

# **Chapter One**

## **Introduction**

This chapter explain some point about research context. The first point is the research background, where the researcher discussed the research topic, the research context, the problems that occurred to this research based on the previous studies and some literatures; the second point is the identification of problems where the researcher classify the problems; then, the research focused and be delimited to create the research questions in the next subsection. The research questions can guide the researcher to run and present this study. Next, the aims of the research mentioned and present the specific objectives regarding the research questions. Moreover, the researcher presents significances of study that is expected to be useful for several parties. Finally, the research described chapter organization which consist of the description of each chapter and the important points that are highlighted.

### **Background of Research**

One of the language skills is reading which has an essential role to be able support students in learning. According to Pradani (2021), reading is a method used to get messages or information in texts. Reading is beneficial for comprehending all messages and information consisting in passages since it can enlighten, stimulate the brain, relieve stress, boost vocabulary, and broaden one's thinking. Thus, an ability to read can bring enormous advantages to readers when they can use it thoroughly and appropriately. However, to understand all the messages and information is not enough to only read texts, but readers should also need to understand the meanings conveyed by authors, so they know the authors' point of view. Therefore, if they do not grasp what they are reading, then it cannot be termed as reading. Furthermore, reading is more than merely understanding written symbols. Regarding a high level, it also involves the capability of comprehending, accepting, rejecting, contrasting, and believing in the thoughts expressed in the reading. As a result, if a reader

cannot find messages that authors deliver, reading activity is unsuccessful. Hence, good habit of reading and reading comprehension are really needed by students in this context, so they understand every piece of message and information delivered.

A reading habit is a well-organized and purposeful pattern of study that has acquired a certain level of consistency on the part of pupils with regard to learning academic subjects (Suhana & Haryudin, 2017). According to Nilsen et al. (2012), a habit is a behaviour that is done over time until it becomes less automatic performed primarily without any conscious thought. Therefore, a reading habit is an activity of reading that are often done repeatedly so that they become a habit. A reading habit is frequently measured in terms of the quantity of read books, the frequency of reading, and the amount of time spent reading on average (Chettri, 2013). Learners can get benefits from a reading habit. As the example, the powerful and enduring habit of reading helps students acquire academic achievement. Doing reading as a habit allows students to learn more while sharpening their attention and concentration. Based on Sulaiman and Harpiansi (2018), having a good reading habit can increase reading comprehensions Achievement.

Meanwhile, reading comprehension refers to the capacity to read, analyse, and comprehend literature (Dechant, 2013). Word reading (the ability to decode symbols on the page) and language comprehension (the ability to comprehend a meaning of words and sentences) are two needed interrelated skills. By reading, a learner tries to understand the information conveyed in the reading, understand, discover new vocabulary, and make conclusions and predictions. The more a learner reads, the more her/his reading ability improves. Then, it can also improve from a quite simple level to a difficult level as the amount of reading experience increases. Therefore, reading habits can improve reading skills.

Furthermore, as a students, they are required to have good reading habits and also a good reading comprehension. From study conducted by Muawanah (2014) it was found that there

are positive correlation between reading patterns and understanding materials, that means reading habits have influence on reading comprehension. Study by Pham (2021) also found the same result, it found that reading habits have positive correlation with reading comprehension achievement. Furthermore, Iyengar (2007) in his research points out that higher reading proficiency and academic achievement are strongly correlated with the frequency of reading routine.

Students face an intense level of learning especially in English class due to various factors. The first difficulty is that learning English itself is difficult, especially for non-native speakers. Students must put in more effort to comprehend English language content due to its complexity such as syntax, grammar, and vocabulary. It takes more than simply a word-by-word comprehension to grasp English content; one must be able to interpret the text in depth to grasp the meaning behind the text. At the end of the day, the subject's diversity which includes language proficiency, critical analysis, and creative expression is what drives the level of learning in English classes. Thus, reading comprehension is needed so that students can understand materials well. Readers who read more often have a deeper comprehension of context. Comprehension relies far more on contextual knowledge than it does on mechanically memorization of words from a dictionary that are unlikely to be used or seen. Additionally, reading involve the mind in a very complicated process of understanding, analyzing, and visualizing.

