

**CORRELATION BETWEEN READING HABIT AND ACADEMIC SELF-
CONCEPT TOWARD READING COMPREHENSION AT THE TENTH
GRADE OF SMAN 2 SUKOHARJO IN ACADEMIC YEAR 2023/2024**

THESIS

Submitted as a Partial Requirements for the Undergraduate Degree
in English Language Education



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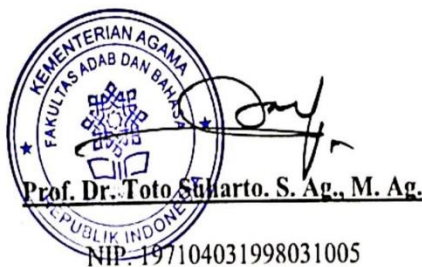
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DEDICATION

The thesis is dedicated to:

1. Allah SWT and Prophet Muhammad SAW.
2. My dearest parents Mrs Endang Baliyah and my greatest Mr Sarwono who persistently encouraged me during my life.
3. My dearest siblings they are Damar Budi Hargo and Panji Danutirta who always support and gives much love.
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Bersabarlah kamu dan kuatkanlah kesabaranmu dan tetaplah bersiap siaga dan bertakwalah kepada Allah SWT agar kamu beruntung.

(Q.S Ali Imran ayat 200)

“Success is liking yourself, liking what you do, and liking how you do it”

PRONOUNCEMENT

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I hereby sincerely state that the thesis entitled “*Correlation between Reading Habit and Academic Self-Concept toward Their Reading Comprehension at the Tenth Grade of SMAN 2 Sukoharjo in the Academic Year of 2023/2024*” is my own original work. To the best of my knowledge and belief, the thesis consists no material previously published or written by another person except where due references are made.

If later proven that my thesis has discrepancies, I am willing to take the academic sanction in the form of repealing my thesis and academic degree.

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Sukoharjo, 3th October 2023

The Researcher,

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ABSTRACT

Sekar Wulandari. 2023. *Correlation between Reading Habit and Academic Self-Concept toward Their Reading Comprehension at the Tenth Grade of SMAN 2 Sukoharjo in the Academic Year of 2023/2024*. Thesis. English Language Education. Faculty of Cultures and Languages.

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Reading comprehension skill is a very complex activity and crucial factors related student' success. Therefore, to enhance reading comprehension, it is necessary to improve reading habit of the students. Since reading comprehension is realized as complex process, it is considered that self-concept of the readers needed. Thus, the purpose of this study is to find out whether or not there is a positive and significant correlation between reading habit (X1) and academic self-concept (X2) toward reading comprehension (Y).

The sample of this study was 76 students of the tenth grade of SMAN 2 Sukoharjo in academic year 2023/2024. The data of students are collected through proportionate random sampling technique and used Slovin's Formula. Questionnaire and test are used as the instruments of this research. Reading habit and academic self-concept are given to the students in the form of closed questionnaire, while test is conducted to measure students' reading comprehension. Then, the researcher used Pearson's Product Moment Formula and multiple regression to analyse the result of hypotheses.

Based on the data analysis, it is found that (1) There is positive and significant correlation between reading habit (X1) and reading comprehension (Y) since r count (0.421) was higher than r table (0,225). In other words, reading habit of the students helps students to comprehend the reading text well. (2) There is a positive and significant correlation between academic self-concept (X2) and reading comprehension (Y) since r count (0.662) was higher than r table (0.225). In other words, the academic self-concept of the students can help students to comprehend the reading text well. (3) There is a positive and significant correlation between reading habit (X1) and academic self-concept (X2) toward reading comprehension (Y) since r count (0.975) was higher than r table (0.225). So, the results indicated that there was a correlation between reading habit and academic self-concept toward reading comprehension.

Keywords : *Reading Habit, Academic Self-Concept, Reading Comprehension*

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CHAPTER I

INTRODUCTION

A. Background of the Study

Reading is one of the abilities that is frequently used in education. According to Alderson (2020:28), Reading is a though process. Reading is an activity that requires thought process.” Therefore, reading is not just looking at reading but reading the contents of a reading. Reading is one of the most important components in the teaching and learning process, in the world of education, all knowledge and information doesn’t just come from teacher but also from other sources, by reading. The performance of the teaching and learning process is evaluated by the level of student knowledge.

Reading habit is very important to make it simple for readers to understand a material. Reading habits are reflected by the amount of content read, the frequently of reading, the average amount of time spend reading, and the purpose of reading. The readers’ good attitude toward reading, enjoyment of their reading activities, and enthusiasm to read, there are indicators of their reading habits. Additionally, according to Zwiers (2004:3) reading habits better explain the automatic and unconscious processes involved in deriving meaning from text. The readers’ skills can thus be improved through this practice.

Unfortunately, not many people have this reading habit. In other words, the reading ability of Indonesia children is low. The result of the 2018 Program for International Students Assessment (PISA) test announced in 2019, according to Santi (2020) said the result of the 2018 PISA survey put Indonesia

in 74th place out of 80 survey countries. Based on the description, it can be seen that reading habits are crucial to developing reading literacy since they serve as a medium for reading. How can student who doesn't have the habit of reading or has no reading experience develop reading skills well? By having place to practice reading comprehension and acquire new knowledge and information about texts.

