THE CORRELATION STUDY BETWEEN READING HABIT AND STUDENTS' ACHIEVEMENT AT THE SECOND GRADE OF SMPN 8 MAKASSAR

SKRIPSI

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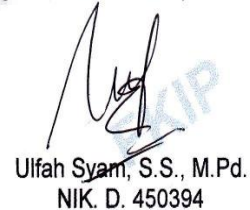Hj. St. Haliah Batau, S.S., M.Hum.
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PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi dengan judul *"The Correlation Study Between Reading Habit and Students' Achievement at the Second Grade of SMPN 8 Makassar"* beserta seluruh isinya adalah benar-benar karya saya sendiri, bukan karya hasil plagiat. Saya siap menanggung resiko atau sanksi apabila ternyata ditemukan adanya perbuatan tercela yang melanggar etika keilmuan dalam karya saya ini, termasuk adanya klaim dari pihak lain terhadap keaslian karya saya ini.

Makassar, Agustus 2018

Yang membuat pernyataan

Noviana Tampi

ABSTRACT

NOVIANA TAMPI. 2018. "*The Correlation Study between Reading Habit and Students' Achievement at the Second Grade of SMPN 8 Makassar*". Skripsi. Supervised by (ST.Haliah Batau and Muliati).

The aim of this research to find out whether or not there is a correlation between reading habit and student achievement.

The method of collecting data in this research is the writer conducted the test for getting the data of students achievement and questionnaire for students' habit in reading. The writer used purposive sampling as the sample with total sample 30 students. It was carried out in class VIII[3] of SMPN 8 Makassar.

The result of the study showed that: there was not correlation between reading habit and students achievement. The coefficient of correlation (r) is 0,374. The value of t-obtained is 0,1794 meanwhile the value in table is 0,374. The correlation is significant because $t_0 < t_t$. From the result of data analyzed, it was concluded that there is not correlation between reading habit and students' achievement at the second grade of SMPN 8 Makassar.

Key words: descriptive, reading habit , correlation.

ABSTRAK

Noviana Tampi. 2018. "*The Correlation study between reading habit and students' achievement at the Second Grade of SMPN 8 Makassar*". Skripsi. Dibimbing oleh (ST.Haliah Batau dan Muliati).

Penelitian ini bertujuan untuk mengetahui apakah ada korelasi antara siswa yang terbiasa membaca dengan nilai prestasi siswa

Pengumpulan data pada penelitian ini dilakukan melalui pemberian tes untuk mengetahui kebiasaan membaca dan kuisioner untuk mendapatkan data terkait siswa yang terbiasa membaca buku bahasa Inggris. Peneliti menggunakan *"purposive sampling"* sebagai sampel dengan total sampel 30 siswa. Penelitian ini dilaksanakan di kelas $VIII^3$ SMPN 8 Makassar.

Hasil penelitian menunjukkan bahwa tidak ada korelasi antara siswa yang terbiasa membaca dengan nilai prestasi siswa. Koefisien korelasi (r) 0.374, t_0 = 0.2000 dan t_t = 0.374. Korelasi antara kedua variabel signifikan karena $t_0 > t_t$. Dari hasil analisis data, disimpulkan bahwa siswa yang terbiasa membaca bahasa Inggris tidak memiliki hubungan terhadap nilai prestasi siswa pada siswa kelas $VIII^3$ SMPN 8 Makassar.

Kata Kunci: Deskriptif, Kebiasaan membaca, Korelasi.

ACKNOWLEDGEMENT

All the praises are only for Jesus Christ , the Lord of the world. May peace, love and blessing of Jesus Christ always be with us. It part of Lord that the writer was able to finish in writing this skripsi. This is submitted as one of the requirement for completing study at English Education Department Faculty of Teacher Training and Education Bosowa University Makassar.

The writer realized that this skripsi would never been completed without assistance of a number of people. Therefore, the writer would like to express deep appreciation and thanks to the people who have helped and involved in completing the skripsi.

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The writer sure if this skripsi is still far from perfection, for this reason the writer really respects the readers' critics and suggestion in improving this skripsi. The writer hopes this skripsi can help the readers in the future. Finally, the writer hopes this paper provides many benefits. May Jesus Christ always give mercy to us.

Makassar,   September 2018

Noviana Tampi

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CHAPTER I

INTRODUCTION

This chapter discussed about background, research questions, objective of the research, significant of the research, and scope of the research.

A. Background

Reading is a process recognition or interpretation of written materials and it ideals with the language form. Sheng (2001:12) stated that reading is a process of comunication from the writer to the reader. It involve letters,word,prhases, and clauses. Through reading, we can increase our experience, develop new concept, solve our problem, study how the words are used, how to implement the grammatial rules, and get many knowledge interest to lern with pleasant method.

Reading is mental process. Reading is when someone looks in to a written text and start to absorb the information from the written linguistic message. Other definition by Collins English Leaner's Dictionary is that reading is an act of looking at and understanding point.

This is very true because reading entails the use of vision to understand several words in a sentence and make them meaningful. Same goes to each sentence in order to understand the entire text.

Actually, reading is an activity which is always done by every learner in the world. While lerning language, learner should know the meaning of every word they met listening, reading speaking, or even w

writing second language. Word is the smallest and the most important part of a language. Reading is mental process. the most important part of a language.

English serves as a student self-development tool in science, technology, art, and education. English has an important role because so many texts of science are written in English. In the education curriculum in Indonesia. English is a subject that is taught from elementary school level to university. English is one of the subjects included in the national exam. English Language Learning includes four language skills: listening skills, speaking skills, reading skills and writing skills. These skills are as much as possible presented in an integrated manner, but the emphasis is on reading skills Other language elements such as vocabulary, grammar, pronunciation and spelling can be taught to support the development of these four language skills, not for the sake of mastery of the elements of the language itself and the ability of reading comprehension to play an important role in developing reading skills.

The result of reading and comprehension test of students during the initial test is very less, According to Admin (2012: 18) the average speed of reading students in English as a foreign language is 120-150 words per minute before the exercise while the ability to understand it only reaches 70% to 80 % .The reality of the field, seen the number of English teachers complained about the low ability to read and understand the English text. Students have difficulty in reading and

understanding texts because one of them lacks the mastery of English vocabulary.

In addition to the ability of students in reading and understanding is still low, teachers are also still less able to plan the lesson. Teachers still look dominant in the learning process because they use lecture and record techniques so that the students just sit and listen to the teacher.

When the learning process towards reading activity students tend to use a very long time to read a text and also show bad habits in reading for example; pointing at words, repeating words that have been read, reading aloud while gesturing members the other body, reading the word of speech and so on. The number of four lessons a week is not sufficient for students to develop effective reading skills with the mastery of the four skills in a limited time, for which students need to be equipped with techniques to read the text of the various themes described.

Learning reading skills requires quick reading techniques so that students can make inferences, understand what is implied in the reading and can identify a reading by using time effectively and efficiently with satisfactory results.

Theses materials can be a media; it can be cireate a comfortable atmosphere interest and to stimulate the students' motivation during the classroom procces. They should have an effective.

Theoretically, habit in reading gives the positive correlation to student achievement. So, in this the researcher wants to know whether or not this theory will appropriate for the second grade students of SMPN 8 Makassar in the academic year of 2018/2019.

Based on the description above need a serious handling, therefore the authors conduct research on **"the correlation study beetwen reading habit and students' achievement of the second grade of SMPN 8 Makassar ''** Given the time allocation of these subjects is very limited, so that students can become an effective and efficient readers.

B. Research Question

Based on the background mentioned, the researcher concludes the following research question:

Is there any correlation between reading habit and students achievement at the second grade of SMPN 8 Makassar in academic year 2018/2019?

C. Objective of the Research

In line with what has been stated of research questions, this research tried to describe the students' degree of correlation study beetwen reading habit and students achievement second grade of SMPN 8 Makassar in academic year 2018 / 2019.

D. Significance of the Research

The result of this study would tried expect to gave some positive outcome as follow:

This research is expected to be useful for education. The benefits of research are as follows:

1. Theorically, the researcher hopes that the result of this writing can be support the people to use media as an alternative way in learning reading. Especially, for the teacher when teaching English to the students in classroom.

2. Practically , this investigation will prove to other people especially the teacher and the students that reading achievement is correlate with our reading skill. So, it can be choose as one of the method which can help them to make them reading ability.

E. Scope of the Research

The research focuses on the reading interest with the achievement of learning English of students of the second grade of SMPN 8 Makassar.

This research focuses on the correlation study between reading ability and student achievement. This research describes about the correlate about them.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher discusses about previous related theories which consist of two parts, namely some the correlation study between reading habit and students' achievement of the second grade of SMPN 8 Makassar.

