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THE INFLUENCE OF READING HABIT AND READING STRATEGIES ON STUDENTS' READING COMPREHENSION AT JUNIOR HIGH SCHOOL 1 IN THE DISTRICT OF BENAI-KUANSING

THESIS

Submitted to State Islamic University Sultan Syarif Kasim Riau
In partial fulfillment of the requirements For the degree of Magister (M.Pd)
In English Education Department



BY

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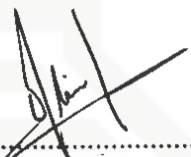
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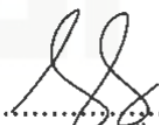
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Pekanbaru, September 4th, 2020

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ABSTRACT

Nurmania Fitri (2020): Influence of Reading Habit and Reading Strategies on Students' Reading Comprehension at Junior High School 1 in the District of Benai-Kuansing.

The purpose of this study was to find out the influence reading habits and reading strategies on students' reading comprehension at junior high school 1 in the district of Benai-Kuansing. There were three questions contained in this study. Firstly, is there any significant influence of reading habit on students' reading comprehension in junior high school 1 Benai. Secondly, is there any significant influence of reading strategies on students' reading comprehension in junior high school 1 Benai. Thirdly, is there any significant influence of reading habit and reading strategies on students' reading comprehension in junior high school 1 Benai. This study used quantitative explanatory research. The subjects in this study were 70 students of the second grade students. Data collection techniques in this study used questionnaires and tests. The questionnaires in this study related to students' reading habits and students' reading strategies, while the tests related to student reading comprehension. The data obtained were analyzed using descriptive statistics, classic assumption tests, multiple regression tests and hypothesis testing. The results of this study indicated that, student reading habits (X1) had significant results of 0,685. Student reading strategies (X2) had significant results of 0.379. Then, the student reading comprehension (Y) had a significant result of 0.818. At last, the researcher concluded that there was a positive and significant contribution of student reading habits and student reading strategies on student reading comprehension.

Keywords: *The Influence, Reading Habit, Reading Strategies, Reading Comprehension.*



ABSTRAK

Nurmania Fitri (2020): Pengaruh Kebiasaan Membaca dan Strategi Membaca terhadap Pemahaman Membaca Siswa di Sekolah Menengah Pertama Negeri 1 Kabupaten Benai-Kuansing.

Tujuan penelitian ini adalah untuk mengetahui pengaruh kebiasaan membaca dan strategi membaca terhadap pemahaman membaca siswa di SMP Negeri 1 Kecamatan Benai-Kuansing. Ada tiga pertanyaan yang terkandung dalam penelitian ini. Pertama, Adakah pengaruh yang signifikan kebiasaan membaca terhadap pemahaman membaca siswa di SMP Negeri 1 Benai. Kedua, Adakah pengaruh yang signifikan strategi membaca terhadap pemahaman membaca siswa di SMP Negeri 1 Benai. Ketiga, Adakah pengaruh yang signifikan kebiasaan membaca dan strategi membaca terhadap pemahaman membaca siswa di SMP Negeri 1 Benai. Penelitian ini menggunakan jenis penelitian kuantitatif eksplanatori. Subjek dalam penelitian ini adalah 70 siswa kelas dua. Teknik pengumpulan data dalam penelitian ini menggunakan angket dan tes. Angket dalam penelitian ini berkaitan dengan kebiasaan membaca siswa dan strategi membaca siswa, sedangkan tes terkait dengan pemahaman membaca siswa. Data yang diperoleh dianalisis dengan menggunakan statistik deskriptif, uji asumsi klasik, uji regresi berganda, dan uji hipotesis. Hasil penelitian ini menunjukkan bahwa, kebiasaan membaca siswa (X1) memiliki hasil yang signifikan sebesar 0,685. Strategi membaca siswa (X2) memiliki hasil yang signifikan sebesar 0,379. Dan pemahaman bacaan siswa (Y) memiliki hasil signifikan sebesar 0,818. Oleh karena itu, peneliti menyimpulkan bahwa terdapat kontribusi yang positif dan signifikan antara kebiasaan membaca siswa dan strategi membaca siswa terhadap pemahaman membaca siswa.

Kata Kunci: Pengaruh, Kebiasaan Membaca, Strategi Membaca, Pemahaman Membaca



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مستخلص البحث

نورمانيا فطري (٢٠٢٠): تأثير عادة القراءة واستراتيجيتها على فهم القراءة للطلاب في المدرسة المتوسطة الحكومية ١ بيتاي-كوانسينج.

يهدف هذا البحث لمعرفة تأثير عادة القراءة واستراتيجية القراءة على فهم القراءة للطلاب في المدرسة المتوسطة الحكومية ١ بيتاي-كوانسينج. ويوجد ٣ أسئلة في هذا البحث. أولاً، هل وجود الهيمنة الأهمية في عادة القراءة على فهم القراءة للطلاب في المدرسة المتوسطة الحكومية ١ بيتاي. ثانياً، هل وجود الهيمنة الأهمية في استراتيجية القراءة على فهم القراءة للطلاب في المدرسة المتوسطة الحكومية ١ بيتاي. ثالثاً، هل وجود الهيمنة الأهمية في عادة القراءة واستراتيجية القراءة على فهم القراءة للطلاب في المدرسة المتوسطة الحكومية ١ بيتاي. يستخدم هذا البحث نوع البحث الكميّ التوضيحي. ومبحث في هذا البحث هو ٧٠ طلاب في الفصل الثاني. وتقنية جمع البيانات، يستخدم الاستبيان والتجربة. الاستبيان في هذا البحث تعلق بعادة القراءة واستراتيجيتها للطلاب، بينما التجربة تعلق بفهم القراءة للطلاب. يتواجد البيانات، ثم يحللها باستخدام الاحصائية الوصفية وتجربة الافتراض الكلاسيكي وتجربة الانحدار المتعدد وتجربة الفرضية. نتائج البحث تدل على أن عادة القراءة للطلاب (١X) يملكون النتيجة الأهمية ٠,٦٨٥. واستراتيجية القراءة للطلاب (٢X) يملكون النتيجة الأهمية ٠,٣٧٩. وفهم القراءة للطلاب (Y) يملكون النتيجة الأهمية ٠,٨١٨. لذلك، يستنتج الباحثة أن يوجد التبرّع الإيجابي والأهمية بين عادة واستراتيجية القراءة للطلاب على فهم القراءة للطلاب.

الكلمات المفتاحية: تأثير، عادة القراءة، استراتيجية القراءة، فهم القراءة



CHAPTER I

INTRODUCTION

This chapter presents an introduction on a research topic related to the influence of reading habit and reading strategies on students reading comprehension. It presents the background of the the study, statement of the problem, delimitation of the problem, research question, purpose and objectives of the research and significance of the study. The chapter ends with definition of key terms used in this study.

1.1 Background of the Study

Graves (2013) state that language learners should be given insight into the place and function of various language items and skills in listening, speaking, reading and writing activities; that is, in real communication situation. Among these skills, reading is the fundamental skill. It is supported by Moats as cited in Westwood (2001) who states that reading is the fundamental skill upon which all formal education depends.

In teaching reading at school, reading takes the position as one of language skills that should be taught. Harris (1991:1) states that reading ability is recognized as a central important skill, since without it very little academic learning can be done.

In other hand, people read for different purposes. According to William in McDonough and Shaw (1993), some read for general information, some read for specific information, some other read for



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pleasure or interest. For that reason, comprehension becomes the most important factor to indicate how well the students read.

In teaching reading comprehension, the teacher has to have a goal to minimize reading difficulties and to maximize comprehension by providing culturally relevant information. What the students read must be relevant to their need and interest and they must be ready, willing and able to read it (Pardo,2004:58).

However, as cited from The Jakarta Post (August 29th, 2016), Indonesia ranks both out of 61 countries in term of reading interest, a study by central Connecticut state university in the US had revealed. The problem of reading has been found in young students. As reported in The Jakarta Post (July 4th,2014), based on recent nationwide survey conducted by the United States Agency for International Development (USAID) in cooperation with the Education Ministry, Religious Affairs Ministry and Myriad Research, the reading ability of primary school students in Indonesia was 69 percent. It was found that many students were not able to read. If the primary students have a reading problem in the first language, undoubtedly junior high school students also have difficulties in reading, especially for English text. In addition, pertaining to cited from The Jakarta Post (December 21st,2002), many students, even at university level, are still weak in their reading comprehension.



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According to the report of the commission on reading in the United States (Anderson, Heibert, Scott and Wilkinson, 1985) reading is cornerstone for success, not just in school but throughout life. Therefore, according to Nuttal (1982:37), it is very important to keep reading habit for the whole life. Reading habit is alleged to slow down the reader when they persist into later stages of reading. From the statement we know that reading habit is needed if we want to know more what we want to know. The commission noted “without the ability to read well, opportunities for personal fulfillment and job success will inevitably lose”. In their research, Kirsch and Guthrie (1984) found that reading is necessary aspect for job and career development, especially in responding to change. They further reported that to the adults in their study. “Reading is an inconsequential aspect of life outside the classroom”(Guthrie,2004).

Reading comprehension can be influenced by reading habit, especially by frequency of reading of the students. One way that we could apply in reading habit was by giving them more time in reading. Frequency of reading can be identified as a factor which can increase their reading comprehension. On the contrary, one who always reads minimal 2 hours every day (reading with understanding), of course their knowledge was more than poor reading. Therefore, they would be easier to get the meaning from the text they read. (Muawanah, S. (2014).



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In Indonesia, English teaching and learning especially the teaching of reading is based on the 2013 curriculum. The curriculum implements 5 steps of the 2013 Curriculum. The 2013 Curriculum is a curriculum which is developed based on three competency aspects of attitude (why to know), skill (how to know) and knowledge (what to know).

According to curriculum 2013, English is one of on controversial subjects discussed by the people because several issues related to English subject, particularly in junior high school, the students' score in reading comprehension is still low. At junior high school 1 Benai, so many students are lazy to read, when the teacher tries make the students read english textbook , articles and essays, students not be able to criticize and evaluate ideas the students interest look the pictures and back and forth english textbook. Because the factor there the researcher would take the students achievement to know their reading habit of English textbook in the school and outside and reading strategies. Beside that the researcher interviewed the English teachers to find out how many students achievement at junior high school 1 Benai.

The National Endowment for the Arts (2007) found in their national survey that about one-third of high school seniors are not reading proficiently. This study also reported that more than one half of the below basic readers were not in the work force. Reading proficiency is essential for school success as well as success in the



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workforce. If students keep choosing not to reading during their leisure time, student reading proficiency rates would most likely continue to decline This case at junior high school 1 Benai, thus, encourage the writer to do further research to find the influence of reading habit and reading strategies toward reading comprehension. The writer chose it because good reading habit and reading strategies might contribute to student's reading comprehension.

There are some factors that contributed for having good reading comprehension. Reading habit in learning process might determine the student reading comprehension because we could get the meaning of the text more effectively. If we read more books, it would increase our skill in comprehending the text we read. Good readers who read more books would have better comprehension of the text than poor readers

Based on pre-observation at junior high school 1 Benai, it was found out that the problems of students in learning foreign language, especially in English was their understanding of reading texts in English. It was because their lack of experience in learning English and their low motivation to learn it. The teachers usually only taught the foreign language by memorizing the meaning of words from the dictionary used by the students. The lack of understanding in learning a foreign language caused the students not to be motivated to learn English even further. They did not know what they should do to comprehend reading texts in English.



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But if the learners are trying to know how to learn, how to use specific strategies, and how to make good study habits as a routine practice, they would improve the likelihood of success. Rubin (1975: 41) stated that the different success of second or foreign language suggests a need to examine in detail what strategies would become successful language learners. An indication is given of what these strategies might consist of and list of several widely recognized good learner strategies are given. Teachers can improve their performance by paying more attention to learner strategies already seen as productive.

Another factor influencing students reading comprehension is reading strategies. Reading strategies are defined as the comprehension processes that readers use in order to make sense of what they read that categorized as approaches, actions, and procedures used to improve reading comprehension (Brantmeier, 2002, p. 1). Research studies on second/foreign language reading have consistently confirmed the importance of reading strategies on developing language learners' reading comprehension skills (Zare and Nooreen, 2011; Brantmeier, 2002; Slataci and Akyel, 2002; C). They argue that strategy use is different in more and less proficient readers, who use the strategies in different ways. Moreover, it has been acknowledged that reading strategies can be taught to learners and that reading strategy instruction can benefit all students (Carrell, 1989; Carol, 2002).



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The role of strategy used in reading comprehension has been a topic of discussions in the second foreign reading literature. Reading strategies are very essential to assist learners to overcome reading difficulties such as inferring the underlying messages in the texts, dealing with unknown terms and unfamiliar cultural load (Lien, 2011, p. 200; Kuru- Gonen, 2015, p. 2924). It implies that being a strategic reader help reader comprehend the text and handle the reading problems. Effective strategies would produce an effective result. Skilled readers know how to use affective strategies to facilitate the functioning of various cognitive process and construct meaningful understanding of the text, poor readers simply read the text word by word without using any strategies (Lau and Chan, 2003, p. 13).

Therefore, the writer would like to proof whether reading habit and reading strategies influence students' reading comprehension of the Indonesian students of English, especially in Junior High School 1 Benai.

By considering the current phenomena as mentioned above, therefore, the researcher would conduct a quantitative research entitled, **“The Influence of Reading Habit and Reading Strategies on Students' Reading Comprehension at Junior High School 1 in the District of Benai- Kuansing”**.



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1.2 Statement of the Problem

The previous section indicates that, despite indication of the positive relationship between reading comprehension and reading habit and reading strategies, it is not known in the context of junior high school 1 Benai, whether there are relationships between reading habit and reading strategies, on the one hand, and reading comprehension. There are many factors that linguistics and non-linguistics can affect reading comprehension. These can be linguistic factors such as grammar and vocabulary or, non-linguistics factors such as reading habit and reading strategies. Reading comprehension can be influenced by reading habit and reading strategies. Students would find difficulties to follow learning process because they did not master the material. It can also affect to the students' participation during learning process. The other problems related to students' reading habits were that the students were less motivated to read English texts, so they did not have interest to search English texts. The less motivation of students affects the students' facilities such as students' visit in the libraries. The rare of students' visit in the library would influence the students' reading habits.

The problems mentioned above need to address some questions. What is the main factor that affects reading comprehension? Is it true that reading comprehension influenced reading habit and reading strategies? What makes the students become less motivated in reading? Does less motivation affect to achieve reading comprehension? Does it have any



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significant influence of reading habit on students' reading comprehension?

Is there any significant influence of reading strategies on students' reading comprehension? How is the significant influence of reading habit and reading strategies on students' reading comprehension?

Reading strategies are very important to help reader comprehend the text in the act of reading (Kuru- Gonen, 2015, p. 2924) and the implementation of special reading strategies enable more efficient use of time (Sen, 2009, p. 2301). Moreover, it is an effective way to solve reading problems encountered by the students while reading academic material (Lien, 2011, p. 200). Then, Reading habit in learning process might determine the student reading comprehension because we could get the meaning of the text more effectively.

In gaining an effective reading habit, Cesar (2011) summarized three aspects of reading habit, they are: reading frequency, books read, time spent on academic reading, time spent on non-academic reading, motivation in the family environments, motivation in the academic environments. In habitual reading; there are so many advantages that the scan absorb. Reading habit is the powerful and long lasting too in the development of student's academic success.

The implications of applying reading as habitual activity are students can expand the knowledge and increase focus and concentration. Reading as a habitual activity also helps the student to increase their understanding, helps them become more intelligent, and



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boosts their vocabulary meaning. Thanuskodi (2011) proposes several benefits of reading. He said, “The impact of reading in people’s live is extraordinarily widespread. A reader can learn a new word, can be introduced to new facts, he can become knowledge able about the whole world and he can stimulate to both teaching and emotion”.

Li (2010, p. 185) states that reading strategies are deliberate, conscious techniques that readers employ to enhance their comprehension or retention of the textual information. Futhermore, Brantmeier (2002, p. 11) indicates that reading strategies are the comprehension processes that readers use in order to make sense of what they read. Moreover, reading strategies indicate how readers conceive of a task, how they make sense of what they read, and what they do when they do not understand (Amirian, 2013, p. 20).

1.3 Delimitation of the Problem

Based on the statement of the problems above, it would be better for the writer to limit the problem in order to pay more attention to specific problems. This research focuses on the influence of reading habit and reading strategies on students reading comprehension. Reading comprehension has a broad scope, such as the type of text being read and the components. In this research, the writer focuses on investigating narrative texts and deskriptif texts because the other texts had not been



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studied by the eight graders the population and sample of this study. In this study, reading habits include internal and external factors.

1.4 Research Questions

Based on the focus of the research, the research questions are formulated into the following questions:

1. Is there any significant influence of reading habit on students' reading comprehension in junior high school 1 Benai?
2. Is there any significant influence of reading strategies on students' reading comprehension in junior high school 1 Benai?
3. Is there any significant influence of reading habit and reading strategies on students' reading comprehension in junior high school 1 Benai?

1.5 The Purpose and Objectives of the Study

The purposes of the study to find out whether reading habit and reading strategies influence reading comprehension of students learning English at junior high school 1 Benai. The objectives are as follows :

1. To find out the influence of reading habit on students' reading comprehension
2. To find out the influence of reading strategies on students' reading comprehension
3. To determine the influence of reading habit and reading strategies on students' reading comprehension.



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1.6 Significance of the Study

By conducting the research about the correlation between students' reading habit and reading strategies on reading comprehension, the writer hopes that the result of the research will be useful to give some contributions to English language teaching and learning, in three significant ways. Firstly, for English teachers, the result of the research will be useful as a reflection in order to increase and develop their method in teaching students to improve in their reading comprehension. The second, for the students, findings of the research are expected to motivate English language learners in Indonesia school to read more than they did before and to encourage them to learn English by reading a lot of books. Finally, for the other researchers, findings of the research hopefully can be useful as the source of their reference and it is also useful to inform the readers about the influence of reading habit and reading strategies toward reading comprehension, particularly in the context of teaching English as a foreign language in junior high school 1 Benai, Kuansing.

1.7. Rationale of the Study

The research educator should make a meaningful and fun learning process when the students have lack of the skills necessary to comprehend what they are reading. Reading in the content areas involves the use of prior knowledge to understand about information being presented. Reading and discussion are good way to make students comprehend about the text,



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because if the students will get nothing. In other hand, the students should understand what the topic talking about before reading.

Talking about reading habit is the number of repetitions in given time to read text. According Simanjuntak (2012), she also says that reading comprehension understanding of a text written in English as proved by habit in reading English and the ability to correctly choose the right answer of questions asked from the text.

The implications of applying reading as habitual activity are students can expand the knowledge and increase focus and concentration. Reading as a habitual activity also helps the student to increase their understanding, helps them become more intelligent, and boosts their vocabulary meaning. Thanuskodi (2011) proposes several benefits of reading. He said, “The impact of reading in people’s live is extraordinarily widespread. A reader can learn a new word, can be introduced to new facts, he can become knowledge able about the whole world and he can stimulate to both teaching and emotion”.

The Journal research was done by Aisha Riaz, Asma Kiran and Niaz Malik entitled *Relationship of Study Habit with Educational Achievement*” (A Survey in the University of Agriculture Faisalabad, Pakistan). This quantities research tried to find out the relationship between study habit and education Maret, Faculty of English Department Sebelas Maret University. The title of this research is — *Correlational study between translation ability, habit of watching movies and reading*



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comprehension of the fourth semester students of English of Education and Teachers Training” the research took place in Faculty of English Education and teachers training Sebelas Maret University academic year 2011/2012. The result of the research showed that (1) there was a positive correlation between student’s translation ability and their comprehension, (2) there is a positive correlation between students’ habit of watching movies and their reading comprehension, (3) there is a positive correlation between student’s translation ability and student’s habit of watching movies and students’ reading comprehension. The result of this research was almost the same to the writer research. The relationship between researches to the writer’ research is the use of reading comprehension as the variable.

The research was done by W Setianing Budi Chandra Wati, student of Education Department, Sebelas Maret University. The title is “*A Correlational Study on Student’s Translation Ability, Reading Habit, and Reading Comprehension of the tenth student’s of SMUN I Kebakramat academic year 2008—2009*”. This research used correlation product moment test. The result of this research showed that there is a positive correlation between (1) students’ translation ability and student’s reading comprehension, (2) reading habit and student’s comprehension. (3) Translation ability, reading habit and reading comprehension. The relationship between this research and the writer’ research is on the reading



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habit and reading comprehension as variables; however the writer focuses only on reading habit and reading comprehension.

