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1445 H/2023 M

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**THE CORRELATION BETWEEN STUDENTS' READING  
HABIT AND THEIR READING COMPREHENSION AT  
THE EIGHT GRADE OF JUNIOR HIGH SCHOOL  
TELEKOMUNIKASI PEKANBARU**



UIN SUSKA RIAU

By

**KEVIN ALBERT POLII**

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**Thesis**

Submitted as partial fulfillment of the Requirements  
for Bachelor's Degree of English Education  
(S. Pd)

**DEPARTMENT OF ENGLISH EDUCATION  
FACULTY OF EDUCATION AND TEACHER TRAINING  
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU  
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Perkanbaru, October 03<sup>th</sup> ,2023



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Finally, the researcher realize that this thesis is still far from perfections. Therefore, constructive comments, critiques and suggestions are appreciated very much.

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## ABSTRACT

**Kevin Albert Polii, (2023): *The Correlation between Students' Reading Habit and Their Reading Comprehension at The Eight Grade of Junior High School Telekomunikasi Pekanbaru***

The main focus of this research was to examine if there is a significant correlation between reading habit and reading comprehension at the Eight Grade of Junior High School Telekomunikasi Pekanbaru. The researcher using quantitative research, This research uses correlational research. In conducting the research, the sample of this research are 21 students. The subject of this research is the eight grade students at Junior High School Telekomunikasi Pekanbaru, the technique sampling that was used simple random sampling. In collecting the data, There were two kinds of instruments that were questionare and test. The technique of analyzing data was using pearson product moment correlatin and it was eased by using SPSS 20.0 program. Based on the data analysis, the researcher conclude that the level of students' Reading Habits of Eight Grade of Junior High School Telekomunikasi Pekanbaru is Excellent Level. The level of students' Reading Comprehension of Eight Grade of Junior High School Telekomunikasi Pekanbaru is Good Level. It can indicates a sig.value was 0.000. it was bigger than 0.05 (sig(2 tailed)<0,05 ). The result the sig. (2-tailed) is 0.000, it can be conclude that, Ha was accepted and H0 was rejected. Based on the overall analysis above, the hypotheses H0 was accepted and Ha was rejected. So, it can be conclude that "There is a Significant Correlation between Students' Reading Habits and Their Students' Reading Comprehension of Eight Grade of Junior High School Telekomunikasi Pekanbaru".



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## ABSTRAK

**Kevin Albert Polii, (2023): Korelasi antara Kebiasaan Membaca Siswa dengan Pemahaman Bacaan Siswa Kelas VIII SMP Telekomunikasi Pekanbaru**

Fokus utama dari penelitian ini adalah untuk menguji apakah ada hubungan yang signifikan antara kebiasaan membaca dan pemahaman membaca di kelas delapan Sekolah Menengah Pertama Telekomunikasi Pekanbaru. Peneliti menggunakan penelitian kuantitatif, penelitian ini menggunakan penelitian korelasional. Dalam melakukan penelitian, sampel penelitian ini adalah 21 siswa. Subjek penelitian ini adalah siswa kelas VIII SMP Telekomunikasi Pekanbaru, teknik pengambilan sampel yang digunakan adalah simple random sampling. Dalam mengumpulkan data digunakan dua macam instrumen yaitu angket dan tes. Teknik analisis data yang digunakan adalah korelasi pearson product moment dan dibantu dengan program SPSS 20.0. Berdasarkan analisis data, peneliti menyimpulkan bahwa tingkat Kebiasaan Membaca siswa kelas VIII SMP Telekomunikasi Pekanbaru berada pada kategori sangat baik. Tingkat Pemahaman Membaca siswa kelas VIII SMP Telekomunikasi Pekanbaru berada pada kategori Baik. Hal ini dapat ditunjukkan dengan nilai sig. sebesar 0,000 yang lebih besar dari 0,05 (sig (2 tailed) < 0,05). Hasil nilai sig. (2-tailed) sebesar 0,000, maka dapat disimpulkan bahwa,  $H_a$  diterima dan  $H_0$  ditolak. Berdasarkan keseluruhan analisis di atas, maka hipotesis  $H_0$  diterima dan  $H_a$  ditolak. Jadi, dapat disimpulkan bahwa "Ada Korelasi yang Signifikan antara Kebiasaan Membaca Siswa dan Pemahaman Membaca Siswa Kelas Delapan SMP Telekomunikasi.

## الملخص

العلاقة بين عادات قراءة الطلاب مع فهم قراءة الطلاب الصف الثامن : (2023) كيفين ألبرت بولي  
اتصالات المدرسة المتوسطة الأسبوع الجديد

ينصب التركيز الرئيسي لهذا البحث على اختبار ما إذا كانت هناك علاقة كبيرة بين عادات القراءة وفهم يستخدم الباحثون البحث الكمي ، . القراءة في الصف الثامن من المدرسة الثانوية الجديدة للاتصالات كان طالبًا 21 في إجراء البحث ، كانت عينة هذه الدراسة . وتستخدم هذه الدراسة البحث المترابط موضوع هذه الدراسة طلاب الفئة الثامنة في الأسبوع الجديد للاتصالات ، وكانت تقنية أخذ العينات في جمع البيانات يتم استخدام أداتين وهما المحرك . المستخدمة هي أخذ عينات عشوائية بسيطة تقنية تحليل البيانات المستخدمة هي ارتباط لحظة منتج بيرسون ويتم مساعدتها في . والاختبارات بناءً على تحليل البيانات ، خلص الباحث إلى أن مستوى عادات القراءة لطلاب SPSS 20.0 برنامج فهم مستوى القراءة طلاب الصف . الفئة الثامنة في أسبوع الاتصالات الجديد كان في فئة جيدة جدًا 0.000 عند sig. يمكن الإشارة إلى ذلك بقيمة . في فئة جيدة SMP New Week الثامن الاتصالات ، يمكن استنتاج أنه 0000 من (ذيل-2) . نتائج قيمة سيج .  $(\text{sig} (2 \text{ tail}) < 0.05)$  أكبر من 0.05 من  $H_0$  ويتم رفض  $H_0$  بناءً على التحليل الشامل أعلاه ، يتم قبول فرضية  $H_0$  ورفض  $H_a$  تم قبول هناك علاقة كبيرة بين عادات قراءة الطلاب وفهم طلاب القراءة في 'وبالتالي ، يمكن الاستنتاج أن الصف الثامن من المدرسة المتوسطة للاتصالات

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## ملخص

### كيفين ألبيرت فولي، (٢٠٢٣): ارتباط بين عادات القراءة والفهم القرائي لدى تلاميذ الصف الثامن بالمدرسة المتوسطة للاتصالات بكنبارو

التركيز الرئيسي لهذا البحث هو اختبار ما إذا كان هناك ارتباط ذات دلالة إحصائية بين عادات القراءة والفهم القرائي في الصف الثامن بالمدرسة المتوسطة للاتصالات بكنبارو. يستخدم الباحث البحث الكمي، ويستخدم هذا البحث البحث الارتباطي. وفي إجراء البحث كانت عينة البحث ٢١ تلميذا. وموضوع البحث تلاميذ الصف الثامن بالمدرسة المتوسطة للاتصالات بكنبارو، وتقنية أخذ العينات المستخدمة هي أخذ العينات العشوائية البسيطة. وفي جمع البيانات تم استخدام نوعين من الأدوات وهما الاستبيانات والاختبارات. وتقنية تحليل البيانات المستخدمة هي ارتباط لحظة المنتج لبيرسون ويساعدها برنامج الحزمة الإحصائية للعلوم الاجتماعية ٢٠٠٠. وبناء على تحليل البيانات، استنتج الباحث أن مستوى عادات القراءة لدى تلاميذ الصف الثامن بالمدرسة المتوسطة للاتصالات بكنبارو كان في فئة جيدة جدا. ويقع مستوى الفهم القرائي لتلاميذ الصف الثامن بالمدرسة المتوسطة للاتصالات بكنبارو في الفئة الجيدة. يمكن إظهار ذلك من خلال قيمة سيغ. يساوي ٠,٠٠٠ وهو أكبر من ٠,٠٥ (سيغ < ٠,٠٥). قيمة سيغ الناتجة. (٢-ذيل) يساوي ٠,٠٠٠، ويمكن استنتاج الفرضية البديلة مقبولة والفرضية المبدئية مرفوضة. بناء على التحليل السابق، يتم قبول الفرضية الفرضية المبدئية ورفض الفرضية البديلة. لذا يمكن الاستنتاج أن "هناك ارتباط ذات دلالة إحصائية بين عادات القراءة والفهم القرائي لدى تلاميذ الصف الثامن بالمدرسة المتوسطة للاتصالات بكنبارو.

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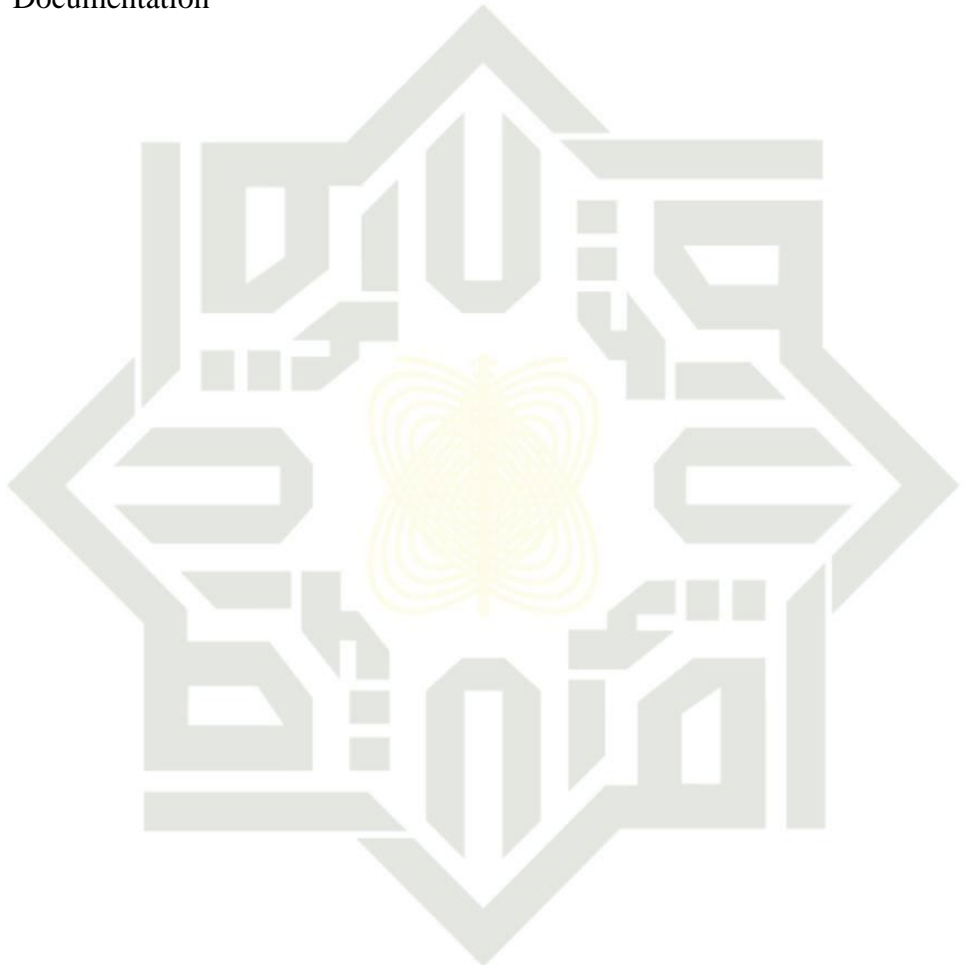
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## CHAPTER I INTRODUCTION

### A. Background of the Problem

Reading comprehension is one of the most important factors in student success in learning English. According to Oakhill (2015, p.1), reading comprehension is a complex task that requires the orchestration of many different cognitive abilities and skills. Furthermore, Klingner (2007) states that reading comprehension is a complex process of meaning construction, involving reading of words, knowledge of words and the world, and fluency in speaking. This means that reading comprehension is not just about understanding the text, but also a complex process of understanding and extracting information from the text.

