CHAPTER II

LITERATURE REVIEW

A. The Theoritical Framework

1. The Definition of Reading

Reading, like listening, speaking, and writing, is a component of language abilities.these four abilities are fundamentally interconnected linguistic skills.the first two language skills, reading skills and listening skills ,are classified as receptive skills, while speaking and writing skills are classified as productive skills (Rizal, 2018).In addition to the interaction procces, reading is also called a complex procces because it requires skills that enable readers to interact with text and build meaning (Harputlu 2014, quoted in Molotja & Themana (2018),p.2)because in reading activities, readers must know vocabulary,understand the text, and construct the meaning of the text.

To read as a spoken discussion, readers must infer meaning. in a changing world, children must read to

learn.this makes logical as television, the internet, radio, magazines, and eBooks collect and disseminate knowledge.reading gives students current information. they will gain more knowledge and perspective if they can read quickly and accurately. students can learn more about the world, appreciate literature, get ideas, and do a variety of other things via reading. Reading becomes an important tool for students to extend their prior knowledge. in particular, English is now one of the disciplines assessed in the final national examination. as a result, pupils are asked to read a variety of sources. Therefore, emphasis must be placed on the student's ability to understand the concept from the written material. a student's ability to understand will ultimately affect their academic performance.as a result, various reading comprehension skills have produced results. Students who can use their reading skills effectively will benefit from their academic advancement, while those who cannot read effectively will find it challenging to

learn. Until date, hundreds of education scientists have provided definitions for numerous terms. Some professionals have defined reading. Reading is an interactive process where the various elements engage with external factors, especially the reader's knowledge and the experiential content contained within the text (Nunan,1991:70), as a product necessitates that the reader be aware of the communication more commonly known as interaction that takes place between the reader and the text as well as the process by which meaning is derived.

a. **Reading Process**

According to Lapp & Flood, quoted in Hamra & Syatriana (2010,p. 30).there are three process in reading namely recognition,understanding, and asisimilation between the reader's new knowledge and their backround knowledge or experience of the reader. That statement is also suported by Patel & Jain (2008. P. 114) in their book English Language

Teaching (Methods, Tools ,& Techniques),who share the reading process is divided into three stages:

a. Recognition stage

At this stage, the reader can identify the types of phonological items for example, readers will recognize the words spoken in their writing form. The difficulty in this stage distinguishing between students and students their native language.

b. Structuring stage

Students will know the syntactic relationships and understand the structural meaning of the syntax.

c. interpretation stage

Interpretation is the highest level of the reading process, which students understand the meaning of words and phrases from a sentence. At this stage, one will either read for pleasure or just discover information.

In another book entitled "Teaching the Brain to Read" by Judi Willis (2008, p. 11) also explains that the process of reading with comprehension involves several stages and is also interrelated:

1) Intake of information that is focused and pays attention to the environment stimulation.

2) Fluency and vocabulary by associating words in the text with the reader knowledge to bring meaning to the text.

3) Recognizing familiar patterns and encoding new information in different ways relate it to prior knowledge. There are a few stages in the studying process, and those involved will direct students to build a makna and obtain understanding in a single bacaan. Due to this, students may access this language-specific material and will be able to understand what they have read with ease and complete their

intended goals, which include learning a new language and developing their language skills.

b. Purposes of Reading

The ability to extend reading objectives is a trait of an effective reader,actually a reader's intention influences how they read a document in a significant way while some readers may read essays, articles, or chapters for overviews, they choose the material they want to learn from the source. Reading can be done for a variety of reasons, including improving comprehension of what others are reading. If he reads for enjoyment, recreation, and sheer pleasure, eventually he may read in accordance with the emotions he enjoys.According to Anderson quoted in Rizal(2018: 13) there are seven kinds of objectives of reading activities, namely:

(1) reading for details or facts

(2) reading for mean ideas

(3) reading for sequence or organization

(4) reading for inference

(5) reading to classify

(6) reading to evaluate

(7) reading to compare or contrast.

This signifies that the reading activity's goal is to get information, including the essay's primary idea, its sequence, conclusion, classification, evaluation, and comparison. Anderson's reading activity goal understanding the text is the main purpose of reading. Readers can get relevant material based on their goals.Even in this study, some of the objectives of reading activities as stated above became the basis for understanding the contents of the reading (understanding information), especially on the purpose of obtaining details or facts, getting the main ideas in the reading, and concluding the contents of the reading (Rizal, 2018).

