

AN UNDERGRADUATE THESIS

**THE CORRELATION BETWEEN STUDENTS READING HABIT
AND THEIR READING SKILL OF THE THIRD SEMESTER
OF THE ENGLISH EDUCATION DEPARTMENT
AT IAIN METRO**

By :

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**ENGLISH EDUCATION DEPARTMENT
TARBIYAH AND TEACHER TRAINING FACULTY**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1444 H / 2022 M**

**THE CORRELATION BETWEEN STUDENTS READING HABIT
AND THEIR READING SKILL OF THE THIRD SEMESTER
OF THE ENGLISH EDUCATION DEPARTMENT
AT IAIN METRO**

Presented as a Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd.)
In English Education Department

By :
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THE THIRD SEMESTER OF THE ENGLISH
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It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

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Sudah kami setuju dan dapat dimunaqosyahkan. Demikian harapan kami atas penerimaannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb

Mengetahui,
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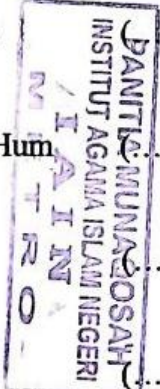
RATIFICATION PAGE

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An Undergraduate thesis entitled : **THE CORRELATION BETWEEN STUDENTS READING HABIT AND THEIR READING SKILL OF THE THIRD SEMESTER OF THE ENGLISH EDUCATION DEPARTMENT AT IAIN METRO** Written by Elcia Reka Tarumida, student number 1801070022, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teachers Training Faculty on Tuesday, October 25th, 2022.

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ABSTRACT

THE CORRELATION BETWEEN STUDENTS READING HABIT AND THEIR READING SKILL OF THE THIRD SEMESTER OF THE ENGLISH EDUCATION DEPARTMENT AT IAIN METRO

By :
Elcia Reka Tarumida
SN. 1801070022

The objective of the research was to find whether there was correlation between students reading habit and their reading skill of the third semester of the English Education Department at IAIN Metro. Reading is an active process which involves making sense and deriving meaning from printed or written word as a means of understanding what has been read. The benefits of reading habits include reducing stress, increasing vocabulary and can also support the academic achievement of readers.

This research was a quantitative research. The population of this research was the students of the third semester English Education Department of IAIN Metro. The sample of this research was 20 students. The researcher used test, questionnaire and documentation as the data collecting method. In order to analyze the data, the researcher used Pearson Product moment Correlation.

The finding of this research by using Pearson Product Moment Correlation formula the calculating of " $r_{observed}$ " of 0.616 is higher that " r_{table} " in significant level 5% 0.456 and in the significant level 1% 0.575. As a result, it can be concluded that H_a is accepted and H_o is rejected. It means that there is a positive and significant correlation between students reading habit and their reading skill of the third semester of the English Education Department at IAIN Metro.

Keyword : Correlation, Reading Habit, Reading Skill

ABSTRAK

HUBUNGAN ANTARA KEBIASAAN MEMBACA DAN KETERAMPILAN MEMBACA PADA MAHASISWA SEMESTER TIGA JURUSAN PENDIDIKAN BAHASA INGGRIS DI IAIN METRO

Oleh :
Elcia Reka Tarumida
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Tujuan dari penelitian ini adalah untuk mengetahui apakah ada hubungan antara kebiasaan membaca mahasiswa dengan kemampuan membaca semester tiga Jurusan Pendidikan Bahasa Inggris IAIN Metro. Membaca adalah suatu proses aktif yang melibatkan pemaknaan dan penurunan makna dari kata-kata tercetak atau tertulis sebagai sarana untuk memahami apa yang telah dibaca. Manfaat kebiasaan membaca antara lain mengurangi stres, menambah kosakata dan juga dapat menunjang prestasi akademik pembaca.

Penelitian ini merupakan penelitian kuantitatif. Populasi dalam penelitian ini adalah mahasiswa semester tiga Jurusan Pendidikan Bahasa Inggris IAIN Metro. Sampel penelitian ini adalah 20 siswa. Peneliti menggunakan tes, angket dan dokumentasi sebagai metode pengumpulan data. Untuk menganalisis data, peneliti menggunakan Korelasi Product moment Pearson.

Hasil penelitian ini menunjukkan " $r_{observed}$ " sebesar 0,616 menggunakan rumus Korelasi Product Moment Pearson lebih tinggi dari " r_{table} " pada taraf signifikan 5% 0,456 dan pada taraf signifikan 1% 0,575. Sehingga dapat disimpulkan bahwa H_a diterima dan H_o ditolak. Artinya ada hubungan positif dan signifikan antara kebiasaan membaca mahasiswa dengan kemampuan membaca mahasiswa semester III Jurusan Pendidikan Bahasa Inggris IAIN Metro.

Kata Kunci : Hubungan, Kebiasaan Membaca, Keterampilan Membaca

STATEMENT OF RESEARCH ORIGINALITY

The Undersigned :

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States that this undergraduate thesis is originally the result of the researcher's research, in exception of the certain parts which are excerpted from the bibliography mentioned.

Metro, September 29, 2022
The Researcher



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Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian penulis, kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

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Peneliti



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MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا

“For indeed, with hardship [will be] ease”

“Maka sesungguhnya bersama kesulitan ada kemudahan”

(QS. Al-Insyirah : 5)

DEDICATION PAGE

This undergraduate thesis is specially dedicated to :

*My beloved parents Mr. Sutarno and Mrs. Umi Kurniati, S. Pd who always pray
and give me big support.*

My beloved friends who help me in every condition and situation.

*My great excellent TBI 2018 (The wonderful class with unique type of the
student).*

My beloved almamater of State Institute for Islamic Studies of Metro

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Thanks and all praise to My Allah for all of your blesses and your favor that is given with all your mighty, the researcher can finish the undergraduate thesis. Realazing that this undergraduate thesis would not be achieved without any help, motivations, advises and supports from many helpful individuals, in this lovely opportunity, the researcher would like to sincerely acknowledgement the gratitude.

The first of all, the deepest gratitude would be addressed to my beloved parents, for understanding and supporting me to finish the undergraduate thesis soon, and always pray for me to be a successful person someday (Aamiin).

Next , the greatest gratitude would also be addressed to :

1. Dr. Zuhairi, M.Pd , the Dean of Tarbiyah and Teacher Training Faculty of State Institute for Islamic Studies of Metro.
2. Andianto, M.Pd as the Head of English Education Department of IAIN Metro.
3. My advisor, Dr. Umi Yawisah, M.Hum within her activities, she was still willing to read this undergraduate thesis.
4. All of my lecturers in English Education Department of IAIN Metro who always give me knowledge and information.
5. All of the staff of English Education Department of IAIN Metro who helped the researcher in processing the administration.

6. The last but not least, thanks for my parents (Mr. Sutarno and Mrs. Umi Kurniati, S. Pd) and all of my friends in IAIN Metro who always give me supports so I can finish this research.

As human being the researcher realized that there are some weakness in this undergraduate thesis. The researcher would like to apologize for all mistake she has made in this research. The researcher hopes this undergraduate thesis can give advantage for the readers.

Metro, September 1, 2022
The Researcher



ELCIA REKA TARUMIDA
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CHAPTER I

INTRODUCTION

A. Background of Study

English is the international language used to communicate between countries. English is the first language in Indonesia. English is studied from elementary school to university. Even English must be mastered both oral and written in some schools. In some universities there are English language study programs that have many devotees. Learning English is not only learning about punctuation, spelling, use of letters, writing or speaking english, but also being taught about the culture of foreign countries.

English has four skills that must be mastered. They are listening, speaking, reading and writing. Listening skill is a very important thing to be mastered because it is the first skill that is used before speaking. Speaking skill is creating a language product to communicate to convey the intent and purpose to others. Writing is also creating language products such as speaking but what is produced is writing in the form of letters, poetry, novels and others. By reading one gets knowledge and a lot of information.

One of the most important skills in learning English is reading. Palani continues that reading is a process of thinking, evaluating, judging, imagining, reasoning, and problem solving.¹ Reading is about understanding written texts. It is a complex activity that involves both perception and

¹ K.K Palani, "Promoting Reading Habits and Creating Literate Society," *International Refereed Research Journal*, 2012, 90.

thought. Reading consists of two related processes: word recognition and comprehension.

In order to achieve the goal of reading, it does not only require reading skills but also requires regular reading habits. The benefits of reading habits include reducing stress, increasing vocabulary and can also support the academic achievement of readers.

Reading skills are also related to academic achievement, it is closely related to knowledge and intelligence. To prepare students' careers in the future, good academic achievements are needed, in order to get good jobs too. Students who are successful in school or university are shown by good academic achievement.

Reading habits are very important for students. One needs to read a lot to get a good understanding of what is being read. Students must get used to reading English texts as a daily activity so that students can understand English texts well. Practicing reading habits will improve students' abilities and also help students become smarter.

One way to improve students' reading skills is by reading habits to English texts because by reading they gain more English vocabulary and can understand the readings in the text and is the main key in learning English. Therefore, with reading habits students can increase the vocabulary obtained from reading that has been read. Reading habits can also train the brain in learning to understand a language that is being studied by students. The more students have reading habits, the more vocabulary they will memorize and the

more capable they will be in understanding the contents of the reading texts they have read. Therefore, with students getting used to reading often, they will be adapt at understanding what they read.

Reading is most useful and important skill for people. This skill is more important than speaking and writing. In short, reading is an active process which involves making sense and deriving meaning from printed or written word as a means of understanding what has been read.

There are so many majors in IAIN Metro, one of which is English Education Department. Researcher focused on reading skills of the third semester. However, reading is not easy. There are many problems when someone is going to read, both internal and external factors. Problems that come from within, such as having low reading motivation and not being confident to practice reading habits. In addition, some people tend to be lazy to read because the content of reading materials is lacking. interesting and boring. Furthermore, the external problem of reading is the factor of a less supportive environment to practice reading in order to gain more knowledge.

In relation to the general reading problems above, it was found that there are certain reading problems experienced by students of the third semester English Education Department at IAIN Metro . The researcher use 20 students class B for the research. The researcher conducted a pre-survey conducted on November 2, 2021 at IAIN Metro. Based on the pre-survey data, students stated that they did not like reading English texts because of the low of vocabulary, difficulty in pronunciation in English and difficulty

understanding the contents of the text. Therefore, the researcher sees and finds commonly in English reading text in daily activity, especially among students, and more particularly among the students of English Education Department IAIN Metro. This is the widespread phenomenon the researcher would like to look into. In fact, the students of English Education Department sometime reading english text in the classroom. This encourages the researcher to know "The Correlation Between Students Reading Habit And Their Reading Skill of the Third Semester of the English Education Department at IAIN Metro"

B. Problem Identification

Based on the research background above, the problems that can be identified are as follows:

1. Students have limited English vocabulary
2. Students find it difficult to read English texts
3. Students do not understand in reading English texts
4. Students have low learning motivation
5. Students have low reading skill

C. Problem Limitation

Based on the identification of the problem above, the researcher limits the problem on the students have difficulties to understand in English texts. They are at the third semester of IAIN Metro.

D. Problem Formulation

Based on the problems above , the researcher formulates the problem as follows : “ Is there any positive and significant correlation between students reading habit and their reading skill of the third semester of the English Education Department At IAIN Metro?”.

E. Objectives and Benefits of The Study

1. Objectives of The Study

In line with the formulation of the problem above, the objective of the research is : To know whether there is a positive and significant correlation between students reading habit and their reading skill of the third semester of the English Education Department At IAIN Metro.

2. Benefits of The Study

This research is expected to provide benefits not only for the researcher, but also for the English Department Students, lecturers, and institution.

a. For the Students

This research is expected to give the English Department students at IAIN Metro in the form of increasing students reading skill. It is also expected that with the application of this research the students' motivation in reading ability can increase.

b. For the other researchers

This study can serve as a reference for future researchers who wants to do the research with the same subject and method .

c. For the Institution of IAIN Metro

This research is expected to be one of the references for institution , because the correlation between reading habit and reading skill is very important to know. Therefore with the result of this research, the institutions can provide or facilitate this result to students in the campus, especially for the English Education Department Students of IAIN Metro.

F. Prior Research

There are several previous authors who have conducted research related to this research, namely about students' reading habits, but the author took two previous studies as a comparison for this study.