In fact, a lot of students still struggle with reading comprehension. Some even conclude why more and more pupils have become poor in reading comprehension. There were several potential problems. Those negative attitudes toward reading habit were viewed as a number of reasons why this self-concept affected everyone in this school negatively. First, the pupils lacked practice with the habit activity of reading. Because they read very little English-language content, they frequently performed poorly on English comprehension test in school. Michael agrees, saying that "some of the causes for failure in understanding are associated with faulty reading habit."

Reading comprehension is a considerably more sophisticated activity than simply being able to comprehend individual words and understand what they mean. Reading comprehension is the foundation for acquiring a language that inquires growth, including spoken and written language. Reading is about comprehending written materials, according to Pang (2003:6). It is a difficult exercise that requires both perception and cognition. Word recognition and comprehension are two interrelated steps in reading. The process of determining how written symbols match to one's native language is referred to

as word recognition. Making meaning of words, phrases, and related content is known as comprehension. Reading comprehension also refers to reading for understanding, enjoyment, and meaning, said Nunan (2006:71). It is significantly more complicated than just translating a single word and requires higher-order cognitive abilities. Therefore, the goal of reading is comprehension, thus when students read they must comprehend what they have read as a part of their reading process.

Reading comprehension is very important for all people, not only for students. Comprehension when reading is very important, because if you read without understanding the contents of the text, you will not gain knowledge for what you read. Good reading comprehension can be formed from someone who is self-motivated and it will always become habit. Reading habits that will increase knowledge and have a positive value in itself. So, from the academic self-concept also greatly affect student achievement in the academic field. Students' difficulties in reading comprehension are part of reading difficulties and this includes self-concept. This self-concept is part of academic self-concept research from Katzir, Kim and Dotan (2018:3) states that students who have low competence in reading are students who have a fear of reading and choose to avoid and this avoidance behaviour is a negative self-concept.

The ability to read comprehension is intimately tied to one's academic self-concept. Readers have stronger self-concepts typically outperform those with lower self-concepts in reading, according to Rider and Colmar (2005: 1-4). Readers who consider themselves to be competent readers tend to read more

frequently and deeply, which expands their reading capacity and strengthens their comprehension abilities. Furthermore, according to Lange (2011: 5), successful readers typically have a favourable opinion of themselves as readers. In other words, readers' success in reading will be influenced by their positive self-perception.

Academic self-concept can make individuals more confident and assured in their abilities because, academic self-concept itself includes how individuals behave, feel, and evaluate their abilities (Marsh, 2011:60). Individuals who have a good self-concept will not delay their academic tasks because they can manage their learning times efficiently (Goldberg, 2014:37). Students' ability to master English material is related to students' self-concept. Self-concept can be understood as individual perceptions of themselves. Constructive self-concept related specifically to learning is called academic self-concept (Hardy, 2013:550). Zuvyati A. Tlonaen & Jusuf Blegur (2017:60), explained that students who maintain academic self-concept in order to remain positive will have advantages or strengths in the academic field, so that they are able to complete their learning tasks and responsibilities as well as encourage students' intention and effort towards their academic quality.

In their study, Jacob, Lanza, Osgood, Eccles, and Wigfield (2002:226) found that some influencing factors, such as student academic routine and practices and innovations in teaching approaches, are prioritized in order to change students' self-concepts. The degree of performance in the educational sector can be determined by its level. Typically, academic self-concept differs

from grade to grade. With an increase in academic results, there is a modest improvement in academic self-concept. Based on research conducted by Devita Gustirani at the Tridinetu University of Palembang, in her research entitled “The Correlation among Self-Concept, Reading Attitude and Reading Comprehension Achievement of English Education Study Program”. This result of the study found that most of students had a negative reading attitude toward reading comprehension. And then, there was positive feelings contribute of students’ self-concept toward reading comprehension.

Based on the explanation above, the researcher is assume that to know there is a positive and significant correlation between students’ reading habit and reading comprehension. Second the researcher wants to know whether is a positive and significant correlation between academic self-concept and reading comprehension. The last, the researcher is assume that to know there is a positive and significant correlation between students’ reading habit and academic self-concept towards reading comprehension. Based on the phenomenon and background described above, the researcher conducted a research entitled “The Correlation Between Students’ Reading Habit and Academic Self-Concept Toward Reading Comprehension at the Tenth Grade of SMAN 2 Sukoharjo in academic year 2022/2023.

B. Identification of the Problems

Based on the statement the problem, the researcher identified the problem as follows:

1. What factor can influence students’ reading comprehension?

2. Does students' reading habit influenced by their reading comprehension?
3. Is there students' reading comprehension influenced by their academic self-concept?
4. Which one is more influential in determining reading comprehension, reading habit or academic self-concept?
5. How far is the correlation between students' reading habit and their reading comprehension in academic year 2023/2024?
6. How far is the correlation between students' academic self-concept and their reading comprehension in academic year 2023/2024?

