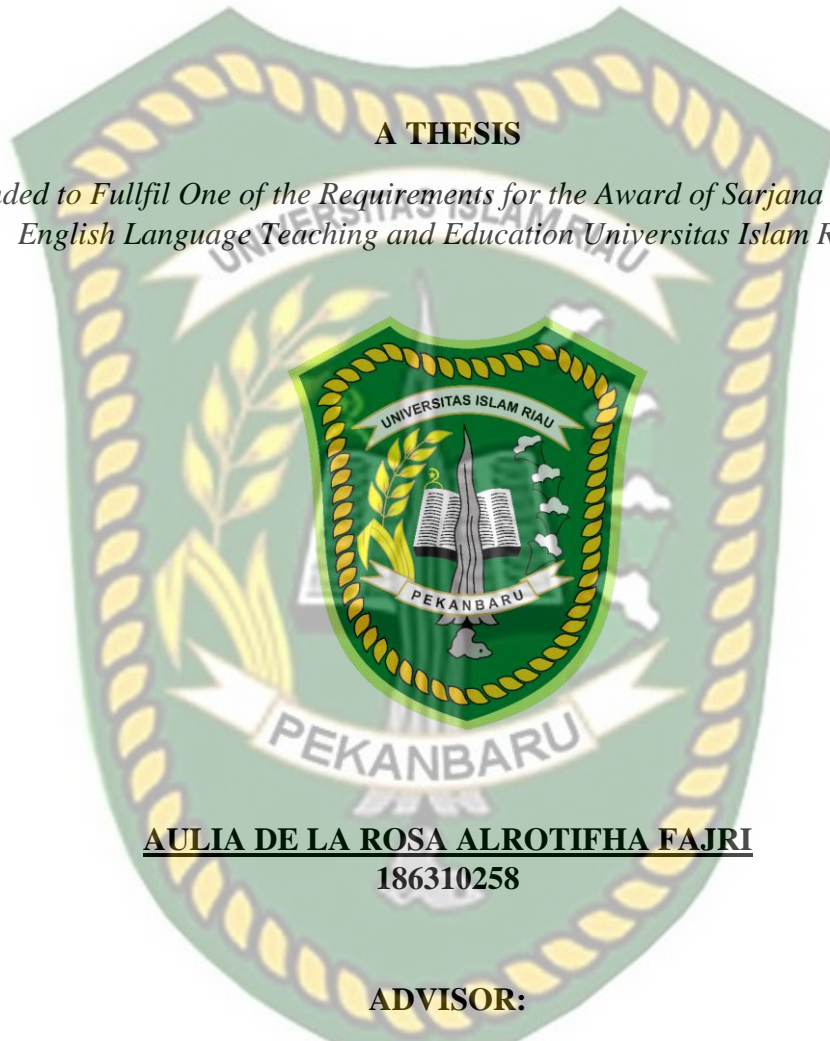


**THE CORRELATION BETWEEN THE STUDENTS' READING HABIT
AND READING COMPREHENSION AT THE THIRD GRADE ENGLISH
LANGUAGE EDUCATION OF FKIP, UNIVERSITAS ISLAM RIAU**

A THESIS

*Intended to Fullfil One of the Requirements for the Award of Sarjana Degree in
English Language Teaching and Education Universitas Islam Riau*



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NO	Hari/Tanggal Bimbingan	Materi Bimbingan	Hasil / Saran Bimbingan	Paraf Dosen Pembimbing
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8.	June, 22, 2022	Checked all chapters	Approved to join thesis examination	<i>[Signature]</i>

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I declare that this thesis entitled “The Correlation Between The Students’ Reading Habit and Reading Comprehension at the Third Grade English Language Education of FKIP, Universitas Islam Riau” is the result of my own research, represents my ideas in my own words and where others’ ideas or word have been included, I have adequately cited and referenced the original sources.

Pekanbaru, June 23rd, 2022
The Researcher



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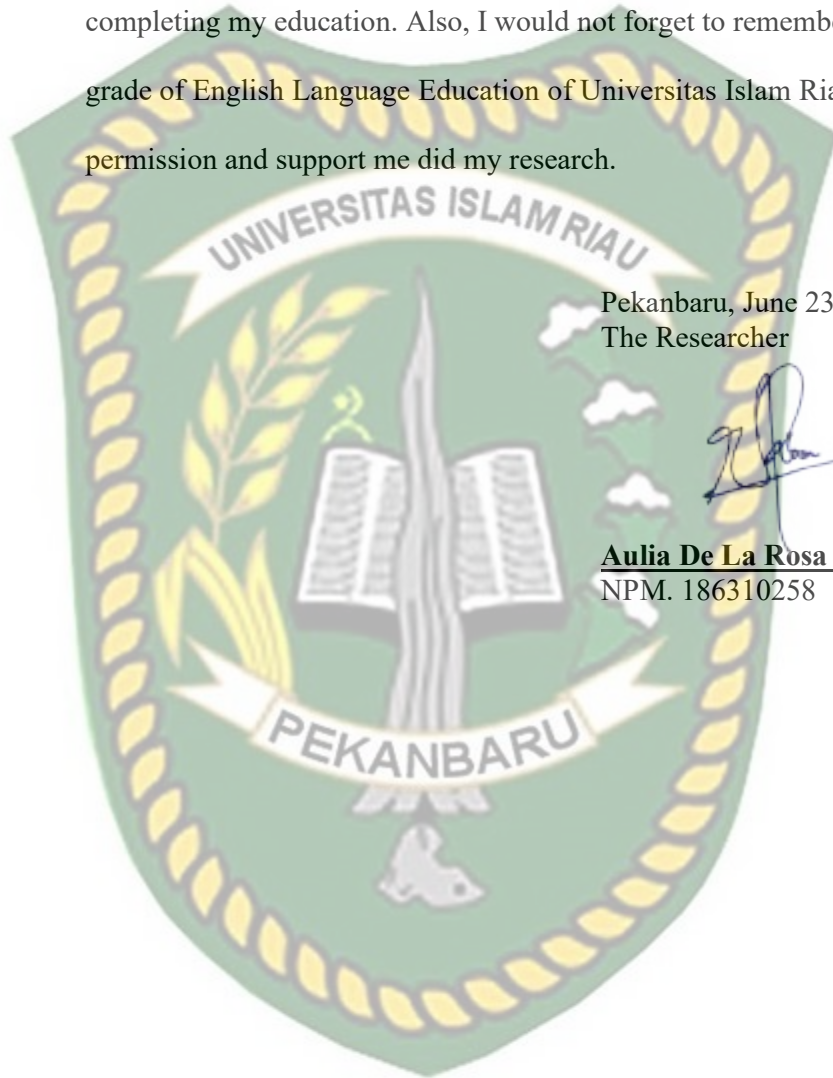
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ABSTRACT

Aulia De La Rosa, 2022. The Correlation Between The Students' Reading Habit and Reading Comprehension at the Third Grade English Language Education of FKIP, Universitas Islam Riau.

Keywords: Reading Habit, Reading Comprehension

Reading habits are one of the important factors in understanding or comprehend the content of reading. Students who have the habit of reading have the ability to understand the contents of the reading well. To prove this, the researcher conducted this research which aims to find out whether there is a significant correlation between the students' reading habit and their reading comprehension at the third grade English Language Education of FKIP, Universitas Islam Riau.