The first prior research is a Journal conducted by Ahmad Munawir and Yulia Rahayu Ramli by the title “The Correlation between the Students’ Reading Habit toward the Students’ Vocabulary Mastery”. The objective of this study was to find out the correlation between students’ reading habit and vocabulary mastery at the second-grade students’ in SMA Negeri 1 Campalagian in the academic year 2019/2020. This study was a quantitative correlational study. The population of this study was all second-grade students with 384 total numbers of students which was divided into 11 classes. A class was selected as samples with 33 total numbers of students by

using the cluster random sampling technique. In collecting the data, the researchers distributed a questionnaire to measure students' reading habits and a test to measure students' vocabulary mastery. In analyzing the data, the researchers used Pearson Product Moment formula. From the data analyzed, the results showed the correlation coefficient was higher than the r table ($0,448 > 0,442$). Additionally, the value of significance (Sig. 2-tailed) was 0,009 and lower than 0.05. Therefore, the results indicated that there was positive correlation between students' reading habit and vocabulary mastery.²

The second prior research is a journal conducted by Ayu Lestari, Sofendi, and Ismail Petrus by the title "The Correlations among Undergraduate EFL Students' Reading Habit, Multiple Intelligences, and Writing Mastery ". The objectives of this study were to describe the students' Reading habit, multiple intelligences, and writing mastery, to find out whether or not there was significant correlation among the students' Reading habit, multiple intelligences, and writing mastery, and to find out whether or not the students' Reading habit and multiple intelligences contributed to their writing mastery. In this study, 76 undergraduate EFL students of English Education Study Program of Sriwijaya University in the academic year 2017/2018 in the seventh semester were chosen as a samples by means of purposive sampling. This study applied correlational research design. The data were collected by using questionnaires and test, and were analyzed by using Pearson Product

² Ahmad Munawir and Yulia Rahayu Ramli, "The Correlation between the Students' Reading Habit Toward the Students' Vocabulary Mastery," *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature* 9, no. 2 (December 18, 2021): 502, <https://doi.org/10.24256/ideas.v9i2.2339>.

Moment correlation coefficient and regression analysis. The results showed that most of the students were in the average level of reading habit; most of the students had six dominant intelligences; most of the students were in the good level of writing mastery; reading attitude was the only habit which had a negative and significant correlation to the students' writing mastery ($r = -0.271$, $p < 0.018$); reading attitude also had positive and negative and significant correlation to the students' ideas ($r = -0.367$, $p < 0.001$) and thesis voice audience ($r = -0.236$, $p < 0.040$); logical intelligence was the only intelligence which had negative and significant correlation to the students' writing mastery ($r = 0.238$, $p = 0.038$); ideas was the only the aspect of writing had a negative and significant correlation to the students' logical intelligence ($r = -0.267$, $p = 0.020$) and intrapersonal intelligence ($r = -0.250$, $p = 0.029$); reading attitude became the best predictor and influenced the students' writing mastery with 7.3% contribution ($R^2 = 0.073$).³

Related to previous researchs, the researcher decided to continue the existing research. The similarity between this research and the relevant researchs above is that the focus of the research studied is the same, namely regarding students' reading habits. The difference between this research and previous researchs lies in the object of research. The first previous research object was the vocabulary of high school senior students and the second previous research the object was Multiple Intelligences, and Writing Mastery.

³ Ayu Lestari, Sofendi Sofendi, and Ismail Petrus, "The Correlations among Reading Habit, Multiple Intelligences, and Writing Mastery of English Education Study Program Students of Sriwijaya University," *IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics)* 2, no. 2 (March 16, 2018): 165–66, <https://doi.org/10.21093/ijeltal.v2i2.99>.

while this research focuses on students' reading skills, especially on students' reading comprehension when studying in the classroom.

CHAPTER II

THEORETICAL REVIEW

A. Concept of Reading Skill

1. Definition of Reading Skill

Reading is a means of understanding language through text that is used to communicate and share information.⁴ This includes most of the reader's intellectual actions, such as pronunciation to receive ideas and information extended by the text. Reading not only sees the words in the form of graphic symbols, but also finds that they get meaning from the words in the words and lines in order to understand what we have read. This means a reading process to understand the content of the text and get the information.

Reading is a complex process, especially when you are reading something that is written in foreign language. There are two step to be a successful reader. Firstly, is identifying the topic of passage. Secondly, is identifying the main idea.⁵

Reading is the use of text to create meaning. The two keywords here are creation and meaning. If it does not make sense, it will not be read.⁶

Reading is a skill that develops intensively. As with any skill, practicing

⁴ Agus Wahyudi, "The Correlation Between Reading Habit And Reading Comprehension Achievement Of 12th Grade Students Of Ma. Pp. Qodratullah Langkan," *Fkip Unsri Palembang*, 2016, 118.

⁵ Umi Yawisah, *A Handbook on Skimming and Scanning* (Bandar Lampung: Anugrah Utama Raharja, 2013), 1.

⁶ Andrew P. Johnson, *Teaching Reading and Writing A Guidebook For Futuring Remediating Student* (Lanhn New York: Rowman and Littlefield Educations, 2008), 3.

will improve your reading. On the contrary, if you do not practice, you will not be good and your skills may be reduced.⁷ That means that students with reading skills have found a lot of information in the text.

Reading is one of the basic skills that must be acquired in the classroom, and language learners can use and introduce reading as soon as they acquire listening and speaking skills. Reading lessons can be done in one class or added as a supplement. Reading is one of the language skills that must be acquired and acquired at all levels of education from elementary school to high school.

Reading means that it is one of the skills students need to learn. By reading, students can gain many benefits, including information they did not know before. Another definition states that reading is best developed in connection with speaking, listening and writing activities.

2. Purpose of Reading Skill

People can read for many purposes and help them better understand what they are reading. If reading for joy, or for pure recreation and enjoyment, he can read quickly or slowly based on his favorite feelings. I'm afraid to study or set up information such as news, science, or the same line. These are part of his research or assignment and are done slowly and carefully.

⁷ Andrew P. Johnson, 4.

Tarigan lists seven purposes for reading.

- a. Getting pleasure
- b. Linking information
- c. Learn about it
- d. Answering questions
- e. Perfect reading aloud, and
- f. Confirming or rejecting predictions.

According to Dallman, there are 3 purposes of reading, namely:

- a. Factual reading purposes. This purpose is to understand the information in the text directly. To reach the factual level, the reader must master several abilities. The reader must understand the meaning of the word, the reader can determine the main idea in the text and the ability to search for keywords and the ability to find important information.
- b. Purpose of reading at the interpretive level . Reading the interential level is often referred to as interline reading. Its means that readers need to be able to identify information that is not stated in the article. To do this, the reader summarizes and organizes information, feeling the relationship between emphasis and detail .

3. Strategies of Reading Skill

a. Skimming

Skimming involves a quick scan of an entire text (such as article, or chapter) to get the gist of it . Skimming enables readers to get to the main point, they don't have to read everything, but they basically read some important words.

b. Scanning

Scanning is looking for information quickly in a text. In the scanning exercise, students are asked to look for keywords to get data. the purpose of scanning is to find information without having to read all the text.⁸

c. Intensive

Readers need to find the details of the information they need, and some researchers seem to terribly stigmatize it as a boring reading. Intensive reading is usually slow.⁹

d. Extensive

Reading of a longer stanza is extensive reading, the purpose of extensive reading is usually one that gives pleasure. Extensive reading is a powerful tool for teachers who are interested in creating and maintaining positive attitudes in their students towards the second

⁸ Intan Rani Aritionang, Sandi Lasmana, and Deti Kurnia, "The Analisis of Skimming and Scanning Technique to Improve Students in Teaching Reading Comprehension," *Profesional Journal of English Educations*, 2018, 103.

⁹ Maria Ulfa, "The Effectiveness Between Intensive Reading and Extensive Reading To Teach English Reading in the Sevent Grade Students of SMPN 2 Banyubiru in the Academic Year 2019/2020" (Salatiga, IAIN Salatiga, n.d.), 12.

language they are reading. Reading extensive means reading a lot and fluently. The purpose of this strategy is entertainment, while the main purpose of extensive reading is, for example, reading book after book. Read novels, short stories and articles.¹⁰

Based on the explanation above, it can be concluded that there are several reading strategies, namely scanning, skimming, extensive and intensive to improve reading comprehension.

4. Models of Reading Skill

a. Bottom- up theory

Bottom-up typically involves a low-level reading process where students start with the basics of letter and sound recognition. This makes it possible to recognize texts such as morphemes, words, recognitions, grammatical structures, sentences, etc.¹¹

b. Top- Down Theory

Top-down models, on the other hand, start with the ideal that understanding lies with the reader. Readers use background information to make predictions and search the text to agree or disagree with the predictions made. Nunan said strong supporters of top-down reading models have criticized bottom-up models. Readers are obsessed with words, so they can read the words on the page, but they don't know what they are reading.

¹⁰ Maria Ulfa, 16.

¹¹ Lilian Estefania Calle Mendez and Tania Maribel Lalvay Liviganay, "The Use Bottom-up and Top-down Processing as an EFL Teaching Tool Based on Scheme Theory to DEvelop Reading Skill in 9th Grades at Tecnico Salesiano High School in Cuenca," *Unniversitas De Cuenca*, 2017, 37.

c. Interactive Model

Interactive model is a combination among bottom-up and topdown models and emphasizes the interaction between a reader and the text.¹²It means that the readers both recognize words and predict the implied information in creating meaning.

5. The Components of Reading Skill

a. The Reader

The readers are the first component in reading skill. In relation to this study, the readers are the students involved in reading. The students need to have abilities and cognitive knowledge of language as a basis in reading texts. The cognitive knowledge includes the vocabulary mastery, linguistic and discourse knowledge. They also should be motivated in reading.

While they are reading, there are changes in the ability and cognitive knowledge they have. The students might increase their knowledge by reading. However, their motivation can also change. It depends on their success in reading. The changes of ability and knowledge in reading can also be affected by the instructions that the teacher gives to the students. Thus, relevant instructions will promote the students' reading skill.

¹² J. Charles Alderson, *Assessing Reading* (New York: Cambridge University Press, 2000), 16–18.

b. The Text

Texts may give great contribution to the students' reading skill. Those can be categorized as easy or difficult ones. Texts which are easy are those that suit to the background knowledge of the readers, the students. It means that when the students can relate between what is being informed in the text and what has been there in their prior knowledge, the texts are easy. If it happens, the students' reading comprehension is achieved. In contrast, if the students cannot connect the information from the text to their background knowledge, the texts can be said as difficult texts because skill is not attained.

c. The Activity

The activity on reading is closely related to the purpose of the reading. Different aims of reading have different activities. In this study, the activity on reading is aimed at achieving the students' reading skill on texts. To achieve the students' reading skill, the activities entail the process of finding the main idea, finding detail information, guessing meaning of difficult words from the context, and creating meaning to the whole text.

6. Indicators of Reading Skill

There are some criteria commonly use in indicating students' reading skill, there are:¹³

- a. Main idea (topic).
- b. Expression/ idiom/ phrases in context.
- c. Inference (implied detail).
- d. Grammatical features.
- e. Detail (scanning for a specifically stated detail).
- f. Excluding facts not written (unstated detail).
- g. Supporting ideas.
- h. Vocabulary in context.

Based on the indicator above, it can be conclude that reading skill is a process of deep interaction between reader and author to communicate successfully in gaining what the author means on the text. The students as the readers can comprehend the text based on their ability to recognize the text.

7. The Assessment of Reading Skill

There are several reasons for assessing reading and the skills and knowledge that are involved in reading. They include assessing to encourage learning, assessing to monitor progress and provide feedback, assessing to diagnose problems, and assessing to measure proficiency.

¹³ H. Douglas brown, *Language Assessment: Principle and Classroom Practice* (San Fransisco, California, 2003), 206.

The same form of assessment may be used for a variety of goals.¹⁴ There is variety of question types that can be used:

a. Pronominal Questions, Imperatives

These questions can ask for one word answer or ask the learners to copy the answers directly from the passage. The questions beginning with what, where, who, when, how, why, etc and the questions often test writing ability as well as reading ability because the learners must write the answers. The learner can answer questions using their first language. Instead of questions, commands may be used.¹⁵

b. Alternative Questions (Yes/ No Question)

This questions form are all grouped together because the answer to the question is contained within the question or instructions, and thus the learners do not have to compose their answer. This question only need short answer and the students do not have to need a high level of writing skill.

c. True/ False sentences

The students look at each sentence and decide if it's true or false according to passage. The students answer by writing true or false, or by copying the sentence that are true and not copying the false sentences. This last way provides an opportunity for more learning to

75. ¹⁴ I. S. P. Nation, *Teaching ESL/EFL: Reading and Writing* (New York: Routledge, n.d.),

¹⁵ I. S. P. Nation, 77.

take place. The learners may also be asked to rewrite the false sentences making changes so that they are now true.

d. Multiple-choice sentences

These questions are easy to mark. If the questions are not well made, often the students' chance is higher. Good multiple-choice are not easy to make and often they are more difficult than they should be. This is because the wrong choices must seem possible and not stupid. If they are possible then they might be partly correct.

e. Information Transfer

Incomplete information transfer diagrams can be used to measure comprehension of a text. The learners read the text and fill in the diagram with short notes. The advantages are that the information the learner produces can cover a lot of points and yet need not involve a lot of writing. The disadvantage is in gaining consistency in marking.

