0.349 < 0.476 < 0.449$) واستتببت الباحثة أن الفرضية البديلة مقبولة والفرضية الصفرية مرفوضة إذا أن هناك مساهمة هامة بين عرف الطلاب في القراءة و قدرتهم على فهم النصوص القصية.

ABSTRAK

Dasmarni

(2011):

Kontribusi Kebiasaan Membaca Siswa terhadap Pemahaman Mereka dalam Bacaan *Narrative Text* di Sekolah MA Al-Muhajirin pada Tahun Pertama Kec. Tapung Kab. Kampar.

Disekolah ini, siswa telah diajarkan bagaimana mengenali gagasan utama (*main idea*), kalimat pokok, memahami *text*, dan tambahan informasi. Kenyataannya, berdasarkan wawancara dengan guru bahasa Inggris tersebut, bahwa sebagian siswa masih memiliki masalah-masalah dalam memahami *main idea*, menggambarkan informasi dan memahami bacaan *Narrative Text*. Sesuai dengan gejala-gejala, Penelitian ini memeliti tiga rumusan masalah; bagaimana kebiasaan membaca siswa, bagaimana pemahaman mereka dalam Bacaan *Narrative Text*, apakah ada kontribusi yang signifikan kebiasaan membaca siswa terhadap pemahaman mereka dalam bacaan *Narrative Text* di sekolah MA Al-Muhajirin pada tahun pertama Kec. Tapung Kab. Kampar atau tidak.

Adapun tujuan dari penelitian ini adalah untuk mengetahui kontribusi antara Kebiasaan Membaca Siswa terhadap pemahaman mereka dalam bacaan *Narrative Text* di Sekolah MA Al-Muhajirin pada Tahun Pertama Kec. Tapung Kab. Kampar. Penelitian ini dilakukan dari 19 Juli sampai 18 Agustus 2011. Subjek penelitian ini adalah pada tahun pertama MA Al-Muhajirin Kec. Tapung Kab. Kampar.

Populasi penelitian ini berjumlah 102 siswa, karena jumlah populasi terlalu banyak, penulis mengambil 30% sebagai sampelnya. Dalam hal ini, penulis menggunakan teknik random sampling. Jadi, sampelnya sebanyak 33 siswa. Dalam pengumpulan data, penulis menggunakan (*Questionnaire*) angket dan tes. Adapun angket digunakan untuk mengetahui kebiasaan membaca siswa dan tes digunakan untuk mencari pemahaman mereka dalam bacaan *narrative text*. Dalam hal ini penulis mengumpulkan data melalui teknik regresi linier dengan metode kuadrat terkecil dan *product moment*. Rumusnyasebagai berikut:

$$r_{xy} = \frac{n \sum x_i y_i - (\sum x_i) (\sum y_i)}{\sqrt{(n \sum x_i^2 - (\sum x_i)^2) (n \sum y_i^2 - (\sum y_i)^2)}}$$

Berdasarkan analisis yang telah dilakukan dengan menggunakan SPSS 16.0. Dapat dilihat bahwa r_o adalah 0.476 dan r_{table} adalah 31. Berdasarkan r_{table} , dapat dianalisis bahwa r_o lebih tinggi dari r_{table} pada level 5% ataupun 1%. Dengan kata lain, dapat kita katakan ($0.349 < 0.476 > 0.449$), jadi penulis dapat menyimpulkan bahwa H_o ditolak dan H_a diterima. Artinya bahwa adanya kontribusi yang signifikan antara kebiasaan membaca siswa terhadap pemahaman mereka dalam bacaan *Narrative Text*.

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CHAPTER I

INTRODUCTION

A. The Background of the Problem

Reading is very important in learning English. The students are expected to master both language skills and their components. In this matter, reading skill seems to be the first choice. There are several reasons for this. In the first place, reading is one of the most compulsory courses that have to be learned. Second, this course is also examined in national examination. Third, reading is one of the effective ways to obtain information. Finally, reading will provide people with various fields of knowledge.

The purpose of reading is to enable students to understand, to interpret and to analyze the passages on a variety of topics; by understanding the reading passage, the students can increase their knowledge, information, etc. According to Nunan, reading is a dynamic process in which the text element interacts with other factor outside the text¹. Reading is also one of the common ways to get information and knowledge from written form and one of the basic skills to be achieved during language course.

It is not only taught in universities, and Senior High Schools, but it is also taught in Junior High School. The Senior High School students are required to read a text aloud in a meaningful way such as reading a narrative, recount etc.

¹Nunan, David, *Language Teaching Methodology* (New York. Cambridge University Press, 1991), p.70

The students are able to identify additional meaning in reading. It can be seen in School-Based on the National Guideline of the KTSP Curriculum syllabus of English Subject for the first year students of Senior High School, which is written that the standard competence is identifying the main idea, topic sentence, and additional information². There are some factors that can influence students reading comprehension. One of them is reading habit.

Reading habit is a useful activity in which students can increase their cognitive growth. Reading habit also helps students to widen their reading range. By reading people will attain the ideas that they want and will be able to use them in accordance with their needs. According to Wassman, "... 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"³.

Reading habit for students can stimulate them to be able to comprehend the material entirely. Because when they do that, they will get straightforward reading text and can concern more to study English. Iwuk P. state that Reading habit refers to the behavior which expresses the likeness of reading of individual types of reading and tastes of reading. Reading habit also helps

²Department of National Education, *School Based Curriculum Syllabus of English Subject for First Year Students of Senior High School* (2006), p.04

³Wassman, Rose and lee Ann Rimsky, *Effective Reading in a Changing World* (Boston: An International Thompson Company, 2000), p.02

students to increase their literary skill. In a simple way, reading is the first process that must be passed in understanding reading text⁴.

Many institutions in Indonesia have taught English. MA Al-Muhajirin Tapung is one of the schools, which uses the School-Based Curriculum as the guidance of teaching and learning process. Moreover, this school has used curriculum based on competence (KBK) and continued to KTSP in which the English teacher uses it in teaching and learning process. KTSP is operational curriculum that is arranged and executed by each set of education. In this school, Students are taught some strategies and techniques to understand reading text, for example, the students have been taught how to identify main idea and topic sentence, understand text, and additional information. Almost every meeting they have been introduced with new words or unfamiliar word.

There are three types of text which are mentioned in the syllabus above and narrative text is one of text types which is secondly studied by first year students of senior high school. Therefore, the writer is interested in conducting research about narrative text.

Narrative text is as a natural method of telling a story step by step. Whether it tells a true story or fiction, a narrative essay given an account of one or more experience. According to Glatthron, narrative contains a sequence

⁴ Iwuk p, *A Guide for Reading Comprehention, Panduan Memahami Bacaan* (PT. Citra Aji Parama. Yogyakarta, 2007), p.12

of event together with characters and setting⁵. Simon and Schuster, also state that the narrative gives an account of one or more experience. It tells story to make a point or explain an idea or event⁶. Narrative text should be taught at every Senior High School as well as introduced by school-based curriculum as the guidance of teaching and learning process.

In fact, most of the students still have problems comprehending main idea, grasping ideas in reading text, and the difficulties to understand reading text, to obtain general and specific information, lack of vocabulary, to use context clues, and to draw conclusion. These problems will be harmful if the problems keep continuing without any solution and these can influence not only the students but also MA Al-Muhajirin Tapung in society sights. Therefore, these problems are very important to find out the solution. Because it has relationship to their success particularly in learning reading as one of the language skills.

According to the 2006 English curriculum, the goal of learning English for first year in reading as follows:

1. The students are able to identify additional meanings:
 - a. Identifying the main ideas by matching main ideas with paragraph
 - b. Identifying the supporting ideas by answering questions

⁵ Glatthorn, Allan A, *Composition Skills 2. The English Book* (Science Research Associates, Inc. All rights reserved. USA, 1980), p. 85

⁶ Simon and Schuster, *Essay Writing Step-By-Step* (A Newsweek Education Program Guide for Teens, 2003), p.139

- c. Defining the meaning of words by matching the words with their definitions and pictures
2. The students are able to read a text aloud in a meaningful way
 - a. Reading a narrative and recount text
 - b. Pronouncing WH-question sentences
 - c. Pronouncing the sound

Based on the interview with English teacher, the ability of students in learning English, especially in learning reading is still low. They seem get difficulties in understanding reading text. Even though the students have good to habits in reading text. It can be seen in following symptoms:

1. Some of the students are not able to grasp ideas in reading text, so they have lower reading habits
2. Some of the students get difficulties to understand reading text
3. Some of the students are not able to understand specific information
4. Some of the students are not able to use context clues and draw conclusion
5. Some of the students are not able to identify the aims and goals of text.
6. Some of the students have lack of vocabulary, while it is necessary to understand the reading text.

Based the symptoms above, therefore the writer is interested in conducting a research about **“The Contribution of Students’ Reading Habit Toward Their understanding in Reading Narrative Text at the First Year of MA Al-Muhajirin Tapung District of Kampar Regency.**

B. The Problem

1. The Identification of the Problem

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

- a. How is the students’ reading habit?
- b. How does the students’ understand in reading narrative text?
- c. What causes the students have low understanding in reading narrative text?
- d. What are the factors that influence the students’ reading habit?
- e. Is there any significant contribution of students’ reading habit toward their understanding in reading narrative text at the first year of MA Al-Muhajirin Tapung?

2. The Limitation of the Problem

In this research, the writer focuses and limits the problems on contribution of students’ reading habit toward their understanding in reading narrative text in their reading texts book used in this school.

3. The Formulation of the Problem

The problem in this research can be formulated as in the following research questions:

- a. How is the students' reading habit?
- b. How does the students' understand in reading narrative text?
- c. Is there any significant contribution of students' reading habit toward their understanding in reading narrative text at first year of MA Al-Muhajirin Tapung.

C. The Reason for Choosing the Title

1. The writer is interested in carrying out this research to know how far the contribution of students' reading habit toward their understanding in reading narrative text.
2. This research is relevant to the writer as an English student of English Education Department of State Islamic University of Sultan Syarif Kasim Riau.
3. As far as the writer knows, this problem has never been researched yet.
4. This research can be conducted because the time and place of the research are favorable for the writer.

D. The Objective and the Significance of the Research

1. The Objective of the Research

The objectives of the research are as follows:

- a. To find out the students' reading habit
- b. To find out the students' understanding in reading narrative text
- c. To find out whether there is significant contribution of students' reading habit toward their understanding in reading narrative text

2. The Significance of the Research

The significance of this research is indicated as follows:

- a. To enlarge the writer does knowledge about reading habit and her understand in reading narrative text.
- b. To give contribution to the students in increasing reading habit and understanding in reading narrative text.
- c. The requirement for the writer to complete her undergraduate degree program at English Education Department of Education and Teacher Training Faculty of State Islamic University of Sultan Syarif Kasim Riau.

E. The Definition of the Terms

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

1. Contribution

According to Cresweel, a contribution is a thing that is given to a person or organization⁷. In this research, contribution means the relationship between reading habit and understanding in reading narrative text.

2. Reading

Graves, states that reading is basically considered as a process of identifying, understanding and making interpretation from writing texts with the total awareness of the reader⁸. In this study, reading means the action to read the texts book that they will be translated.

3. Reading Habit

Iwuk P. states that Reading habit refers to the behavior which expresses the likeness of reading of individual types of reading and tastes of reading.⁹. In this study, reading habit is the activity that is done by students has certain purpose.

⁷ John W. Creswell, *Educational Research; Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (New Jersey: Pearson Education International, 2008), p. 313

⁸ Graves, Michael f, et al., *Teaching Reading in the 21st Century* (Boston: A Person Education Company, 1998), P. 112

⁹ Iwuk p, *Op.Cit.*, p.12

4. Narrative Text

According Simon and Schuster, Narrative text is a type of a text that is proposed to amuse and to deal with actual and vicarious experience in different ways¹⁰. In this research, the text refers to the available reading text found in the students' handbook.

