CHAPTER II

PREVIOUS STUDY AND

REVIEW OF RELATED LITERATURE

This chapter discusses about previous study and the related literature whom include of the importance of reading, reading comprehension, the purpose of reading, strategies for reading comprehension, reading habit, measurement of habit, and the indicators of reading habit.

A. Previous Study

There are some researches that relate with this study. There are previous study that have similarity of topic about reading habit and reading comprehension. The first research written by Nurul Hidayah (2014) from IAIN Tulungagung. Her thesis title is "The Correlation Between Reading Habit in English and Reading Comprehension at Second Semester of IAIN Tulungagung Academic Year." This research has three aims. The aims are to know the students' reading habit in English, to know students reading comprehension, and to know whether there is any positive correlation between reading habit in English and reading comprehension. The findings of the study showed that the first result is the score of reading habit in English is good enough, the second result is students English education program at IAIN Tulungagung have good enough ability in reading comprehension skill, and the last result is there is positive or significant correlation between student between reading habit in English and reading

comprehension of second semester of students English education program at IAIN Tulungagung, academic year 2012/2013.¹ The different between her research and this research are her research focused on score of reading habit, level of reading comprehension, and the positive or significant correlation between student between reading habit in English and reading comprehension but this research focuses whether is reading habit influence to students' reading comprehension or not and what are the indicators of reading comprehension influenced by reading habit

The second research conducted by Samroatul Muawanah (2014) from UIN Syarif Hidayatullah about "The Relationship Between Students' Reading Habit and Their Reading Comprehension (A Correlational Study at The Second Grade Students of SMA Dua Mei Ciputat)". The aim of this study is to know the relationship between students' reading habit and their reading comprehension. The result of her research is there is a strong relationship between students' reading habit and their reading comprehension at the second grade students of SMA Dua Mei Ciputat. The different between her research and this research is her research just focused on the relationship between students' reading habit and their reading comprehension but this research focuses whether is reading habit

¹ Nurul Hidayah, Thesis: "The Correlation Between Reading Habit in English and Reading Comprehension at Second Semester of IAIN Tulungagung Academic Year". (Tulungagung: IAIN Tulungagung, 2014)

² Samrotul Muawanah, Thesis: "The Relationship Between Students' Reading Habit and Their Reading Comprehension (A Correlational Study at The Second Grade Students of SMA Dua Mei Ciputat)". (Jakarta: UIN Syarif Hidayatullah, 2014)

influence to students' reading comprehension or not and what are the indicators of reading comprehension influenced by reading habit.

The third research written by W Setyaning Budhi Candrawati (2009) from Sebelas Maret University (UNS). Her thesis title is "A correlational study on students' translation ability, reading habit and students' reading comprehension of the tenth grade students of SMU N 1 Kebakkramat academic year 2008/2009". The aim of her study are to know whether there is a positive correlation between translation ability and reading comprehension; to know whether there is a positive correlation between reading habit and reading comprehension; to know whether there is a positive correlation between translation ability, reading habit, and reading comprehension. In her research, the researcher used the correlation method. The result of this study are there is positive correlation between students' translation ability and reading comprehension; there is positive correlation between students' reading habit and reading comprehension; there is positive correlation between students' translation ability, reading habit toward reading comprehension.³ The different between her research and this reasearch are the aims in her research to find positive correlation between three variables but the aims of this research are to know whether is reading habit influence to students' reading comprehension or

³ W Setyaning Budhi Candrawat, Thesis: "A correlational study on students' translation ability, reading habit and students' reading comprehension of the tenth grade students of SMU N 1 Kebakkramat academic year 2008/2009". (Surakarta: Sebelas Maret University, 2009)

not and what are the indicators of reading comprehension influenced by reading habit.