A. Previous Related Findings

Practicing reading is one of a good ways to improve ability in understanding text. The readers have some purpose in reading a text or a book. They may read to find the main idea and detail information. They may read to answer several question. They also may read to make summary or evaluation. To accomplish them, reader need to have skill in comprehending text. When ever reading becomes people's behaviors it will help them to experience more and more about the way to understand meaning of a text.

Reading can be defined as:

Reading as interpreting means reacting to a written text, as a piece of communication; in other words, we assume some communicative intent on the writer's part which the reader has some purpose in attempting to understand.

Based on the defenitions, it can be conluded that reading is complex process which involves reacting to a written message and getting information which needs skills to comprehend and understand the meaning and ideas of a text.

People commonly have one or more habits. Habit can be described as a learned stimulus-response sequence. Swannel (2009 : 479) says that habit is (1) a settled as regular tendency of practice, (2) that is hard to give up, (3) a mental constitution or attitude. Similar with Swannel, Merriam – Webster's online dictionary defines habits as:

1. An acquired mode of behavior that has become nearly or completely involuntary.
2. The prevailing disposition or character of a person's thoughts and feelings.
3. A settled tendency or usual manner of behavior.
4. A behavior pattern acquired by frequent repetition or physiologic exposure that shows itself in regularity or increased facility or performance.

Habits are routine behaviors done on a regular basis. They are recurrent and often unconscious patterns of behavior and are acquired through frequent repetition . Many of these are unconscious as people do not even realize they are doing them. According to America Heritage Dictionary (2011) habit refers to pattern of behavior set by continual repetition.

It is stated by Kapoor (2011) that those who have developed reading as a hobby are aare of the countless advantages associated with it. Reading broadens the thinking horizone of a person, improves vocabulary and cutivates sensitivity towards people of different cultures. Jack (2008) also explained, ''the habit of regular reading helps us develop a good vocabulary. An extensive reader will have a wide recognition vocabulary. Readers will learn about how to comprehend a text. Reading improve the readers' knowledge about various fields so that they will try to understand meaning in various context.

From the explenation above, reading habit can be concluded as the regular tendency of attitude or behavior which is acquired by frequent repetition in reacting to a written message and getting information which needs skills to understand the meaning of the text.

The aspect of reading habit :

1. Parent's active participation would promote students' interest in reading. On the contrary, if parents participate less in their children's reading activities, studentd tend to spend less time on reading.

2. Easy acces reading materials is one of the important factors in cultivating reading habit students.

3. Student would spend more time on reading atmosphere created in school.

The first aspect means that environment has good contribution in building students' reading habit. Not only parents, but also the teachers and librarians are very important in helping students to form the reading habit. Adults should give good example by reading any books or magazine at home to support students' willingness in reading.

The second aspeck means that the reading materials should be easy to be accessed for students. For example, th library's catalogue should be easy to be arranged as well so that the students can find books easier. The library at school should proide many good books and literatures. There should be any book at home to make the students familiar with books. It would be better if teh books are placed in bookself.

The third aspect means that students need good atmospher in doing reading activites. The school should have good facilities and comfortable place or areas for students to read. Home also should provide good environment, for examplethe house shoud not be too noisy, the house provides reading room, and the people at home should supports reading activity instead of prohibiting students or giving too many works for student.

From all explanation stated above it can be conluded that reading habit is regular tendency of attitude or behavior hich acuired by frequent repetition in reading that is done by a person. There are many aspects that

influence students' reading habit. The aspects are reding frequency, skill, attitude, and facility.

Skill is defined as reading comprehension and students' ability in their reading. it includes how far students understand the meaning of what they read and wheter they get benefit such as improve their knowledge or not. Because reading activity need s as ability in comprehending text, so that it will be useless for student if they read without knowing the message of the text.

B. Reading habit

Per Nilsen (2012:9) defines habit as '' Habit is behavior that has been repeated until t has become more less automatic, enacted without purposeful thinking, largely without any sense of awareness'' According to Benyamin Garden habit is an abstrack theory there is no single correct defenition. In habit people are repeated action without corcerning why this sself concept must happen.

A psychologist, Wendy Wood (2013:114) sub serves habit as an integratesd association between stimulus and response ,and that association sets up with goals during learning and performance. Habitual manner often goes unnoticed and unconscious and it followed through the same repeated action regularly. In the American Journal of Psychology; habit defined in this way : A habit, acquired the standpoint of psychology, is more oe less fixed way of thinking, willing, or feeling acquired through

previous repetition of mental experience. In other words habit is the process of behavior that goes unconscious and become automatic that means that you are acquired habit. For example the habit looking both ways before crossing the street, it is called habit. Behaviorists view habits as routines of behavior that are repeated regularly and tend to occur subconsciously. As subconscious self concept, reading habit can help students' to gain academic achievement o great extent. In term of acquiring these habits of reading; they have to put these habits in to practice.

Based on defenition above it can be said that as repeated actions, habit involves a process of unconscious pattern. It reflects person's personality, good or bad they went constantly and regularly. Reading habit will help the learner obtaining and gaining a meaningfull knowledge and good academic performnce in school:

1. Reading Strategies

in most classrooms, teacher approach reading instruction and content area learning (e.g., social studies science) with a general framework within which the teacher s do a ariety of activities. The present unit describes four strategies, the directed reading activity and directed reading-thinking activity, are used primarily with reading material. The third strategy, the instructional framework, s used with content area material. Whole-language is somewhat different thant the other frameworks. It is

largely a set of beliefs/ assumptions that guide classroom reading practices in a variety of ways.

a. Directed Reading Activity (Tierney, Robert J. 2012)

Over the years, DRA has been probably the most widely used framework for a ''total'' reading lesson. Five basic steps constitute a DRA. These steps purport to provide the structure for the improvement of a wide spectrum of reading skills-the most important of which is comprehension

b. Directed Reading-Thinking Activity (DR-TA)

Assuming that critical reading performance requires the reader to become skill at determining purposes for reading, the DR-TA emphasizes that the reader declares his or her own purposes for reading.

c. Instructional Framework

The three major phases of the instructional Framework-preparation, guidance, and independence-provide the content teacher with a viable design for presenting a unit of study. The framework provides a means for teaching both the important reading skills (process) the students need and the important concepts(product) of the unit.

d. Whole – Language

Whole-Language is a view of literacy, literacy-learning, and teaching that is driven by key assumptions how student learn. Hole-Language has its antecedents in the student-centered notions of Dewey and the psycholinguistic assumptions of Kenneth Goodman, Smith and others. In recent years, these assumptions have been used as the basis for suggesting classroom practice

2. Defenition of Reading

There are many defenition of reading gives by some experts as follow:

a. Law and brothers (2010 :89) states that reading is ability to recognize word, phrases, sentences, and paragraph

b. Anderson et al.(2011) states that reading is the process of constructing meaning from written texts. It is a complex skill requiring the coordination of number of interrelated sources in information

c. Smith in lamuhiddin (2012 :22) explains that reading is complex process in which the reader uses mental content to obtain the meaing from writing material

d. Heldi byrnes (2011 :7) state that reading is an interactive process that goes on between the readers and text, resulting in comprehension. The text present letters and paragraphs that encode meaning

e. Weber & Roeber (2012) gives the defenition of Reading is the process of constructing meaning through the dynamic interaction among:

(1) The reader's existing knowledge;

(2) The information suggested by the text being read; and

(3). The context of the reading situation.

Base on the definition above, the writer concludes that the definition of reading is interactive process of getting information and ideas from the writer with the writing text.

3. kinds of reading

(Dolores in Samrotul 2013 :7) classified reading into three kinds, namely: reading aloud, silent reading, and speed reading.

a. Reading Aloud

Reading aloud is important and the students should be tought to read aloud. Reading aloud is a kind of reading where a reader expressed orally every ord in the text. The purpose of reading aloud is to improve the students's ability in pronouncing the words, stressing the words, and having a good intonation about every sentence in the passage.

A further classification or reading aloud is the deotion into unison reading and individual reading. Reading in unison is done with whole group reading aloed together. The purpose of reading individually is to checking pronounciation reading individualy stimulates the students' ability to read, moreover,reading individually help the teacher to find out who among her students has difficulty in reading.

a) Silent reading

Silent reading tens to reinforce the readers to find out the meaning words. This kind of reading leads the readers to better comprehension. Silent reading is a skill to criticize what is written to discusses something written means to draw inferences and conclusion as well as to express new ideas on the basic of what is read. To develop the students understanding in the silent reading, we give them short reading pessage at the beginning and ask question after words.

b. Speed reading

This kind of reading is used to improve speed and comprehention in reading. This skill is very important for students. The speed reading must run the side comprehention . the role of reading speed, however, depends on the kind of reading material.

The rate of speed is a reading scientific material.

Khasa divides people who read two groups:

1). For children, reading is about to develop vocabulary and brand new connection addition section.