B. Concept of Reading Habit

1. Definition of Reading Habit

Nielsen defines a habit as an action that is repeated until it is no longer extraordinary and is established, primarily without a sense of consciousness, without intentional thinking.¹⁶ Chettri and Rout argue that

¹⁶ Per Nilsen, Kerstin Roback, and Per Eric Ellstrom, "Creature Of Habit: Accounting For The Role Of Habit In Implementation Research On Clinical Behavior Change," *Implementation Science Journal*, 2012, 1.

reading habits are recursive reading activities.¹⁷ In other words, based on this view, reading can be considered a habit if it is done many times on a regular basis. Similarly, Iftanti also emphasizes that the key to reading habits is repetition of unwanted reading behavior.¹⁸ From this point of view, reading habits are considered to be a way for an individual to repeat reading activities over and over again and to be absorbed by himself as a fun activity that is carried out consciously or sincerely.

In addition to the above views of Chettri, Rout, and Iftanti, reading habits include settled reading materials and a passion for allocating more time to reading activities.

According to Gardner, habits are an abstract theory, Habits are activities that are repeated regularly and consciously. reading habits can improve their academic scores . They must practice these habits in terms of developing these reading habits.¹⁹ They must practice these habits.

Based on the above definition, a habit is a repetitive behavior that involves a process of unconscious patterns. It reflects a person's personality, and they went on a regular basis, good or bad. Reading habits help learners obtaining and gaining meaningful knowledge and good academic performance at school.

¹⁷ Kushmeeta Chettri and S.K Rout, "Reading Habit- An Overview," *IOSR Journal Of Humanities And Social Science*, 2013, 13.

¹⁸ Erna Iftanti, "A Survey Of The English Reading Habit Of EFL Student In Indonesia," *Teflin Journal*, n.d., 150.

¹⁹ Benjamin Gardner, "Habit as Automaticity, Not Frequency," *Journal of the European : Healt Psychologist*, 2013, 32.

2. The Purpose of Reading Habit

a. Hobbial

Activities that bring pleasure and satisfaction to a person are hobbies. The purpose of habitual reading as a hobby is to provide information to readers in various fields. This goal is not only to make the reader satisfied but also to develop the reading ability and increase vocabulary that will help in their conversation to be better.

b. Recreation

This reading habit aims to gain more knowledge. and aims to calm the reader's mind and avoid mental fatigue.

c. Concentration

The purpose of reading this is that the reader must focus on the text being read. readers must understand the content of the article in order to get good results for students in school.

d. Deviation

The last goal of reading habits is deviation. This is the only reading habit with negative norms. Readers sometimes pretend to read and deviate from actual reading.²⁰

In summary, reading habits serve several purposes, with positive or negative consequences. Hobbial, recreational, concentration, and deviational reading habits. These goals help students improve their

²⁰ OGBODO, "Effective Study Habit in Educational Sector: Counseling Implications," *Edo Journal of Counselling*, 2002, 231.

ability to absorb and understand written material and improve their grades in school.

3. Aspect of Reading Habit

There are some indicators of reading habit, as follows;

a. Attitude toward reading

The reason why a person reports attitude and cognitive-behavioural-emotional behavior toward reading.

b. Reading frequency

Frequency of a person's reports of reading books in their spare time.

c. Books read

The person reports the number of books read in the past three months.

d. Spend time

1) On academic reading

The self-reported time the person dedicates to reading books related to their field of study.

2) Non-academic reading

Time to report respondents to focus on reading books that are not directly related to the subject of their study.

3) Motivation

a) In the family environment

Frequency of Individuals report buying books, recommending books, and reading interest in the family.

b) In the academic environment

The frequency with which the student reports that the teacher uses activities that facilitate contact with the literature on psychology.

c) Reading frequency is used to measure how often students read in their spare time.

d) Reading motivation focuses on students' motivation to read in English.²¹

In summary, the acquisition of effective reading habits of study participants is related to the three aspects there are the reading frequency and the motivation for reading.

4. Advantages of Reading Habits

There are so many benefits students can absorb in habitual reading. Reading habits are a powerful and enduring force for the development of a student's academic success. The implication of making reading a habitual activity is that students expand their knowledge and improve focus and concentration. Reading as a habitual activity also helps students improve reading comprehension, helps them become smarter, and improves their vocabulary meaning.

²¹ Julio Caesar Galicia Gaona and Erwin Rogelio Villuendas gonzalez, "Relationship Between Reading Habits, University Library And Academic Performance in Sample of Psychology Students," *Revista De La Education Superior*, 2011, 55-57.

Suggesting some of the benefits of reading he said, the impact of people's live reading is very widespread. Readers can learn new words, introduce new facts, gain knowledge about the whole, and be inspired by the emotions taught.²²

a. Steel Jack mentions several advantages of reading habit. They are :

- 1) Reading habits help the mind function effectively .
- 2) Regular reading habits help us develop good vocabulary .
- 3) Reading habits stimulate intellectual curiosity .
- 4) Reading habits mean psychological activity .
- 5) Reading habit Helps readers have a positive mind.

Reading habits help to perform frequent reading primarily and effectively. People will have good communication and thinking skills. People who make habits a daily activity will help them perform effectively in public.

In conclusion, reading habits have several important advantages. By implementing habitual reading, you can train your mind in the context of helping your brain function effectively. Habitual reading enriches the reader's vocabulary with a variety of literacy skills. Readers can also read critically, effectively, and positively. In addition, reading habits help readers open their minds and make them smarter.

²² S. Thanuskodi, "Reading Habit Among Library and Information Science Students," *A Survey, International Journal Education Science*, 2011, 79.

C. Correlation Between Students Reading Habit And Their Reading skill

There is a correlation between reading habits and students' reading skill . This reading habit helps students to maximize their abilities to reading skill. The reading habit will make students more confident in English . Students with good reading habits showed positive relationships with student reading skill. This reading habit will help students link to many sources of English reading material. At the same time, students who develop reading habits as children have better knowledge and information than students who do not. By introducing the habit of reading into everyday life, the knowledge of students vocabulary is achieved only through the practice of reading . Especially in the national final exam, the reading habit usually brings many advantages. Students' reading habits would automatically help them understand the English text material.

Students who read as a habitual activity will be forced to acquire new material on English reading tasks without any obstacles. Therefore, there is no doubt that good reading habits of students contribute to improving their English proficiency. It is important to prove the correlation between reading habits and students reading skill.

D. Research Conceptual Framework

1. Thinking Framework

The framework is a conceptualization of how the theory relates to various factors that have been defined as important problem. There are two variables in this study, namely the dependent variable and the

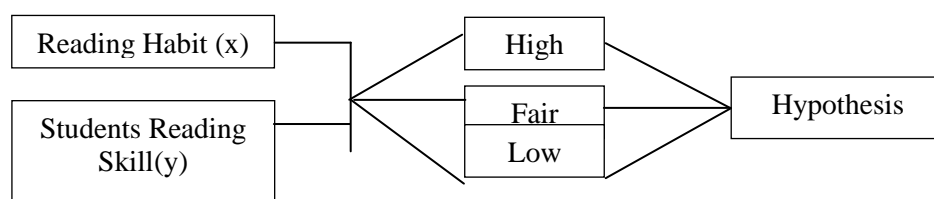
independent variable. Dependent variable in this research was the reading habits of the students and the independent variable in this research was the student reading skill.

2. Paradigm

To make it easier to provide an overview of the thoughts in this research, a paradigm can be put forward research described in the chart as follows:

Figure 2.1 The paradigm of the Correlation between Reading

Habit and Reading Skill



Based on the paradigm above we can see that if the students' have good score its mean that between reading habit and student reading skill have a positive and significant correlation, then if the students' have a average score its mean that reading habit and student reading skill have a flat correlation ,and if the students' have a bad score its mean that between reading habit and student reading skill not have a positive and significant correlation.

E. Hypothesis

Rogers explains that hypotheses are single provisional guesses, which are good intuitions that are supposed to be used in devising a theory or planning experiments intended to give direct empirical testing when possible.

Based on this, a research hypothesis can be proposed, is there the correlation between students reading habit and their reading skill of the third semester of the English Education Department at IAIN Metro. Hypothesis Formulation

Ha : There is a Positive and Significant The Correlation Between Students Reading Habit And Their Reading Skill Of The Third Semester Of The English Education Department At IAIN Metro .

Ho : There is no a Positive and Significant The Correlation Between Students Reading Habit And Their Reading Skill Of The Third Semester Of The English Education Department At IAIN Metro.

Statistical Hypothesis

If $R_o > R_t$ = Ha is accepted and Ho is Rejected

If $R_o < R_t$ = Ha is rejected and Ho is accepted

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this study, the researcher gets some information which useful for and can be justified. The purpose is to find the answer to the problem which is observed through correlational study. Research design is used to arrange the setting of research in order to get valid data. The data related to the two variables firstly observed is a reading habit and the second is the student reading skill.

The researcher employed a quantitative research in this research because to investigate whether there is a positive and a significant correlation of Reading habit and Student Reading Skill .The researcher used a correlational study because the researcher wanted to know the correlation between reading habit and the students reading skill of the third semester of the English Education Department at IAIN Metro.

B. The Operational Definition of Variabels

An Operational definition is a definition based on the characteristic of the thing that would be defined. Meanwhile, a variable known as the data that we are collecting from these units is known. Variables are any characteristics of the unit we are interested in and want to collect.²³

²³ Daniel Muijs, *Doing Quantitative Research in Education* (London: Sage Publications, 2004), 8.

1. Independent Variable (x)

The independent variable which is a stimulus variable or input operates either within a person or within the environment to affect his behavior. It is that factor which is measured, manipulated, or selected by the experimenter to determine its relationship to an observed phenomenon. The independent variable of this research is Reading Habit. independent variable was measured by using a questionnaire given to students. There are several indicators of reading habit, namely attitude toward reading, reading frequency, book read, and spend read.

2. Dependent Variable (y)

The dependent variable is the response variable or output. It is an observed aspect of the behavior of an organism that has been stimulated. The dependent variable is the factor that is observed and measured to determine the effect of the independent variables. The dependent variable of this research is student reading comprehension. Dependent variable is measured by using a test given to students. There are several indicators of reading Skill, namely Main idea (topic), Expression/ idiom/ phrases in context, Inference (implied detail), Grammatical features, Detail (scanning for a specifically stated detail), Excluding facts not written (unstated detail), Supporting ideas and Vocabulary in context.

C. Population, Sample and Sampling Technique

1. Population

The whole subject that serves as an object of the research is called population. An object of the research as tools for getting and collecting data, its called population. A population was an individual or group that representative all the members of a certain group or category of interest.²⁴

The population in this research is the students in the third semester of the English Education Department at IAIN Metro that has 80 students.

2. Sampling Technique

The researcher used random sampling technique: The researcher use 20 students class B for the research. The sample is a sample technique that takes from mambers of population which is done randomly without looking at strata in the population.²⁵

3. Sample

In this research, the researcher was going to take one class as a population. The sample of this research is class B , that has 20 students.

D. The Technique of Data Collecting

1. Test

Test is a tool or procedure used to know or measure something, by means and rules that have been determined. A test is used to collect the

²⁴ Timothy C.Urdan, *Statistics in Plain English* (London: LAE, n.d.), 1.

²⁵ Louis Cohen, Lawrence Manion, and Keith Morrison, *Research Method in Education* (New York: Routledge Taylor & Francis Group, 20007), 110.

data of students' reading skill.²⁶ The test in this research was use to measure students reading skill. There were 20 questions were given. The questions are multiple choices.

2. Questionnaire

The questionnaire in this research was used to measure students reading habit .Questionnaire is a set of questions for obtaining statistically useful or personal information from individual .²⁷

The questionnaire in this research was used to measure the students' reading habit. There will be 30 items. The researcher used the Likert scale as the rating scale of the questionnaire. In this study, the questionnaire was given to the students' to find numerical data of their reading habit. The questionnaire have five options, they are:

- a. Strongly Agree (Sangat Setuju)
- b. Agree (Setuju)
- c. Neither Agree (Kurang Setuju)
- d. Disagree (Tidak Setuju)
- e. Strongly Disagree (Sangat Tidak Setuju)

The questionnaire was given to students consist of many indicator. Indicator are taken from Shen's theory about reading habit indicated, there are : reading motivation, the frequency of reading, the materials readers

²⁶ Fitri Dewi Sartika. et.al, "The Correlation Between Students' Reading Habit And Their Reading Comprehension," *Jurnal Bahasa Dan Sastra Inggris Universitas Putera Batam* 7 (2020),211.