The fourth research conducted by Inayatul Maula (2015). The research title is "The Correlation between Students' Reading Habit and Their Ability of Writing Narrative Text (A Correlational Study on the Eleventh Graders of SMAN 1 Kajen Pekalongan in the Academic Year of 2014/2015)." The purposes of her research was to find out the level of reading habit of the eleventh graders of SMAN 1 Kajen in the academic year of 2014/2015, to measure the level of writing ability their writing ability, and to find out whether there is a correlation between students" reading habit and their ability of writing narrative text. The data analysis technique of her study use SPSS. The result of her research shows that the correlation coefficient between two variables reading habit and writing ability. There was a positive correlation between students' reading habit and their ability of writing narrative text.⁴ The differences between her study and this study are her research purpose to find a correlation between students" reading habit and their ability of writing narrative text but this research purposes to know whether is reading habit influence to students' reading comprehension or not and what are the indicators of reading comprehension influenced by reading habit. Her research focused on reading and writing skill but this research will focus on reading skill only.

⁴ Inayatul Maula, Thesis: "The Correlation between Students' Reading Habit and Their Ability of Writing Narrative Text (A Correlational Study on the Eleventh Graders of SMAN 1 Kajen Pekalongan in the Academic Year of 2014/2015)". (Semarang: Universitas Negeri Semarang, 2015)

The fifth research conducted by Faradila Anggie Fajri (2009). The research title is "The Correlation Study Between Students' Reading Habit and Their Writing Ability in Narrative Text (A Case of the Eighth Students of SMP Negeri 21 Semarang in the Academic Year of 2008/2009)". There are three aims of her study. The aims of her study were: (1) to describe the reading habit of the eighth grade students of SMP Negeri 21 Semarang in the academic year of 2008/2009; (2) to describe the writing ability in narrative text; (3) to find out whether or not there is significant correlation between students reading habit and their writing ability in narrative text. Her study uses product moment to analyze the correlation. The first result of her study was almost all of students eighth grade students had good reading habit. The second result was almost half of the students are able to make narrative text, although some of them still make a few mistakes. And half of the students are not able to make narrative text. They get some difficulties in writing narrative text. Such as, grammar, vocabulary. and content. The third result of her research shows that there was a correlation between students' reading habit and their writing ability in narrative text of the eighth grade students of SMP Negeri 21 Semarang in the academic year of 2008/ 2009. The differences aims between his and this study are her study focused on the correlation of reading habit and writing ability than this study purpose to know whether is reading habit influence to students' reading comprehension or not and what are the indicators of reading comprehension influenced by reading habit. ⁵

The sixth research conducted by Asvihand Noor Adha (2015). The research title is "The Correlation between Reading Habit and Translation Ability at Fifth Semester of English Department of IAIN Antasari Banjarmasin Academic Year 2014/2015." There are three aims of her study. The aim of her research are to know students' reading habit, students' translation ability, and the correlation between reading habit and translation ability. The result of her research are students' reading habit of the fifth semester students of English Department of IAIN Antasari Banjarmasin Academic Year 2014/2015 in average level, students' translation ability in good level, and there is positive correlation between students' reading habit and translation ability of the fifth semester students of English Department of IAIN Antasari Banjarmasin Academic Year 2014/2015.6 The first difference between her research and this research are the research purposes. Her research purposes to find a correlation between students' reading habit and translation ability but this research purposes to find whether is reading habit influence to students' reading comprehension or not and what are the indicators of reading comprehension influenced by reading habit. The second difference is research focus. Her research focuses on reading habit and

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⁵ Faradila Anggie Fajri, Thesis: "The Correlation Study Between Students' Reading Habit and Their Writing Ability in Narrative Text (A Case of the Eighth Students of SMP Negeri 21 Semarang in the Academic Year of 2008/2009)". (Semarang: Universitas Negeri Semarang, 2015)

⁶ Asvihand Noor Adha, Thesis: "The Correlation between Reading Habit and Translation Ability at Fifth Semester of English Department of IAIN Antasari Banjarmasin Academic Year 2014/2015". (Banjarmasi: IAIN Antasari Banjarmasin, 2015)

translation ability but this research focuses on influence reading habit and reading comprehension

B. Review of Related Literature

1. The Importance of Reading

Reading is one of important language skill in learning English because it helps the readers understand and know many informations. The following important of reading comes from Henry Guntur Tarigan⁷:

a. Reading helps you learn to think in English

Many activities that help you to understand English easier. One of the easier activity is reading. Reading is one of important skill that help you know more about English. Through reading activity, the readers get more knowledge of vocabulary, pronounciation, spelling, meaning, and also information. Therefore, reading not only gives the reader information but also reading activity helps the reader think in English.