2). For adult, reading is a mental exercise to know whole new things at the sometime to develop time learning system in learning: emotional, social, cognitive, and reflection. Through reading we create the ability of empathy to feel what other people have, get along with the social place and interact with other wide new world, develop the plant to do the produktiveaction, stimulate the wonder to do exploration and experimental.

4. Steps of Reading

A good method of approaching these problems look at the reading session in term of three pheses : pre-reading, while-reading,and post-readig. In line with three phases in teacjing reading and focus on reading as follows:

A teacher who starts a lesson in the way is hardly to motivate the learnes. Some examples of learning activities that can be adapted to the text

a. pre-reading activities are follows:

1). Teacher writes down some key words on the blackboard and explain to the student by using the words in to context.

2). Teacher shows the picture related to the topic and ask the students some question based on the given picture.

3). Teacher writes down key words of context in the black board and ask students.

4). Teacher writes such themes (e,g : sports) in the board, the asks to the generated the theme into lost of some topics. Teacher, further ask the students to predict to the tittle of the reading text material.

5). Teacher ask students some questions orally. The questions should tend to the topic of the reading material.

6). Teacher writers down such topic (e.g : entertaiment) in the board, than ask students to predict some vocabulary that will be used in the reading text.

7). Teacher writes down some by words of the reading text on the board students, then ask the studentd to predict the topic of the text.

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b. While reading

While reading activitiesare such learning activities in other to develop reading comprehension.In this phase, students understand or comprehend the content of reading text material. This comprehensive activity can offer some activities,such as:

1). Reading Quickly in order to gain:

(a). General ideas (skimmimg).

(b). Specific ideas (scaning)

Skimming and scanning are reading techniques that use rapid eye movement and keywords to move quickly through text for slightly different purposes.

Skimming is a mode of fast reading which is used to get a rapid general impression of what a text is about. In this mode of reading, if the text you are reading is a non-fictional text, you may first look at its table of contents, the summary, and subject index. You may next leaf through the text and focus attention on subtitles, headlines, content keywords or prominrnt text features (pessages printed in bold type, or colo or with illustrations).

Scanning is a mode of fast reading which you use if you start with a predefined set of keywords and want to find out if a given text provides information on them. You leaf through the text and search for pessages which contain your keyword or sementically related words, if frequentty is useful to note the page numbers for later intensive reading or for

making abstrack. Skimming and Scanning are modes of fast reading which can be practiced by training in high speed reading.

2). Reading intensively in order to gain:

(a). Detailed information

(b). Referred

(c). Word, phrases, and sntences references

(d). The meaning of certain word, phrases, and sentences based on the text.

c. Post-reading

Post-reading activities are such as activities to use correlate the students' gaining knowledge or information after reading the text and their prior knowledge. Some activities that can use in this phase:

1) Find out synonym and antonym or some words in the text.

2) Find out the meaning of certain symbol, abbreviation, and technical terms elated to the text.

3) Indentifying advantages of travelling by plane, by bus, by car)

4) Telling folk story 9 in culture them) find out exactly, province in the map (in theme of geography of indonesia).

5. Reading Principles

Jeremy Harmer (2011, 101) divides six reading principles. They are:

1. Encourage students to read as often and as much as posibble.

The more students read, the better. Everything we do should encourage them to read extensively as well as if not more than intensively. It is a good idea to discuse this principle with students

2. Students need to be engaged with what they are reading.

3. Outside normal lesson time, when students are reading extensively, they should be involved in joyful reading. we should try to help them get as much pleasure form it posibble. But during lesson,too, we will do our best to ensure that they are engaged with the toic of a reading text and activities they are asked to do while dealing with it.

4. Encourage students to respon to the content of a text.

   It is important for a students to study reading texts in class in order to find out such things as they way they use language, the number of paragraphs they contain and how many times they use relative clause. But the meaning, the message of the text, is just as important as this. As result, we must give students a chance to respond to that message in some way.

5. Prediction is major factor in reading.

   When we read texts in our own language, we frequently have a good idea f the content before we actually star reading. Book cover give us a clue what is in the book; photographs and headlines hint at articles are about; we can identify reports as reports from their appearance before we read a single words.

6. Match the task to the topic when using intensie reading text. Once andecision has been taken about what reading text the students are going to read (based on the topic of the text), we need to choose good reading tasks the right kind of questions, appropriate, activities before during and after reading, and usefull study exploitation. The most useful and interesting text can be undermined by boring and inappropriate tasks.

6. Reading rules

Law Brother (2010: 84) divides trhee reading rues that can improve that reading skill:

a. Cultivate the habit of reading Someone never learn o become can efficient reader or evaluate what you have read unless you have fist become a steadey reader.

b. Learning to rad actively

This means, thinking while you read, you learned that mistake in reasoning are easy to make bit often hard to spot. Thus, when you read especially when you read anything of controversial nature, you must be on alert for pitfalls in reasoning. If you try to absorb material thinking about it, the scope of your reading ability will remain very narrow

c. Learning to apply a principle of subordination to what you read it means that you must learn to recognize important ideas and to separate theme from less important ideas and details.

When reading to learn, students need to follow four basic steps:

1). Figure out the purpose of reading.active background knowledge of the topic on order predict or anticipate content and identify appropriate reading strategies.

2). Attend to the parts of the next text are relevant to the identified purpose and ignore the rest. This selectiity anables student to focus on specific items in the input and reduce the amount of information they have to hold in short-term memory.

3). Select strategies that the appropriate to the reading task and use them flexibly and interactively. Students' comprehension improves and their confidence increase whe they use top down and bottom-up skills simultaneously to construcks meaning .

4). Check comparison while reading and when the reaing task is completed. Monitoring comprehension helps students detect inconsistencies and comprehension failures, helping them learn to usee alternative strategies.

7. Reading Process

According to Woryodijoyo ET, al Andi Nurmasita 2009: 6) put forward some stages on reading procss as follow:

a. Perception

The perception here indicators the ability to read word significant word.

b. Comprehension

The comprehension refers to the ability to make the authors writers' word conductive to useful through as read in context.

a). Reaction

The reaction is the action the requires consideration in connections with what has been by the readers.

b). Integration

The integration refers to the ability comprehend or understand through concept towards he experienced bacground of the writer that can be useful as a part of the readers' experiences.

8. Goals and Techniques for Teaching Reading

Teacher want to produce students who, even if they do not complete control of grammar or an extensive lexicon, can fend for themselves in communiation situations. In this case reading, this means producing students who can use reading strategies to maximize. Their comprehension of text, identify relevant information, and tolerate less than word-by-wors comprehension.

Bowen (2010: 12) states that to accomplish this goal, instructor focus on the process of reading rather than on it is product.

a. They develop students' awareness of reading strategies by asking students to think and talk about how they read in native language.

b. They allow students to practice the full repertoire of reading strategies by using authentic reading task. The encourage students to read to learn and have authentic purposeof reading by giving students some choice of reading material.

c. When working with reading task in class, the show students the strategies that will work best for reading assignmets. They explain how and why students should use the strategies.

d. They have students practice reading strategy in class and ask them to practice outside of class in their reading assignments; they encourage students to be conscious of what are they are doing while they complte reading assignments.

e. They encourage students evaluation their comprehension and self-report their use strategies. They build comprehension checks into in class reading assignments, and periodically review how and when to use particular strategies.

f. They encourage dwvwlopment of reading skill and the use of reading strategies by using the target language to convoy instructions and course related information in writtwn from : office hours, homework, assignments and test content.

9. Reading Comprehension

Reading comprehension is the activity between the reader nd the writer's idea. Where the writer sends his/her idea in the writer symbols and then the reader catches the idea. Reading is on activity cognitive process in interactive with printig and monitoring comprehnsion to establish meaning (Kustaryo in Abdullah, 2011:22).

Comprehension is spesific kinds thinking process. The reader comprehends by actively constructing meaning internally from interacting with material that is reading. According to Jhon Langan (2013 :271) identifies five categories of skill through comprehension passage, namely:

a. The ability to sumarize a selection in several word tittle or heading.

b. The ability to determine the main idea of selection.

c. The ability to recognize key supportin details.

d. The ability to identify vocabularry on concept

e. The ability to make interferences and dra reasonable conclusion based upon information presented

D. Student Achievement

Student achievement has become a hot topic in education today, especeally in creased accountability for classroomm teachers. The

ultimat goal for any teacher is to improve the ability level and prepare students for adulthood, defining student achievement and factors the impact progress is critical to becoming a successful teacher.

Student Achievement defined :

Student are achieving when they acquire the knowledge, skills, and attitude that will prepare them to lead happy and succesfu lives. Basic skills in language arts and critically important, especially for elementry students, but are not suffcient. They are building block, a starting place for moving to other, higher-order dimensions of achievement.