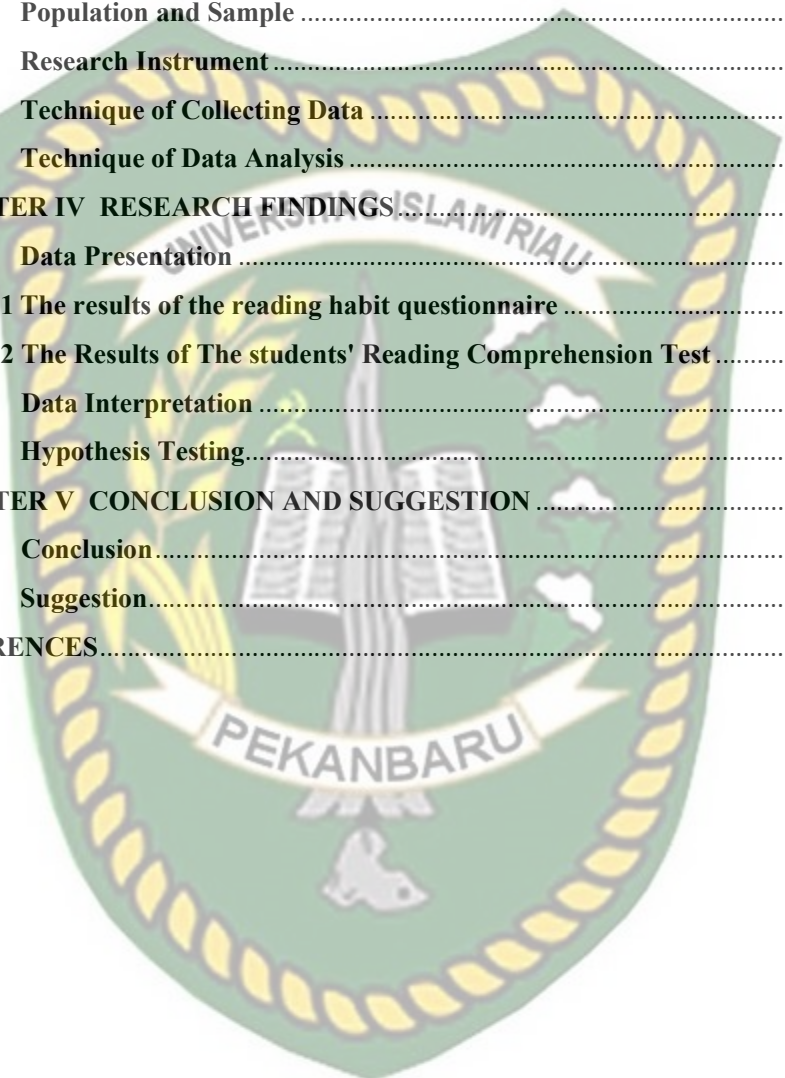
The method of this research is quantitative approach with a correlational design. The population in this research were students at the third grade English Language Education of FKIP, Universitas Islam Riau. The sample of this research were A class which consist of 29 students and B class consist of 31 students. Researcher used questionnaire and test as the instruments to get the data from the respondents that given via link.

Based on the data from reading habit, there were 33 students (55%) in very high category, 26 students for the high criteria (43,4%), and 1 student for the medium criteria (1,7%). From the result data of reading comprehension, it showed that they were in high category. Then the researcher calculated the correlation used Pearson Product Moment in SPSS. The statistical test results or the r value obtained by the correlation was 0.424, which is $> r_{table}$ (0.254). It can be concluded that there is a relationship between reading habit and reading comprehension at the third grade English Language Education of Universitas Islam Riau.

TABLE OF CONTENTS

THESIS APPROVAL.....	i
THESIS.....	ii
LETTER OF NOTICE.....	iii
THESIS GUIDANCE AGENDA.....	iv
DECLARATION.....	v
ACKNOWLEDGEMENT.....	vi
ABSTRACT.....	viii
TABLE OF CONTENTS.....	ix
LIST OF TABLES.....	xi
LIST OF FIGURES.....	xii
LIST OF APPENDIXES.....	xiii
CHAPTER I INTRODUCTION.....	1
1.1 Background of the Problem.....	1
1.2 Setting of the Problems.....	3
1.3 Limitation of the Problem.....	3
1.4 Formulation of Problem.....	3
1.5 Objective of the Research.....	4
1.6 Significant of the Research.....	4
1.7 Definition of Key Term.....	4
CHAPTER II REVIEW OF RELATED LITERATURE.....	5
2.1 Reading Habit Theory.....	5
2.1.1 Definition of Reading Habit.....	5
2.1.2 The Purpose of Reading Habit.....	8
2.1.3 The Aspect of Reading Habit.....	9
2.2 Reading Comprehension.....	11
2.2.1 The Definition of Reading Comprehension.....	11
2.2.2 Purposes of Reading.....	14
2.2.3 Strategies of Reading.....	15
2.2.4 Levels of Reading Comprehension.....	16
2.3 Review of Previous Related Research.....	18
2.4 Conceptual Framework.....	19

2.5 Hypothesis.....	20
CHAPTER III RESEARCH METHODOLOGY	21
3.1 Research Design.....	21
3.2 Location and Duration	21
3.3 Population and Sample	22
3.4 Research Instrument	22
3.5 Technique of Collecting Data	23
3.6 Technique of Data Analysis	24
CHAPTER IV RESEARCH FINDINGS.....	27
4.1 Data Presentation	27
4.1.1 The results of the reading habit questionnaire	27
4.1.2 The Results of The students' Reading Comprehension Test	30
4.2 Data Interpretation	36
4.2 Hypothesis Testing.....	40
CHAPTER V CONCLUSION AND SUGGESTION	41
5.1 Conclusion.....	41
5.2 Suggestion.....	42
REFERENCES.....	43



LIST OF TABLES

Table 3. 1 Indicators for Reading Habit.....	23
Table 3. 2 Direction for Interval Score	25
Table 3. 3 Criteria for Interpreting the Respondent Score	25
Table 3. 4 Correlation Coefficient Interpretation Guidelines	26
Table 4. 1 The Result of Descriptive Stastistic.....	27
Table 4. 2 Frequency Distribution of Reading Habit.....	28
Table 4. 3 Guidelines for Reading Habit	29
Table 4. 4 The Result of Descriptive Statistic	30
Table 4. 5 The Frequency Distribution of the Reading Comprehension Test.....	31
Table 4. 6 Guidelines for Interpreting the Score.....	32
Table 4. 7 The Statistical Test Result of Correlation.....	33
Table 4. 8 Interpretation of Coefficient Correlation Table.....	33
Table 4. 9 The Result of Normality Test	34
Table 4. 10 Linearity Test Result.....	35
Table 4. 11 The Pearson Product Moment Correlation's Findings	40



LIST OF FIGURES

Figure 2. 1 Conceptual Framework.....	19
Figure 4. 1 The Reading Habit Score of Students' Histogram	29
Figure 4. 2 Histogram for Reading Comprehension Test	31



LIST OF APPENDIXES

Appendix 1. Questionnaire	46
Appendix 2. Reading Comprehension Test	48
Appendix 3. Questionnaire Tabulation	54
Appendix 4. Reading Comprehension Score	56
Appendix 5. Students' Questionnaire Answer Sheets.....	57
Appendix 6. Students' Reading Comprehension Answer Sheets.....	64



Dokumen ini adalah Arsip Milik :
Perpustakaan Universitas Islam Riau

CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Human life and growth are always filled with learning activities, therefore there are many things that we can master through the learning process. One way is by reading. With the development of science and technology, the greater the information contained in the book. At all levels of education, of course, students must be able and proficient in reading because students can learn lots through reading. The more you read, the more information you will get. this is associated with reading is a window to the world where we can open and see and know everything that is happening. Even events that occurred in the past, present, and future. Of course from this we can conclude that there are many benefits that we can take from reading.