This means that the purpose of the reading

activity is to obtain details or facts, get the main idea, find out the order or organization of the essay, conclude, classify,evaluate, and compare or contrast. therefore reading has the goal of getting facts from a clear and valid source and helping to know and be able to conclude something properly and correctly.Dalman (2005) further stated that there are several important reading purposes.he classifies three reading purposes as follows:

a) At a factual level of reading, the reader intends to comprehend the information explicitly presented in the text. Reaching this level requires several skills. Firstly, readers need a sufficient vocabulary to comprehend word meanings. Secondly, they should be able to identify the main idea in written content. Thirdly, recognizing key points helps students meet their reading goals. Lastly, effective organization and the ability to note essential information are necessary for following

instructions in this context.

b) Reading purpose on the interpretative

The inferential reading level is frequently referred to as reading "between the lines." Essentially, it implies that readers must possess the skill to identify implied information within the text. To attain this objective, readers should be proficient in summarizing and structuring the information while discerning the connections between key points and supporting details.

c) Reading purpose on the evaluative level

The most crucial component of reading purpose is having the capacity to evaluate information. The reader should think about this level before establishing the purpose. The readers should generate critical input in order to advance to the evaluation stage. Readers should be able to identify pertinent material presented by the authors, compare it to information from other

sources, and offer writing advice to the author. Proficiency in drawing generalizations is equally crucial. Readers should be capable of concluding their reading material. On the evaluative level of reading, the most pivotal skill involves the capacity to make critical judgments. Before establishing their objectives, readers must provide constructive feedback. They should be adept at identifying pertinent information and offering suggestions to the author for improved writing.

c. **Strategies of Reading**

Numerous reading techniques encompass a variety of strategies. These strategies for reading can be categorized into several key points, which include skimming, scanning, intensive reading, and extensive reading:

1) Skimming

Brown explains that "skimming" entails swiftly scanning the entirety of a text, be it an essay,

article, or chapter, to grasp its main essence. Skimming offers readers the advantage of quickly discerning the primary viewpoint without the need to go through every single word, focusing instead on essential terms.

2) Scanning

According to Brown, "scanning" is described as a swift search for particular information within a text. Scanning assignments may involve students seeking out names, and facts, finding the definition of a crucial idea, or identifying a specified quantity of supporting details. The purpose of scanning is to retrieve specific information from the text without reading the entire content necessity. Often, students tend to read meticulously, word by word, resulting in slow reading. However, it's important to note that not every word is necessary for comprehension.

3) Intensive

The term "intensive reading" has been viewed with some negative sentiment by certain researchers due to its association with a meticulous and potentially dull approach to reading. This method demands readers to meticulously seek out the specific details of the information they seek. In intensive reading, readers often go at a slower pace, and the primary goal is to scrutinize shorter texts to extract precise information.

4) Extensive

Extensive reading involves engaging with longer passages, and its primary purpose typically revolves around personal enjoyment. When it comes to educators aiming to cultivate and nurture a positive reading culture in second language learners, extensive reading serves as a powerful tool.

substantial reading is the act of reading frequently and effectively.the aim of this technique is to read

for pleasure, and reading books after books such as novels, short tales, and articles is the main objective of extended reading.

Based on the description, it can be inferred that there are numerous reading techniques, such as scanning, skimming, intensive reading, and extensive reading, all of which attempt to enhance reading comprehension.

d. Model of Reading

Mention model of reading, they are bottom- up theory and top- down theory:

1) Bottom- up theory

In the 2017 thesis titled "Titulation Work", the bottom-up approach to reading instruction is outlined. This method typically involves a progression through lower-level reading processes. Students commence with the fundamental skills of recognizing letters and their associated sounds. This foundational step enables them to then move

on to identifying morphemes, followed by recognizing individual words. Subsequently, they advance toward grasping grammatical structures, sentences, and eventually longer texts. The teaching approach in this context is rooted in phonics and aligns with pedagogical recommendations that advocate the use of graded readers.

2) Top- Down Theory

On the other hand, top-down models start with the idea that comprehension is a product of the reader's abilities. The reader draws upon their existing knowledge, predicts outcomes, and actively engages with the text to verify or question these predictions. As highlighted by Nunan in 2004, proponents of top-down reading models often criticize the bottom-up approach. However, this second category of models combines elements from the bottom-up approach because readers in

this category may effectively decode words on the page but struggle with understanding the content. Expanding upon this, the second category of models integrates aspects of both bottom-up and top-down approaches, assuming that a pattern of understanding is synthesized based on information simultaneously drawn from various knowledge sources. An interactive approach to reading would encompass components from both intensive and extensive reading techniques.