b. Reading can Enlarge your English vocabulary

Vocabulary is a important component in reading activity because vocabulary helps readers to understand the reading material easily and effectively. As long as we know that vocabulary is one of starting point in learning English. If the readers have a few of vocabulary, they get some

⁷ Henry Guntur Tarigan, Membaca Sebagai Suatu Keterampilan Berbahasa, (Bandung: Angkasa, 1995), vi

difficulties to understand and to absorb many informations. They will feel dizzy to understand the text. So that, they will late to get some informations because they need a lot of time to process, to analyze and to filter it. Whereas, if the readers have a lot of vocabulary, they will easy to understand and to get information. They do not need a lot of time to process and to filter it. Therefore, reading activity has important posisition to enlarge readers' vocabulary.

c. Reading can help you improve your writing

Actualy, reading and writing have closed correlation in learning. Because people start to learning through both of them. People can write easily and fluently because they read before they write. For example, before the readers read narrative text, the readers do not know about narrative text and they do not write narrative text. But after the readers read narrative text, they can write narrative text without many difficulities. Based on explanations above, we can make conclusion that reading can improve readers' writing skill. They can write a word, sentences, and paragraph after they read.

d. Reading may be a good way to practice your English if you live in a non-English- Speaking country

Reading is one of effective and good way to learn English quickly. Because reader can know a lot of pronounciation, new vocabulary, and meaning from reading activity. Reading activity helps readers to understand a information in English language if they live in a non English speaking country like Indonesia. In Indonesia, English language as second language in communication. Therefore, readers must learn and practice English hardly if they want to become good English people.

e. Reading can help you prepare for study in an English- Speaking country.

This section is suitable with this moment. Many people want to study in abroad. So that, they need to learn English language hardly than other people. Because English language becomes mother tongue in English Speaking country.

Many important information on the internet, journals, articles, newspapers, and magazines use English language. It show to us that English is important language that needed by people who want study in abroad. People who want to study in abroad, they have to good language preparation. Because they always uses English to communicate with other people in there. Reading is one of good step to help them. Someone who read frequently, they have good English language. Because reading frequently makes people's brain to think the meaning of new word.

f. Reading is a good way to find out about new ideas, facts, and experience.

People usually find out new ideas, fact, and experience with do a reading. Reading is a key to open the world. Through reading, people get new idea that people do not know before. Then, they can get special experiences about something while they do reading.

Reading also process to dig facts from some source as journals, books, newspaper, and so on. Usually people do not know facts in their environment before they read. Therefore, reading is a good way to find them.

2. Reading Comprehension

Reading means a complex process of thinking in assigning meaning from printed materials.⁸ Reading is an essential for student in order to cope with new knowledge in a changing world.⁹ According to Brown, reading is a process of negotiating meaning; the reader brings to the text a set of schemata for understanding it, and in take is the product of that interaction.¹⁰ Nunan states that reading is usually conceived as solitary activities in which the reader interact with the text isolation.¹¹ Based on some explanations about we can draw out that reading is a activity to look for some informations of the text and to comprehend the meaning of the text.

Comprehension is a process to connected the reader's brain with thinking activity to get understanding and to get meaning of the text.

⁸ Nurul Hidayah, Thesis: "The Correlation Between Reading Habit in English and Reading Comprehension at Second Semester of IAIN Tulungagung Academic Year". (Tulungagung: IAIN Tulungagung, 2014), 10.

⁹ Samrotul Muawanah, Thesis: " The Relationship Between Students' Reading Habit and Their Reading Comprehension (A Correlational Study at The Second Grade Students of SMA Dua Mei Ciputat)". (Jakarta: UIN Syarif Hidayatullah, 2014), 6.

¹⁰ H.Douglas Brown, Language Assessment Principles and Classroom Practices, (New york: Longman, 2004), 189.

¹¹ David Nunan, Language Teaching Methodology: A Textbook for Teachers, (New York: Prentice Hall, 1998), 72.

Comprehension of the material studies is useful for student. It helps the reader to know what they search while reading process.

