

CHAPTER I

INTRODUCTION

A. Background to the Study

Languages like English develop their vocabulary quite quickly of course in order to study English, we must have the necessary skills or abilities. the four skill categories in English are Writing, Speaking, Reading, and Listening. When learning or attempting to master English, these four skills are crucial to acquire because it is the most significant activity in school and a very vital factor in personal development, reading is a very good activity in life. Especially when pupils are required to read English texts for their own subjects and then need to review the material in reading.

Within the realm of learning English, reading stands out as the utmost crucial aspect. As outlined in the curriculum, which encompasses the four essential language skills – listening, speaking, reading, and writing – the primary focus lies on the development of reading abilities. This emphasis on reading skills is rooted in the belief that

achieving proficiency in reading within a second or foreign language is of utmost importance. As articulated by Shihab, one can draw a connection to the significance of reading in education from verses 1-5 of Al-Alaq in the Qur'an. These verses underscore the role of reading as the gateway to knowledge, aligning with the curriculum's emphasis on reading as the cornerstone of English language learning (Ahmad, 2018). In this verse, the directive to "read" is not only addressed to the Prophet Muhammad (peace be upon him) twice but also extended to all his followers. It underscores that reading serves as a method for acquiring knowledge and serves as the fundamental gateway to understanding. This concept of reading encompasses two dimensions: firstly, the literal act of reading written words in books, and secondly, a broader interpretation that encompasses comprehending the signs and elements of the universe (referred to as "ayatul-kaun"). According to Maddox (2008), reading is an important skill because one of the keys to acquiring knowledge is reading. do not read each process

one by one. Inherited vocabulary when it comes to one's subject, everyone has limited understanding in terms of listening, speaking, reading, and writing. Reading is a multi-step process that can be presented as a focused process at various times and in various contexts. Because most book texts and references are written in English, many readers have the misconception that texts must always be translated or abstracted rather than relying on their English tutor, it would be better if they could find out for themselves therefore in this process the reader must carry out a good process to be able to understand it.

Reading is seen as a crucial part of language. skills as a result, reading education takes up the majority of the classroom curriculum in schools. The education ministry of Indonesia mandates that English be taught as a topic from secondary to higher levels additionally, the national final exam includes English as one of the disciplines to be assessed. We are all aware that reading is a cognitive process. According to Imron (2022), the act of reading is a complex

and multifaceted process that is influenced by a multitude of interconnected factors. When students possess inferential reading comprehension skills, it becomes evident that developing a habit of reading in English is crucial for their ability to grasp textual content. This is precisely why the researcher tries to highlight the pivotal role of reading habits in bolstering inferential reading comprehension. Furthermore, it's essential to recognize that reading is an active receptive language activity. Among students, reading also assumes a significant role in acquainting them with various facets of advanced science and technology, which are constantly evolving. Through reading, one can gain insight into and comprehend advancements in science and technology even before their practical application. Reading stands as one of the four foundational language skills and constitutes an integral component of effective communication.

According to the same study, more than 80% of the information kept on the internet is in English. With the rapid advancement of science and technology, multimedia

technology and its applications for teaching have emerged. These tools feature audio, visual, and animation effects that give English teaching their own unique flavor and provide a solid foundation for reform and the exploration of new English teaching models in the modern era. There is ample proof indicating that the benefit of multimedia technology positively influences student engagement and active involvement in English language classes. This influence is particularly evident in improving students' English reading comprehension skills, which are demonstrated through their reading habits and their proficiency in accurately selecting the correct answers to questions based on English text. As stated by Simanjuntak et al. (2007), students typically exhibit varying levels of proficiency in English reading. Here, "ability" refers to the inherent aptitudes and acquired skills necessary for effectively accomplishing a task. Concludes that reading comprehension is to understand or interpret the author or printed materials that contain information about the activity of the mind in order to understand what the researcher

means. there are many activities that can be done especially when teaching and learning in the classroom (Rizal, 2021). Reading without comprehension seems like wasting time. In this understanding comprehension is a sign of reading.

It is possible to interpret comprehension so that the reader can repeat the material. When reading, most people who considered comprehension could tell what was in the material, respond to questions about it, and come to a conclusion. Readers should be able to identify certain reading skills, such as the ability to identify vocabulary meanings, signal words, major themes in paragraphs, and how to summarize. As the students progress from a surface level of understanding to a deeper level, comprehension is attained gradually. Since the goal of reading is to understand the material, reading for pleasure or knowledge is impossible without comprehension. Reading comprehension in pupils can be improved by using reading methods. Students might benefit greatly from strategies in their learning process by

receiving alternative solutions to challenging problems. Learning strategy relates to how the materials are prepared, and what are the best methods to present learning materials and how to use the correct evaluation form Obtaining learning feedback. (Febriani et al., 2021).

Reading is a language proficiency that should be accessible to all individuals, and it carries significant significance for those who aspire to acquire new knowledge. Beyond providing a more lucid exposition, reading has the potential to furnish a wealth of information, expertise, and insights (Afriani et al., 2020). It is an inescapable necessity for students, as they are obliged to engage with subjects that entail reading and learning from various sources like books, magazines, newspapers, novels, and articles. Through the act of reading English materials, such as books and texts, students can readily enhance their English language proficiency by acquiring new vocabulary, idiomatic expressions, and phrases. Engaging intensively in reading is vital for improving their English language skills. In essence,

reading activities offer students a wealth of valuable benefits, including access to information, enjoyment, and the acquisition of knowledge (Riswanto et al., 2020). They should choose an interesting book that they will read. Types of books, such as literary books, for example: short stories, novels, and others, adapt to the level of reading. The researcher hopes that subjects related to reading will apply this concept, so that the process of teaching and learning will be better in the future (Martina et al., 2020).