¹⁰ Simon and Schuster, *Op.Cit.*, p. 215

CHAPTER II

LITERATURE REVIEW

A. The Theoretical Framework

1. The Nature of Reading

Reading is one of the four skills, which should be mastered by each student if he/she wants to be successful in terms of learning language. Reading is to learn which involves complex thinking skills in which can help them to analyze texts, such as summarizing passages, determining main idea, following an argument in the text. According to Richards, et. al reading is perceiving a written text in order to understand its contents¹. Karen Tankersley, states that reading is a complex process made up of several interlocking skills and process².

Kalayo, say that reading is an interactive process that goes on between the reader and the text, resulting in comprehension³. Therefore, reading is taught in the class as main object that is reading comprehension. Based on the definition above, the writer can conclude that reading is a skill that presents the writers' ideas. In reading, the readers must have a good interaction with the text in order to get the meaning from the text.

¹ Glatthorn, Alan A, *Composition Skills 2. The English Book* (Science Research Associates, Inc. All rights reserved. USA, 1980), p.306

² Karen Tankersley, *The Reads of Reading* (Virginia USA: Association for supervision and Curriculum Development, 2003), p.90

³ Kalayo Hasibuan and Muhammad Fauzan Ansyari, *Teaching English as a foreign language (TEFL)*, (Pekanbaru: Alaf Riau Graha UNRI Press, 2007), p.144-115

William Grabe also states Reading is an interactive process. The Reading is the interaction between the reader and the writer. The text provides information that the author wants the readers understand in certain ways. The reader also brings a wide range of background knowledge to reading, and she or he actively construct the meaning of the text by comprehending what the writer intends and by interpreting it in terms of the background knowledge activated by the reader⁴.

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 There are six main purposes of reading, as follows⁵:

- 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”.

⁴ William Grabe, *Reading in a Second Language: Moving from Theory to Practice* (USA: Cambridge University Press, 2009), p.15

⁵Nunan, David, *Second Language Teaching and Learning* (Boston: An International Thompson Company, 1991), p.251

By reading, people will obtain the ideas that they want and will be able to use them in accordance with their needs. In addition, Khairani says that various characteristics and circumstances can affect reading rate comprehension. These include:

1. Your background knowledge: the amount of knowledge you have about a topic influences how easily and how fast you will be able to read about it.
2. You are physical and recovering from a cold, and whether you are recovering from a cold, and whether you are happy or relaxed after enjoying a dinner can all affect your ability to read and concentrate. Ideally, try to complete analytical or careful reading assignments when you are at your physical peak and can maintain an optimum level of concentration.
3. Your interest level: most people have little difficulty understanding and remembering material if the subject is highly interesting. Interest, then, can facilitate comprehension and rate; a lack of interest or motivation can have an adverse effect.
4. Your reading skill. Your ability to comprehend directly influences how well and how fast you are able to read a given page; your vocabulary is also an important factor. If your vocabulary is limited, for example, you will encounter numerous unfamiliar words that will impair your comprehension and slow you down⁶.

Furthermore, Yulianti 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. In addition, 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 in this interaction with text,

⁶ Khairani . *The Correlation between Teaching Reading Activities and Students' Reading Achievement in Answering Questions Based on Reading Text at the Second Year of SMA Negeri 2 Rambah Hilir*. (Unpublished, 2007), p.1-2

task, purpose, and setting and reading is an active process of the readers from a material.

Reading perceives a written text in order to understand its contents. Reading is to learn 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 writer concludes that reading is a process of grasping the meaning of the words or the writer'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

Assessment is an ongoing process that encompasses a much wider domain⁷. In assessing reading, Brown categorized reading assessment into several types, such as; multiple-choice, short-answer, editing (longer texts) etc⁸. Besides, Hughes also explains about testing reading that will assess such

⁷ H. Douglas Brown, *Language Assessment: Principles and Classroom Practices* (New Jersey: Longman Inc, 1991), p.04

⁸ *Ibid.*, p. 204-207

as; content, types of text, address and topic⁹. In addition, Nation out that comprehension test can use a variety of question forms, such as¹⁰:

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 writer only used the standard of reading comprehension which is provided in the School Based Curriculum (KTSP) at the MA Al-Muhajirin Tapung District of Kampar Regency.

⁹ Arthur Hughes, *Testing for Language Teachers* (New York: Cambridge University Press, 1992), p. 116-118

¹⁰ I. S. P. Nation, *ESL/ EFL Reading and Writing* (New York: Rout ledge Publisher, 2009), p. 77-79

2. The Nature of Understanding Reading Narrative Text

Narrative text is as a natural method of telling a story step-step. Whether it tells a true story of fiction, a narrative essay gives an account of one or more experience. According to John Barwick, narrative texts refer to story. It is written to entertain, amuse and interest the reader but simultaneously teachers, explains or informs¹¹. This text commonly describes animal, human or human's fantasy creature experience. Commonly, we can learn the moral message after reading the narrative text. Narratives can be divided into two¹²:

1. Traditional fiction

a. Folktales

Folktales are a story that has been passed down orally from one generation to another. The characters usually have good or bad character and by the end of story they are rewarded or punished.

b. Fairly tales

This is kind of traditional tales that tell of magic and talking animal, and of elves, sprites and other little people. Fairies always come as the character.

c. Parables

A short story used to explain a belief, a moral or spiritual lesson.

d. Fables

A fable is a story has animals that speak and act like human beings.

¹¹ John Barwick, *Targeting Text: Upper Level (EBook)*, (Singapore: Blake Education, 2006), (Retrieved on April 6, 2011) from [http:// www.avaxhome.ws](http://www.avaxhome.ws)., p.04

¹² *Ibid.*, p. 05

e. Moral tales

Moral tales is a story which teacher the reader the good habit. This Genre convinces the reader to become mannerly human.

f. Myths

An ancient story created to explain the mysteries some natural force of natural, religious belief or social phenomenon. The god and goddess have supernatural power but human characters often do not.

g. Legend

This can be untrue or based on fact story. This genre commonly tells the ancient and traditional people and the exaggerations of hero.

a. Modern Fiction

a. Modern fantasy

The story is set in an imaginary world involving magic or adventure. Characters often have supernatural power. This story containing elements that are not based in the world as it exists.

b. Contemporary realistic fiction

This looks like a realistic story but is not. This is human's imagination story. The events in this genre are perfectly similar to the contemporary daily life of human. This story portrays characters and settings that could exist in real life. This is a story using made-up characters that take place in modern time.

The topic in narrative can be about people, a moment, fact or fiction that is usually organized according to time order. Narrative text consists of certain structure. Text structure refers to the way in which the ideas in the text are interrelated in order to convey a message to the reader. In addition, Gibbons in Syafi'i S, says that narrative has purpose, which may be to entertain or perhaps to teach. She also points out narrative text has a particular organizational structure that consists of three main things as in the following quotations:

“(1) Orientation, the purpose of which is to set the scene, introduces the characters, and says when and where the narrative is set. (2) There are number of events, which lead to some kind of problem, sometimes referred to as a complication. (3) The problem is resolved in the final part of the story”¹³.

Based on the explanation above, the writer concludes that narrative is a story or relating events. Whether it tells a true or fiction story. A narrative typically contains action, dialogue, elaborate details, and humor. The students' understanding in reading passage is an important skill to purpose of the school curriculum. Understanding of reading text can define as an active thinking process through which a reader intentionally construct meaning to form a deeper understand of concepts and information presented in a text. The scope of reader understanding is not only able to catch the meaning of every single words but also all aspect which related to the text itself.

¹³ M. Syafi'i, *From Paragraph to a Research Report: a Writing of English for Academic Purposes* (Pekanbaru: LBSI,2007), p.16

According to Thomas C. Barrett classified levels of reading comprehension. He then developed taxonomy of understanding reading text which was known as Barrett taxonomy. These are five levels¹⁴:

- a. Literal comprehension refers to the ability to understand the factual information which explicitly presented in a passage of text. In this level, readers are able to recall and recognize the information which stated explicitly.
- b. Reorganization requires the students to analyze, synthesize, and organize ideas or information explicitly stated in reading section.
- c. Inferential comprehension is demonstrated by the students when he/she uses the ideas and information explicitly stated in reading section, his or her be able to find factual information in the text.
- 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.

As a result, comprehension is developmental both in terms of stages of language growth and in terms of intellectual demands. Readers begin to understand written-text when they are presented with their first reading task.

¹⁴ Barrett's Taxonomy, *Reading Comprehension*. Barrett's Taxonomy.. <http://teacherpages.Nhcs.net/schools/parsley/karlyskolowski/Documents/ReadingComprehension/Barrett%27%20Taxonomy%20of%20Reading%20Comprehention.pdf>, (23 April.2011), p. 68-69

The concepts they are required to grasp should be age-appropriate: that is matched to the developmental status of the reader.

Based on the point of view, the reading comprehension can be defined as the ability of the learners to grasp the meaning of the necessity information. From this explanation, the writer concludes that understanding the main idea is one of the aspects contained in reading.

In this research, understanding reading narrative text is defined as the reader's ability to comprehend a text with genre narrative. The understanding of narrative text depending on the aspects depicted above. Barrett taxonomy is also match to all kind of text including narrative. Barrett taxonomy here will be used as the indicator to measure the students' ability in understanding reading narrative text.

3. The Nature 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, states that:

“You do not have to be a genius or have an exceptionally high intelligence quotient (IQ) to read well. Rather, you need an understanding of the reading process and an understanding of how to go about reading different types of printed information. In this way, you can practice techniques that will help you succeed in becoming an effective reader. 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 practice¹⁵.

¹⁵Wassman, Rose and lee Ann Rimsky, *Effective Reading in a Changing World* (Boston: An International Thompson Company, 2000), p.02

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).

As a common knowledge, every activity that is done by someone has certain purpose. Reading also has its 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) 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 up¹⁶.

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, we can say 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

¹⁶Philip, Angela, *The Reading Habit-A Missing Link between Literacy and libraries*. Wwww. Pnbuai.com, (Period 05 January 2011),p. 13

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.

According to Iwuk. P¹⁷, 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 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

¹⁷ Iwuk p, *Op.Cit.*, p.13

- h. Rest whenever I read 1-2 hours
- i. Maintaining eye health

In addition, Adler, C.R.¹⁸ 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.

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. Ask yourself whether you are guilty of any of the following¹⁹:

- 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.

¹⁸ Adler, C.R. (Ed), *Put Reading First: The Research Building Blocks for Teaching Children to Reading Habit*. National Institute for Literacy. http://www.nifl.gov/partnershipreading/publications/reading_first text. (Retrieved on February 20, 2011) , p. 49.

¹⁹Cowley, samatha, *Improve-Reading-Habits.*, [www.asian-afl-journal.com/June 07 z1.php](http://www.asian-afl-journal.com/June%2007%20z1.php) (Retrieved on march 25, 2011), p.11

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.

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. Mark the phrases in the sentences of a passage, then practice seeing more than one word at a time.

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 an economic way of adjusting to

requirements of daily reading. According to George. L , there are five reading habits for students²⁰.

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.

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

In reading narrative text, the reader needs to understand the text. Understand text is including on of reading habit. Graves, at al. stated that reading habit is a process in which the reader effectively searches for meaning in what they are reading²¹. Hermer also state reading habit is included one of

²⁰ George. L, *Reading Skill Development: Focus on Habits in Reading*; <http://www.reading-comprehension-worksheets.>, (Reserved on August, 01, 2011), p.34

²¹ Graves, Michael f, et al, *Teaching Reading in the 21st Century* (Boston: A Person Education Company, 1998), p.123

receptive skills that to understand text²². Receptive skill is the way in which people extract meaning from the discourse they see or hear. In addition, Ur stated that reading means “reading and understanding”²³.

According to Janette, 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 text²⁴. By reading habit will make the reader easier to interpret the meaning of narrative text. Because reading is an activity with a purpose. Thus, students will get something from writer material that they read, and will influence the students to understand the text. For example in reading narrative text, to make students understand about narrative text, the teacher not only asks to generic structure and language features of narrative 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 he text. It means that when the students understand read the narrative 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 narrative text, they should have habit in reading.