Reading can be likened to the heart of education. This is evident from the reading skills taught from elementary school to college. Tantri (2016) states that reading is one thing that is closely related and has its own role in education.. Reading is not just looking at arranged letters and written symbols. Some abilities are deployed by a reader, so that they can receive the meaning they are reading. The reader must be able to make the arranged letters and symbols read or see meaningful.

For students in particular, reading is not just a role in mastery field of study they are studying. However, reading has a very strong role in knowing and getting various advances in science and technology that continue to develop. Of course this is happens because of the students' hobbies or habits in reading. Rahmawati (2012: 4) states that the general view believes there is a positive relationship between reading habits and reading comprehension. By having a high reading habit, the more we will know new information and words, it will help readers communicate with confidence and gain understanding. Reading comprehension and reading habits are both connected. The habit of reading is the process, and comprehension is core of it.

At this time, the 3rd English Language Education at Universitas Islam Riau of are facing subjects related to reading, with the subject of Critical Reading. Of course, in this case they must be able to understand what the essence and intent of the reading presented is. At this time, the important role of reading is used to understand and comprehend the reading text so that it can determine the correct answer. Based on my interviews to some students, some of them still have problems in understanding the reading material. Some of them also say that they sometimes still find difficulties and they rare to read so they are not familiar with reading text. This is caused by the lack of interest students' in reading, the lack of students' motivation in learning so that students rarely use their time to read.

Based on the explanation that the researcher has explained on the background of the problem, the researcher interested in conducting research entitled “The Correlation between the Students’ Reading Habit and Reading Comprehension at the Third Grade English Language Education of FKIP, Universitas Islam Riau”.

1.2 Setting of the Problems

From the background of the problem, there were several problems that can be identified. First, the lack of interest in reading students and secondly the lack of student motivation in learning.

1.3 Limitation of the Problem

Based on the setting of problem, there are several problems that must be resolved. In order for this research to be more focused, there needs to be a limit on research issues. Therefore, this research limited to students’ reading habit and reading comprehension at the third grade English Language Education of Universitas Islam Riau. More precisely, discover the relationship between the students' reading habits and their reading comprehension the third grade English Language Education of FKIP, Universitas Islam Riau.

1.4 Formulation of Problem

Is there any positive correlation between the students’ reading habit and the reading comprehension at the third grade English Language Education of FKIP, Universitas Islam Riau?

1.5 Objective of the Research

To identify whether there is and there is no any correlation between the students' reading habit and reading comprehension at the third grade English Language Education of FKIP, Universitas Islam Riau.

1.6 Significant of the Research

First, for the researcher. By doing the research, the researcher expects that researcher can provide information to readers about whether theres a relationship between the reading habits and reading comprehension.

Second, for the teachers. The results of this research may be useful for teachers, especially teachers who teach reading if it is proven that there is a relation or correlation between the reading habits and reading comprehension.

Last, for students. Students can use the results of this research as a benchmark or motivation in reading.

1.7 Definition of Key Term

1. **Reading Habit** pertain to the behavior and action that shows reading similarities from each type of reading and reading tastes. Caesar. J (2011). Reading habit is a way of acting that is obtained through repeated learning, which eventually becomes permanent and automatic.

2. **Reading Comprehension** is defined as a reading skill that tests how mastery reading is. Kholiq & Luthfiyati (2018). In reading comprehension, there are sequential processes, starting with the perception of the writing and ending with understanding the meaning of the sentences from the text that are read.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Reading Habit Theory

2.1.1 Definition of Reading Habit

Reading is an act of habituation carried out in the thought process to achieve a knowledge of ideas and information through symbols, both written and unwritten. Reading does not only involve the tongue to spell and the eyes to see, but also brain and comprehension skills. Haryadi (2020) mentions that reading as a link between humans, science both classical and modern as one of the skills that crucial to the advancement of the times.

The statement above is also support by Burohman et al., (2020) said that the habit of reading is an efficient reading activity based on motivation and strong desire to be done continuously, regularly and civilized in a person with the aim to understand the content of reading. Supported by Ade Hikmat (2014), he stated that the habit of reading is a behavior or the act of reading that has been patterned, is continuous from time to time time, which is marked by the existence of stability and a tendency to reading activities, and the existence of efficient behavior in reading activities or reading. The habit of reading takes time slowly and in a relatively long time, not formed in a short time, therefore the frequency of reading is very supportive of the formation of reading habits. A habit of reading will be able

to make a person understand the reading that is read. One type of reading skill is reading comprehension.

Tampubolon (2015) stated that reading is both a physical and mental activity that may become a habit. Reading habit is like other habits, takes time to develop. Two aspects that need to be considered in reading are interest and reading skills. Interest consists of desire, will, and motivation. Reading is capturing the meaning of concepts that are already owned by the reader with the resulting meaning. Furthermore, reading habits function as an automatic and unconscious process involved in the construction of meaning from texts (Zwiers, 2004).

Reading habits more clearly describe the natural processes involved in understanding text. Then, through developing reading habits, readers will be able to actively generate meaning. Reading habit not only improves students in learning to get information and the details from the text but they are also extremely useful for passing the time during free time.

Reading habit not only formed from within the individual, it is also supported by external factors such as the educational environment, social background, and amenities (Iftanti, 2015). Factors are facts, conditions, or specific situations that actively contribute to an accomplishment, result, or process. In other words, reading habits are formed on an individual, societal, and cultural level. The development of reading habits is actively affected by a combination of situations or causes. Students' reading habits are influenced by their access to technological resources such as social media and home video. Moreover, environmental

influences, support from the family environment and the educational environment are other factors that can improve reading habits.

In other hand, Shen (2006) as cited in Noorizah Mohd Noor (2011) mentions that reading habits as how frequent, how much and what is read. A crucial aspect of reading habit is frequency that related to reading. Some studies argue that the measure of reading frequency focuses on the amount of time spent reading, less than one hour, one until two hours, tow until four hours and more than four hours. In line with that, Tarigan (2008) states that language skills, including reading skills, have a characteristic, that is mastered through regular practice and this practice accompanied by inrerest and motivation from within a person.

Reading habit cannot be separated from reading interest because reading habits are built from several factors and one of them is reading interest. The role of interest in reading occupies an important place because it is the main trigger source for someone in carrying out reading activities. People who already have high interest in reading generally read with a very high frequency and the time they spend will also be very high. In an effort to form reading habits, it is necessary to pay attention to two aspects, those are reading interest and reading skills. The formation of habits generally takes a relatively long time and in the formation of desires and will play an important role. If desire and will are not present, in general habits do not grow and will not develop.

