

## CHAPTER I

### INTRODUCTION

In this chapter the researcher presents background of the study, statement of the research problem, purpose of the study, hypothesis, significance of the study, scope and limitation, definition of key term, and organization of study.

#### **A. Background of The Study**

English is an international language. Language is very important for human's life. It is used to communication with other people and also the movement toward and international standard for the language. Almost of countries have adapted in English. So they begin to learn both mother tongue and foreign language to enlarge their knowledge and experience. English is also used as a compulsory subject at school. The national education has decided that English as a foreign language taught in Indonesian. It learned started from elementary school up to university. People realize that teaching English at this level becomes very important and need much concern. As an English teacher, he or she demands to explore effective techniques, method, and approaches.

Reading is good thing in life because it is a factor of great importance in the individual development and the most important activity in school. It is needed in every level of field of study. There are particularly in cases when students have to read English materials for their own special subject with a limited vocabulary anyone will also has limited understanding in terms of listening, speaking,

reading, and writing. It is true that it might be impossible to learn a language without mastering vocabulary. Vocabulary is one of the problems confronted by English language learners. It of limited vocabulary, the learners cannot communicative to others clearly. Sometimes it is difficult to group the idea transmitted to them. The acquisitions of a large number of vocabularies can help to students listen, speak, read, and write.

Mastery of vocabulary and ability to use word correctly and affectively can help the students to make task easier and more rewarding and also many text used English language that they take in school include vocabulary question. They more vocabularies they know the better their chance to do well on English.

Mastering vocabulary is the ability to get or to receive lot of word. By having and mastering vocabulary we will know the meaning of vocabulary in the context, measuring vocabulary helps to avoid making mistakes in understanding. On the other hand, that student was leaning English of reading text with lack of vocabulary they cannot understand about text. Where a fact of it, vocabulary is the most important thing in reading skill.

Nowadays, the ability to comprehend English is necessary for people and also to understanding English, people have to be able to communicate English and also able to read many kind of English text. The ability to read is crucial in contemporary society. Student fined much text written in English from holiday brochures to academic book, newspaper, advertisements, etc. Therefore, the

ability to read English text in any form will give a great deal of advantages in student lives.

Having limited English reading habit makes the reader difficult to understand and respond to what they read. It means that the reader cannot comprehend the contents of the reading material, so it is important for the reader to understand the structure in order to gain something they needs from the reading material easy. We all know that is process of thinking. So reading is very complex and complicated process that involves some factors influential each other. Reading also an activity or process to get information and give interaction between the text and the reader. So the reading skill can be improved by selecting appropriated technique can facilitate the students reading quickly to locate specific information. On the other hand, foreign students learning English reading text, one lack of vocabulary.

Harry Maddox (1989) said that reading the most important single in study. And the curriculum stated that out of the four skills, listening, speaking, reading, and writing, the main emphasis is one reading skill because it is believed that acquisition on reading in a second or foreign language priority.

We all know that reading is a process of thinking. Reading is useful for other purposes too; any exposure to English (provided students understand it more or less) is a good thing for language students. At the very least, some of the language sticks in their minds, as part of the process of language acquisition, and if the reading text is especially interesting and engaging, acquisition is likely to be even

more successful. Burn and Roe (1980:8) state that reading is complex and complicated process that involves some factors influential upon each other.

The researcher chose IAIN Tulungagung as a setting to do research, because it has a program about English development for student basic skill and the college has its own curriculum about teaching and learning English. Because of the students have lower skills in inferential reading comprehension as started by Purwantini (1992:42), the writer has opinion that reading habit supports the student to be able to comprehend the text. That is the reason why the writer wants to show that reading habit is very important to support inferential reading comprehension. Because of the background the study problem is appropriate to be investigated, remembering the benefit which can be taken from the research activity.

Based on the research background, the writer wants to know students' reading habit in English and students' reading comprehension. Therefore, the writer takes the title:

**“The Correlation between Reading Habit in English and Reading Comprehension of Second Semester at State Islamic Institute Tulungagung”.**

## **B. Formulation of the Research Problem**

According to the background of the problem, the study should be based on these statements of problem:

1. How is the students' reading habit in English at second semester of IAIN Tulungagung?
2. How is the students' reading comprehension at second semester of IAIN Tulungagung?
3. Is there any correlation between the students' reading habit in English and reading comprehension at second semester of IAIN Tulungagung?