²² Jeremy Hermer, *The Practice of English language Teaching 3rd Ed* (England: Pearson Education, Limited, 2001), p.199

²³ Penny Ur, *A Course in Language Teaching Practice and Theory* (USA: Cambridge University Press, 1991), p. 138

²⁴ Janette K. Klinger, et. al, *Reading Comprehension to Students with Learning Disabilities* (New York: The Guildford Press, 2007), p.8

B. The Relevant Research

According to Syafii, relevant research is required to observe some previous researches conducted by other researcher in which they are relevant to our research it self²⁵. Besides, we have to analyze what the point that was focused on, inform the designs, finding and conclusion of the previous research, that of:

- a. Nelvita in her research focused on “A correlation between the students’ habit in reading and vocabulary ability at second year of SMPN 3 Ukui. She found out some of the principles of vocabulary and some vocabulary ability. At the end of her research, she concluded that there were some factors influencing the student’s habit in reading and vocabulary ability. Firstly, the research has proved that there was a significant correlation between the students’ habit in reading and vocabulary ability. Hence, the hypothesis proposed for her research was accepted. In short for those who want to be good at translation, they must have good habit in reading. Vocabulary ability was influenced by some factors; motivation, knowledge, comprehension, review and time.

²⁵M. syafi’, *Op.Cit.*, p:122

- b. Khairani in her research, focused on the correlation between teaching reading activities and students' reading achievement in answering question based on reading text at the second year of SMA Negeri 2 Rambah Hilir pasir pengarayan. She concluded that the teaching reading activities in classroom was good. The average percentage after calculating was 76, 9% Moreover, the data analysis has proved that there was no correlation between teaching reading activities and students' reading achievement at the second year students of SMA Negeri 2 Rambah Hilir. The null hypothesis was accepted whether at 5% significant level which was 0,273 or at 1% significant level which was 0,354. The coefficient of r observed in correlation between teaching reading activities and students' reading achievement was 0, 0.

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 narrative text.

1. The Indicators of Reading Habit

- a. The students are able to concentrate in reading
- b. The students start reading easy books first and difficult later on
- c. The students start regular practice every day for short period
- d. The students are able to mark out the way new words and try to have a mental picture about them.
- e. The students are able to gradually improve their vocabulary

2. The Indicators of understanding in Reading Narrative Text

- a. The Students are able to identify the ideas in reading passage.
- b. The students are able to analyze the ideas or information in reading text.
- c. The students are able to make inference toward the reading text
- d. The students are able to conclude and make an evaluation toward the text.
- e. The students are able make appreciation toward the text.

D. The Assumption and Hypotheses

1. The Assumptions

Before starting the hypothesis as temporary answers to the problem discussed, the writer would like to present assumption as follows:

- a. The students' reading habit is various
- b. The students' reading habit can influence the students' understanding in reading narrative text.

2. The Hypotheses

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

- a. Ho: There is no significant contribution of students' reading habit toward their understanding in reading narrative text at the first year students of MA Al-Muhajirin Tapung.
- b. Ha: There is a significant contribution of students' reading habit toward their understanding in reading narrative text at the first year students of MA Al-Muhajirin Tapung.

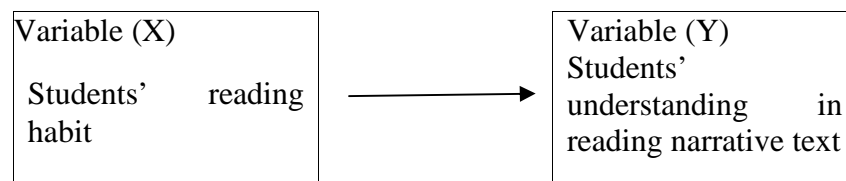
CHAPTER III

RESEARCH METHOD

A. The Research Design

The design of this research is correlation research, which consists of two variables. The First variable is the students' reading habit as the independent variable(X) and the second variable is the students' understanding in reading narrative text as dependent variable(Y).

The framework is as follows:



B. The Location and Time of the Research

The research was conducted are from 19 July until 18 August 2011. The location of the research was at the MA Al-MuhajirinTapung.

C. The Subject and the Object of the Research

1. The Subject of the Research

The subject of this research is the first year students of MA Al-MuhajirinTapung.

2. The Object of the Research

The object of this research is the students' reading habit and their understanding in reading narrative text.

D. The Population and the Sample of the Research

In conducting the research, the writer took the first year students of MA Al-MuhajirinTapung. The population of this research is all students at the first year students of MA Al-MuhajirinTapung. The number of the population can be seen in the following table:

Table III. 1
The Population and the Sample of the Research at the First Year
Students of MA Al-MuhajirinTapung

No	Class	Population and Sample	
		Students	Sample
01	X1 A	34 Students	11 Student
02	XI B	33 Students	11 Students
03	XI C	35 Students	11 Students
Total		102	33

Sources: Statistic Data from MA Al-MuhajirinTapung (2011).

They are three-classes consisting of 102 students. Each class (XIa, XIb, and XIc) consists of (34, 33, and 35 students). The population of this research covers 102 students. In this case, the researcher uses proportional random sampling technique. Suharsimi Arikunto, states that if the population is

homogenous enough, for the population which is less than 100 persons, the sample is take all, but if the population is more than 100 persons, the sample is taken between 10- 15% or 20-25% or more than it¹. In this research, the researcher took 30% of population for sample. Therefore, the writer took 33 students from the total number of population.

E. The Technique of Data Collection

To collect these data, the researcher applied the techniques as follows;

1. Questionnaire

This method was used to investigate the students' reading habit in reading text. The questioner dealt with respondents' opinion in responding, there were 10 items given to the students in reading habit, and every item was measured by using scale always (5), often (4), sometimes (3), seldom (2), and Never (1). With range score 5-4-3-2-1 for each.

Then, to interpret the level of the students' reading habit, the level of category used was based on the table below:

Table III.2

The Categories of the Students' Habit in Reading Text

The Score Level	Category
37 - 50	Good
26 - 36	Middle
10 - 25	Bad

¹Suharsimi Arikunto, *Prosedur Penelitian suatu Pendekatan Praktik* (Jakarta: PT. AsdiMahasatya, 2006), p.134

The categories are:

- a. **Good**, when the rank of the list of the questioner points out the item of reading habit that is between 37-50.
- b. **Middle**, when the rank of the list of the questioner points out the item of reading habit that is between 26-36.
- c. **Bad**, when the rank of the list of the questioner points out the item of reading habit that is between 10-25.

2. Test

In this research, the researcher used multiple-choice as a form of assessment in which respondent were asked to select one or more choice from the list. The multiple-choice format is most frequently used in educational testing, in market research, and in elections. By using multiple-choices, the researcher wanted to find out the students ability in understanding reading narrative text. The result of the test was taken as the data of the research.

Before the test given to the students, it was tried out to 25 students at the first year of MA Al-Muhajirin Tapung. The test consisted of 25 questions. The students had identify the correct answer. According to Heaton, It was to know whether the test items fulfilled the standard level of difficulty (<0.30 and >0.70) and the discrimination index². The try out was conducted to see the reliability of the test. The item difficulties show

² Heaton, JB, *Writing English Language Tests* (New York Published in the United States America. By Longman Inc. 1991), P. 179

how easy or difficult a particular item is. The test items that were too difficult (<0.30) and too easy (>0.70) were revised. The standard level of difficulties can be measured by using formula:

$$f.v = \frac{R}{N}$$

$f.v$ = The facility value

R = The number of correct answer

N = The number of respondents

If the index of facility value between 0.30 and 0.70, the test item can be accepted. On the other hand, if the index of the facility value is small than 0.30 or bigger than 0.70, the test item is rejected because the test item is either too easy or difficult for the students. So, it should be changed to the new items that are more appropriate.

F. The Technique of Data Analysis

In analyzing the data dealing with the contribution of students' reading habit toward their ability in understanding reading narrative text. The researcher used the analysis of bivariate product moment correlation from Pearson, because the formula was taken in terms of two variables – independent and dependent are correlated and scale measurement of data is interval scale. Because the data from reading habit is ordinal data, so the researcher should change them into interval data by using formula:

$$T_1 = 50 + 10 \frac{(x_i - \bar{x})}{SD} z$$

Where:

X_i = Data of ordinal variable

\bar{X} = Mean

SD = Standard Deviation

Then, to know whether there is contribution of students' reading habit toward their ability in understanding reading narrative text or not. The data were analyzed by using Regress Linear⁴.

$$Y = a + bX$$

Where:

Y = reading comprehension

a = Constanta Interpreception

b = coefficient

x = Reading habit

$$a = \frac{(\sum y)(\sum x^2) - (\sum x)(\sum xy)}{n \sum y^2 - (\sum y)^2}$$

$$b = \frac{N \sum xy - (\sum x)(\sum y)}{n \sum y^2 - (\sum y)^2}$$

³ Hartono, *Analisis Item Instrument* (Bandung: Nusa Media, 2010), p. 126

⁴ Hartono, *Statistik untuk Penelitian* (Pustaka Pelajar, Yogyakarta, 2009), p.160

And then to know the significance correlation between two variables. The researcher used the formula of product moment correlation⁵. The formula is as follows:

$$r = \frac{n \sum x_i y_i - (\sum x_i) (\sum y_i)}{\sqrt{(n \sum x_i^2 - (\sum x_i)^2) (n \sum y_i^2 - (\sum y_i)^2)}}$$

Where:

r = Index of correlation “r” product moment

N = Sample

($\sum xy$) = The sum of Score x and y

($\sum x$) = The total of Score x

($\sum y$) = The total of Score y

In the process of data, the researcher used the SPSS Program (*statistical package for the society science.*) 16.0 version for windows⁶. SPSS is one of computer programs that are used to manufacture the statistical data.

⁵ *Ibid.*, p.84

⁶ Hartono, *SPSS 16.0 Analisis Data Statistic dan Penelitian* (Yogyakarta: Pustaka Pelajar, 2008), p.95

G. The Validity and the Reliability of the Test

a. Validity and Reliability of the Questioner

The questioner consists of 10 items, which should be answered by respondents (students). The students should choose one of five categories to answer the questions. They are always, often, sometimes, seldom, never. Having done try out to 23 first year students of MA Al-Muhajirin Tapung, Having known the validity of each item, then researcher counted the reliability of the instrument. Here, the researcher used Alpha formula. After analyzing the data using SPSS 16.0 version program.

b. Validity and Reliability of the Test

1. Validity

According to Hughes⁷, a test is said to be valid if it measured accurately what it is intended to measure. According to to Gay⁸, validity is the appropriateness of the interpretations made for the test score. Furthermore, gay says that there are three kindas of validity. They are content validity, criterion-related, and construct validity. All of them have different usage and function. the tests given to the students were based on the material that they have learned.

⁷ Arthur Hughes, *Testing for Language Teachers* (Cambridge University Press, 1989), p.22

⁸ L.R. Gay and Peter Airasian, *Educational Research Competencies for Analysis and Application. 6th Ed* (United State of America: Pretince-Hall Inc, 2000), p.161

2. Reliability

According to Gay⁹, reliability is the degree to which the test consistently measures whatever it is measuring. Furthermore he says that to know the reliability of the test such as essay tests, short-answer test, performance and product tests, and projective test, we are concerned with interjudge reliability. The interjudge reliability is also said as interscorer, interrater, or interobserver reliability.

To measure the reliability of the instrument in variable y (students' understanding in reading text), the writer used internal consistency through the formula of Kuder Richardson 20 as follows¹⁰:

$$r_i = \frac{K}{(K-1)} \left\{ \frac{S_t^2 - \sum p_i q_i}{S_t^2} \right\}$$

Where:

k: the number of the items in the test

p_i: the proportion number of students' who answer item *I*

q_i: 1- *p_i*

*st*²: variance total

⁹ *Ibid.*, p.175.