Or defenition of achievement has three primary dimensions:

1. Personal. Student achieving are prepared to lead lives in which they are content and filled with a sense of wellbeing. They believe in themselve and feel passionate about the careers and vocations to which they aspire.

2. Social. Student achieving are prepared to be contributing members of society. They collectively foem an informed electorate, upholding our country's core values of liberty justice, and equality. They show respect and tolerance for others, stand up for those who are vulnerable, and reject violance and crime.

3. Economic. Students achieving have the skill to sustain for themselve in finncially viable careers, and contribute to a triving

national economy characterzed by high levels pf innovation and entrepreneurship.

The knowladge, skills and attitude necessary for these dimensions of achievement are broad and varied. Partially this includes skills in core disciplines like language arts, math science, social studies , and asrt . but this also includes what are sometimes called 21st century skills,   non-cognitive skills, higher cognitive skills, and social-emotional skills –which, more concrete.

Defenition of achievement, like learning , must be personalized

Beyond the universal dimensions of achievement described above, many elements of achievement vary by student and family. Public educaton must both uphold some national norms but also respect pluralism. A full defnition of achievement for a given student will invlve accepting differences with respect to :

1. Areas of focus. Students have varying interests and natural talents, and so will pursue varying pathways in life. This will mean, especially in high school, that particular students will often spend more time on some subject or project – will branch off and achieve exellence in their own personalized sts of ''standards'' in one or two areas of focus

2. Abilities and aptitudes. Achievement id improvement (or ''growth'') in what students know and are able to do relative to

where they started and relative to their full potential, not relative to a fixed, grade-based benchmark. Students should be supported and nurtured in areas where they struggle, and be pushs to reach mastery in areas where they are strong.

3. Values. student s and families have different values, different ideas about what elements of character are important to develop. Character education is annimportant part of achievement.

As this discussion of students achievement makes clear, the measures of assessments of achievement must alson be rethought, broadened. But that is beyond the scope of this memo.

E. Conceptual Framework

Based on the description above, it can be analyzed critically and systematically. Target of the research is the real correlation study of the reading habit and students' achievement . The researcher needs the unit of analysis to easy and to know whether there is the correlation between study of reading habit and student achievement or not. Unit analysis is an important element and it is measured of the subject of research. The unit of analysis that used in this esearch is qustionnaire and reading test. Here the conceptual framework of this research.

```
              ┌──────────────────────┐
              │     Reading Skill     │
              └──────────┬───────────┘
           ┌─────────────┴─────────────┐
           ▼                           ▼
  ┌──────────────────┐        ┌──────────────────┐
  │  Reading Habit    │        │   Reading Test    │
  └────────▲──────────┘        └─────────▲────────┘
           └─────────────┬─────────────┘
                         ▼
              ┌──────────────────────┐
              │  - Questionnaire      │
              │  - Reading Test       │
              └──────────┬───────────┘
                         ▼
              ┌──────────────────────┐
              │      Analysis         │
              └──────────┬───────────┘
                         ▼
              ┌──────────────────────┐
              │       Finding         │
              └──────────────────────┘
```
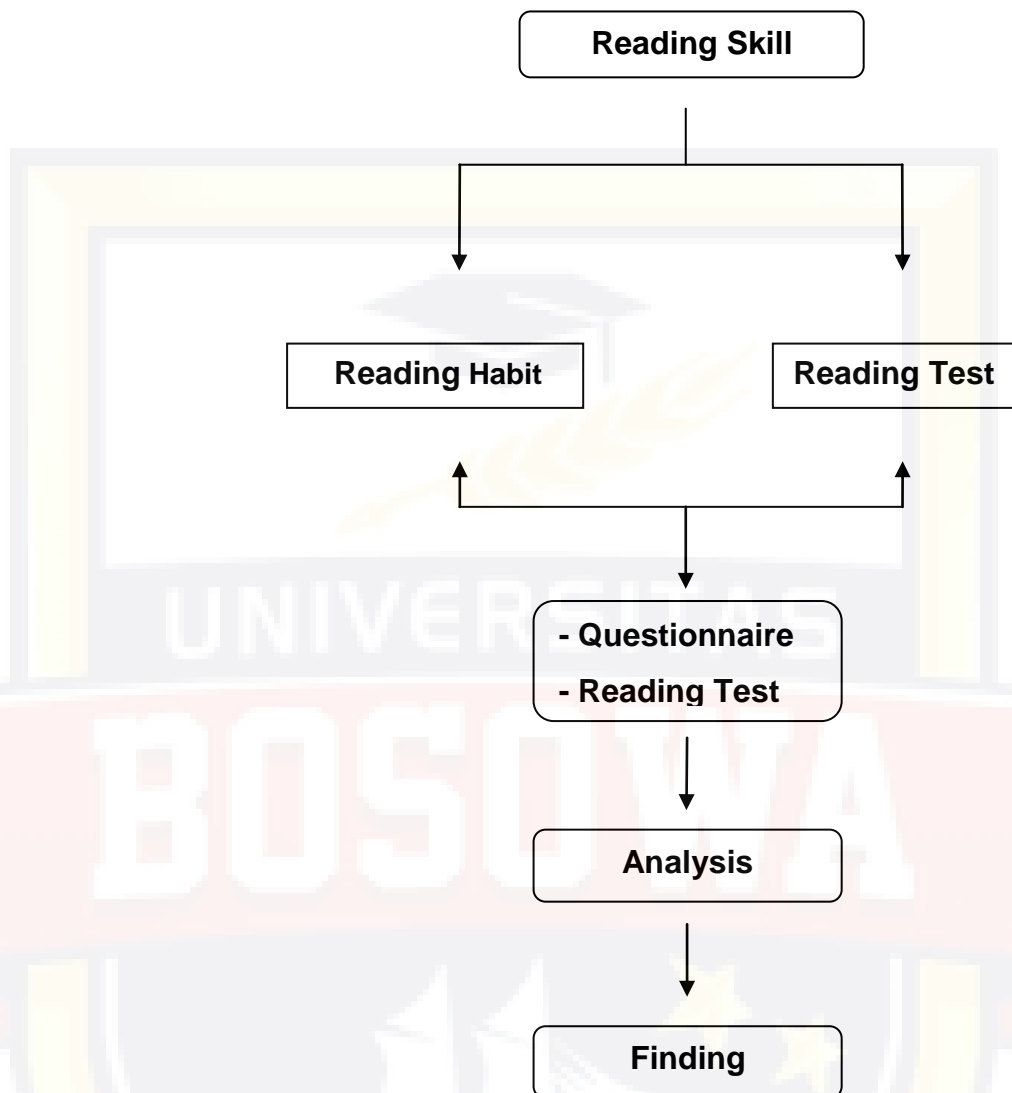
(Figure 1.1 Conceptual Framework)

F. Hypotheses

Based on the theory and rationale, the hypotheses of this research formulate as follows:

1. H_0 :There is no correlation study between reading habit and student achievement.

2. H_1 :There is a positive significant correlation study between reading habit and student achievement.

CHAPTER III

RESEARCH METHOD

In this chapter, the researcher discussed about research design, variable and operational definition, population and sample, instrument of the research, procedure of collecting data, and technique of data analysis.

A. Research Design

The aim of this research is to correlate two variables namely, reading habit and students' achievement. For supporting, this aim of the research applied the correlational method in describing their relation. Brown in Navyani (2013: 18) mentions that the correlation is the family of statistical analysis helps teachers understand the degree of relationship is significant (in statistical sense), as well as meaningful (in logical sense). As that theory above, the researcher used the study of Correlation Method as the method. In correlation study, there are two possible results, they were:

1. Positive Correlation

It is assumed that there is a positive correlation whenever all of the variables improve or decrease at the same time. A correlation coefficient which was close to +1.00 indicates a strong positive correlation. A positive correlation is a relationship in which two factors vary in the same direction. Both variables tend to go up together or both factors tend to go down together.

2. Negative Correlation

There is a negative correlation when one variable improves, whereas the other decreases. A correlation coefficient which closed to -1.00 indicates a strong negative correlation. A negative correlation is a relationship in which the two factors vary opposite directions.

The design illustrated as follows:

$$X \longleftrightarrow Y$$

Reading habit   Students' Achievement

B. Location and Time of the Research

The research was conduct at SMPN 8 Makassar Jl. Batua Raya, kota Makassar. This research conduct on August 2018 in Academic Year 2018/2019.

C. Variable and Operational Definition

1. Variable

Variable of this research consisted of 2 variables. Variable independent and variable dependent. Variable independent is students' habit in reading (X) and variable dependent is student achievement (Y).

2. Operational definition

Operational definition of this research can see below:

a. Reading abilty

Rading ability means that the students read the text then the writer pay attention to wheter students understand the reading text.

b. Student achievement

student achievement is the improvement of student learning outcomes in the learning proces

D. Population and Sample

1. Population

The population of the research was the second grade of students of SMPN 8 Makassar in the academic year of 2018/2019. The second grade were 15 class. Every class there are 30 students. Total number of population consists of 540 students with different total of each class.