C. Limitation of the Problems

The researcher limits the problem of this thesis on three variables. Those are reading comprehension, reading habit, and academic self-concept. Reading comprehension is focused on them materials which taught to the tenth grade of senior high school. Reading habit and academic self-concept means to know how the situations of students about factors-factor that influence in learning. The subject were students' of SMAN 2 Sukoharjo among the tenth grade in academic year 2023/2024.

D. Formulation of the Problems

Based on the background of problem, the researcher formulated the problem as follows:

1. Is there any positive and significant correlation between reading habit and reading comprehension among the tenth grades students of SMAN 2 Sukoharjo in the academic year 2023/2024?

2. Is there any positive and significant correlation between academic self-concept and reading comprehension among the tenth grades students of SMAN 2 Sukoharjo in the academic year 2023/2024?
3. Is there any positive and significant correlation between reading habit and academic self-concept toward reading comprehension among the tenth grades students of SMAN 2 Sukoarjo in academic year 2023/2024?

E. Objectives of the Study

The aims of this research are:

1. To find out whether there is a positive and significant correlation between reading habit and reading comprehension among the tenth grades students of SMAN 2 Sukoharjo in the academic year 2023/2024.
2. To find out whether there is a positive and significant correlation between academic self-concept and reading comprehension among the tenth grades students of SMAN 2 Sukoharjo in the academic year 2023/2024.
3. To find out whether there is a positive and significant correlation between reading habit and academic self-concept towards reading comprehension among the tenth grades students of SMAN 2 Sukoharjo in the academic year 2023/2024.

F. Benefits of the Study

The result of the study is expected to give advantages both theoretically and practically:

1. Theoretical Benefits

The researcher hopes that this research can be as reference for other researchers. The researcher also hope that this research can give real description of correlation between students' reading habit, academic self-concept, and reading comprehension to development of education. In addition, this research can be an offer solution to face problem in English learning especially about reading habit, academic self-concept, and reading comprehension.

2. Practical Benefits

- a. For headmaster, the researcher hopes that it can be useful as a guide for the principal in managing learning in the institutions that are led according to the circumstance of students.
- b. For vice headmaster, the researcher hopes vice principal should be able to gather and develop learning program that cover student abilities.
- c. For teacher, this research is expected to provide students with the information about reading comprehension, in which the teachers will help their students when facing some problem in mastering of them. English teachers can use the result of the study as a feedback on teaching reading activities so that the objectives of the English teaching program (especially reading goals) can be achieved.
- d. For committee, the researcher hopes that this research will be able to participate to improving the quality of school program for students.

- e. For students, the researcher hopes the students to develop their reading comprehension by improving academic self-concept and reading habit.

G. Definition of Key Terms

1. Reading Habit

Habit is a repeated action. Reading habit refers to behavior which expresses the likeness of reading and tastes of reading. It is a way of how the reader organizes her or his reading, how often, how much and what the readers read. In addition, according to reading habit more clearly describes the automatic and unconscious processes that are involved in constructing meaning from text. Then, reading habit refers to the automatic process as the readers read the textual material and deriving meaning unconsciously. In accordance to the discussion above, the reading habit meant by the researcher is the automatic process as the readers read the English text.

2. Academic Self-Concept

According to Rider and Colmar (2005:1-4), readers with higher self-concept generally perform better at reading than those with negative self-concepts. The readers who perceive themselves to be good readers usually read more frequently and more widely, which in turn broadens their reading experience and improves their comprehension skills. The successful readers generally develop a positive self-perception regarding reading. In other words, the positive self-perception of the readers will influence their successful in reading.

3. Reading Comprehension

According to Brown (2008:199), developing appropriate, effective comprehension strategies is the key to improving reading comprehension. In order for pupils to be able to respond to and comprehend a descriptive question form, comprehension is defined as the capacity to understand about the something. Comprehension written literature entails first decoding the author's words, then building a rough understanding of the author's message using prior knowledge. In other words, the reader determines meaning using their knowledge, abilities, and techniques.

CHAPTER II

LITERATUR REVIEW

A. Theoretical Review

1. Reading Comprehension

a. The Definition of Reading Comprehension

According to Brown (2008:199), developing appropriate, effective comprehension strategies is the key to improving reading comprehension. In order for pupils to be able to respond to and comprehend a descriptive question form, comprehension is defined as the capacity to understand about the something. Reading comprehension is only referred to as reading comprehension if the readers can understand the text's meaning. Reading comprehension is not present if readers can read but don't understand the meaning of the material. Some specialists have created a method for understanding how reading comprehension works.

The definition of comprehension is "extracting the necessary information as effectively as possible from a written material in order to understand it". Suppose, for instance, that a scientific journal contains both an advertisement and an article. In the first scenario, the reader skips over the irrelevant details and looks for what he is looking for. In the final scenario, the reader must be provided with the specific information. As a result of the above comprehension, the reader must

have the capacity to carefully select the important information depending on their specific needs.

From the explanation above, reading comprehension is an interactive process involving readers, text, and techniques, as may be seen from the explanation above. Understanding, applying, and assessing the crucial lesson the author is attempting to express are all parts of this participatory process. Readers constantly make connections between the information in the text and their prior knowledge on order to make sense of it.