1. **Concept of Reading Comprehension**

a. **Definition of Reading Comprehension**

According to Yilman in Firdaus (2017), reading is considered a receptive skill where individuals Participate in reading and exert effort to grasp its meaning. Brown, as cited in the same source, suggests that reading primarily involves the development of appropriate comprehension strategies. As described by H. Brown in 2006, this implies that comprehension is

the skill of understanding something, and for this purpose, students must possess the ability to respond to and understand descriptive questions. Reading comprehension can only be referred to as such when readers are capable of grasping the intended meaning of the text. If readers can read the text but fail to comprehend its meaning, it indicates a deficiency in their reading comprehension skills.

Several experts have developed models to explain the process of reading comprehension, as noted by Dannielle S. McNamara in 2007. These models emphasize the cognitive operations at the core of comprehension skills, which include four key processes: identification, analysis, evaluation, and application. Firstly, identification entails readers locating the message conveyed by the author within the text. Secondly, analysis requires readers to discern and categorize text components based on their structure or arrangement. Thirdly, the evaluation

process necessitates readers to assess the information and decide what actions or interpretations to derive from it. Lastly, the application phase involves readers utilizing the acquired information to address specific problems or situations. In essence, comprehension can be described as the action of extracting. essential information from a written text as efficiently as possible. For instance, consider the contrast between an advertisement and a scientific journal article. In the former case, the reader typically filters out irrelevant information and focuses on finding the specific content they seek. Conversely, in the latter case, more in-depth and detailed information becomes essential for the reader's understanding.

As per Harris and Smith's findings in 2002, comprehension, as discussed earlier, hinges on the reader's capacity to carefully pinpoint relevant data by their particular goals. Building on this explanation can be deduced that reading comprehension constitutes an interactive process involving the active engagement of

readers, the text itself, and various strategic approaches. This dynamic interaction encompasses the tasks of understanding, applying, and evaluating the essential messages intended by the author. Readers consistently link these pieces of information with their existing background knowledge to derive meaning from the written material. It's important to note that comprehension can take on different perspectives depending on individual readers. Furthermore, comprehension isn't a singular phenomenon but rather a cluster of skills and activities. Across various types of comprehension, there exists a common set of processes that include the interpretation of textual information, the utilization of prior knowledge to make sense of this information, and consequently, the construction of a coherent representation.

As per Harris and Smith (2002), the cognitive process forms the essence of comprehension skills, and it comprises four key operations: identification, analysis, evaluation, and application. Identification involves readers finding the message presented by the

author. Analysis entails readers recognizing and understanding the parts of the text according to its structure or arrangement. The evaluation process necessitates readers to assess the information and determine its relevance or take some action based on it. Finally, application signifies readers utilizing the information to address or solve a problem they encounter.

At the same time, Grellet defines comprehension as "the act of grasping the essential information from a written text in the most efficient manner possible." To illustrate, consider a scenario with both an advertisement and a scientific journal article. In the case of the advertisement, the reader typically disregards extraneous details and focuses on their specific search objective.

In the latter situation, it becomes crucial for the reader to extract more intricate and comprehensive information. Thus, in this context,

comprehension implies that the reader must possess the skill to diligently pinpoint pertinent information following their specific intentions (Grellet, F.,2000).

Based on the preceding explanation, we can conclude that reading comprehension involves a dynamic interplay among the reader, the text, and various strategies. This interactive procedure encompasses activities such as understanding, applying, and assessing the significant messages intended by the author. Readers consistently connect this information with their existing background knowledge to derive meaning from the written material.

b. Levels of Reading Comprehension

Three levels of reading comprehension are mentioned by Arthur Heilman, they are literal comprehension, inferential comprehension, and critical comprehension.

1) Literal Comprehension

Literal comprehension pertains to grasping information that is explicitly conveyed in the written text. At its fundamental level, readers must possess the skill to comprehend word meanings before moving on to recognize specific details within the message. Subsequently, readers are tasked with connecting grammatical principles to the main idea conveyed in the passage. In the final phase of literal comprehension, readers must arrange all the information presented in the passage in a sequential manner.