2.1.2 The Purpose of Reading Habit

Rosemary (2010) stated that there are some purposes of reading habit :

a. Hobbial

Hobby is an activity people do because they feel pleasure to do it and feel satisfaction by doing it. Beside formal education, people like reading as their hobby. This hobby is really good and recommended to do because it is outcome a positive effect.

b. Recreational

Reading for recreational is very good way to follow and do because this habits help students to find other interest beside in academic. Students should not always be required to read their textbooks or textbooks. They at least need to read other types of books such as newspapers, tabloids and even novels. This can have a positive effect as it can help strengthen their memory while gaining new useful vocabulary and knowledge.

c. Concentration

Concentration is one purpose of reading habits, this habit is having its own goal. Concentration means the capability to focus the mind on reading activities. In that way, concentration is an effort that must be cultivated and does not come by itself. Everyone has this ability, it's just that the ability varies from person to person.

d. Deviatonal

This purposes of reading habits give negative result, it is not recommend to students to do. This kind of habits is pretend to reading, they deviates from studying, it should be avoid by the students to help them read deviales things.

2.1.3 The Aspect of Reading Habit

Caesar (2011) identified six aspects of reading habits in his journal. The six aspects will be explained in more detail in the explanation below:

a. Reading frecueny

Reading frequency is a measurement that is used to measure how often pupils read in their spare time. Frequency of reading a book is how often subjects read the book. One of the characteristics of people who have a strong interest in reading is always trying to get reading material. Interest in reading can be reflected in the frequent reading. Individuals who read frequently will have a pleasant experience that can increase their interest in reading.

b. Reading amounts of books

This is related to the quantity of books that the readers have read over the past three months. Books read is the kind of book which has read by the readers. The books that students read are divided into two categories: the first is the quantity of books that they read, and the second is the types of books that they intend to read. The quantity of books read by pupils shows their enthusiasm for reading. Students are more likely to read books in order to meet their academic goals.

c. Time spent on academic reading

Everyone has different time and free time. In the case of time spent on academic reading, this means how much time they spent reading about education for their academic success. The time they used to achieve or target their success in learning. The success of reading is not due to the length but the effectiveness and its efficiency.

d. Time spent on non-academic reading

Everyone has a different free time. Therefore, every reader is expected to be able to set an appropriate reading time without interfering with other activities. In this aspect, it is about how much time they spent reading books that not related from their studies or education. They can read novels, e-books about things they like and others.

e. Motivation in the family environment

This is related to internal support from the family. For example, families require to read books, families provide books in their homes, this is very influential in increasing motivation to read at home.

f. Motivation in the academic environment

This is related to the support provided in the educational environment. This support can come from teachers and friends in the academic environment. The more readings that are read, the wider the knowledge or information obtained.

2.2 Reading Comprehension

2.2.1 The Definition of Reading Comprehension

Understanding language in various forms of writing is a process that reading abilities enable, the process of comprehending a certain reading or text-based discourse in order to learn knowledge and information. According to Rahayu (2020) reading is mental activities that involve the thought process and the basis for mastering the language that the author conveys to the reader. This skill need more attention from the readers especially student who difficult to comprehending reading English text. To find out the knowledge and additional information from written sources is the main purpose of reading. Dean (2013) stated that reading involves more than simply being able to see words clearly, pronounce them correctly, and comprehend the meaning of single words. It can be referred, in reading, requires us to examine and feel, not only see the letters and pronounce the words written in a book or text, but also understand all the text's components.

Reading comprehension is an activity to read in order to understand, to comprehend, the contents of the reading in depth. This is in line with Tampubolon's opinion (2015: 6) which suggests that reading comprehension not only involves the motorist ability of eye movements, but also involves thought or reasoning in order to find or understand information communicated by the author.

This is supported by Kholiq & Luthfiyati (2018) who agree that reading comprehension is defined as a reading skill that tests how mastery reading is. In other words, Reading is the process of getting information, even hidden information

from written texts, from writers to readers. By reading, people got ideas and be able to use it as needed, we can have useful knowledge such as being able to understand sentence structure.

Meanwhile, Dalman (2014: 5) states that reading is the process of changing the form of symbols or signs or writing into a form of meaning. Therefore, reading requires schemata, the knowledge and experience possessed, so that the reader is able to comprehend the text that is being read. Reading is a cognitive process that aims to get different information from writing. The corresponding understanding is also conveyed by Anderson (in Dalman 2014: 6) explained, that reading is a process of re-encoding and how we can know the unspoken words from the author. Reading is related to the reading comprehension, which is what we want to know from the writing we read. In order for us to know what we read, it must first be known the content of the reading, because reading is not just voicing the sounds of language or looking for difficult words in a text. But reading involves a lot of activity, both physical and mental, including intellectually having to understand what it's reading, what it means, and what the implications are.

Soedarso (2006:58) says that comprehension is the capability to read to gather the main idea, important details, and all the meaning of the text read. Comprehension requires mastery of vocabulary and familiarity with basic writing structures (sentences, paragraphs, and grammar). Everyone's capability to comprehend what they read differs. This is determined by language, interests, eye range, speed of interpretation, motivation, intellectual capacity, reading goals, and the ability to choose the pace. Students can gain knowledge by practice and action,

allowing them to better grasp a material. Students can begin by reading a longer text or text that has a deeper meaning, a hidden message, figures of speech, and even more difficult language.

This is related to the opinion from Nurgiyantoro (2001:249) which claimed that reading comprehension ability is defined as the skill to understand information conveyed by other parties through written means. Comprehension ability is a generalized set of knowledge acquisition skills, which allows people to obtain information and realize the information obtained as a result of reading written language text. Talking about reading comprehension, it cannot be separated from the factors that determine it. Among these factors that appear closely related to the success of achieving reading comprehension is reading habits. Understanding the meaning of the words correctly is a necessary prerequisite for reading in order to understand the meaning. The main thing that must be possessed in order to apprehend the message of words the author used.

From some of the opinions that the researcher has listed above, the researcher concludes that reading comprehension is an intelligence and ability in a person to understand, interpret, examine the information expressed by the author in the text read. During the process of comprehending the reading, the reader does not just accept what they read in a simple way, but the reader must try to interpret the meaning contained in it in order to know the information that has been written. Briefly, while reading, the reader does not just look at the writing in the text but also has to try to understand what the reader is reading, comprehend the text's meaning, and understand the details that were in the text as a whole.

2.2.2 Purposes of Reading

In essence, the purpose of reading is to know, understand, and obtain information from what has been read. If this purpose has not been achieved, it can be said that the reader has not understood and grasped the meaning of what is read. In his book, Henry Tarigan (2008) stated that there are six purposes of reading. A more detailed explanation will be explained below:

- a. Reading for details, is the first purpose of reading, to understand the findings that the character has made, what the character has made, what has done for the specific character or to tackle the issues the character has created.
- b. Reading for main ideas, is reading to determine whether the topic is suitable and interesting, and whether the text's issues may be resolved that are read or what are experienced by the characters in the text.
- c. Reading for sequences, is reading to know the first, second, third, etc. events that occurred in each section of the story or text. Each stage, the scenes that take place, and the events for dramatization are intended to solve a problem.
- d. Reading for inference, is reading to discover and to understand the reasons behind the characters' emotions, the author's intended information to the people, the reasons behind their changes, and the traits that either make them successful or unsuccessful.
- e. Reading for classifying, is reading to discover what is strange, out of the usual about a character, and what is humorous in the story, whether the text or the story is true or not.

- f. Reading for evaluating, is reading to find out whether the story is the end of the things told in the text, whether there are positive or negative things that can be obtained from the text. Briefly, to find the message and the text's moral value.
- g. Reading for comparing, involves reading to see how the characters develop, how their lives differ from our own, how the two stories are connected, or how much the characters resemble the reader.