²⁷ Fitri Dewi Sartika. et.al, "The Correlation Between Students' Reading Habit And Their Reading Comprehension," *Jurnal Bahasa Dan Sastra Inggris Universitas Putera Batam* 7 (2020).

read, the average reader spent to read. The following figure read the indicator use by writer in the questionnaire :

Table 3.1 Reading Habit Indicators

No	Reading Habit Indicators	Item Number
1	Attitude toward reading	1,2,3,4,5,6,7,8,9,10,11,12
2	Reading Frequency	13,14,15,16,17,18
3	Book read	19,20,21,22,23,24,25,26
4	Spend read	27,28,29,30

3. Documentation

Documentation as the method which is used to get information from written language such as files, and theory of book, argumentation, etc that is related with the problem of research. The writer uses the documentation method to get detail information about the teaching learning process, the quantity of students, the quantity of teachers and official employes, and the student organization structure of English Education Department at IAIN Metro.

E. Research Instrument

The functional of using research instrument is also to get the data that useful when the researcher has done to collect information in the field. The research instruments are:

1. Instrument Blueprint

The instrument blueprints which will be used are as follow:

- a. Reading test : The researcher gave a reading test with 20 questions.

The questions are multiple choices.

- b. Questionnaire : The researcher gave a 30 question about reading habit and the student only checklist of answers that have been provided.
- c. Documentation : The next instrument that would be using data is documentation. The researcher would be using the documentation to got detail information as follows:
 - 1) The historical background of IAIN Metro.
 - 2) The Facilities of IAIN Metro.
 - 3) Location Sketch of IAIN Metro.
 - 4) The Population of students IAIN Metro.
 - 5) The Profile of English Department Students

F. Data Analysis Technique

The investigation whether there is any positive and significant of the correlation between Students reading habit and their reading skill at English Department of IAIN Metro, the researcher analyzes the data by using Pearson Product Moment Correlation in which there were one predictor variables and one criterion variable. In the process of calculation, to investigate the correlation between two variables the result of calculation in Pearson Product Moment Correlation would be explained by using application SPSS 29.0.

CHAPTER IV

FINDING AND DISCUSSIONS

A. Research Result

1. The Description Of The Research Location

a. The Historical Background of IAIN Metro

IAIN (standing for Institut Agama Islam Negeri/State Islamic Institute) Metro is the only state Islamic university under the Ministry of Religious Affairs (MORA) in Metro, the only city in Lampung province well-known for its Education City vision.

IAIN Metro has vision and mission. The vision of this university is “towards an excellent socio-eco-techno-preneurship Islamic university which is based on Islamic and Indonesian values.

Moreover, the application of the vision, it consist same missions, namely :

- 1) To generate innovative, humanistic, and autonomous scholars with excellent Islamic knowledge .
- 2) To develop Islamic values in the implementation of education, research, and community service.
- 3) To implement an excellent university managerial area.

(1996-1997)

The embryo of IAIN Metro (formerly STAIN Jurai Siwo Metro) is inseparable from the establishment of IAIN Raden Intan Tanjung Karang which expands its faculty of Tarbiyah (Education) in Metro

city under the the decree of Minister of Religious Affairs No. 188/1966.

Then, on April 23-25 1997, a working meeting of the rectors and deans of faculty outside the headoffice was organized. On this historical occasion, it was also determined that the change and ratification of faculties outside the headoffice became the State Islamic College (STAIN) based on Presidential Decree No.11 of 1997. In line with the change in status, Drs. Zakaria Zakir who was serving as Dean of the Tarbiyah Faculty proposed five names of STAIN Metro, namely, STAIN Raden Imba Kusuma, STAIN Lampung, STAIN Jurai Siwo, STAIN A. Yasin, and STAIN Sosrodarmo. Based on the advice of the Regent, STAIN Jurai Siwo Metro was finally selected since STAIN was located in Central Lampung which had the tradition and culture of the “Sembilan Marga Penyibang” (Nine Clans of Crossers). Subsequently, on June 30, 1997 STAIN Jurai Siwo Metro, together with 33 other STAINs, was officially inaugurated.

(1998-2010)

Since its foundation in 1997, STAIN Jurai Siwo Metro has offered Islamic Education department at faculty of Tarbiya and Akhwalus Syakhsiyyah (Islamic Law) department at faculty of Sharia. Then in 1998, the idea of creating the scholar of Islamic economy was initiated. In 2007, With its reputable departments,

there was a significant development of STAIN Jurai Siwo Metro indicated by the sharp increase in the number of the students' enrollment both in bachelor and graduate studies. In addition, the big variety of internal organizations specializing in some fields such as sport, art, foreign language, science and environment proved to attract the students and develop their skills and characters. As a result, a big number of students showed their high achievement both in national and international event.

(2010-today)

A 75% increase in annual enrollment stimulates STAIN Jurai Siwo Metro to accelerate the development in term of buildings, information technology and better instruction system. These efforts aimed to reach one of the most pivotal targets, the tranformation of STAIN Jurai Siwo to IAIN Metro since it would broaden STAIN' contribution in academic life. After fulfilling all the requirements, the status change from STAIN Jurai Siwo Metro to Institut Agama Islam Negeri (IAIN) Metro was finally achieved according to Presidential decree No. 71, 1 August 2016.

b. Organization Structure of IAIN Metro

The structure organization of IAIN Metro 2021-2025 is as follow :

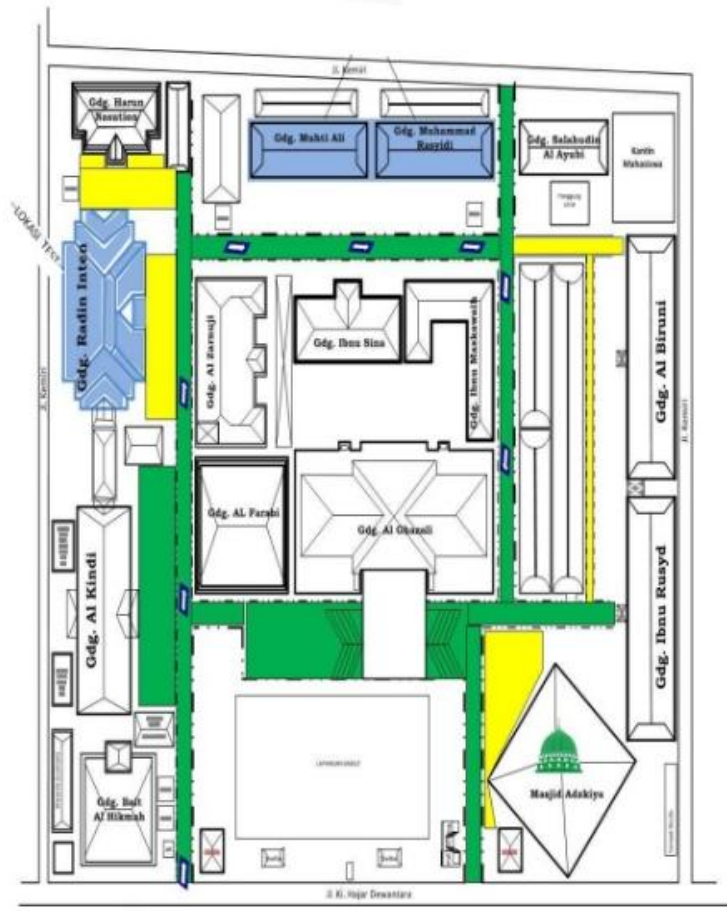
- 1) Dr. Siti Nurjanah, M.Ag as Rector of IAIN Metro.
- 2) Prof. Dr. Ida Umami, M.Pd.Kons as Vice Chancellor for Academic and Institutional Affairs.

- 3) Dr. Dri Santoso, M.H. as Vice Chancellor for General Administration, Planning and Finance.
- 4) Dr. Mahrus As'ad, M.Ag as Vice Chancellor for Student Affairs and Cooperation.
- 5) Dr. Zuhairi, M.Pd. as Dean of Faculty Tarbiyah and Teacher Training (FTIK).
- 6) Husnul Fatarib, Ph.D. as Dean of the Faculty of Sharia.
- 7) Dr. Akla, M.Pd. as Dean of the Faculty of Ushuludin Adab and Da'wah (FUAD).
- 8) Dr. Mat Jalil, M. Hum. as Dean of the Faculty of Islamic Economics and Business (FEBI).
- 9) Dr. Mukhtar Hadi, S.Ag., M.Sc. as Postgraduate Director.

c. Location Sketch of IAIN Metro

IAIN Metro campus, located at Jl. Ki Hajar Dewantara No.15A Iringmulyo in which the city's Kawasan Pendidikan (Educational Area) is established, is often cited as among the most strategic in Metro city since the area is full of educational institutions with different levels and, therefore, highly suitable to academic activities.

Figure 4.1 The Location Sketch of IAIN Metro



d. The Profile of English Education Department

The application of English Education Department stands on its vision, as follow : the establishment of professional students in English Education which can integrate the Islamic values and academic dimensions. As a result, the student have high bargaining. Meanwhile, the vision in enlarged in some missions as follow :

- 1) Increasing the students performance through knowledge reinforcement and actualization toward religious, national, and civil life in the Islamic culture.

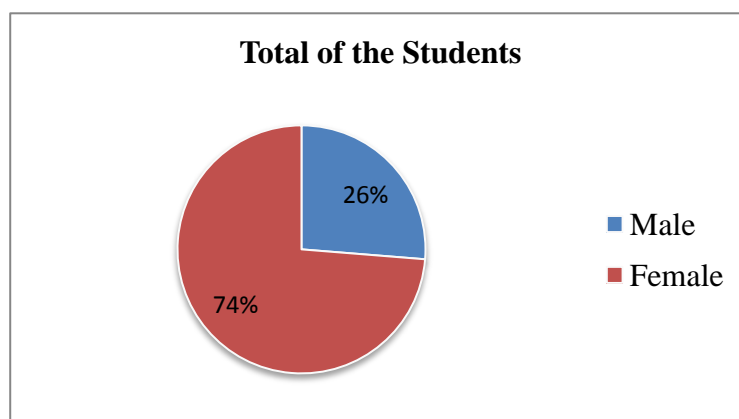
- 2) Building the atmosphere of the academic which is humanist, democratic and modern.
- 3) Growing the professionalism ethic through theoretical basic knowledge.
- 4) Giving qualified education service to train the candidate of educator which is smart and skillful that have good attitude.
- 5) Applying integrated educational system which is able to give significant input to development of education.

That all about the vision and missions that included all of the students of English Education Department in State Islamic Institute of Metro. Furthermore, based on the vision and mission above, it is formulated to be three purposes of English Education Study Program, there are ;

- 1) To prepare the students, it is not only to be English Teacher who can applicate the social benefit values, science, tegnology, and art but also be able to become agents of change in the society.
- 2) To prepare the students to be professional English Teacher who can applicate, establish, and enlarge english Education with high spirit of Islamic English. In addition, English Educations Study Program always tries to repair and develop the quality in teaching and learning process. In order to English Education to be better than before.

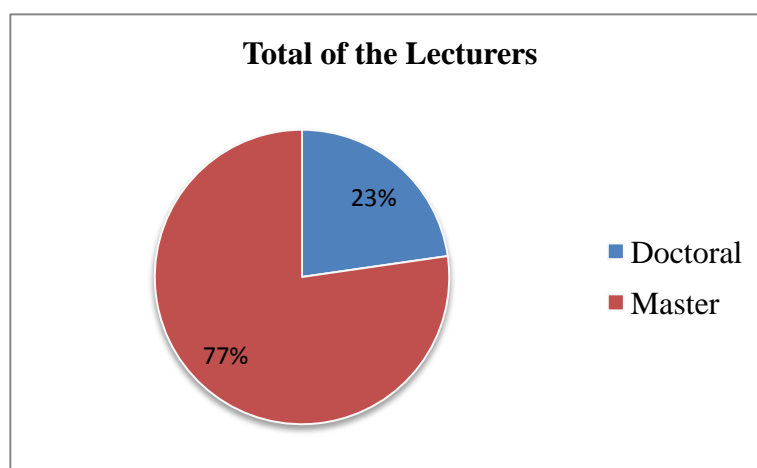
In line with above statement, English study program always tries to develop the quality in the teaching and learning process. In addition, the total students English Education Department are 609 students with 160 male and 449 female.