The reading comprehension of one student and another student may differ. This is influenced by many factors that exist around students, one of which is reading habits. Bignold in Chettri (2013, p. 14) states that reading habits improve children's reading skills. Furthermore, Selly (2016) argues that students who develop good reading habits find encouragement in reading comprehension. So, the more students read, the better they understand the text. In summary, reading habit affects reading comprehension.

According to Sangkaeo in Annamalai (2013, p.33), reading habits refer to behaviors that express reading similarities and reading preferences. Patel (2008, p. 114) states that the habit of reading not only helps students gain knowledge and wisdom from cultural heritage, but is also very helpful in filling



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free time. This is how the reader organizes his reading. Good reading habits can help students improve their reading performance and understand how to become good readers.

According to Cunningham & Stanovich in Annamalai (2013, p. 33), frequent book reading and good reading habits allow readers to analyze other people's ideas, which makes a person think more critically. Reading habits also indicated by the readers positive attitude toward reading, their enjoyment in reading practices and motivation to read. Furthermore, Zwiers (2004, p.3), reading habits more clearly describes the automatic and unconscious processes that are involved in constructing meaning from text. Thus, by this activity the readers can improve their reading ability. This means that reading habits affect students' reading comprehension. Frequent book reading and good reading habits can help students develop reading comprehension. Without reading habits, students find it difficult to understand the text.

In order to meet students' needs toward reading, in Curriculum 2013 (K13) provides reading as one of the skills in Mastering English that must be taught and learned in Junior High School. Junior High School Telekomunikasi Pekanbaru is one of the schools that also uses Curriculum 2013 (K13). Following KKM, the passing score for the first grade of this Junior High School is 78. In this school, English subject is taught for credit hours. The basic competence to be met in this syllabus for the first grade is that the students are able to identify main idea of the text, the social function of the text, the generic structure of the text and able to identify language features of the text.

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Based on the discussion above, ideally the students of the first grade of Junior High School Telekomunikasi Pekanbaru are able to understand and able to comprehend the text. In fact, based on the interview with English teacher and some students of Junior High School Telekomunikasi Pekanbaru that the researcher did on December 11<sup>th</sup> 2021. The researcher found that some of the students still had problems incomprehending reading. It can be seen from the following phenomena such as some of the students had a good reading habit, but they were not able to identify the social function of the text. Some other students were able to identify the social function of the text, but they did not have a good reading habit. Some of the students had a good reading habit, but they were not able to identify the generic structure of the text. Some other students were able to identify the generic structure of the text, but did not have a good reading habit. Some of the students had a good reading habit, but they were not able to identify language features of the text. Some other students were able to identify language features of the text, but they did not have a good reading habit.

For this reason, the researcher is interested in conducting research to see the significant relationship between the students' reading habits and reading comprehension. Ngo Pham (2021) stated that reading comprehension achievement would be enhanced if reading habit is maintained and vice versa.

Therefore, reading habits has positive effect to their reading comprehension. On the other hand, it is not like the reality. The problem of the students in Secondary School Level in reading are lack of vocabulary. They

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also have bad pronunciation when they read English text. The researcher has opinion that reading habit also becomes a basic problem of reading comprehension.

According to the National Reading Panel (2000), reading habits are important in the development of students' reading abilities, which ultimately, helps them to acquire a holistic education. Despite the significance of reading habits in developing ESL learners' proficiency within and outside the school environment (Azmi, 2013; Balan, Katenga, & Simon, 2019; Ihsan 2019; Lee & Wong, 2017; Mwangi & Bwire, 2020), few studies stated that reading habits improves ESL learners' academic performance in the Malaysia context and also in senior high school context (Lee & Wong, 2017). Additionally, to the best of knowledge, none of the previous local studies provides correlational evidence that reading habits improve reading comprehension itself. Therefore, based on the hypothetical principle of Information Transfer theory, this research seeks to study reading habits and ascertain their correlation with reading comprehension among EFL learners in selected Indonesia secondary schools.

Based on the phenomena explained by the writer above, the writer is interested in conducting research entitled: **“The Correlation between Students' Reading Habit and Their Reading Comprehension at The Eight Grade of Junior High School Telekomunikasi Pekanbaru”**.

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## B. Problems of the Research

### 1. Identification of the Problems

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

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

### 2. Limitation of the Problems

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

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Eight Gradeof Junior High School Telekomunikasi Pekanbaru.

### 3. Formulation of the Problems

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

- a. How is the students' reading habit at the Eight Grade of Junior High School Telekomunikasi Pekanbaru?
- b. How is the students' reading comprehension at the Eight Gradeof Junior High School Telekomunikasi Pekanbaru?
- c. Is there any significant correlation between reading habit and reading comprehension at the Eight Gradeof Junior High School Telekomunikasi Pekanbaru?

## C. Objectives and Significance of the Research

### 1. Objectives of the Research

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

- a. To find out the students' reading habit at the Eight Gradeof Junior High School Telekomunikasi Pekanbaru.
- b. To find out the students' reading comprehension at the Eight Gradeof Junior High School Telekomunikasi Pekanbaru.
- c. To examine if there is a significant correlation between reading habit and reading comprehension at the Eight Gradeof Junior High School Telekomunikasi Pekanbaru.

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## 2. Significance of the Research

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

## D. Definition of Terms

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

### 1. Correlation

Cohen, Manion, and Marrison (2007) state that correlation involves the collection of two sets of data, one of which was retrospective, with a view to determining the relationship between them. Meanwhile, Creswell (2012) states that in correlation research designs, investigation use the correlation statistical test to describe and measure the degree of association (or relationship) between two or more variables. As in the

title of this research and the purpose of the research, the writer wants to know about the connection between the two variables, in which this term is related to correlation research. The correlation between the two variables is where the variable X (Reading Habit) influences the variable Y (Reading Comprehension). Or it can be said that if students have a good reading habit their reading comprehension was good too.

## 2. Reading Comprehension

According to Snow (2002, p. 11), reading comprehension is a process of simultaneous extraction and construction of meaning through interaction and engagement with written language. In addition, reading comprehension is the reader's ability to understand meaning and information in written language. In this research focuses on the students' reading comprehension which discuss about the students comprehension the text and get the information on the text.

## 3. Reading Habit

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

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## CHAPTER II

### REVIEW OF LITTERATURES

#### A. Theoretical Framework

##### 1. Definition of Reading

Harmer (2002) states that reading is a receptive skill. Receptive skills are how people extract meaning from the discourses they see or hear. In this respect, the cognitive processes involved in reading are similar to those involved in listening. While in both cases students are involved in decoding rather than encoding messages, reading is not just an act of absorbing information. It is a communicative act in which a discourse emerges from a text.

So, unsurprisingly, reading the expert definition of reading is an active thought process. Henninga (1990) says that it is a thought process that brings two people together - the author and the reader. Reading is the development of relationships between ideas. They also state that what you bring to the selected reading is as important to your understanding as what the author put into it. You bring the purpose of reading, you bring understanding of vocabulary, your ability to understand meaning, and your attitude towards reading. Reading is an active process in which people attempt to extract ideas, concepts, or images from the pattern words set out on the printed page.

Reading is a complex cognitive process from the decoding of signs to the creation or production of meaning (Schulz, Baker, Purcell,



Association, and Conference, 1977). It is a vehicle for language acquisition, communication, and the exchange of information and ideas. Like all languages, texts are complex interactions between texts and readers, shaped by the reader's culturally and socially situated knowledge, experiences, attitudes and communities.

The reading process requires continuous training, development, and improvement. In addition, reading requires creativity and critical analysis. Commercial literature makes deals with every passage, inherently deviating from literal words to create images that make sense to it in the unfamiliar places it describes. Because reading is a complex process, it cannot be controlled or limited to one or two interpretations.

Reading is one of the aspects of language behavior with an understanding of the general process of interpretation that includes communicative activities. This means that when reading, meaning is created by the reader based on textual cues. This interpreting activity is not exclusively related to reading, but is a package with reading, since reading is a process of practical thinking that creates meaning. In the process of acquiring meaning, the reader cannot create and complete a complete meaning, but the meaning acquired by the reader is only meaning sufficient for the reader's needs. In summary, the reading process involves how meaning is negotiated in discourse (Widdowson, 1979).

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## 2. Definition of Reading Comprehension

Comprehension is the focus of reading. According to Caldwell (2008), comprehension is the ability to fully understand and become accustomed to a situation and facts. Comprehension begins with translating the words on the page into their mental meaning, recognizing individual words based on memory and knowledge of letters and sound patterns, assigning the resulting pronunciation to meaning, and finally linking these words into units of ideas. It means a person's ability to understand context based on what is read or heard. Reading comprehension is intentional thinking in which meaning is constructed through the interaction between the text and the reader.

Reading comprehension is an activity of reading a specific text, not only reading the text, but also the reader can understand the text and information. Comprehension skills help the learner understand the meaning of words in isolation and in context. According to Snow (2002, p. 11), reading comprehension is a process of simultaneous extraction and construction of meaning through interaction and engagement with written language. In addition, reading comprehension is the reader's ability to understand meaning and information in written language.

The reading comprehension is a process in which the reader constructs meaning using materials, information in the text, and the reader's knowledge. According to Woolley (2011), reading comprehension is the process of giving meaning to texts. Therefore, the goal is to gain a

thorough understanding of what is being described in the book, rather than deriving meaning from individual words or phrases. It can be said that reading comprehension is the process of fully understanding what is being described in the text.

Grabe and Stoller (2002) state that reading comprehension, in its broadest sense, is the ability to understand and appropriately interpret information in a text. Reading comprehension refers to reading with understanding. Understanding a written text means extracting information from it as efficiently as possible. In reading comprehension workbooks, the questions usually involve the reader remembering what they read without using any additional text. Reading is also defined as the process of understanding the meaning of a text.

From the definitions above, it is easy to conclude that reading comprehension is related to understanding and thinking process to get messages from the reading material. In other words, the reader understands all or most of the thoughts the author is trying to convey. So, reading comprehension involves other skills such as remembering the meaning of words, finding answers to questions answered explicitly or paraphrasing, drawing inferences from context, and capturing ideas in content.

According to reading experts, there are several factors that can affect reading comprehension. Simanjuntak (1988) says that reading comprehension is most likely to occur when students read what they want to read, or at least what they see as a good reason to read.

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### 3. Component of Reading Comprehension

Khoiriah (2017) says that when reading, readers should be able to manage each part of the text because it is easy to understand the ideas conveyed in the text when they are able to analyze the structure of the text . Based on Nutal in Winanti (2016), there are five aspects of reading that students need to understand in order to understand a text well. You determine the main idea, find specific information, references, conclusions and vocabulary. Therefore, in order for students to understand the text, they must master five aspects of reading comprehension:

- a. The students are able to determine the main idea.
- b. The students are able to recognize supporting details.
- c. Students are able to draw conclusions.
- ie the students are able to recognize references.
- e. Students are able to understand vocabulary.

Based on this explanation, it can be concluded that reading comprehension is a process of interaction between the reader and the text in order to understand the meaning and purpose contained in the text. So the reader knows the main idea, expressions/idioms/phrases in context, conclusions (implicit details), grammatical features, details (search for details that are explicitly stated), exclusion of unwritten facts (details are not mentioned), supporting ideas. and vocabulary. in connection.