Reading comprehension is interpreting and understanding activity to get meaning and content of the text. In addition, reading comprehension is main activity to evaluate the text. In addition, reading comprehension skill is obtaining maining from unit large than a single word. So, reading comprehension is activity to build inference about what the content and meaning that write and implied of passage or book.

3. The Purpose of Reading

There are many purpose of reading as we know since this time.

According to Henry Guntur Tarigan reading comprehension has seven indicators. The following indicators are:

a. Reading for details and facts:

Reading for details and facts is reading to know what is done by the subject of the story. For examples what is she/he doing, how is she/he condition, what are the facts of the story, and so on.

b. Reading for main ideas:

Reading for main ideas is reading to get the problem statement and to get the point of the story. Usually, reading for main ideas answer of questions

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¹²Mohammad Sho'im,"A Study on the Correlation between Reading Interest and the Achievement in Reading Comprehension of the Nineth Grade Students of SMP Negeri 1 Tambakboyo in the 2010 – 2011 Academic Year", (http://efkipunirow2008.wordpress.com, accessed on May 18, 2016)

about what is point of the story, what is main idea of the story, what is suitable topic of the story, and so on.

c. Reading for sequences or organization:

Reading for sequences or organization is reading to know each part of the story.

In this part, reading is activity to arrange some sentences become good story.

Usually, it shows with series of story.

d. Reading for inference:

Reading for inference is reading to know what is the writer mean by its story.

Usually, the questions of this part like what is inference of the story above, the conclusion of the story is, and from the text we may conclude.

e. Reading for classifying

Reading for classifying is reading to find unusual things, to find true or false sentences of the story, and to find the important things of the story. In this part, the questions show about which one is true sentences of the story, which one is false sentences of the story, except, and so on.

f. Reading for evaluating:

Reading for evaluating is reading to know the value of the story and to evaluate the story. Usually, reading for evaluating consist of what will subject happen of the story, what do we learn from the text, and what is the moral value of the story.

g. Reading for comparing or contrast:

Reading for comparing or contrast is reading to compare the way of life of the story with the life of reading. Usually, the questions of this part like identify the similarities between the story above and the true life, identify the differences between the story above and the true life, compare two character of the story above, and so on 13

According to Beatrice and Linda, there are four purpose of reading:

a. To obtain information (facts, data, etc.)

The base purpose of reading is to obtain information because with "do a reading activity", the reader gets many information, data, and idea that they do not know before. They can find out new information, problem solving, and facts through reading.

b. To understand ideas or theories, etc.

The next purpose of reading is to understand ideas or theories. Usually reader do not understand theories about something and they also have not good ideas before they read. But after the reader read some books, they understand theories easily and they get ideas quickly because reading is direction to get sources of theories and ideas.

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Henry Guntur Tarigan. (1979). Membaca Sebagai Suatu Keterampilan Berbahasa. Bandung: Angkasa. 9

c. To discover authors' viewpoints

To find out the conclusion of the text or a information, people need to read the text and understand a information before. It is analogous with discover authors' viewpoint. The reader can discover authors' viewpoints

d. To seek evidence for their own point of view (and to quote) all of which may be needed for writing their essays, etc. 14

The last purpose of reading is to help the readers know their point of view. It happens if the reader write a essay, article, or journal. Through reading, the reader can write a lot of information and they can know their point of view easily.

4. Models for Reading

Pearson Education, 2001), 143.

The following explanation about bottom up and top down theories:

a. Bottom up theory is theory is the reader constructs the text from the smallest units (letters to words phrases to sentences, etc.) and becomes automatic that readers are not aware of how it operates. ¹⁵ Jeremy Harmer said that Bottom up theory is the reader or listener focus on individual words and phrases, and achieves understanding by stringing

¹⁴ Beatrice S. Mikulecky - Linda Jeffries, More Reading Power: Reading for Pleasure,

Comprehension Skills, Thinking Skills, Reading Faster, Second Edition, (United State of America:

¹⁵ Nur Hikmah Laila, Thesis: "Improving Students' Reading Ability by Using Printed Mass Media (A Classroom Action Research Conducted in the Eighth Grade Students of SMP N 3 Colomadu Karanganyar in 2008/2009 Academic Year)". (Surakarta: Universitas Sebelas Maret, 2009), 9.