The lack of English reading proficiency at the junior secondary level cannot be linked to ineffective teaching. Reading to students needs to resume, though, especially while they are young an example will pique a child's interest and inspire them to take action more than a theory or telling will as soon as a child reaches school age, the instructor has a responsibility to foster an interest in reading, which can later help children build better reading habits. Students' comprehension of discovering and identifying the main sentence, reading charts, storyline, message, settings, and

other concepts are most demanded by the reality show questions on Final Examination Schools. Without a strong understanding of reading comprehension, students may find it challenging to respond to such queries because he discovered that junior high school students struggled with reading, the researcher focused on reading habits and reading comprehension skills in his study when reading English material, they pronounce the words incorrectly as well. Reading habits According to researchers, are a fundamental issue with reading comprehension. researchers are interested in the causes of students' reading difficulties as well as how reading habits and comprehension at the junior high school level.

After conducting initial observations in the seventh-grade class at SMP Negeri 15 in Bengkulu City, it became evident to the researchers that students encountered numerous challenges in their English language learning. Surprisingly, a significant number of students continued to grapple with difficulties in reading comprehension. Some have even

contemplated why an increasing number of students struggle with this aspect. Several factors contribute to this issue, including a pessimistic attitude toward reading habits. This negative self-concept related to reading habits is perceived as one of the factors adversely affecting the overall school community. Firstly, students tend to neglect the practice of developing reading habits, and this results in their poor performance on English comprehension tests at school, primarily because they engage in relatively limited English reading. To address this issue, the researcher inquired into the specific challenges students faced with reading. The school's English teacher provided data and information regarding students' reading comprehension. Additionally, an interview was conducted with a seventh-grade English teacher, who highlighted that students' weak reading habits in English and their reading skills at the junior high school (SMP) level cannot be attributed to the school's teachers. Instead, it is primarily due to students' reluctance to read both lengthy and shorter texts. This is largely because they fail to cultivate

reading habits that align with their interests. Furthermore, their reading skills are underdeveloped, resulting in difficulties in grasping the main ideas within texts. Consequently, students often encounter confusion when encountering unfamiliar words during reading, indicating a deficiency in their vocabulary. Moreover, several issues arise concerning insufficient reading habits among students, reflecting a broader trend of low reading habits within the country.

A study conducted by UNESCO in 2003, known as the Program for International Student Assessments (PISA), revealed that the reading proficiency of 15-year-old Indonesian students ranked at a discouraging 39 out of 41 participating countries. In light of the aforementioned facts, students' limited engagement with reading materials is identified as a key contributor to their reduced comprehension skills. Unsurprisingly, students who lack a consistent reading habit tend to struggle with comprehending texts. Their low inclination toward reading is recognized as a significant factor

in diminishing their reading comprehension abilities. As a result, students with poor reading habits experience a significant decline in their comprehension skills. The correlation between poor reading habits and reduced reading comprehension is evident. Given the aforementioned reasons, this study aims to investigate whether the reading habits of second-grade students at SMP 15 in Bengkulu City significantly impact their reading comprehension, either positively or negatively.

In light of the information provided earlier, the researcher aims to investigate the relationship between students' reading habits and their reading comprehension. The proposed title for this research study is: "**The Correlation between Students' Reading Habit and Students' Reading Comprehension at the Seventh Grade of SMP 15 Bengkulu City in the Academic Year of 2022/2023.**"

B. Identification Of The Problem

Based on the background above, it is found that online assessments has been challenging to the teachers which the statement of the problems are described below.

1. How good the students' Reading habit
2. How good the students Reading comprehension
3. Students' motivation in English reading is poor
4. Is there a correlation between reading habits and students' reading comprehension

C. Limitation Of The Problem

Following the definition provided earlier, the researcher focused her study on the association between students' reading habits in English and their reading comprehension abilities. This research scope aligns with the grade 7 syllabus of SMP 15 Bengkulu City for the academic year 2022/2023.

D. Research Questions

Based on the statement of the problem the questions of this research is

Is there a positive correlation between students' reading habits and reading comprehension in class VII SMP 15 Bengkulu City in the Academic Year 2022/2023?

E. Objective of the Research

The purpose of this study is to determine whether reading habits and reading comprehension among students in the seventh grade at SMP 15 Bengkulu City in the academic year 2022–2023 are related.

F. Significance of the Research

1. For English Teachers :

The outcomes of this investigation are anticipated to be valuable resources for educators, particularly in enhancing students' reading comprehension skills. The research process is expected to offer beneficial insights to English teachers and instructors in their efforts to teach reading comprehension effectively. Furthermore, the findings of this study are expected to contribute to the enhancement of teaching quality in the context of English reading comprehension.

2. For Students :

After using this strategy, students are expected to improve their ability and effectiveness in reading English.

3. For Other Researchers

The findings of this study can serve as a reference point for future researchers who wish to explore the relationship between English reading habits and reading comprehension abilities among students at various academic levels.

G. Definition of Key Term

1. *Reading habits* are activities that are often carried out when learning English, such as reading while understanding the meaning of the vocabulary that is read. Reading is defined as a cognitive process that involves decoding symbols to arrive at meaning as well as an active process of constructing the meaning of words.
2. Reading comprehension represents the core of the reading process. It can be termed as such only when the reader

successfully grasps and comprehends the meaning conveyed within the text.