Furthermore, Brown (2014:206) classifies eight aspects of reading comprehension, such as:

- 1) Main idea
- 2) Expressions
- 3) Inferences
- 4) Grammatical features
- 5) Detail (scanning for a specifically stated detail)
- 6) Excluding fact now written
- 7) Supporting ideas
- 8) Vocabulary in context

Based on the explanation, it can be inferred that reading comprehension is a process of interaction between the reader and the text in which the reader understands the meaning and purpose of the text

b. Micro and Macro Skills of Reading

Beside the factors that can affect reading, there are micro and macro skills that become crucial in reading, by Brown (2004:187) as follow:

1) Micro Skills

In a broad sense, micro-skill of reading included the understanding of micro components of language such as phoneme, morpheme, syllables, words, phrases, and sentences.

- a) Discriminate among the distinctive graphemes and orthographic patterns of English
- b) Retain chunks of language of different lengths in short-term memory.
- c) Process writing at an efficient rate of speed to suit the purpose.
- d) Recognize a core of words and interpret word order patterns and their significance.
- e) Recognize grammatical word classes (noun, verbs, etc. system (e.g., tense, agreement, pluralized), patterns, rules, and elliptical forms)
- f) Recognize that a particular meaning may be expressed in different grammatical forms.
- g) Recognize cohesive devices in written discourse and their role in signalling the relationship between and among clues.

The micro skills by Brown, it places the essential thing in first namely students or understand graphemes and orthographic patterns of English. They have to differentiate them too. However, in reading, readers orthographic of patterns English they know words and the meaning. They recognize about word classes, tenses, patterns, rules, and elliptical forms.

2) Macro Skills

Macro skills are most commonly referred to listening, speaking, reading, writing in English language.

- a) Recognize the communicative function of written texts, according to form and purpose.
- b) Infer context that is not explicit by using background knowledge.
- c) From described events, ideas, etc., infer links and connections between events, deduce cause and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- d) Distinguish between literal and implied meanings.
- e) Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.
- f) Develop and using a better of reading strategies, such as scanning and skimming, detecting discourse markers, guessing

the meaning of words from context, and activating schemata for the interpretation of texts.

The macro skills by Brown, readers should know the meaning from rhetorical forms of written text. Readers comprehend a text by using background knowledge.

c. Factors Affected Reading Comprehension

Reading is something that is not easy to understand, especially if reading a text written in a foreign language. Knowing several factors that can affect reading comprehension is a solution. According to Duke and Pearson (2004:205) state that there are some factors that may affect students' reading comprehension. Those factors are described on the following text.

1) Motivation/Purpose/Habit

It focuses on people's decisions regarding which activities to engage in and how persistent they are in completing those activities as well as the amount of effort they expend to engage in such activities.

2) Background Knowledge

It is a crucial word which students need to focus on the foreign language. Students will find it simpler to comprehend the language if they have a large vocabulary.

3) Decoding Automatically

It is the capacity to create and assign meaning to words through involvement and interaction with written word.

4) Fluent Reading

It is the capacity to read quickly, fluidly, and accurately. Reading with appropriate expression and phrasing is referred to as fluent reading. Fluent reading requires extensive incremental learning and text comprehension to achieve.

5) Understanding and Use of Strategies Employed by Effective Readers

A good reader will use reading strategy since it is important for both the educational process and reading comprehension. Readers can find it beneficial to apply a strategy when reading.

6) The Type of Genre of Text

There are numbers text kinds or genres. Examples include poetry, nonfiction, and fiction. Readers will get familiar with and read a variety of the text types, particularly in English, including analytical exposition, narrative, recount, and etc.

7) The Number of Reading Done

It relates to the number of the texts or books that the readers have read in their daily lives. The words will be well-known to readers who read frequently.

After knowing about some factors that influence reading comprehension, this research focused on one of them. These factors related to the students' reading habit

d. Construct

Based on the definition of reading comprehension that reading comprehension is an action to understand reading which aims to get information, intentions, purpose, and knowledge of reading from what is written or printed text, micro and macro skills of reading comprehension. The researcher specifies the indicators of reading comprehension text as follow:

- 1) The students are able to identify the main idea.
- 2) The students are able to find factual information.
- 3) The students are able to analyse the structure.
- 4) The students are able to know the meaning.
- 5) The students are able to make inference.
- 6) The students are able to locate reference.

The test score for each number in the scoring system is 1 for the correct answer and 0 for the incorrect answer and 100 will be the highest score.

2. Reading Habit

a. The Definition of Reading Habit

Wahyudi (2016:18) claims that habit is a mental procedure or a way of thinking. According to Andrew (2016:20), habit is a more ingrained

manner of thinking, feeling, or behaving that established via continued use of mental routines. As a result, the term reading habit refers to the style of thinking, willing or feeling acquired through automatic and unconscious processes that include deriving meaning from text (Zwiers, 2004:3). Reading habit are behaviours that demonstrate a person's liking for and preferences for reading. Another definition of reading habit is the way a person organizes his knowledge (Davidovitch, 2016:4). The process of acquiring letters, words, phrases, sections, and entire texts is a constant one that helps people develop reading habits (Parlette, 2010:4). Scientists note that for reading to become a habit, reading must be encouraged.