1.8 Definition of Key Terms

It is crucial to define the terms used in a research. According to Sigh-et.a (2006), it is probably true that not everyone has the same understanding of terms used in a study. A certain key term or a broad concept can mean different things in different people and in different cultures. There are some operational terms employed in this study since they are substantially important to be defined clearly to avoid misunderstanding. In this study, the following four key terms are defined as follow:

a. Influence

In quantitative research, influence is defined as a study in which investigators measure the degree of association (or relation) between two or more variables using the statistical procedure of correlation analysis. This degree of association, expressed as a number, indicates whether the two variables are related or whether one can predict another (Creswell, 2009).

b. Reading habit

Per Nilsen (2012, p.2) defines habit as behavior that has been repeated until it has become more or less automatic, enacted without purposeful thinking, largely without any sense of awareness.



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c. Reading Strategies

Brantmeier (2002, p.11) defined that reading strategies are the comprehension processes that readers use in order to make sense of what they read.

d. Reading Comprehension

Snow (2002) defines reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Such three dimensions as the reader, the text and the activity are entailed from the definition. The identities and capacities of readers, the texts that are available and valued, and the activities in which readers are engaged with those texts are all influenced by, and in some cases, determined by, the socio cultural context.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter reviews three areas related to the focus of this study, mainly: reading comprehension, reading habit, reading strategies, relevant studies, operational concept, assumption and hypotheses. Each of this area would be discussed in further detail belows:

2.1. Reading Comprehension

Reading comprehension is the ability of the students to comprehend the reading text. In this point, the researcher explains about all the parts of reading comprehension.

Reading is an essential skill for students in order to cope with new knowledge in a changing world. This is reasonable enough due to the fact that the fast growing information is recorded and issued through media, such as television, internet, radio, magazine and e-Books. The source of information is easy to access. Through reading, the students can access the latest information. The ability to read fast and accurate would help them to increase their knowledge and perspective. By reading, the students are enable to enhance the current information and technology, enjoy literature, find ideas and do so many things.

For students, reading becomes very essential tool to increase their background knowledge. Especially, since English becomes one of the subjects that is tested in the final examination. For that reason, the students have to read many kinds of references. Therefore, emphasizing the student's'



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ability to grasp the idea from the written text has to be taken into consideration. The student's ability to understand content of material would eventually affect their study. Hence, different capabilities in mastering reading comprehension have showed varied results. For students who are able to use reading skill properly, they would successfully affect to their academic progress and those who are not able to read properly would, they would have difficulties in their study.

Process of reading is also explained by Heilman (1981). He says that "reading is an active process that is affected directly by an individual's interaction with language that has been coded into print." All in all, reading actually is a process of communication in which the readers use strategies in order to look for meaning from printed symbols. In other words, good readers generally understand about their reading purpose and try to translate the codes that contain in the text into meaning. Reading as process also noted as follows. Nunan (1998:72), said that "reading is usually conceived as solitary activities in which the reader interacts with a text in isolation." It can be inferred that reading is not only looking at words in the form of graphic symbol, but also reading is a communication process that involves an enjoyment of a reader' to interact with text.

Those theories above showed the various definition of reading. Therefore, it can be concluded that reading is an active thinking process where by people that involve many steps of getting meaning or message from the author. The students have to use codes, experiences, and



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background knowledge, along with all their strategies in order to understand the written text.

2.1.1 Purposes of Reading

A person may read for many purposes helps to understand more what is read by people. If he is reading for pleasure or reading for pure recreation and enjoyment, he may read either quickly or slowly based on the way he likes or feels. But if reads for studying or setting information such news, science or same line, which are part of his study or assignment he does it they read slowly and carefully. Tarigan (1995) mentions seven purposes on reading. They are as follows:

1. Reading for details and fact that is reading to know what is done by subject of the story.
2. Reading for main idea that is reading to get problem statement.
3. Reading for sequences of organization that is reading to know each part of the story.
4. Reading for inference that is reading to know what the writer means by its story.
5. Reading for classifying that is reading to find unusual things.
6. Reading for evaluating that is reading to know the value of story.
7. Reading for comparing that is reading to compare the way of life of the story with the life of readers.



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Dallman (1982) further mentions several important reading purposes. He classifies three purposes of reading as follows:

a) Reading purpose on the factual level

This reading purpose enables reader to understand the information directly stated in the passage. There are many skills that the reader should have to achieve factual level. First, the readers are required to know the meaning of words. Second, this reading purpose needs the ability to find main idea in the written information. Third, the ability to note important point supports the students in gaining their purpose on reading. Fourth, the ability to follow directions demands students to organize, to note the information is an essential part to this level.

b) Reading purpose on the interpretative level

Reading inferential level is often called as reading between lines. In the same way, it also means that the readers need the ability to recognize unstated information in the passage. To achieve this goal, the readers summarize and to organize the information and feel the relationship between key points and details. Skill in making generalization is also needed; the readers should present conclusion on what they read.

c) Reading purpose on the evaluative level

The ability to make evaluative judgments is the most important step in reading purpose. Before setting up the purpose the reader should create critical feedback.



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The readers should be able to detect relevant information proposed by the authors with the fact, to compare it with another source of information and to give suggestion to the author for better writing.

According to the explanation above, the purposes of reading are: (1) Reading for details and fact is reading to know what is done by subject of the story. (2) Reading for main ideas is reading to get problem statement. (3) Reading for sequences of organization is reading to know each part of the story. (4) Reading for inference is reading to know what is the writer mean by its story. (5) Reading for classifying is reading to find unusual things. (6) Reading for evaluating is reading to know the value of story. (7) Reading for comparing is reading to compare the way of life of the story with the life of readers. According to Dallman (1982), the purposes of reading are: a) Reading purpose on the factual level. b) Reading purpose on the interpretative level. c) Reading purpose on the evaluative level.

2.1.2 Aspects of Reading

Reading is an astoundingly complex cognitive process. According to Nuttal (1982), there are five types of reading which can be explained below:

1. Determaining main idea

The main idea is the most important piece of information the author wants you to know about the concept of that paragraph. Determining idea is a skill to grasp and find the main point of the passage by summarizing the passage and look for repetition of ideas/words.



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2. Finding inference

Inference is a good guess or conclusion drawn based on logic of passage.

Finding inference means the reader imply the sentence/passage understanding and conclude it logically.

3. Finding reference

Reference is the intentional use of one thing to indicate something else in which one provides the information necessary to interpret the other.

Finding reference means interpreting and determining one linguistic expression to other.

4. Finding the detail information or part of text

It is only scanning or looking for the relevant part(s) and ignore the irrelevant. It is very useful when you know exactly what you are looking for in a text since you have a very specific goal in mind.

5. Understanding vocabulary

Understanding vocabulary means comprehend what the words mean.

When vocabulary mastery improves, comprehension would be deeper.

Since comprehension is the ultimate goal of reading, the reader cannot overestimate the importance of vocabulary development.

It can be inferred that there are five types of reading, determine main idea, finding inference, finding reference, finding the detailed information or part of text, and understanding vocabulary.



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2.1.3 Definition of Comprehension

Reading and comprehension are two things that cannot be separated each other, they are highly interrelated. Comprehension is the essence of reading itself. Reading comprehension is called as a reading comprehension only if the readers are able to comprehend the meaning of the text. If the readers can read but do not comprehend the meaning of the text, it means they do not do reading comprehension. There are some experts have been developed process on how reading comprehension occurs.

According to Harris (1980), the thinking process means the core of comprehension skill, those four operations are: identifying, analyzing, evaluating, and applying. First, identification means the readers are required to locate message proposed by the author. Second, analysis means that the readers should identify the part according to its structure or scheme. Third, the evaluation process requires the readers to evaluate information do something with the information. The last is applying means that the readers used the information to fix their problem.

Simultaneously, Grellet (1999) determines comprehension as “Understanding a written text means extracting the required information from it as efficiently as possible” For example; if there is an advertisement and an article in a scientific journal. In the former case, the reader ignores the unimportant information and seeks what he is looking for. In the last case, more detailed information is essential to be



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taken for the reader. Therefore comprehension above means the reader needs ability to locate the relevant information carefully based on their particular purposes.

From the explanation above, it can be inferred that reading comprehension is an interactive process between readers, text and strategies. Thus interactive process includes understanding, utilizing, and evaluating the important message that author trying to convey. Continuously readers link all those information with their background knowledge in order to extract meaning from the written material. Levels of reading comprehension:

The levels of reading comprehension are mentioned by Heilman (1981), they are literal comprehension and critical comprehension.

1) Literal Comprehension

Literal comprehension refers to information explicitly stated in the written text. As a basic level, the readers are needed the abilities to understand meaning of words before recognizing of detail message, the readers are required to link the grammar theories with the main idea presented in the passage. In the last step in literal comprehension the readers are needed to sequence all the information stated in the passage.

2) Inferential Comprehension

The inferential comprehension is the process how a reader derives an implicit idea in the passage. The reader needs the abilities to detect mood of the material such as the authors' tone, purpose and attitude



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to make generalization, to see the relationship, and to draw conclusion in the end of a story. A reader is required to think harder when applying this comprehension level.

3) Critical Comprehension

Critical comprehension is a higher thinking level of reading. The reader should be actively reacting to the information presented by the authors. The readers are needed the ability to analyze the information and link those information to their background knowledge. Further, the readers evaluate the value of its information and give personal judgments as a feedback to the author.

From the definition above, it can be assumed that reading is not only spelling text activity orally, but also process of constructing meaning from written texts in order to get information and knowledge from the text, so that the reader scan interpret and give their opinion from their views after they read a text. Identifying main idea, identifying details, determining inference, understanding vocabulary, reference are important skills which should be increased consistently by the students for being good readers. To be able to train and increase the skills, there must be strategies and exercises that are involved in teaching reading targeted to those five skills.

Different from reading in general, reading comprehension has a deeper meaning to elaborate. There are many definitions of reading comprehension accepted from some writers. According to Klingner



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(2007:2), reading comprehension is “the process of constructing meaning by coordinating a number of complex processes including word reading, word and world knowledge, and fluency”. It refers to the ability in interpreting the words, understanding the meaning and the relationships between ideas conveyed in a text. Furthermore, he summarized reading comprehension instruction for the teacher as following a three-step procedure: mentioning, practicing, and assessing. That is, teachers mention the skills that the students want to use, then they give them opportunities to practice those skills through workbooks or work sheets, and finally assess whether or not they use the skill successfully.

Reading comprehension and reading proficiency are equally dependent on two critical skills: language comprehension which is the ability to construct meaning from the language the text is written in; and, decoding which is the ability to recognize and to process words in the text. Both language comprehension and decoding are necessary for reading comprehension (Hoover & Gough, 2011; Snow, Burns, & Griffiths, 1998). The students who readily understand spoken language and who are able to fluently and easily recognize printed words do not have problems with reading comprehension. However, the students must be proficient in both domains well. Difficulty with either language comprehension or decoding results in poor reading comprehension.



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From the definitions above, reading comprehension can be concluded as the ability to find the stated or unstated writer's idea in the text. The essence of reading comprehension is that understanding all information delivered by the writer. It also refers to the ability to connect between the words in a text, to understand the ideas and the relationships between ideas conveyed in a text.

Many experts offer different definitions of reading comprehension. Dorn (2005: 1) states that comprehension is a cognitive process we must move beyond teaching discrete skills to creating problem-solving conditions that will prompt learners to process information at deeper levels. Comprehension is also a constructive process, personalized by the ideas and thoughts of the individual reader. That is why, reading is closely related to comprehension, because they both have a certain process.

In addition, Klingner (2007: 2) states that reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and literacy. Comprehension is the active process of constructing meaning from the text; it involves accessing previous knowledge, understanding vocabulary and concepts, making inferences, and linking key ideas. So, reading comprehension is how the reader can guide the text that they read with their understanding as they think in their mind.



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Vaughn and Sylvia (2004; 98) state that reading comprehension includes the following:

1. Applying one's knowledge and experiences to the text,
2. Setting goals for reading, and ensuring that they are aligned with the text,
3. Using strategies and skills to construct meaning during and after reading,
4. Adapting strategies that match the reader's text and goals,
5. Recognizing the author's purpose,
6. Distinguishing between facts and opinions, and
7. Drawing logical conclusions.

Tankersley (2005: 108) also argues that comprehension is a process not a product. Readers filters understanding through the lens of their motivation, knowledge, cognitive abilities and experience. Moreover, when the readers do the process of connecting their own background knowledge to the reading material, it will be easier to them to comprehend and get involve to the reading materials.

All of the statements above inform us about reading comprehension is the ability to understand and get meaning from the written language. Reading comprehension means understanding what has been read. It is an active process which not only depends on comprehension skills, but also readers' background knowledge and experiences.

There are some components in the reading comprehension skill. The components have their own characteristics. King and Stanly (2004: 8)



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state that there are five components that may help students to read carefully:

1. Finding factual information/details. Factual information requires readers to scan specific detail. The factual information questions are generally prepared for students and those which appear with WH-questions word. There are many types or questions: reason, purpose, comparison etc. in which the answer can be found in the text.
2. Finding main idea. Reading is concerned with meaning to a greater extend that it is with form. An efficient reader understands not only the ideas but also their relative significance as expressed by author: in other words, some of ideas are super-ordinate while others are subordinate.
3. Finding the meaning of vocabulary in context. It means that the reader could develop his or her guessing ability to the word which if it is not familiar with him or her, by relating the close meaning of unfamiliar words to the text and the topic of the text that is read. The words have been nearly equivalent meaning when it has it or nearly the same meaning as another word.
4. Identifying references. Recognizing reference words and being able to identify the word to which they refer to will help the reader understand the reading passage. References words are usually short and very frequently pronoun, such as; it, she, he, they, this, those and so on.



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5. Making inference. The importance of reading is to understand what the writer has written. It is expected that the reader can infer the writer's meanings. In other words, a good reader is able to draw inference logically and make an accurate prediction. Inference is skill where the reader has to be able to read between lines, King and Stanly divide it into main attentions, draw logical inferences and make accurate prediction.

In addition, Tankersley (2003: 100) stated that additional ways to help build students' skills during the reading process include:

1. Retelling. An easy way to determine if students have good comprehension of the material that they are reading is to ask the student to retell what has been read.
2. Recording Story Elements. This activity can be done independently or in a small group depending on the student's level of familiarity with the given elements.
3. Looking for Specific Information. Give students several sticky notes and ask them to find clues in their reading to answer a specific question.
4. Putting Sentences in Order. Identifying sequence is an important skill for readers as well as for writers. Type up simple passages and then cut the sentences apart.
5. Identifying the Main Idea. Newspaper articles can help students develop the concepts of main idea and supporting details.



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6. Monitoring Comprehension. Students must be taught to monitor their own comprehension as they read.
7. Using Graphic Organizers. Graphic organizers are visual representations that increase retention and understanding of the material being read. Encourage students to complete the given web with the appropriate relationships as they read the material.
8. Keeping a Two-Column Log. The student updates this information at key points in the story or as comments arise.
9. Reciprocal Teaching. Reciprocal teaching techniques help in the development of good comprehension skills.
10. Modeling Comments. Read a short picture book to students and then model giving a comment about the book.
11. Visualizing. Learning to visualize while reading is an important skill for students to develop. Discuss with students the idea that reading should help us visualize and make a connection to pictures in the mind.
12. Making Inferences. Students need to develop the ability to make inferences while reading.
13. Discussing Confusing Material. Give students small “flag” markers and ask them to place a flag in any areas where comprehension was lost while reading.

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



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1. Identifying the topic. Good readers are able to pick up the topic very quickly.
2. Predicting and guessing. Readers sometimes guess in order to understand what is being written about. Sometimes they look forward, trying to predict what is coming, make assumptions or guess the content.
3. Reading for general understanding. Good readers are able to take in a stream of discourse and understand the gist of it without worrying too much about the details. A term commonly used is skimming.
4. Reading for specific information. The readers frequently go to written text because they want specific details. The readers almost ignore all the other information until they get the specific item they are looking for.

Brown (2000: 188) stated that there are some strategies in reading;

1. Identify the purpose in reading
2. Use grapheme rules and patterns to aid in bottom up decoding especially for beginning level learners
3. Skim the text for main ideas
4. Scan the text for specific information
5. Use semantics mapping or clustering
6. Analyze vocabulary
7. Distinguish between literal and implied meaning
8. Capitalize on discourse markers to process relationships



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Chesla (2001: 3) also defined that five specific strategies would help students become an active reader:

1. Skimming ahead and jumping back

Skimming ahead enables you to see what's coming up. Before you begin reading, scan the text to see what's ahead. Jumping back helps you remember the information you just read. You can see how each idea fits into the whole and how ideas and information are connected.

2. Highlighting or underlining key words and ideas.

By highlighting or underlining the key words and ideas, you'll make important information stand out. You'll also make it easier to find that information when you want to write a summary or to study for an exam.

3. Looking up unfamiliar vocabulary words.

Looking up unfamiliar words is another very important active reading strategy. You need to know what the words mean to understand what someone is saying. After all, a key word or phrase can change the meaning of a whole passage.

4. Recording your questions and comments.

As you read, you're bound to have questions and comments. You're also likely to have reactions to the reading.

5. Looking for clues throughout the text.



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The key to finding these clues is to look carefully. Be observant. As you read, keep your eyes open. Look not just at what the writer is saying, but also in how he or she says it. Notice the words he or she uses. Look at how the ideas are organized.

Based on explanation above, that process can be concluded that reading is an activity which needs more thinking process to develop the ideas gaining the information of the text and it can say that we know a great deal about what good readers do when they read and that process reading comprehension is important to learn so that the reader can get many things from it.

In terms of this research, reading comprehension refers to narrative text. In the narrative text, there are orientation, complication and resolution. Narrative text is one popular common form of writing. Laurence (2008) said that in narrative, stories are told and plots unfold. Narrative texts have character and plot with a sequence of events. In the curriculum, the students have ability to identify social function of narrative text, generic structure, and language feature of narrative text. Reid (1987), states that to understand the text/paragraph involves the process in identifying the paragraph elements such as; topic, main idea, details of paragraph and reference, paragraph development such as; coherence and cohesion between among the paragraph. In short, when the students have the abilities in identifying the elements of the passage, it means the students find the essential information in the text.

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From above explanation, it can be inferred that reading comprehension is the ability to comprehend the message of the English reading materials. It is an interactive and thinking process of transferring printed letters into meaning in order to communicate certain message between the writer and the reader. It involves the process of identifying the text elements such as; finding factual information/details, finding main idea, finding the meaning of vocabulary in context, identifying references and making inference. Then, those become indicators for reading comprehension of this research. So, to gain them, the students must understand the content of the text and conclude of the story. Therefore, the students can easily understand the text, especially in comprehending the narrative texts if they are taught by a good and effective strategy.

Teaching reading Comprehension is a process to transfer knowledge of reading about how to understand the text effectively and efficiently. According to Nunan (2003: 68), teaching reading has at least two aspects. First, it can refer to teaching learners who are learning to read for the first time. Second, the aspect of teaching reading refers to teaching learners who already have reading skill in their first language.

Tanskerley (2003; 144) states that the goal of teaching reading must be comprehension skills and strategies, to develop background knowledge, to expand vocabulary and oral language, and to build understanding. Therefore, without comprehension skill and strategies readers cannot build understanding about the text and cannot develop our knowledge.



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According to Harris and Graham (2007), there are five reading processes that should be considered by the teacher, they are:

1. Micro Processes

Micro processing refers to the reader's initial chunking of idea units within individual sentences. "Chunking" involves grouping words into phrases or cluster of words that carry meaning, and requires an understanding of syntax as well vocabulary. The reader must decide which chunks of text or which details are important to remember. When reading only one sentence, it is relatively easy to recall details, but remembering becomes more difficult after reading a long passage.

2. Integrative Process

As the reader progresses through individual sentences, he or she is processing more than the individual meaning units within sentences. This process of understanding and inferring the relationships among clauses is referred to as integrative processing. Subskills involved in integrative process include being able to identify and understanding pronoun references and being able to infer causation or sequence.