One of the state schools in South Sumatra has two English subjects. The first is specialization English and the second is compulsory English. Unfortunately, based on the preliminary interviews that have been conducted by the researcher, it was found that some students still had difficulty in understanding the reading contained in the English textbook. It was challenging for them to comprehend the meaning of sentences; for example, they recognized the meaning of words, but when they faced with paragraphs, they had difficulty in

interpreting and understanding them. Thus, some students were reluctant to read English lesson materials because they found it difficult to understand the meaning and even delivered information.

The studies about the correlation between reading habits and reading comprehension have been also conducted previously by some researchers. The first study was conducted by Sulaiman and Harpiansi (2018). It explains about reading comprehension from scholars and researchers' point of views. Moreover, it also discusses how reading habits can improve reading comprehension. Additionally, the second study was conducted by Yaldi (2021) it examines the influence of reading habits on the students' ability to understand a reading text. In addition, it discusses the role of reading strategies in improving the students' reading comprehension.

Those previous studies have the same topic as this recent research, namely the correlation between reading habits and reading comprehension. Even though the study has been widely conducted, this recent study will focus on the public high school in South Sumatra, so it will be different research subjects and place. The researcher will study the correlation between reading habits and reading comprehension involving the eleventh grade students at a state high school in South Sumatra.

Therefore, this research is important because reading skill is a common skill and is also often used by the students both in and out class. As students, they should have broad insights. Thus, reading is one way that students can do to achieve that. In the context of this recent study, reading texts can be in the form of articles. To comprehend its meanings and information well, students need reading habits and good reading comprehension. Therefore, this study aims to determine the reading habits and reading comprehension level of eleventh grade students at a state high school in South Sumatra.

## **Identification of the Problem**

Based on the explanation in the research background, the researcher identifies the specific issues encountered within the research site. The researcher elucidate the points as follows:

As students, they should have a good reading comprehension. Because in English class they will be faced with a lot of English reading. So, to understand the information consisting in the books, the students should have good reading comprehension. During the preliminary interviews, the researcher found that some students were lazy to read the English materials because it was difficult for the students to understand comprehensively. As a result, there is the emergence of those problems found by the researcher, so it should be concerned. Remembering that, reading is one of important skills that must be mastered, especially by the students. From this study, it is expected that their level of reading habits and reading comprehension can be recognized. In addition, it can contribute to improving the students' reading habits.

## **Delimitation of the Research**

The research related to students' reading habit and reading comprehension has a wide scope. Therefore, to maintain the research focus, this recent study will be limited to eleventh grade students at a state high school in South Sumatra. This research focusing on their level of reading habits and reading comprehension and also determining the correlation between their reading habits and reading comprehension whether it will be positive or negative. This research will be conducted at a state high school in South Sumatra.

## **Research Questions**

Regarding the delimitation of research above, the researcher formulates three research questions as follows:

1. How is the eleventh-grade students' reading habits?
2. How is the eleventh-grade students' reading comprehension?
3. What is the correlation between their reading habits and reading comprehension?

## **Objectives of the Research**

Based on the research questions above, this research has three objectives. They are:

1. To find out the level of the students' reading habits
2. To find out the level of the students' reading comprehension
3. To find out the correlation between their reading habits and reading comprehension.

## **Significances of the Research**

The research results was expected to provide benefits and knowledge for students, teacher, and future researchers.

**For students.** This research is expected to help the students to understand how important reading is so that it can improve their interest in reading.

**For teacher.** This research is expected that lecturers can get information about the student's habits and reading comprehension, so they can select the teaching methods or adjust the materials that are suitable for the students.

**For future researchers.** The research results can be used by other researchers that interested in exploring the same field of study. Those are also expected to help them to get different points of views, so they can add some other findings to complete or accomplish the limitation of this recent research.

## **The Organization of the Research**

This research consists of five chapters.

Chapter one describes the research background, the identification of problems, the delimitation of problems, the research questions, the research objectives, the research significances and the research organization.

Chapter two presents the literature review. It explains about the points of views and theories from scholars related to the research topic, namely the correlation between reading habits and reading comprehension. Moreover, it describes the previous studies from the previous researchers and shows the framework of this research.

Chapter three consists of the research methodology. it discusses how the researcher will conduct this research. It will portray the research type, instruments, participants, settings, and data collection techniques and data analysis.

Chapter four contains research results and discussion. It will present the results of the data analysis, interpretation of the data and the discussion of the findings.

Chapter five shows conclusions and recommendations. It will provide the answers to the research questions. Moreover, the researcher will give recommendations for some related parties to this research. They will be given to teacher, students, and other researchers.