2.2.3 Strategies of Reading

There are numerous reading tactics to choose from. Grellet divides reading strategies into four categories: skimming, scanning, intensive and extensive.

1. Skimming

Skimming is an action to take the essence of something. This means that in fast reading by looking at and paying attention to reading material to understand the text's core idea. Skimming is generally used to read quickly, in skimming, the reading process is done by jumping around by looking at the main ideas in the reading text while understanding the theme.

2. Scanning

Scanning is a strategy of reading quickly but carefully with the intention of finding and obtaining certain information or special facts from a reading. In its use, the reader immediately looks for certain information or special facts desired without paying attention or reading other parts of the reading that are

not sought. After finding the information they looking for, the reader reads carefully to get the details information.

3. Intensive

Intensive reading is a reading strategy which behooves the reader to read with intense concentration. This strategy of reading always has a specific purpose. The goal is to reach specific information from the text that is being read. It can be compared to extensive reading, where the reader reads for pleasure and enjoyment.

4. Extensive Reading

Extensive Reading can be interpreted as a reading process carried out by students which is carried out outside the classroom without any coercion, without feeling pressured, or without demands to read. Furthermore, this strategy can be interpreted as an activity where second language learners try to read what they like to get input, especially reading input outside the classroom.

2.2.4 Levels of Reading Comprehension

According to Muis (2013), there are four levels of reading comprehension. The four levels will be explained below:

a. Literal Comprehension

The reader's ability to comprehend the written text is known as comprehension. This level is an understanding where the reader only understands the contents

of the reading information textually and does not understand in detail to get the reading idea conveyed. This comprehension is usually obtained by reading what is stated in the text. Basically, in this level, the reader will be able to understand the reading with answers that have been basically written in the reading.

b. Inferential Comprehension

This comprehension is the ability to read each word for word, sentence by sentence to find the idea intended by the author. the point is, the reader is required to be able to capture the idea indirectly conveyed by the author. For more details, inferential comprehension includes making conclusions, such as reading themes, sentence and paragraph coherence, and reading reasoning.

c. Critical Comprehension

In this level of comprehension, it is an understanding that involves evaluation, personal judgment, and the truth of what is read. The point is that this level requires the reader to analyze the reading by observing words and sentences to be able to evaluate the reading. it is concerned with determining the causal relationship of one idea to another.

d. Creative Comprehension

The last level, creative comprehension. This comprehension is a comprehension that involves aesthetic, logical, and artistic abilities which requires the reader to understand the reading logically and then guess or make relevant ideas according to the reading that has been read. This level is usually

mastered by writers and readers who are experts in the world of reading and writing.

2.3 Review of Previous Related Research

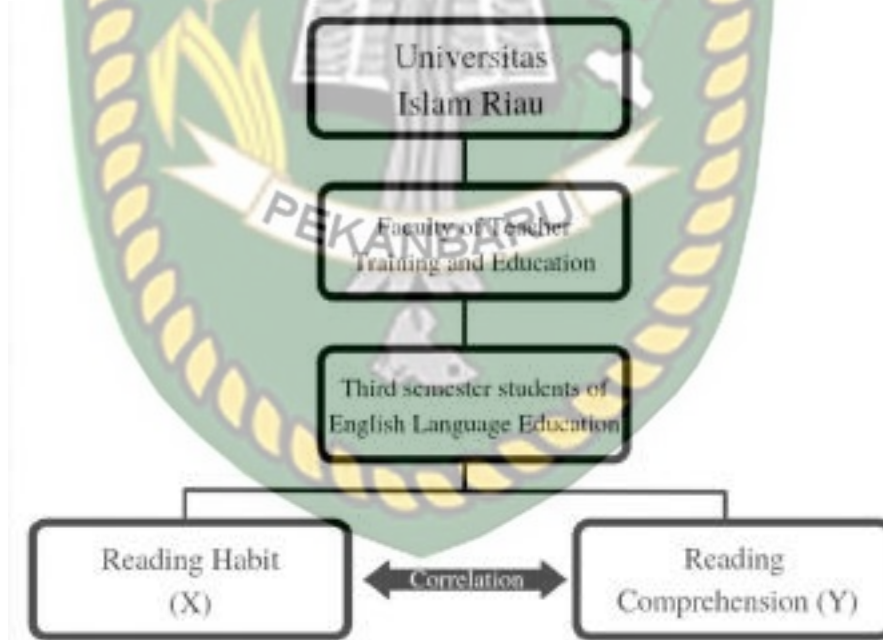
The following researches are presented as evidence for this research and are pertinent to it:

1. The journal was done by Asep Suhana & Acep Haryudin entitled “The Effects of Reading Habit towards Students’ reading Comprehension at Private Senior High School in Purwakarta”. They used survey method and used questionnaires as the instrument. They discovered that reading habits had any appreciable effects on students' reading comprehension.
2. The second is the research of Ida Muliawati (2017). In her research about “Reading comprehension achievement: A comparative study between science and social science students” She identified and analysed the factors attitudes toward the language, high levels of motivation, and greater intelligence—that contributed to the favorable differences between these two groups of students' reading comprehension achievement.
3. The last is Samrotul Muawanah’s research about the relationship between students’ reading habit and their reading comprehension. She did her research at the second grade students of SMA Dua Mei Ciputat and found that the correlation was strong, from her result, the sig. correlation showed tvalue 0,779 which bigger than 3,20.

2.4 Conceptual Framework

A conceptual framework is the interrelationship between theories or concepts that support research that is used as a guideline in systematically compiling research. This is support by Sugiyono (2017) which explained that a conceptual framework is a representation of how theories relate to various elements that have been identified as significant problems. This framework is used as a basis for systematic thinking and discusses the problems discussed in this research. For more details, the researcher made a conceptual framework chart according to the research title.

Figure 2. 1 Conceptual Framework



In the framework that the researcher has made, it can be seen that the researcher took the population in semester 3 of English language education and made it a sample of this research. Then the independent variable is reading habit

and the dependent variable in this research is reading comprehension. After that, the researcher determined whether there is a significant correlation between the two variables through questionnaires and tests, the results of which will be processed through SPSS.

2.5 Hypothesis

Lolang (2014) argue that the most crucial component of research is the hypothesis, which must be resolved as the research's overall conclusion. Since hypotheses are conjectures, the researcher must gather enough information to support their supposition. The null hypothesis and the alternative hypothesis are the two categories into which hypotheses fall.

Based on a supporting theoretical basis, the researcher formulate or conclude the research hypothesis: H_a , there is a positive correlation between the students' reading habit and the reading comprehension at the third grade English Language Education of FKIP, Universitas Islam Riau.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

A quantitative research design was used for this research and the type of the research was correlation. Quantitative research aims to develop mathematical models, this research not only using theories from literary studies or theories, but it is also very important to form hypotheses related to the natural phenomena under study.

A reading comprehension exam was given to the students after the researcher has used a questionnaire to gauge their reading habits to determine how well they understand what they have read. The significant correlation between students' reading habits and their reading comprehension will be ascertained using the Pearson Product Moment Correlation to correlate two variables.

3.2 Location and Duration

In the implementation of this research, the researcher consider that we are currently in a pandemic period, the location that will be carried out in this research was flexible, because the sample were given an online questionnaire and test that can be done anywhere and anytime.