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#### 4. Narrative Text

Text is a human-readable string of characters, and the words formed from it can be encoded into a computer-readable format. According to Hartono, the text is a coherent unit of meaning and consistent with the context (Hartono, 2005). This means that the text is a coherent unit that has meaning in its context. In other words, a text can be in the form of any language unit, it can be a word, a sentence, a paragraph, then it can be a text larger than a paragraph. According to Siahaan, text is a meaningful unit of speech in a context. Linguistic units are phonemes or morphemes or clauses or sentences or discourses. A language text is unique. Some languages can have some similarities in a text and they also have some differences (Siahaan, 2007). That is, the text has a linguistic meaning and language specificity.

Narrative text is a piece of text that tells a story and thus entertains and informs the reader or listener.<sup>39</sup> That is, narrative text is a type of text in English for telling a story containing a series of connected events. Used to entertain the reader or listener. Narratives are pieces of writing that tell a story. The story can be fictional or based on real events. A narrative tells of something that happened in the past (Mun et al., 2008). In addition, narrative is a text that contains stories such as folklore, fables, legends, and others. Which is a narrative text that contains a story by presenting a sequence of events and characterized actors. as hero or coward. From this it can be concluded that narrative text is a spoken or written text to

communicate a message that serves to interpret its meaning in the story.

Narrative text consists of the following generic structure:

- a. Orientation This introduces the story to the participants and provides information about the setting. Usually the author explains when the story happened and where it happened.
- b. Complications Narrating the crisis Escalation of the event. This is the climax of the narrative. Midway through the story, the narrator generally points out the complications. Complications make the story more interesting because the main character is prevented from achieving what he wants. In this section, the narrator addresses the problems that arise in the story. Complications are real-life descriptions, telling the reader that any problem can be solved.
- c. Resolution After setting out many problems in the climax of the story, the narrator then tells the reader about the solution to the problem. Solutions are crises that are resolved, for better or for worse. A satisfactory narrative will provide the reader with a solution to a problem or complication. Generally, the solution is placed at the end of the narrative, but sometimes the narrator places problems or other complications after conveying the solution to the problem. It is used so the story doesn't end. In short, the denouement is the end of the story.

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- d. Reorientation Reorientation is optional from the general structure of the narrative text. So, sometimes there is a reorientation and sometimes not in the narrative text. Usually at the end of the story or closing event (Knap and Watkins, 2005).

The language features of the narrative text are as follows:

- a. Use nouns and pronouns to identify the people, things, and animals involved. For example: queen, princess, her, her, etc.
- b. Special participants are objects with special properties. Example: Aladdin, Cinderella, etc.
- c. The use of adjectives is useful to form noun phrases. For example: beautiful white women, etc
- d. Use conjunctions and conjunctions of time to sequence events. For example: however, when, then, suddenly, etc.
- e. Use adverbs and adverb phrases to indicate time and place. For example: once, there, here, at home, etc. (Fatuni'mah, 2016).

## 5. Definition of Reading Habits

Reading activity is considered a habit when done repeatedly. In general, reading habits are often viewed in terms of the material read, reading frequency and average reading time (Wagner, 2002), and this habit can be encouraged (Wijesuriya, 1995). , which is a long-term habit starting at an early age, is the main gateway to the space of knowledge.

It can be a practice that helps individuals become creative and develop their critical thinking skills. In this sense, the habit of reading is

an important tool for the development of personality and intellectual capacity of the individual. In addition to personal and intellectual development, reading is a gateway to social, economic and civic life (Clark and Rumbod, 2006). In addition, all reading patterns related to emotional responses increase individual emotional satisfaction.

Interest in reading is often related to choice of subject or preference for the literary genre being read. Therefore, it is often equated that a person has developed the habit and interest in reading when the activity is voluntarily repeated in order to relax. Krashen (1996) believes that these habits and interests can be cultivated from an early age. As such, there are differences in interests between people of different ages and sexes, which are strongly influenced by internal factors such as home, motivations and attitudes, and external factors such as peers, schools, teachers and library facilities available to these people.

Reading habits refer to behaviors that reveal reading similarities between individual reading styles and reading habits (Sangkaeo 1999). This is the pattern by which a person organizes their reading. Similarly, Shen (2006) identifies reading habits, such as how often, how much and what students read. Researchers have made efforts over the past decade to study student reading habits. Through their efforts, these researchers have found that reading habits are related to students' gender, age, educational background, academic achievement, and career progression. An attempt is made to categorize readers. Beers (1996) categorizes 7th grade students

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into 3 groups. "Inactive readers" are those who enjoy reading and consider themselves a reader, but don't take the time to read regularly or update their knowledge. They are not opposed to reading but prioritize other activities such as sports, social life and schoolwork. You will read at convenient times, example during the school holidays or after completing large projects. The second and third groups are disengaged and unmotivated readers. Those in these two groups had negative attitudes towards reading and disliked reading. Uncommitted readers are open to future reading suggestions and have positive attitudes towards other readers. The unmotivated reader is not receptive to future reading recommendations and has a negative attitude towards the person reading.

In a recent study, Bullent (2002) categorized the reading literacy of 108 children between the ages of 11 and 12 into four groups; Heavy reader (reads 24 or more books per year or 2 books per month); moderate readers (reads 7-23 books per year or 1 book per month); infrequent reading (reading 1-6 books per month (1 book every 2 months) and non-readers. The last two groups make up a large percentage of children between the ages of 9 and 10, indicating that reading habits are not well developed.

Good reading habits are necessary for healthy intellectual growth and play a very important role in enabling a person to achieve practical efficiency. In addition, a person's interest is largely determined by the amount they will read and the intensity with which they engage in reading activities. Reading books gives you validation or rejection of your ideas,

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which makes you think more critically about right and wrong in society. Reading gives people a sense of worth that allows them to gradually develop the greatest of all virtues, the ability to understand rather than judge. Books can also be very entertaining, especially when you doubt yourself and your beliefs. Pleasure reading encourages the development of reading as a lifelong habit that strengthens language skills and fluency, as children improve their reading skills when they read for pleasure. Cunningham and Stanovich (1998) reported that reading volume, both inside and outside of school, had a significant impact on the development of reading speed and fluency, vocabulary, general knowledge, verbal ability, and academic achievement.

## 6. Component of Reading Habits

To determine a person's level of reading habit, several researchers demonstrated several aspects to measure effective reading habit. Rosidi cited in Wahyuni (2014), proposes two ways of measuring a person's reading habits.

### a. Frequency of reading exercises

The time the reader spends reading can indicate whether the person has a high interest in reading or not. As Akande (2007) shows in Nurfadhilah (2015), the majority of college students spend between 1-2 hours a day reading. This is consistent with Nell's (1988) article that reading quantity asks how long respondents read in a day. In addition, reading frequency is the frequency that shows

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people reading some reading material in their free time (Gaona, 2011). In addition, according to several authors, in Gaona (2011) one of the indicators for determining the presence of reading habits is the time spent reading or the number of hours spent reading .

#### b. Motivation

There are two factors why someone is motivated to read; namely internal and external. Yoke, Anuar, and Vasuthavan (2008), as quoted in Nurfadhilah (2015), found that internal and external factors play a role in growing reading habits. What is meant by internal factors are things that arise from within. While external factors come from one's environment such as home environment and school environment.

Internal motivation comes from within. According to Applegate & Applegate (2004), intrinsically motivated readers read for their own sake and enjoy satisfying their own curiosity. That means readers have their own will to read for whatever reason. Therefore, internal motivation in reading can drive students to achieve their goals.

According to Iftanti (2015), reading habits are not only constructed within the individual but are also influenced by multiple external factors such as environment, education, social background and facilities. Environmental factors can affect students' reading habits. One of the factors is the school environment, which includes

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teaching methods. A well-prepared teaching method can inspire students' enthusiasm for reading. In addition, the role of the teacher is also incorporated into the reading habits of the students. In addition, institutions can motivate students to build reading habits.

In the other reference, According to Cesar, Gaona & Gonzalez (2010) there are six indicators of reading habit:

- a. Reading frequency; the individual reports of books read in someone's leisure time. It is an activity where somebody read for few minutes or hours.
- b. Books read; the individual report of the sum of books having read by someone in the last three months.
- c. Time spent on academic reading; the time spent by someone to read their academic book, it is identified with the subject of their study.
- d. Time spent on non-academic reading; the time spent by someone to read the book that are not specifically associated with the subject of their study.
- e. Motivation in the family environment; it is correlated to someone's will to buy books, recommended books and reading interest in the family.
- f. Motivation in the academic environment; it is correlated to the teachers' command to read books.

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## B. Relevant of the Research

Syaff'i (2016) said that relevant research is needed to observe some previous researches conducted by other researchers in which they are relevant to the research you are conducting. Relevant research is intended to avoid plagiarism toward the designs and findings of the previous researchers. These are relevant research which have relevancy to this research:

1. Asep Suhana & Acep Haryudin (2017) conducted a research with the title The effects of reading habit towards students' reading comprehension at private Junior High Schoolin purwakarta The aim of this study was to determine the influence of reading habits on the reading comprehension of students. The results showed: 1). There is a significant influence of reading habits on students' reading comprehension. This is evidenced by the value of  $F_0$  33,221 and  $sig$   $0.000 < 0.05$ . The results of the correlation analysis of the multiple correlation coefficients yielded  $R_{y12} = 0.681$  and the coefficient of determination = 46.3%. Meanwhile, the regression analysis has received several regression equations. 2). There is a significant influence of reading habits on students' reading comprehension.
2. 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 achievement. The data took 150 students of B. Sc Home Economist and M. Sc Home Economist during the year 2000 – 2001. The

result showed that there was a strong relationship between study habits on the educational performance of learners. The relationship between this research and the writer research was the use of the variable. Aisya Riaz used study habit and the writer used reading habit as variable.

3. The research was done by Ifa Riana student of Universitas Sebelas 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 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 is 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.
4. 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

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

5. Fitri Dewi Sartika, Nurul Afifah & Yentri Anggraini (2020) conducted a study entitled the correlation between students’ reading habit and their reading comprehension. This study aims to determine the relationship between students' reading habits and reading comprehension of class XI students of SMA Negeri 1 Madang Suku 3 OKU Timur. Based on these results, the average score of the questionnaire was 60.89 and the average score of students' reading comprehension was 56.94 which was included in the medium category. The writer finds that there is a significant relationship between students' reading habits and their reading comprehension, the correlation coefficient is 0.555. This means that the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis is rejected, in other words, there is a significant relationship between students' reading habits and students' reading comprehension with a moderate correlation. This previous research is similar with this research, the variables are in reading habits and reading comprehension. But the level of the students is

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different with this research. The previous research focused on SMK level but this research is in SMP students.

### Operational Concept

According to Syafi'i (2016), operational concept are gotten from related theoretical concept for all variables in the research title that should be practically and empirically. It should be interpreted into particular words in order to make it easy to measure. In carrying this research, it is necessary to clarify the variable used in analyzing the data. There are two variables, variable X and Y. Variable X is Reading Habits. Variable Y is the students' reading comprehension.

1. The Procedures of Indicators Variable X (Reading Habits) from Cesar, Gaona & Gonzalez (2010):
  - a. Reading frequency
  - b. Books read
  - c. Time spent on academic reading
  - d. Time spent on non-academic reading
  - e. Motivation in the family environment
  - f. Motivation in the academic environment.
2. Based on Nutal in Winanti (2016), The researcher determines the indicators' reading comprehension in reading subject as follows (Variable Y):
  - a. The students' are able to determine main idea.
  - b. The students' are able to identify supporting details.
  - c. The students' are able to make the inference.



- d. The students' are able to identify the reference.
- e. The students' are able to understand the vocabulary.

## **D. Assumption and Hypothesis**

### **1. Assumption**

Based on the theories and explanations above, the researcher has assumption related to the correlation between students' reading habit and reading comprehension. If the students' have more reading habit, the students reading comprehension was good. In other words, the more the students' reading habit is the better the students' reading comprehension.