2) Inferential Comprehension

Inferential comprehension involves how a reader extracts implied concepts from the text. To achieve this, the reader must possess the skills to discern the mood of the material, including the author's tone, purpose, and attitude. Additionally, they need to make generalizations, identify relationships, and draw conclusions, especially

when concluding a story. This level of comprehension demands more significant cognitive effort from the reader.

3) Critical Comprehension

Critical comprehension represents an elevated cognitive stage in the reading process. The reader at this level actively involves themselves in responsive actions to the information provided by the authors. It necessitates the capacity to dissect the information and establish connections with one's prior knowledge. Furthermore, readers are tasked with assessing the significance of the information and offering personal judgments as feedback to the author.

In this context, Hall (1993) discusses various stages within the process of reading comprehension. These stages encompass speech perception, understanding syntax and semantics, and discerning intention. speech perception is the initial stage in

reading comprehension.that is, readers should be able to recognize the sound of the words. in order to extract a coherent meaning, the reader must pronounce a distinct sound in the specific scenario or context.after speaking the correct sound strings, the reader should proceed to the second stage, which is syntactic comprehension.to eliminate ambiguity or various word meanings in a paragraph, the ability to detect the correct sentence structure is required. meaning and purpose are the last levels of reading comprehension. At this stage, the reader focuses on comprehending the text's meaning and how they should respond to the information. For instance, if it's a question, the reader should formulate an answer, and if it's an instruction, the reader should decide whether to follow or reject the given directive.

c. **Aspect of Reading Comprehension**

According to Suparman's assertion in 2017, to comprehend the significance of reading within the

teaching process, one must recognize that reading is a process that encompasses the reader's ability to extract information from the written message. This includes understanding the text's main idea, researching the topic, identifying detailed information within the text, recognizing references, drawing conclusions, and inferring word meanings based on the context. These aspects are explained below:

1. Main Idea

   The main idea is the main idea or core of a discourse. Determine the main idea we usually start by reading the title, looking at the image in the text, and reading the sentences in the first paragraph which usually represent the whole Syamsul Rizal's idea, (2018: 66).

2. Finding Topic

   Understanding the essence or overarching conceptual structure of a textbook chapter, article, paragraph, sentence, or passage represents

a complex reading skill. It involves grasping the broad and general theme or message conveyed in the text.

3. Finding Refernce

   A reference is the purposeful utilization of one element to signify or point to another, wherein one element furnishes the essential information needed to comprehend the other. Discovering a reference entails the interpretation and identification of how one linguistic expression relates to another.

3. Finding inference

   An inference is a well-founded assumption or deduction made using the logical information presented in the passage. Discovering an inference involves the reader making an implicit deduction based on their comprehension of the sentence or passage and arriving at a logical conclusion.

4. Finding detailed information in the text

Locating specific details within the text involves a process of scanning or actively seeking out the relevant sections while disregarding any extraneous content. This approach proves especially valuable when you have a clear and specific objective in mind, allowing you to effectively identify the information you are looking for.

5. Understanding Vocabulary

Comprehending vocabulary entails grasping the meanings of words. As one's mastery of vocabulary improves, their comprehension also becomes more profound. Since comprehension stands as the ultimate objective of reading, it's crucial not to underestimate the significance of developing one's vocabulary.

d. Factors Affecting Reading Comprehension

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

1) Difficulty of Material

The difficulty of the material is suggested as a primary reason for comprehension challenges, particularly when reading materials contain multiple intricate concepts. Occasionally, educators provide students with materials that exceed their current capabilities. Similarly, inappropriate teaching methods employed by teachers can lead to student frustration.

2) Intelligence

The extent of a reader's comprehension can be restricted at times by the depth of their prior knowledge and vocabulary. The broader a reader's knowledge and vocabulary are, the greater their chances of success in reading comprehension. Consequently, it's essential to consider a reader's mental maturity when determining the appropriate starting point for reading instruction.

3) Environment

Unfavorable conditions, such as noisy surroundings, insufficient lighting, extreme temperatures, and distracting environments, can disrupt students' comprehension.

4) Emphasis on Word Recognition

All tasks and assignments may go to waste if students do not possess the skill to correctly decipher word meanings. The shortcomings in comprehension can, at times, stem from difficulties

in concentrating on the recognition of individual words, as noted by Thomas G. and Devine in 1987. Giving due importance to word recognition plays a crucial role in reading comprehension. Teachers should prioritize instructing students on how to effectively utilize dictionaries and develop their understanding of word meanings.