3. Macro Processes

Ideas are better understood and more easily remembered when the reader is able to organize them in a coherent way. The reader does this by summarizing the key ideas read. He or she may either automatically or deliberately (subconsciously or consciously) select the most important information to remember and delete relatively less important details.



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4. Elaborative Process

When we read, we tap into our prior knowledge and make inferences beyond points described explicitly in the text. We make inferences that may or may not correspond with those intended by the author.

5. Metacognitive Process

The metacognitive processes the reader uses are those involved in monitoring understanding, selecting what to remember, and regulating the strategies used when reading. The metacognitive strategies the reader uses include rehearsing (i.e., repeating information to enhance recall), reviewing, underlining important words or selections of a passage, note taking, and checking understanding.

In conclusion, all of the processes help the students in learning English, especially in reading, then will help the students to understand in part of the text that they are as suitable as teacher's explanation, and the last is the readers would be easier to understand what the real meaning, because they already know some processes of learning reading.

➤ Reading English Texts

An English text usually contains more than one structure that builds the organization of the text. It has a function to convey information to the readers because the writers of the text also uses genre as the way to present the information logically. Swales (1990: 58) states that genre involves a more functional and differentiated structuring of texts that serves important social and communicative purposes.



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Every genre of text contains the text organization pattern or called the generic structure. It explains the purposes of the writers in writing the text. It also shows how the writers organize every idea and make the idea into the unity of text. In teaching genre, the English teachers should give that basic materials about genre. The concept of genre also explains that an English text has the different purposes and different generic structure. In addition, the concept of genre also explains the different language features.

In teaching to read English texts, the teacher introduced the text types based on curriculum in junior high school 1 Benai. The text types for the second grade in the first semester were report, narrative and analytical exposition texts. In the second semester, the texts were narrative, spoof, and analytical exposition.

➤ The Narrative Text

There are various kinds of the text learned by the students. One of them is narrative text. Langan (2001; 195) states that narration is story telling whether we are relating a single story or several related ones. Through narration, we make a statement clear by relating the detail something that has happened to us. While Richards (2002; 384) points out that narrative is the written or the oral account of real or fiction story. Moreover, Barwick (1999; 4) also states that narrative relates a realistic, imagined or fictitious story. It can be concluded that narrative is a kind of written or oral account that happened at the past and it may be real or just a fiction. The purpose of the narrative text is to entertain or to amuse the readers about the story.



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Barwick (1999; 4) states that the purpose of narrative is to certain, amuse, and interest the reader but simultaneously teaches, explain or inform. Kalayo and Anshari (2007; 130) also state that the purpose of narrative is to entertain, create, stimulate emotions, motivate, guide and teach. It is true because the narrative text always contents various message for the reader that may entertain or give education to the reader himself.

Then, Barwick (1999; 4) states that narrative can be divided into two categories namely traditional fiction including folktales, fairy tales, parables, moral tales, fable, myths, and legends; and modern fiction including modern fantasy and contemporary realistic fictions. Those are all kinds of the narrative text. Narrative also has the structure of the story.

According to Gerot and Wignell (1994: 204), narrative text has a generic structure that consists of orientation, complication, and resolution. Orientation means introduction in which the characters, settings and time of the story are established. The function of the orientation is to set the scene, creating a visual picture of the setting, atmosphere and time of the story. The next stage is complication. In this stage, the conflicts are arise and the main character attempts to solve the problem. Next stage is resolution. This part usually may be resolved for better or worse. It can be happy or unhappy. The last stage is coda. It is a stage where the writer found a moral or message to be learned from the story.



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The narrative text also has language features. Language feature is some information as a support meaning. There are some language features of a narrative text are:

1. Past tense (killed, drunk, etc.)
2. Adverb of time (once upon a time, a long time ago, etc.)
3. Time conjunction. Time words that connect events to tell when they occur (when, then, suddenly, etc.)
4. Specific character. The character of the story is specific, not general (Cinderella, Snow White, etc.)
5. Action verbs. Verbs to show the actions that occur in the story (Killed, dug, walked, etc.)
6. Direct speech. It uses present tense and makes story lively. (Snow White said, "my name is snow white")

2.1.4 Factors Affecting Reading Comprehension

The low reading comprehension skills are caused by a variety of factors. Dallmann (1982) says the factors which are responsible to the depth of readers' comprehension as follows: difficulty of material, intelligence, environment, emphasis on word recognition, emphasis on oral reading, background of reading selection, adjustment of reading techniques, and rate of reading.

a. Difficulty of Material

The difficulty of the material is proposed as one of the major causes of lack comprehension. Especially multiple concepts in reading material, it



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contributes to the difficulty absorbing material. Teachers sometimes supply the students with advance materials beyond their capabilities. In the same manner, unsuitable methods that the teachers used may cause frustration to the students.

b. Intelligence

Readers' ability to comprehend is sometimes limited by the richness of their background knowledge and vocabulary that readers have the more success of reading comprehension they would be. Therefore, mental maturity should be taken into consideration in term of determining where reading instructions should start.

c. Environment

The unpleasant environments such as noisy surrounding, inadequate lighting, high or low temperatures, and distracting surroundings may interfere the students' comprehension.

d. Emphasis on Word Recognition

All assignment would be wasted only if the students know how to make word meaning properly. The deficiencies in comprehension are sometimes caused by the lack power of concentration on the recognition of individual words. Emphasizing on word recognition is enormously important in reading comprehension. Teachers should teach the students how to use dictionary and how to build word meaning.

e. Emphasis on Oral Reading

When students do oral reading, automatically they interpret the meaning



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of the text passage through their mouth. The more practice students on oral Selection.

Concept about reading material and experience are frequent problems of students' poor reading comprehension. Teacher should be careful in selecting type of reading passage. Disorganized text materials such as used advance textbook to younger learner, give them irrelevance contents, and supply them with unfamiliar glossaries should be ignored by the teachers. Therefore, teachers should be aware of selecting textbook, and distribute it efficiently to the students.

f. Adjustment of Reading Techniques to Purpose

The importance of adjusting reading techniques and choosing the right type of material are crucial factors in determining success in reading comprehension.

g. Rate of Reading

The wrong selection in adjusting the reading rate to the type of material, such as newspaper, text book, novel or magazine might cause failure in comprehending text material.

In addition, Harris and Smith (1980) identify five major determinant factors of reading comprehension as follow: "Background experience, language abilities, and thinking abilities, affection (interest, motivation, attitudes, beliefs, and feelings), and reading purposes.

First, vocabulary difficulties make a gap in understanding the material. Second, multiple concepts in reading material also contribute the difficulty



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in absorbing material. The third factors should be avoided is varying the speed when reading certain materials reduces misunderstanding information. Next, the wrong mental set such as unnecessary argument about subject material interfere the readers' idea. Far more common problem is poor physical health. Another factor is interference which can causes the low reading comprehension. The last factor is bad reading conditions.

Based on the explanation above, it can be concluded that there are several factors that may influence the success of reading comprehension process, they are: difficulty of material, intelligence, environment, emphasis on word recognition, emphasis on oral reading, background of reading selection, adjustment of reading techniques, and rate of reading. All those factors should be avoided in order to gain successfulness on reading comprehension.

2.1.5 Types of Reading Comprehension

One important activity to do when someone wants to comprehend certain texts is activating background knowledge. It is the same as what is previously stated that reading comprehension involves the process of integrating and relating the information of the text to the readers' background knowledge.

Bos and Vaugh (2009: 314) mention three types of reading comprehension based on how readers activate their background knowledge to construct the meaning. The first type belongs to what is textually explicit. In this type,



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readers are facilitated by some information that is clearly asserted in the text.

Therefore, readers do not need to break their background knowledge deeply.

The second type belongs to what textual implicit is. In this reading type, readers need to make use of their background knowledge to find out the information of the text, because the information that is obtained in the text is not enough to help them in comprehending the text.

The last type belongs to what is scripturally implicit. When readers read using this reading type, they have to open their background knowledge deeply to understand about the text. There is no information within the text both derived explicitly and implicitly. In this kind of situation, readers should have a large knowledge that can help them to comprehend the text.

In addition to the notion above, Brown (2001: 312) mentions two types of reading comprehension based on the reading performance. The first category includes silent and oral reading. Readers read aloud when they read in oral reading, whereas they are silent when they read in silent reading. The next category includes intensive and extensive reading. Readers read using intensive reading when they focus on the linguistic details of the text. Meanwhile, readers read using extensive reading when they are reading for pleasure.

Those types of reading comprehension are often practiced by students unconsciously. The teacher should prompt and guide students to practice the reading types. Therefore, the students have various ways of reading. In this



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case, the teacher should not teach students the theories of reading type. The teacher can only guide the reading activity using the reading type.

2.1.6 The Process of Reading Comprehension

Formerly stated, reading is a process of decoding text, and then receiving information. From this, it can be seen that reading activity involves more than one process. The reading process itself still involves other language processes like listening and reading (receptive process), speaking and writing (productive process), and thinking process (Johnson, 2008: 7). Those processes are the main processes which happened in reading. They occur when readers read the text, clarify the text, and declare the information of the text.

Grabe (2009: 14) has another thought that process of reading includes a rapid process, efficient process, comprehending process, interactive process, strategic process, flexible process, purposeful process, evaluative process, learning process and linguistic process. Those processes occur during reading activity.

The process of reading comprehension based on the order how the readers decode the language can be divided into three categories; bottom-up, top-down and interactive reading (Goodman in Brown, 2001: 298). In the bottom-up process, readers have to identify and decode the language feature of the text including the letter, the form of the words, and the discourse of the words. In this process, readers have to be able to decode the text first to comprehend the text. Then, in top-down process, readers have to use their



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background knowledge to understand about the text, i.e. readers look at the title of the text and relate it to their knowledge to guess what the text is about. Lastly, in interactive reading, readers try to combine the bottom-up and top-down processing. Readers not only identify and decode the language feature of the text but also use their background knowledge and experience to comprehend the text.

2.1.7 Micro and Macro Skills in Reading Comprehension

Brown (2004: 187-188) notes that reading comprehension consists of two big elements, micro and macro skills. The micro skills are presented below.

- a) discriminating among the distinctive graphemes and orthographic patterns of English.
- b) retaining chunks of language of different lengths in short-term memory.
- c) processes writing at an efficient rate of speed to suit the purpose.
- d) recognizing a core of words, and interpret word order patterns and their significance.
- e) recognizing grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, pluralization) patterns, rules, and elliptical forms.
- f) recognizing that a particular meaning may be expressed in different grammatical forms.
- g) recognizing cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

Meanwhile the macro skills include these skills.



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- a) recognizing the rhetorical forms of written discourse and their significance for interpretation.
- b) recognizing the communicative functions of written texts, according to form and purpose.
- c) inferring context that is not explicit by using background knowledge.
- d) distinguishing between literal and implied meanings.
- e) detecting culturally specific references and interpret them in a context of the appropriate cultural schemata.
- f) developing and using a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.

2.1.8 Teaching Reading Comprehension

Teaching reading comprehension is essential because reading is the most important activity in any language class. Besides it becomes a medium to get information, it is also a means for expanding students' background knowledge about language (Rivers, 1981). The stages of teaching reading according to Brown (2001) and Vaughn & Bos (2009) can be summarized as follows:

1) Before reading

In this stage, the teacher should introduce the topic of the text that the students will read in order to activate students' background knowledge. The teacher should also introduce strategies in reading such as skimming, scanning, predicting, activating scemata, and the other strategies that can make students



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comprehend the text. The use of prompts such as visuals, realia, photos, etc is recommended (Gower et al., 1995).

2) Whilst readings

In this stage, the teacher monitors students' comprehension by encouraging them to self-questions.

3) After reading

In this stage, the teacher may provide follow-up activities such as discussing the content of the text, retelling the text, answering the comprehension questions, learning vocabulary found in the text, etc.

2.1.9 Strategies in Teaching Reading

In teaching reading comprehension, the teacher needs some strategies to make the students comprehend the reading texts. According Brown (2000: 306-311), the followings are ten strategies which can be applied in the teaching reading comprehension in the classroom.

- a. Identifying the purpose in reading
- b. Using graphemic rules and patterns to aid in bottom up decoding (especially for the beginning level learners)
- c. Using efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced levels)
- d. Skimming the text for the main ideas
- e. Scanning the text for specific information
- f. Using semantic mapping or clustering
- g. Guessing when you are not certain



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Some reading strategies above can help students to read comprehensively. The students can choose some techniques which are appropriate with their reading purpose. Each technique has its own purpose in reading. Furthermore, not all of the techniques will be suitable for all students' ability. However, students can master all of those strategies if they often practice them.

2.1.10 Principle in Teaching Reading Comprehension

In order to have a good impact on the students' comprehension, teachers should teach reading by principles. Anderson (2003) proposes eight principles of teaching reading as follows.

1) Exploit the readers' background knowledge

It has been stated that background knowledge helps students to comprehend the text (Brown & Yule, McCarthy & Carter, Cook, Nunan in McDonough & Shaw, 2003, Sparr et al., 2005; Day & Bamford, 1998), it is important to activate the students' background knowledge in pre-reading activity. The activities can be asking goals, asking questions, making prediction, teaching text structures, etc. (Anderson, 2003).

2) Build a strong vocabulary base

It is valuable to teach students how to guess a meaning of difficult word from the context.

3) Teach for comprehension

It is more important to model how to comprehend the text rather than testing reading comprehension.



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4) Work on increasing reading rate

The teacher should develop fluent readers, not speed readers. One of the ways is by reducing students' dependence of dictionary because they look for every word in a text so it will take a long time to read.

5) Teach reading strategies

Strategic reading is “not only knowing what strategy to use, but also how to use and integrate a range of strategies (Anderson, 1991).

6) Encourage readers to transform strategies into skills

Strategies are conscious actions or plans equipped by learners to achieve a particular goal or to solve problems they have in reading (Anderson, 2001; Moreillon, 2007; Oxford, 1990) while skills are “strategies that has become automatic” (Anderson, 2011). The teacher should make the strategies automatic to be employed by the students with a lot of practices.

7) Build assessment and evaluation into your teaching

Assessment and evaluation could be done quantitatively or qualitatively. In quantitative assessment, the teacher can assess the students' reading competency and reading rate with tests. Meanwhile, qualitative assessment can be done using reading journal responses, reading interest surveys and responses to reading strategy checklist.

8) Strive for continuous improvement as a reading teacher

Anders, Hoffman, and Duffy in Anderson (2003) argue that the good teachers need to understand the nature of reading process.



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2.1.11 Assessing Reading Comprehension

To see whether the students do make progress in reading comprehension or not, an assessment should be done. The assessment is different from testing. Testing is prepared administrative procedure whereas assessment is not. Brown (2004: 4) states, assessment is the process of measure that is done by the teacher whenever students practice language skills. The teacher can assess the students during the learning process and after the learning process. Moreover, Caldwell (2008: 15) says “Assessment and instruction can happen at the same time.” It can be said that the assessment is a part of the teaching process. Assessment can be done by the teacher during the lesson; when students respond to a question, give comment, and ask questions.

According to Brown (2004: 5), assessment is divided into two types. The first type is informal assessment. It is done by the teacher without designing the assessment first. The form of this assessment is incidental, unplanned comment or responses or impromptu feedback to the students like “Good job”, “Great”, and “Well-done”. Moreover, this kind of assessment can be done by commenting on students’ paper, and correcting students’ pronunciation. The second type is formal assessment. It is in the opposite of informal assessment. Using this kind of assessment, the teacher prepares first some exercises to assess students’ competence, for example quizzes, assignments, and examinations. Nevertheless, formal assessment is not testing, because it is designed by the teacher himself not by the administrative of government.



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Those are kinds of assessments that are usually done by the teacher. In teaching reading comprehension, the teacher needs to assess his/her students' competence in reading comprehension. The teacher can use some reading assessments that are proposed by Alderson (2000: 206-232), as follows:

1) Integrative test

Integrative test is testing students reading comprehension on more than one aspect. It aims to assess more than how well students read, but also how students understand the text and respond to the message of the text.

2) The cloze test and gap-filling test

The cloze test is test that is constructed by deleting from selected texts every number of words (usually being a number somewhere between 5 and 12). Test taker has to restore some words that have been deleted. Whereas gap-filling test is test which is constructed by deleting some words in rational basis so there is no pseudo-random deletion.

3) Multiple-choice techniques

A multiple-choice technique is testing technique that provides choices for students in answering the questions. Using multiple-choice techniques, testers can control the range of possible answers as distracters and the students' thought process when they are responding the text.

4) Matching techniques

Matching technique is testing technique which allows students to match against each other. For example match the title to its paragraph.



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5) Dichotomous techniques

Dichotomous technique is a testing technique which presents a statement which is related to the target text, and provides two choices only for students to answer. For example, exercise true or false and agree or disagree.

6) Short-answer techniques

Short-answer technique is a testing technique which allows students to answer a question in a few words or a brief response.

7) The summary test

The summary test is a testing technique which asks students to summarize the main idea of the text that they have been read.

The teacher can choose more than one of reading assessments to check students' competence. The teacher also can use for example two reading assessments to assess students' competence of one reading text. Those reading assessments can be used to measure the students' competence in the form of score.

2.1.12 Teaching Reading in Junior High School

One mission of teaching is to tender the complex and difficult materials to be understandable and manageable (Sadoski, 2004: 2). Teaching reading aims to help the learners or students to derive meaning from the word combinations in the text and to do this in a consecutive fashion at a reasonable speed without vocalizing what is being read. He states that the teaching of reading is not always dominated by the teacher and the students, but can also be dependent on the programs or materials (Sadoski, 2004: 10).



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In Indonesia, English teaching and learning especially the teaching of reading is based on the 2013 curriculum. The curriculum implements 5 steps of the 2013 curriculum. The 2013 Curriculum is a curriculum which is developed based on three competency aspects of attitude (why to know), skill (how to know) and knowledge (what to know).

The objective of teaching English in junior high schools aims to make the students are able to communicate in English both spoken and written forms. Teaching junior high school students is not a simple and easy work. The students of junior high schools are including to the young adults or teenagers (Brown, 2001: 92). Izzaty (2008: 123) identifies the students of junior high schools as the adolescence. Adolescence comes from the Latin word “asolecere” which means grows. In this age, the learners’ interests of readings are on the hill. Piaget in Izzaty, et al. (2008: 35) states that the adolescence learner is in the stage called formal operational where they begin to develop their ability in being a natural conceptual learner and hypothetical thinker. They begin to have a critical and logic thinking. They begin to employ symbols in learning. Because of these special characteristics, we should pay much attention in choosing the appropriate program and techniques. Marsh in Izzaty, et al. (2008) suggests the teacher to employ appropriate strategies in handling learners at this stage as mentioned below.

- 1) Using the concrete and contextual materials.
- 2) Employing some visual media and techniques.
- 3) Providing understandable models.



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4) Providing the brief and well organized instructions.

5) Providing the real tasks and activities in learning.

Referring to the School-Based Curriculum, the area of reading in junior high schools includes the ability of understanding written texts to reach the functional level of literacy and the ability to understand many kinds of short functional written texts and the short essays.

2.2 Reading Habit

2.2.1 Definition of Reading Habit

Nilsen (2012) defines habit is behavior that has been repeated until it has become more less automatic, enacted without purposeful thinking, largely without any sense of awareness. According to Gardner (2012), habit is an abstract theory, in habit theory there is no single correct definition. In habit, people repeated action without concerning why this self-concept must happen.

Behaviorist view habits as routines of behavior that are repeated regularly and tend to occur subconsciously. As a subconscious self-concept, reading habits can help students to gain academic achievement to a great extent. In term of acquiring these habits of reading; they have to put these habits into practice. Based on definitions above, it can be said that as repeated actions, habit involves a process of unconscious pattern. It reflects person's personality, good or bad, and they went constantly and regularly. Reading habit would help the learner obtaining and gaining a meaningful knowledge and good academic performance in school.



2.2.2 The Purpose of Reading Habits

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

1. Hobby

A hobby is an activity that creates joy and satisfaction in doing it. The purpose of reading habit as a hobby makes a reader knowledgeable in so many areas, such as in educational, politic, religious, and economic. This purpose of reading habit not only makes one satisfied but also positive one. Unlike other hobbies, reading is one of the most recommended one to shape readers personality skill. By reading book particularly can develop the knowledge of vocabulary which helps in conversations. Reading as a hobby is wonderful; it helps the readers to improve their ability to absorb and to comprehend written material and help them to pursue a better job.