Chart 4.1 Total The Students of English Education Department



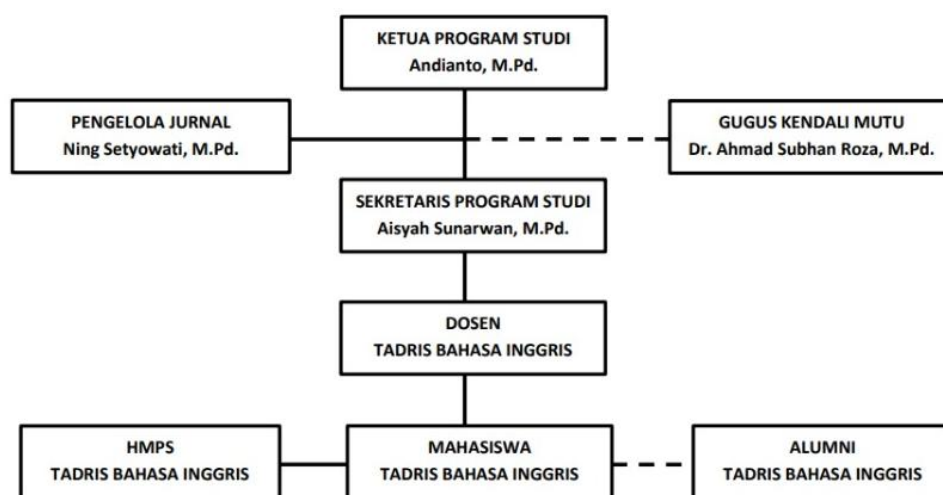
The total lecturers English Education Department are 21 lecturers with 5 doctoral and 17 master.

Chart 4.2 Total The Lecturers Of English Education Department



Here is the structure organization of English Education Department at IAIN Metro

Figure 4.2 Structure Organization Department



Activa

2. Description Of The Research Data

a. The Result Of Students Reading Habit

Reading habit in this research was the independent variable (x). To measure the students' reading habit the researcher use questionnaire. The questionnaire in this study aims to determine students' reading habits before looking for a correlation with students reading skill.

Table 4.1 The Result Score Reading Habit

No	Initial Name	Score
1	AH	76
2	AA	74
3	DON	73
4	EF	72
5	FER	73
6	IK	75
7	KF	71

8	MVP	78
9	MM	70
10	NAR	72
11	NS	71
12	NHHK	73
13	PAJ	72
14	RA	74
15	RRL	71
16	SN	76
17	SA	75
18	WFA	73
19	WNA	69
20	YEN	73
Total		1461
Highest		78
Lowest		69
Average		73,05

Based on the data above, it can be described the total of reading habit questionnaire from 20 students as the sample using random sampling technique is 1461, where the highest score is 78, the lowest score is 69, and the average score is 73,05.

After knowing the result of reading habit, the researcher was put the data on the table of frequency as follows:

$$R = t - r$$

Note :

R: Class Interval

t: the highest score = 78

r: the lowest Score = 69

$$R = 78 - 69$$

$$= 9$$

To know interval from the data the researcher used formulas :

Note :

K = Number of Interval Class

$$K = 1 + 3,3 \log 20$$

$$= 1 + 3,3 \cdot 1,30$$

$$= 1 + 4,29$$

$$= 5,29 \longrightarrow 5$$

And next, to know interval population the researcher used formulas :

P = population Interval

R = Distance of maximum and Minimum score

K = Number of interval class

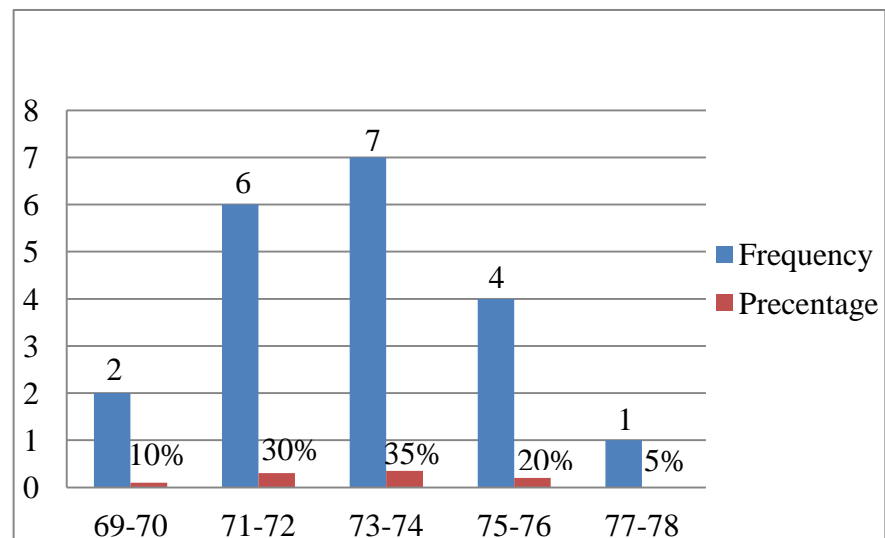
$$P = R/K$$

$$= 9/5 = 1,8 \longrightarrow 2$$

Table 4.2 Table Frequency of Reading Habit

No	Score	Frequency	Percentage
1	69-70	2	10%
2	71-72	6	30%
3	73-74	7	35%
4	75-76	4	20%
5	77-78	1	5%
Total		20	100%

From the table of Frequency above, the graphic of frequency can be describe as follow :

Chart 4.3 Graphic of frequency Reading Habit

The graphic of frequency above show that there are 2 students or 10% who got score 69-70, 6 students or 30% who got score 71-72, 7 students or 35% who got score 73-74, 4 student or 20% who got score 75-76 and 1 student or 5% who got score 77-78.

b. The Result Of Students Reading Skill

Reading skill in this research wae the dependent variable (Y). To know student score in reading skill the researcher gave a test. A test is us to collect the data of students reading skill was an objective test in the form of multiple choice tests consisting 20 items.

Table 4.3 The Score Result of Reading Skill

No	Initial Name	Score
1	AH	80
2	AA	65
3	DON	75
4	EF	70
5	FER	65
6	IK	75
7	KF	70
8	MVP	85
9	MM	65

10	NAR	70
11	NS	65
12	NHHK	65
13	PAJ	70
14	RA	75
15	RRL	80
16	SN	75
17	SA	65
18	WFA	70
19	WNA	60
20	YEN	70
Total		1415
Highest		85
Lowest		60
Average		70,75

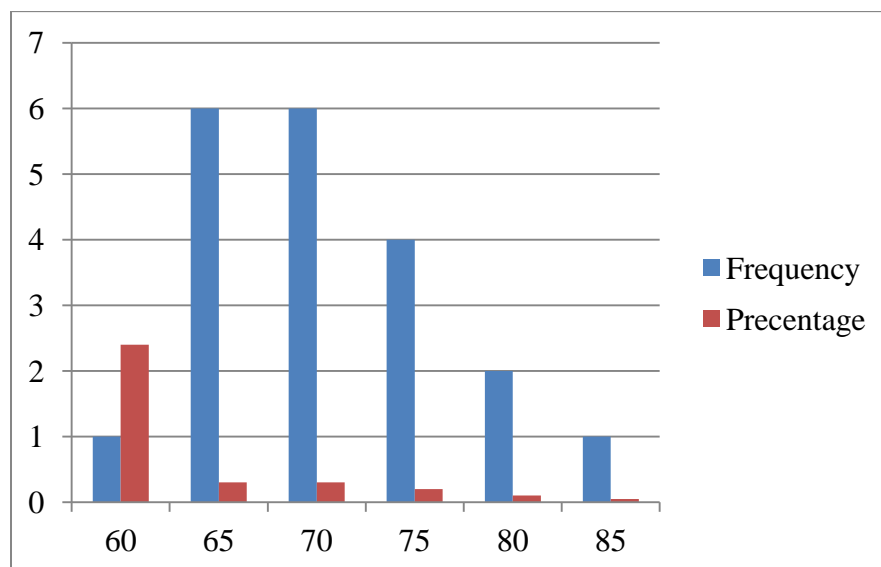
Based on the data above, it can be described the total score of reading skill test is 1415, the highest score is 85, the lowest score is 60 and average score is 70,75. After knowing the result of reading skill, the researcher was put the data on the table of frequency as follows:

Table 4.4 Table Frequency of Reading Skill

No	Score	Frequency	Percentage
1	60	1	5%
2	65	6	30%
3	70	6	30%
4	75	4	20%
5	80	2	10%
6	85	1	5%
Total		20	100%

From the table frequency above , the graphic of frequency can be describe as follow :

Chart 4.4 Graphic of frequency Reading Skill



Based on the table and graphic frequency, it show that the score reading skill show that 1 students or 5% who got score 60, 6 students or 30% who got score 65, 6 students or 30% who got score 70, 4 students or 20% who got score 75, 2 students or 10% who get score 80 and 1 student or 5% who got score 85.

3. Hypothesis Testing

After the researcher collect the data through test, questionnaire and documentation, the researcher analyzed the data to find whether there is a positive and significant correlation between Students reading habit and their reading skill of the third semester of the English Education Department at IAIN Metro.

Table 4.5 The Correlation Reading Habit and Reading Skill

No	Initial Name	Reading Habit	Reading Skill
		X	Y
1	AH	76	80
2	AA	74	65
3	DON	73	75
4	EF	72	70
5	FER	73	65
6	IK	75	75
7	KF	71	70
8	MVP	78	85
9	MM	70	65
10	NAR	72	70
11	NS	71	65
12	NHHK	73	65
13	PAJ	72	70
14	RA	74	75
15	RRL	71	80
16	SN	76	75
17	SA	75	65
18	WFA	73	70
19	WNA	69	60
20	YEN	73	70
Total		1461	1415

Before analysis the correlation, any several step need to attention, as follow: normality test, linearity test and hypothesis test.

The normality test is aimed to know whether the variable data research distribution is normal distributed or not. The normality test in research used the Shapiro-Wilk normality test because the sample < 50 respondents. The variables is normal if it :

- a) A normal distribution of data normal if the value of sig (significance) > 0.05 .
- b) An abnormal distribution of data normal if the value of sig (significance) < 0.05 .

The result of the data normality test can described below:

Table 4.6 The Normality Test Result

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Reading Habit	.159	20	.200	.975	20	.849
Reading Skill	.197	20	.040	.927	20	.138
a. Lilliefors Significance Correction						

Based on the table show that the significant level for the reading habit variable is $0.849 > 0.05$ and reading skill is $0.138 > 0.05$. It means that the data both students reading habit dan reading skill were distributed normality.

After computing normality test then researcher continued to analyze the linearity test. Thus, linearity test is used to know the relation between dependen and independent variable. The variables have linearity based on these testing criteria:

- a) If the value of sig (significance) > 0.05 . it means that the variables is linier
- b) If the value of sig (significance) < 0.05 . it means that the variable is not linier.

Table 4.7 Result of linierity Test

ANOVA Table			
			Sig.
Reading Skill * Reading Habit	Between Groups	(Combined)	.121
		Linearity	.008
		Deviation from Linearity	.529
	Within Groups		
	Total		

The result of linierity reading habit and reading skill above show that result of significance value is 0.529. It means that the value is higher that significance 0.05 ($0.59 > 0.05$). So it can be conclude that the variable X and Variable Y is linier.

The criteria for accepting or rejecting a hypothesis correlation product moment, it can look at based on the significant value (Sig):

- a) If the value of significant (Sig) < 0.05 then there is correlation of the independent variable (x) and the dependent variable (y) or hypothesis is accepted.
- b) If the value of significant (Sig) > 0.05 then there is no correlation of the independent variable (x) and the dependent variable (y) or hypothesis is rejected.

The results of correlation analysis can be looked at on the table below:

Table 4.8 Pearson's Product Moment Correlation Test Results

Correlations			
		Reading Habit	Reading Skill
Reading Habit	Pearson Correlation	1	.616**
	Sig. (2-tailed)		.004
	N	20	20
Reading Skill	Pearson Correlation	.616**	1
	Sig. (2-tailed)	.004	
	N	20	20
**. Correlation is significant at the 0.01 level (2-tailed).			

Based on the result of SPSS in the table above, it found that the correlation was 0, 616 with the level significance 0,004. As a result, the score of significant < 0,05 there is correlation between Students reading habit and their reading skill of the third semester of the English Education Department at IAIN Metro.

a. Interpretation of " $r_{observed}$ "

Table 4.9 Coefficient Correlation Interpretation²⁸

Value of $r_{observed}$	interpretation
0,00 - 0,199	Very low
0,20 – 0,399	Low
0,40 – 0,599	Quite low
0,60 – 0,799	Fair
0,80 – 1,000	High

²⁸ Sugiono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kuantitatif, Dan R&D* (Bandung: Alfabeta, 2015), 257.

Based on the calculation of the test result data using Product Moment Pearson Correlation above, the result of calculation can be interpreted, the critical value of $r_{observed}$ between the students reading habit and their reading skill was 0,616. Therefore , it can be inferred that there is Fair correlation between students reading habit and their reading skill of the third semester of the English Education Department at IAIN Metro.

b. Statistical Significance

The researcher has formulated the Alternative Hypothesis, as follow : there is any positive and significant correlation between students reading habit and their reading skill of the third semester of the English Education Department at IAIN Metro.