5) Emphasis on Oral Reading

When students participate in oral reading, they instinctively express the meaning of the text through spoken words. The greater the frequency with which students engage in oral reading, the more refined their comprehension of the text becomes.

6) Background for a Reading Selection

Students often struggle with poor reading comprehension due to difficulties in grasping concepts within the reading material and lacking relevant experience. Teachers should exercise

caution when choosing the type of reading materials. Educators should avoid disorganized text materials, such as providing advanced textbooks to younger learners, presenting irrelevant content, or introducing unfamiliar glossaries to them.

7) Adjustment of Reading Techniques to Purpose

The significance of adapting reading strategies and selecting appropriate reading materials are pivotal factors in determining one's achievement in reading comprehension.

8) Rate of Reading

Incorrectly matching the reading speed with the type of material, whether it's a newspaper, textbook, novel, or magazine, can lead to difficulties in understanding the text.

Furthermore, Harris and Smith in 1980 have identified five primary factors that significantly influence reading comprehension. These factors

include one's background experience, language skills, cognitive abilities, emotional aspects (such as interest, motivation, attitudes, beliefs, and emotions), and the objectives or intentions behind reading. A number of things must be in place for readers to fully comprehend. The reader must first have a strong foundation in order to comprehend what the author is teaching. The ability to comprehend language, which includes knowledge of phonetics, semantics, and syntax, is the second factor. A number of things must be in place for readers to fully comprehend. The reader must first have a strong foundation in order to comprehend what the author is teaching. The ability to comprehend language, which includes knowledge of phonetics, semantics, and syntax, is the second factor.

Therefore, having certain language skills will help children understand a written document.the ability of the reader to think, how they comprehend

the events and concepts in the reading, is another aspect contributing to comprehension issues. Harris, Larry, and Carl 1980 emphasize another factor, the emotional component, wherein readers comprehend a text more effectively when it aligns with their interests, attitudes, and beliefs. The final aspect to consider is the purpose of reading. The effectiveness of reading is contingent on the reader's specific reading objectives. Readers must define their purpose before delving into the material.

2. Concept of Reading Habits

a. Definition of Reading Habits

As described by Nilsen in 2012, a habit refers to a behavior that has been repeated to the extent that it becomes somewhat automatic, carried out without deliberate thought, and often without conscious awareness. Benyamin (2012) suggests that the concept of habit is rather abstract, with no single definitive definition. In the realm of habits, people

tend to engage in actions repeatedly without necessarily contemplating why these patterns must persist. Chettri and Rout (2013) propose that a reading habit involves recurrent engagement in reading activities. According to their perspective, reading can be considered a habit when it is done on a regular and consistent basis. This view aligns with the idea that similar to how bad reading habits can develop through repetition, fostering good reading habits also relies on repetition, as emphasized by Iftanti.

According to this concept, a reading habit refers to the act of reading repeatedly until it becomes an enjoyable and consciously chosen activity that becomes ingrained in one's routine. In addition to the perspectives offered by Chettri, Rout, and Iftanti, reading habits encompass engaging with quality reading materials and having the desire to devote more time to reading. Karreval emphasizes

that a reading habit entails selecting established reading materials and having a genuine enthusiasm for dedicating more time to reading activities.

In Shasi Wanjari and Vaishali Mahakulkar's work from 2018, they assert that Gardner's concept of habit is quite abstract. Within the realm of habit theory, there isn't a single definitive definition. People tend to repeat certain actions out of habit without deeply considering the reasons behind these ingrained behaviors. Psychologists perceive habits as recurrent patterns of behavior that frequently manifest without conscious intent. They tend to emerge spontaneously. When it comes to reading habits, which operate on a subconscious level, they can play a substantial role in enhancing students' academic achievements. They must practice this reading habit if they are to develop it. They should perform this routine as a repetitive behavior, habits entail a process of unconscious patterns, according to

the definitions given above Ogbodo Rosemary Ochanya(2010). It reflects an individual's character, whether it's favorable or unfavorable, and it is something they do frequently. Consistent reading will assist the learner in gaining relevant knowledge and achieving success in their academic pursuits.

b. Purpose of Reading Habits

There exist various objectives associated with reading habits, which can yield either favorable or unfavorable outcomes. As outlined by Ogbodo Rosemary Ochanya in 2010, for the context of this subject, these purposes can be categorized into four distinct segments: hobby, recreational, concentration, and deviational.