¹⁰ Sugiono, *Metode Penelitian Kuantitatif dan R& D* (Bandung: Alfabeta. 2010), p.174

The students' ability was classified according to the score they got from the test. Then, their ability was classified into four levels. The levels of ability are as follows¹¹:

Table III.3
Interpretation of Students' Score in Term of Levels of Reading Comprehension

The Rank of Scores	The Ability Level	The Categories of Reading Comprehension
80-100%	A	Very good
70-79%	B	Good
60-69%	C	Enough
50-59%	D	Less
0-49%	E	Bad

¹¹ Suharsimi Arikunto, *Prosedur Penelitian* (Jakarta: PT. Asdi Mahasatya, 1998), p.246

CHAPTER IV

THE DATA PRESENTATION AND THE DATA ANALYSIS

A. The Description of the Data

The data of the research are the score of students. In this chapter, there are two kinds of variable in this paper, namely: independent variable (X) and dependent variable (Y). Independent variable refers to the students' reading habit which was investigated by using questioner, there were 10 items given to the students in reading habit, and every item was measured by using scale (always, often, sometimes, seldom, never) with range score 5-4-3-2-1 for each. However, the test for variable Y referred to "students' understanding in reading narrative text". The test consisted of a topic, which was taken from the reading textbook in this school.

The data are presented as the result of questionnaires conducted toward the students. The writer presents the result of questionnaire in the following tables:

1. The Data of Students' Reading Habit

The data of the students' reading habit in learning English are presented in every indicator used. They can be seen in the following table:

Table IV.1
The Students are Able to Concentrate on Reading

No	Alternative answer	Frequency	Percentage
1	Always	15	46%
	Often	10	30%
	Sometimes	5	15%
	Seldom	2	6%
	Never	1	3%
	Total	33	100%

From the table above, there are 15 students (46%) who always concentrate on reading, 10 students (30%) who often concentrate on reading, 5 students (15%) who sometimes concentrate on reading, 2 students (6%) who seldom concentrate on reading, and 1 student (3%) who never concentrate on reading.

Table IV.2**The Students Start Reading Easy Books first and Difficult later On.**

No	Alternative answer	Frequency	Percentage
2	Always	11	33%
	Often	9	27%
	Sometimes	5	15%
	Seldom	4	13%
	Never	4	13%
	Total	33	100%

The Table IV.2 shows that there are 11 students (33%) who always start reading easy books first and difficult later on, 9 students (27%) who often start reading easy books first and difficult later on, 5 students (15%) who sometimes start reading easy books first and difficult later on, 4 students who (13%) seldom start reading easy books first and difficult later on, and 4 students (13%) who never start reading easy books first and difficult later on.

Table IV.3**The Students Star Regular Practice Every Day for Short Period**

No	Alternative answer	Frequency	Percentage
3	Always	23	70%
	Often	9	27%
	Sometimes	1	3%
	Seldom	-	-
	Never	-	-
	Total	33	100%

Based on the table IV.3, it proves that 23 students (70%) always start regular practice every day for short period, 9 students (27%) often start regular practice every day for short period, 1 student (3%) sometimes start regular practice every day for short period.

Table IV.4
The Students May Mark Out the New Words and Try to Have a Mental Picture about Them

No	Alternative answer	Frequency	Percentage
4	Always	7	21.5%
	Often	6	18%
	Sometimes	12	37%
	Seldom	5	15%
	Never	3	9%
	Total	33	100%

Based on the table IV.4, it proves that 7 students (21.5%) may always mark out the new words and try to have a mental picture about them, 6 students (18 %) may often mark out the new words and try to have a mental picture about them, 12 students (37%) may sometimes mark out the new words and try to have a mental picture about them, 5 students (15%) may seldom mark out the new words and try to have a mental picture about them, and 3 students (9%) may never mark out the new words and try to have a mental picture about them.

Table IV.5**The Students have Gradually Improved the Vocabulary**

No	Alternative answer	Frequency	Percentage
5	Always	11	33%
	Often	9	27%
	Sometimes	8	24%
	Seldom	3	9%
	Never	2	6%
	Total	33	100%

The table above classifies the students who have gradually improved the vocabulary. There are 11 students (33%) who have always improved the vocabulary, 9 students (27%) who have often improved the vocabulary, 8 students (24%) who have sometimes improved the vocabulary, 3 students (10%) who have seldom improved the vocabulary, and 2 students (6%) who have never improved the vocabulary.

Table IV.6**The Students can Identify after Reading a Passage**

No	Alternative answer	Frequency	Percentage
6	Always	20	60%
	Often	8	24%
	Sometimes	3	10%
	Seldom	2	6%
	Never	-	-
	Total	33	100%

From the table above, there are 20 students (60%) who can always identify after reading a passage, 8 students (24%) who can often identify after reading a passage, 3 students (9%) who can sometimes identify after reading a passage, 2 students (6%) who can seldom identify after reading a passage, and there is no student who can never identify after reading a passage.

Table IV.7

The Students Get Information in Reading Text

No	Alternative answer	Frequency	Percentage
9	Always	20	60%
	Often	10	30%
	Sometimes	3	10%
	Seldom	-	-
	Never	-	-
	Total	33	100%

From the table above, there are 20 students (60%) who always get information in reading text, 10 students (30%) who often get information in reading text, 3 students (10%) who sometimes get information in reading text, and there is no student who seldom answers and never gets information in reading text

Table IV.8
The students can make Inference in the text

No	Alternative answer	Frequency	Percentage
7	Always	12	37%
	Often	11	33%
	Sometimes	3	9%
	Seldom	4	12%
	Never	3	9%
	Total	33	100%

The table above shows us about the students who make inference in the text, There are 12 students (37%) who always make inference in the text, 11 students (33%) who often make inference in the text, 3 students (9%) who sometimes make inference in the text, 4 students (12%) who seldom make inference in the text, and 3 students (9%) who never make inference in the text.

Table IV.9
The Students Can Conclude All Paragraphs in the Text

No	Alternative answer	Frequency	Percentage
8	Always	15	46%
	Often	8	24%
	Sometimes	5	15%
	Seldom	5	15%
	Never	-	-
	Total	33	100%

The table IV.8 shows that there are 15 students (46%) who can always conclude all paragraph in the text, 8 students (24%) who can often conclude all paragraph in the text, 5 students (15%) who can

sometimes conclude all paragraph in the text, 5 students (15%) who can seldom conclude all paragraph in the text, and there is no student who can conclude all paragraph in the text

Table IV.10

The Students are Able to Make Appreciation toward the Text

No	Alternative answer	Frequency	Percentage
10	Always	30	90%
	Often	3	10%
	Sometimes	-	-
	Seldom	-	-
	Never	-	-
	Total	33	100%

The table IV.10 above shows the students' makes appreciation toward the text. 30 students (90%) always make appreciation toward the text, 3 students (10%) often make appreciation toward the text, and there is no student who sometimes, seldom and never makes appreciation toward the text.

Table IV. 11
The Recapitulation of the Students' Reading Habit

Table	Always		Often		Someti mes		Seldo m		Never	
	F	P	F	P	F	P	F	P	F	P
T.1	15	46%	10	30%	5	15%	2	6%	1	3%
T.2	11	15%	9	45%	5	30%	4	27%	4	13%
T.3	23	70%	9	27%	1	3%	-	-	-	-
T.4	7	12.5%	6	18%	12	37%	5	15%	3	9%
T.5	11	33%	9	27%	8	24%	3	10%	2	3%
T.6	20	60%	8	24%	3	9%	2	6%	-	-
T.7	12	37%	11	33%	3	9%	4	12%	3	9%
T.8	15	46%	8	24%	5	15%	5	15%	-	-
T.9	20	60%	10	30%	3	10%	-	-	-	-
T.10	30	90%	3	9%	-	-	-	-	-	-
Total	164	469.5 %	83	267 %	45	137%	25	91%	13	37%

In order to clarify the data, the researcher also tries to find out the rate of the students' reading habit by using the following formula.

$$MX = \frac{\sum FX}{N}$$

Based on the table, it has been know that:

Always	FX	=	164
Often	FX	=	83
Sometimes	FX	=	45
Seldom	FX	=	25
Never	FX	=	13

Table IV.12
The Data of the Questioner of the Students' Reading Habit

No	Name	Score	categories
1	Students 1	36	M
2	Students 2	37	G
3	Students 3	35	M
4	Students 4	36	M
5	Students 5	34	M
6	Students 6	32	M
7	Students 7	38	G
8	Students 8	29	M
9	Students 9	30	M
10	Students 10	33	M
11	Students 11	29	M
12	Students 12	25	B
13	Students 13	35	M
14	Students 14	30	M
15	Students 15	29	M
16	Students 16	37	G
17	Students 17	30	M
18	Students 18	26	M
19	Students 19	31	M
20	Students 20	26	M
21	Students 21	30	M
22	Students 22	26	M
23	Students 23	30	M
24	Students 24	35	M
25	Students 25	29	M
26	Students 26	36	M
27	Students 27	29	M
28	Students 28	37	G
29	Students 29	28	M
30	Students 30	30	M
31	Students 31	28	M
32	Students 32	36	M
33	Students 33	29	M

2. The Data of Students' Understanding in Reading Narrative Text

In the multiple choice tests, the students should answer the questions correctly. The researcher gave 25 items and the value of each item is 5. The test consists of reading comprehension text. The students had to read the text carefully, and then chose the correct answer based on the text.

After collecting and calculating the data, the researcher can show the ability of students understanding in reading narrative text as in the following table:

Table.IV.13
The Students Score and the Categories of Understanding in Reading Narrative Text

No	Name	Correct Answer	Score	Level Ability
1	Students 1	17	68	Enough
2	Students 2	15	60	Enough
3	Students 3	17	68	Enough
4	Students 4	17	68	Enough
5	Students 5	20	80	Very Good
6	Students 6	19	76	Good
7	Students 7	14	59	Less
8	Students 8	15	60	Enough
9	Students 9	17	68	Enough
10	Students 10	13	52	Less
11	Students 11	17	68	Enough
12	Students 12	12	48	Bad
13	Students 13	16	64	Enough
14	Students 14	17	68	Enough
15	Students 15	15	60	Enough
16	Students 16	18	72	Good
17	Students 17	16	64	Enough
18	Students 18	16	64	Enough
19	Students 19	17	68	Enough
20	Students 20	17	68	Enough
21	Students 21	18	72	Good
22	Students 22	17	68	Enough

23	Students 23	16	64	Enough
24	Students 24	15	60	Enough
25	Students 25	18	72	Good
26	Students 26	17	68	Enough
27	Students 27	16	64	Enough
28	Students 28	16	64	Enough
29	Students 29	17	68	Enough
30	Students 30	15	60	Enough
31	Students 31	16	64	Enough
32	Students 32	18	72	Good
33	Students 33	19	76	Good

B. The Data Analysis

1. The Students' Reading Habit

Since the purpose of this study was to answer formulated problems on the contribution of the reading habit toward the students understanding in reading narrative text at the first year of MA Al-Muhajirin Tapung. It is needed to look for the result after the obtained data were measured. Below is the presentation of computing the obtained data.

Always	=	164 x 5	= 820
Often	=	83 x 4	= 332
Sometimes	=	45 x 3	= 135
Seldom	=	25 x 2	= 50
Never	=	13 x 1	= 13

The recapitulation is:

$$164+83+45+25+13 = 330 \text{ (N)}$$

$$820+332+135+50+13 = 1350 \text{ (F)}$$

It can be calculated by using formulate as follows:

$$P = \frac{f}{N} \times 100\%$$

$$P = \frac{1350}{330} \times 100\%$$

$$P = 81 \%$$

Therefore, the percentage of the students reading habit is 81 %. It can be concluded that the students' habit in reading text at MA A-Muhajirin Tapung is good level.

Moreover, to get data of mean, minimum, maximum, median, and standard deviation of variable x "reading habit" and variable y "students' understanding in reading narrative text", the researcher used SPSS 16.0 to calculate and analyze the data gained from those variables.

Table IV.14
Descriptive Statistics

Mean	31.36
Standard Deviation	3.656

From the table above, the distance between mean (Mx) and standard Deviation () is too far. In other words, the scores obtained are normal.