2. Sample

The researcher   used purposive sampling to choose the sample from the total number of the second grade students of SMPN 8 Makassar and the researcher have been taken 30 students as the sample in the class.

E. Instrument of the Research

There were two instruments of this research. It consisted of questionnaire and reading test. The researcher to get the data about study between reading habit student achievement which will intended to collect the data of student's reading skill.

F. Procedure of Collecting Data

About the describing, the researcher carried out one instruments to collect the data which consist of reading test.

1. Questionnaire

Questionnaire is a list of questions provided to others who were willing to respond (respondents) as the research's request.

In this research, the researcher has given the questionnaire to the students. In using of questionnaire, the researcher give questionnaire about Reading habit. The list of question which the student choosed one of the choice as their habit of Reading where giving by result checking the selected answer.

In giving the questionnaire, the researcher gave them by the step. First, the researcher give the questionnaire. Second, she asked them to give attention on the paper. Then, the students listened how to work.

2. Reading test

The researcher Brown in Nurfuah (2013: 36) define test as a method of measuring person's ability, knowledge, or performance in a given domain.. In this research used monologue model test to collect the data.

In this research, the researcher gave the test of read the following text and answer question.

G. Technique of Data Analysis

In this study, the data were analyzed using descriptive statistical *Technique Product Moment Correlation.* For using that it, the researcher

used some formula to prove this correlation research. It can be seen below:

1. Descriptive Analysis

$$P = \frac{F}{N} \times 100$$

Notation:

P = Percentage

F = Frequency

N = Total Number of Students

Gay (2006:173)

2. Calculated mean score, the researcher used the score:

$$\bar{x} = \frac{\sum x}{N}$$

Notation:

$\bar{x}$ = The mean score

$\sum x$ = The total number of the score

N = The number of sample

Akmala (2011: 44)

3. Criterion of measurement category.

Table 3.1 Criterion of measurement category of reading test

Classification	Score Range	Remark
81 – 100	Very Good	A
66 – 80	Good	B
56 – 65	Average	C
41 – 55	Poor	D
≤ – 40	Very Poor	E

(Yanti 2016: 31)

4. Scoring

In determinig the students' scores, the researcher determines the score of each statement in the questionaire. Sugiono (2008 : 20) said scoring of questionnaire is use to measure attitude, opinion, peoples or groups perception about social phenomenon. The way to score the questionnaire is as follows:

Table 3.2 Scoring of Questionnaire

Answer	Score
Very Disagree	1
Disagree	2
Neutral	3
Agree	4
Very Agree	5

(Heaton in Yanti, 2016: 27)

5. Hypotheses testing
   The calculation of correlation in statistic analyzed as the following:

$$r_{xy} = \frac{N.\Sigma Xy - (\Sigma X)(\Sigma Y)}{\sqrt{N\Sigma X^2 - (\Sigma X)^2][N\Sigma Y^2 - (\Sigma Y)^2]}}$$

Notation:

r_{xy} : The coefficient of correlation between X variable and Y variable

ΣX : Sum of score in X distribution

Σy : Sum of score in Y distribution

N   : Total sample

x^2 : Sum of X quadrate

y^2 : Sum of Y quadrate

<div align="right">(Reniwuryaan 2016: 29)</div>

6. To interpret the result of the correlation analysis, Gay in Banga (2016: 27) the standard correlation is use , they are:

Table 3.4 Standard Correlation

No	Standard	Interpretation
1.	0,000-0,200	Very low
2	0,200-0,400	Low
3	0,400-0,600	Moderate
4	0,600-0,800	Substantial
5	0,800-1,000	High

If rxy> r table is positive correlation

Rxy< r table is negative correlation

CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the researcher discussed about finding and discussion the research.

A. Finding

This section presented the result of data analysis of Reading Habit and Students Achievement at the second grade students of SMPN 8 Makassar. The data has taken from 30 students were analyzed in four stages: scoring the students' answer, classifying the students' score, calculating the mean score, and calculating the correlation.

1. Scoring students' questionnaire

Table 4.1 The Students' Score in Questionnaire

NO	Students' Initial	Score	Criterion
1	MS	29	Poor
2	ALSA	35	Poor
3	WJ	32	Poor
4	AA	30	Poor
5	ANF	41	Very good
6	SF	36	Poor
7	ANP	39	Good
8	ZNA	33	Poor
9	MAR	30	Poor
10	MDHG	37	Good
11	SAZ	35	Poor
12	NNS	40	Very good

13	MR	34	Poor
14	NA	39	Good
15	NRF	36	Poor
16	AD	29	Poor
17	RGR	35	Poor
18	AF	26	Poor
19	NAR	37	Good
20	STA	37	Good
21	FN	32	Poor
22	ZG	26	Poor
23	PDA	42	Very good
24	MQA	37	Good
25	NNL	39	Good
26	GAN	38	Good
27	RA	25	Poor
28	RPS	36	Poor
29	M	41	Very good
30	ES	29	Poor
Total			1035
Mean Score			34,5

Based on the calculation result of the scale of Reading habit students is obtained the total score of the questionnaire test is 1035, the highest score is 42 and the lowest score is 25.

a) Data description

The table below is describing the students' questionnaire about the research result which was defined by the questionnaire about the Reading Habit of students:

Table 4.2 : The score of questionnaire number 1

No	Alternative of Answer	Frequency	Percentage
1	Sangat Tidak Setuju (STS)	-	-
2	Tidak Setuju (TS)	-	-
3	Kurang setuju (KS)	3	10%
4	Setuju (S)	12	40%
5	Sangat Setuju (SS)	15	50%
	Amount	30	100%

Based on the table above, the is no respondent chosen (STS), and (TS). 10% respondents chosen(KS), 40% respondent (S), 50% respondent chosen (SS). Thus, according to most of respondents chosen agree they want to understand its the contents.

Table 4.3 The score of questionnaire number 2

No	Alternative of Answer	Frequency	Percentage
1	Sangat Tidak Setuju (STS)	-	-
2	Tidak Setuju (TS)	3	10%
3	Kurang setuju (KS)	15	50%
4	Setuju (S)	9	30%
5	Sangat Setuju (SS)	3	10%
	Amount	30	100%

Based on the table above, There is no respondent chosen (STS), 10% respondent chosen (TS), 50% respondent chosen (KS) 30% respondent (S) and 10% respondent chosen (SS). Thus, according to most of respondents declare that they disagree reading English book.

Table 4.4 the score of questionnaire number 3

No	Alternative of Answer	Frequency	Percentage
1	Sangat Tidak Setuju (STS)	6	20%
2	Tidak Setuju (TS)	12	40%
3	Kurang setuju (KS)	12	40%
4	Setuju (S)	-	-
5	Sangat Setuju (SS)	-	-
	Amount	30	100%

Based on the table above, There is 20% respondent chosen (STS), 40% (ST), 40% respondent chosen (KS), there is no respondent chosen (S) and (SS). Thus, according to most of respondents chosen disagree about prefer to read English book when on vacation instead of going on holiday with my friends.

Table 4.5 The score of questionnaire number 4

No	Alternative of Answer	Frequency	Percentage
1	Sangat Tidak Setuju (STS)	-	-
2	Tidak Setuju (TS)	3	10%
3	Kurang stuju (KS)	6	40%
4	Setuju (S)	6	40%
5	Sangat Setuju (SS)	15	50%
	Amount	30	100%

Based on the table above,there is no respondent chosen (STS) and (TS, 40% respondent chosen (KS), 40% respondent chosen (S) (50% (SS). Thus, according to most of respondents are very much agreed about declare of "I like read English book because it can help me to speak English."

Table 4.6 The score of questionnaire number 5

No	Alternative of Answer	Frequency	Percentage
1	Sangat Tidak Setuju (STS)	6	20%
2	Tidak Setuju (TS)	6	20%
3	Kurang setuju (KS)	18	60%
4	Setuju (S)	-	-
5	Sangat Setuju (SS)	-	-
	Amount	30	100%

Based on the table above, 20% respondent chosen (STS), 10% respondent chosen (TS), 60% respondent chosen (KS), and there is no respondent (SS) and (S). Thus, according to most of respondentschosen Neutral aboutby English books not interesting than others book.