After Alternative Hypothesis (H_a) above was formulated, the researcher consulted " $r_{observed}$ " to " r_{table} ", as follow :

- 1) If " $r_{observed}$ " is higher than " r_{table} ", Alternative Hypothesis (H_a) is accepted
- 2) If " $r_{observed}$ " is lower than " r_{table} ", Alternative Hypothesis (H_a) is rejected and Null Hypothesis (H_o) is accepted.

Furthermore, to know the critical value of Product Moment (r_{table}) , the researcher firstly counted df (Degree of freedom).

Bellow is the formula :

$df = N - 1$

Note :

N is the number of sample .

$$df = N-1$$

$$=20-1$$

$$=19$$

After considering the product moment table by using df 19, it can be found that :

- 1) The critical value of r Product Moment (r_{table}) for the 5% level is 0,456.
- 2) The critical value of Product Moment (r_{table}) for the 1% level is 0,575.

From all of data analysis above, it can be found that :

- 1) " $r_{observed}$ " of reading habit and reading skill correlation was 0,616.
- 2) " r_{table} " in the significant level 5% = 0,456 and 1% = 0,575.

Finally , the data confirmed that " $r_{observed}$ " is higher than " r_{table} ". As a result , it can be concluded that H_a is accepted and H_o is rejected. On the other hnd, the stastistical correlation significant can be interpreted as follow :

There is positive and significant correlation between students reading habit and their reading skill of the third semester of the English Education Department at IAIN Metro.

B. Discussion

In this research ,there are two variable, namely Reading Habit as the X variable and Reading Skill as the Y variable. Researcher choose reading skill because there are still many students who don't really understand it. And than researcher want to find a correlation between reading habit and reading skill.

In addition, to find a correlation the researcher use Correlation Product Moment to show that there was have a correlation or not between reading habit and their reading skill. And the result after various kinds of researcher found that reading habit and reading skill have a correlation.

So the researcher concluded that the correlation between reading habit and reading skill have a correlation based on the result obtained by the researcher.

C. Limitation

This research was conducted at the third semester of English Department students at IAIN Metro . The results of this study have limitations, namely only applicable to this study, cannot be generalized to other studies.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the analysis of the research data, the researcher concluded that reading habit can help that it was clear using reading habit can help students in reading comprehension. The researcher knows that there is fair correlation between reading habit and reading skill.

Based on the result of Correlation Product Moment analysis, the correlation coefficient between reading habit and reading skill is higher than r_{table} . it showed that alternative hypothesis (H_a) was accepted and null hypothesis (H_o) rejected.

So, the result of this research is that there is a correlation between Students Reading Habit And Their Reading Skill Of The Third Semester Of The English Education Department at IAIN Metro, based on the result obtained by the researcher because Correlation Product Moment show that the value is 0,616.

B. Suggestion

After conducting and obtaining the result of this research, the researcher is going to constructively give suggestion as follow:

1. For the students

The researcher suggest that the students can develop their reading skill by doing reading habit. Students must be more active in learning process.

2. For the lecturer

The lecturer should support and train the students to develop their reading as the effort to develop students reading skill. The lecturer should be more able to provide their knowledge in a way that is as simple as possible and easy for the students to understand.

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APPENDICES

RESEARCH INSTRUMENT
THE CORRELATION BETWEEN STUDENTS READING HABIT
AND THEIR READING SKILL OF THE THIRD SEMESTER
OF THE ENGLISH EDUCATION DEPARTMENT
AT IAIN METRO

Theme :

The Correlation Between Reading Habit And Student Reading Skill Of The Third Semester English Education Department At IAIN Metro

Purpose :

To Know Correlation Between Reading Habit and Student Reading Skill.

Research Instrument

1. Test
2. Questionnaire
3. Documentation

TEST

Multiple Choice

Questions 1-4

As computers have become powerful tools for the rapid and economic production of pictures, computer graphics has emerged as one of the most rapidly growing fields in computer science. **It** is used routinely in such diverse areas as business, industry, art, government, education, research, training, and medicine.

One of the initial uses of computer graphics, and ultimately its greatest use, has been as an aid to design, generally referred to as computer-aided design (CAD). One of its greatest advantages is that designers can see how an object will look after construction and make changes freely and much more quickly than with hand drafting. For three-dimensional rendering of machine parts, engineers now rely heavily on CAD. Automobile, spacecraft, aerospace, and ship designers use CAD techniques to design vehicles and test their performance. Building designs are also created with computer graphics systems. Architects can design a building layout, create a three-dimensional model, and even go for a simulated “walk” through the rooms or around the outside of the building.

Business graphics is another rapidly growing area of computer graphics, where it is used to create graphs, charts, and cost models to summarize financial, statistical, mathematical, scientific, and economic data. As an educational aid, computer graphics can be used to create weather maps and cartographic materials. Computer art also has creative and commercial art **applications**, where it is used in advertising, publishing, and film productions, particularly for computer animation, which is achieved by a sequential process.

1. What does the passage mainly discuss _____
 - a. Routine uses of computers
 - b. Computer graphics applications
 - c. The rapidly growing field of computer science
 - d. Computers as the, architects of the future
2. According to the passage, architects use CAD to _____
 - a. inspect buildings
 - b. create graphs
 - c. make cartographic materials
 - d. create three-dimensional models
3. The word "it" in line 3 refers to _____
 - a. computer graphics
 - b. computer science
 - c. fields
 - d. computers
4. The word "applications" in the passage means _____
 - a. Jobs
 - b. Uses
 - c. Creativity
 - d. layers

Questions 5-11.

In the sixteenth century, an age of great marine and terrestrial exploration, Ferdinand Magellan led the first expedition to sail around the world. As a young Portuguese noble, he served the king of Portugal, but he became involved in the quagmire of political intrigue at court and lost the king's favor. After he was dismissed from service to the king of Portugal, he offered to serve the future Emperor Charles V of Spain.

A papal decree of 1493 had assigned all land in the New World west of 50 degrees W longitude to Spain and all the land east of that line to Portugal. Magellan offered to prove that the East Indies fell under Spanish authority. On September 20, 1519, Magellan set sail from Spain with five ships. More than a year later, one of these ships was exploring the topography of South America in search of a water route across the continent. This ship sank, but the remaining four ships searched along the southern peninsula of South America. Finally they found the passage they sought near a latitude of 50 degrees S. Magellan named this passage the Strait of All Saints, but today we know it as the Strait of Magellan.

One ship deserted while in this passage and returned to Spain, so fewer sailors were privileged to gaze at that first panorama of the Pacific Ocean. Those

who remained crossed the meridian we now call the International Date Line in the early spring of 1521 after ninety-eight days on the Pacific Ocean. During those long days at sea, many of Magellan's men died of starvation and disease.

Later Magellan became involved in an insular conflict in the Philippines and was killed in a tribal battle. Only one ship and seventeen sailors under the command of the Basque navigator Elcano survived to complete the westward journey to Spain and thus prove once and for all that the world is round, with no precipice at the edge.

5. The sixteenth century was an age of great ____ exploration.
 - a. Cosmic
 - b. Land
 - c. Mental
 - d. Common man

6. Magellan lost the favor of the king of Portugal when he became involved in a political ____.
 - a. Entanglement
 - b. Discussion
 - c. Negotiation
 - d. None of the above

7. The Pope divided New World lands between Spain and Portugal according to their location on one side or the other of an imaginary geographical line 50 degrees west of Greenwich that extends in a ____ direction.
 - a. North And South
 - b. Crosswise
 - c. South East
 - d. North And West

8. One of Magellan's ships explored the ____ of South America for a passage across the continent.
 - a. coastline
 - b. mountain range
 - c. physical features
 - d. islands

9. Four of the ships sought a passage along a southern ____.
 - a. Coast
 - b. Body of land with water on three sides
 - c. Border

- d. Answer not available
10. The passage was found near 50 degrees S of ____.
- a. Greenwich
 - b. The equator
 - c. Portugal
 - d. Madrid
11. In the spring of 1521, the ships crossed the ____ now called the International Date Line.
- a. Imaginary circle passing through the poles
 - b. Imaginary line parallel to the equator
 - c. Land mass
 - d. Answer not found in article

Questions 12-16

Supernovas are the most powerful and spectacular outbursts known in nature. What is called a Type II supernova is due to the collapse of a massive star, at least eight times as massive as the sun, that has used up its main nuclear fuel and produced a nickeliron core. When this core can no longer support the pressure of the star's outer layers, it collapses to form a neutron star of immense density. Over 2,500 million tons of neutron star material could be packed into a matchbox. Its temperature is around 100,000 million degrees centigrade. Multitudes of neutrons are produced in the collapsed star, which pass directly through the star into space, and this release of neutrons causes the core to respond with a shock wave that moves outward. When **it** meets the material that is falling inward, the result is a catastrophic explosion. Sometimes most of the star's material is blown away, leaving only a small, incredibly dense remnant that may be a neutron star or, in extreme cases, a black hole.

A supernova is often more than 500 million times as luminous as the sun. A supernova remnant (SNR) may be **detectable** as a pulsar, an example of which is the Crab Nebula, known to be a remnant of the supernova observed in the year 1054. The 1987 supernova in the Large Cloud of Magellan had a low peak luminosity by supernova standards, only 20 about 250 million times that of the sun. At its brightest, the supernova shone as a star between magnitudes 2 and 3, even though it was 170,000 light-years away.

12. What is the main topic of the passage? _____
- a. The heat of supernovas
 - b. The formation and power of a supernova
 - c. The role of shock waves in a supernova
 - d. The density of a neutron star

13. The word “it” in line 9 refers to _____
- a. A shock wave
 - b. neutron star
 - c. core of the collapsed star
 - d. catastrophic explosion
14. According to the passage, which of the following is NOT true about the 1987 supernova? _____
- a. It was located in the Large Cloud of Magellan.
 - b. It was 170,000 light-years away.
 - c. It shone as a star between magnitudes 3 and 4.
 - d. It had a low peak luminosity.
15. The word “detectable” in paragraph 2 has the closest meaning to _____
- a. assumed
 - b. known
 - c. perceptible
 - d. audible
16. The author of this passage is most likely _____
- a. a botanist
 - b. an economist
 - c. a mathematician
 - d. an astronomer

Questions 17-20

The victory of the small Greek democracy of Athens over the mighty Persian empire in 490 B. C. is one of the most famous events in history. Darius, king of the Persian empire, was furious because Athens had interceded for the other Greek city-states in revolt against Persian domination. In anger the king sent an enormous army to defeat Athens. He thought it would take drastic steps to pacify the rebellious part of the empire. Persia was ruled by one man.

In Athens, however, all citizens helped to rule. Ennobled by this participation, Athenians were prepared to die for their city-state. Perhaps this was the secret of the remarkable victory at Marathon, which freed them from Persian rule. On their way to Marathon, the Persians tried to fool some Greek city-states by claiming to have come in peace. The frightened citizens of Delos refused to believe this. Not wanting to abet the conquest of Greece, they fled from their city and did not return until the Persians had left. They were wise, for the Persians next conquered the city of Etria and captured its people.

Tiny Athens stood alone against Persia. The Athenian people went to their sanctuaries. There they prayed for deliverance. They asked their gods to expedite their victory. The Athenians refurbished their weapons and moved to the plain of Marathon, where their little band would meet the Persians. At the last moment, soldiers from Plataea reinforced the Athenian troops.

The Athenian army attacked, and Greek citizens fought bravely. The power of the mighty Persians was offset by the love that the Athenians had for their city. Athenians defeated the Persians in archery and hand combat. Greek soldiers seized Persian ships and burned them, and the Persians fled in terror. Herodotus, a famous historian, reports that 6400 Persians died, compared with only 192 Athenians.