To make clearer about the percentage of students' reading habit, it can be seen in the following table:

Table IV.15
The Percentage of the Students' Reading Habit Score

No	Categories	Frequency	Percentage (%)
1	Good	4	12.12%
2	Middle	28	84.8%
3	Bad	1	3.03%
Total		33	100%

From the table above, it can be seen the students' reading habit in questioner. It can be categorized into high, middle, and low. 4 students who are categorized into high-level (12.12%), 28 students who get middle level (84.8%), and there is 1 student (3.03%) who gets low level.

2. The Students' Understanding in Reading Narrative Text

Table IV.16
Descriptive Statistics

Mean	65.79
Standard Deviation	4.292

From the table above, the distance between mean (Mx) and standard Deviation () is too far. In other words, the scores obtained are normal.

To make clearer about the percentage of students' understanding in reading narrative text, it can be seen in the following table:

Table IV.17
The Percentage of the Students' Understanding in Reading Narrative Text Score

No	Categories	Frequency	Percentage (%)
1	Very Good	1	3.03%
2	Good	6	18.18%
3	Enough	23	69.69%
4	less	2	6.06%
5	Bad	1	3.03%
Total		33	100%

The table shows the frequency of score ranges of respondents in understanding reading text. 3.03% of respondents is classified into very good level, 18.18% of respondents is classified into very good level, 69.69% of respondents is classified into enough level, 6.06% of respondents is classified into less level. 3.03% of respondent is classified into bad level.

a. Changing Ordinal Data into Interval Data

To get the data dealing with the contribution of students' reading habit toward their understanding in reading narrative text, the data of reading habit has to be changed into interval scale since it is analyzed by using regression formula.

$$T_1 = 50 + 10 \frac{(xi - x)}{SD}$$

1. The ordinal data of 32 of the first group was changed into interval data

$$\begin{aligned} \text{by using the formula: } T_1 &= 50 + 10 \frac{(32-31.363)}{3.656} \\ &= 51.742 \end{aligned}$$

2. The second ordinal data of 38 of the second group was changed into

$$\begin{aligned} \text{interval data by using the formula: } T_2 &= 50 + 10 \frac{(38-31.363)}{3.656} \\ &= 68.153 \end{aligned}$$

3. The ordinal data of 35 of the third group was changed into interval data

$$\begin{aligned} \text{by using the formula: } T_3 &= 50 + 10 \frac{(35-31.363)}{3.656} \\ &= 59.948 \end{aligned}$$

And so on: in appendix

Furthermore, only the interval data are to be analyzed. Testing requirements analysis shows that the score of each variable research has met the requirements for use in further statistical testing. The purpose of proving this hypothesis is performed to see the great influence of the

variable x to the variable y. in this data analysis technique the researcher used SPSS 16.0.

a. Linearity Test

The hypothesis tested is:

Ho : The distribution of the data studied does not follow a linear form

Ha : The distribution of the observed data follows a linear form

Basic decision making:

If the probability > 0.05 Ho is accepted

If the probability < 0.05 Ha is rejected

By using SPSS 16.0 the following results are obtained.

Table IV.18
Analysis of Variance (ANOVA)

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	136.192	1	136.192	9.102	.005 ^a
	Residual	463.869	31	14.964		
	Total	600.061	32			

a. Predictors: (Constant), reading habit

b. Dependent Variable: understand text

From the calculation, it is obtained that linearity test of F count is 9.102 with a degree of probability 0.0005. Since 0005 the probability of < 0.05 then the distribution of observed data follows a linear form (Ha

is received, H_0 is rejected). In the other words, the regression model can be used to predict the reading habit.

This suggests that to find the significance of the correlation between two variables can use the product moment correlation formula.

b. Regression Equation

For more details of the calculation of regression coefficients with SPSS 16.0 computer program, it can be seen in the following table:

Table.IV.19
Coefficient Regression Linear

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
1 (Constant)	55.511	3.463		16.032	.000	48.449	62.573
reading habit	.207	.069	.476	3.017	.005	.067	.347

a. Dependent Variable: understand text

$$Y = 55.511X + 0.207$$

The results are obtained by analysis of the linear regression equation $y = 55.511 + 0.207X$. It means that every one-unit increase

occurred in the variable X (reading habits), then there is an increase in the variable Y (understanding narrative text) for 0.207.

3. The Contribution of Students' Reading Habit and Students' Understanding in Reading Narrative Text

After altering ordinal data into interval data, then the interval data obtained through the questionnaire of the reading habit and the test for investigating the students understanding in reading narrative text were analyzed by using SPSS 16.0 version to obtain the regression.

There are two hypotheses in this research; they are the Alternative Hypothesis (H_a) and null Hypothesis (H_o). The H_a is there is a significant contribution of students' reading habit toward their understanding in reading narrative text. Whereas, the H_o is there is no significant contribution of students' reading habit toward their understanding in reading narrative text. It can be seen in following table:

Table. IV.20
The Contribution of Students' Reading Habit toward
Understanding in Reading Narrative Text

		reading habit	understand text
Reading habit	Pearson Correlation	1	.476**
	Sig. (2-tailed)		.005
	N	33	33
understand text	Pearson Correlation	.476**	1
	Sig. (2-tailed)	.005	
	N	33	33

** . Correlation is significant at the 0.01 level (2-tailed).

Based on the table.IV.20, the contribution of students' reading habit toward understanding in reading text shows the correlation (r) based on Pearson correlation is 0.476. The result of the test from the two variables can be seen in following table:

Table.IV.21
Correlation Coefficient

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.476 ^a	.227	.202	3.86827

From the table IV.21, it can be concluded that correlation coefficient between reading habit (x) and students' understanding in reading narrative text (Y) which the formula:

$$r_{xy} = \frac{n \sum x_i y_i - (\sum x_i)(\sum y_i)}{\sqrt{(n \sum x_i^2 - (\sum x_i)^2)(n \sum y_i^2 - (\sum y_i)^2)}}$$

From the table above, it shows that the correlation coefficient between reading habit and students' understanding in reading narrative text is 0.476. And R square 0.227, significant level of 0.01 or 1% (0.273) and 0.05 or 5% (0.354).

Based on the table IV.21 above, correlation coefficient variable of reading habit and the students understanding in reading narrative text is 0.476. With the sig. (2-tailed) is 0.000. The interpretation is as follows:

a. Give the Interpretation

1. H_a is accepted if $r_o > r_{table}$ or there is a significant contribution between students' reading habit toward their understanding in reading narrative text at the first year of MA Al-MuhajirinTapung.
2. H_a is accepted if $r_o < r_{table}$ or there is no significant contribution of students' reading habit toward their understanding in reading narrative text at the first year of MA Al-MuhajirinTapung

b. Determine Critical Value by Calculating $df = N - nr$

Where

- df : degree of freedom
 N : number of samples
 nr : number of variable
 $df = N - nr$
 $= 33 - 2$
 $= 31$

From the table above, it can be seen that r_o is 0.476 and df is 31. The r_o obtained is compared to r_{table} either at level of 5% or 1%. At level of 5%, r_{table} is (0.349) and at level of 1%, r_{table} is (0.449). Based on the r_{table} , it can be analyzed that r_o is higher than r_{table} either at level of 5% or 1%. In other words, we can state ($0.349 < 0.476 > 0.449$), so that the researcher can conclude that H_o is rejected and H_a is accepted. It means that there is positive and significant contribution between X and Y (students' reading habit toward their understanding in reading narrative text at first year of MA Al-Muhajirin Tapung district of Kampar Regency).

c. The Symbol* (Star)

Based on the explanation above, it shows that the symbol (**correlation is significant level of 0.01 level (2-tailed)). It is clear that there is a significant contribution of students' reading habit toward their understanding in reading narrative text. As a result, there is a significant contribution of students' reading habit toward their understanding in reading narrative text at the first year of MA Al-Muhajirin Tapung.

Based on the hypothesis analysis above show there is positive contribution of reading habit toward students' understanding in reading narrative text at the first year of MA Al-Muhajirin Tapung (H_a) is accepted.

d. The Analysis of the Correlation Coefficient

Furthermore, the coefficient correlation between reading habits toward students' understanding in reading narrative text is 0.476 while the correlation between both variables is .000. Guilford provides a guide in the interpretation of the strength of relationship between two variables. The guide is as follows¹:

Table IV.22
Guidelines in Giving the Interpretation of Coefficient Correlation “r”

r	Strength of relationship
0.00 – 0.20	Very low relationship
0.20 – 0.40	Low relationship
0.40 – 0.70	Moderate relationship
0.70 – 0.90	High relationship
0.90 – 1.00	Very high relationship

Based on Guilford's rules of thumb, coefficient correlation 0.476 is moderate correlation; marked relationship between reading habit toward students' ability in understanding reading narrative text. To see description of the relationship, there is positive and moderate correlation with marked relationship.

¹ Anas Sudijono, *Pengantar Statistik Pendidikan* (Jakarta: Rajawali Pers. 2010), p.23

CHAPTER V

CONCLUSION AND SUGGESTION

A. The Research Conclusion

The first focus of this research is to find out the significant contributions of the students' reading habit toward students' understanding in reading narrative text at the first year of MA Al-Muhajirin Tapung.

After conducting the research, analyzing and calculating the data by SPSS 16.0 version, it can be taken a conclusion that the significant different could be assumed from the (alpha score) .05. When the (alpha score) is higher than sig. score, so H_0 is rejected, if the (alpha score) is lower than sig

While using the manual, the formula is to measure r table, that the result is significant contribution for both variables, to see how strength the significant coefficient correlation, and researcher finds out that r_o is higher than r table that $0.476 > 0.349$ at significant level of 5% and $0.476 < 0.449$ at significant level of 1%, meaning that the hypothesis alternative (H_a) is accepted and the hypothesis nul (H_0) is rejected.

Besides the strength of coefficient correlation to the contribution of reading habit toward students' understanding in reading narrative text is 0.476, meaning that there is marked relationship both X and Y in the level of moderate correlation based on Guilford rule of thumb. Consequently, there is a significant contribution of reading habit toward students'

understanding in reading narrative text at the first year of MA Al-Muhajirin Tapung.

B. Suggestion

After carrying out the research, it seems very crucial for the researcher to give suggestions related to the research findings for the English teachers or students in order that they are successful in teaching and learning English as a second of foreign language especially for the reading as one of the English productive skills, with reading habit the students will get easy in learning English especially reading comprehension or understanding in reading narrative text.

Therefore, it seems very important for the researcher to give some suggestion to the teachers.

1. Suggestion for the Teacher

- a. Teachers have an important role to apply technique in teaching, which is expected to be more helpful in improving the students' understanding in reading narrative text.
- b. The teachers have to provide enough facilities such as English book, newspaper, and English dictionary that can be borrowed by students in order that they learn them in their homes.
- c. The teachers must be more creative to find out the new method that is suitable with the students' learning style especially in reading.

- d. The teachers should give motivation and attention to encourage the students' interest in reading courses as one of the skill.

2. The Suggestion for Students

- a. The students have to do more practice in various kinds of texts.
- b. Do not be reluctant to read the English book, even though they are difficult to understand.
- c. The students should improve and increase their ability in understand text.