Table 4.6 The score of questionnaire number 6

No	Alternative of Answer	Frequency	Percentage
1	Sangat Tidak Setuju (STS)	6	20%
2	Tidak Setuju (TS)	6	20%
3	Kurang setuju (KS)	18	60%
4	Setuju (S)	-	-
5	Sangat Setuju (SS)	-	-
	Amount	30	100%

Based on the table above, there is no respondent chosen (STS) and (S) , 20% respondent chosen (TS), 60% respondent chosen (KS), 15% respondent choosen (SS). Thus, according to most of respondents

chosen (KS)   about by English books are more interesting than other
books

Table 4.7 The score of questionnaire number 6

No	Alternative of Answer	Frequency	Percentage
1	Sangat Tidak Setuju (STS)	-	-
2	Tidak Setuju (TS)	9	30%
3	Kurang setuju (KS)	12	40%
4	Setuju (S)	3	10%
5	Sangat Setuju (SS)	6	20%
	Amount	30	100%

Based on the table above, 5% respondent chosen (STS), 30%
respondent chosen (TS), 40% respondent chosen (KS), 10% respondent
chosen (S), 20% respondent chosen (SS). Thus, according to most of
respondents chosen disagree . forced to read English book because of
assignments from the teacher.

Table 4.8 The score of questionnaire number 7

No	Alternative of Answer	Frequency	Percentage
1	Sangat Tidak Setuju (STS)	6	20%
2	Tidak Setuju (TS)	3	10%
3	Kurang setuju (KS)	12	40%
4	Setuju (S)	9	30%
5	Sangat Setuju (SS)	-	-
	Amount	30	100%

Based on the table above, there are 20% respondent chosen
(STS), 10% respondent chosen (TS), 40% respondent chosen (KS), 30%

respondent chosen (S), there is no respondent (SS). Thus, according to most of respondents chosen disagree about " when they have leisure time they choose to read English book.

Table 4.9 The score of questionnaire number 8

No	Alternative of Answer	Frequency	Percentage
1	Sangat Tidak Setuju (STS)	6	20%
2	Tidak Setuju (TS)	9	30%
3	Kurang setuju (KS)	12	40%
4	Setuju (S)	3	10%
5	Sangat Setuju (SS)	-	-
	Amount	30	100%

Based on the table above, there is 20% respondent chosen (STS), 30% respondent chosen (TS), 40% respondent chosen (KS), 10% respondent chosen (S) , and there is no respondent chosen (SS). Thus, according to most of respondents chosen agreed about '"In one day always reading English book

Table 4.10 The score of questionnaire number 9

No	Alternative of Answer	Frequency	Percentage
1	Sangat Tidak Setuju (STS)	3	10%
2	Tidak Setuju (TS)	6	20%
3	Kurang setuju (KS)	6	20%
4	Setuju (S)	12	40%
5	Sangat Setuju (SS)	3	10%
	Amount	30	100%

Based on the table above, There is 10% respondent chosen (STS), 20% respondent chosen(TS) and 20% respondent chosen (KS), 40%

respondent chosen (S) and 10% chosen (SS)Thus, according to most of respondents chosen they agreed about in one day I never to read English book

Table 4.11 The score of questionnaire number 10

No	Alternative of Answer	Frequency	Percentage
1	Sangat Tidak Setuju (STS)	12	40%
2	Tidak Setuju (TS)	3	10%
3	Kurang setuju (KS)	3	10%
4	Setuju (S)	3	10%
5	Sangat Setuju (SS)	9	30%
	Amount	30	100%

Based on the table above, there is 40% respondent chosen (STS) and 10% respondent chosen (TS), 10% respondent chosen (KS) 10% respondent chosen (S), 30% respondent chosen (SS). Thus, according to most of respondents chosen very much disagree about I never buy the English book/nover or newspaper.

b) .Criterion of Measurement Category

According to Suharisimi Arikunto in hasanah (2001: 63) about analysis of Data using quantitative descriptive analysis technique, revealed that quantitative analysis have to be present on a predicate, which show to the condition, quality measurement. Based on the previous calculation, the maximum score that can be got is 60. Thus, the category based on the interval class can be seen from the table below:

Table 4.13 Criterion of Measurement Category questionnare

NO	Score Range	Category	Frequency	Percentage
1	49 – 60	Baik sekali	-	-
2	40– 48	Sangat baik	5	16,66%
3	37 – 39	Baik	8	26,66%
4	25 – 36	Rendah	17	56,66%
5	0 – 24	Sengat rendah	-	-
SUM			30	100%

From the table above, it can be seen that on the range 40-48 there are 5 respondents from 30 students which can be classified to the (Sangat Baik) category amounted 16,66 %, on the range 37-39 there are 8 respondents from 30 students which can be classified to the category (Baik), amounted 26,66%, on the rage 25-36 there are 17 respondents from 30 students which can be classified to the category (Rendah) amounted 56,66 %, there are no respondent which can be classified to the category (Baik sekali), and (Sangat Rendah). Thus, based on the calculation above, it is implied that reading habit can be classified to the category (rendah) .

2. Scoring students' Achievement

Table14. The Students' Score in Reading Test

NO	Students' Initial	Score
1	MS	25
2	ALSA	25
3	WJ	30
4	AA	25
5	ANF	60
6	SF	25
7	ANP	25
8	ZNA	30
9	MAR	25
10	MDHG	30
11	SAZ	40
12	NNS	30
13	MR	60
14	NA	30
15	NRF	40
16	AD	40
17	RGR	30
18	AF	30
19	NAR	40
20	STA	30
22	FN	40
22	ZG	30
23	PDA	30
23	MQA	30
25	NNL	30
26	GAN	35
27	RA	30
28	RPS	30
29	M	30
30	ES	30
TOTAL		985
MEAN SCORE		32.8

After including the data which was taken from reading test, table

4.15 indicated that the total score of reading were 600, the highest score

was 50 and the lowest score was 10.

Table 4.15 The percentage of students' reading test

NO	Score Range	Category	Frequency	Percentage
1	81 – 100	Sangat baik	-	-
2	66 – 80	Baik	-	-
3	56 – 65	Rata-rata	-	-
4	41 – 55	Rendah	3	10%
5	0 – 40	Sangat rendah	27	90%
	SUM		30	100%

Table 4.13 showed that there is no one student got (Luarbiasa). No

one students also have got (Sangat Baik) , and no one student got (Baik),

there are 3 students got (Rendah), and there are 27 students got (Sangat

Rendah).

3. The Correlation Score of reading habit and students achievement

Table 4.16 The distribution of X and Y

NO	X	Y	X^2	Y^2	XY
1	29	25	841	625	725
2	35	25	1225	900	1050
3	32	30	1024	625	800
4	30	25	900	625	750
5	41	60	1681	3600	2460
6	36	25	1296	625	900
7	39	25	1521	625	975
8	33	30	1089	900	990
9	30	25	900	625	750

10	37	30	1369	900	1110
11	35	40	1225	1600	1400
12	40	30	1600	900	1200
13	34	60	1156	3600	2040
14	39	30	1521	900	1170
15	36	40	1296	1600	1440
16	29	40	841	1600	1160
17	35	30	1225	900	1050
18	26	30	676	900	780
19	37	40	1369	1600	1480
20	37	30	1369	900	1110
21	32	40	1024	1600	1280
22	26	30	676	900	780
23	42	30	1764	900	1260
24	37	30	1369	900	1110
25	39	30	1521	900	1170
26	38	35	1444	1225	1330
27	25	30	625	900	750
28	36	30	1296	900	1080
29	41	30	1681	900	1230
30	29	30	841	900	870
N=30	$\sum X =$ 1035	$\sum Y =$ 985	$\sum X^2 =$ 36365	$\sum Y^2 =$ 34575	$\sum XY =$ 34200

After including the data which was taken from the reading test, table 4.14 describe the distribution of score of the students' questionnaire test (X) and the score of students' reading test (Y). Where the total of students' score in questionnaire test (X)$\sum X$= 1035, total of students' score

in reading test (Y) was ∑Y = 985, and total of students' score in questionnaire test and reading test (XY) was∑XY= 34200

4. Mean score

Mean score is the total of the raw scores subject. Based on the mean score of each best was calculated as follow:

a. Mean score for questionnaire

$$\bar{x}=\frac{\sum x}{N}$$

$$=\frac{1035}{30}$$

$$= 34{,}5$$

Mean score of Reading Habit was 34,5

b. Mean score for Reading test

$$\bar{x}=\frac{\sum x}{N}$$

$$=\frac{985}{30}$$

$$= 32.8$$

Mean score of students' reading test was 32.8

From the calculation of mean scores above, it was shown that mean scores of reading habit (34,5), high than mean score of reading test (32.8). Based on the standard of evaluation, both scores were categorized as very low (r_{xy} = 0,100). It means that there is the correlation between two variables of the research but it is very low.

5. Correlation of reading habit and students' achievement

From the application of the person r formula in analyzing the correlation between reading habit and students' Achievement at the second grade students of SMPN 8 Makassar (see appendix 5), it was found that rxy = 0,1795

If the result of the correlation analysis above is put in to the standard correlation person r, it is on low; it lies between 0.000 -0.200.

In other words, there was not significance correlation between students' habit in Reading habit and Student Achievement at the second grade students of SMPN 8 Makassar. So, the correlation is negative , it means that reading habit very hight influence students' achievement..

