

# CHAPTER I

## INTRODUCTION

In this chapter, the researcher presents the background of the study, problems, objectives, limitation, and significance of the study.

### **1.1 Background of The Study**

English is one of the most important languages to learn. In addition, English is considered as the international language around the world. According to Crystal (1997, p. 424), there are around eight-hundred million English native speakers and second language speakers. Sixty-seven countries use English as their primary language officially and the other twenty-seven use English as their second language, making English as the most influential language in the fields of education, social, commerce and etc. Therefore, English is a necessary language for students to learn in order become successful in their careers.

In Indonesia, English is a compulsory subject in school and the Ministry of Education of Indonesia requires English as one of the subjects that will be tested on the national examination test for high school students as stated by KEMDIKBUD (2016, p. 1). Therefore, English is necessarily included as a local content school curriculum for Indonesian students.

In order for students to enhance their skills in English or in any other subjects, students must read many books. Keyser (2017, p.1), states that reading is important as it develops the mind, It helps us discover new things and especially it improves both our speaking and writing communication skills.

Reading and comprehension are two things that cannot be separated. In a digital era, where data and information can be acquired easily through internet using computers and smart phones, students nowadays just need a strong motivation to learn more and more everyday just by reading things they want online. According to Heilman (1981, p. 4), reading is an active process which involves individual's interaction through language that has been coded in print. In reading, it is useless if the reader does not comprehend what has been read. Comprehension is a crucial factor in the learning process. A study indicates that the better reading comprehension skills the students have, the better achievements they will have in math and science (Akbasli & Yaykiran 2016, p. 108). Therefore, reading is a thinking process where the readers decode or find meaning from reading materials.

There are some factors that can affect reading comprehension. According to Grellet (1981 p. 3), comprehending a written text means extracting required information from it as efficient as possible. Dallman (1982, p. 165-167), figures out that there are factors that affect reading comprehension and one of those is the intelligence of the reader where the readers' ability to comprehend is sometimes limited by the richness of their background knowledge and vocabulary. Therefore, the lack of background of knowledge and vocabulary can affect the reading comprehension of the students which results to inefficient reading.

Students can gain a lot from reading. According to Jack (2008, p. 25), one of the advantages of reading habit is that it helps us to develop a good vocabulary and alertness in identifying errors in a sentence. Habitual readers

will have a range of word banks and can easily predict meaning based on the materials. Therefore, through habitual reading, readers can enhance their vocabulary, which theoretically can improve their reading comprehension. Unfortunately, according to UNESCO (2013, p. 1), Southeast Asia is the region with the lowest reading habit with one out of one thousand students only has excellent reading habit.

Based on the above issues, the researcher was astonished by the importance of reading, reading comprehension and reading habit for students. The researcher was intrigued and motivated to conduct this research in order to provide more data about whether there is correlation between reading habit and reading comprehension. Also, the researcher was longing to spread awareness to other people about the phenomena of the students having low reading habit here in Southeast Asia in order for this issue to be given immediate action.

## **1.2 Problems of The Study**

Based on the background described above, the problems of the study were as follows:

- a. Was there any significant correlation between the reading comprehension and reading habit of the students of SMAN SUMSEL?
- b. What were the factors that affected students reading comprehension?

## **1.3 Objectives of The Study**

Based on the problem of the study, the objectives of the study were as follows:

- a. To find out if there was significant correlation between the students reading habit and reading comprehension.

- b. To find out the factors that affected the students' reading comprehension.

#### **1.4 Limitation of The study**

This research was only limited on finding out the relationship between the students' reading habit and reading comprehension using Pearson product moment correlation theory and finding out factors that affect reading comprehension based on Dallman (1992).

#### **1.5 Significance of The Study**

Hopefully, the results of this research would be beneficial for the readers. For students, they can learn a lot about the importance of reading and how it can improve their reading skills. For teachers, this research can be used as a reminder about the importance of reading habit and how it can affect student's reading comprehension. For next researchers, hopefully they can use this research as a reference in conducting similar research.