In reality, reading follows a kid throughout her life with the idea that it fosters personal development, it shapes imagination, and plays a critical role that allows the individual to control language and play a role in society (Knoester, 2010:1). The development of reading habits is a socialization process that is governed by the learning that occurs in many contexts; the promotion of reading is dependent not only on knowledge or talent but also on the student wanting to read (values and attitudes). A tool that helps promote reading to some extent is the library. A library's main duty is to make its holdings accessible to the public, therefore as a learning organization, it is committed to using innovative search techniques. As a result, pupils gain a new literacy skill.

Reading habit find people as they grow older and have an impact on their reading circumstance (Khalisa, 2018:9). Reading habits can help students to gain academic achievement to a great extent. In order to develop these reading habits, individuals must put them into practice. As repeated behaviours, habits include a process of unconscious patterning. It shows a person's personality, positive or negative, and they constantly and regularly. Reading habit will help the learner obtaining and gaining a meaningful knowledge and good academic performance in the school.

b. Types of Reading

According Sabouri (2016:230, there are so many types in reading techniques:

1) Skimming

The readers are reading rapidly over a text in order to get main point. Skimming is process of over viewing the general concept of the material, it can be started by selecting sub chapter move to large content material. For example, reading newspaper, people dismiss unimportant material and quickly identify main idea. People usually do skimming in a multiple speed because of limited time.

2) Scanning

Scanning is quickly scanning through a text to find a specific word, numbers, and steps. In other word, scanning means readers search troughs the material for a specific purpose, finding the

answer to a questions, and seeking word in dictionary or prices in a catalogue.

3) Intensive

Intensive seems to be stigmatized by some researcher as a boring style of reading, because the readers need to find the details of the information required. Intensive reading usually read at the slower speed, the aim of scanning is to read shorter texts to extract specific information.

4) Extensive

Extensive reading is to read a longer passage, the aim of extensive reading usually for one's enjoyment. Extensive reading means to read abundantly, and fluently. The purpose of this strategy is for pleasure, and the primary goal in extensive reading is reading books after books e.g. reading novel, short stories.

c. Factor Influencing Reading Habit

According to his journal entry, Julio Cesar (2011:59) outlined six components of a good reading habit. These are described below:

1) Reading frequency

Reading frequency used to measure students reading frequency in their downtime.

2) Book read

The amount of books that the kids have and have read in the last two months was included in the questionnaire.

3) Time spent on academic reading

Academic reading time is regarded as the time that the students set aside time to study academic books, particularly those relevant to their specialized topic.

4) Time spent on non-academic reading

The length of time spent reading books not related to school is discussed. the pupils' reading time for the nonacademic book.

5) Motivation in the family environment

Family-centered motivation is centered on the family bought the suggested book.

6) Motivation in academic environment

Has motivation in a classroom setting and is focused the frequency with which students read literature in a classroom setting

Based on the definitions above the researcher concludes that a habit can grow if someone conducts something in strong repetition, too long an interval of time, interest in actions and the results of the students' action pleasure.

d. Construct

Reading habit is a repeated action, habit involves a process of unconscious pattern. It reflects person's personality, good or bad, and they went constantly and regularly. Reading habit will help the learner obtaining and gaining a meaningful knowledge and good academic performance in school.

In this research, researcher use the indicators from Julio Cesar's Theory of students reading habit questionnaire consist of:

- a) Reading amount of books
- b) Academic reading
- c) Reading frequency
- d) Non-academic reading
- e) Reading motivation in the academic environment
- f) Reading motivation in the family environment

The scoring of this measurement of students' reading habit in this research based on the Likert Scale type with the scale of scoring from 1 to 5 in questionnaire.

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

3. Academic Self-Concept

a. The Definition of Academic Self-Concept

Self-concept is a self-evaluation theory. The first hierarchical self-concept model that could be objectively tasted was created by Shavelson, Hubner, and Stanton. Sanchez & Roda (2013:15) define self-concept as the perception each person has of himself or herself, it is a component of personality development. It may be understood as

individuals' feelings or confidence levels in accomplishing particular academic task. Therefore, Annisa (2011:5) states that self-concept is the personality own organized and conscious conception of the self, including a person's observation of the self in terms of personal targets and values in social interaction. Self-concepts impact on a wide range of wellbeing outcomes including happiness, motivation, anxiety, depression and academic striving behaviors.

Self-concept refers to the ability people have to feel good about themselves and their abilities. Academic self-concept is the key to building open communication between teachers and students, so as to create active participation between the two in teaching and learning activities, Kania (2020:62). Thus, individuals who have a good self-concept will not delay their academic tasks because they can manage their learning times efficiently (Goldberg, 2014:37). Individuals who have a positive academic self-concept feel that they are superior in academics (Ellingsen, 2013:38) through hard-working and always try to train their cognitive functions so that they have good learning performance.

Academic self-concept relates to how well an individual feels they can learn. It can vary across academic disciplines and can be affected by past academic performance. Students with high levels of academic self-concept are those students that feel they can do well in their school work.

Zuvyati A. Tlonaen & Jusuf Blegur (2017:60), explained that students who maintain academic self-concept in order to remain positive will have advantages or strengths in the academic field, so that they are able to complete their learning tasks and responsibilities as well as encourage students' intention and effort towards their academic quality. Positive academic self-concept facilitates positive academic perspectives and behaviors such as persistence at academic tasks, positive academic choices, educational aspirations and academic achievement.