17. Athens had ____ the other Greek city-states against the Persians.

- a. Refused help to
- b. Intervened on behalf of
- c. Wanted to fight
- d. Given orders for all to fight

18. Darius took drastic steps to ____ the rebellious Athenians.

- a. Weaken
- b. Destroy
- c. Calm
- d. Placate

19. The people of Delos did not want to ____ the conquest of Greece.

- a. Encourage
- b. Think about
- c. Daydream about
- d. Answer not available

20. The Athenians were ____ by some soldiers who arrived from Plataea.

- a. Welcomed
- b. Strengthened
- c. Captured
- d. Answer not available

KEY ANSWERS

1. B	11. A
2. D	12. B
3. A	13. A
4. B	14. C
5. B	15. C
6. A	16. D
7. A	17. B
8. C	18. C
9. B	19. A
10. B	20. B

QUESTIONNAIRE

SS : Sangat Setuju (Strongly Agree)

S : Setuju (Agree)

KS : Kurang Setuju (Neither Agree)

TS : Tidak Setuju (Disagree)

STS : Sangat Tidak Setuju (Strongly Disagree)

List of Statement

No	Questions	Answer				
		SS	S	KS	TS	STS
1	I read books in English because I want to understand the contents.					
2	I reluctant to read English books to understand the contents of the books.					
3	I read books in English because of Hobbies.					
4	I read books in English because of forced or assignments from lecturers.					
5	English books are more interesting than other languages.					
6	Books in other languages are more interesting than English books.					
7	All family members have a high interest in reading English books.					
8	All family members have a low interest in reading English books.					
9	I often buy story books / newspapers / magazines in English.					
10	I rarely buy story books /					

	newspapers /magazines in English.					
11	I always buy English books recommended / used by the teacher.					
12	I never buy an English-language book recommend / use by the teacher.					
13	When there is free time I often take the time to read English books.					
14	When there is free time I rarely take the time to read English books.					
15	In one day I always read English Books.					
16	In one day I never read English books.					
17	I often learn to use English books.					
18	Every time I study, I rarely read English books.					
19	In 3 months I read more than 4 English books.					
20	In 3 months I read less than 4 English Books.					
21	Every 3 months there is always a new book for me to read.					
22	Every 3 months there is no new book for me to read.					
23	Every 3 months there is a new book for me to read.					
24	Every 3 months there is no new book that I buy / borrow.					
25	Every 3 months there is a new book that I buy / borrow.					
26	Not every day I take the time to read Text books.					
27	Within 1 day the amount of time I spent reading a book was quite long.					
28	In 1 day the amount of time I spent reading books was almost non existent.					

29	Every day I take the time to read English-language writings related to my hobbies.					
30	Not every day I take the time to read English-language writings related to my hobbies.					

DOCUMENTATION

- a. The historical background of IAIN Metro.
- b. Organization Structure of IAIN Metro
- c. The Facilities of IAIN Metro.
- d. Location Sketch of IAIN Metro.
- e. The Population of students IAIN Metro.
- f. The Profile of English Department Students

**THE CORRELATION BETWEEN STUDENTS READING HABIT
AND THEIR READING SKILL OF THE THIRD SEMESTER
OF THE ENGLISH EDUCATION DEPARTMENT
AT IAIN METRO**

Name : ANIJ HAMIDAH
Student Number : 2001052001

The questions in this reading test are solely for research data in the English Education Departmet Undergraduate Program at tarbiyah and Teachers Training Faculty in IAIN Metro. Therefore , I expect the respondent's assistance in filling out this questionnaire in accordance with the actual situation.

SS : Sangat Setuju (Strongly Agree)
S : Setuju (Agree)
KS : Kurang Setuju (Neither Agree)
TS : Tidak Setuju (Disagree)
STS : Sangat Tidak Setuju (Strongly Disagree)

List of Statement

No	Questions	Answer				
		SS	S	KS	TS	STS
1	I read books in English because I want to understand the contents.		✓			
2	I reluctant to read English books to understand the contents of the books.		✓			
3	I read books in English because of Hobbies.		✓			
4	I read books in English because of forced or assignments from lecturers.	✓				
5	English books are more interesting than other languages.		✓			
6	Books in other languages are more interesting than English books.	✓				
7	All family members have a high interest in reading English books.			✓		
8	All family members have a low interest in reading English books.	✓				
9	I often buy story books /			✓		

	newspapers / magazines in English.					
10	I rarely buy story books / newspapers /magazines in English.		✓			
11	I always buy English books recommended / used by the teacher.	✓				
12	I never buy an English-language book recommend / use by the teacher.			✓		
13	When there is free time I often take the time to read English books.			✓		
14	When there is free time I rarely take the time to read English books.		✓			
15	In one day I always read English Books.			✓		
16	In one day I never read English books.		✓			
17	I often learn to use English books.				✓	
18	Every time I study, I rarely read English books.		✓			
19	In 3 months I read more than 4 English books.				✓	
20	In 3 months I read less than 4 English Books.		✓			
21	Every 3 months there is always a new book for me to read.				✓	
22	Every 3 months there is no new book for me to read.		✓			
23	Every 3 months there is a new book for me to read.		✓			
24	Every 3 months there is no new book that I buy / borrow.		✓			
25	Every 3 months there is a new book that I buy / borrow.	✓				
26	Not every day I take the time to read Text books.		✓			
27	Within 1 day the amount of time I spent reading a book was quite long.		✓			

28	In 1 day the amount of time I spent reading books was almost non existent.		✓			
29	Every day I take the time to read English-language writings related to my hobbies.			✓		
30	Not every day I take the time to read English-language writings related to my hobbies.	✓				

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**THE CORRELATION BETWEEN STUDENTS READING HABIT
AND THEIR READING SKILL OF THE THIRD SEMESTER
OF THE ENGLISH EDUCATION DEPARTMENT
AT IAIN METRO**

Name : ANIS HAMIDAH
Student Number : 2001052001

The questions in this reading test are solely for research data in the English Education Departmet Undergraduate Program at tarbiyah and Teachers Training Faculty in IAIN Metro. Choose the correct answer from there questions below !

Questions 1-4

As computers have become powerful tools for the rapid and economic production of pictures, computer graphics has emerged as one of the most rapidly growing fields in computer science. It is used routinely in such diverse areas as business, industry, art, government, education, research, training, and medicine.

One of the initial uses of computer graphics, and ultimately its greatest use, has been as an aid to design, generally referred to as computer-aided design (CAD). One of its greatest advantages is that designers can see how an object will look after construction and make changes freely and much more quickly than with hand drafting. For three-dimensional rendering of machine parts, engineers now rely heavily on CAD. Automobile, spacecraft, aerospace, and ship designers use CAD techniques to design vehicles and test their performance. Building designs are also created with computer graphics systems. Architects can design a building layout, create a three-dimensional model, and even go for a simulated "walk" through the rooms or around the outside of the building.

Business graphics is another rapidly growing area of computer graphics, where it is used to create graphs, charts, and cost models to summarize financial, statistical, mathematical, scientific, and economic data. As an educational aid, computer graphics can be used to create weather maps and cartographic materials. Computer art also has creative and commercial art **applications**, where it is used in advertising, publishing, and film productions, particularly for computer animation, which is achieved by a sequential process.

1. What does the passage mainly discuss _____
 - a. Routine uses of computers
 - ☒ b. Computer graphics applications
 - c. The rapidly growing field of computer science
 - d. Computers as the, architects of the future

2. According to the passage, architects use CAD to _____

- a. inspect buildings
- b. create graphs
- ☒ c. make cartographic materials
- d. create three-dimensional models

3. The word "it" in line 3 refers to _____

- ☒ a. computer graphics
- b. computer science
- c. fields
- d. computers

4. The word "applications" in the passage means _____

- a. Jobs
- ☒ b. Uses
- c. Creativity
- d. layers

Questions 5-11.

In the sixteenth century, an age of great marine and terrestrial exploration, Ferdinand Magellan led the first expedition to sail around the world. As a young Portuguese noble, he served the king of Portugal, but he became involved in the quagmire of political intrigue at court and lost the king's favor. After he was dismissed from service to the king of Portugal, he offered to serve the future Emperor Charles V of Spain.

A papal decree of 1493 had assigned all land in the New World west of 50 degrees W longitude to Spain and all the land east of that line to Portugal. Magellan offered to prove that the East Indies fell under Spanish authority. On September 20, 1519, Magellan set sail from Spain with five ships. More than a year later, one of these ships was exploring the topography of South America in search of a water route across the continent. This ship sank, but the remaining four ships searched along the southern peninsula of South America. Finally they found the passage they sought near a latitude of 50 degrees S. Magellan named this passage the Strait of All Saints, but today we know it as the Strait of Magellan.

One ship deserted while in this passage and returned to Spain, so fewer sailors were privileged to gaze at that first panorama of the Pacific Ocean. Those who remained crossed the meridian we now call the International Date Line in the early spring of 1521 after ninety-eight days on the Pacific Ocean. During those long days at sea, many of Magellan's men died of starvation and disease.

Later Magellan became involved in an insular conflict in the Philippines and was killed in a tribal battle. Only one ship and seventeen sailors under the

command of the Basque navigator Elcano survived to complete the westward journey to Spain and thus prove once and for all that the world is round, with no precipice at the edge.

5. The sixteenth century was an age of great ____ exploration.
 - a. Cosmic
 - ☒ b. Land
 - c. Mental
 - d. Common man

6. Magellan lost the favor of the king of Portugal when he became involved in a political ____.
 - ☒ a. Entanglement
 - b. Discussion
 - c. Negotiation
 - d. None of the above

- ☒ 7. The Pope divided New World lands between Spain and Portugal according to their location on one side or the other of an imaginary geographical line 50 degrees west of Greenwich that extends in a ____ direction.
 - a. North And South
 - b. Crosswise
 - c. South East
 - ☒ d. North And West

8. One of Magellan's ships explored the ____ of South America for a passage across the continent.
 - a. coastline
 - b. mountain range
 - ☒ c. physical features
 - d. islands

9. Four of the ships sought a passage along a southern ____.
 - a. Coast
 - ☒ b. Body of land with water on three sides
 - c. Border
 - d. Answer not available

10. The passage was found near 50 degrees S of ____.
 - a. Greenwich
 - ☒ b. The equator

- c. Portugal
 - d. Madrid
11. In the spring of 1521, the ships crossed the ____ now called the International Date Line.
- ☒ a. Imaginary circle passing through the poles
 - b. Imaginary line parallel to the equator
 - c. Land mass
 - d. Answer not found in article

Questions 12-16

Supernovas are the most powerful and spectacular outbursts known in nature. What is called a Type II supernova is due to the collapse of a massive star, at least eight times as massive as the sun, that has used up its main nuclear fuel and produced a nickeliron core. When this core can no longer support the pressure of the star's outer layers, it collapses to form a neutron star of immense density. Over 2,500 million tons of neutron star material could be packed into a matchbox. Its temperature is around 100,000 million degrees centigrade. Multitudes of neutrons are produced in the collapsed star, which pass directly through the star into space, and this release of neutrons causes the core to respond with a shock wave that moves outward. When it meets the material that is falling inward, the result is a catastrophic explosion. Sometimes most of the star's material is blown away, leaving only a small, incredibly dense remnant that may be a neutron star or, in extreme cases, a black hole.

A supernova is often more than 500 million times as luminous as the sun. A supernova remnant (SNR) may be detectable as a pulsar, an example of which is the Crab Nebula, known to be a remnant of the supernova observed in the year 1054. The 1987 supernova in the Large Cloud of Magellan had a low peak luminosity by supernova standards, only 20 about 250 million times that of the sun. At its brightest, the supernova shone as a star between magnitudes 2 and 3, even though it was 170,000 light-years away.

12. What is the main topic of the passage? _____
- a. The heat of supernovas
 - ☒ b. The formation and power of a supernova
 - c. The role of shock waves in a supernova
 - d. The density of a neutron star
13. The word "it" in line 9 refers to _____
- ☒ a. A shock wave
 - b. neutron star
 - c. core of the collapsed star

d. catastrophic explosion

14. According to the passage, which of the following is NOT true about the 1987 supernova? _____

- ☒ a. It was located in the Large Cloud of Magellan.
- b. It was 170,000 light-years away.
- c. It shone as a star between magnitudes 3 and 4.
- d. It had a low peak luminosity.

15. The word "detectable" in paragraph 2 has the closest meaning to _____

- a. assumed
- b. known
- ☒ c. perceptible
- d. audible

16. The author of this passage is most likely _____

- a. a botanist
- b. an economist
- c. a mathematician
- ☒ d. an astronomer

Questions 17-20

The victory of the small Greek democracy of Athens over the mighty Persian empire in 490 B. C. is one of the most famous events in history. Darius, king of the Persian empire, was furious because Athens had interceded for the other Greek city-states in revolt against Persian domination. In anger the king sent an enormous army to defeat Athens. He thought it would take drastic steps to pacify the rebellious part of the empire. Persia was ruled by one man.

In Athens, however, all citizens helped to rule. Ennobled by this participation, Athenians were prepared to die for their city-state. Perhaps this was the secret of the remarkable victory at Marathon, which freed them from Persian rule. On their way to Marathon, the Persians tried to fool some Greek city-states by claiming to have come in peace. The frightened citizens of Delos refused to believe this. Not wanting to abet the conquest of Greece, they fled from their city and did not return until the Persians had left. They were wise, for the Persians next conquered the city of Etria and captured its people.

Tiny Athens stood alone against Persia. The Athenian people went to their sanctuaries. There they prayed for deliverance. They asked their gods to expedite their victory. The Athenians refurbished their weapons and moved to the plain of

Marathon, where their little band would meet the Persians. At the last moment, soldiers from Plataea reinforced the Athenian troops.