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Appendix 1

THE QUESTIONNAIRE OF TEST

Introductions:

1. This questionnaire is only for research purpose
 2. Give a cross a, b, c, d, or e in accordance with your option.
 3. Answer these questionnaires below based on your option.
 4. Thank you very much for you kindness in answering the questionnaire.
-

1. The students are able concentration in reading
 - a. Always
 - b. often
 - c. sometimes
 - d. seldom
 - e. never
2. The students are star reading easy books first and difficult later on
 - a. Always
 - b. often
 - c. sometimes
 - d. seldom
 - e. never
3. The students star regular practice every day for short period
 - a. Always
 - b. often
 - c. sometimes
 - d. seldom
 - e. never
4. The students are able to mark out the way new words and try to have a mental picture about them.
 - a. Always
 - b. often
 - c. sometimes
 - d. seldom
 - e. never
5. The students be able to gradually improve his vocabulary
 - a. Always
 - b. often
 - c. sometimes
 - d. seldom
 - e. never

6. The students able to identify after reading a passage
- a. Always
 - b. often
 - c. sometimes
 - d. seldom
 - e. never
7. The students get information in reading text
- a. Always
 - b. often
 - c. sometimes
 - d. seldom
 - e. never
8. The students can make inference in the text
- a. Always
 - b. often
 - c. sometimes
 - d. seldom
 - e. never
9. The students can conclude all paragraph in the text
- a. Always
 - b. often
 - c. sometimes
 - d. seldom
 - e. never
10. The students be able to make appreciation toward the text.
- a. Always
 - b. often
 - c. sometimes
 - d. seldom
 - e. never

Appendix 2

THE TEST OF READING TEXT

Instruction:

1. Write down your name and class on the answer sheet given by the researcher.
2. Give the cross sign (x) for the alternative answer that you choose.
3. There are 20 items of the test and you have 45 minutes to answer them.
4. Please answer the questions based on the best answer.

Direction:

- A. Read the text and answer the following questions based on your own.
-

Text 1

Once upon a time there was a man who liked hunting very much. He often went to the forest to hunt any animal he met. One day he went hunting into forest. He intended to shoot any animal he saw. He brought his gun with him. When he was searching for his prey, suddenly he saw a bird perching on a branch of a tree. It was a dove, suddenly an ant came and bit his foot. He was so startled that he didn't shoot the dove. It was safe and then flew away.

Several days later, the dove was flying over a lake. He saw ant floating on the surface of the water. It was the ant that had saved the dove's life from the hunter. The ant was almost drowned. The dove got an idea, he picked up a big leaf and dropped it onto the surface of the water near the ant. Luckily the ant could get on the leaf.

The ant tried to bring the leaf to the edge of the lake and landed on the ground. The ant was safe because the dove helped him.

1. The main idea of paragraph 2 is that. . .
 - a. An ant saved the dove's life
 - b. The dove tried to avoid the hunter
 - c. The dove was perching on a branch of a tree

- d. The hunter with his gun was seeking his prey
 - e. The hunter was eager to shoot the animal in the forest
2. From the story we can conclude that both the ant and the dove are a good example for human beings because
- a. The bird could fly over the lake
 - b. The ant could land on the ground
 - c. The ant could bite the hunter's foot
 - d. The hunter couldn't shoot the dove
 - e. They could help to save each others' lives
3. The hunter was very . . . when the ant bit his foot.
- a. Angry
 - b. Furious
 - c. Shocked
 - d. Surprised
 - e. Dissappointed
4. The topic of the first paragraph about
- a. hunting very much
 - b. went out hunting in the forest
 - c. floating on the surface of the water
 - d. the ant was almost drowned
 - e. the intended to shoot any animal he saw
5. The text is about....
- a. Hunting into forest
 - b. Shoot the animal in the forest
 - c. Luckily the ant could get on the leaf
 - d. Searching for his prey
 - e. The ant tried to bring the leaf

Text 2

Once upon a time, a rabbit wanted to cross a river but he could not swim. He had an idea. He saw a boss of crocodile swimming in the river. The rabbit asked the boss of crocodile. "how many crocodiles are there in the river?" the boss of crocodile answered, "we are twenty here." "where are they?" the rabbit asked for the second time. "what is it for?" the boss of crocodile asked.

"all of you are good, nice, gentle, and kind, so I want to make a line in order. Let me know how kind you are," said the rabbit. Then, the boss of the crocodile called all his friends and asked them to make a line in order from one side to the other side of the river. Just then, the rabbit started to count while jumping from one crocodile to another: one... two... three... four... until twenty, and finally, he thanked all crocodiles because he had crossed the river.

6. The story mainly tells us about...
 - a. Twenty crocodilles
 - b. The boss of the crocodiles
 - c. A rabbit and Twenty crocodilles
 - d. A rabbit and the boss crocodiles
 - e. The boss of the crocodile and all his friends
7. We know from the first paragraph that the rabbit actually wanted...
 - a. To cross the river
 - b. To swim across the river
 - c. To meet the boss of crocodile
 - d. The boss of the crocodile and all his friends
8. All of you are good, nice, gentle, and kind...." (paragraph 2) the underlined word is synonymous with...
 - a. Wild
 - b. Diligent
 - c. Cheerful
 - d. Easygoing
 - e. Honourable
9. What the specific information about text...
 - a. A rabbit want to cross a river but he could not swim
 - b. The rabbit jumping from one crocodile to another
 - c. Twenty crocodilles

- d. swimming in the river
- e. crocodile and all his friends

10. All of the following characters are not true about the rabbit, **except**....
- a. Middle aged
 - b. Small
 - c. Smart
 - d. Funny
 - e. Stupid

Text 3

Once upon time there was a poor widow who had an only son named jack. They were so poor that they didn't have anything except a cow. When the cow had grown too old, his mother sent jack to the market to sell it. On the way to the market, jack met a butcher told the boy that the beans were of great value and persuaded the silly lad to sell the cow for the beans.

Jack brought them happily. When he told his mother about this, his mother became so angry that she threw the beans out of the window. When jack woke up in the morning, he felt the sun shining into a part of his room, but all the rest was quite dark and shady. So he jumped to the window. What did he see? The beanstalk grew up quite close past jack's window. He opened the window and jumped to the beanstalk which ran up just like a big ladder.

He climbed.... And climbed till at last he reached the sky. While looking around, he saw a very huge castle. He was very amazed. Then jack walked a long the path leading to the castle. There was a big tall woman on the doorstep. Jack greeted her and asked for the giantess' mercy to give him breakfast, because he felt very hungry. Although the giantess grumbled at first, finally she gave jack a hunk of bread and cheese and a jug of milk. Jack hadn't finished when whole house, began to tremble with the noise of someone's coming. "oh! It's husband!" cried the giantess. "what on earth shall I do?". Hastily the giantess opened a very big cupboard and hid jack there.

11. Where did jack sell his cow?
- a. At a castle
 - b. At the market
 - c. At the casatle

- d. At the butcher's house
 - e. On the way to the market
12. What is the story about?
- a. Jack and a butcher
 - b. Jack and the gientess
 - c. Jack and the bean stalk
 - d. A poor window and his son
 - e. The gientess and her husband
13. Jack's mother looked very furious when jack told that...
- a. The beans were precious
 - b. The buther bought his cow
 - c. He had sold his cow to a butcher
 - d. He traded his cow for the beans
 - e. He met a butcher on the way to the market
14. What do we learn from the text?
- a. Sincerity makes jack get something precious
 - b. Jack's mother was a furious mother
 - c. Poverty makes people hopeless
 - d. The gientess took pity on jack
 - e. Jack was an innocent boy
15. What is the type of the text
- a. Explanation
 - b. New item
 - c. Descriptive
 - d. Recount
 - e. Narrative

Text 4

I think my first memories started when I was about three or perhaps four years old. I remember falling from a tree and breaking my arms. I think I was playing in the garden of the big, old house we lived in. it was in a suburb of london. I can also remember starting school when I was five. There was a little boy called thomas in the same class. He used to pull my hair when the teacher was not looking. One day I hit him on the head with a book and he began to cry. The teacher was very angry with me. I remember him saying, "little girls don't do things like that," but thomas never pulled my hair again.

16. The paragraph is a about the writer's...
- Life
 - Teacher
 - Big, old house
 - First memories
 - Friend, thomas
17. The writer started studying school when she was . . . years old.
- 3
 - 4
 - 5
 - 6
 - 7
18. "one day I hit him on the head with . . ." the underlined word means
- Broke
 - Struck
 - Attacked
 - Offended
 - Bumped
19. Thomas never pulled the writer's again because
- He was afraid of the writer
 - He was afraid of the teacher
 - He moved to another school
 - The writer was bigger than he was
 - The teacher was angry with the writer
20. From the story we can conclude that writer's....
- Memories in the school
 - Playing in the garden
 - Was in a suburb of london
 - first memories, about the teacher at school.
 - And teacher at school

Text 5

Last week I took my –five year old son, Willy, to a musical instrument store in my hometown. I wanted to buy him a set of junior drum because his drum teacher advised me to buy him one. Willy likes listening to music very much. He also likes asking me everything he wants to know. Even his questions sometimes seem precocious for a boy of his age. He is very inquisitive.

We went there by car. On the way, we saw a policeman standing near a traffic light regulating the passing cars and other vehicles. He blew his whistle now and then.

Seeing the policeman blowing his whistle, Willy asked me at once, “Dad, why is the policeman using a whistle not a drum?”

Hearing his unexpected question I answered reluctantly, “because he is not Phil Collins!”

21. What does the text talk about
 - a. Willy and his new drum
 - b. Phil Collins and his drum
 - c. A policeman and his whistle
 - d. Willy’s drum private teacher
 - e. The writer’s five-years old son
22. From the text above we know that Willy is a/an..... boy.
 - a. Smart
 - b. Funny
 - c. Stupid
 - d. Childish
 - e. Annoying
23. Which sentence makes the text a funny story?
 - a. He is very inquisitive
 - b. “because he is not Phil Collins”.
 - c. He blew his whistle now and then
 - d. He also likes asking me everything he wants to know
 - e. “Dad, why is the policeman using a whistle not a drum?”
24. Paragraph 2 mainly discusses
 - a. on the way
 - b. saw a policeman near a traffic light on the way
 - c. buy musical instrument

- d. likes to music very much
- e. about the polisman

25. Which of the following statement is NOT TRUE according on the text
- a. Questions sometimes seem precocious for a boy of his age
 - b. To buy a set of junior drum
 - c. Will does't likes listening the music
 - d. The policemen using a whistle not a drum
 - e. A policeman standing near a traffic light

Appendix 3

The Answer Sheet of Reading Test

No	A	B	C	D	E
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
21					
22					
23					
24					
25					

Appendix 4

The Answer Key of Reading Test

- | | |
|-------|-------|
| 1. A | 14. D |
| 2. E | 15. E |
| 3. C | 16. D |
| 4. B | 17. C |
| 5. A | 18. B |
| 6. C | 19. A |
| 7. A | 20. D |
| 8. E | 21. E |
| 9. A | 22. A |
| 10. E | 23. E |
| 11. E | 24. B |
| 12. C | 25. C |
| 13. D | |

Appendix 5

ALTERING ORDINAL DATA INTO INTERVAL DATA

$$T_1 = 50 + 10 \frac{(x_i - \bar{x})}{SD}$$

Where:

X_i = variable data ordinal

\bar{X} : = Mean (Rata-rata)

SD: = standar deviation

\bar{X} : = 31.356

SD: = 3.363

No	group	\bar{X}	SD	X_i	$T_1 = 50 + 10 \frac{(x_i - \bar{x})}{SD}$
1	1	31.356	3.363	32	51.74
2	2	31.356	3.363	38	68.15
3	3	31.356	3.363	35	59.94
4	4	31.356	3.363	36	62.68
5	5	31.356	3.363	34	57.21
6	6	31.356	3.363	32	51.74
7	7	31.356	3.363	38	68.15
8	8	31.356	3.363	29	43.53
9	9	31.356	3.363	30	46.27
10	10	31.356	3.363	33	54.47
11	11	31.356	3.363	33	54.47
12	12	31.356	3.363	25	32.59
13	13	31.356	3.363	35	59.94
14	14	31.356	3.363	30	46.27
15	15	31.356	3.363	29	43.53
16	16	31.356	3.363	37	65.41
17	17	31.356	3.363	30	46.27
18	18	31.356	3.363	26	35.33
19	19	31.356	3.363	31	49.00
20	20	31.356	3.363	26	35.33