### **2. Hypothesis**

The hypothesis of this reasearch was as follows:

- $H_0$  : There is no any significant correlation between reading habit and reading comprehension at the Eight Gradeof Junior High School Telekomunikasi Pekanbaru.
- $H_a$  : There is any significant correlation between reading habit and reading comprehension at the Eight Gradeof Junior High School Telekomunikasi Pekanbaru

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## CHAPTER III

### METHOD OF THE RESEARCH

#### A. Research Design

The design of this research is correlational research. According to Creswell (2012, p. 338), correlation is a statistical test to determine the tendency or pattern of two (or more) variables or two sets of data to change consistently. In the case of only two variables, this means that the two variables have the same variance or vary together. Saying that two co-variables has a somewhat complicated mathematical basis. Covary means that we can predict outcomes for one variable when we know the individual outcomes for other variables. Additionally, Gay, Mills, and Airasian (2012, p. 204) state that correlational research is about collecting data to determine whether and to what extent a relationship exists between two or more variables.

There are two variables in this study, namely students' reading habit and reading comprehension. Students' reading habit, as the independent variable, is denoted by X, and students' reading comprehension, as the dependent variable, is denoted by Y. This study was conducted to determine if there is a correlation between students' reading habit and their reading comprehension.

#### B. Location and Time of the Research

This research was conducted at Junior High School Telekomunikasi Pekanbaru. This research was conducted on March to December 2023.

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**Subject and the Object of the Research**

The subject of this research was the eight grade students at Junior High School Telekomunikasi Pekanbaru. The object of the research was the correlation between students' reading habit and reading comprehension.

**D. Population and Sample of the Research****1. Population of the Research**

The population of this research was the eight grade students at Junior High School Telekomunikasi Pekanbaru. According to Sugiono (2014 p.117), Population is generalization that composed of the subject/object that has certain qualities and characteristics of the applied researcher to learn and then be concluded. There was a class VIII of students in this school as the population.

**Table III. 1****Population of the Students of Class VIII**

NO	Gender	Total
1	Male	7
2	Female	14
	TOTAL	21

**2. Sample of the Research**

Sample is a subset of individuals from a given population.

According to Arikunto (2006 p.131), Sample is a part of population which has same characteristic. First, if the population is less than 100, all population can be sampled. Second, if the population is more than 100, the researcher can take 10%-15% or 20%-25% from all population as

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sample. Based on Arikunto statement, so the researcher take all of the total population as a sample. So the sample of this research are 21 students.

### **E Technique of collecting the Data**

There are two kinds of techniques used for collecting data. They were in the following:

#### **1. Questionare**

According to roopa and Rani (2017), questionnaire is used in case resources are limited as a questionnaire can be quite inexpensive to design and administer and time is an important resource which a questionnaire consumes to its maximum extent, protection of the privacy of the participants as participants will respond honestly only if their identity is hidden and confidentiality is maintained, and corroborating with other findings as questionnaires can be useful confirmation tools when corroborated with other studies that have resources to pursue other data collection strategies.

The questionnaire is close ended questionnaire where has fix answer to fill. Roopa and Rani (2017) stated that Respondents' answers are limited to a fixed set of responses. Most scales are closed ended. Types of closed-ended questions is multiple choice where is known by likert Scale. Likert scale is a psychometric scale commonly involved in research that employs questionnaires to measure social attitudes. Overall, the team

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thinks it is a good resource and worked just fine for what we needed”. Here is the blueprint of the questionnaire.

**Table III. 2****Blueprint of Reading Habits Questionare**

Indicators	Item questions
Reading frequency	1, 7, 13,
Books read	2, 8, 14,
Time spent on academic reading	3, 9, 15,
Time spent on non-academic reading	4, 10, 16,
Motivation in the family environment	5, 11, 17,
Motivation in the academic environment.	6, 12, 18,

**2. Test**

The researcher used test to collecting the data of students’ reading comprehension. The test is multiple choices. It consisted 20 items. Multiple-choice Question test is the simplest test technique commonly used by test-makers. It can be used any condition and situation, in any level or degree of education. Actually, its simplicity relies on its scoring and answering. And it is designed to elicit specific responses from the student. Designing multiple-choice question is more complicated than essay items. Therefore, the blueprint of the reading test below.

**Table III. 3****Blueprint of Reading Comprehension Test**

Indicators	Item questions
The students’ are able to determine main idea.	1, 6, 11, 16
The students’ are able to identify supporting details.	2, 7, 12, 17

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The students' are able to make the inference. 3, 8, 13, 18  
 The students' are able to identify the 4, 9, 14, 19  
 reference.  
 The students' are able to understand the 5, 10, 15, 20  
 vocabulary.

---

According to Brown (2003, p. 55) multiple-choice items which may appear to be the simplest kind of item to construct are extremely difficult to design correctly.

**Table III. 4****The Clasification of Reading Score**

Score	Categories
80-100	Excellent
60-79	Very Good
40-59	Good
20-39	Enough
Less than 20	Bad

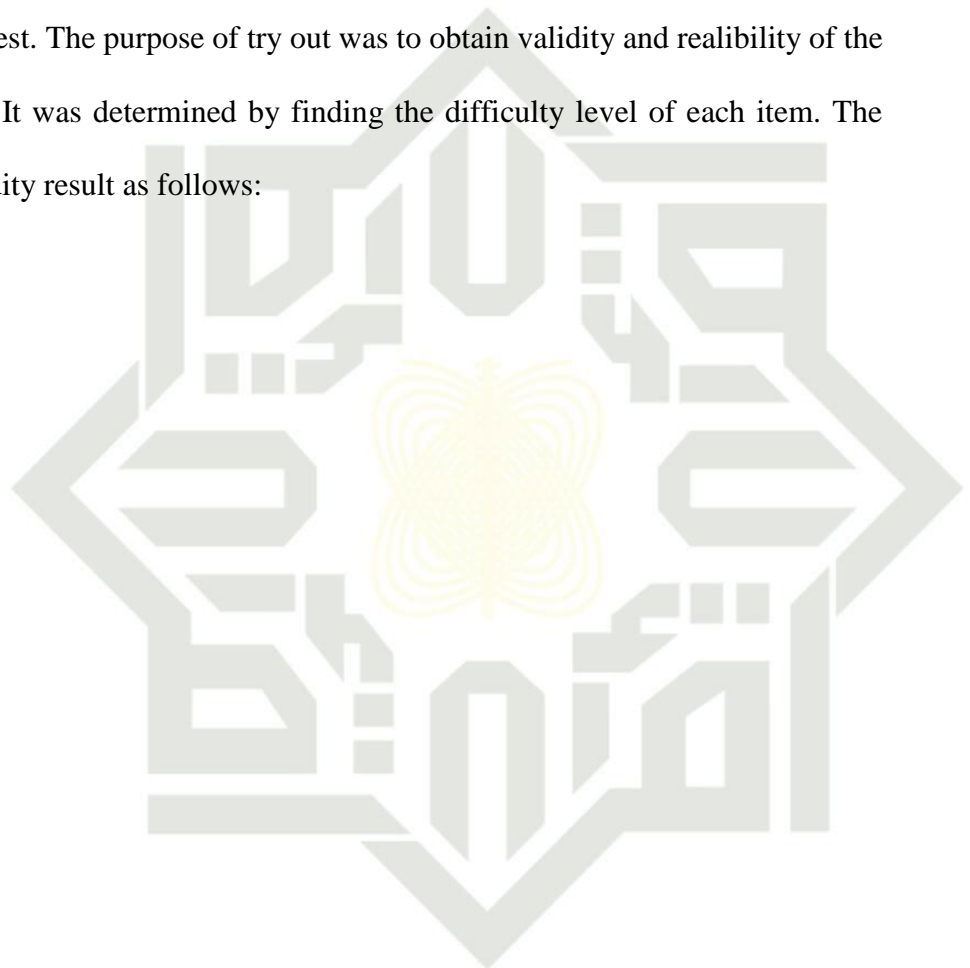
*Adopted by Arikunto 2013 p.281*

**3. Validity**

The validity is the individual scores from an instrument that make sense, meaningful, to draw good conclusions from the sample you are studying to the population (Creswell, 2012 p.159). it means that validity is the extent to which inferences made from assessment result are appropriate, meaningful, and useful in term of the purpose of the assessment. The instrument of the test is valid if the instrument used can measure the thing was measured. The validity has three kinds, they are content validity, criterion validity, and construct validity.

In this research, the researcher used content validity. Arikunto (2013, p.82) said that a test can be said has content validity if the indicators

of the test measure the specific purpose suitable with the material that has been given to them. In validity of the instrument of the test, the researcher will conduct try out for other class to know the difficulties of the test. Then, the researcher valid the test, it could be seen from the difficulties of the test. The purpose of try out was to obtain validity and realibility of the test. It was determined by finding the difficulty level of each item. The validity result as follows:



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**Table III. 5**  
**Reading Habits Questionare Validity**

Items	Corrected Item- Total Correlation	Rtable	Explanation
	,558	,404	Valid
	,454	,404	Valid
	,513	,404	Valid
	,555	,404	Valid
	,504	,404	Valid
	,429	,404	Valid
	,505	,404	Valid
	,555	,404	Valid
	,528	,404	Valid
	,443	,404	Valid
	,581	,404	Valid
	,468	,404	Valid
	,492	,404	Valid
	,514	,404	Valid
	,574	,404	Valid
	,408	,404	Valid
	,539	,404	Valid
	,577	,404	Valid
	,668	,404	Valid
	,479	,404	Valid
	,440	,404	Valid
	,425	,404	Valid
	,439	,404	Valid
	,499	,404	Valid
	,437	,404	Valid
	,469	,404	Valid
	,425	,404	Valid
	,496	,404	Valid
	,451	,404	Valid
	,491	,404	Valid

Based on the validity test, the researcher got that for the reading habits questionare, all of the items of questions are valid.



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**Table III. 6**

**Reading Comprehension Test Validity**

Items	Corrected Item-Total Correlation	Decision	Explanation
i1	,683	,404	Valid
i2	,609	,404	Valid
i3	,801	,404	Valid
i4	,801	,404	Valid
i5	,637	,404	Valid
i6	,706	,404	Valid
i7	,706	,404	Valid
i8	,589	,404	Valid
i9	,683	,404	Valid
i10	,609	,404	Valid
i11	,801	,404	Valid
i12	,801	,404	Valid
i13	,637	,404	Valid
i14	,706	,404	Valid
i15	,706	,404	Valid
i16	,683	,404	Valid
i17	,609	,404	Valid
i18	,801	,404	Valid
i19	,801	,404	Valid
i20	,637	,404	Valid

Based on the validity test, the researcher got that for the reading comprehension test, all of the items of questions are valid.

#### 4. Reliability

Reliability means that scores from an instrument are stable and consistent (Creswell, 2012 p.159). Reliability has to do with accuracy of measurement. This kind of accuracy was reflected in obtaining the similar result when measurement was repeated on different occasion or with different instrument or by different person. The following table is the level of internal consistency of Cronbach alpha by Cohen, et al (2007, p.506).

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**Table III. 7****Internal Consistency By Using Cronbach Alpha**

<b>Cronbach Alpha</b>	<b>Internal Consistency</b>
>0.90	Very high reliable
0.80-0.90	High reliable
0.70-0.79	Reliable
0.60-0.69	Minimal reliable
<0.60	Unacceptably low reliable

**Table III. 8****Reading habits questionnaire reliability**

<b>Cronbach's Alpha</b>	<b>N of Items</b>
,900	30

Based on the reliability test above, the reading habit questionnaire is

**Table III .9****Reading comprehension test reliability**

<b>Cronbach's Alpha</b>	<b>N of Items</b>
,955	20

Based on the reliability test above, the reading comprehension test is Very high reliable because the cronbach's alpha value is 0.955

**5. Normality**

The normality test will use to know whether distribution of the data is normal or not. Then, the researcher will use SPSS 20 for normality test. For normality test, if the significance level (Asymp.sig) > 0.05, the data distribution is normal.