The Athenian army attacked, and Greek citizens fought bravely. The power of the mighty Persians was offset by the love that the Athenians had for their city. Athenians defeated the Persians in archery and hand combat. Greek soldiers seized Persian ships and burned them, and the Persians fled in terror. Herodotus, a famous historian, reports that 6400 Persians died, compared with only 192 Athenians.

17. Athens had ____ the other Greek city-states against the Persians.

- a. Refused help to
- ☒ b. Intervened on behalf of
- c. Wanted to fight
- d. Given orders for all to fight

18. Darius took drastic steps to ____ the rebellious Athenians.

- a. Weaken
- b. Destroy
- ☒ c. Calm
- d. Placate

19. The people of Delos did not want to ____ the conquest of Greece.

- ☒ a. Encourage
- b. Think about
- c. Daydream about
- d. Answer not available

20. The Athenians were ____ by some soldiers who arrived from Plataea.

- a. Welcomed
- b. Strengthened
- ☒ c. Captured
- d. Answer not available

STUDENTS SCORES IN READING HABIT
OF THE THIRD SEMESTER

No	Initial Name	Score
1	AH	76
2	AA	74
3	DON	73
4	EF	72
5	FER	73
6	IK	75
7	KF	71
8	MVP	78
9	MM	70
10	NAR	72
11	NS	71
12	NHHK	73
13	PAJ	72
14	RA	74
15	RRL	71
16	SN	76
17	SA	75
18	WFA	73
19	WNA	69
20	YEN	73
Total		1461
Highest		78
Lowest		69
Average		73,05

**STUDENTS SCORES IN READING SKILL
OF THE THIRD SEMESTER**

No	Initial Name	Score
1	AH	80
2	AA	65
3	DON	75
4	EF	70
5	FER	65
6	IK	75
7	KF	70
8	MVP	85
9	MM	65
10	NAR	70
11	NS	65
12	NHHK	65
13	PAJ	70
14	RA	75
15	RRL	80
16	SN	75
17	SA	65
18	WFA	70
19	WNA	60
20	YEN	70
Total		1415
Highest		85
Lowest		60
Average		70,75

THE FACILITIES OF IAIN METRO

No	Facilities	Total of Unit	Large (m^2)
1	Lecturers' room	1	556
2	Computer Laboratory Unit	1	1000
3	Library Unit	1	1000
4	Language Laboratory	1	180
5	Micro-Teaching Laboratory	1	106,8
6	Islamic Development Unit	1	30
7	Classroom	16	1248
8	Mosque	1	1000
9	Futsal Field	1	510
10	Basket Ball Field	1	-
11	Wall Climbing Field	1	92
12	Volley Ball Field	1	-
13	Tennis Field	1	650
14	Auditorium	1	-
15	Students Activities Unit	1	-
16	Students Committee Office	1	-

THE POPULATION OF STUDENTS IN IAIN METRO

Faculty/ Departments	Male	Female	Total
Tarbiyah	832	2648	3474
• Islamic Education Department	380	780	1161
• Arabic Education Department	68	116	184
• English Education Department	160	499	609
• Islamic Elementary School Education Department	46	472	518
• Islamic Childhood Education Department	3	181	184
• Mathematic Education Department	49	200	249
• Biology Education Department	46	202	248
• Social Science Education Department	88	173	262
Syari'ah	393	485	878
• Islamic Law Program	143	176	319
• Islamic Economy Law Program	158	198	356
• Islamic Constitutional Law	92	111	203
Islamic Announcement and Communication	224	311	536
• Language and Arabic Literature Program	32	45	77
• Islamic Communication and Broadcasting Program	163	183	347
• Islamic Extension Guidance	29	83	112
Economy Business	703	1677	2382
• D3 Syari'ah Banking Program	1	3	4
• S1 Syari'ah Banking Program	196	475	671
• Islamic Economy Department	379	810	1190
• Islamic Accountant	71	296	367
• Pilgrimage Management	56	93	150

**DOCUMENTATION OF THE THIRD SEMESTER CLASS B
OF THE ENGLISH EDUCATION DEPARTMENT**



Picture 1. The researcher explain the student how to answer the questionnaire and the test



Picture 2. Students answer the questionnaire and the test



Picture 3. The researcher take a picture with all of student in class B



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-2089/In.28/J/TL.01/05/2022
Lampiran : -
Perihal : **IZIN PRASURVEY**

Kepada Yth.,
Rektor IAIN METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama : **ELCIA REKA TARUMIDA**
NPM : 1801070022
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris
Judul : **THE CORRELATION BETWEEN READING HABIT AND
STUDENT READING SKILL OF THE THIRD SEMESTER
ENGLISH EDUCATION DEPARTMENT AT IAIN METRO**

untuk melakukan prasurvey di IAIN METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 31 Mei 2022

Ketua Jurusan,



Andianto M.Pd

NIP 19871102 201503 1 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iaim@metrouniv.ac.id

SURAT KETERANGAN

Nomor: B-2742/In.28.1/J/TL.00/06/2021

Assalamu'alaikum Wr. Wb.

Yang betanda tangan di bawah ini:

Nama : Andianto, M.Pd
NIP : 19871102 201503 1 004
Jabatan : Ketua Jurusan
Jurusan : Tadris Bahasa Inggris (TBI)

Menerangkan bahwa:

Nama : ELCIA REKA TARUMIDA
NPM : 1801070022
Jurusan : Tadris Bahasa Inggris (TBI)
Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan
Instansi : IAIN Metro

Mahasiswa di atas telah melaksanakan penelitian dengan judul **"THE CORRELATION BETWEEN THE STUDENTS READING HABIT AND THEIR READING SKILL OF THE THIRD SEMESTER OF THE ENGLISH EDUCATION DEPARTMENT AT IAIN METRO"** yang bertempat di jurusan Tadris Bahasa Inggris (TBI) IAIN Metro.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan dengan sebagaimana mestinya.

Wassalamualaikum Wr. Wb

Metro, 17 Juni 2022
Ketua Jurusan TBI



Andianto, M.Pd
NIP.19871102 201503 1 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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RATIFICATION PAGE

The Research Proposal entitled: THE CORRELATION BETWEEN READING HABIT AND STUDENT READING SKILL OF THE THIRD SEMESTER ENGLISH EDUCATION DEPARTMENT AT IAIN METRO. Written by: Elcia Reka Tarumida, Student Number 1801070022, English Education Department, had been examined (Seminar Proposal) in Tarbiyah and Teacher Training Faculty on Monday, April 25th 2022 at 13.00 - 14.30.

BOARD OF EXAMINERS:

Chairperson	: Dr. Umi Yawisah, M.Hum
Examiner I	: Drs. Kuryani, M.Pd
Examiner II	: Syahreni Siregar, M.Hum
Secretary	: Linda Septiyana, M.Pd

(.....)
(.....)
(.....)
(.....)

The Head of English Education Department

Andianto, M.Pd
NIP.19871102 201503 1 004



KEMENTERIAN AGAMA REPUBLIK INDONESIA

INSTITUT AGAMA ISLAM NEGERI METRO

FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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Nomor : B-1946/In.28.1/J/TL.00/05/2022
 Lampiran : -
 Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,
 Umi Yawisah (Pembimbing 1)
 (Pembimbing 2)

di-

Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama : **ELCIA REKA TARUMIDA**
 NPM : 1801070022
 Semester : 8 (Delapan)
 Fakultas : Tarbiyah dan Ilmu Keguruan
 Jurusan : Tadris Bahasa Inggris
 Judul : **THE CORRELATION BETWEEN READING HABIT AND STUDENT READING SKILL OF THE THIRD SEMESTER ENGLISH EDUCATION DEPARTMENT AT IAIN METRO**

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
 - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 23 Mei 2022

Ketua Jurusan,



Andlanto M.Pd



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-2897/In.28/D.1/TL.00/06/2022
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KETUA PRODI TADRIS BAHASA
INGGRIS IAIN METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2896/In.28/D.1/TL.01/06/2022,
tanggal 21 Juni 2022 atas nama saudara:

Nama : **ELCIA REKA TARUMIDA**
NPM : **1801070022**
Semester : **8 (Delapan)**
Jurusan : **Tadris Bahasa Inggris**

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di PRODI TADRIS BAHASA INGGRIS IAIN METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE CORRELATION BETWEEN THE STUDENTS READING HABIT AND THEIR READING SKILL OF THE THIRD SEMESTER OF THE ENGLISH EDUCATION DEPARTMENT AT IAIN METRO".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 21 Juni 2022
Wakil Dekan Akademik dan
Kelembagaan,



Dr. Yudiyanto S.Si., M.Si.
NIP 19760222 200003 1 003



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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SURAT KETERANGAN

Nomor: B-4346/In.28.1/J/TL.00/09/2021

Assalamu'alaikum Wr. Wb.

Yang betanda tangan di bawah ini:

Nama : Andianto, M.Pd
NIP : 19871102 201503 1 004
Jabatan : Ketua Jurusan
Jurusan : Tadris Bahasa Inggris (TBI)

Menerangkan bahwa:

Nama : ELCIA REKA TARUMIDA
NPM : 1801070022
Jurusan : Tadris Bahasa Inggris (TBI)
Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan
Instansi : IAIN Metro

Mahasiswa di atas telah melaksanakan penelitian dengan judul **"THE CORRELATION BETWEEN THE STUDENTS READING HABIT AND THEIR READING SKILL OF THE THIRD SEMESTER OF THE ENGLISH EDUCATION DEPARTMENT AT IAIN METRO"** yang bertempat di jurusan Tadris Bahasa Inggris (TBI) IAIN Metro.

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Wassalamualaikum Wr. Wb

Metro, 28 September 2022
Ketua Jurusan TBI



Andianto, M.Pd
NIP.19871102 201503 1 004



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Nama : Elcia Reka Tarumida
NPM : 1801070022

Jurusan : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
①	25 / 22 3	Dr. Umi Yawisah, M. Hum	Bab 1, 2, 3	
②	29 / 22 3	Dr. Umi Yawisah, M. Hum	Revisi Bab 1, 2, 3 (base on the notes)	
③	30 / 22 3	Dr. Umi Yawisah, M. Hum	Revisi Bab 1, 2, 3 - Acc for seminar	

Mengetahui
Ketua Jurusan TBI

Andianto, M. Pd
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Dosen Pembimbing

Dr. Umi Yawisah, M. Hum
NIP. 196204241999032001



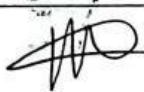
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NPM : 1801070022

Jurusan : TBI
Semester : VIII

No	Hari/Tanggal	Dosen Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	Monday May 30, 2022	✓	APD Acc for Research Instrument	

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Ketua Jurusan TBI



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NIP. 19871102 201503 1 004

Dosen Pembimbing,






Dr. Umi Yawisah, M.Hum
NIP. 19620424 199903 2 001

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Nama : **Elcia Reka Tarumida**
NPM : **1801070022**

Jurusan : TBI
Semester : IX

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	Senin 5/9/22	Dr. Umi Yawisah M.Hum	- mewisatip - aise SPSS - kumitahoi	
2.	Senin 3/10/22	✓	- Revisi chapter IV	
3.	Rabu 5/10/22	✓	- Revisi is Uk - Acc for mungasyl	

Mengetahui
Ketua Jurusan TBI



Andianto, M.Pd.
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Dosen Pembimbing



Dr. Umi Yawisah, M.Hum
NIP. 196204241999032001

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Metro, 21 September 2022
Kepala Perpustakaan



Dr. As'ad, S. Ag., S. Hum., M.H.
NIP. 19750505 200112 1 002



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Metro, 05 Oktober 2022

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THE CORRELATION BETWEEN STUDENTS READING HABIT AND THEIR READING SKILL OF THE THIRD SEMESTER OF THE ENGLISH EDUCATION DEPARTMENT AT IAIN METRO

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**THE CORRELATION BETWEEN STUDENTS READING HABIT AND
THEIR READING SKILL OF THE THIRD SEMESTER OF THE
ENGLISH EDUCATION DEPARTMENT AT IAIN METRO**

By :
ELCIA REKA TARUMIDA
Student Number : 1801070022



ENGLISH EDUCATION DEPARTMENT
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The writer name is Elcia Reka Tarumida. She was born on june 26th ,2000 in Purwa Agung, Negara Batin, Way Kanan. She is the first child in his family. Her father name is Sutarno and her mother's name is Umi Kurniati.

In 2006, she graduated from TK ABA Kalirejo, Lampung Tengah. In 2012, she graduated from SDN 1 Purwa Agung. At the time 2015, she graduated from SMP Muhammadiyah 1 Negara Batin, Then continued her study to SMAN 1 Negara Batin and graduated in 2018. In 2018, she entered English Education Department at State Institute For Islamic Studies Of Metro (IAIN Metro).