21	21	31.356	3.363	30	46.27
22	22	31.356	3.363	26	35.33
23	23	31.356	3.363	30	46.27
24	24	31.356	3.363	35	59.94
25	25	31.356	3.363	29	43.53
26	26	31.356	3.363	36	62.68
27	27	31.356	3.363	29	43.53
28	28	31.356	3.363	30	46.27
29	29	31.356	3.363	28	40.80
30	30	31.356	3.363	30	46.27
31	31	31.356	3.363	28	40.80
32	32	31.356	3.363	36	62.68
33	33	31.356	3.363	29	43.53

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**SUMMARY OF THE RESULT OF QUESTIONNAIRE ON
STUDENTS' READING HABIT**

No	group	The reading habit questionnaire result of students'	
		Ordinal scale	Interval scale
1	1	32	51.74
2	2	38	68.15
3	3	35	59.94
4	4	36	62.68
5	5	34	57.21
6	6	32	51.74
7	7	38	68.15
8	8	29	43.53
9	9	30	46.27
10	10	33	54.47
11	11	33	54.47
12	12	25	32.59
13	13	35	59.94
14	14	30	46.27
15	15	29	43.53
16	16	37	65.41
17	17	30	46.27
18	18	26	35.33
19	19	31	49.00
20	20	26	35.33
21	21	30	46.27
22	22	26	35.33
23	23	30	46.27
24	24	35	59.94
25	25	29	43.53
26	26	36	62.68
27	27	29	43.53
28	28	30	46.27
29	29	28	40.80
30	30	30	46.27
31	31	28	40.80
32	32	36	62.68
33	33	29	43.53

Appendix 6

The Result of Try out in Answering Reading Test

S/I	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
1	1	0	1	1	1	1	0	0	1	1	1	0	1	1	0	1	0	0	0	0	1	1	1	1	1
2	0	1	1	1	1	0	1	1	1	0	0	1	1	1	1	1	1	0	1	0	0	1	1	0	0
3	1	0	1	1	0	0	1	1	1	1	1	0	0	1	1	1	1	0	1	0	0	0	1	1	1
4	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	0	0	1	1	0	1	1	0
5	1	1	0	0	0	1	0	1	1	1	1	0	0	0	1	0	1	1	1	0	1	0	0	1	1
6	1	0	1	0	1	0	0	1	1	1	1	1	1	0	1	0	1	1	1	0	1	0	1	1	1
7	0	1	1	0	0	0	0	1	0	1	1	0	1	0	1	0	0	0	1	0	1	1	1	0	0
8	1	1	0	0	1	0	0	1	1	0	1	0	0	0	1	1	0	1	1	1	1	1	0	0	0
9	0	1	1	1	1	1	1	1	0	1	0	1	1	1	1	0	0	1	0	0	0	0	1	1	1
10	1	1	0	1	1	0	0	0	0	1	0	0	0	1	0	1	1	0	0	1	0	1	1	0	0
11	1	0	1	0	0	1	0	1	0	0	0	1	1	1	0	1	0	0	0	1	1	1	0	0	1
12	0	1	1	0	1	0	0	0	1	1	1	0	1	1	0	1	0	0	0	1	1	0	0	1	0
13	0	0	1	1	1	0	1	0	0	0	0	1	0	1	1	0	1	1	1	0	0	1	0	1	0
14	1	0	0	1	0	0	0	1	1	0	1	0	1	0	0	1	1	1	1	0	0	0	1	0	1
15	0	0	1	1	1	1	1	0	1	1	0	1	1	1	1	1	0	1	1	0	0	1	0	1	0
16	1	0	1	0	1	0	0	0	1	1	0	0	0	1	1	0	1	1	1	1	0	0	1	1	1
17	0	1	1	1	1	0	0	1	1	0	0	0	0	1	1	1	1	1	0	0	0	1	0	1	0
18	1	1	1	0	0	0	1	1	0	1	1	1	1	1	0	0	0	1	0	0	0	0	1	1	1
19	0	0	0	1	1	0	0	0	0	1	1	1	1	1	1	1	0	0	0	0	1	0	1	0	0
20	1	1	1	1	1	0	1	0	1	1	0	1	1	1	1	1	1	1	1	1	0	0	1	0	1
21	1	0	1	0	1	0	0	0	0	0	0	0	0	1	1	0	0	1	0	0	1	0	1	1	1
22	1	0	1	1	0	1	1	0	1	1	0	0	1	0	1	1	0	1	1	0	0	0	1	0	0
23	1	1	1	1	1	0	1	1	1	1	1	0	0	1	1	1	1	0	1	0	0	0	0	1	0
24	1	1	1	1	1	0	1	0	0	1	1	1	0	1	1	1	1	1	1	0	0	0	0	0	1
25	1	1	1	1	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	1	1	0	0	1
R	17	14	20	16	17	6	13	14	15	16	13	13	15	16	15	17	13	18	15	7	10	12	15	14	14
FV	0.7	0.56	0.8	0.6	0.68	0.24	0.52	0.56	0.6	0.64	0.52	0.52	0.6	0.64	0.6	0.68	0.52	0.72	0.6	0.28	0.4	0.48	0.6	0.56	0.28
	A	A	E	A	A	D	A	A	A	A	A	A	A	A	A	A	A	E	A	D	A	A	A	A	A

To measure the item difficulty of the test, the writer used the formula from Heaton JB (1991 :179) as follows:

$$f.v = \frac{R}{N}$$

$f.v$ = The facility value
 R = The number of correct answer
 N = The number of respondents

Item difficulty scale : Rejected) 0.3 < Accepted < 0.7 (Rejected)

Based on the table above, it can be seen that there are some items which are categorized in rejected items of the instrument that should be changed. They are items no. 3, 6, 18, 20

The Result of Try out in Answering Reading Test

S/I	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	CA	
1	1	0	0	1	1	1	0	0	1	1	1	0	1	1	0	1	0	0	0	0	0	1	1	0	1	0	13
2	0	1	1	1	1	0	1	1	1	0	0	1	1	1	1	1	1	0	1	0	0	1	1	0	0	0	17
3	0	0	1	1	0	1	0	1	1	1	1	0	0	1	1	0	1	0	1	0	0	0	1	1	1	1	10
4	0	1	0	1	1	0	1	1	1	0	1	1	1	1	0	1	1	0	0	1	1	0	1	1	0	0	15
5	1	1	0	0	0	1	0	1	1	1	1	0	0	0	0	0	1	1	1	1	1	1	0	0	1	0	17
6	0	0	1	0	1	0	1	1	1	1	1	1	1	0	1	0	1	1	1	0	1	0	1	1	1	1	9
7	0	1	0	0	0	1	0	1	0	1	1	0	1	0	0	0	0	0	0	0	1	1	1	1	0	0	14
8	1	1	0	0	1	1	1	1	1	0	1	0	0	0	1	1	0	1	1	1	1	1	0	0	0	0	18
9	0	1	1	1	0	1	1	1	0	1	0	1	1	0	1	0	0	1	0	0	0	0	1	1	1	1	19
10	1	1	0	1	1	0	0	0	0	1	0	0	0	0	0	1	1	0	0	1	1	1	1	0	0	0	20
11	1	0	1	0	0	1	1	1	0	0	0	1	1	0	0	0	0	1	0	1	1	1	1	0	0	0	22
12	0	1	0	0	0	1	0	0	1	1	1	0	1	1	0	1	0	0	0	0	1	1	0	0	1	0	21
13	0	0	1	1	1	0	1	0	0	0	0	1	0	1	1	0	1	1	1	1	0	0	1	0	1	0	12
14	1	0	0	1	0	0	1	1	1	0	1	0	1	0	0	1	1	0	1	1	0	0	1	0	1	0	10
15	0	0	1	1	1	1	1	0	1	1	0	0	1	1	1	0	0	1	0	0	1	1	0	1	0	0	15
16	1	0	0	0	0	0	0	0	1	1	0	0	0	1	1	0	1	0	1	1	1	0	1	1	1	0	14
17	0	1	1	1	1	1	1	1	1	0	0	1	0	1	1	1	1	1	0	0	1	1	0	1	0	0	10
18	1	1	1	0	0	1	1	1	0	1	1	0	1	1	0	0	0	0	0	0	1	0	0	1	1	0	18
19	0	0	0	1	1	1	0	0	0	1	1	0	1	1	0	1	0	0	0	0	0	1	0	1	0	0	15
20	0	1	1	1	1	1	1	1	1	1	0	1	1	0	0	0	1	1	1	1	1	0	0	1	0	1	14
21	1	1	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	1	1	1	1	16
22	0	0	1	1	0	1	0	0	1	1	0	1	1	0	0	1	0	1	0	1	0	0	1	0	0	0	12
23	1	1	1	1	1	0	1	1	1	1	1	1	0	0	1	0	1	0	0	0	0	0	0	0	1	0	17
24	0	0	0	0	1	0	1	0	0	1	0	0	0	1	1	0	1	0	1	1	0	0	0	0	0	1	8
25	1	1	1	1	0	0	0	1	0	0	0	0	1	0	0	0	1	1	1	0	1	0	1	1	1	1	13
NP	11	15	12	15	14	13	15	14	15	14	13	10	15	12	9	11	13	10	10	12	13	12	14	15	9		
P	0.44	0.6	0.48	0.6	0.56	0.52	0.6	0.56	0.6	0.56	0.52	0.4	0.6	0.48	0.36	0.44	0.52	0.4	0.4	0.48	0.52	0.48	0.56	0.6	0.36		
q	0.56	0.4	0.52	0.4	0.44	0.48	0.4	0.44	0.4	0.44	0.48	0.6	0.4	0.52	0.64	0.56	0.48	0.6	0.6	0.52	0.48	0.52	0.6	0.4	0.64		
P.q	0.25	0.25	0.25	0.25	0.25	0.25	0.24	0.25	0.25	0.25	0.25	0.24	0.25	0.25	0.23	0.25	0.25	0.24	0.24	0.25	0.25	0.25	0.25	250.	0.23	p.q: 5.92	

Appendix 7

The Students' Score in Answering Reading Test

S/I	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	CA
1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	1	0	1	0	0	1	0	17
2	1	1	1	1	0	0	1	1	1	1	1	0	1	1	1	0	1	0	0	0	1	1	0	1	0	15
3	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	0	1	0	1	0	1	0	0	1	1	17
4	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	0	0	0	0	0	1	0	1	1	1	17
5	1	0	0	1	1	1	1	0	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	20
6	0	1	0	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	0	1	1	0	1	1	1	19
7	1	0	0	0	1	0	1	0	1	1	1	1	1	0	1	0	0	0	0	0	1	0	1	1	1	14
8	1	0	1	1	1	0	1	1	0	1	1	0	0	1	1	0	1	0	1	0	1	0	0	1	1	15
9	0	0	1	0	1	1	0	1	0	1	0	1	0	1	0	1	0	0	0	0	1	1	0	1	1	17
10	0	0	0	1	0	0	0	0	0	0	1	0	1	0	0	0	0	1	0	0	0	0	1	1	0	13
11	1	1	1	1	0	0	1	1	1	0	0	1	1	1	0	1	1	1	0	1	1	0	0	1	0	17
12	1	0	1	1	1	0	1	0	1	1	1	1	0	1	0	0	0	0	1	0	1	0	0	0	1	12
13	0	0	1	1	1	0	1	1	1	1	0	1	0	1	1	0	0	0	0	0	1	0	0	1	1	16
14	0	0	1	1	0	0	0	1	1	1	1	1	1	1	1	0	0	0	1	0	0	0	0	1	1	16
15	1	1	0	1	1	0	1	1	1	1	0	1	0	1	1	0	0	0	0	1	1	1	0	1	1	15
16	1	1	1	0	1	1	1	1	0	1	1	1	0	1	1	0	1	1	0	1	0	1	1	1	0	18
17	1	1	1	1	1	0	0	1	0	0	0	1	1	0	0	0	0	1	1	1	1	0	1	1	1	17
18	0	0	0	0	1	1	0	0	1	0	1	1	1	0	1	1	1	0	1	0	1	0	1	1	1	16
19	0	1	1	0	0	0	1	0	0	1	0	0	1	1	0	1	0	1	0	1	0	0	1	0	1	16
20	0	0	1	1	0	0	1	1	1	0	1	1	0	0	1	0	1	0	0	1	1	1	1	0	0	17
21	0	0	0	1	1	0	0	0	1	1	0	1	0	1	1	0	1		0	1	1	1	1	1	1	18
22	1	1	1	1	0	0	1	0	1	0	0	0	1	0	1	0	1	1	0	0	1	0	0	0	1	17
23	1	0	1	1	0	1	0	1	1	1	0	1	1	1	0	1	0	0	1	0	1	0	0	1	1	15
24	0	0	0	1	1	1	1	0	1	0	1	0	1	1	0	0	1	0	0	0	1	1	0	1	1	15
25	0	0	0	0	1	0	1	0	0	1	1	1	1	1	1	1	0	0	0	0	1	0	0	1	1	15
26	0	0	1	1	0	0	1	1	1	1	1	0	1	1	1	0	0	0	0	0	0	0	0	0	1	17
27	1	0	0	1	1	1	1	1	0	1	1	1	1	1	1	0	0	0	1	0	1	0	0	1	1	16
28	0	0	0	1	1	1	1	0	1	0	1	1	1	1	1	0	1	0	0	1	1	0	0	1	1	16
29	1	1	0	1	0	1	0	1	1	1	1	1	1	0	1	1	1	1	0	1	0	1	1	0	0	17
30	1	0	0	1	1	1	1	0	0	0	0	1	1	1	1	1	1	1	0	1	0	0	1	0	1	15
31	0	0	0	1	0	1	0	1	0	1	0	1	0	1	1	1	1	0	1	0	0	1	0	1	1	17
32	1	1	1	1	1	0	0	1	0	0	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	18
33	1	1	1	1	0	1	0	0	0	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	19
Np	20	14	22	31	26	21	29	28	20	21	22	24	22	24	23	19	20	18	15	17	20	17	20	21	27	Σx:539