A positive self-concept supports positive ways of behaving, thinking, understanding, and acting (Basith, 2021:35). Academic self-concept refers to the way an individual regards their own academic achievement. Things such as their success, grade averages, motivation, creativity, or how they navigated difficult subject areas. In our modern world, academic achievement can sometimes be all-consuming and over-emphasized. Many highly successful people never went to college and many colleges graduates work in mundane occupations. It's important to foster a positive academic self-concept in students as it is considered highly important to the development of cognitive functioning and the ability to learn.

b. Factor Influencing Academic Self-Concept

According to Frey and Carlock (2006:25), there are aspects of self-concept namely:

1) Knowledge

Related to knowledge (cognitive), everyone has a mind that is used to think, the more a person grows, the more mature and more mature his way of thinking is so that in the academic realm the individual can think about what lessons have been mastered, what grades have been obtained so far have been satisfactory not yet.

2) Hope

Hope is what the individual wants to achieve, which he aspires to make his future brighter. However, in achieving this expectation, it must be more realistic because it is based on the potential or ability it has. Hope certainly will inspire enthusiasm to develop its abilities.

3) Individual assessment.

Self-assessment must be done, because it will have an impact on self-confidence in front of other people. Individuals can view and assess themselves as valuable or not, usually can be seen from their daily behavior. If someone respects himself then he will continue to improve himself in a better direction, for example in terms of academics to improve himself to continue to learn to add knowledge. If a person does not consider himself valuable, he will be indifferent, as if he does not feel the need and there is no effort to improve himself.

c. Construct

Academic self-concept is a students' perception and views of their academic ability formed through individual experiences and interactions with the environment which indicated by their perception, feeling, and attitude.

The researcher specifies the indicators of the students' academic self-concept as follow:

- 1) Students' hope
- 2) Students' knowledge
- 3) Students' individual assessment

The scoring of this measurement of students' reading habit in this research based on the Likert Scale type with the scale of scoring from 1 to 5 in questionnaire. It consists of Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), and Strongly Disagree (1).

B. Rationale

Reading is a crucial technique for acquiring information and knowledge. Without understanding, reading cannot be successful. The reader can comprehend what they have read, the writers' ideas, and what the authors' mean when they read with comprehension. The reader must have prior information or experience relevant to the paragraph in order to grasp the content. In order for them to understand the text. The majority of student learning activities include reading. For instance, reading assessments are given to pupils in preparation for both national and school exams. Reading is therefore essential

for success at all educational levels. The outcome of reading activities is texted no comprehension.

The goal of reading is comprehension, thus when pupils read they must comprehend what they have read as a part of their reading process. Reading habit is very important to make it simple for readers to understand a material. Academic success and failure are determined by one's belief in one's own talents and how one feels about one's own qualities, capacities, and potential. It might appear that a student's capacity and the strength of their self-concept regarding their potential and talents determine their level of competency.

From the theoretical review discussed previously academic performance is influenced by academic self-concept. Academic self-concept is perception that each person has about himself, generated by experiences and relationships with the environment, where important people a significant role. The students just not only learn about study material, but they also find how they learning. The students must have goals and action plan of the study.

Then, it may be assumed that academic self-concept and reading habit are two aspects that significantly enhance students' reading comprehension. According to the preceding explanation, the researcher claims that pupils who have mastered academic self-concept and reading habit would obtain greater reading comprehension than those who do not.

C. Hypothesis

The following are the research hypotheses, which are based on theory and rationale:

1. The First Hypothesis

Ha: There is a significant correlation between students' reading habit and reading comprehension.

H0: There is no a significant correlation between students' reading habit and reading comprehension.

2. The Second Hypothesis

Ha: There is a significant correlation between academic self-concept and reading comprehension.

H0: There is no significant correlation between academic self-concept and reading comprehension.

3. The Third Hypothesis

Ha: There is a significant correlation between students' reading habit, academic self-concept and their reading comprehension.

H0: There is no significant correlation between students' reading habit, academic self-concept and their reading comprehension.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The type of research used in this research is quantitative. According to Esti (2011:31), Quantitative research is a research method that generates quantitative data in the form of numbers. “Research employs correlational methodologies with descriptive methods. While the correlational method is a study done to determine how variables relates to one another (Arikunto, 2014:313).

In accordance to the research, Product-Moment Method or also known as Pearson’s Product moment is generally used to measure the correlation between two variables. This method can measure the correlation from students’ score. In this study, the researcher decides to use the Product-Moment Method in order to measure the correlation between reading habit and reading comprehension. Then for the analysis using multiple linear regression, in this study the researcher tried to find the influence of the independent variables, namely academic self-concept and reading habits on the dependent variable reading ability.