these detail elements together to build up a whole.¹⁶ Bottom Up theory is a reading process where is the reader or listener try to understand the passage by reading word to word.

b. Top down theory is argues that readers bring a great deal of knowledge, expectation, assumption, and questions to the text and given a basic understanding of the vocabulary and check when new information appears. ¹⁷ Jeremy Harmer said that Top Down theory is the reader or listener gets a general view of the reading or listening passage by, in some way, absorbing the overall picture. ¹⁸ Based on the explanations above we can conclude that the reader or listener gets the meaning or content of the text and the reader knows the informations of the text.

5. Strategies for Reading Comprehension

As we know, if we do reading comprehension, we must know what efficient strategies to get comprehension of the text. The following strategies can help us to do reading comprehension. Brown states that ,there are ten efficient strategies that can apply to learner. The following starategies based on Brown¹⁹:

¹⁶ Jeremy Harmer, *The Practice of English Language Teaching, Third Edition*, (England: Longman, 2001), 201

¹⁷ Nur Hikmah Laila, Thesis: "Improving Students' Reading Ability by Using Printed Mass Media (A Classroom Action Research Conducted in the Eighth Grade Students of SMP N 3 Colomadu Karanganyar in 2008/2009 Academic Year)". (Surakarta: Universitas Sebelas Maret, 2009), 10.

¹⁸ Jeremy Harmer, *The Practice of English Language Teaching, Third Edition,* (England: Longman, 2001), 201

¹⁹ H. Douglas Brown, Teaching by Principles an Interactive Approach to Language Pedagogy, Second Edition, 306

a. Identify the Purpose of Reading

Reading is activity to know what is purpose of the text. Before we read some books, journals, and articles, we must know what we search and what we need of the text. By identifying process, we can know purpose of the text. we can classify the purpose of the text based on the kind of the text. Such as, short functional text (short massage, invitation, letters, advertisement, and announcement) or short essay (narrative, descriptive, procedure, report, and recount). It help you to identify the purpose of the text if you know what kind of the text because each text carries different purposes By doing so, you know what you are looking for and you can filter the main informations.

b. Use graphemic rules and patterns to aid in bottom –up decoding (especially for beginning level learners).

At the beginning levels of learning, students usually get some difficulties to connect what are they read, listen, speak, and write. One of the difficulties students is making the correspondences between spoken and written English in learning to read. In some cases, learners get difficulties in spelling. So, they need orthographic rules to make them easy to learn.²⁰

²⁰ H. Douglas Brown, Teaching by Principles an Interactive Approach to Language Pedagogy, Second Edition, 298

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c. Use efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced levels).

Intermediate to advance level students need not be speed readers, but you can help them increase efficiency by teaching a few silent reading rules:

- 1) You don't need to "pronounce" each word to yourself
- 2) Try to visually perceive more than one word at a timer, preferably phrases.
- 3) Unless a word is absolutely crucial to global understanding, skip over it and try to infer its meaning from its context.²¹

Those rules are useful for your learners while doing silent reading. Because the learners give their focus in comprehension activity.

d. Skim the text for main ideas

Skimming is high-speed reading that can save your time and help you get through lot of material quickly.²² Skimming is different reading technique to do reading comprehension because scanning is process to to get the general sense of a passage or book, not specific details as scanning.

Skimming is the popular reading aspect to do reading comprehension. Every learner know that skimming is one of effective strategies to understand the deeper content of the text. Moreover, skimming gives them good inception to

H.Douglas Brown, Language Assessment Principles and Classroom Practices, (New york :Longman, 2004).38.

²¹ H. Douglas Brown, Teaching by Principles an Interactive Approach to Language Pedagogy, Second Edition, 308

know some clues or main content with reading quickly. In addition, skimming gives readers the more advantage that help them to comprehend the text while reading process. For examples, skimming helps the readers to be able predict the purpose of the text, predict the implied or written massage, finding the main topic and moral value of the text, and developing the supporting ideas of the text.

e. Scan the text for specific information

Scanning is very high-speed reading that you do when you are looking for a specifict piece of information.²³ When reader scan, the reader has question in mind. Scanning is process to look for the key word to answer their question in their mind. And then, the reader throws the unimportant word to be a faster reader. In addition, Scanning is quickly searching for some particular piece or pieces of information in a text.