1) Hobbial

A hobby is an engaging pursuit that brings happiness and a sense of fulfillment. When reading is adopted as a hobby, it intends to broaden one's knowledge across various domains,

including education, politics, religion, and economics. This particular objective of cultivating a reading habit not only provides contentment but also fosters a positive outlook, as emphasized by Ogbodo Rosemary Ochanya in 2010.

In contrast to many other pastimes, reading stands out as a highly endorsed activity for enhancing a person's skills and character. Engaging in reading books, can notably enhance vocabulary skills, contributing to more effective conversations. As Anshi pointed out in 2012, adopting reading as a hobby is truly beneficial; it empowers readers to enhance their capacity to absorb and understand written content, ultimately assisting them in pursuing better employment opportunities.

2) Recreational

Engaging in a healthy reading routine for leisure purposes enables the reader to gain additional knowledge within the educational setting. Reading

for leisure primarily serves the purpose of calming the reader's mind and preventing mental exhaustion. Some instances of activities for relaxation through reading include perusing newspapers and magazines.

3) Concentration

One of the objectives of developing reading habits is concentration, where readers actively engage in the reading process to grasp the meaning of a text. The act of reading with focused attention is strongly recommended, especially in an academic context by educational stakeholders. It has been observed that this particular reading habit objective yields positive outcomes in students' academic performance.

4) Deviational

The final objective of a reading habit is termed "deviational." It's the sole reading habit purpose that carries a negative connotation. In this case, the

reader occasionally feigns reading or strays from genuine reading. Students are advised to refrain from adopting this reading habit. If students embrace this kind of reading behavior, it can result in a decreased interest in gaining knowledge.

c. **Categories of Reading Habits**

Gaona and Gonzalez said that there are some indicators of reading habits, as follows:

1) Attitude toward reading. The individual's report pertains to their cognitive and affective attitude towards reading, encompassing their attitudes and behaviors related to reading.

2) Reading frequency refers to how often an individual states that they read books during their leisure time.

3) "Books read" refers to the number of books an individual has finished in the last three months.

4) Time allocation. Academic reading time refers to the duration that an individual allocates to reading

books related to their academic subjects. Non-academic reading time is the amount of time the respondent dedicates to reading books that are unrelated to their academic studies.

5) Motivation. In the family setting: The frequency with which an individual reports buying books, suggesting books to others, and their family's interest in reading. In an academic setting, the frequency with which a student reports their instructor employing strategies to promote engagement with psychology literature is examined. The reading frequency is measured to assess how frequently students read in their leisure time. Motivation in reading concentrates on students' motivation specifically within the domain of English reading.

In summary, there are three key facets to developing effective reading habits for students, namely the quantity of books read, the frequency

of reading, and the motivation for reading. These aspects have been encompassed within the questionnaire for assessment.

d. The Advantages of Reading Habits

Students who make reading a regular habit gain access to a wealth of information. Reading regularly is a very good and sustainable habit that can greatly contribute to a student's academic success. It has been shown that making a habit of reading improves focus and attention, two skills that can help children learn more. Students who read regularly show increases in intelligence, IQ, and vocabulary size.

He lists several ways in which reading improves your life, and he emphasizes how far-reaching those effects can be. A reader has the opportunity to acquire unfamiliar vocabulary, get exposed to fresh information, expand their knowledge, and be inspired both intellectually and

emotionally.

To provide a more comprehensive insight, Steel Jack elaborates on several benefits associated with cultivating a reading habit. These advantages include the enhancement of mental functioning, the development of an extensive vocabulary through consistent reading, the stimulation of intellectual curiosity, and the promotion of psychological engagement. Engaging in habitual reading contributes to nurturing a positive mindset (Jack, S., 2008).

Developing a reading habit contributes to improving cognitive performance, particularly in reading frequency. It enhances an individual's capacity for effective communication and thinking. Cultivating the habit of reading regularly also leads to the automatic activation and maintenance of healthy neurons. People who incorporate reading as a daily practice tend to present themselves more effectively in

public situations.

B. **Previuos Studies**

Previous studies served as valuable resources for the authors during their research, aiding in the research framework improvement. Although the authors didn't come across any research with an identical title to their own, they explored several works as supplementary references to enrich their research materials. Below, we present some of the previous studies that were reviewed in connection with the author's research.