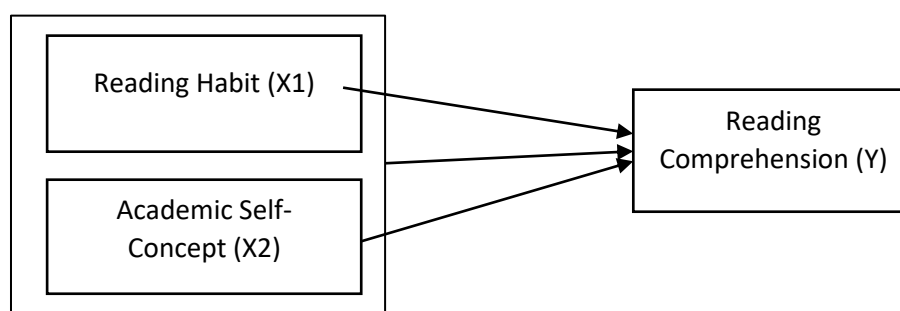
1. The Independent Variable (X)

- a. Reading Habit among the tenth grade of SMAN 2 Sukoharjo in academic year 2023/2024 (X_1)
- b. Academic Self-Concept among the tenth grade of SMAN 2 Sukoharjo in academic year 2023/2024 (X_2)

2. The Dependent Variable

Reading Comprehension among the tenth grade in SMAN 2 Sukoharjo in academic year 2023/2024 (Y)

Table 3. 1
The correlation between three variables



B. Research Setting

1. Setting Place

This research was conducted at SMAN 2 Sukoharjo which is located at Jl. Raya Sala, Mendungan, Pabelan, Kartasura, Sukoharjo, Jawa Tengah. This research was conducted at SMAN 2 Sukoharjo because this school is one of the favourite schools in Sukoharjo. In addition, some students who entered this school passed through the zoning, academic and non-academic routes, so the researcher wanted to analyze the extent of self-concept and reading habits possessed by student at SMAN 2 Sukoharjo.

2. Setting of Time

The researcher holds the research on June – September 2023 at SMAN 2 Sukoharjo. The activities of the research were writing proposal, action and analysing data.

Table 3. 2
Table of Research Activities Conducted in SMAN 2 Sukoharjo

No	Activity	Nov	Dec	Jan	Jun	July	Aug	Sep
1.	Pre-Research							
2.	Making proposal							
3.	Seminar Proposal							
4.	Making Instrument							
5.	Revise Instrument							
6.	Taking Try Out Data							
7.	Taking Main Data							
8.	Analysing the Data							
9.	Reporting the Result							

C. Population, Sample, and Sampling

1. Population

According to Johnson (2014:15) population is the entire group of entitles or persons to which the result of study is intended to apply. In addition, Creswell (2012:142) population is a group of individuals who have the same characteristics.

Population is a group consisting of objects or subjects that have certain qualities and characteristics that are determined by researchers to be studied and conclusions drawn. So, the population in this study were all

students of class X at SMAN 2 Sukoharjo. Based on data obtained from the school, the population is 319 students.

Table 3. 3
Total Population of Tenth Grade of SMAN 2 Sukoharjo

Class	Population
X1	36
X2	35
X3	35
X4	36
X5	35
X6	35
X7	36
X8	36
X9	35
Total	319

2. Sampling

Sampling is a technique for choosing the sample or subject in a research. According to Darmawan (2014:139) sampling is a technique of selecting samples for research carried out on the sample can still be trusted in the sense that it can still represent the characteristics of the population.

The probability sampling technique with proportionate random sampling is used by the researcher. According to Arikunto (2010:185) probability sampling is a sampling technique that provides same chance opportunities for each number of the population to be selected as the sample in a research.

3. Sample

Sample is a small of the population. The researcher takes ninth classes as the sample from the total number or tenth grade students of SMAN 2 Surakarta in the academic year 2023/2024. According to Suharsimi Arikunto (2014:199), if a research subject does not reach 100, then all samples can be taken. But if the population is more than 100, it can be taken 10%-25%. So, from the population is too large, the researcher took data 10% of the total population as the sample.

In this study, measuring the number of the sample, the researcher used Slovin's formula with standart eror 10%. The total sample if this research was 319 that consist which 36 and 35 students from X1-X9. This formula used determain the number of the sample from population. The Slovin's formula as followed:

Based on the table above, it can be determined the number of research sample as a whole as follow:

$$n = \frac{N}{1 + Ne^2}$$

$$n = \frac{319}{1 + 319(10\%)^2}$$

$$n = \frac{319}{1 + 3.24}$$

$$n = \frac{319}{4.19}$$

$$n = 76$$

Table 3. 4
Total of sample

No	Class	Number of Students	Sum of Sample
1.	X1	36	$n = \frac{36}{319} \times 76 = 8.6 = 9$
2.	X2	35	$n = \frac{35}{319} \times 76 = 8.3 = 8$
3.	X3	35	$n = \frac{35}{319} \times 76 = 8.3 = 8$
4.	X4	36	$n = \frac{36}{319} \times 76 = 8.6 = 9$
5.	X5	35	$n = \frac{35}{319} \times 76 = 8.3 = 8$
6.	X6	35	$n = \frac{35}{319} \times 76 = 8.3 = 8$
7.	X7	36	$n = \frac{36}{319} \times 76 = 8.6 = 9$
8.	X8	36	$n = \frac{36}{319} \times 76 = 8.6 = 9$
9.	X9	35	$n = \frac{35}{319} \times 76 = 8.3 = 8$
Total of Sample		319	76

Based on that calculation it concluded that the total sample of this research was 76 that consisted of 8 or 9 students from X1-X9.