Scanning excercises may ask students to look for names or dates. To find a definition of key concept, or to list a certain number or supporting details. The purpose of scanning is to extract specific information without reading through the whole text. Scanning is suitable for academic reading because scanning is essential and effective way to get global and detail information with quickly.

²³ H.Douglas Brown, Language Assessment Principles and Classroom Practices, (New york :Longman, 2004).25

f. Use semantic mapping or clustering

Semantic mapping is one of aspect to help the reader or learner to grouping and classify the meaning or ideas from every word of the text with using map. The readers can practice semantic mapping with using meaning clustering technique. The reader can decide which one the meaning on the top and which one the meaning on the bottom. It do by clustering the meaning in hierarchy. So, the reader can conclude the whole meaning of the text with easily.

g. Guess when you aren't certain

There are some strategies to help the readers understand the text with guess technique when the readers is not certain with their interpretation. It can help them to develop and expand their certainty with their interpretation.

A major aspect in helping students to build vocabulary for reading is to encourage them to develop strategies for guessing word meanings from contextual clues and background knowledge. Students are capable of guessing 60 - 80 per cent of unknown words in a text if the density of new words is not too high.²⁴

Before that, the readers must know the key to successful guessing is to make the guess reasonably accurate. The following strategies can help the readers become a accurate guessers.

²⁴Hedge,Tricia, Teaching and Learning in the Language Classroom, (New York: Oxford University Press, 2000), 193.

- 1) Guess the meaning of the word
- 2) Guess a grammatical realationship (e.g., pronoun reference)
- 3) Guess a discourse relationship
- 4) Infer implied meaning
- 5) Guess about a culture reference
- 6) Guess content message²⁵

Now, the readers does not become hapzard readers when they interpretation and understand the word of the text.

h. Analyze vocabulary

Vocabulary is another major component of reading ability with which language learners will experience difficulty, but the degree of difficulty will vary with demands of the text, the prior knowledge of the reader, the degree of automaticity a learner has achieved in general word recognition, any specialist lexical knowledge a student might have, and the learner's first language.²⁶

One of the main streategies to do reading comprehension is know what is easier manner to analyze the vocabulary. It helps the readers more comprehend quickly the content of the text when they read and it helps the readers easier to classify every word that they find while reading. Meanwhile, it also helps the

²⁵ H. Douglas Brown, Teaching by Principles an Interactive Approach to Language Pedagogy, Second Edition. 309.

²⁶ Hedge, Tricia, Teaching and Learning in the Language Classroom, (New York: Oxford University Press, 2000), 193.

readers to know the differences meaning of every word if the word has adding in front of the word or the word has adding behind of the word

The following techniques are useful for analyze vocabulary.

- 1) Look for prefixes (co-, inter-, un-, etc.) that may give clues
- 2) Look for suffixes (-tion, -tive, -ally, etc.) that may indicate what part of speech it is.
- 3) Look for roots that familiar (e.g., intervening may be a word a student does't know, but recognizing that the root ven comes from Latin "to come" would yield the meaning "to come in between")
- 4) Look for grammatical contexts that may signal information
- 5) Look at the semantic context (topic) for clues²⁷

i. Distinguish between literal and implied meanings

As the readers must know the differences between literal and implied meanings to get comprehension from the sentence of the text. It needed by readers because it make them easier to know what the real content of the sentence. Literal meaning is very different from implied meaning because literal meaning exposes in direct sentence of the text without we do analysis firstly. So, the reader easier to find the real content of the sentence. Whereas, implied meaning is meaning that we do not know in direct manner when we finish

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²⁷ H. Douglas Brown, Teaching by Principles an Interactive Approach to Language Pedagogy, Second Edition. 310.

reading the text or passange and if we want to know the meaning of the text, we must make conclusion or draw out of high line in the text. Implied meaning is kind one of meaning that needed brain working to process before we get real or main meaning of the text.