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## 6. Linearity

The linearity test will use to know whether between two variables has a significantly linearity relationship or not. Then, the researcher will use SPSS 20 for linearity test.

### Technique of Data Analysis

In analyzing the data dealing with the correlation between students' reading habit and reading comprehension of the Eight Gradestudents at Junior High School Telekomunikasi Pekanbaru, the researcher uses Pearson Product Moment correlation as formula, because product moment correlation is one of technique that usually used to find out the significance of the correlation between two variables. It is called product moment correlation because it usually used to correlate one variable to another variable based on its correlation coefficient value. In quantitative data analysis, Creswell (2012, p.15), indicates that we analyze the data using mathematical procedures, called statistics to explain the result of the research. For the formula of pearson product moment correlation below.

$$r = \frac{n(\sum XY) - \sum X \sum Y}{\sqrt{[n \sum X^2 - (\sum X)^2][n \sum Y^2 - (\sum Y)^2]}}$$

Where:

$r$  = correlation coefficient of variable X and Y

X = mean score of reading habits

Y = mean score of students' reading comprehension

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$n$  = the total of respondents

The above formula is very important in finding out whether or not the (H<sub>0</sub>) Hypothesis or (H<sub>a</sub>) Hypothesis is accepted in this research. The computation result will indicate whether or not there is a positive significant correlation between the two variables. Furthermore, the researcher wants to find positive linear relationship on this research. According to Creswell (2012, p.343), positive relationship occurs when low (or high) scores in one variable relate to low (or high) scores for the second. The statistical hypotheses were as follow:

$$H_a : \text{sig. 2 tailed} \leq 0.05$$

$$H_o : \text{sig. 2 tailed} \geq 0.05$$

H<sub>0</sub> : There is no any significant correlation between reading habit and reading comprehension at the Eight Grade of Junior High School Telekomunikasi Pekanbaru.

H<sub>a</sub> : There is any significant correlation between reading habit and reading comprehension at the Eight Grade of Junior High School Telekomunikasi Pekanbaru

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## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

This research was conducted to find out the contribution between students' Reading Habits and their Students' Reading Comprehension of Eight Grade of Junior High School Telekomunikasi Pekanbaru. So, the researcher can conclude this research as follows:

1. The level of students' Reading Habits of Eight Grade of Junior High School Telekomunikasi Pekanbaru is Excellent Level..
2. The level of students' Reading Comprehension of Eight Grade of Junior High School Telekomunikasi Pekanbaru is Good Level.
3. It can indicate a sig.value was 0.000. it was bigger than 0.05 (sig(2 tailed)<0,05 ). The result the sig. (2-tailed) is 0.000, it can be conclude that,  $H_a$  was accepted and  $H_0$  was rejected. Based on the overall analysis above, the hypotheses  $H_0$  was accepted and  $H_a$  was rejected. So, it can be conclude that "There is a Significant *Correlation between Students' Reading Habits and Their Students' Reading Comprehension of Eight Grade of Junior High School Telekomunikasi Pekanbaru*"

#### B. Suggestion

Considering the *contribution between students' Reading Habits and their Students' Reading Comprehension of Second grade at* Eight Grade of Junior High School Telekomunikasi Pekanbaru, the writer would like to give some suggestion as follows:

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**1. Suggestion for Teachers**

- a. It is recommended to teacher to help students in understanding the text in reading context.
- b. The teacher should be creative to improve the students' Students' Reading Comprehension by giving them more reading activities and being habits.

**2. Suggestion for Students**

- a. The students should be creative to improve their skill, in order to get better of the Reading Comprehension.
- b. The students should pay more attention to the lesson explained by the teacher.



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**QUESTIONNAIRE ABOUT READING HABITS  
AND ITS INFLUENCE ON STUDENTS'  
READING COMPREHENSION**

**A. General Instructions**

1. This questionnaire is scientific, there is no other purpose
2. Answer this question honestly
3. Put a checklist (√) on the question that matches your experience
4. Thank you for your help

**B. Respondent Biodata**

1. Full name : \_\_\_\_\_
2. Gender : \_\_\_\_\_
3. Class : \_\_\_\_\_

**C. Remarks Answer**

- A : Always  
 O : Often  
 Sm : Sometimes  
 Sl : Seldom  
 N : Never

	<b>Reading Habit Questions</b>	<b>References</b>
	<b>Reading Amount of Books</b>	
	I read a lot of books of various genres within 3 months	Meliyani Aptari (2019)
	I read science, technology, math and other literature because I like discovering new things.	Meliyani Aptari (2019)
3	Thickness, font size, illustrations, etc., very influence the reading I choose.	Meliyani Aptari (2019)
4	Reading a lot of books doesn't help me express my feelings.	Meliyani Aptari (2019)
5	I don't read books in my spare time.	Booktrust Reading Habits Survey (2013)
	<b>Academic Reading</b>	
6	I underlined the important things inside textbooks when I read	Meliyani Aptari (2019)
7	I took notes while the teacher was explaining textbook content	Meliyani Aptari (2019)
8	I went back to writing text notes inside my language	Meliyani Aptari (2019)



9	I do not complete my notes with a more detailed explanation	Booktrust Reading Habits Survey (2013)
10	I like reading related sources before class starts	Meliyani Aptari (2019)
<b>Reading Frequency</b>		
11	Every night I study regularly during one hour minimum	Meliyani Aptari (2019)
12	I read at the same time and place the same one	Meliyani Aptari (2019)
13	I read in a quiet place and sound no distractions	Meliyani Aptari (2019)
14	I made questions to check my understanding	Meliyani Aptari (2019)
15	I don't set goals when studying	Made by myself refer to Reading Of Students & HABITS(2016)
<b>Non Academic Reading</b>		
16	I read and relate information new to my understanding	Meliyani Aptari (2019)
17	I translate the main idea inside my language	Meliyani Aptari (2019)
18	I read and compare information from one novel to another	Meliyani Aptari (2019)
19	I don't have time to read textbooks	Made by myself refer to Reading Of Students & HABITS(2016)
20	I never prepare stationery before reading	Meliyani Aptari (2019)
<b>Reading Motivation for Academics Environment</b>		
21	I read for my academic success	Meliyani Aptari (2019)
22	I read a lot to add my knowledge	Meliyani Aptari (2019)
23	I'm reading to get the grades Good	Meliyani Aptari (2019)
24	I read because of the teacher's orders	Booktrust Reading Habits Survey (2013)
25	I do't like reading textbooks because the price of the book is too expensive	Made by myself refer to Reading Of Students & HABITS(2016)
<b>Reading Motivation in the Family Environment</b>		
26	I am one of the children who likes to read at my family	Meliyani Aptari (2019)
27	My family encourages me to read at least one minute per day than I have to play in my spare time	Meliyani Aptari (2019)
28	The family chooses me various topics and reading genre.	Booktrust Reading Habits Survey (2013)
29	I feel uneasy on the test because I wasn't used to reading at home.	Booktrust Reading Habits Survey (2013)
30	I prefer watching TV than read.	Made by myself refer to Reading Of Students & HABITS(2016)

Name

:

Grade

:

Time

:

## Reading Test

**Instruction: Read the text and choose the right answer based on the text** Text 1 for no 1-5

A boy stole a lesson-book from one of his schoolfellows and took it home to his mother. She not only abstained from beating him, but encouraged him. He, next time, stole a cloak and brought it to her, and she again commented him. The youth, advanced to adulthood, proceeded to steal things of still greater value.

At last he was caught in the very act, and having his hands bound behind him, was led away to the place of public execution. His mother followed in the crowd and violently beat her breast in sorrow, whereupon the young man said, "I wish to say something to my mother in her ear". She came close to him, and he quickly seized her ear with his teeth and bit it off.

The mother upbraided him as an unnatural child, whereon he replied, "Ah! If you had beaten me when I first stole and brought to you that lesson-book, I should not have come to this, nor have been thus led to a disgraceful death".

1. What did the mother do to his son when he stole in the first time?
  - a. She bit him
  - b. She bound his arms
  - c. She encouraged him
  - d. She bits his ears
  - e. She advised him
2. What is the text about?
  - a. The effect of supporting bad attitudes
  - b. What a mother must do to the children
  - c. The life experiences of a professional thief

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- d. The relationship between a son and the mother
  - e. How a boy became a thief
3. Why did the thief blame his mother for what happened to him? Because ....
  - a. He was actually a good man
  - b. He wanted his mother to die first
  - c. She had encouraged him to steal again and again
  - d. She had taken all the things that he stole
  - e. She was angry when he stole things
4. The word him in the sentence “She came close to him, and he quickly seized her ear with his teeth and bit it off.”
  - a. mother
  - b. boy
  - c. child
  - d. adult
  - e. parent
5. The word replied in the sentence “The mother upbraided him as an unnatural child, whereon he replied,” has closest meaning with ....
  - a. come
  - b. see
  - c. answer
  - d. go
  - e. listen

**Text 2 for questions number 6 through 10**

**The legend of the Kesodo Ceremony**

Once upon a time on Mount Bromo, East Java, there were a couple living there. The new couple wanted to have a child. They had married for a long time but they hadn't got a Baby. Every time they prayed to the Gods, asking for a child.

Once day, there was a loud voice in the sky when they were praying. “You are going to born baby, and later you will give birth to many children. But I have a requirement for you to obey, if you really want to have children”, said the voice.

“Whatever you ask, my Lord”, the couple answered, “We will do it”, “You must sacrifice your first so for the goals”.

The couple agreed to sacrifice their first son in

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the time that was asked by the voice. Then, the wife got pregnant and give birth to a son. The baby grew up into a handsome, taught man. He was named Kesuma. The couple loved Kusuma very much. The wife gave birth to eleven more children after Kesuma. And, they forget their promise to sacrifice their first son to the God.

One day, the volcano erupted. Before that, there were series of earthquakes followed by thunders in the sky. The sky was very dark, as if it was going to fall down. On the next occasion, there was a voice in the sky, reminding the couple about their promise. The couple was very afraid, but they just couldn't sacrifice their beloved son, Kesuma. However, because the earthquakes and the thunders were becoming more and more horrifying. Kesuma couldn't let his family and all the people in the village die.

Kesuma knew the situation. Then he said to his parents. "I would sacrifice myself in order that our family and all the people in our village will live in peace. For the next times, you all have to sacrifice animals and crops to the gods". Then he jumped onto the crater of the volcano. Amazingly, the earthquakes and the eruption stopped at once.

6. What does the first paragraph talk about?
  - a. The earthquakes and thunders in the sky
  - b. The condition of the volcano on one day
  - c. The condition of Kesuma's family
  - d. The voice in the sky
  - e. The couple's promise
7. The word they in the sentence "they forget their promise to sacrifice their first son to the God." Refers to .....
 

a. Wife	c. Couple	e. God
b. Husband	d. Son	
8. How was the couple's effort to get a baby?
  - a. They took another baby from other parents
  - b. They mediated and prayed to their Gods
  - c. They gave sacrifices to the God
  - d. They asked other people to give them a baby
  - e. They asked other people to give sacrifices to the Gods
9. What lesson can we get from the story?
  - a. Kesuma is very brave
  - b. Kesuma's parents loved him very much
  - c. Gods want sacrifices from the people
  - d. Everyone must keep his promise
  - e. A promise must be said clearly

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10. „The baby grew up into a handsome, taught man.  
 “What is the synonym of the underlined word?
- |             |              |                    |
|-------------|--------------|--------------------|
| a. Strong   | c. Hard      | e. Easily Offended |
| b. Handsome | d. Very Firm |                    |

**Text 3 for questions number 11 through 15**

**The Story of the Smart Parrot**

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it. It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano.