2. Recreational

A good reading habit for recreational makes the reader acquire more knowledge in the classroom. Reading for relaxation is aimed to cool the reader's brain and to avoid mental fatigue; the example activities on reading for relaxation are reading newspaper, and magazine.

3. Concentration

One of the reading habit purposes is concentration. Concentration means the readers acknowledge their reading process to understand the meaning of a passage. Reading for concentration is recommended for use in school by



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stakeholders; this reading habit purpose shows positive result in student's achievement in school.

4. Deviatonal

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

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

2.2.3 Aspect of Reading Habit

In gaining an effective reading habit, Cesar (2011) summarized three aspects of reading habit, they are: reading frequency, books read, time spent on academic reading, time spent on non-academic reading, motivation in the family environments, motivation in the academic environments.

1. Reading Frequency

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

2. Books Read

The number of many books that the students have read in the last three months was included in the questionnaires.



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3. Time Spent on Academic Reading

It is considered the time that the students devote their time to read academic book especially for their specialist subject.

4. Time Spent on Non-Academic Reading

It is discussed amount of time that the students used to read non-academic book, magazine, such as novel, fiction, romance, horror, etc.

5. Motivation in the Family Environment

It focuses on the recommended book that purchased by the family based on the interest of the family.

6. Motivation in the Academic Environment

It focuses on the frequency of students reading literature in their school environment based on the teacher report.

In conclusion, there are three aspects in gaining effective reading habit for the students reading frequency, books read, time spent on academic reading, time spent on non-academic reading, motivation in the family environments, motivation in the academic environments. This aspect was concluded in the questionnaire.

2.2.4 Advantages of Reading Habits

In habitual reading; there are so many advantages that the s can absorb. Reading habit is the powerful and long lasting too in the development of student's academic success. The implications of applying reading as habitual activity are students can expand the knowledge and increase focus and concentration. Reading as a habitual activity also helps the student to



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increase their understanding, helps them become more intelligent, and boosts their vocabulary meaning. Thanuskodi (2011) proposes several benefits of reading. He said, “The impact of reading in people’s live is extraordinarily widespread. A reader can learn a new word, can be introduced to new facts, he can become knowledge able about the whole world and he can stimulate to both teaching and emotion”.

A more complete explanation stated by Steel jack (2008), he mentions several advantages of reading habit. They are: (1) habit of reading help the mind performs effectively; (2) habit of regular reading helps us develop a good vocabulary, (3) habit of reading boots intellectual curiosity, (4) habit of reading means psychological activity (5) habitual reading helps readers to have positive set of mind.

1. Habit of reading help the mind performs effectively

To read frequently, the people would have abilities to communicate and think well. Acquiring reading habit would automatically active neurons and make it always in a good shape. People who exhibit habit as daily activity would help them to perform effectively in front of public.

2. Habit of regular reading helps us develop a good vocabulary

Habit in reading develops their alertness in identifying error in a sentence. frequency readers have a range of words bank. They would have specific information about the meaning of the word and they are able to predict the meaning based on context. Frequent readers would be better in understanding the message that the writer trying to convey.



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3. Habitual reading boosts intellectual curiosity

Regular habit of reading exposes a reader to read a variety of a book.

Habitual reading also helps the readers to understand the complexity of different books. A reader become knowledgeable about various literacy skills and leads the reader to think independently and critically.

4. Habitual reading means a psychological activity

Regular habit as a psychological activity means a reader link with their mind to feel the writers' imagination. The reader uses their mind to figure out the scheme of story, to feel the writers and to experience difference of personal players.

5. Habitual reading helps readers to have a positive set of mind

Efficient frequent readers should be active, positive mind set and critical. The readers should give feedback quickly to the material as a respond to what they have read. They should also get the summary and make a critical judgment from the material.

In conclusion, there are few important benefits for reading habit. By implementing habitual reading, readers are able to train their mind in the context of helping brain to work effectively. Habitual reading enriches readers' vocabulary in various literacy skills. The readers are also able to read critically, effectively, and positively. Moreover, reading habit makes the readers open up their mind and helps them become more intelligent.



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2.3. Reading Strategies

2.3.1 Definition Reading Strategies

Different researcher shows different opinions on the definitions of reading strategies. According to Li (2010, p. 185), reading strategies are deliberate, conscious techniques that readers employ to enhance their comprehension or retention of the textual information. Brantmeier (2002, p. 11) indicates that reading strategies are the comprehension processes that readers use in order to make sense of what they read. Moreover, reading strategies indicate how readers conceive of a task, how they make sense of what they read, and what they do when they do not understand (Amirian, 2013, p. 20).

Even though, the definitions of reading strategies have been defined in different ways, it can be concluded that reading strategies are an actions that readers applied in order to comprehend the text. Reading strategies are one of the important factors that help readers improve reading comprehension and overcome reading difficulties.

The role of strategy use in reading comprehension has been a topic of discussion in second/foreign reading literature. Reading strategies are very essential to assist learners to overcome reading difficulties such as inferring the underlying messages in the texts, dealing with unknown terms and unfamiliar cultural load (Lien, 2011, p. 200; Kuru- Gonen, 2015, p. 2924). It implies that being a strategic reader help reader comprehend the text and handle the reading problems. To assist learner to be a more strategic



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reader, EFL instructors are responsible for reading strategy instruction. It can be said that, in order to help learners read effectively, EFL instructors need to know which reading strategies learners have and they may lack (Bookongsaen, 2014, p. 24). Moreover, they should precisely determine when and how to use these strategies (Bolukbas, 2013, p. 2153).

In addition, many studies have shown that readers must intentionally invoke strategies to enhance their comprehension. Zare and Othaman (2013) conducted a study to explore the correlation between reading strategy use and comprehension success. The result revealed that strong positive correlation reading strategy use and reading comprehension. Many researchers who conducted studies in different contexts possess the similar result (Molla, 2015; Li, 2010; Zare and Mubarokeh, 2011).

The strong relationship between learners' reading strategies use and reading comprehension show the important role of strategies usage on language learning especially reading skill. The result indicates learners who employ reading strategies more frequently they will have better comprehension. It implies that the use of reading strategies is one of the factors which can improve reading comprehension. It can be concluded it is very essential to train learners to use appropriate strategies and use them more often. Moreover, it is also discovered that learners attempt to use more different strategies to handle the difficulties and challenges when reading (Chen and Intaraprasert, 2014, p. 1010). The employing more different types of reading strategies assists learners cope reading problems. For instance,



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when texts become difficult, they use more reading strategies to overcome the difficulties.

Furthermore, some examples of reading strategies that can be used while reading are reading the first sentence in each paragraph, using dictionaries when unknown words cannot be deduced from the context, taking notes while reading, highlighting the important part, looking for other clues (bold faced or italics words), and guessing the meaning of unknown words from the context (Bolukbas, 2013, p. 2149).

In this regard, Mokhtari and Reichard (2002, p. 249) have stated the difference exist between good readers and non-good readers in the term of their reported reading strategies, use of reading strategies, and their strategies awareness. It is found that good readers are aware of what they are reading and why they are reading it; In addition, they use some plans and strategies to monitor their own understanding and overcome the problems they face while reading.

Skilled readers know how to use effective strategies to facilitate the functioning of various cognitive processes and construct meaningful understanding of the text, these strategies include understanding vocabulary in the present context, skimming, scanning, predicting, summarizing, and evaluating, self-questioning, making connections, visualizing and monitoring etc (Nezami, 2012, p. 307). Poor readers simply read the text word by word without using any strategies (Chan and Lau 2003, p. 177). Meanwhile, Chan and Lau (2003) investigated the differences between poor



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readers and good readers on reading strategies use. The finding showed that poor readers were less capable than were good readers in identifying main ideas, decoding unfamiliar words, recognizing text structures, summarizing main ideas, detecting errors and inferring implicit meanings in Chinese texts.

More interestingly, it is assumed that male and female employ different reading strategies. Some researchers examined the use of reading strategies in relation to gender have confirmed this assumption that difference exists between male and female (Tzu-Ching Chen and Chia-Li Cheft67n, 2015). The finding of the study showed that female EFL learners are more active strategy user than male counterparts. Regarding learners with different proficiency level, it is revealed that those students who rated themselves as having high reading proficiency used significantly more strategies than those who gave themselves a lower self-rating (Sheorey and Mokhtari, 2001; Zhang, 2001; Hsu, 2006; Li, 2010).

2.3.2 Strategies of Reading

There are so many strategies in reading techniques. Grellet (1999) proposes the way of reading; he defines the strategies of reading into several points, and they are skimming, scanning, intensive and extensive.

a. Skimming

Brown (2001) stated that “skimming consist of quickly running one’s eyes across a whole text (such as an easy, article, or chapter) for its gist”. Skimming gives readers the advantages of being able to know



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main point of view, they do not need to read everything but only reads a few important words.

b. Scanning

Brown (2001) defined that: scanning is quickly searching for some particular piece of information in a text. Scanning exercise may ask students to look for names or data, to find definition of a key concept, or to list a certain number of Support details. The purpose of scanning is to extract specific information without reading through the whole text”.

Many students try to read every word when they read, so they read very slowly. So the students do not need every word.

c. Intensive

Intensive seems to be stigmatized by some researchers as a boring style of reading, because the readers need to find the details of the information required. Intensive reading usually the reader reads at the slower speed; the aim of scanning is to read shorter texts and to extract specific information.

d. Extensive

Extensive reading is to read a longer passage, the aim of extensive reading usually for one’s enjoyment. This extensive reading also called as a fluency activity and it include an overall meaning from the passage.

Extensive reading means to read abundantly and fluently. The purpose of this strategy is for pleasure, and the primary goal in extensive reading is reading books after books e.g. reading novel, short stories, and articles.



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According to those reading strategies the writer sums up the four points of reading strategies as follows: skimming, scanning, intensive, and extensive.

2.3.3 The Classification of Reading Strategies

The type of reading strategies that will be used in this study is included in Survey of Reading Strategies (SORS) proposed by Mohktary and sheorey (2002). They classify reading strategies included in SORS into three types: global reading strategies (GLOB), problem-solving strategies (PROB), support reading strategies (SUP). SORS is adopted in the present study because it is intended to probe readers' perceived use of reading strategies and the frequency of the use of reading strategies while reading English in academic context.

2.3.4 Global Reading Strategies (GLOB)

Global strategies involved planning how to read and managing comprehension. Glob are those intentional, carefully planned technique by which learners monitor and manage their reading, such as having purpose in mind, previewing the text as to its length and organization, or using typographical aids and tables and figures. GLOB contains 13 items and represents a set of reading strategies oriented toward a global analysis of text. These strategies can be thought of a generalized, intentional reading strategies aimed at setting the stage for the reading act.



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1. I have a purpose in mind when I read.
2. I think about what I know to help me understand what I read.
3. I take an overall view of the text to see what it is about before reading it.
4. I think about whether the content of the text fits my reading purpose.
5. I review the text first by noting its characteristics like length and organization.
6. When reading, I decide what to read closely and what to ignore
7. I use tables, figures, and pictures in text to increase my understanding.
8. I use context clues to help me better understand what I am reading.
9. I use typographical features like bold face and italics to identify key information.
10. I critically analyze and evaluate the information presented in the text.
11. I check my understanding when I come across new information.
12. I try to guess what the content of the text is about when I read.
13. I check to see if my guesses about the text are right or wrong.

2.3.5 Problem-Solving reading Strategies (PROB)

Problem solving strategies involved using strategies when reading difficult parts of a text. PROB are the actions and procedures readers use while working directly with the text. These are localized, focused techniques used when problems develop in understanding textual information, such as adjusting reading speed according to what is being read contain 8 items that



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appear to be oriented around strategies for solving problems when the test becomes difficult to read. These strategies provide readers with action plans that allow them to navigate through the text skill fully.

1. I read slowly and carefully to make sure I understand what I am reading.
2. I try to get back on track when I loose concentration.
3. I adjust my reading speed according to what I am reading.
4. When a text becomes difficult, I pay closer attention to what I am reading.
5. I stop from time to time and think about what I am reading.
6. I try to picture or visualize information to help remember what I read.
7. When a text becomes difficult, I re-read it to increase my understanding.
8. When I read, I guess the meaning of unknown words or phrases.

2.3.6 Support Reading Strategies (SUP)

Support strategies involved using devices and techniques to understand a text. SUP contains 9 items and primary involves use of outside reference materials (such as the use of dictionary), taking notes, underline or circling information and other practical strategies. These strategies provide the support mechanism aimed at sustaining responses to reading.

1. I take notes while reading to help me understand what I read.
2. I take an overall view of the text to see what it is about before reading it.
3. I underline or circle information in the text to help me remember it.
4. I use reference materials (e.g. a dictionary) to help me understand what I read.



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5. I paraphrase (restate ideas in my own words) to better understand what I read.
6. I go back and forth in the text to find relationships among ideas in it.
7. I ask myself questions I like to have answered in the text.
8. When reading, I translate from English into my native language.
9. When reading, I think about information in both English and my mother tongue.

In this study, frequency of reading strategy use refers to the extent to which different reading strategies are employed by the students. Shorey and Mohktari (2002) analyzed the frequency of strategies used by the subjects was based on the scale delineated by Oxford (1990) which is shown in the table below:

Table 1
Frequency of strategy use

Mean score	Frequency scale	Evaluation
4.5-5.0	High	Always or almost always used
3.5-4.4		Usually used
2.5 – 3.4	Medium	Sometimes used
1.5 – 2.4	Low	Generally not used
1.0 – 1.4		Never or almost never used

According to Oxford (1990), the average value (mean score) reveals the frequency of strategy use. Scores between 1.0 and 1.4 indicate never or almost never used'. Scores between 1.5 and 2.4 indicate generally not use'.



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Scores between 2.5 and 3.4 indicate sometimes used'. Scores between 3.5 and 4.4 are usually used and scores between 4.5 and 5.0 are always or almost always used.

2.3 Related Studies

A study entitled *The Correlation between Students' Reading Habit and Students' Reading Comprehension Ability in the First Grade of SMP PGRI 1 Gunung Pelindung East Lampung* was carried out by Wulandari. It was conducted to investigate whether or not there was a significant positive correlation between students' reading habit and their reading comprehension ability. The instruments used in this research were a questionnaire which assessed the students' reading habit and a reading test measuring the students' reading comprehension. Based upon the analysis conducted, it reached a conclusion that there was a positive significant correlation between students' reading habit and their reading comprehension ability with t observed obtained was 0.642.

In addition, a study under the title *Poor Reading Habit and the Academic Performance of Junior Secondary School Students in Enugu South Local Government Area of Enugu State* was conducted by Anyaegbu et al. It was conducted to find out the effect of poor reading habit on the academic performance of junior secondary students in Enugu South Local Government of Nigeria. A case study was employed as a design of this study. The population encompassed all junior secondary school students and teachers taken from Maryland Boys' Secondary School and Community



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Secondary School located in Enugu South Local Government Area of Enugu State. 90 students and 10 teachers were selected by using simple random sampling technique. The instrument used was a questionnaire. Its finding revealed that factors affecting reading habits stemmed from the school, teachers, family background, the students themselves.

Next, *Reading Habits Among Students and Its Effects on Academic Performance: A Study of Students of Koforidua Polytechnic* was carried out by Owusu-Acheaw and Larson. Its objective was to investigate the students' reading habit and its effects on the academic performance. Data was collected through a questionnaire. The findings revealed that most of the respondents admitted that reading was important (81.9%) and some respondents (62.0%) revealed that they did reading only for the purpose of passing examination. Also, another finding pointed out that reading habit influenced the academic performance and it was found that there was a relationship between reading habit and academic performance.

Moreover, Akarsu and Danymez conducted a research entitled *The Reading Habits of University Students Studying English Language and Literature in the Digital Age*. Its objective was to find out the reading habits and attitudes of university students studying English Language and Literature at Ataturk University; it also investigated the effects of the use of the internet and other alternative multimedia resources towards reading habits. The instrument used was questionnaire disseminated to 76 university



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students. They were selected as the subject of this study randomly. It arrived at a conclusion that media and technology influenced the respondents' reading habits. Most of the respondents revealed that they frequently did reading activities via the internet such as reading online news, checking emails, viewing the weather reports, and reading comic strips. Furthermore, a study, entitled *A Survey of the Reading Habits of Turkish High School Students and an Examination of the Efforts to Encourage Them to Read*, was conducted by Kutay. Its objective was to find out the Turkish highschool students' reading habits, to investigate the influence of family, teacher, and peer group towards their reading habit, and to reveal the relationship between reading habit and gender, school type, and region, as well as to investigate the way to encourage the students to do reading activity. The population encompassed 8 provinces and 8 districts of Turkey in 2012. Questionnaires were disseminated to 2425 students from 86 high schools of 5 different types and interviews were conducted with 31 students, 15 teachers, and 4 local education managers. The findings revealed that 82% did reading at least once or twice a week outside school for at least 30 minutes and 40.6% did reading everyday or almost every day for enjoyment. The gender also showed differences; females were found to be more frequent and enthusiastic readers compared with males. Another finding was libraries which constituted important places to encourage children and young people to love reading as well as these became free access for reading materials and sources.



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In addition, another relevant study, entitled *The Correlation between Students' Reading Habit and Their Ability of Writing Narrative Text*, was conducted by Maula. Its objective was to investigate whether or not there was a significant correlation between students' reading habit and their ability of writing narrative text. The population encompassed 309 students at the eleventh grade of SMAN 1 Kajen in the academic year of 2014/2015. A random sampling was employed in this study in which there were only 34 students randomly selected from the population. A questionnaire and guided writing test were used in this study. The findings revealed that there was a significant correlation between reading habit and writing ability of narrative text at 95% level of confidence with r obtained 0.629.

Rustania Farmawati (2018) *The Contribution of Students' Reading Habit, Students' Reading Strategy, and Students' Motivation Toward Reading Achievement* Reading is an important skill to support other skills in language learning. This study aims to determine the contribution of student reading habits, student reading strategy, and students' reading motivation on student reading achievement. The type of research is quantitative associative. The subjects in this study are 34 students of the eleventh grade students in the automotive program. Data collection techniques in this study used questionnaires and tests. The questionnaires in this study related to students' reading habits, students' reading strategy, and students' reading motivation. While the tests related to student reading achievement. The data obtained were analyzed using descriptive statistics, classic assumption tests,



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multiple regression tests and hypothesis testing. The results of this study indicate that, student reading habits (X1) have significant results of 0.007. Student reading strategies (X2) have significant results of 0.009. Student reading motivation (X3) has a significance result of 0.032. Therefore, the researcher concluded that there was a positive and significant contribution of student reading habits, student reading strategy, and students' reading motivation on student reading achievement.

Tobing (2013), studied about the relationship between reading Strategies and self-efficacy with the reading comprehension of High School Students in Indonesia. The purpose of this study was to investigate the relationship of reading strategies and self-efficacy with the reading comprehension of high school students in Indonesia. The categories of reading strategies were: global reading strategies, problem-solving reading strategies and support reading strategies. 138 high school students from a state high school participated in this study. The result showed that the categories of reading strategies were not significantly related to reading comprehension. The use of reading strategies had a non-significant relationship with reading comprehension.

Zare and Mobarakeh (2011) studied about the relationship between self-efficacy and use of reading strategies: the case of Iranian senior high school students. The categories of reading strategies in this study were metacognitive strategies, cognitive strategies and social/affective strategies. The purpose of this study was to find out the relationship and the level of



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Iranian senior High school students' reading self-efficacy beliefs and their use of reading strategies. 45 students from Ferdousi High school in Shoushtar participated in this study. Two questionnaires have been used in this study as instruments. Reading self-efficacy questionnaire and reading strategies questionnaire was used for collecting data. The result of this study was the student strategies used were at a medium level and it was revealed that reading self-efficacy was significant positively correlated with overall reading strategy use.

Based upon the relevant studies above, there are some similarities and differences among the relevant studies above with the present studies. First, a Wulandari's study is similar in terms of the method used, namely correlational study and one variable employed which is reading habit, but the other variables used were reading comprehension which is different from the present study, i.e., narrative writing skill. Next, the studies conducted by Anyaegbu et al and Owusu-Acheaw and Larson are similar to the present study in terms of one of the variable used, that is, reading habit, but they are different from the present study in terms of the method used, that is, Anyaegbu et al and Owusu-Acheaw and Larson used a case study while the present study used correlational study and Anyaegbu et al, and Owusu-Acheaw and Larson's other variable more focuses on the academic performance. Moreover, a study conducted by Akarsu and Kutay also discussed reading habit which is similar to the present study but the method they used is different from the present study; they used a survey method



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whereas the present study employed a correlational method. The last one is a study conducted by Maula whose variables are similar to the present study, reading habit and narrative writing skill, although it may be considered as a replica, a possible different result would likely occur since the subjects are different.