Capitalize on discourse markers to process relationships

Many discourse markers in English signal relationships among ideas vas expressed through phrases, clauses, and sentences. A clear comprehension of such markers can greatly enhance learners' reading efficiency. Such as logical sequence has so, so far, altogether, overal as marker.

6. Reading Habit

Samrotul cited by Per Nilsen habit is behavior that has been reapeated until it has become more less automatic, enacted without purposeful thinking, largely without any sense, of awareness.²⁸ Reading habits are the intellectual activities for giving more information, knowledge, and learn to various types of things and their activities.²⁹Reading habits is active skill to get knowledge, constructing meaning, and gaining oral and visual knowledge through reading activity.

²⁹Sood, Sudesh, *Impact of Internet on Reading Habits PPT*,14 April 2016,

²⁸ Per Nilsen, et. Al., "Creature of Habit: Accounting for the Role of Habit in Implementation Reasearch Clinical Behavior Change" Implementation Sains Journal, June 9th 2012, 2

7. Measurement of Habit

Measurement is one way of evaluation which deals with the process of qualifying the characteristics of persons or things according to explicit procedures or rules (Isnawati 2011:2).³⁰ From the explanation above, the researcher know that measurement of Habit needs instrument to measure. The instrument that use to measure reading habit in quantitative research is interview, quetionnaire, and observation.

Nurul Hidayah cited from Thorndike and Hagen explain about technique in measuring the people's aspect as bellow: Measurement in any field always involves three common steps; a) identifying and defining the quality or attribute that is to be measured, b) determining a set of operations by which the attribute may be manifest and perceivable, and 3) establishing a set of procedures or definition for translating observations into quantitative statements of degree or amount.³¹.

Usually to measure reading habit uses scale. The type of scale is Likert scale. Sugiyono (2010) says that Likert Scale is used to measure attitude, opinion and perception of individual or group of individual about social phenomena.³² Based

Nurul Hidayah, Thesis: "The Correlation Between Reading Habit in English and Reading Comprehension at Second Semester of IAIN Tulungagung Academic Year". (Tulungagung: IAIN Tulungagung, 2014),15

³¹ Nurul Hidayah, Thesis: "The Correlation Between Reading Habit in English and Reading Comprehension at Second Semester of IAIN Tulungagung Academic Year". (Tulungagung: IAIN Tulungagung, 2014),16

Nurul Hidayah, Thesis: "The Correlation Between Reading Habit in English and Reading Comprehension at Second Semester of IAIN Tulungagung Academic Year". (Tulungagung: IAIN Tulungagung, 2014),17

on the Sugiyono statement's, the research concludes that Likert Scale is suitable to measure reading habit. Likert Scale is a scale that use expressions to indicate a respon of questions. Likert Scale is type of scale to measure closed-ended items on questionneire. The following expression of Likert Scale: 1) Strongly agree, 2) Agree, 3)Neither Agree / not disagree, 4)Disagree, 5) Strongly disagree³³

8. The Indicators of Reading Habit

According to Julio Cesar's, there are six indicators of reading habit³⁴:

a. Reading frequency

is the frequency at which the person reports to read books in their spare time. Moreover, reading frequecy is one of activity when someone do to read for some minutes or hours as frequently

b. Books read

the number of books that the person reports having read in the last three months. It is considered from the amount books

c. Time spent on academic reading

is the time that the person reports to devote to reading books on his or her study subjects. It is considered from the time reported as devoted to "Books for Class"

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³³ Zolán Dörnyei, Research Method in Applied Linguistics, (New York: Oxford University Press, 2007), 105

³⁴ Julio Cesar Galicia Gaona and Erwin Rogelio Villuendas González, "Relationship between reading habits, university library and academic performance in a sample of psychology students". Vol. XL (1), No. 157, 2010, 59

d. Time spent on non-academic reading

is the time that the respondent reports to devote to reading books that are not directly related to the subjects of his or her studies. It is considered from the time reported as devoted to "Books that are not for class"

e. Motivation in the family environment

is often reported by the person on the purchase of books, recommending books and reading interest in the family.

f. Motivation in the academic environment

is the frequency the student reports on the teacher using activities to promote contact with psychology literature.