The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. “You are a stupid bird! Why can’t you say the word? Say Catano, or I will kill you!” but the parrot would not say it. Then the man got so angry that he shouted over and over, “Say Catano, or I’ll kill you!” but the bird wouldn’t talk.

One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. “You are more stupid than the chickens. Soon I will eat them, and I will eat you, too.”

In the chicken house there are four old chickens. They were for Sunday’s dinner. The man put the parrot in the chicken house and left. The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw!. He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, “Say Catano, or I’ll kill you!”

11. What is the word that the parrot cannot say?
- |           |           |           |
|-----------|-----------|-----------|
| a. Catano | c. Canato | e. Takano |
| b. Tacano | d. Nacato |           |
12. Which statement is true according to the text?
- a. The parrot could say Catano
  - b. At last the parrot could say Catano
  - c. Catano was the name of the parrot
  - d. The man never got angry at the parrot





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- e. The parrot could cry Catano
13. What is the story about?
  - a. A parrot and a cat
  - b. A parrot and a chicken
  - c. A parrot and the owner
  - d. A parrot, the owner, and chickens
  - e. A cat
14. “It was very smart” The underlined word refers to ....
  - a. The man
  - b. The bird
  - c. The chicken
  - d. Puerto Rico
  - e. The teacher
15. “The parrot was screaming at the fourth chickens”, What does the underlined word mean?
  - a. Smiling
  - b. Crying
  - c. Shouting
  - d. Laugh
  - e. Sleeping

## Text 4 for questions number 16 through 20

## The Story of Siti Masyitoh

On Prophet Muhammad’s journey in al-Isra’ and al-Mi’raj, the Prophet smelled a very nice odor. He asked *Jibril* about this pleasant scent and *Jibril* informed him this good smell was coming from the grave of the woman whose duty used to be to comb Pharaoh’s daughter’s hair. This woman was a good pious believer. One day, as she was combing Pharaoh’s daughter’s hair, the comb fell from her hand. At this she said, “*Bismillah*” Pharaoh’s daughter asked her, “Do you have a God other than my father?” The woman said, “Yes, My Lord and the Lord of your father is Allah.”

Pharaoh’s daughter told her father what had happened. Pharaoh demanded this woman blaspheme and leave *Islam*, but she refused. At that, pharaoh threatened to kill her children. He brought a great pot of water and built a great fire under it. When the water boiled, Pharaoh brought her children and started to drop them into that pot one after the other. Throughout all this, the woman remained steadfast to *Islam*, even when Pharaoh reached her youngest child a little boy still breast feeding, but she felt pity for him. At that, *Allah* enabled this child to speak. He said to his mother, “Oh Mother, be patient. The torture of the hereafter is far

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more severe than the torture of this life, and do not be reluctant, because you are right”.

At this the woman requested Pharaoh collect her bones and the bones of her children and bury them in the same grave. Pharaoh promised her that then dropped her into that boiling water. She died as a martyr (Shaheedah). The good odor the Prophet smelled coming from her grave is an indication of her high status. May Allah accept our good deeds. May Allah make us among the pious on the Day of Judgment. And May Allah strengthen our Iman and make us stronger in defending the Religion of Islam. Allah knows best.

16. Who is Siti Masytoh?
  - a. Comber of pharaoh’s daughter
  - b. Princess
  - c. Pharaoh
  - d. Pharaoh’s wife
  - e. The wife
17. What is the communicative purpose of the story?
  - a. To entertain the readers
  - b. To describe the way things
  - c. To retell an event with humorous twist
  - d. To describe particular person, place or things
  - e. To persuade the readers or the listeners that something should or shouldnot be the case
18. What did Pharaoh’s daughter do?
  - a. Silent
  - b. Cry
  - c. Smile
  - d. Told with her father
  - e. Speak
19. The word died in the sentence “She died as a martyr (Shaheedah)” has a synonym with .....
  - a. Save
  - b. Bury
  - c. Throw their bone
  - d. Pass away
  - e. Put their bone on the table
20. The word her in the sentence “The good odor the Prophet smelled coming from her grave is an indication of her high status.” Refers to .....
  - a. Pharaoh
  - b. Shaheedah
  - c. God
  - d. Mother
  - e. Father

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## **APPENDIX 2**

### Students' Recapitulation Score and SPSS Analysis

UIN SUSKA RIAU



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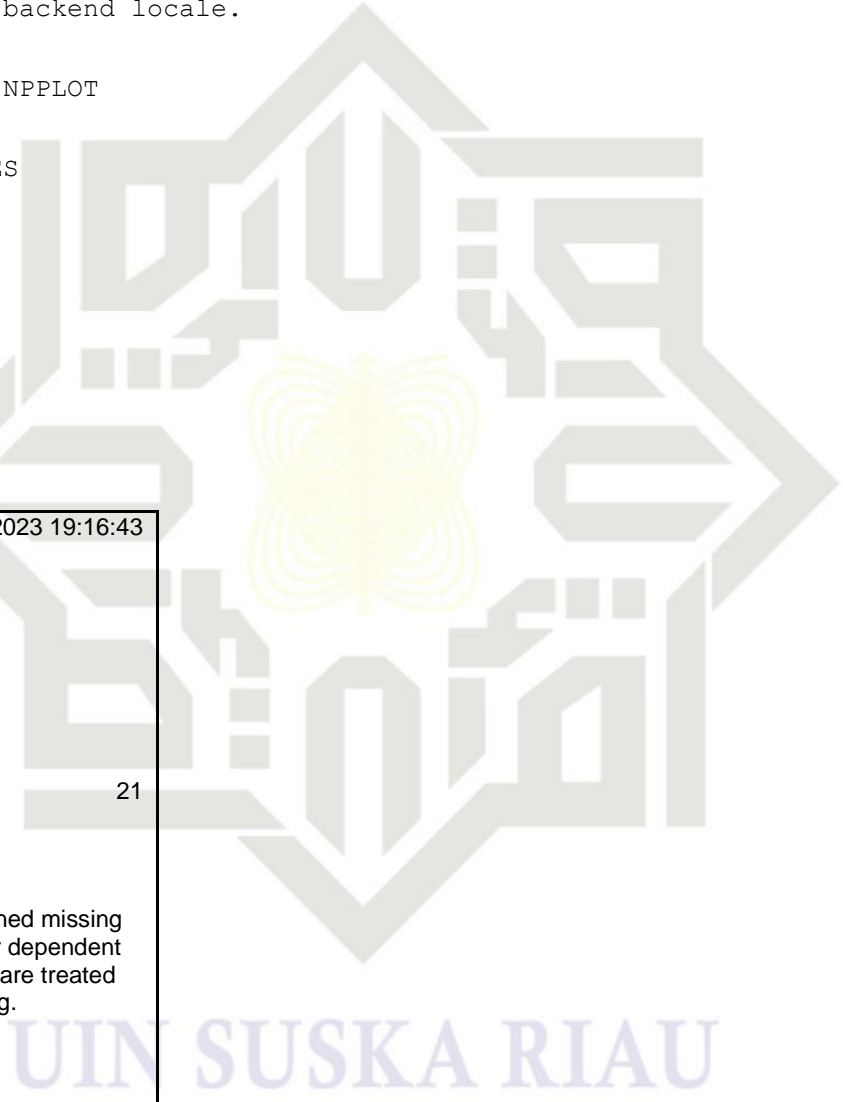
```

a. in_ID
b. The LOCALE subcommand of the SET command has an invalid parameter. It could
to be mapped to a valid backend locale.
c. EXAMINE VARIABLES=x y
d. PLOT BOXPLOT STEMLEAF NPLOT
/COMPARE GROUPS
/STATISTICS DESCRIPTIVES
/CINTERVAL 95
/MISSING LISTWISE
/NOTOTAL.
    
```

Explore

Notes

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Active Dataset	
Filter	<none>
Weight	<none>
Split File	<none>
N of Rows in Working Data File	21
Missing Value Handling	Definition of Missing User-defined missing values for dependent variables are treated as missing.



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1980/1982/SI/No. 11/1987  
dan  
1987/1988/SI/No. 12/1987

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Resources	Processor Time	00:00:02,203
	Elapsed Time	00:00:02,424

[DataSet 0]

Statistics are based on cases with no missing values for any dependent variable or factor used.

```
EXAMINE
VARIABLES=x y
/PLOT BOXPLOT
STEMLEAF NPLOT
/COMPARE
GROUPS
/STATISTICS
DESCRIPTIVES
/CINTERVAL 95
/MISSING LISTWISE
/NOTOTAL.
```

00:00:02,203

00:00:02,424

UIN SUSKA RIAU

### Case Processing Summary

		Cases					
		Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent	
	21	1,0	0	,0	21	1,0	
	21	1,0	0	,0	21	1,0	

### Descriptives

		Statistic	Std. Error
	Mean	80,6038	2,93204
95% Confidence Interval for Mean	Lower Bound	74,4877	
	Upper Bound	86,7199	
	5% Trimmed Mean	81,7397	
	Median	86,0000	
	Variance	180,533	
	Std. Deviation	13,43627	
	Minimum	40,00	
	Maximum	100,00	
	Range	60,00	
	Interquartile Range	17,66	
	Skewness	-1,386	,501
	Kurtosis	2,882	,972
	Mean	79,0476	2,47894
95% Confidence Interval for Mean	Lower Bound	73,8766	
	Upper Bound	84,2186	
	5% Trimmed Mean	79,7354	
	Median	80,0000	
	Variance	129,048	
	Std. Deviation	11,35991	
	Minimum	50,00	
	Maximum	95,00	
	Range	45,00	
	Interquartile Range	15,00	
	Skewness	-,786	,501
	Kurtosis	,604	,972

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Tests of Normality

	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
	,180	21	,075	,892	21	,025
	,152	21	,200	,938	21	,203

Stem-and-Leaf Plot

Frequency Stem & Leaf

1,00 Extremes (= <40)

2,00 6 . 38

6,00 7 . 004459

7,00 8 . 2666889

4,00 9 . 1222

1,00 10 . 0

Stem width: 10,00

Each leaf: 1 case(s)

Stem-and-Leaf Plot

Frequency Stem & Leaf

1,00 Extremes (= <50)

3,00 6 .