The respondents' answer after Try Out of the questioner

Students	Items										Total score
	1	2	3	4	5	6	7	8	9	10	
1	4	5	3	3	3	1	3	3	3	3	31
2	3	3	2	3	3	2	3	2	2	4	27
3	3	3	3	3	3	3	3	3	3	2	29
4	3	1	3	3	1	2	3	2	2	2	22
5	3	3	3	3	3	1	3	3	4	3	29
6	4	5	4	4	4	4	4	4	5	5	43
7	4	3	3	5	3	3	3	3	4	3	34
8	5	3	4	3	4	2	3	2	2	4	32
9	2	2	2	3	2	2	3	2	4	5	27
10	4	3	3	5	2	3	4	2	2	3	31
11	4	4	2	4	3	4	4	3	4	5	37
12	2	4	1	2	3	2	4	2	2	2	24
13	4	4	1	4	3	2	4	3	3	2	30
14	4	3	5	3	4	4	5	3	2	4	37
15	3	3	5	5	3	4	4	3	3	5	38
16	3	4	2	3	3	2	3	2	3	4	29
17	3	4	2	1	2	2	2	2	2	3	23
18	2	2	2	3	2	3	2	2	3	4	25
19	3	3	4	4	3	2	3	4	2	3	31
20	5	4	2	5	4	2	4	4	3	5	38
21	2	3	1	4	3	2	5	2	4	2	28
22	3	5	2	2	2	3	3	4	2	4	30
23	1	4	3	3	3	2	3	2	2	2	25
TOTAL	74	78	62	78	66	57	78	62	66	79	700

Coefficient Correlation

	but 1	but 2	but 3	but 4	but 5	but 6	but 7	but 8	but 9	but 10	total
but 1 Pearson Correlation	1	.232	.299	.399	.460*	.183	.235	.448*	.082	.359	.650**
Sig. (2-tailed)		.286	.166	.059	.027	.403	.280	.032	.711	.093	.001
N	23	23	23	23	23	23	23	23	23	23	23
but 2 Pearson Correlation	.232	1	-.131	-.112	.436*	.036	.146	.465*	.109	.127	.377
Sig. (2-tailed)	.286		.551	.610	.038	.872	.507	.025	.621	.565	.076
N	23	23	23	23	23	23	23	23	23	23	23
but 3 Pearson Correlation	.299	-.131	1	.259	.319	.413	.088	.305	-.083	.285	.509*
Sig. (2-tailed)	.166	.551		.233	.138	.050	.689	.158	.708	.188	.013
N	23	23	23	23	23	23	23	23	23	23	23
but 4 Pearson Correlation	.399	-.112	.259	1	.301	.328	.477*	.330	.391	.239	.630**
Sig. (2-tailed)	.059	.610	.233		.163	.126	.021	.124	.065	.272	.001
N	23	23	23	23	23	23	23	23	23	23	23
but 5 Pearson Correlation	.460*	.436*	.319	.301	1	.163	.474*	.399	.236	.284	.684**
Sig. (2-tailed)	.027	.038	.138	.163		.458	.022	.059	.279	.189	.000
N	23	23	23	23	23	23	23	23	23	23	23
but 6 Pearson Correlation	.183	.036	.413	.328	.163	1	.368	.288	.189	.461*	.604**
Sig. (2-tailed)	.403	.872	.050	.126	.458		.084	.183	.388	.027	.002
N	23	23	23	23	23	23	23	23	23	23	23
but 7 Pearson Correlation	.235	.146	.088	.477*	.474*	.368	1	.208	.200	.056	.529**
Sig. (2-tailed)	.280	.507	.689	.021	.022	.084		.341	.359	.799	.009
N	23	23	23	23	23	23	23	23	23	23	23
but 8 Pearson Correlation	.448*	.465*	.305	.330	.399	.288	.208	1	.264	.320	.685**

	Sig. (2-tailed)	.032	.025	.158	.124	.059	.183	.341		.223	.136	.000
	N	23	23	23	23	23	23	23	23	23	23	23
but 9	Pearson Correlation	.082	.109	-.083	.391	.236	.189	.200	.264	1	.322	.462*
	Sig. (2-tailed)	.711	.621	.708	.065	.279	.388	.359	.223		.134	.027
	N	23	23	23	23	23	23	23	23	23	23	23
but 10	Pearson Correlation	.359	.127	.285	.239	.284	.461*	.056	.320	.322	1	.630**
	Sig. (2-tailed)	.093	.565	.188	.272	.189	.027	.799	.136	.134		.001
	N	23	23	23	23	23	23	23	23	23	23	23
Total	Pearson Correlation	.650**	.377	.509*	.630**	.684**	.604**	.529**	.685**	.462*	.630**	1
	Sig. (2-tailed)	.001	.076	.013	.001	.000	.002	.009	.000	.027	.001	
	N	23	23	23	23	23	23	23	23	23	23	23

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

Variables Entered/Removed

Model	Variables Entered	Variables Removed	Method
1	reading habit ^a		. Enter

a. All requested variables entered.

b. Dependent Variable: understand text

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.476 ^a	.227	.202	3.86827

a. Predictors: (Constant), reading habit

ANOVA^s

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	136.192	1	136.192	9.102	.005 ^a
	Residual	463.869	31	14.964		
	Total	600.061	32			

a. Predictors: (Constant), reading habit

b. Dependent Variable: understand text

Statistics

		reading habit	understand text
N	Valid	33	33
	Missing	0	0
Mean		31.3632	65.7971
Std. Error of Mean		1.73539	.75382
Median		46.0000	65.0000
Std. Deviation		3.65608	4.29030
Variance		99.383	18.752
Range		36.00	22.00
Maximum		68.00	77.00

Reading Habit

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	32.59	1	3.0	3.0	3.0
	35.33	3	9.1	9.1	12.1
	40.8	2	6.1	6.1	18.2
	43.53	5	15.2	15.2	33.3
	46.27	7	21.2	21.2	54.5
	49	1	3.0	3.0	57.6
	51.74	2	6.1	6.1	63.6
	54.47	2	6.1	6.1	69.7
	57.21	1	3.0	3.0	72.7
	59.94	3	9.1	9.1	81.8
	62.68	3	9.1	9.1	90.9
	65.41	1	3.0	3.0	93.9
	68.15	2	6.1	6.1	100.0
	Total	33	100.0	100.0	

Understand text

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	48	1	3.0	3.0	3.0
	52	1	3.0	3.0	6.1
	59	1	3.0	3.0	9.1
	60	5	15.2	15.2	24.2
	64	7	21.2	21.2	45.5
	68	11	33.3	33.3	78.8
	72	4	12.1	12.1	90.9
	76	2	6.1	6.1	97.0
	80	1	3.0	3.0	100.0
Total		33	100.0	100.0	

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	55.511	3.463		16.032	.000	48.449	62.573
	reading habit	.207	.069	.476	3.017	.005	.067	.347

a. Dependent Variable: understand text

Correlations

		reading habit	understand text
reading habit	Pearson Correlation	1	.476**
	Sig. (2-tailed)		.005
	N	33	33
understand text	Pearson Correlation	.476**	1
	Sig. (2-tailed)	.005	
	N	33	33

** . Correlation is significant at the 0.01 level (2-tailed).

**TABEL NILAI KOEFISIENKORELASI
“r” PRODUCT MOMENT TARAF SIGNIFIKAN 5% DAN 1%**

df	TARAF SIGNIFIKAN		df	TARAF SIGNIFIKAN	
	5%	1%		5%	1%
1	0,997	1,000	24	0,388	0,496
2	0,950	0,990	25	0,381	0,487
3	0,878	0,959	26	0,374	0,478
4	0,811	0,917	27	0,367	0,470
5	0,754	0,874	28	0,361	0,463
6	0,707	0,834	29	0,355	0,456
7	0,666	0,798	30	0,349	0,449
8	0,632	0,765	35	0,325	0,418
9	0,602	0,735	40	0,304	0,393
10	0,576	0,708	45	0,288	0,372
11	0,553	0,684	50	0,273	0,354
12	0,532	0,661	60	0,250	0,325
13	0,514	0,641	70	0,232	0,302
14	0,497	0,623	80	0,217	0,283
15	0,482	0,606	90	0,205	0,267
16	0,468	0,590	100	0,195	0,254
17	0,456	0,575	125	0,174	0,228
18	0,444	0,561	150	0,159	0,208
19	0,433	0,549	200	0,138	0,181
20	0,423	0,537	300	0,113	0,148
21	0,413	0,526	400	0,098	0,128
22	0,404	0,515	500	0,088	0,115
23	0,369	0,505	1000	0,062	0,081

DAFTAR RIWAYAT HIDUP



Dasmarni, lahir di bangkinang (Kampar) pada tanggal 11 Desember 1988, sebagai anak pertama dari empat bersaudara dari pasangan Bapak H. Bahrhun Syah dan Hj. Nurlianis. Penulis menamatkan Sekolah Dasar pada tahun 2000 di Sekolah Dasar 011 Pancuran Gading Kecamatan Tapung Kabupaten Kampar, kemudian melanjutkan ke MTs Al-Muhajirin Pancuran Gading dan menamatkan sekolah pada tahun 2003, kemudian melanjutkan ke Pondok Pesantren Dar-El Hikmah dan menamatkan pada tahun 2007. Pada tahun 2007 penulis melanjutkan studi kejenjang perguruan tinggi di UIN Suska Riau Pekanbaru pada Fakultas Tarbiyah dan Keguruan, program strata satu (S1) dengan Jurusan Pendidikan Bahasa Inggris.

Pada bulan Juli sampai Agustus 2010 penulis mengikuti program Kuliah Kerja Nyata (KKN) yang berlokasi di Kelurahan Ukui Kec. Ukui Kab. Pelalawan, kemudian dilanjutkan dengan PPL selama dua bulan setengah di MTs N Lipat Kain Kec. Kampar Kiri.

*Bertepatan pada bulan Oktober 2011 penulis menyelesaikan studi dengan mengangkat judul skripsi “ *The Contribution of Students’ Reading Habit toward Their Understanding in Reading Narrative Text at the First Year of MA Al-Muhajirin Tapung District of Kampar Regency*”. dengan predikat “sangat memuaskan”*