B. **Discussion**

The discussion consisted of a descriptive of readig habit and students' achievement and the significant correlation between two variables of the research.

Students' score of reading habit and students' achievement the description of data collected through questionnaire and test as explaine reading and the previous section showed that the reading habit was very low influenced by the students' who reading habit . It was supported by the frequency percentage of the result reading habit and students achievement from 10 numbers test questionnaire and reading test from 20 components of reading . In the questionnaire test, no one of students got Baik sekali (A) and sangat rendah (D) . There are 17 (56,66%) students got poor and 8 (26,66%) students got ''Baik'' (B) and 5 (16,66%)

45

got ''sangat baik''(A) It is because more students who were not habit in reading (%). It is because no one students who have stronger in reading habit and studenst achievement. It means that the students have low habitual in reading habit. While, in reading test, the researcher found there was 27 (70%) of the students got ''sangat rendah'' and 33 (10%) students got ''rendah'' classification.

Based on the result of mean score analysis, it was found that the students score in both of reading habit and students achievement are moderate. Those are reflected of reading habit by mean score(34.76) and students achievement (32.8).

From the result of mean score analysis, it was shown that the mean score of reading habit (34,5) was a very higher than the mean score of student achievement (32.8). Based on the standart of evaluation, both scores were categorize as as fair (rxy = 0,1795) .

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher discussed about conclusion and suggestion.

A. Conclusion

Considering the data analysis and discussion in the previous chapter, the researcher put some co nclusion, they are:The second grade students of SMPN 8 Makassar had moderat reading habit. This is provided by mean score of questionnaire score 34.5 and reading test of SMPN 8 Makassar was 985. This is proved by mean score 32.8. it the correlation between reading habit and student achievement was very low because rxy is 0,179. Meanwhile , to the standard of product moment correlation, it was very low of the standard of person r.

Furthermore, there is not significant correlation reading habit and student achievement at the second grade students of SMPN 8 Makassar it got negative correlation (very low criterion) because rxy is lower than r table 0.374.

B. Suggestion

The research outcome showed that there is a negative correlation between reading habit and student achievement. So, the teachers should give more encouragement to the students beside giving or transferring knowledge. The teacher should be more creative in giving a lesson and

using various teaching method, in order to the students can be more comfortable and more interested in learning English

The teacher should stimulate reading habit of students motivation in learning and should let students like learning and find academic activities satisfied, so they can be active and better progress in learning English.

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Appendices

Appendix 1
Attendance List of students class 8.3
SMPN 8 MAKASSAR

No	Nama	Students' Initial	Class
1	Muhamad Sulfandi	MS	8.3
2	Adelia Lestari Sucianngsi. A	ALSA	8.3
3	Wafiqah Juniar	WJ	8.3
4	Amalia Azzarah	AA	8.3
5	Aulia Nurul Fadilah	ANF	8.3
6	Silfani	SF	8.3
7	Aulia Nanda Putri	ANP	8.3
8	Zausan Nurul Aisyah	ZNA	8.3
9	Muhammad Ariel Reza	MAR	8.3
10	M. Dzaky Har Ghanim	MDHG	8.3
11	St.Adelia Zalsabila	SAZ	8.3
12	Novia Nur Zagita	NNS	8.3
13	Muhammad Rasya	MR	8.3
14	Nayla Alliffiah	NA	8.3
15	Nabil Risqy Fauzia	NRF	8.3
16	Andi Fardan	AD	8.3
17	Rava Ghirana Rahmadani	RGR	8.3
18	Andi Fardan	AF	8.3
19	Nur Amalia Rusdi	NAR	8.3
20	Sitti Aisyah	STA	8.3
21	Faiz Nandana	FN	8.3
22	Zeckle Georaldy	ZG	8.3
23	PUTRI Dwi Arsyani	PDA	8.3
24	Mutiara Qisti Aulia	MQA	8.3
25	Nindi Natasya L	NNL	8.3
26	Gede Arya Nares Hananda	GAN	8.3
27	Risky Anggraini	RA	8.3
28	Resky Putri Sabrina	RPS	8.3
29	Mardwiyanti	M	8.3
30	Enrico Sultan	ES	8.3
N = 30			

Appendix 2
The Students Score in Questionnaire

NO	Students' Initial	Score											Total	Criterion
		1	2	3	4	5	6	7	8	9	10	11		
1	MS	5	2	2	2	1	3	1	1	5	5	2	29	Poor
2	ALSA	3	2	2	5	3	3	3	4	4	4	2	35	Poor
3	WJ	4	3	3	4	2	3	3	2	4	2	2	32	Poor
4	AA	5	3	3	2	3	3	3	2	3	1	2	30	Poor
5	ANF	5	4	3	5	4	4	3	3	3	3	4	41	Very good
6	SF	5	3	2	5	3	1	4	2	4	2	4	36	Poor
7	ANP	5	5	4	5	3	2	4	3	2	2	4	39	Good
8	ZNA	4	4	3	5	2	2	4	2	1	2	4	33	Poor
9	MAR	5	4	5	5	4	2	1	3	1	2	2	30	Poor
10	MDHG	4	3	2	5	3	3	3	3	4	3	4	37	Good
11	SAZ	5	4	1	5	3	2	3	3	2	1	4	35	Poor
12	NNS	5	3	2	5	5	5	3	3	2	5	2	40	Very good
13	MR	4	3	2	4	3	3	2	2	4	5	4	34	Poor
14	NA	5	4	1	5	3	3	3	3	4	4	4	39	Good
15	NRF	4	3	3	4	3	3	3	3	4	5	2	36	Poor
16	AD	4	2	1	3	1	4	2	1	4	5	2	29	Poor
17	RGR	4	2	3	3	3	4	2	2	5	5	2	35	Poor
18	AF	5	3	1	3	2	3	1	1	4	1	2	26	Poor
19	NAR	5	5	3	5	3	2	4	2	3	1	4	37	Good
20	STA	5	4	2	5	3	2	4	4	3	1	4	37	Good
21	FN	4	3	3	5	3	2	2	3	4	1	4	32	Poor
22	ZG	3	1	1	1	1	5	1	1	5	5	2	26	Poor
23	PDA	5	3	2	5	3	5	3	2	5	5	4	42	Very good
24	MQA	5	4	1	5	2	1	4	3	3	4	4	37	Good
25	NNL	5	4	3	4	3	3	3	3	4	4	4	39	Good
26	GAN	4	5	2	5	3	3	3	3	3	3	4	38	Good
27	RA	4	3	2	2	1	4	1	1	2	5	2	25	Poor
28	RPS	5	3	2	4	3	5	4	3	2	4	2	36	Poor
29	M	5	4	3	5	3	3	4	4	5	5	4	41	Good
30	ES	5	3	3	5	3	1	1	1	4	1	2	29	Poor
Total													1043	
													34.76	

Appendix 3

Students' score in Reading Test

NO	Students' Initial	Score
1	MS	25
2	ALSA	25
3	WJ	30
4	AA	25
5	ANF	60
6	SF	25
7	ANP	25
8	ZNA	30
9	MAR	25
10	MDHG	30
11	SAZ	40
12	NNS	30
13	MR	60
14	NA	30
15	NRF	40
16	AD	40
17	RGR	30
18	AF	30
19	NAR	40
20	STA	30
21	FN	40
22	ZG	30
23	PDA	30
24	MQA	30
25	NNL	30
26	GAN	35
27	RA	30
28	RPS	30
29	M	30
30	ES	30
	TOTAL	985
	MEAN SCORE	32.8

$$\bar{x} = \frac{\sum Y}{N}$$

$$= \frac{985}{30}$$

$$= 32.8$$

$$r_{xy} = \frac{N.\Sigma Xy - (\Sigma X)(\Sigma Y)}{\sqrt{N\Sigma X^2 - (\Sigma X)^2][N\Sigma Y^2 - (\Sigma Y)^2]}}$$

$$r_{xy} = \frac{30.34200 - (1035)(985)}{\sqrt{30.36365 - (1035)^2][30.34575) - (985)^2]}}$$

$$r_{xy} = \frac{1.026.000 - 1.019.475}{\sqrt{1.090.950 - 1.071.225][1.037.250 - 970.225]}}$$

$$r_{xy} = \frac{6.525}{\sqrt{19.725][67.025]}}$$

$$r_{xy} = \frac{6.525}{\sqrt{1.322.068.125}}$$

$$r_{xy} = \frac{6.252}{36.360.25474332}$$

$$rxy = 1.79454188$$

$$r_{xy} = 0,1795$$

N $= 30 - 2$

$= 28$

D$f = 0,4$

$= 0,374$

Rxy $= 0,1795 \leq 0,374$

APPENDIX 5
Questionnaire of Reading Habit

Name	:
Class	:
Nis	:

Tujuan utama penelitian ini adalah untuk mengetahui korelasi antara kebiasaan siswa membaca buku Bahasa Inggris dengan prestasi belajar Bahasa Inggris.