3,00 6 . 555

1,00 7 . 0

3,00 7 . 555

4,00 8 . 0000

4,00 8 . 5555

3,00 9 . 000

2,00 9 . 55

Stem width: 10,00



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Each Kaf: 1 case (s)

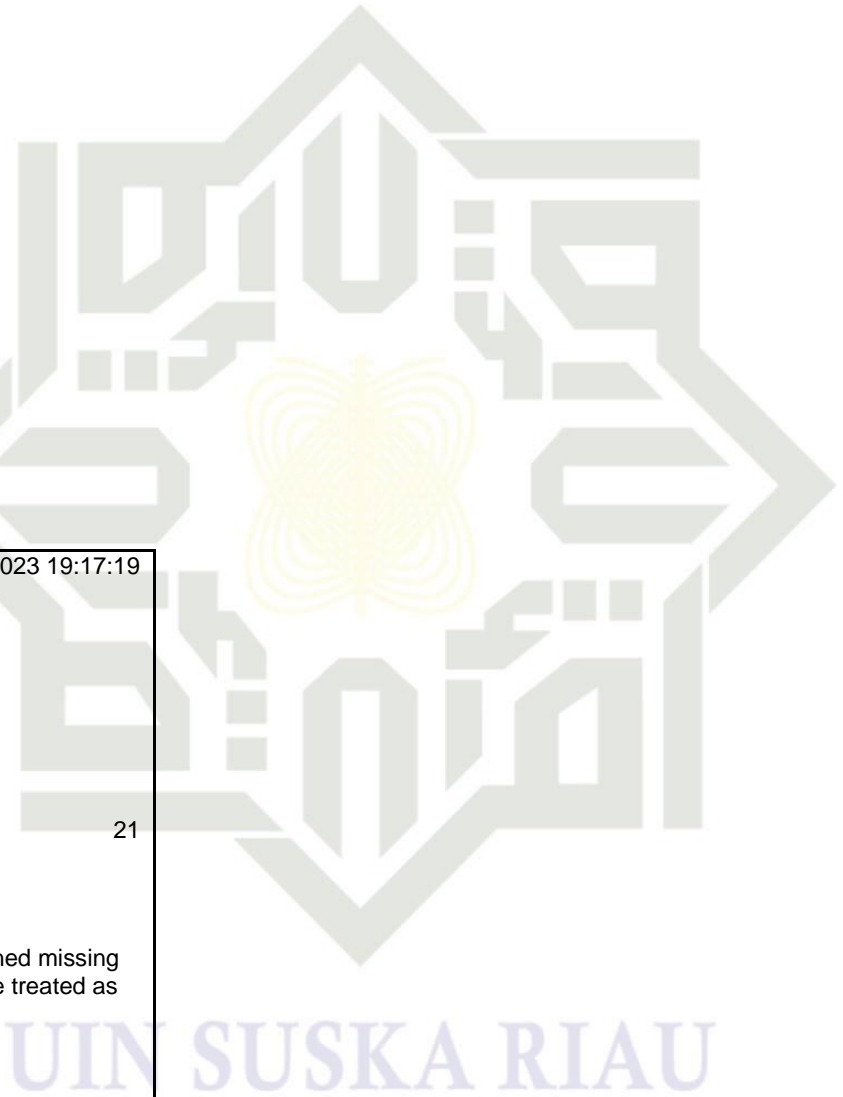
```

CORRELATIONS
/ VARIABLES=x y
/ PRINT=TWOTAIL NOSIG
/ MISSING=PAIRWISE.
    
```

**Correlations**

**Notes**

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Input	DataSet0
Active Dataset	
Filter	<none>
Weight	<none>
Split File	<none>
N of Rows in Working Data File	21
Missing Value Handling	Definition of Missing values are treated as missing.







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Cases Used	Statistics for each pair of variables are based on all the cases with valid data for that pair.
	CORRELATIONS /VARIABLES=x y /PRINT=TWOTAIL NOSIG  /MISSING=PAIRWISE.
Processor Time	00:00:00,031
Elapsed Time	00:00:00,016

Data Set [0]

Correlations

		x	y
x	Pearson Correlation	1	,902
	Sig. (2-tailed)		,000
	N	21	21
y	Pearson Correlation	,902	1
	Sig. (2-tailed)	,000	
	N	21	21



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Nama	Butir Soal																				Total	Score
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
Student 1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	0	1	0	15	74,67
Student 2	0	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	1	1	16	86
Student 3	1	1	1	0	1	0	0	1	1	1	1	0	1	0	1	1	0	0	1	1	13	68,67
Student 4	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	17	86
Student 5	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	18	92,67
Student 6	0	1	1	0	1	1	1	0	0	1	1	0	1	0	1	1	1	1	1	1	14	75,33
Student 7	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	17	88,67
Student 8	1	1	1	0	1	0	1	0	1	1	1	1	0	1	1	1	1	1	1	1	16	89,33
Student 9	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	19	92
Student 10	1	0	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	17	91,33
Student 11	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	18	92,67





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St ud en t 12	1	0	1	0	1	1	0	0	1	1	1	1	1	0	1	0	0	1	1	1	13	65	63, 33
St ud en t 13	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	0	1	1	0	1	16	80	86
St ud en t 14	1	0	1	1	1	1	1	1	1	1	0	1	1	1	0	1	0	1	1	1	16	80	74, 67
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St ud en t 16	1	1	1	0	1	1	1	1	1	1	0	0	0	0	1	1	1	1	1	1	15	75	70, 67
St ud en t 17	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	19	95	82, 67
St ud en t 18	1	0	1	1	1	1	0	0	0	0	0	1	1	0	0	0	1	0	1	1	10	50	40
St ud en t 19	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	18	90	10 0
St ud en t 20	1	0	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	17	85	88, 67
St ud en t 21	1	1	1	0	0	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	15	75	79, 33



UIN SUSKA RIAU

1	9	1	3	2	0	1	1	2	0	1	8	1	6	1	5	1	9	1	7	1	8	1	6	1	6	1	3	1	9	1	5	1	6	1	5	9	7	33	2	15,	79,	81	05
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## APPENDIX 3

### Recommendation Letters

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Fax. (0761) 561647 Web.www.ftk.uinsuska.ac.id, E-mail: eftak\_uinsuska@yahoo.co.id

Nomor : Un.04/F.II/PP.00.9/14095/2023  
Sifat : Biasa  
Lamp. : 1 (Satu) Proposal  
Hal : **Mohon Izin Melakukan Riset**

Pekanbaru, 31 Juli 2023 M

Kepada  
Yth. Gubernur Riau  
Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu  
Satu Pintu  
Provinsi Riau  
Di Pekanbaru

*Assalamu'alaikum warahmatullahi wabarakatuh*  
Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini  
memberitahukan kepada saudara bahwa :

Nama : **Kevin Albert Polii**  
NIM : 11810413517  
Semester/Tahun : X (Sepuluh)/ 2023  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan  
judul skripsinya : The Correlation Between Students Reading Habit And Their Reading  
Comprehension At The Eight Grade Of Junior High School Telekomunikasi Pekanbaru  
Lokasi Penelitian : SMP Telekomunikasi Pekanbaru  
Waktu Penelitian : 3 Bulan (31 Juli 2023 s.d 31 Oktober 2023)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang  
bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.



**Drs. A. Kadar, M.Ag.**  
NIP.19650521 199402 1 001

Tembusan :  
Rektor UIN Suska Riau



Hak

1. Dilarang mengutip, menyalin, atau menjiplak sebagian atau seluruhnya tanpa izin dari pihak UIN Suska Riau.

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Alamat : Jl. H. R. Soebrantas Km. 15 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21129

**PENGESAHAN PERBAIKAN  
UJIAN PROPOSAL**

Nama Mahasiswa : Kevin Albert Posis.....  
 Nomor Induk Mahasiswa : 1101 0413 517.....  
 Hari/Tanggal Ujian : 17 Maret 2023.....  
 Judul Proposal Ujian : "The Correlation between Student's Reading Habit and Their Reading Comprehension at The Eight Grade of Junior High School Telekomunikasi Pekanbaru."  
 Isi Proposal : Proposal ini sudah sesuai dengan masukan dan saran yang dalam Ujian proposal

No	NAMA	JABATAN	TANDA TANGAN	
			PENGUJI I	PENGUJI II
1.	Dedy Wahyudi, M.Pd	PENGUJI I		
2.	Rizki Amelia, M.Pd	PENGUJI II		

Mengetahui  
 a.n. Dekan  
 Wakil Dekan I

Dr. Zarkasih, M.Ag.  
 NIP. 19721017 199703 1 004

Pekanbaru, 17 Maret 2023  
 Peserta Ujian Proposal

Kevin Albert Posis.....  
 NIM. 1101 0413 517



Hak



1. Dilarang mengutip, mengarang ulang, menyebarkan, menyunting, atau melakukan tindakan lain yang melanggar hak cipta atau hak-hak lain yang berkaitan dengan karya intelektual.
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Fax. (0761) 561647 Web. www.ftk.uinsuska.ac.id, E-mail: eflak\_uinsuska@yahoo.co.id

Nomor: Un.04/F.II.4/PP.00.9/1348/2022

Pekanbaru, 04 Februari 2022

Sifat : Biasa  
Lamp. : -  
Hal : *Pembimbing Skripsi*

Kepada  
Yth. Idham Syahputra, SS, M.Ed

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau  
Pekanbaru

*Assalamu 'alaikum warahmatullahi wabarakatuh*

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : KEVIN ALBERT POLII  
NIM : 11810413517  
Jurusan : Pendidikan Bahasa Inggris  
Judul : The correlation between student reading habit and their reading comprehension at the first grade year of junior high school telekomunikasi Pekanbaru  
Waktu : 6 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris Redaksi dan teknik penulisan skripsi, sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terimakasih.

Wassalam  
an. Dekan  
Wakil Dekan I



Dr. Zulkasih, M.Ag.  
NIP. 197210171997031004

Tembusan :  
Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau





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Alamat : Jl. H. R. Soebrantas Km. 15 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21129

**LAMPIRAN BERITA ACARA  
UJIAN PROPOSAL**

Nama : Kevin Albert Polii  
Nomor Induk Mahasiswa : 11810413517  
Hari/ Tanggal : Jumat / 17 Maret 2023  
Judul Proposal Penelitian : The Correlation between Students' Reading Habit and their Reading Comprehension at The Eight Grade of Junior High School Telekomunikasi Pekanbaru.

NO	URAIAN PERBAIKAN
1.	Add gap on background of the research
2.	Add previous study on your background
3.	Add data from the school
4.	Omit article the
5.	Revise objective of the research
6.	Revise definition of the terms
7.	Revise relevant research
8.	Revise tense on your proposal
9.	Revise sample
10.	Add blueprint
11.	Revise references

Penguji I

Dedy Wahyudi, M.Pd

Pekanbaru, 17 Maret 2023

Penguji II

Rizki Amelia, M.Pd

Note:

Dengan harapan Dosen Pembimbing dapat memperhatikan keputusan seminar ini dalam memperbaiki proposal mahasiswa yang dibimbing



Hak

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Nomor : Un.04/F.II.3/PP.00.9/13612/2023  
Sifat : Biasa  
Lamp. : -  
Hal : **Mohon Izin Melakukan PraRiset**

Pekanbaru, 26 Juli 2023

Kepada  
Yth. Kepala Sekolah  
SMP Telekomunikasi Pekanbaru  
di  
Tempat

*Assalamu 'alaikum warahmatullahi wabarakatuh*


Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : Kevin Albert Polii  
NIM : 11810413517  
Semester/Tahun : X (Sepuluh)/ 2023  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan Prariset guna mendapatkan data yang berhubungan dengan penelitiannya di Instansi yang saudara pimpin.

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

a.n. Dekan  
Wakil Dekan III  
  
Dr. Amirah Diniaty, M.Pd. Kons.  
NIP. 19751115 200312 2 001





Hak

1. D

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.

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**SMP TELEKOMUNIKASI**  
 BINAAN SMK TELKOM PEKANBARU



Alamat : Jl. Melati Jl Esemka 1 KM dari Stadion Utama Riau Jl Naga Sakti Kecamatan Tampan Pekanbaru Telp. (0761)589186

Pekanbaru, 28 Juli 2023

No : 009/SMP-T/YIR/VII/2023  
 Lam : -  
 Hal : Balasan Izin Melakukan Prariset

Kepada Yth,  
**Dekan Fakultas Tarbiyah dan Keguruan**  
**UIN Suska Riau.**  
 Di –  
 Tempat.

**Assalamualaikum Wr. Wb**

Sehubungan dengan adanya permohonan izin untuk melakukan prariset di sekolah kami (SMP Telekomunikasi Pekanbaru) dari :

Nama Lengkap : **Kevin Albert Polii**  
 NIM : 11810413517  
 Semester/Tahun : X (Sepuluh)/2023  
 Jurusan : Pendidikan Bahasa Inggris  
 Fakultas : Tarbiyah dan Keguruan  
 Universitas : Universitas Islam Negeri Sultan Syarif Kasim Riau  
 Judul : “ The Correlation Between Student’s Reading Habit and Their Reading Comprehension at The Eight Grade of Junior High School Telekomunikasi Pekanbaru “

Maka dengan ini menyatakan bahwa saudara/i **Kevin Albert Polii** telah kami setujui atau izinkan untuk mengadakan PraRiset / Penelitian di SMP Telekomunikasi Pekanbaru.