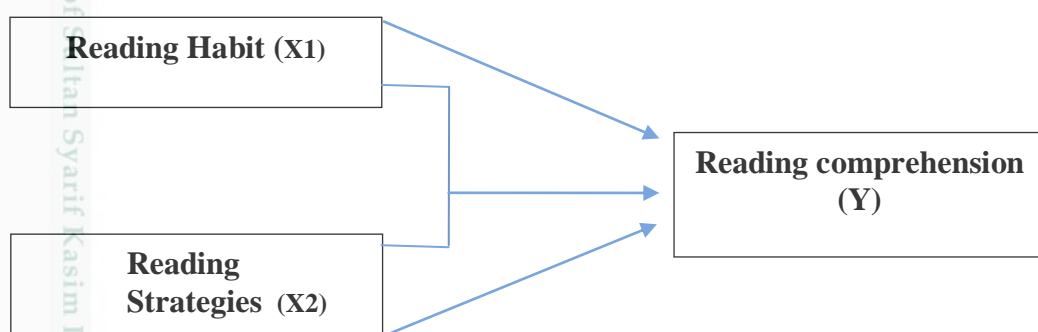
After looking some studies about reading, the writer concerns her research on the correlation between students' reading habit and their ability of writing narrative text to make sure whether there is significant correlation between students' reading habit and ability of writing narrative or not.

2.5 Operational Concept and Indicators

The operational concept is a main element to avoid misunderstanding and misinterpretation from the research in carrying out this research. It is necessary to clarify briefly the variables involved in analyzing the data. There are three variables in this research.

- a. Reading habits as the independent variable (X_1)
- b. Reading strategies as the independent variable (X_2)
- c. Reading comprehension as the dependent variable (Y)

The diagram of operational concept





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2.5.1 The students' reading habits on reading comprehension.

(According to Julio Cesar (2011))

1. Reading amount of books, the number of many books that the students have read.
2. Reading frequency, used to measure students reading frequency in their spare time.
3. Time Spent on Academic reading, It is considered the time that the students devote their time to read academic book especially for their specialist subject.
4. Time Spent on Non-Academic Reading, It is discussed amount of time that the students used to read non academic book, magazine, such as novel, fiction, romance, horror, etc.
5. Motivation in the Family Environment, It focuses on the recommended book that purchased by the family based on the interest of the family.
6. Motivation in the Academic Environment, It is focuses on the frequency of students' reading literature in their school environment based on the teacher report.

2.5.2 The students' reading strategies on reading comprehension

(According to Mohktary and sheorey (2002))

1. Global reading strategies (GLOB), Global reading strategy involved planning how to read and managing comprehension.
2. Problem-solving strategies (PROB), Problem solving reading strategy involved using strategy when reading difficult part of the text.



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3. Support reading strategies (SUP), Support reading strategy involved using device and technique to understand a text.

2.5.3 Students reading comprehension

(According to King and Stanly (2004: 8)).

1. Determining main idea

The main idea is the most important piece of information the author wants you to know about the concept of that paragraph. Determining idea is a skill to grasp and find the main point of the passage by summarizing the passage and look for repetition of ideas/words.

2. Finding inference

Inference is a good guess or conclusion drawn based on logic of passage. Finding inference means the reader imply the sentence/passage understanding and conclude it logically.

3. Finding reference

Reference is the intentional use of one thing to indicate something else in which one provides the information necessary to interpret the other. Finding reference means interpreting and determining one linguistic expression to other.

4. Finding the detail information or part of text

It is only scanning or looking for the relevant part(s) and ignore the irrelevant. It is very useful when you know exactly what you are looking for in a text since you have a very specific goal in mind.



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5. Understanding vocabulary

Understanding vocabulary means comprehend what the words mean. When vocabulary mastery improves, comprehension would be deeper. Since comprehension is the ultimate goal of reading, the reader cannot overestimate the importance of vocabulary development.

2.6 Assumption & Hypotheses

2.6.1 Assumption

In this research, there are various factors that influence students' reading comprehension. Thanuskodi (2011) proposes several benefits of reading. He said, "The impact of reading in people's live is extraordinarily widespread. A reader can learn a new word, can be introduced to new facts, he can become knowledge able about the whole world and he can be stimulated to both thought and emotion". Brantmeier (2002, p. 11) indicates that reading strategies are the comprehension processes that readers use in order to make sense of what they read. This research has the following assumptions: 1. The better the students' reading habits, the better their reading comprehension. Then, the worse the students reading habits, the worse their reading comprehension. 2. The better the students' reading strategies, the better their reading comprehension. Then, the worse the students reading strategies, the worse their reading comprehension. 3. Reading habits and reading strategies the better their reading comprehension



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2.6.2 Hypotheses

Then, there are three hypotheses in this study. These hypotheses based on theory stated in this research and quote from some researchers before. The hypotheses can be presented in the statements below;

Ha1 There is significant influence of students' reading habits on reading comprehension.

Ho1 There no significant influence of students' reading habits on reading comprehension.

Ha2 There is significant influence of students' reading strategies on reading comprehension.

Ho2 There is no significant influence of students' reading strategies on reading comprehension.

Ha3 There is significant influence of students' reading habit and reading strategies on reading comprehension.

Ho3 There no significant influence of students' reading habit and reading strategies on reading comprehension.

CHAPTER III

RESEARCH METHODOLOGY

Methodology is one of the important factors in the research activity.

By using suitable method, the research activity will get a good result. In this chapter, the writer explains the research methods that were used. The writer presents research design, object of the study, population and sample, variable and hypothesis, type of data, instrument for collecting data, and data analysis.

3.1 Research Design

The research design in this study is correlation. The research design in this study was quantitative which used correlational design. It was employed to find out and measure the relationship between three variables covering two independent variables (reading habit and reading strategies) and a dependent variable (reading comprehension). In this research, there were two kinds variable: independent and dependent. Independent variable were those the investigators choose to study (and often manipulate) in order to assess their possible effects on one or more variables. An independent variable was presumed to have an effect on, to influence somehow, another variable (Wallen and Fraenkel), 1991:36).

This design used to find out the relation between two variables or more and to see the influence of each other. In this case, this design was employed to seek the relationship between students' reading habit and



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their reading strategies. In this research the writer wants to find out and describe the correlation between students' reading habit and their reading strategies to describe the problems by the students on reading comprehension. It was employed to find out and measure the relationship between two variables covering an independent variable (reading habit) and a dependent variable (reading strategies.) by using correlational analysis.

According to Creswell, A correlation is a statistical test to determine the tendency or pattern for two or more variables or two set of data to covary constantly. It was conducted through a quantitative approach. In this term of quantitative data, statical analysis was used to calculate the numeral data that were gathered and analyze them by the use of correlation analysis. Correlational research is a type of non-experimental research in which the researcher measures two variables and assesses the statistical relationship between them with little or no effort to control extraneous variables (Price, 2012:171).

This explanatory design research is a correlation design in which the researcher is interested in the extent to which two variables (or more) co-vary, that is, where changes in one variable are reflected in change in the other. In this case, this design was employed to know the influence reading habit and reading strategies on reading comprehension at junior high school 1 Benai.



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3.2 Research Place and Time

The location of the research is Junior high school 1 Benai, Kuantan Singingi Regency. It is located in Jl. Soekarno Hatta, the subject of the research at junior high school 1 Benai The duration on the research is one month, January 2020, 2019/2020 academic year.

3.3 Population and Sample

Population is the group to which a researcher would like the result to be generalized and which includes all individuals with certain characteristics (Wallen & Fraenkel : 1991, p. 129). Furthermore, McMillan (1992) states that a population is a group of elements or cases, whether individual , objects, or events that conform to specific criteria and to which we intend to generalize the result of the research.

The population of this study was second grade junior high school 1 Benai. They consisted of three classes, included 70 students from 3 Classes which is VIIIA,VIIIB and VIIC.

No	Class	Population			Sample
		Male	Female	Total	
1.	VIIIA	11	13		70
2.	VIIIB	12	12		
3.	VIIC	10	12		
Total					70



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Gay and Airisian (2000:312) stated that for a correlation study, “30 participants are generally considered to be a minimally acceptable sample size”. In relation to that theory, the sampling technique that had been used in this research was total sampling. Total sampling is a sampling technique where the number of samples is equal to the population (Sugiyono, 2007). The reason for taking total sampling is because according to Sugiyono (2007) a population of less than 100 entire populations is used as a research sample. The sample is a representative part of all population to serve as respondents because the size of the population is relatively small. Based on number of population, sample in this research was 70 students.

3.4 Techniques of Data Collection

The instruments which were used in this study were three technique is follow:

1. Reading habits was measured through questionnaire.
2. Reading strategies was measured through questionnaire.
3. Reading comprehension was measured through multiple choice tests.
 - a. Reading habits

In this research, the researcher distributed the questionnaire to the students to know their reading habit score and to get information reading habits. Questionnaire is a data collection technique in which participants fill in questions or statement then after they are completely returned to the researcher (Creswell 2016:192). In determining students score, the



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researcher used closed questionnaire in which the respondents ticked the available responses provided in the questionnaire.

The questionnaire used five alternatives based on the Likert's Scale Types (Wade, 2006). Likert's scale was used to measure attitude, opinion, perception based on certain object or phenomenon. The questionnaire was used in line with researcher which is sticking to someone personality.

In this research, the items in the questionnaire were written in Indonesian. It was done in order to make easier the respondents to answer the questions. The questionnaire were given to the students consist of three indicators. The indicators are taken from Julio Cesar's theory about reading aspects, they are: reading amount of books, reading frequency, time spent on academic reading, time spent on non-academic reading, motivation in the family environment and motivation in the academic environment. The questionnaire consists of 30 items. In this part, the researcher asked the students to choose one option that they want. It means that the answers must reflect their personality or their real life about their frequency of reading habit in English, when they were reading, and what they were reading. The researcher used four options of the answer in order to the answer more effective reading reflecting the respondents' life. Arikunto (2006) states that the lacking of five options of the answer is that the respondents tend to choose the middle choice. To make it easy to determine in interval of the score of the questionnaire



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sheet, all answers of the questionnaire were changed into score by using Likert's Scale (Wade, 2006).

Table 3.1 Description of and scores of reading habit questionnaire
The Likert Scale Rating

Optional	Score Favorable
Strongly agree	5
Agree	4
Undecided	3
Disagree	2
Strongly disagree	1

Based on the table above. For the positive question, every choice indicates that if the respondents choose option Strongly agree, the students habit in english excellent and the respondents choose option agree, the students habit in was very good. If the respondents choose option undecided, the students habit in was good. If the respondents choose option disagree, the students habit was fair. If the respondents choose option strongly disagree, the students habit was poor. Finally, the total score of the students answer in questionnaire represent their motivation in learning english.



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Table 3.2. Specification of Reading Habit Questionnaire

No.	Reading Habit Indicators	Item Number
1.	Reading Amount of Books	1, 2, 3, 4, 5
2.	Academic Reading	6, 7, 8, 9, 10
3.	Reading Frequency	11, 12, 13, 14, 15
4.	Non Academic Reading	16, 17, 18, 19, 20
5.	Motivation in the Academic Environment	21, 22, 23, 24, 25
6.	Motivation in the Family Environment	26, 27, 28, 29, 30
TOTAL		30

(Julio Cesar, 2011,p.59-60)

b. Reading strategies

In this research, the researcher distributed the questionnaire to the students to know their reading strategies score. In determining students score, the researcher used closed questionnaire in which the respondents ticked the available responses provided in the questionnaire. Questionnaire is a data collection technique in which participants fill in questions or statement then after they are completely returned to the researcher (Creswell 2016:192).

Questionnaire was distributed to the students to find what types of strategies that they might employ in learning English. The researcher adapted the questionnaire from Survey of Reading Strategies Questionnaire (SORS) that provided with 30 items in each category



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consists of 3 groups of strategies: (13) items belong to global reading strategies, (8) items belong to problem solving reading strategies, (9) items belong to support reading strategies. Here are the specific items of Survey of Reading Strategies (SORS).

Table 3.3. Specification of Reading Strategies Questionnaire

No.	Strategy Category	Item Number	Description
1.	Global Reading Strategy	1, 5, 13, 20, 23, 24, 26, 27, 29, 30	Global reading strategy involved planning how to read & managing comprehension
2.	Problem Solving Strategy	3, 6, 9, 14, 15, 16, 17, 19, 21, 28	Problem solving reading strategy involved using strategy when reading difficult part of the text.
3.	Support Reading Strategy	2, 4, 7, 8, 10, 11, 12, 18, 22, 25	Support reading strategy involved using device and technique to understand a text.
TOTAL		30	

(Mokhtari and Sheorey (2002))

The responses *I never or almost never use this strategy* got the lowest score (1) and those of *I always use this strategy* got the highest score (5). The scoring procedure was to add up the number circled by students for each item as students' total score. Then, frequencies were calculated and averaged to determine to the types of strategies employed by students. The higher average or mean the higher frequency of using reading strategies.



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The mean scores were interpreted using the interpretation key provided by Mokhtari and Sheorey (2002). The standard for interpretation mean scores is shown in table the frequency of reading strategies use.

The Frequency of Reading Strategies Use

Mean score	Frequency scale	Evaluation
4.5-5.0	High	Always or almost always used
3.5-4.4		Usually used
2.5- 3.4	Medium	Sometimes used
1.5-2.4	Low	Generally not used
1.0-1.4		Never or almost never used

c. Reading Comprehension

Process learning and teaching activities need an evaluation measure ability students, one of the options is the multiple choice test (Anderson & Krathwohl, 2001). A test is a systematic procedure for observing one's behavior and it with the aid of numerical or category system. Multiple choice test is a test used to measure students ability to think (Nitko & Brookhart, 2011). A test is used to collect the data of students' reading comprehension.

The test of reading comprehension was an objective test in the form of multiple choice tests consisting 30 items. There were five options in each item (A, B, C, D, E). The writer took some of the



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questions that have significant correlation with the students' compulsory book, such as Look Ahead (Published by Erlangga) and many other sources from the internet. The writer marked 1 for each item which is answered correctly and marked 0 for the wrong answer.

Table 3.4. Specification of Reading Comprehension Test

No.	Aspects	Numbers
1.	Determining Main idea	2, 5, 12, 26, 18, 30
2.	Finding detail information	4, 16, 20, 22, 23, 25
3.	Making Inference	8, 15, 19, 21, 27, 29
4.	Identifying Reference	3, 6, 9, 11, 14, 28
5.	Identifying the Meaning Vocabulary	1, 7, 10, 13, 17, 24
	Total	30

(King and Stanly (2004: 8)).

3.5 Validity and Reliability of the Instruments

Before collecting the data, each item of question is tested in order to be ideally to try out. The purpose of the try out was to find out the quality of the test items. Hughes (2003: 26) states that the test is to be valid if it measures accurately what it is intended of measure. In short, this test will be successful if the data obtained is accurate. Validity is the extent to which inferences make from assessment results which are appropriate, meaningful, and useful in terms of the purpose of the assessment.



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The points of difficulty level and discrimination index are analyzed by using a formula (Heaton, 1975: 178).

$$FV = \frac{R}{N} \times 100\%$$

Where:

FV : The Index of difficulty
 R : The number of correct answers
 N : The number of respondents

Creswell (2012: 159) defined that validity is the development of sound evidence to demonstrate that the test interpretation (of scores about the concept or construct that the test is assumed to measure). It means that validity to measure that indicates the level of validity of a test and demonstrate the level of validity of an instrument. To analyze the validity of data, the researcher analyzed them by inter item validity using SPSS 20 program. The following is the criteria of items validity:

Table 3.5
The Criteria of Items Validity

R	Interpretation
0, 80 < r ≤ 1, 00	Very High
0, 60 < r ≤ 0, 79	High
0, 40 < r ≤ 0, 59	Average
0, 20 < r ≤ 0, 39	Low
0, 00 < r ≤ 0, 19	Very Low



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Table 3.6
The Analysis of Reading Comprehension Validity

Item	R	Interpretation Of Validity	Status
1	0.59	Average	Valid
2	0.66	High	Valid
3	0.56	Average	Valid
4	0.66	High	Valid
5	0.56	Average	Valid
6	0.59	Average	Valid
7	0.59	Average	Valid
8	0.56	Average	Valid
9	0.59	Average	Valid
10	0.53	Average	Valid
11	0.59	Average	Valid
12	0.63	High	Valid
13	0.59	Average	Valid
14	0.59	Average	Valid
15	0.59	Average	Valid
16	0.56	Average	Valid
17	0.66	High	Valid
18	0.44	Average	Valid
19	0.59	Average	Valid
20	0.53	Average	Valid
21	0.59	Average	Valid
22	0.63	High	Valid
23	0.56	Average	Valid
24	0.53	Average	Valid
25	0.59	Average	Valid
26	0.56	Average	Valid
27	0.53	Average	Valid
28	0.53	Average	Valid
29	0.59	Average	Valid
30	0.56	Average	Valid

Based on the try out results of the test instrument validity of 30 items the table shows that 5 items are high level and 25 items are average level, and all items are valid status. It means that the instrument could be used in this research.



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3.5.1 Validity

A test was considered valid if the test measured the object to be measured and suitable with the criteria. According to Hatch and Farhady (1982), there are two basic types of validity; content validity and construct validity.

a Content validity

Content validity is the extent to which a test measures a representative sample of the subject matter content, the focus of content validity is adequacy of the sample and simply on the appearance of the test (Hatch and Farhady, 1982).

- Reading Test

To get the content validity, the test was adapted from the students' book. Then, the test was determined according to the material that would be taught to the students. In other words, the researcher wrote and makes the test based on the materials in the English Curriculum for Junior High School. In this research, scoring criteria was based on the five aspects of reading; determining main ideas, finding detail information, inferences, references and vocabulary. The texts were taken from any textbooks and articles on the internet.

- Questionnaire

To get the validity of questionnaire, the items were classified based on the theory of Cesar (2011). The questionnaire consists of 30 items. In this part, the researcher asked the students to choose one option from four



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options by Likert scale. The answers must reflect their personality or their real life about reading amount of books, their frequency in reading and the motivation in reading.

Construct validity

Construct validity is concerned with whether the test is actually in line with the theory of what it means to know the language that is being measured, it is examined whether the test and questionnaire were given actually reflect what it means to know a language. It means that the items of questionnaire should measure the students' reading habits and the test should really test the students whether they have mastered the reading text or not.

3.5.2 Reliability

a. Reliability of Questionnaire

The data were gained by using quantitative description. First, the result of questionnaire was scored based on Likert's scale. In order to know the reliability coefficient of the questionnaire, each item of the questionnaire was analyzed by using Pearson Product Moment Correlation (SPSS). The coefficient of each item of the questionnaire should be higher than r-table in order to be reliable for this research.

After all the items of questionnaire have been analyzed, the questionnaire was analyzed by using *Cronbach Alpha* to indicate that the reliability coefficient of questionnaire was reliable and applicable for measure both of the students' habit and its correlation toward students' reading comprehension ability on this research.



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b. Reliability of Reading Test

Reliability is important characteristic of a good test. It is done to obtain the stability and consistent result of the instrument used. According to Brown (2003:19-27), a reliability has to do with accuracy of the instrument. In order to calculate the reliability of the test, the mean of the student scores standard deviation can be tough. To find out the reliability of the students from the less able, his used, the discrimination index of an item indicates the extend to which the item discriminate between the students, separating the more able test the following formula was taken from Heaton (1975:164) as follow:

$$r_{tt} = \frac{k}{\sqrt{k-1}} \times \left\{ 1 - \frac{\sum Si}{S_t} \right\}$$

Where:

r_{tt} = Reliability

$\sum Si$ = Total variant of all items

S_t = Total variant

K = Number of items

$$r_{tt} = \frac{k}{(k-1)} \left\{ \frac{s_t^2 - \sum Si}{s_t} \right\}$$

$$r_{tt} = \frac{25}{(25-1)} \left\{ \frac{17.585 - 5.8}{17.585} \right\}$$

$$r_{tt} = \frac{25}{(24)} \left\{ \frac{11.785}{17.585} \right\}$$

$$= 1.04 \times 0.67$$

$$= 0.696$$



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The Classification of Reliability was as follows :

- a. Between 0.800 to 1.00 = very high reliability
- b. Between 0.600 to 0.800 = high reliability
- c. Between 0.400 to 0.600 = moderate
- d. Between 0.200 to 0.400 = low reliability
- e. Between 0.00 to 0.200 = very low reliability

The result of test reliability can be seen as follow:

a) Students Reading Habit

Table 3.7

Reliability statistics of students reading habit

Reliability Statistics

Cronbach's Alpha	N of Items
.805	30

Based on the table above, it is known that the score of Cronbach's Alpha is 0.805. The total item is 30. The reliability of the instrument is categorized High reliability. Therefore, this test can be used to collect the data needed in this research.