3.3 Population and Sample

The term population refers to the region of generalization that includes things and subjects that fit the criteria set forth by the researcher in order to be researched before making any statements. The sample, on the other hand, possesses a variety of traits that pertain to that population. Based on the title, the population of this research were the third grade students at English Language Education of FKIP, Universitas Islam Riau. Additionally, a sampling technique was employed in this research. The sample were class A and class B students at third grade at English Language Education of FKIP, Universitas Islam Riau which A class consist of 29 students and B class consist of 31 students.

3.4 Research Instrument

Questionnaire and test were employed as the research instrument in this research. A questionnaire is a method of collecting data in which the respondent is presented with a list of questions or a written statement and required to answer. Support by Sugiono (2015), a questionnaire is data collection technique by which researcher provide a list of questions or written statements to be answered by the respondents.

The next instrument is test, Iwan Hermawan (2019) stated that test is a number of questions or exercises, that are used to evaluate a person's or a group's abilities, talents, knowledge, and intelligence. Following this statement, this research employed a test to gauge students' reading comprehension.

3.5 Technique of Collecting Data

1. Questionnaire

In this research, the researcher gave students a questionnaire to fill out in order to determine their score of reading habit. This first instrument was given to the students via link to Google Form and used five alternative based on the Likert's Scale Types. There are 20 questions. The options for the questionnaire are always (5points), often (4points), sometimes (3points), rarely (2points) and never (1point).

The questionnaire used in this research was adapted by the researcher from Samrotul Muawanah's research. The questionnaire has been tested for realibility and has been validated by Samrotul Muawanah, the result were valid and reliable. The researcher converted the questions to English because considered this research was being done for English Language Education students. The students were given a questionnaire that contained a few indicators of reading habit from Caesar theory and the table below will provide the indicators.

Table 3. 1 Indicators for Reading Habit

Indicator	Number items
Reading amount of books	1, 2, 3
Academic reading	8, 11, 12
Reading frequency	4, 5, 6
Non academic reading	7, 9, 10, 14
Motivation in academic reading	13, 15, 19
Motivation in the family environment	16, 17, 18, 20

(Caesar 2010)

2. Test

Students' reading comprehension data were collected using a test. There were 20 multiple-choice questions on the reading comprehension test and was given to the students via Google Form used same link with reading habit. There were four answer choices for each question: A, B, C, and D. The objective tests were taken by researcher from Phillips's book entitled Longman Preparation Course for the TOEFL iBT. The reading comprehension test indicators are inspired on Tarigan's idea. They are reading for details, reading for main ideas, reading for sequences, reading for inference, reading for classifying, reading for evaluating, and reading for comparing.

3.6 Technique of Data Analysis

1. Descriptive Statistic

Descriptive statistics, which describe existing data, was used in data analysis to collect information from respondents in a more comprehensible way. By gathering, assembling, presenting, and assessing all data of all variables in terms of percentage, frequency distribution, standard deviation, histogram, diagram, graph, mean, and mode, the descriptive statistics analysis is carried out. After calculating and adding up the students' reading habit scores from the questionnaire, the researcher will input the data into SPSS and get the frequency distribution and histogram. The next step is match the scores to the guidelines for the interval score of respondents.

Table 3. 2 Direction for Interval Score

Interval	Category
84-100	Very high
68-84	High
52-68	Medium
36-52	Low
20-36	Very low

Based on the following table, the researcher will be able to determine the level of category of the students' reading habits. The next thing to do is to count and add up the students' scores on the reading comprehension test. Following the previous way, the researcher has input the score of students' reading comprehension to SPSS and got the frequency distribution also histogram. The researcher then used the following percentage form criteria to identify the group based on the students' reading comprehension test scores:

Table 3. 3 Criteria for Interpreting the Respondent Score

No.	Percentage (%)	Relationship Level
1	90% - 100%	Very high
2	80% - 89%	High
3	70% - 79%	Medium
4	60% - 69%	Low
5	0% - 59%	Very low

(Arikunto, 2018)

Following a comparison of the students' reading comprehension scores with the table for interpreting the respondent score, the researcher know the level of

category of students' reading comprehension. In this research, in order to discover or to determine whether there is a correlation between students' reading habit and reading comprehension at the third grade English Language Education of Universitas Islam Riau, the Pearson Product Moment formula was applied.

Table 3. 4 Correlation Coefficient Interpretation Guidelines

Coefficient Interval	Level Relationship
00,0 – 0,199	Very low
0,20 – 0,399	Low
0,40 – 0,599	Medium
0,60 – 0,799	Strong
0,80 – 1,000	Very strong

The Guidelines for the interpretation of correlation coefficients above is taken from Sugiono. The researcher will be able to determine the level of relationship between the students' reading habits and reading comprehension at the third grade English Language Education of FKIP Universitas Islam Riau based on the table.

CHAPTER IV

RESEARCH FINDINGS

4.1 Data Presentation

4.1.1 The results of the reading habit questionnaire

After getting the score results from the reading habit questionnaire, the researcher then calculated and tabulated the data. Researchers have also processed data using SPSS 16 which will be shown in the table below.

Table 4. 1 The Result of Descriptive Statistic

Statistics		
RH		
N	Valid	60
	Missing	0
Mean		82.88
Std. Error of Mean		.686
Median		85.00
Mode		85
Std. Deviation		5.314
Variance		28.240
Range		26
Minimum		67
Maximum		93
Sum		4973

Based on the table above, the result of the reading habit questionnaire score was between 67 and 93, the mean was 82.88, median 85.00, and variance was

28.240. For the frequency distribution from the result of the reading habit questionnaire will be presented by the following table below.

Table 4. 2 Frequency Distribution of Reading Habit

		ReadingHabit			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	67	1	1.7	1.7	1.7
	73	2	3.3	3.3	5.0
	75	6	10.0	10.0	15.0
	77	3	5.0	5.0	20.0
	78	1	1.7	1.7	21.7
	79	2	3.3	3.3	25.0
	80	4	6.7	6.7	31.7
	81	1	1.7	1.7	33.3
	82	4	6.7	6.7	40.0
	83	3	5.0	5.0	45.0
	84	2	3.3	3.3	48.3
	85	9	15.0	15.0	63.3
	86	5	8.3	8.3	71.7
	87	8	13.3	13.3	85.0
	88	3	5.0	5.0	90.0
	89	1	1.7	1.7	91.7
	90	4	6.7	6.7	98.3
	93	1	1.7	1.7	100.0
	Total	60	100.0	100.0	

From the data presented by the frequency distribution table above, it can be seen that the total score obtained by each respondent with a score 67, 78, 81, 89, 93

have 1 frequency (1,7%), for the 73, 79, 84 score each have 2 frequencies (3,3%), for score 77, 83, 88 each have 3 frequencies (5.0%), score 80, 82, 90 each have 4 frequencies (6,7%), score 86 have 5 frequencies (8,3%), score 75 have 6 frequencies (10%), and score 87 have 8 frequencies (13.3%) and for the last is score 85 which have 9 frequencies (15%). Then, the largest or the highest frequency from reading habit score is 85 which have 9 frequencies, and the scores of 67, 78, 81, 89, and 93 have the lowest frequency, each with 1 frequency.