The foundation of this current research is built upon a prior study conducted by Ifa Riana. This particular research, titled "A Study Investigating the Relationship Between Translation Proficiency, Viewing Movie Habits, and Reading Comprehension among Fourth-semester Students of English and Teacher Training Education" took place during the academic year 2011/2012. The similarity of the previous research is that my research has the same variables that will be examined, namely reading habits and students' reading

comprehension. The contrast between this study and my research lies in the focus areas. This study aims to explore the presence of a positive correlation between students' translation skills and their comprehension, the relationship between students' movie-watching habits and their reading comprehension, and the connection between students' translation skills, movie-watching habits, and reading comprehension. This research investigates different aspects, including students' evaluation of reading habits and reading comprehension levels. It also examines students' motivation in reading English and explores whether there exists a connection between their reading habits and reading comprehension. Furthermore, this research was conducted by W Setianing Budi Chandra Wati. The title is "Correlation Study of Students' Translation Ability, Reading Habits, and Reading Comprehension of Tenth Students of SMUN I Kebakramat Academic Year 2008/2009". The similarity of previous studies is that my research has the same variables as those that will be studied, namely reading habits

and students' reading comprehension. Meanwhile, the difference between this research and my research here is that this research tries to determine the relationship between study habits and learning achievement, while in my research, namely, to find out whether there is a relationship between students' reading habits and students' reading comprehension. The three studies were conducted by Parmawati.A entitled "Study of the Relationship between Second Grade Students' Reading Habits and Their Pronunciation Skills at IKIP Sili-wangi" (2018). The similarity of the previous research is that my research has the same variable as what will be studied, namely students' reading habits. While the difference between this research and my research here is that this research is to find out the relationship between students' reading habits and students' Pronunciation Skills, while my research is to find out whether there is a relationship between students' reading habits and students' reading habits. ' reading comprehension.

C. Conceptual Framework

A framework is a conceptual representation of how theory connects with various factors recognized as significant elements. In the research discussed earlier, two variables were involved: the independent variable, denoted as "Reading Habits," and the dependent variable, referred to as "Reading Comprehension." Drawing from the previously explained theoretical framework, it is evident that reading continues to be an essential skill expected of students. Consequently, the researcher aims to investigate whether there exists a correlation between students' reading habits and their reading comprehension at SMP 15 Bengkulu City.
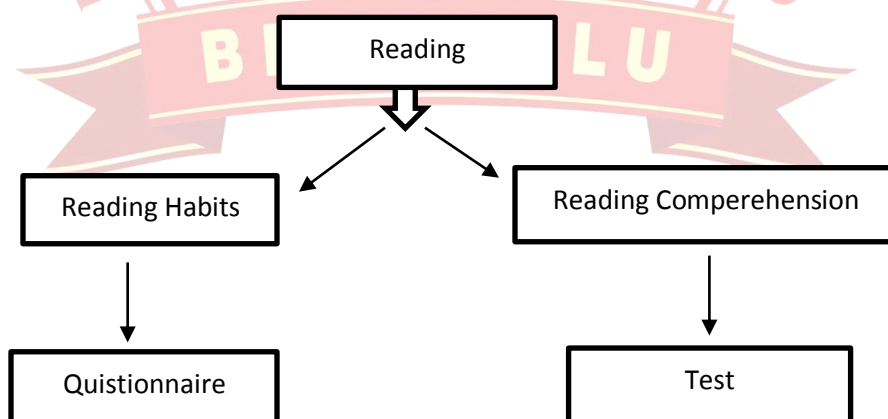
2.1 **Conceptual Framework of The Research**

D. Hypothesis

When a research problem is formulated as a question sentence, the hypothesis provides a provisional response. It is assumed for the time being that the new information relies on relevant theories rather than hard data. Since no empirical data have been collected as of yet, the hypothesis can also be stated as a theoretical solution to the research problem statement. From this setup, the study proposes the following hypothesis:

Ho : There is no significant positive correlation between students' reading habit and reading comprehension at the seventh grade of SMP 15 Bengkulu City in the Academic Year of 2022/2023.

H1 : There is a significant positive correlation between students' reading habit and reading comprehension at the seventh grade ofSMP 15 Bengkulu City in the Academic Year of 2022/2023.