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Table 3.8

Item Total Statistic of Students Reading Habit

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
X1.1	173.78	248.664	.235	.606
X1.2	174.15	249.497	.300	.606
X1.3	173.95	254.592	.048	.617
X1.4	174.34	257.794	-.045	.623
X1.5	174.31	261.581	-.145	.628
X1.6	173.08	251.587	.133	.612
X1.7	173.12	247.940	.258	.605
X1.8	174.07	242.241	.436	.595
X1.9	174.24	228.042	.326	.589
X1.10	174.72	245.099	.358	.600
X1.11	174.00	243.768	.292	.600
X1.12	174.04	239.404	.539	.589
X1.13	173.37	252.788	.147	.612
X1.14	173.60	245.606	.434	.599
X1.15	174.07	258.067	-.049	.623
X1.16	173.75	245.085	.421	.599
X1.17	173.50	246.051	.371	.601
X1.18	174.22	248.875	.214	.607
X1.19	174.50	258.746	-.068	.622
X1.20	174.02	255.680	.012	.619
X1.21	173.32	246.224	.329	.602
X1.22	173.04	252.853	.092	.614
X1.23	173.10	254.932	.039	.617
X1.24	173.74	258.223	-.053	.623
X1.25	174.60	263.693	-.194	.632
X1.26	173.54	238.831	.539	.589
X1.27	173.62	255.019	.029	.618
X1.28	174.60	253.722	.083	.615
X1.29	174.70	251.286	.141	.611
X1.30	174.08	253.384	.067	.616



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b) Students Reading Strategies

Table 3.9

Reliability Statistics of Students Reading Strategies

Reliability Statistics

Cronbach's Alpha	N of Items
.531	30

Based on the table above, it is known that the score of Cronbach's Alpha is 0.531. The total item is 30. The reliability of the instrument is categorized Moderate. Therefore, this test can be used to collect the data needed in this research.

Table 3.10

Item Total Statistic of Students Reading Strategies

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
X2.1	89.0143	52.797	.233	.509
X2.2	89.3714	55.106	.157	.521
X2.3	89.0000	57.768	-.082	.550
X2.4	89.1143	56.537	.011	.538
X2.5	89.2429	60.708	-.296	.571
X2.6	88.3143	57.030	-.048	.550
X2.7	88.3571	52.755	.237	.508
X2.8	89.2714	53.998	.183	.517
X2.9	89.4143	51.666	.573	.484
X2.10	89.4429	51.845	.526	.486
X2.11	89.0000	49.333	.441	.475
X2.12	89.2286	49.918	.475	.475
X2.13	88.6000	52.099	.371	.495



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X2.14	88.8429	50.975	.482	.482
X2.15	89.0857	55.964	.055	.533
X2.16	89.0143	49.435	.579	.466
X2.17	88.7286	50.433	.476	.479
X2.18	89.3000	52.561	.307	.501
X2.19	89.5286	57.180	-.030	.541
X2.20	89.1714	53.419	.165	.519
X2.21	88.5429	52.947	.241	.508
X2.22	88.1857	56.588	-.005	.541
X2.23	88.3429	58.287	-.121	.561
X2.24	88.9000	57.541	-.071	.551
X2.25	89.4571	60.368	-.255	.572
X2.26	88.7857	48.577	.530	.463
X2.27	88.8571	56.878	-.045	.552
X2.28	89.8143	55.951	.029	.538
X2.29	89.3286	59.441	-.208	.560
X2.30	89.2286	59.048	-.164	.570

c) Students Reading Comprehension

Table 3.11

Reliability Statistics of Students Reading Comprehension

Reliability Statistics	
Cronbach's Alpha	N of Items
.756	30

Based on the table above, it is known that the score of Cronbach alpha is 0.756. The total item is 30. The reliability of the instrument is categorized High Reliability. Therefore, this test can be used to collect the data needed in this research.



Table 3.11

Item Total Statistic of Students Reading Comprehension

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Y1	89.0571	97.011	-.166	.776
Y2	89.3857	91.980	.144	.755
Y3	89.0143	93.666	.008	.764
Y4	89.1000	89.599	.256	.750
Y5	89.2571	93.672	.015	.762
Y6	88.3429	87.910	.266	.750
Y7	88.3857	85.023	.441	.739
Y8	89.2714	87.766	.338	.746
Y9	89.4000	88.388	.465	.742
Y10	89.4571	90.194	.310	.749
Y11	88.9714	89.304	.192	.755
Y12	89.2286	85.135	.476	.737
Y13	88.6143	87.922	.371	.744
Y14	88.8286	84.637	.610	.732
Y15	89.1000	87.599	.380	.744
Y16	89.1000	89.599	.256	.750
Y17	89.2571	93.672	.015	.762
Y18	88.3429	87.910	.266	.750
Y19	88.3857	85.023	.441	.739
Y20	89.2714	87.766	.338	.746
Y21	89.4000	88.388	.465	.742
Y22	88.9714	89.304	.192	.755
Y23	89.2286	85.135	.476	.737
Y24	88.6143	87.922	.371	.744
Y25	89.1000	87.599	.380	.744
Y26	89.1000	89.599	.256	.750
Y27	89.2571	93.672	.015	.762
Y28	89.1000	87.599	.380	.744
Y29	89.1000	89.599	.256	.750
Y30	89.2571	93.672	.015	.762



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3.6 Pilot Study

A Pilot study was administrated to try out the instruments before collecting the data. Gay and Airisian (2000:286) state before distributing the test to participant try it out a pilot study. The cover letter can be pilot tested at the same time. Pre testing provides the information about deficiencies and suggestions for improvement. Try out was carried out to know whether the instrument was applicable. It was tried out to 20 students.

Based on the try out and the items analysis of the instrument, all instruments were valid.

3.7 Data Analysis Technique

In this research, all data were gained from the result of the questionnaire and reading test score in the form of numbers. All data therefore were analyzed quantitatively. Since this research was to know the correlation between two variables, the researcher by using person product moment on and multiple regression. The researcher used it because the data obtained from two variables were exposed in terms of quantitative scores and the data was using interval scale (Arikunto, 2006). Pearson Product Moment coefficient of correlation was used when the scale of measurement was either interval or ratio. Therefore, the Pearson r was the appropriate correlation coefficient to calculate.

The researcher used the simple formula of Pearson's Product Moment technique. From this formula, it can be seen the correlation coefficient value (r) of variable X (students' reading habit in English) and



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variable Y (students' reading comprehension ability). Then the researcher gave simple interpretation the index correlation number obtain by consulted it with significant tables value of "r" product moment. The significant coefficient correlation tested at the level of significant. Below the researcher mentioned the pattern of simple formula of Product Moment to count those variables, as below:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum x^2 - (\sum x)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

Explanation:

$\sum xy$ = the sum of the product of variable

X and Y N = number of cases of subject

$\sum x$ = the sum of the X scores

$\sum y$ = the sum of the Y scores

$\sum x^2$ = the sum of the sequence X score

$\sum y^2$ = the sum of the sequence Y scores

Tables 3.5. The interpretation table of significant level

R	Interpretation
0.00 – 0.20	Not reliable
0.21 – 0.40	Less reliable
0.41 – 0.60	Enough reliable
0.61 – 0.80	Reliable
0.81 – 1.0	Very reliable



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Table value “r” product moment is index used to measure the correlation between three variables which is significant or not. These are table of significant value “r” product moment.

- ***Practicality of the Test***

Brown (1988: 211) states a test ought to be practical-within the means of financial limitation, time constraint, ease of administration and scoring and interpretation. Based on the requirements above, the writer was able to say that the tests were practical enough, since the researcher provided a good quality, and readable test paper. The time to do the test was good enough. It was not either too long or too short. The things the respondents needed to do were to write down their identity on the paper prepared by the writer and to fill answer on the provided paper, write narrative text in the prepared column as well.

- ***Normality of the Test***

Normality test is one of the most common assumption made in the development and use of statistical procedures (Thode, 2002:1). One of the One of the type is correlation analysis. This test used *One-Sample Kolmogorov-Smirnov* test with significance level 0.05. Normality test was used to know the distribution of the data analysis. The following was the hypothesis for normality test :

H_0 : the data are normally distributed

H_a : the data are not normally distributed

With :

H_0 accepted if $\text{sig (2-tailed)} \geq 5\%$.



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- ***Hypothesis Testing***

The hypothesis testing was used in this study because the writer should check whether there is or there is not positive correlation between students' reading habit and reading strategies on reading comprehension. The following are the hypothesis and the method of hypothesis testing.

This hypothesis has one dependent variable and also one independent variable. According to Sugiyono (2009: 153), if a hypothesis has one dependent variable and also one independent variable, product moment correlation can be used to test the hypothesis.

The writer used SPSS to prove the following hypothesis:

Ho: there is not a positive and significant influence reading habit and reading strategies on reading comprehension.

Ha: there is a positive and significant influence reading habit and reading strategies on reading comprehension.

With:

Ho accepted if $\text{sig} \geq 5\%$.

Ho rejected if $\text{sig} < 5\%$



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CHAPTER V

CONCLUSION, IMPLICATION AND RECOMMENDATION

This chapter provides the conclusion of findings and suggestions for further research in this topic.

5.1 Conclusion

The findings indicate that there is significant difference between reading habits and reading strategies on students' reading comprehension. For both of them show the significant effect on the students' reading comprehension.

In this research, the conclusions are made based on the previous discussion. Those are as follows: There is a positive and significant of the reading habit and reading strategies on students' reading comprehension. Reading habit on reading comprehension with R_{xy} (0,685) is in the interval 0.40 - 0.70. It means that the relationship between students' reading habit and their reading comprehension was on moderate correlation. Then, reading strategies on reading comprehension with R_{xy} (0.739) is in the interval 0.71 - 0.90. It means that the relationship between students' reading strategies and their reading comprehension was on high correlation. It means that reading comprehension is increasing by keeping on gaining a good reading habit and reading strategies of the students.



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There is a positive and significant contribution of reading habit and reading strategies on students reading comprehension. In order to improve students' reading comprehension, teachers should teach the students about strategies in reading and motivate them with giving an interesting activity.

However, the reading habits contributes a little bit more effect compared to reading strategies. As a reading strategies, it is found that good readers are aware of what they are reading and why they are reading it, in addition, they use some plans and strategies to monitor their own understanding and overcome the problems they face while reading. Reading as a habitual activity also helps the student to increase their understanding, helps them become more intelligent, and boosts their vocabulary meaning. Reading comprehension build the readers are able to comprehend the meaning of the text. If the readers can read but do not comprehend the meaning of the text, it means they do not do reading comprehension.

Based on the discussion in the previous chapter, and after analyzing the data in the previous chapter, the researcher presents the conclusions and recommendation at the last part of this study. The conclusions are written based on the research questions while suggestions are intended to give additional information to the next researchers who are interested in doing the similar research in the future as describe below.



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5.2 Implication

Based on the conclusion above, it is implied that;

Comprehension is the key point of reading activity while the comprehension is one of the first steps towards learning a language while a reader constructs meaning to get a deeper understanding of concepts and information in a text. In this research there is a big problem of comprehension. The problem caused of some factors, such the students did not pay attention much about the unfamiliar words, and they do not motivated in learning. In overcoming this problem, it takes effort from teacher and students to improve reading comprehension. The teacher must take more attention to the students. The students have to be active, and the teacher to be creative. There are many ways to overcome this problem, one of them is using reading habit and reading strategies. Reading as habitual activity are students can expand the knowledge and increase focus and concentration. Reading as a habitual activity also helps the student to increase their understanding, helps them become more intelligent, and boosts their vocabulary meaning.

Reading strategies are the comprehension processes that readers use in order to make sense of what they read. Moreover, reading strategies indicate how readers conceive of a task, how they make sense of what they read, and what they do when they do not understand. Both of the strategies have many advantages in teaching reading comprehension.



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It is proven from the research finding that: by using reading habit and reading strategies the students are able to overcome their problem in reading comprehension. Students are motivated and they become more active in the process of teaching learning.

5.3 Recommendations

Based on the description of the data analysis and data interpretation, it can be concluded that reading habit and reading strategies is proven of the factors that influence student's reading comprehension. Based on the background of research, the theoretical framework, and result of the data calculation, it can be delivered some points. First, students who develop practice of a good habit material such as reading amount of academic or non academic book and spent their amount of time on regular routine of reading show more positive result on their reading comprehension. Second, family environments also contribute to create atmospheres on how the students' view reading positively or negatively. Third, habit of reading at school also proves to be one of the effective tools to build a solid foundation on their reading comprehension. Reading habits use correlated with their reading comprehension. Analysis showed that reading habits use (0,685). Then, on reading strategies, global reading strategies involved planning how to read and managing comprehension of the students. Next, problem-solving strategies involved using strategy when the students reading difficult part of the text.



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Last, support reading strategies involved using device and technique for the students to understand a text. Based on the result of Pearson product moment correlations, it was found that students reading strategies use correlated with their reading comprehension. Analysis showed that reading strategies use (0,739) significantly influenced the dependent variable, students reading comprehension. From the result of the statistical calculation, it can be synthesized that the alternative hypothesis (H_a) is accepted and the null hypothesis is rejected.

It means that there is a strong relationship between the students' reading habit and reading strategies on students reading comprehension. Based on the conclusion above, It can be delivered some suggestions go to:

English teacher should consider providing a comfort room for cultural literacy and completing plenty of good books in the class. English teacher should give opportunity to the student to practice reading habit in and outside classroom in order to improve their reading comprehension. English teacher should be a good motivator to the students, and support their interest in reading so that the reading habit programs will run effectively.

Student should improve their ability to absorb and comprehend different material abundantly in order to help them their academic success. Student should build a good reading habit in their daily life and maintain it by continual reading activity so that the student can improve



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their reading comprehension skill. Student should encourage themselves to adopt regular habit of reading and to promote reading habit to their classmates. There are several recommendations for students in relation to this study. Students suggested reading a lot and using all reading strategies, in order to improve their reading comprehension achievement.

It is advised to them to practice their reading strategies more often in order to know which reading strategies they may lack and should be improved. Other researcher, the result of this research hopefully can be used for further investigation about several factors that influence students reading comprehension which have not investigated in this study yet.

The present study focuses more on quantitative in term of data collection and analysis and it uses explanatory design correlation research design. In this research, the number of students involved was only 70 participants of Junior High School 1 Benai. The next would be spread out to other schools in other regencies, Pekanbaru city and one administrative town of Riau province. In addition, more researchers and experts would be able to involve in this study, and then Junior High School 1 Benai as the school model of this research.



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Appendix 1

The Instrument of Reading Comprehension Test.

Name :

Date :

Choose the best answer by crossing (X) a,b,c,d on the answer sheet.

TEXT 1 (Questions 1 – 4)

Once upon a time, there was a little girl who lived with her grandmother. They were very poor. They hardly fulfilled their needs of food. Even, in summer and winter, the little girl was obliged to go barefooted. The little girl was named Laila.

One day, the queen and her little daughter, Princess Ana, were travelling the country. All people welcomed them by yelling “Hurrah! Hurrah!” Laila was among the people. She was amazed by the appearance of Princess Ana. Her eyes were locked on Princess Ana’s red shoes.

“I wish I have those shoes,” Laila whispered herself. Then, as the time the queen and Princess Ana took a rest in a inn, Laila disguised herself as a shoes polisher. “Princess Ana would you like me to polish your shoes?” asked Laila.

As Princess Ana gave her shoes to be polished, Laila suddenly grabbed it and ran away fast bringing the Princess’ red shoes. Princess Ana cried aloud and she cursed the thief. “You had stolen my favorite shoes! One day you will cry and die because of those red shoes. I promise it will happen!” Princess Ana cried.

Laila was so happy having the red shoes. She put them on and began to dance along the road. Every people looked at Laila who was dancing cheerfully with her red shoes. Suddenly the wind blew wildly and thunderbolt and lightening came striking the dark sky. Then, Laila realized that she could not stop dancing!

Now it was almost three days Laila danced continuously with the red shoes. Everybody could not help her to stop dancing. Laila was very tired and weak. “Please . . . somebody. Put these red shoes off from my feet!” She cried. Then, a wood cutter cut off her feet with the red shoes by an axe. Shortly after that, Laila was died because she had lost much blood.

Adapted from Fantastic Stories from the Dreamland

1. Which did **NOT** happen after Laila stole the red shoes in the text?
 - a. Laila wore the red shoes.
 - b. Laila could not stop dancing.
 - c. Laila dance at her home.
 - d. Laila had lost much blood.
2. Which statement is **TRUE** about the story?
 - a. Laila always goes barefooted.
 - b. Laila could not polish Princess Ana’s shoes.
 - c. Princess Ana could not curse the thief.
 - d. Laila stopped dancing because she was tired.
3. If Laila did not take the red shoes away,
 - a. She would wear the red shoes.
 - b. She would be Princess Ana’s friend.
 - c. She would not be Princess Ana’s shoes polisher.
 - d. She would not die.



4. The aim of the text is ...
 - a. to inform about red shoes.
 - b. to describe the red shoes.
 - c. to entertain the reader.
 - d. to retell writer's experience.

TEXT 2 (Questions 5 – 9)

One day, a monkey wanted to cross a river. He saw a crocodile in the river, so he asked the crocodile to help him. The crocodile told the monkey to jump onto its back. Then, the crocodile swam down to the river.

Now, the crocodile was very hungry. When the crocodile was in the middle of the river, it stopped and said to the monkey, "Monkey, my father is very sick. He must eat the heart of a monkey, and then he will be strong again."

The monkey thought for a while. Then, he told the crocodile to swim back to the river bank. "What for?" asked the crocodile. "Because I didn't bring my heart with me," said the monkey, "I left it under the tree near some coconuts."

So the crocodile turned around and swam back to the bank of the river. As soon as they reached the river bank, the monkey jumped off the crocodile's back and climbed up to the top of the tree.

"Where is your heart?" asked the crocodile.

"You are foolish," the monkey said to the crocodile, "Now, I am free and you have nothing." The monkey told the crocodile not to try to fool him again. The crocodile swam away, hungry.

Taken from: <http://bos-sulap.blogspot.com/2010/08/narative-text-monkey-and-crocodile.html>

5. The monkey asked help to the crocodile because ...
 - a. He wanted to cross the river
 - b. He wanted to fool the crocodile.
 - c. He wanted to help the crocodile.
 - d. He wanted to jump onto the crocodile.
6. What is the main idea of the second (2nd) paragraph?
 - a. The monkey felt hungry.
 - b. The crocodile lied to the monkey.
 - c. The crocodile's father was sick.
 - d. The crocodile ate monkey's heart
7. The crocodile swam back to the river bank because ...
 - a. The crocodile was tired.
 - b. The monkey wanted to climb the tree.
 - c. The monkey wanted to eat the liver.
 - d. The crocodile did not want to help the monkey.
8. If the crocodile was not lying to the monkey,
 - a. The monkey would not trick him.
 - b. The monkey would give his heart.
 - c. The monkey would not jump onto his back.
 - d. The monkey would not ask him to the river.



9. What is the best title for the story above?
- The Smart Monkey
 - The Monkey Fooled The Crocodile
 - The Monkey and The Crocodile
 - The Poor Crocodile

TEXT 3 (Questions 10 – 16)

Once there lived a beautiful princess in a big castle. She wanted to marry a real prince, who could be a generous king in the future. There were many handsome and rich princes, but it was very difficult to find the real one. She had asked her servants to travel all over the world to find it, but nowhere could they get what the princess wanted.