Demikian surat ini dibuat agar dapat dipergunakan sebagaimana mestinya.

Wassalam.

Hormat kami  
 Kepala SMP Telekomunikasi  
  
**Rikardo Rikardo, S.Pd**



Hak

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Pekanbaru, 25 September 2023

Hal : Permohonan Perpanjang SK pembimbing

Kepada  
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Fakultas Tarbiyah dan Keguruan  
UIN SUSKA RIAU  
Di Pekanbaru

*Assalamualaikum Wr. Wb*

Dengan Hormat,  
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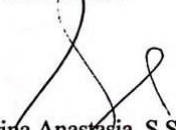
Nama	: Kevin Albert Poliii
NIM / HP	: 1181041517 / 082173418118
Tempat / tanggal lahir	: Bukit Senang/ 18 Juni 2000
Semester	: XI / 2023
Jurusan	: Pendidikan Bahasa Inggris

Dengan ini saya mengajukan kepada bapak/ibu permohonan perpanjangan SK pembimbing dengan judul **“The Correlation Between Student’ Reading Habit and Their Reading Comprehension at the Eight Grade of Junior High School Telekomunikasi Pekanbaru”**.

Adapun pembimbing yang direkomendasikan oleh ketua jurusan adalah Idham Syahputra, M.Ed.

Dengan demikian surat permohonan ini saya sampaikan sekiranya bapak/ibu dapat mempertimbangkan, atas perhatian saya ucapkan terima kasih.

MENGETAHUI,  
Ketua Jurusan

  
Dr. Faurina Anastasia, S.S., M.Hum.  
NIP. 198106112008012017

Hormat Saya,

  
Kevin Albert Polii  
NIM/ 11810413517

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Pekanbaru, 19 Januari 2022

Hal : Permohonan SK pembimbing

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 Fakultas Tarbiyah dan Keguruan  
 UIN SUSKA RIAU  
 Di Pekanbaru

*Assalamualaikum Wr. Wb*

Dengan Hormat,  
 Saya yang bertanda tangan dibawah ini :

Nama	: Kevin Albert Poliii
NIM / HP	: 1181041517 / 082173418118
Tempat / tanggal lahir	: Bukit Senang/ 18 Juni 2000
Semester	: VII / 2021
Jurusan	: Pendidikan Bahasa Inggris

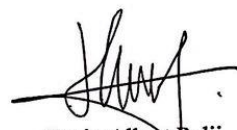
Dengan ini saya mengajukan kepada bapak/ibu permohonan SK pembimbing dengan judul **“The Correlation Between Student Reading Habit and Their Reading Comprehensionat the First Grade Year of Junior High School Telekomunikasi Pekanbaru”**. Adapun pembimbing yang direkomendasikan oleh ketua jurusan adalah Idham Syahputra, M.Ed.

Dengan demikian surat permohonan ini saya sampaikan sekiranya bapak/ibu dapat mempertimbangkan, atas perhatian saya ucapkan terima kasih.

MENGETAHUI,  
 Ketua Jurusan

  
Dr. Faurina Anastasia, S.S., M.Hum.  
 NIP. 198106112008012017

Hormat Saya,

  
Kevin Albert Polii  
 NIM. 11810413517



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**DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**

Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau  
 Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 **PEKANBARU**  
 Email : [dpmptsp@riau.go.id](mailto:dpmptsp@riau.go.id)

**REKOMENDASI**

Nomor : 503/DPMPSTP/NON IZIN-RISET/58328  
 TENTANG



**PELAKSANAAN KEGIATAN RISET/PRA RISET  
 DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI**

1.04.02.01

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : **Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau, Nomor : Un.04/F.II/PP.00.9/14095/2023 Tanggal 31 Juli 2023**, dengan ini memberikan rekomendasi kepada:

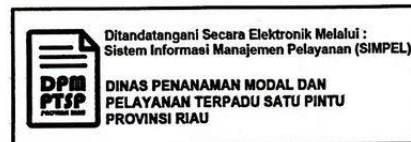
- |                      |                                                                                                                                                             |
|----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Nama              | : KEVIN ALBERT POLII                                                                                                                                        |
| 2. NIM / KTP         | : 118104135170                                                                                                                                              |
| 3. Program Studi     | : PENDIDIKAN BAHASA INGGRIS                                                                                                                                 |
| 4. Jenjang           | : S1                                                                                                                                                        |
| 5. Alamat            | : PEKANBARU                                                                                                                                                 |
| 6. Judul Penelitian  | : <b>THE CORRELATION BETWEEN STUDENTS'S READING HABIT AND THEIR READING COMPREHENSION AT THE EIGHT GRADE OF JUNIOR HIGH SCHOOL TELEKOMUNIKASI PEKANBARU</b> |
| 7. Lokasi Penelitian | : SMP TELEKOMUNIKASI PEKANBARU                                                                                                                              |

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 : 2 Agustus 2023



**Tembusan :**

**Disampaikan Kepada Yth :**

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Walikota Pekanbaru  
 Up. Kaban Kesbangpol dan Linmas di Pekanbaru
3. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru
4. Yang Bersangkutan



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1. D

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 mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



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كلية التربية والتعليم

**FACULTY OF EDUCATION AND TEACHER TRAINING**

Alamat : Jl. H. R. Soebrantas Km. 15 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21129

**PENGESAHAN PERBAIKAN**  
**UJIAN PROPOSAL**

Nama Mahasiswa : Kevin Albert Poni  
 Nomor Induk Mahasiswa : 1101 0413 517  
 Hari/Tanggal Ujian : 17 Maret 2023  
 Judul Proposal Ujian : "The Correlation between Student's Reading Habit and Their Reading Comprehension at The Eight Grade Of Junior High School Telekomunikasi Pekanbaru"  
 Isi Proposal : Proposal ini sudah sesuai dengan masukan dan saran yang dalam Ujian proposal

No	NAMA	JABATAN	TANDA TANGAN	
			PENGUJI I	PENGUJI II
1.	Dedy Wahyudi, M.Pd	PENGUJI I		
2.	Rizki Amelia, M.Pd	PENGUJI II		

a.n. Mengetahui  
 Dekan  
 Wakil Dekan I

Dr. Zarkasih, M.Ag.  
 NIP. 19721017 199703 1 004

Pekanbaru, 17 Maret 2023  
 Peserta Ujian Proposal

Kevin Albert Poni  
 NIM. 1101 0413 517



Hak

1. D

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FACULTY OF EDUCATION AND TEACHER TRAINING  
Jl. H. R. Soebrantas No.155 Km.18 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 561647  
Fax. (0761) 561647 Web.www.ftk.uinsuska.ac.id, E-mail: eftak\_uinsuska@yahoo.co.id

Nomor : Un.04/F.II.4/PP.00.9/18414/2023  
Sifat : Biasa  
Lamp. : -  
Hal : *Pembimbing Skripsi (Perpanjangan)*

Pekanbaru, 26 September 2023

Kepada  
Yth. Idham Syahputra, SS, M.Ed

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau  
Pekanbaru

*Assalamu'alaikum warhamatullahi wabarakatuh*

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : KEVIN ALBERT POLIH

NIM : 11810413517

Jurusan : Pendidikan Bahasa Inggris

Judul : The correlation between students reading habit and their reading comprehension at the eight grade of junior high school telekomunikasi pekanbaru

Waktu : 3 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris dan dengan Redaksi dan Teknik Penulisan Skripsi sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terima kasih.

Wassalam

an, Dekan

Wakil Dekan I



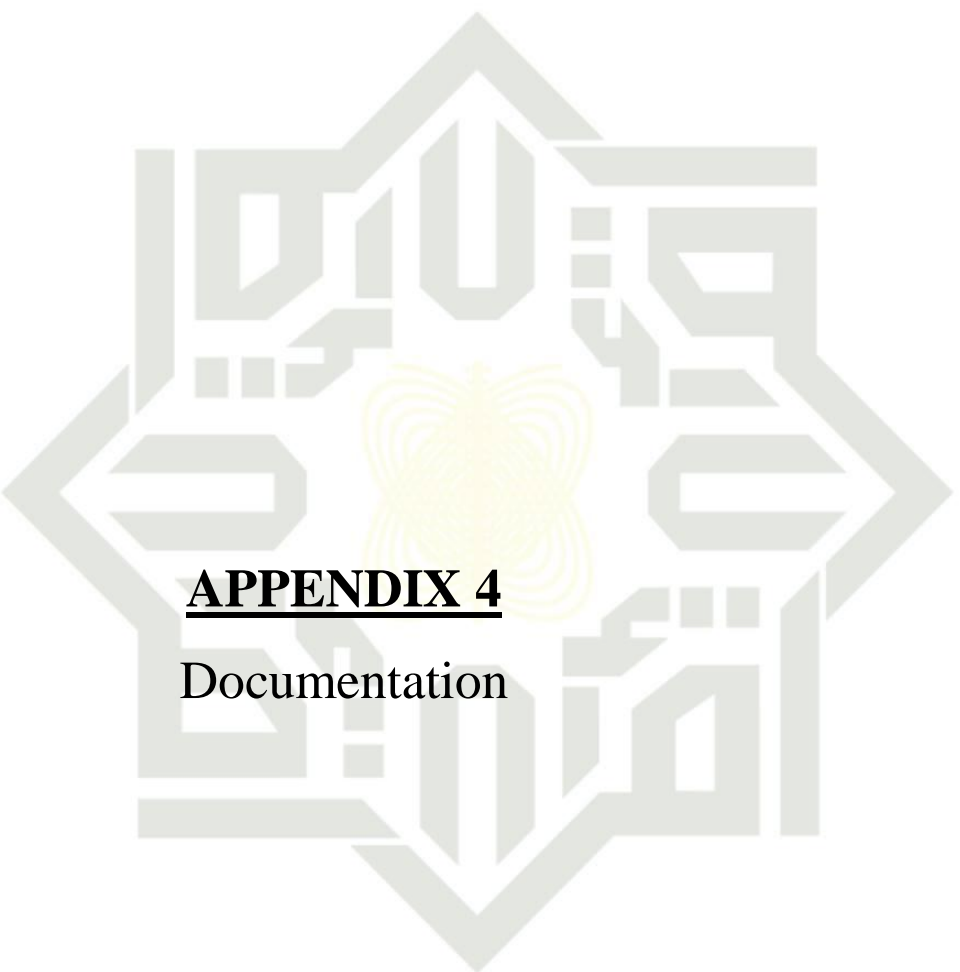
D. Zarkasih, M.Ag.

IP. 19721017 199703 1 004

Tembusan :

Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau





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## **APPENDIX 4**

### Documentation

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## CURRICULUM VITAE

Kevin Albert Polii is the first child and the only one son of Mr. Taufik (alm) and Mrs. Djurietha Andriyani (alm). He was born on Bukit Senang, June 18<sup>th</sup>, 2000. In 2012, He graduated from SDN 008 Gemuruh. He also finished his study at SMP N 02 KUTA in 2015 and SMK N Kundur 2018.

In 2018, he was accepted to be a student at Department of English Education, Faculty of Education and Teacher Training, UIN Suska Riau. On July 2021, he was doing *KKN (Kuliah Kerja Nyata)* program in Tuah Madani. Then, on October 2021, he was doing Pre-Service Teacher Practice (*PPL*) program at SMP Telekomunikasi Pekanbaru. To fulfill requirements for undergraduate Degree in English Education, he conducted the research by the thesis entitled “**THE CORRELATION BETWEEN STUDENTS’ READING HABIT AND THEIR READING COMPREHENSION AT THE EIGHT GRADE OF JUNIOR HIGH SCHOOL TELEKOMUNIKASI PEKANBARU**”.