### **C. Purposes of the Study**

Consciously, the researcher studies these problems in order to reach some purposes determined. It aims to get answers from the organized problems.

From the problems stated, the writer has some purposes as follow:

1. To know the students' reading habit in English at second semester of IAIN Tulungagung .
2. To know the students' reading comprehension at second semester students' of IAIN Tulungagung.
3. To know whether there is any positive correlation between the students' reading habit in English and rading comprehension at second semester of IAIN Tulungagung

### **D. Hypothesis**

The hypothesis is a powerful tool in scientific inquiry (Ary, 1972:77). It enables us to related theory to observation to theory. The use of hypothesis has

united experience and reason to produce a powerful tool for seeking truth. Furthermore, Gay(1992:66) states “Hypothesis is a tentative conclusion for certain behavior phenomenon or events that occurred or will occur. A hypothesis states the researcher’s expatiation concerning people the relationship between variables in the research problem”.

1. Null Hypothesis (Ho). There is no positive correlation between students’ reading habit in English and reading comprehension.
2. Alternative Hypothesis (Ha). There is positive reading comprehension. is positive correlation between students’ reading habit in English and reading comprehension.

#### **E. Significant of the Study**

By conducting this study, the writer hopes that the result of this study research will be useful for the readers especially.

##### 1. Theoretically

It is one of the contributions in the scope of correlation study, particularly reading habit in English and reading comprehension.

##### 2. Practically

###### a. Teacher

English teacher are able to improve and selected the method effectively in the class especially in teaching reading to increase their

students' ability in reading. They also can avoid misreading habit and misreading comprehension in teaching reading.

b. Students

The students can read and distinct English in teaching and reading. They can also improve their reading English and let them to know the advantages of reading in English especially in teaching and reading.

c. Researcher

To get a good understanding in English especially on the reading and also to get a new knowledge about the comparative study in English which they can applied in the future.

## **F. Scope and Limitation of the Study**

The researcher would like to give limitation of the study. The researcher just explains two variables related the title. They are students' reading habit in English and students' reading comprehension to the second semester of IAIN Tulungagung in the academic year 2014. For the details of the study area as follows:

1. Reading is a very complex and complicated process that involves some factors influential upon each other. (Burn and Roe, 1980:8)
2. The subjects who are involved at this research are second semester students of TBI B class.

The writer also depends on the available time, fund and ability in order to limit the investigation at the selected graduate.

### **G. Definition of Key Terms**

To avoid misunderstanding of some terms used in their study, these terms need to be defined as follows:

1. Reading is an act of reading book. According to Jeremy Harmer (2001)" reading is useful for other purposes too: any exposure to English (provided students understand it more or less) is a good thing for language students'.
2. Habit is an easy way and didn't need more both concentration and attention. Djaali, (2009:128) states that habitual actions do not require the attention and concentration of the individual minds in doing it and it a go on while people think about or pay attention to other things. So reading habit in English is someone was doing reading in text English and they are feel enjoy with read the text.

### **H. Organization of Study**

This study is divided into five chapters.

#### **Chapter I**

Introduction. It consists of background study, formulation of the problem, purpose of the study, hypothesis, significant of the study, scope and limitation, definition of keys terms, and organization of the study.

## Chapter II

Review of related literature. It consists of the discussion about the first: definition of reading, aims of reading, types of reading, second: definition of habit, habit in English, third: definition of comprehension, reading comprehension, reading comprehension skill, reading process, previous study.

## Chapter III

Research method. It consist of research design, place and time of study, population, variables, data and data source, data collecting method and instrument, and technique of the data analysis.

## Chapter IV

Research finding. It consist of the discussion on the treatment, the result of the quantitative data, the computation of  $t$ -value for two sample means and the interpretation of the quantitative data.

## Chapter V

Conclusion and suggestion.