One shiny morning, suddenly the princess heard someone knocking at the gate. The old king went to open it. The beautiful princess was standing anxiously in front of her castle. Out of there, in front of the gate, she saw a very handsome prince who looked very thirsty. His face was full of sweat and seemed to be so tired.

“Come in, we will serve you a plenty of meal and a comfortable bed.” said the old king.

“No, thanks. Just give me a drink. I’m very thirsty.”

The prince was led into the castle. The princess then gave him ten cups of tea. But, in the kitchen, she had mixed the tea with tasteless but dirty water. There was only one cup which was the pure tea.

“Ah, very badly!” said the prince after he smelled the drink one by one. “You gave me dirty tea! But, I will drink one.”

The prince took a cup of tea which was not mixed with dirty water, and then drank it.

Now, the princess and the old king knew that he was a real prince for he could know the pure tea between the nine cups of dirty tea. It meant that the prince could be a kind king, because he was so sensitive, that he would run the castle generously and could feel his people’s sadness. So, the princess took him or her husband and asked him to be the king.

Adapted from Fantastic Stories from the Dreamland

10. What kind of prince did the princess want to marry with?
- handsome
 - rich
 - big
 - generous
11. What is the best title for the story above?
- The Real Prince
 - The Generous Prince
 - The Smart Prince
 - The Sensitive Prince
12. “... he would run the castle generously” (paragraph 8)
 The underlined word above refers to ...
- the princess
 - the prince
 - the old king
 - the servant



13. What can we conclude from the story?
- A princess tried to fool the prince.
 - A princess wanted to find a rich prince.
 - A real prince is someone who is sensitive.
 - A prince tried hard to find the real princess.
14. What was the prince's response when the princess served ten cups of tea?
- He looked around.
 - He found the pure tea.
 - He drank all of them.
 - He got angry.
15. Which statement is **FALSE** about the story?
- The prince asked for drink.
 - Most of the cups of tea were dirty tea.
 - The old king served plenty meal.
 - The princess took him as her husband.
16. The princess took the prince as the king because ...
- The princess wanted to know him more.
 - The prince was sensitive.
 - The prince was not greedy.
 - The princess liked him.

TEXT 4 (Questions 17 – 21)

My Personal Experience

When I was in junior high school, I was not a very diligent student. In fact, I was quite lazy. I hated all the subjects that I took during school, especially science. For me, science was very difficult. It was hard for me to remember the chemical process, physics calculations, and biological processes.

Once, my teacher grounded me in the library because I did not do my Biology homework. The teacher asked me to read several books and make a summary about them. When I was browsing the shelves, I found a book entitled "The Inventors of Medicine". I thought "OK, this is a start". I took it out then began reading it.

I learned from the book about Edward Jenner. He was an English doctor who found the cure of smallpox. The next one was Louis Pasteur. His interest in bacteria led him to discover the treatments for rabies and anthrax. Just like Pasteur, Robert Koch's experiments on bacteria also proved that tuberculosis can be spread to others by contact. Finally, there was Alexander Flemming, a British bacteriologist who found the first antibiotic and penicillin.

After I read the book, I realized that science is useful for human kind. By studying, we can discover things that can help human kind. Therefore, since that moment, I managed to change my behavior and became a doctor.

Taken from English in Focus VIII

17. Why did the writer read the books in the library?
- He hated all subjects.
 - He did not do his homework.
 - He liked reading the books.
 - He could not remember chemical process.



18. "Once, my teacher grounded me in the library" (paragraph 2)

The synonym of the underlined word is ...

- caused
- locked
- punished
- arrested

19. Which statement is **TRUE** about the text?

- The writer got punishment to make a summary.
- The writer had read "The Inventors of Medicine" before.
- The writer realized that he could help human kind.
- The writer discovered things for human kind.

20. If the writer did **NOT** read the book "The Inventors of Medicine", ...

- he could not get punishment to make a summary.
- he would know many inventors of medicine.
- he would be useful for human kind.
- he would not change his behavior.

21. The writer started to manage his behavior because ...

- he grounded in the library to make a summary.
- he realized that science is useful for human kind.
- he wanted to discover medicine for human kind.
- he wanted to be one of the inventors of medicine

TEXT 5 (Questions 22 – 25)

Kupang, May 7, 2008

Dear Paula,

Hello Paula, how are you? It has been a month since I last heard from you. Well, I just wanted to tell you that I was in a hospital last week. According to the doctor, I was infected by dengue fever.

At first, I felt my body become weak then I fainted when I was studying in the classroom. Then, I was taken to the hospital because of the high fever.

At the hospital, I was brought into the emergency unit. The doctor immediately gave some treatment. Finally, I had to stay for one week. Every day the doctor kept me on a drip.

The seventh day, my condition was getting better. After the final check, the doctor gave me

permission to go home. Now, I'm okay and because of my illness, I am now more careful about keeping

in my house clean especially my room, I don't want to get the same illness again.

OK, I think that's all from me, write me soon. OK?

Regards.

Nadira

Adapted from English for Focus for Grade VIII



22. "The doctor immediately gave some treatment." (paragraph 3)
The closest meaning of the underlined word is ...
a. urgently
b. directly
c. carefully
d. gradually
23. Which statement is **FALSE** about the text?
a. The writer fainted in the school.
b. The writer spent seven days in the hospital.
c. The writer had been checked every day.
d. The writer got sick last month.
24. What lesson did the writer get after getting sick?
a. She should keep her room clean.
b. She should keep her body healthy.
c. She should eat healthy food.
d. She should exercise every day.
25. The writer was brought to the emergency unit because ...
a. She got better.
b. She fainted in the classroom.
c. She had to get the final check.
d. She wanted to stay for a week.

TEXT 6 (Questions 26- 30)

Last Saturday I woke up early, but I did not get up because there was no school. Suddenly, my telephone rang. It was my friend, Fanny, she asked me to go out at 10.00 o'clock. She wanted to buy something in traditional market.

Finally, we were out. In the street, I saw a piece of pink coupon. Interested with its colour, I took it, then Fanny and I read this out. We were fully shocked; it was a receipt of four nights tour to Lombok!! The expired date was that day. To our surprised, the name was Fanny Fenita and the birth date was exactly the same like Fanny, my friend, and it was also valid for two persons. My God!! We were thinking that may be the coupon just fell from the sky and it was there for us.

We were in hurried to the address of the tour agency that issued the coupon. The tour agency took care of everything. We went home and still could not believe what was going on. Two days later we were on the Senggigi Beach, lied in the warmth sun. Moreover, we had long public holiday, so we could enjoy the "gift" happily. We also bought some presents for our family and friends.

Adapted from English for Focus for Grade VIII



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26. The writer went to the traditional market because ...
 - a. It was holiday for her.
 - b. She accompanied her friend.
 - c. She wanted to buy something.
 - d. She looked for a coupon.
27. “ ..., and it was also valid for two persons” (paragraph 2)
What is the synonym of the underlined word?
 - a. legitimate
 - b. definite
 - c. exact
 - d. provided
28. “... and it was there for us.” (paragraph 2)

The underlined word refers to ...
 - a. the sky
 - b. the birth date
 - c. the coupon
 - d. the name
29. Which were the writer and her friend **NOT** doing after they found the coupon?
 - a. They went to the tour agency.
 - b. They checked the name in the coupon.
 - c. They enjoy the holiday in Lombok.
 - d. They went home without any present.
30. The social function of the text is ...
 - a. to tell about the reader’s experience.
 - b. to describe the writer’s holiday.
 - c. to tell about the writer’s experience.
 - d. to explain about Senggigi Beach.



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*****GOOD LUCK*****

POST-TEST KEY ANSWER:

- | | | |
|-------|-------|-------|
| 1. B | 11. A | 21. B |
| 2. D | 12. A | 22. A |
| 3. D | 13. C | 23. D |
| 4. C | 14. D | 24. B |
| 5. C | 15. A | 25. C |
| 6. B | 16. D | 26. B |
| 7. A | 17. B | 27. C |
| 8. D | 18. A | 28. D |
| 9. C | 19. B | 29. A |
| 10. B | 20. C | 30. A |

Appendix 2

Angket Pertanyaan (Questionnaire) Tentang Kebiasaan Membaca (Reading Habit) Dan Pengaruhnya Terhadap Membaca Pemahaman Siswa

A. Petunjuk Umum

1. Angket ini bersifat ilmiah, tidak ada tujuan lain
2. Jawablah pertanyaan ini dengan jujur
3. Berilah tanda checklist (✓) pada pertanyaan yang sesuai dengan pengalaman yang anda alami
4. Atas bantuannya saya ucapkan terima kasih

B. Biodata Responden

1. Nama Lengkap :
2. Jenis Kelamin :
3. Kelas :

C. Keterangan Jawaban

- SL : Selalu
 SR : Sering
 KD : Kadang- Kadang
 JR : Jarang
 TP : Tidak Pernah

No	Pertanyaan Reading Habit	SL	SR	KD	JR	TP
	Reading Amount of Books					
1	Saya banyak membaca buku berbagai genre dalam waktu 3 bulan					
2	Saya membaca science, teknologi, matematika dan literature lain karena saya suka menemukan hal baru.					
3	Ketebalan, ukuran huruf, ilustrasi, dsb, sangat mempengaruhi bacaan yang saya pilih.					
4	Banyak membaca buku tidak membantu saya mengekspresikan perasaan saya.					
5	Saya tidak membaca buku ketika waktu luang.					
	Academic Reading					
6	Saya menggaris bawahi hal penting di dalam buku pelajaran ketika saya membaca					
7	Saya mencatat ketika guru sedang menjelaskan isi buku pelajaran					
8	Saya kembali menulis catatan teks ke dalam bahasa saya					
9	Saya tidak melengkapi catatan saya dengan					

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	penjelasan yang lebih detail					
10	Saya tidak suka membaca sumber yang terkait sebelum pelajaran di mulai					
	Reading Frequency					
11	Setiap malam saya belajar teratur selama minimal satu jam					
12	Saya membaca di waktu yang sama dan tempat yang sama					
13	Saya membaca di tempat yang sepi suara dan tidak ada gangguan					
14	Saya membuat pertanyaan untuk mengecek pemahaman saya					
15	Saya tidak menargetkan tujuan ketika belajar					
	Non Academic Reading					
16	Saya membaca dan menghubungkan informasi baru dengan pemahaman saya					
17	Saya menterjemahkan ide utama ke dalam bahasa saya					
18	Saya membaca dan membandingkan informasi dari novel satu ke novel yang lainnya					
19	Saya tidak mempunyai waktu untuk membaca buku pelajaran					
20	Saya tidak pernah mempersiapkan alat tulis sebelum membaca					
	Reading Motivation for Academic Environment					
21	Saya membaca untuk kesuksesan akademik					
22	Saya banyak membaca untuk menambah pengetahuan saya					
23	Saya membaca untuk mendapatkan nilai yang Baik					
24	Saya membaca karena perintah dari guru					
25	Saya tidak suka membaca buku pelajaran karena harga buku terlalu mahal					
	Reading Motivation in the Family Environment					
26	Saya salah satu anak yang gemar membaca di keluarga saya					
27	Keluarga mendorong saya untuk membaca minimal satu menit per hari dari pada harus bermain di dalam waktu luang saya					
28	Keluarga memilihkan saya berbagai topik dan genre bacaan.					
29	Saya merasa tidak tenang dalam test karena saya tidak terbiasa membaca di rumah.					
30	Saya lebih memilih menonton TV dari pada membaca.					



Appendix 3

The Instrument of Students Reading Strategies.

Name :

Date :

The purpose of this survey is to collect information about the various techniques you use when you read academic materials in English (e.g. reading textbooks for homework or examinations, reading journal articles, etc). All the items below refer to your reading of academic materials (such as textbooks, *not* newspapers or magazines). Each statement is followed by five numbers: 1, 2, 3, 4, and 5, and each number means the following:

1‘ means that **_I never or almost never** do this‘.

2‘ means that **_I do this only occasionally‘.**

3‘ means that **_I sometimes** do this‘.

4‘ means that **_I usually** do this‘.

5‘ means that **_I always or almost always** do this‘.

After reading each statement, **circle the number** (1, 2, 3, 4, or 5) which applies to you. Note that there are no right or wrong responses to any of the items on this survey.

No	Statement	1	2	3	4	5
1	I have a purpose in mind when I read.					
2	I take notes while reading to help me understand what I read.					
3	I think about what I know to help me understand what I read.					
4	I take an overall view of the text to see					



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	what it is about before reading it.					
5	When text becomes difficult, I read aloud to help me understand what I read.	1	2	3	4	5
6	I think about whether the content of the text fits my reading purpose.	1	2	3	4	5
7	I read slowly and carefully to make sure I understand what I am reading.	1	2	3	4	5
8	I review the text first by noting its characteristics like length and organization.	1	2	3	4	5
9	I try to get back on track when I lose concentration.	1	2	3	4	5
10	I underline or circle information in the text to help me remember it.	1	2	3	4	5
11	I adjust my reading speed according to what I am reading.	1	2	3	4	5
12	When reading, I decide what to read closely and what to ignore.	1	2	3	4	5
13	I use reference materials (e.g. a dictionary) to help me understand what I read.	1	2	3	4	5
14	When text becomes difficult, I pay closer attention to what I am reading.	1	2	3	4	5
15	I use tables, figures, and pictures in text to increase my understanding.	1	2	3	4	5



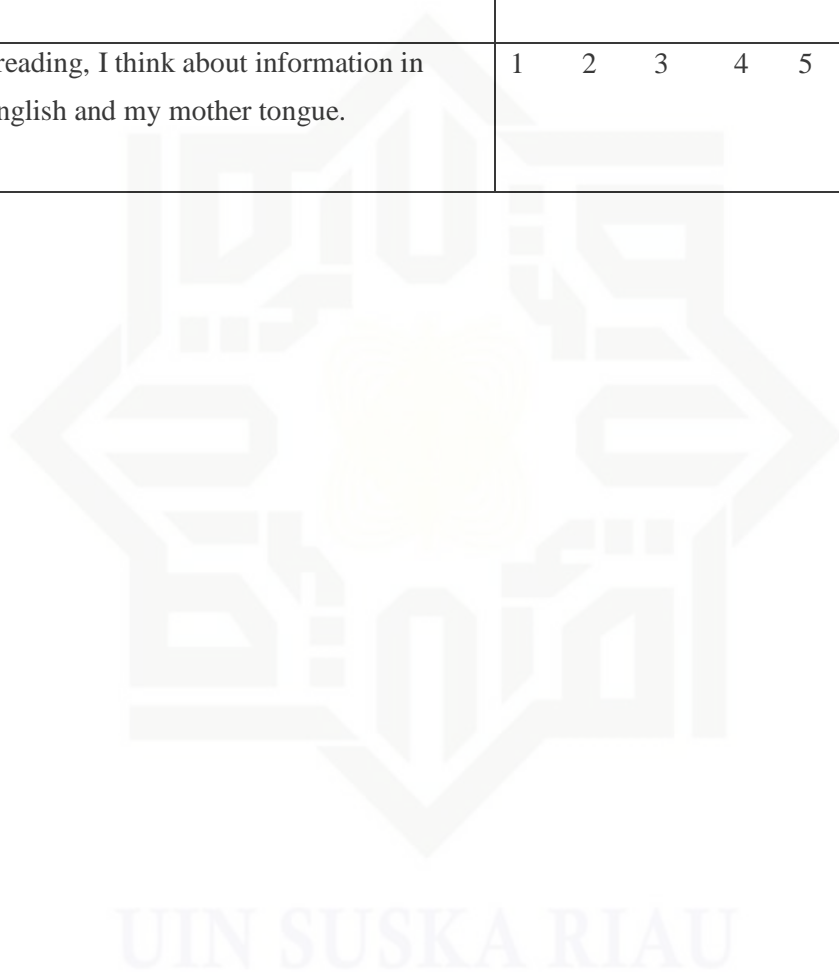
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16	I stop from time to time and think about what I am reading.	1	2	3	4	5
17	I use context clues to help me better understand what I am reading.	1	2	3	4	5
18	I paraphrase (restate ideas in my own words) to better understand what I read.	1	2	3	4	5
19	I try to picture or visualize information to help remember what I read.	1	2	3	4	5
20	I use typographical features like bold face and italics to identify key information.	1	2	3	4	5
21	21. I critically analyze and evaluate the information presented in the text. 1 2 3 4 5	1	2	3	4	5
22	I go back and forth in the text to find relationships among ideas in it.	1	2	3	4	5
23	I check my understanding when I come across new information.	1	2	3	4	5
24	I try to guess what the content of the text is about when I read.	1	2	3	4	5
25	When text becomes difficult, I re-read it to increase my understanding.	1	2	3	4	5
26	I ask myself questions I like to have answered in the text.	1	2	3	4	5
27	I check to see if my guesses about the text	1	2	3	4	5



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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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	are right or wrong.	
28	When I read, I guess the meaning of unknown words or phrases.	1 2 3 4 5
29	When reading, I translate from English into my native language.	1 2 3 4 5
30	When reading, I think about information in both English and my mother tongue.	1 2 3 4 5





Appendix 4

Correlation Reading Habits on Reading Comprehension

Correlations

		X1	Y
X1	Pearson Correlation	1	.685**
	Sig. (2-tailed)		.000
	N	70	70
Y	Pearson Correlation	.685**	1
	Sig. (2-tailed)	.000	
	N	70	70

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

Reliability Test Reading Habit Questionnaires

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.805	.813	2

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FREQUENCIES VARIABLES=X1

/STATISTICS=STDDEV VARIANCE RANGE MINIMUM MAXIMUM SEMEAN MEAN MEDIAN
MODE SUM SKEWNESS SESKEW KURTOSIS SEKURT
/ORDER=ANALYSIS.

Frequencies

Statistics

X1		
N	Valid	70
	Missing	0
Mean		88,4286
Std. Error of Mean		,95912
Median		86,5000
Mode		86,00
Std. Deviation		8,02455
Variance		64,393
Skewness		,191
Std. Error of Skewness		,287
Kurtosis		,549
Std. Error of Kurtosis		,566
Range		40,00
Minimum		72,00
Maximum		112,00
Sum		6190,00
Percentiles	25	84,0000
	50	86,5000
	75	94,2500

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumpukan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumunkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

X1				
	Frequency	Percent	Valid Percent	Cumulative Percent
72,00	4	5,7	5,7	5,7
75,00	2	2,9	2,9	8,6
80,00	2	2,9	2,9	11,4
81,00	4	5,7	5,7	17,1
82,00	1	1,4	1,4	18,6
83,00	1	1,4	1,4	20,0
84,00	5	7,1	7,1	27,1
85,00	5	7,1	7,1	34,3
86,00	11	15,7	15,7	50,0
87,00	3	4,3	4,3	54,3
88,00	1	1,4	1,4	55,7
89,00	2	2,9	2,9	58,6
91,00	4	5,7	5,7	64,3
92,00	3	4,3	4,3	68,6
93,00	1	1,4	1,4	70,0
94,00	4	5,7	5,7	75,7
95,00	6	8,6	8,6	84,3
97,00	5	7,1	7,1	91,4
98,00	1	1,4	1,4	92,9
101,00	3	4,3	4,3	97,1
108,00	1	1,4	1,4	98,6
112,00	1	1,4	1,4	100,0
Total	70	100,0	100,0	



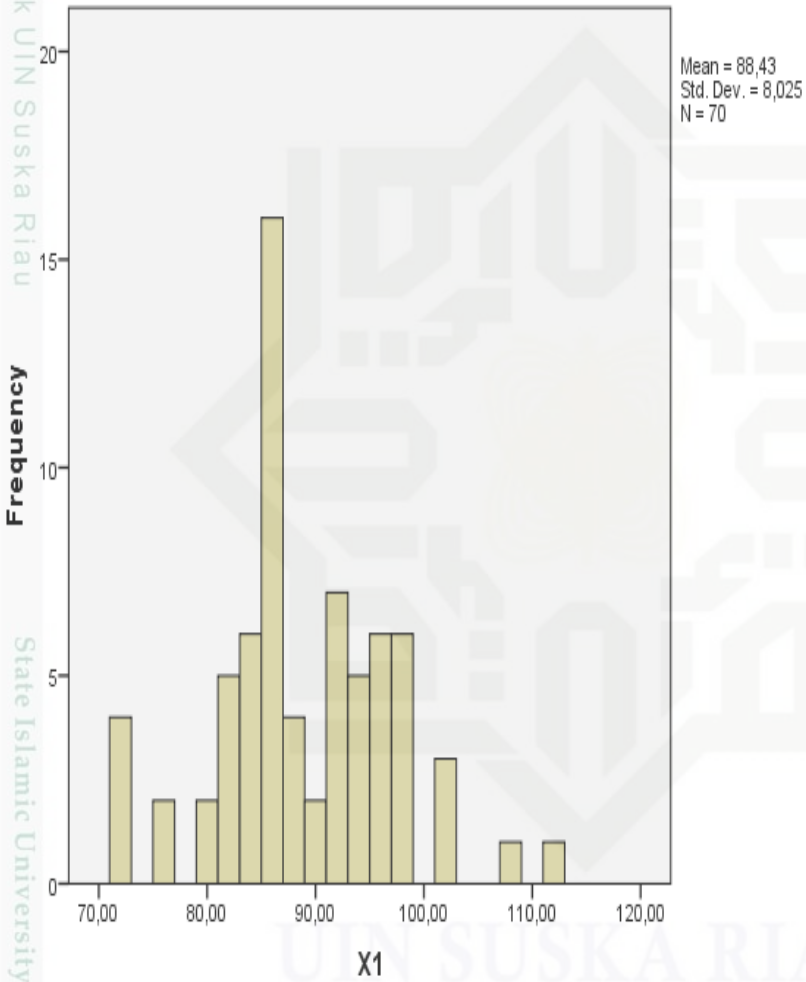
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Histogram





Appendix 5

Correlation Reading Strategies on Reading Comprehension

Correlations

		X2	Y
X2	Pearson Correlation	1	.739**
	Sig. (2-tailed)		.000
	N	70	70
Y	Pearson Correlation	.739**	1
	Sig. (2-tailed)	.000	
	N	70	70

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

Reliability Test Reading Strategies Questionnaires

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.835	.850	2

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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
 2. Dilarang mengurnumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



FREQUENCIES VARIABLES=X2

/STATISTICS=STDDEV VARIANCE RANGE MINIMUM MAXIMUM SEMEAN MEAN MEDIAN
MODE SUM SKEWNESS SESKEW KURTOSIS SEKURT
/ORDER=ANALYSIS.