Figure 4. 1 The Reading Habit Score of Students' Histogram

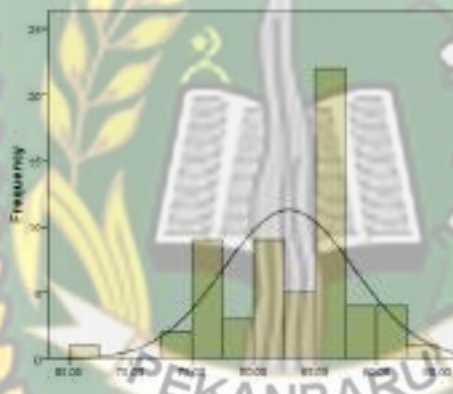


Table 4. 3 Guidelines for Reading Habit

Interval Score	Criteria	Total	Percentage
84-100	Very High	33	55%
68-84	High	26	43.4%
52-68	Medium	1	1,7%
36-52	Low	0	0%
20-36	Very Low	0	0%
	Total	60	100%

As can be observed from the table above, it is evident that students' reading habit at the Third Grade English Language Education of FKIP Universitas Islam

Riau score, the very high criteria are 33 students (55%), there are 26 students for the high criteria (43,4%), and 1 student for the medium criteria (1,7%).

4.1.2 The Results of The students' Reading Comprehension Test

The researcher then determined the overall score after collected the reading comprehension test answers, then calculated the total score of the respondents' answers and added them up to get the final score of reading comprehension test. Researchers have also processed data using SPSS 16 which will be shown in the table below.

Table 4. 4 The Result of Descriptive Statistic

Statistics		
ReadingComprehension		
N	Valid	60
	Missing	0
Mean		80.4167
Std. Error of Mean		.56112
Median		80.0000
Mode		80.00
Std. Deviation		4.34641
Variance		18.891
Range		20.00
Minimum		70.00
Maximum		90.00
Sum		4825.00

From the tables above, it can be seen that the reading comprehension test results for the students ranged from 70 to 90. the mean was 80.41, median was 80,

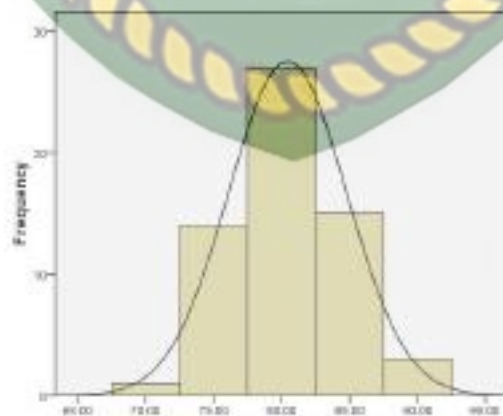
modus 80, variance 18.891 and Std. Deviation is 4.346. The table below will presented the frequency distribution based on the reading comprehension test results.

Table 4. 5 The Frequency Distribution of the Reading Comprehension Test

Reading Comprehension					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	70	1	1.7	1.7	1.7
	75	14	23.3	23.3	25.0
	80	27	45.0	45.0	70.0
	85	15	25.0	25.0	95.0
	90	3	5.0	5.0	100.0
	Total	60	100.0	100.0	

From the table above, the total score attained by each responder with a score of 70 has 1 frequency (1,7%), 90 have 3 frequencies (5,0%), 14 frequencies (23,3%) for score 75, 15 frequencies (25%) for score 85, and for the highest frequency was score 80 which have 27 frequencies (45%).

Figure 4. 2 Histogram for Reading Comprehension Test



To determine the level comprehension in the third grade English Language Education of Universitas Islam Riau, the researcher used the table below:

Table 4. 6 Guidelines for Interpreting the Score

No.	Percentage (%)	Relationship Level
1	90% - 100%	Very high
2	80% - 89%	High
3	70% - 79%	Medium
4	60% - 69%	Low
5	0% - 59%	Very low

The third grade English Language Education reading comprehension test result had a total score 4825 points, the result's maximum number was 90, because the respondents were 60, then the criterion value is $60 \times 90 = 5.400$. The result of the criterion value was divided by the total score of students' reading comprehension, $4825 : 5.400 = 0.89$ or 89%. Overall, reading comprehension among students was in high category.

4.1.3 The Result of Correlation between Reading Habit and Reading Comprehension

To determine whether the reading habit variable reading and students' reading comprehension variable among students are correlated, the table below shows how the researcher employed SPSS 16's product moment correlation:

Table 4. 7 The Statistical Test Result of Correlation

		RH	RC
RH	Pearson Correlation	1	.424**
	Sig. (2-tailed)		.001
	N	60	60
RC	Pearson Correlation	.424**	1
	Sig. (2-tailed)	.001	
	N	60	60

** . Correlation is significant at the 0.01 level (2-tailed).

From the correlation table above, it showed that the statistical test results or the r value obtained by the correlation was 0.424, which is $> r_{table}$ (0.254). So there is a relationship between reading habit and reading comprehension at the third grade English Language Education of Universitas Islam Riau. The table below is a measurement to determine at what level the correlation between the students reading habit and reading comprehension at the third grade English Language Education of Universitas Islam Riau is.

Table 4. 8 Interpretation of Coefficient Correlation Table

Correlation Interval	Level Category
00,0 – 0,199	Very low
0,20 – 0,399	Low
0,40 – 0,599	Medium
0,60 – 0,799	Strong
0,80 – 1,000	Very strong

The r value (0.424) fell into the group of medium level correlation coefficients, as can be seen in the table above. In light of this, it may be said that

the reading habit and the reading comprehension at the third grade English Language Education of Universitas Islam Riau are correlated.

4.1.4 Normality Test

According to Ghozali (2016), is used to determine whether a regression model's independent and dependent variables, or both, have a normal or abnormal distribution. The results of the statistical test will worsen if a variable is not regularly distributed. With the condition that the significance value is over 5% or 0.05, the One Sample Kolmogorov Smirnov test can be used to determine whether the data have a normal distribution. Furthermore, the data does not have a normal distribution if the Kolmogorov-Smirnov One Sample test results provide a significant value less than 5%, or 0.05. The data displayed in the table below have been tested by researchers for normality:

Table 4. 9 The Result of Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		60
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	3.93621301
Most Extreme Differences	Absolute	.115
	Positive	.115
	Negative	-.065
Kolmogorov-Smirnov Z		.891
Asymp. Sig. (2-tailed)		.406
a. Test distribution is Normal.		
b. Calculated from data.		

From the normality test table above, it showed that the value of probability = 0.406 which bigger than significance level = 0.05. When the significance value

from the reading comprehension test and questionnaire on reading habits is greater than 0.05, then the data are considered to be normally distributed.

4.1.4 Linearity Test

Determine whether there is a significant linear relationship between two or more of the tested variables by using linearity test. Usually, the analysis of correlation or linear regression requires for this test. If the value of significance > 0.05 , then the relationship between variable (X) and (Y) is considered to be linear in the linearity test. Therefore, the relationship between the variables (X) and (Y) is not linear when the significance level is less than 0.05.

Table 4. 10 Linearity Test Result

ANOVA Table		Sig.
readingcomprehension * readinghabit	Between Groups (Combined)	.260
	Linearity	.002
	Deviation from Linearity	.839
	Within Groups	
	Total	

As can be found from the results of the table above, on the line deviation from linearity has a significance value of 0.839. Because the significance value > 0.05 , thus, it is reasonable to say that the variable of reading habit and reading comprehension is a linear.

4.2 Data Interpretation

The purpose of this research was to determine whether there is a correlation between the students' reading habit and the reading comprehension in third grade English Language Education of Universitas Islam Riau. A quantitative research design was used for this research, and it used a correlational design. Correlational design that describes a general approach for research that focuses on the interpretation of covariations between variables that appear naturally. The purpose of correlation research is to identify predictive relationship using correlation or statistical techniques more advanced.