Perihal berikut bertanya tentang kebiasaan Anda dalam minat membaca buku Bahasa Inggris. Oleh karena itu diharapkan agar para siswa menjawab pertanyaan seakurat mungkin. Bacalah pernyataan dibawah ini dengan hati-hati dan centang pilihan anda. Gunakanlah skala di bawah ini untuk menjawab soal angket. (Sourch by Dony Prasetyo M, Islamic Institut Of Surakarta)

Keterangan :

1 = Sangat Tidak Setuju (STS)

2 = Tidak Setuju (TS)

3 = Kurang Setuju (KS)

4 = Setuju (S)

5 = Sangat Setuju (SS)

Table 1.1 Questionnaire

No	Pertanyaan	1 STS	2 TS	3 KS	4 S	5 SS
1	Saya membaca buku Bahasa Inggris karena ingin memahami isinya					
2	Saya suka membaca buku Bahasa Inggris.					
3	Saya lebih memilih membaca buku Bahasa					

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	Inggris ketika liburan daripada pergi liburan bersama teman-teman.					
4	Saya senang membaca buku Bahasa Inggris karena dapat membantu saya dalam berbicara menggunakan Bahasa Inggris dengan baik.					
5	Buku Bahasa Inggris lebih menarik daripada buku yang lain.					
6	Saya terpaksa membaca buku Bahasa Inggris karena tugas dari guru					
7	Saat ada waktu luang saya sering sempatkan diri untuk membaca buku Berbahasa Inggris					
8	Dalam satu hari saya selalu membaca buku Bahasa Inggris.					
9	Dalam satu hari saya tidak pernah membaca buku Bahasa Inggris					
10	saya tidak pernah membeli buku/majalah/novel Bahasa Inggris.					

APPENDIX 6

Instrument of Reading Text

Name	:
Class	:

Read the text and carefully then answer the question by giving a cross mark (X) on the answer sheet (a,b,c,d or e).

A Woman and the Wolves

A long time ago, very few people lived in the New Territories. There were only a few villages. If the people wanted to go from one village to another, they often had to pass through wild and unsafe forest.

One day, a farmer's young wife went to the next village to visit her own mother and brother. She brought along her baby son. When it was time for her to leave, her brother said " it is getting dark. Let my son, Ah Tim go with you though the forest."

So Ah Tim led the way and the young woman followed behind, carrying her baby. When they were in the forest, suddenly they saw a group of wolves. They began to run to avoid the danger, but Ah Tim kicked against a stone and fell down. At once the wolves caught him. The young woman cried to the wolves, " please eat my own son instead." Then, she put her baby son on the ground in front of the wolves and took her nephew away.

Everyone understood that this was because the woman was very good and kind. She had offered her own son's life to save her nephew.

1. What separated between one village to another a long time ago in the New Territories ?

a. Another village

b. Mountains

c. Forests

d. Hills ve. Towers and logs

2. Who was Ah Tim ?

a. The young woman's brother

b. The young woman's son.

c. The young woman's brother and nephew

d. The young woman's brother's son

e. One of the men who fetched a stick

3. Who walked in front when they were in the forest ?

a. Ah Tm

b. The woman

c. The woman's son

d. Her brother's nephew

e. The baby and his mother

4. How could the wolves catch Ah Tim ?

a. He was afraid

b. He was stumbled by a stone

c. He ran slowly

d. The woman cried

e.The wolves were good runners

5. The woman gave her son to the wolves because.

a. She loved her nephew than her son.

b. She thought about how her brother would be.

c. She wanted her son was eaten by the wolves

d. She was crazy

e. She kept a grudge on his brother

6. What did the villagers bring sticks for ?

a. For the weapon to beat the wolves.

b.To bring the woman's nephew

c. For the fire woods.

d. For play

e. For building a house for the woman

7. " all men in the village fetched thick stick … " the word " fetched" has a similar meaning to :

a. Received

b. Caught

c. Got

d. Hit

e. Lifted

8. From the passage we learn that the villages were ….

a. Located in one huge area

b. Situated in a large district

c. Separated by untamed jungles.

d. Wild and unsafe

e. Dark and very dangerous

9. The brother let her son go with his aunt as she left home because ….

a. Ah Tim wanted to see the wolves

b. His aunt wanted him to come long

c. Ah Tim was bored to live with his parents

d. The baby was too cute to be alone

e. Ah Tim would be a guardian for them

10. What is the purpose of the writer by writing the story above ?

a. To describe the danger of the villages

b. To entertain the readers of the story

c. To tell the villagers' relationship

 d. To explain how important a relative is

e. To narrate how the wolves were playing with the baby.

**Read the following Conversation text to answer questions number 11-
20.**

11. Jhon   : Did chuck call before or   after the class?

Mega   : he called during the class.

What did the Mega say?

a. He did not call.
b. He called while the class was going on.
c. He called before the class.
d. He called after the class

12. Adit   : I can't figure out how Brende knew how to fix the car

Lusi   : She used to work in a repair shop.

What does the Lusi say about Brende?

a. She didn't know what to do.
b. She used an auto repair manual

c. She wishes she still had her old job.

d. She has experience as a mechanic

13. Rina   : I am not sure how to deal with this. Should I tell the
                      authorities or forget about it?

    Salim   :How could you   question it?

    Rina   :You're right. I'll make the call in the morning.

    What's the woman problem?

    a. She isn't sure whether to report something
    b. She is distressed that somebody knows what she did
    c. She is angry about the contract
    d. She wanted to ask a question

14. Boby   : wouldn't you rather take a break now? we've been at it for
                      hours.

     Rita   : I'm beat, too. let's get something to eat.

     Boby   : we'll be able to concentrate with a little nutrition.

     What do the speakers mean?

     a. They're tired
     b. the woman is worried about the man's anger
     c. They feel refreshed
     d. They broke their table

15. Winda   : why won't you let heather find herself? you can't make her
                      decisions forever.

    Dodi   : I'm just not ready to let go, to admit that she's an adult now

    Winda   : well she is and I think she is ready to show it.

    What does the Winda suggest that the Dodi do?

    a. Give heather more freedom.

b. Give up on heather

c. Discipline Heather

d. Be more involved in heather's life

16. Rio   :I need to talk to you. I am going into the hospital for a few days. You'll need to take over management

    Sani   : oh, I am sorry. Sure, I'll be happy to help. But, I hope you will   return as good as ever very soon.

    Rio   : I'm optimistic. But, I know you'll take care of things one way or the other.

What do the speakers mean?

a. The man is retiring for good

b. the woman is pleased that the man is leaving

c. The woman doesn't care for the current management

d. The man is temporarily turning things over the woman.

17. Boni   : Don't bring up the topic we discussed last night while jeff is here. He doesn't agree with the decision at all.

    Sari   : I'd like hear his point of view. The subject isn't closed yet.

    Boni   : You'll be sorry.

what does the man mean about jeff?

a. He is studying.

b. He hasn't made up his mind

c. He is very much against the issue that the man promotes.

d. He isn't aware of what the man and woman are discussing.

18. Fajar   : So, Did the diet help?

    Ria   : It was the exercise that did it. The diet wasn't much of use.

How did the Ria lose weight?

a. She went on a diet.

b. She read some exercises on dieting

c. She didn't use the diet

d. she took exercise

19. Wulan   : we'll never make the   fligh in time

Jhon   : Not at the speed you're driving

What would the Jhon advise the Wulan to do?

a. Drive faster
b. Drive, not go by plane
c. slow down
d. Not to worry

20. Sandi   : the best wine does not only depend on the amount of sunshine

Niar   : No, it also depends on whether there's frost in the winter.

what could be a problem for grapes?

a. if there's too much sunshine
b. If there's too little sunshine
c. If the winter is very cold
d. If they are picked in the winter

APPENDIX 7

DOCUMENTATION

Picture 1. The students were doing the questionnaire

Picture 2. The student ask the researcher how to answer the questionnaire

Picture 3. The Students were doing reading test

Picture 2. The student ask the researcher how to answer the reading test.

BIOGRAPHY

Noviana Tampi was born in Lamasi on November 20th, 1996. She is the third children from Yusuf Tampi S.Pd and Korniati. She has two sisters named Yetni S.Hut, Yelni S.Kep and two brothers named Yabes Tampi and Yosua Tampi and in 2002, she entered elementary school of SD Inpres 447 Suka Makmur and finished in 2008. Then, she continued her study at SMPN 1 Lamasi and finished in 2011. Then, she continued her study at SMAN 1 Walenrang in 2011 and finished in 2014. In the same year, she continued her study in English Education Department of Teacher Training and Education Faculty at Bosowa University and finished her study in 2018.