Frequencies

Statistics		
X2		
N	Valid	70
	Missing	0
Mean		91,9286
Std. Error of Mean		,90371
Median		92,0000
Mode		96,00
Std. Deviation		7,56100
Variance		57,169
Skewness		-,382
Std. Error of Skewness		,287
Kurtosis		,205
Std. Error of Kurtosis		,566
Range		40,00
Minimum		72,00
Maximum		112,00
Sum		6435,00
Percentiles	25	87,0000
	50	92,0000
	75	97,0000



X2

- Hak Cipta Dilindungi Undang-Undang
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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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	Frequency	Percent	Valid Percent	Cumulative Percent
72,00	1	1,4	1,4	1,4
76,00	1	1,4	1,4	2,9
77,00	2	2,9	2,9	5,7
78,00	1	1,4	1,4	7,1
79,00	1	1,4	1,4	8,6
81,00	1	1,4	1,4	10,0
82,00	2	2,9	2,9	12,9
83,00	1	1,4	1,4	14,3
85,00	2	2,9	2,9	17,1
86,00	3	4,3	4,3	21,4
87,00	3	4,3	4,3	25,7
88,00	5	7,1	7,1	32,9
89,00	2	2,9	2,9	35,7
90,00	2	2,9	2,9	38,6
91,00	3	4,3	4,3	42,9
92,00	6	8,6	8,6	51,4
94,00	2	2,9	2,9	54,3
95,00	5	7,1	7,1	61,4
96,00	7	10,0	10,0	71,4
97,00	4	5,7	5,7	77,1
98,00	2	2,9	2,9	80,0
99,00	5	7,1	7,1	87,1
100,00	3	4,3	4,3	91,4
101,00	3	4,3	4,3	95,7
103,00	1	1,4	1,4	97,1
104,00	1	1,4	1,4	98,6
112,00	1	1,4	1,4	100,0
Total	70	100,0	100,0	

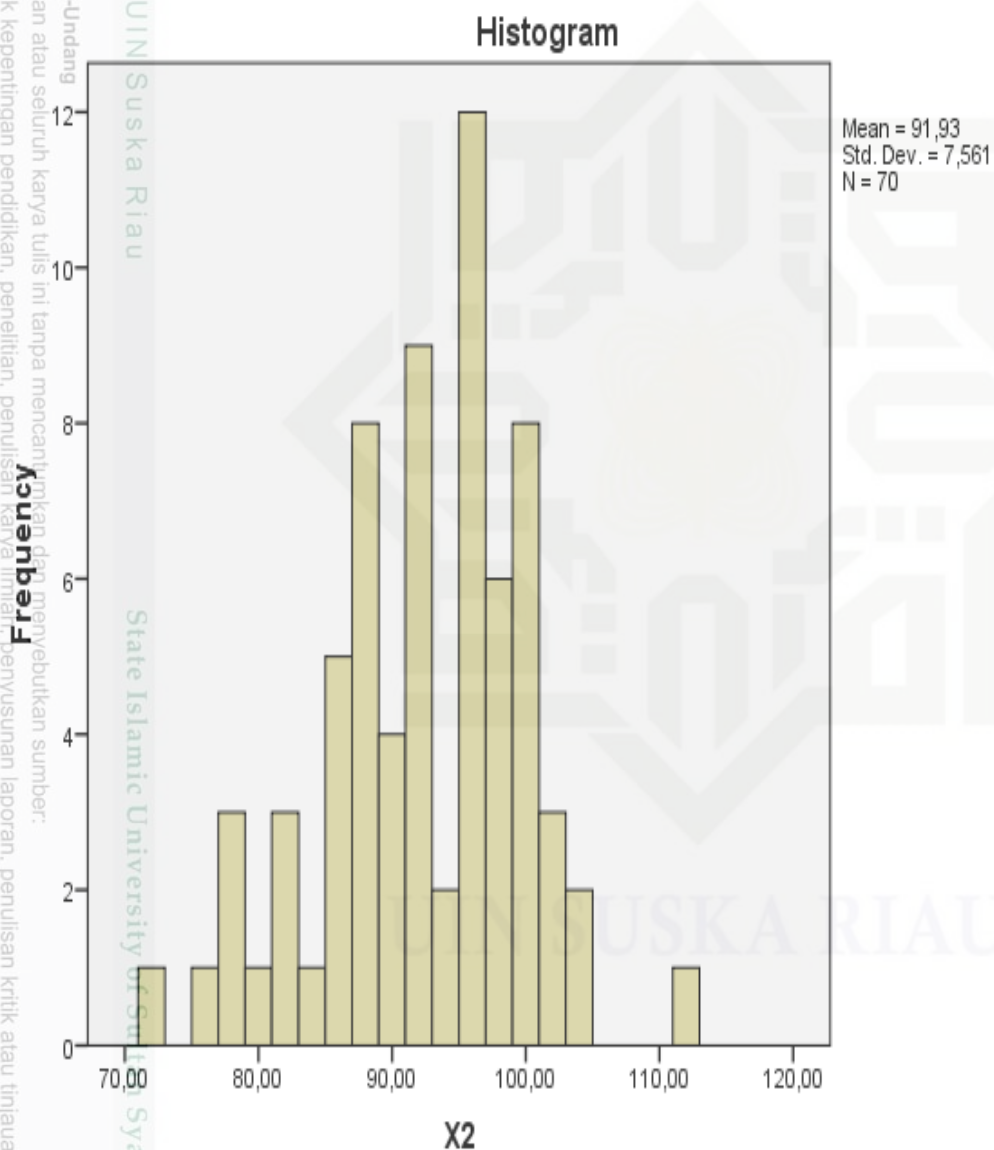
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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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Appendix 6

Correlation Reading Habits and Reading Strategies on Reading Comprehension.

Correlations

		X1	X2	Y
X1	Pearson Correlation	1	.818**	.685**
	Sig. (2-tailed)		.000	.000
	N	70	70	70
X2	Pearson Correlation	.818**	1	.739**
	Sig. (2-tailed)	.000		.000
	N	70	70	70
Y	Pearson Correlation	.685**	.739**	1
	Sig. (2-tailed)	.000	.000	
	N	70	70	70

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

Reliability Test Reading Comprehension

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.889	.899	3

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 - Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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FREQUENCIES VARIABLES=Y

/STATISTICS=STDDEV VARIANCE RANGE MINIMUM MAXIMUM SEMEAN MEAN MEDIAN
MODE SUM SKEWNESS SESKEW KURTOSIS SEKURT
/ORDER=ANALYSIS.

Frequencies

Statistics		
N	Valid	70
	Missing	0
Mean		24,0571
Std. Error of Mean		,26130
Median		24,0000
Mode		23,00
Std. Deviation		2,18616
Variance		4,779
Skewness		-,161
Std. Error of Skewness		,287
Kurtosis		-,235
Std. Error of Kurtosis		,566
Range		11,00
Minimum		18,00
Maximum		29,00
Sum		1684,00
Percentiles	25	23,0000
	50	24,0000
	75	26,0000

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
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Y

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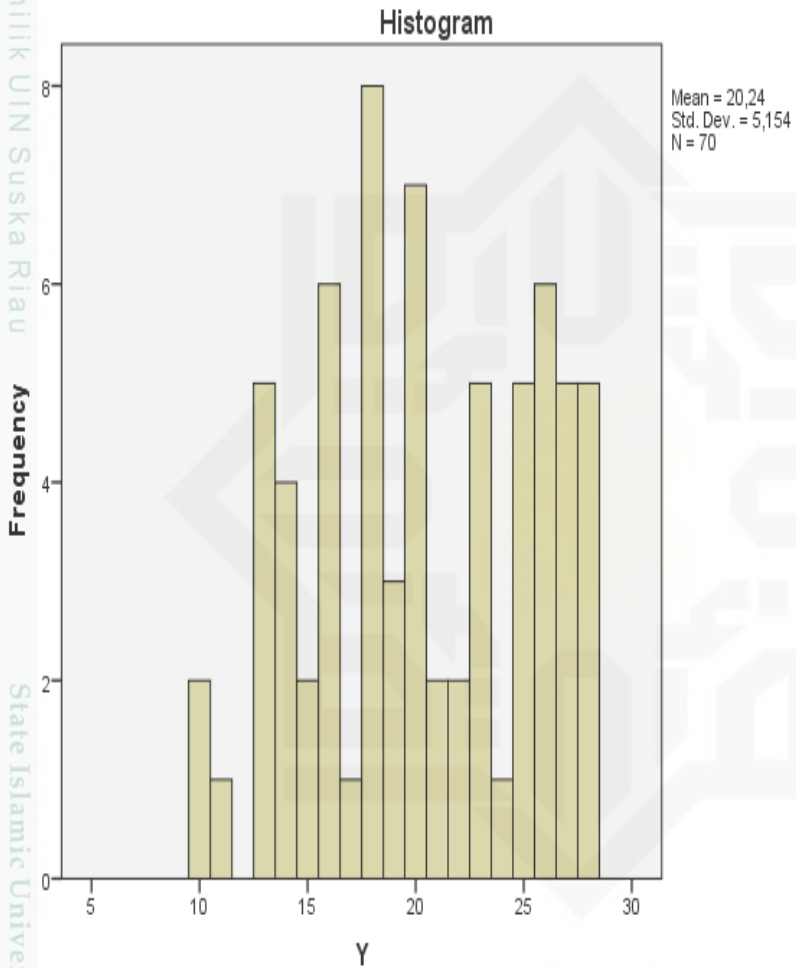
Score	Frequency	Percent	Valid Percent	Cumulative Percent
10	2	2,9	2,9	2,9
11	1	1,4	1,4	4,3
13	5	7,1	7,1	11,4
14	4	5,7	5,7	17,1
15	2	2,9	2,9	20,0
16	6	8,6	8,6	28,6
17	1	1,4	1,4	30,0
18	8	11,4	11,4	41,4
19	3	4,3	4,3	45,7
Valid 20	7	10,0	10,0	55,7
21	2	2,9	2,9	58,6
22	2	2,9	2,9	61,4
23	5	7,1	7,1	68,6
24	1	1,4	1,4	70,0
25	5	7,1	7,1	77,1
26	6	8,6	8,6	85,7
27	5	7,1	7,1	92,9
28	5	7,1	7,1	100,0
Total	70	100,0	100,0	

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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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Appendix 7

Regression

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Y ^b		Enter

a. Dependent Variable: X1

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.685 ^a	.470	.462	5.88533

a. Predictors: (Constant), Y

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2087.817	1	2087.817	60.277	.000 ^b
	Residual	2355.326	68	34.637		
	Total	4443.143	69			

a. Dependent Variable: X1

b. Predictors: (Constant), Y

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	36.360	6.743		5.392	.000
	Y	.565	.073	.685	7.764	.000

a. Dependent Variable: X1



Appendix 8

Regression

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Y ^b	.	Enter

a. Dependent Variable: X2

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.739 ^a	.546	.540	5.12922

a. Predictors: (Constant), Y

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2155.635	1	2155.635	81.935	.000 ^b
	Residual	1789.008	68	26.309		
	Total	3944.643	69			

a. Dependent Variable: X2

b. Predictors: (Constant), Y

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	39.021	5.877		6.640	.000
	Y	.574	.063	.739	9.052	.000

a. Dependent Variable: X2



Appendix 9

Regression

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	X2, X1 ^b	.	Enter

a. Dependent Variable: Y

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.753 ^a	.566	.553	6.50274

a. Predictors: (Constant), X2, X1

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3699.163	2	1849.582	43.740	.000 ^b
	Residual	2833.137	67	42.286		
	Total	6532.300	69			

a. Dependent Variable: Y

b. Predictors: (Constant), X2, X1

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.084	9.662		.216	.830
	X1	.296	.169	.245	1.750	.085
	X2	.694	.180	.539	3.859	.000

a. Dependent Variable: Y

Students	The Number of Items																														CA	
	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	26	27	28	29	30		
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FV	46.00	48.00	48.00	48.00	46.00	51.00	48.00	47.00	49.00	49.00	48.00	53.00	53.00	52.00	55.00	44.00	48.00	50.00	43.00	46.00	43.00	46.00	48.00	45.00	41.00	48.00	41.00	47.00	45.00	41.00	1.417.00		
R/A	0.66	0.69	0.69	0.69	0.66	0.73	0.69	0.67	0.70	0.70	0.69	0.77	0.77	0.74	0.79	0.63	0.69	0.71	0.61	0.66	0.61	0.69	0.64	0.59	0.69	0.59	0.67	0.64	0.59	0.5	20.24		
D/E	0.25	0.36	0.25	0.48	0.24	0.29	0.29	0.28	0.25	0.25	0.41	0.50	0.46	0.28	0.26	0.50	0.28	0.44	0.27	0.53	0.53	0.38	0.50	0.25	0.31	0.53	0.32	0.40	0.3	0.5			

DOCUMENTATION



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumunkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

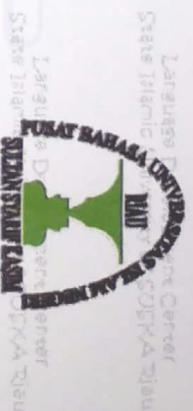
- Hak Cipta Dilindungi Undang-Undang**
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
 2. Dilarang mengumunkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



The students tried to answer the instrument tests



STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
مركز ترقية اللغة لجامعة سلطان شريف قاسم الكوثرية الإسلامية



CERTIFICATE OF ACHIEVEMENT

This is to certify that

Name : Nurmania Fitri

ID Number : 21790125706

Date of Birth : Maret 15, 1994

Sex : Female

Test Form : Paper Based Test
Achieved the following scores on the

English Proficiency Test

Listening Comprehension : 57

Structure & Written Expressions : 68

Reading Comprehension : 58

Overall Score : 610

Expire Date : Maret 03, 2021



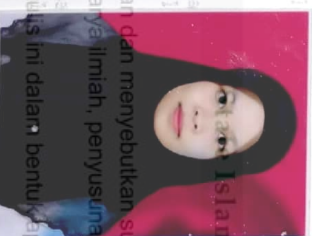
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Language Development Center
State Islamic University of SUSKA Riau
The scores and information presented in this score report are approved

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State Islamic University of SUSKA Riau
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The Head of Language Development Center

Mahyudin Syukri, M. Ag
NIP. 19720421 200604 1 003



LANGUAGE DEVELOPMENT CENTER
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
مركز ترقية اللغة لجامعة سلطان شريف قاسم الإسلامية الحكومية



SERTIFIKAT

ARABIC PROFICIENCY TEST

DIBERIKAN KEPADA

Nurmanita Fitri

Nomor ID : 21790125706
Jenis Kelamin : Perempuan
Tanggal Lahir : 15 Maret 1994

بيان النتائج لاختبار اللغة العربية لمعرفة الكفاءة اللغوية

65 : الاستماع
66 : القراءة
63 : القواعد
647 : النتيجة

Berlaku Hingga : 13 Oktober 2020



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State Islamic University of Sultan Syarif Kasim Riau

Hak Cipta Dilindungi Undang-Undang
Arabic Proficiency Test® Certificate Provided by
Language Development Center of State Islamic University of Sultan Syarif Kasim Riau.
The scores and information presented in this score report are approved.
Address : Jl. KH. Ahmad Dahlan No. 94 Pekanbaru 28128 PO BOX 1004 HP: 0852 7144 0823
Email : info@pusat-bahasa.info Website : pusat-bahasa.info
The Head of Language Development Center
Mahyudin Syukri, M.Ag



PEMERINTAH PROVINSI RIAU

DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Gedung Menara Lancang Kuning Lantai I & II Komp. Kantor Gubernur Riau
Jl. Jenderal Sudirman No. 460 Telp. (0761) 39119 Fax. (0761) 39117, PEKANBARU
Email : dpmptsp@riau.go.id

Kode Pos : 28126



032010

REKOMENDASI

Nomor : 503/DPMPTSP/NON IZIN-RISET/25600
TENTANG

PELAKSANAAN KEGIATAN RISET/PRA RISET DAN PENGUMPULAN DATA UNTUK BAHAN TESIS

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : **Direktur Program Pascasarjana UIN Suska Riau, Nomor : 1848/Un.04/PPs/PP.00.9/2019 Tanggal 30 Juli 2019**, dengan ini memberikan rekomendasi kepada:

1. Nama : **NURMANIA FITRI**
2. NIM / KTP : **21790125706**
3. Program Studi : **PENDIDIKAN AGAMA ISLAM**
4. Konsentrasi : **PENDIDIKAN BAHASA INGGRIS**
5. Jenjang : **S2**
6. Judul Penelitian : **THE INFLUENCE OF READING HABIT AND READING STRATEGIES ON STUDENTS READING COMPREHENSION AT JUNIOR HIGH SCHOOL 1 BENAI KUANSING DISTRICT**
7. Lokasi Penelitian : **SMPN 1 BENAI KABUPATEN KUANTAN SINGINGI**

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru
Pada Tanggal : 30 Agustus 2019



Ditandatangani Secara Elektronik Melalui :
Sistem Informasi Manajemen Pelayanan (SIMPEL)







DINAS PENANAMAN MODAL DAN
PELAYANAN TERPADU SATU PINTU
PROVINSI RIAU

Tembusan :

Disampaikan Kepada Yth :

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Bupati Kuantan Singingi
- Up. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu di Telukkuantan
3. Direktur Program Pascasarjana UIN Suska Riau di Pekanbaru
- ④ Yang Bersangkutan

KONTROL KONSULTASI BIMBINGAN TESIS / DISERTASI *

NO.	Tanggal Konsultasi	Materi Pembimbing / Promotor*	Paraf Pembimbing/ Co Promotor	Keterangan
1.	13 / 1-2020	<ul style="list-style-type: none"> Konsep Operasional Badan Temi Teknik Pengumpulan Data Teknik Analisis Data Manajemen QMS CE Abstrak XI-XII 		
2.	4 / 2-2020	<ul style="list-style-type: none"> Wawancara dengan staf BPP dan SPMS 		
3.	5 / 2002	Revisi Bab 3/4		
4.	7 / 2020	Chapter 4		
5.	12 / 7-2020	Chapter 1 & 5		
6.	14 / 2020	Chapter 1-5		

Pembimbing II / Co Promotor*
tanpa izin UIN Suska Riau.

menyempatkan sebagai berikut:

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