The number of samples in this research were 60 people with 30 students from A class and 30 students from class B. The questionnaire and the test were the two instruments that were employed in this research. Students' reading habit was measured using a questionnaire, and their reading comprehension was measured using a test. From the sample, data obtained from filling out reading habits questionnaires and reading comprehension tests were distributed into the distribution table so that they could be processed using the SPSS program application and then the bivariate product moment correlation coefficient by matching the number of respondents with the value distribution table or r_{table} significance value 5%, which is 0.254. The correlation value obtained was 0.424 which greater than 0.254. 0.424 was in the interval 0.40-0.599 which indicated the correlation between students reading habit and reading comprehension at the third grade English Language Education of FKIP, Universitas Islam Riau was on

medium category. Then the researcher described about the presentation data that has been listed below:

1. Reading Habit

The score of reading habit was obtained from the results of a questionnaire for each respondent which contains 20 questions. The questionnaire used a Likert scale where the students or respondents can choose between always with 5 scores, often with 4 scores, sometimes with 3 scores, rarely with 2 scores and 1 score for never. Which was given by the researcher to the respondents through a google form.

Based on table 4.3 above, it is known that the students' reading habit at the third grade English Language Education of FKIP, Universitas Islam Riau, most of the respondents occupy the very high category as much as 55%, while the students who have a high reading habit category are 43,4%. In the results of this research, the researcher saw from the frequency distribution table that showed the reading habit were very high, which indicates that most of the students have a good reading habit. This is evident from the percentage was quite high 55% of students fall into the very high category.

The habit of reading plays an important part in reading. It is assumed that students who read constantly tend to pay more attention to reading. Because of the encouragement, pressure, and other efforts from parents, teachers, and other influential parties, many students develop the habit of reading. In the results of the reading habit and reading comprehension of students, it shows that they have read

almost often and their reading comprehension is in a high category. Thus, it can be assumed that students' reading comprehension will improve the more they read.

2. Reading Comprehension

The score for reading comprehension was obtained from questions that have been distributed via google form which contains 20 questions taken from the book Preparation Course for The TOEFL Test by Longman with a limited time of 30 minutes. The researcher set 20 questions where each correct question got 5 scores.

It is evident from table 4.6 above that students' reading comprehension at the third grade English Language Education Universitas Islam Riau was in high category. This was evident from the grouping of the total result of the criterion value divided by the total score of students' reading comprehension, $4825 : 5.400 = 0.89$ or 89%. So the value of students' reading comprehension was in high category.

The ability to understand or derive a conclusion from the text is required for reading comprehension. As Henry Tarigan mentioned, there are seven purposes on reading, Reading for details, is the first purpose of reading, to understand the findings that the character has made, what the character has made, what has done for the specific character or to tackle the issues the character has created. Reading for main ideas, is reading to determine whether the topic is suitable and interesting, and whether the text's issues may be resolved that are read or what are experienced by the characters in the text. Reading for sequences, is reading to know the first, second, third, etc. events that occurred in each section of the story or text. Each stage, the scenes that take place, and the events for dramatization are intended to

solve a problem. Reading for inference, is reading to discover and to understand the reasons behind the characters' emotions, the author's intended information to the people, the reasons behind their changes, and the traits that either make them successful or unsuccessful. Reading for classifying, is reading to discover what is strange, out of the usual about a character, and what is humorous in the story, whether the text or the story is true or not. Reading for evaluating, is reading to find out whether the story is the end of the things told in the text, whether there are positive or negative things that can be obtained from the text. Briefly, to find the message and the text's moral value. And the last is reading for comparing, involves reading to see how the characters develop, how their lives differ from our own, how the two stories are connected, or how much the characters resemble the reader.

3. The Correlation between The Students' Reading Habit and Reading Comprehension

After got the overall score from the reading habit and reading comprehension at the third grade English Language Education of FKIP Universitas Islam Riau, the researcher processed the data using SPSS 16 program so the statistical value and histogram could be obtained as stated in the data presentation above. As a result of the discussion of reading habit and reading comprehension above, it is clear that that respondents have good reading habits because 59 respondents are in the high and very high category. In relation to the reading comprehension test's findings, the respondents were categorized as being in the high category with a percentage of 89%.

From the ttable 4.7 in 4.1.3, it is well known that the correlation between the students' reading habit and the reading comprehension at the third grade English Language Education of Universitas Islam Riau is 0.424. which if grouped the value of 0.424 is in the medium level with an interval of 0.40-0.599. Based on the data that has been processed, $r_{hitung} > r_{table}$ or $0.424 > 0.254$, so at a significance level of 5% H_0 is rejected, while the H_a is accepted, it means that at a significance level of 5% there is a significant positive correlation or relationship between the students' reading habit and the reading comprehension at the third grade English Language Education of FKIP, Universitas Islam Riau.

4.2 Hypothesis Testing

To test the hypothesis, whether there is and there is no correlation or relationship between students' reading habit and the reading comprehension at the third grade English Language Education of Universitas Islam Riau, researcher used SPSS 16 program to calculated it.

Table 4. 11 The Pearson Product Moment Correlation's Findings

		Correlations	
		RH	RC
RH	Pearson Correlation	1	.424**
	Sig. (2-tailed)		.001
	N	60	60
RC	Pearson Correlation	.424**	1
	Sig. (2-tailed)	.001	
	N	60	60

** . Correlation is significant at the 0.01 level (2-tailed).

From the table of result correlation above, this data showed the result that hypothesis alternatif was accepted and hypothesis null was rejected.

CHAPTER V CONCLUSION AND SUGGESTION

5.1 Conclusion

The researchers make a conclusion from the research findings that have been shown by data presentation and from the data interpretation:

The students' reading habit at the third grade English Language Education of FKIP, Universitas Islam Riau, most of the respondents occupy the very high category as much as 55%, while the students who have a high reading habit category are 43,4%. Meanwhile, students' reading comprehension at the third grade English Language Education Universitas Islam Riau was in high category. This was evident from the grouping the result score, 0.89 or 89%. So the value of students' reading comprehension was in high category.

At the third grade English Language Education of FKIP, Universitas Islam Riau, there is a significant positive correlation or correlation between the students' reading habit and the reading comprehension. The third grade English Language Education at Universitas Islam Riau has a known correlation between student reading habit and reading comprehension of 0.424, which if grouped the value of 0.424 in the medium level with an interval of 0.40-0.599. It showed that $r_{hitung} > r_{table}$ or $0.424 > 0.254$, so at a significance level of 5% H_0 is rejected, while the H_a is accepted.

5.2 Suggestion

The researcher makes recommendations or suggestion that can be taken into account in terms of the research that was done as well as its application in the learning process based on the findings and discussion presented above. Regarding the following suggestions:

1. Students are expected to be able to increase their reading comprehension skills if they have strong reading habits as a consequence of the research's findings, which are intended to inspire students to notice and comprehend the value of reading habits.
2. To improve students' reading habits and comprehension, teachers are supposed to always encourage reading habits in their students in order to improve students' reading habits. to always support and guide students in learning, especially in reading by providing varied reading materials.
3. The findings of this research are expected to be used as a guide in the development of research with the same title or in the planning of other research, so that the findings will be more complete and serve as the foundation for additional study.

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