D. Techniques of Collecting the Data

In conducting the research, the researcher needed various kinds of data and information to support the research. To obtain the data, the researcher uses two techniques:

1. The instrument of collecting data

a. Questionnaire

Questionnaire is a technique to collect the data with giving a list of questions or statement to respondents (Sugiyono, 2016:199). In this research, the researcher used questionnaire to collect data of students' reading habit and academic self-concept. The researcher used Likert Scale as a method of summated ratings the questionnaire data. The researcher is used the adopted questionnaire.

According to Sugiyono (2016:60) Likert Scale is used to measure attitude, opinion, and person's group perception about social phenomenon with a number of points usually at least four or five. Each point has based on the likert scale.

Table 3. 5
Score of questionnaires

No	Answer	Score
1.	Strongly Agree	5
2.	Agree	4
3.	Neutral	3
4.	Disagree	2
5.	Strongly Disagree	1

2. Test

Brown (2004:3) state test as a method of measuring a person's ability, knowledge, or performance in a given domain. According to Dalila (2017:57) test is needed to describe students' performance and reveals

their achievement in the target content they have learnt. In this research, the test was used as the second instrument, it was given to measure the students' reading comprehension. This reading comprehension test is an objective test in the form of multiple choices type. Testing can be used to know the students' progress. So, when students answer the test questions correctly, the value obtained is 100.

E. Research Instrument

Instruments for data collecting and analysis are known as research instruments. Selecting the appropriate research tools is important since it may speed up data collecting and provide more accurate results for the research purpose. The instruments used in this research are questionnaire and test.

1. Questionnaire

Questionnaire is a technique to collect the data with giving a list of questions or statement to respondents (Sugiyono, 2016:199). Questionnaire is a form used in a survey design that participants in a study complete and return to the researcher. The participant chooses answers to questions and supplies basic personal or demographic information. The questionnaire was used to measure students' reading habit and academic self-concept.

a. Questionnaire of Reading Habit

The questionnaire of students' reading habit consisted of 30 items. The questionnaire adapted by Najnawati (2019). Because it is helpful, effective, efficient, valid and reliable. The questionnaires were given to the students consist of many indicators. Indicators are taken

from Julio Cesar's theory about the reading habit aspects. The following table presents the indicator used by the writer in the questionnaire:

Table 3. 6
Reading Habit Indicators

No.	Indicators	Item Number	Total
1.	Reading amounts of books	1, 2, 3, 4	4
2.	Academic reading	5, 6, 7, 8,	4
3.	Reading frequency	9, 10, 11, 12	4
4.	Non-academic reading	13, 14, 15, 16	4
5.	Reading motivation for academic environment	17, 18, 19, 20	4
6.	Reading motivation in the family environment	21, 22, 23, 24, 25	5

The questionnaire consists of 30 items with positive and negative statements. The questionnaires were responded by students. The classification can be seen in below:

Table 3. 7
The Specification of Positive and Negative Statement

Statement	Items in the Questionnaire	Total
Positive	1, 2, 3, 5, 6, 7, 8, 11, 13, 14, 17, 18, 21, 22, 25	15
Negative	4, 9, 10, 12, 15, 16, 19, 20, 23, 24	10

b. Questionnaire of Academic Self-Concept

The questionnaire was used to measure students' academic self-concept. The questionnaire of academic self-concept consisted of 40 items. The researcher used ready-made questionnaire namely Academic Self-Concept Scale (ASCS) developed by Reynold, Ramirez, Magrina and Allen (1988).

The questionnaire consists of 40 Likert-type items and consist of 5 Likert-scale ranging from 1 "strongly disagree" to 5 "strongly agree". The questionnaires were given to the students consist of many indicators. Indicators are taken from Reynold's theory about academic self-concept. The following table presents the indicator used by the writer in the questionnaire:

Table 3. 8
Academic Self-Concept Questionnaire Specifications

No.	Aspects	Total Number	Total
1.	Knowledge	1, 2, 3, 4, 5	5
2.	Hope	6, 7, 8, 9, 10, 11, 12	7
3.	Individual Assesment	13, 14, 15, 16, 17, 18	6

The questionnaire consists of 18 items with positive and negative statements. The questionnaires were responded by students. The classification can be seen in below:

Table 3. 9
The Specification of Positive and Negative Statement

Statement	Items in the Questionnaire	Total
Positive	1, 2, 4, 5, 6, 9, 10, 13, 15, 17, 18	11
Negative	3, 7, 8, 11, 12, 14, 16	7

2. Test

Brown (2004:3) state test as a method of measuring a person's ability, knowledge, or performance in a given domain.

a. Test of Reading Comprehension

Test was intended to collect data of Reading Comprehension variable. The researcher gave 20 questions which the form was multiple choices. The test conducted following by the syllabus of the tenth grade in first semester. In this research instrument test, the researcher used selective and interactive types of reading. In addition, interactive reading because the students need to bring their schemata to get better understanding.

The researcher used the reading test to purpose to pinpoint strength and weakness students' reading comprehension. There were five options in each item (A, B, C, D, E). The scoring system of the reading comprehension, whether student choice correct answer get 1 score, but whether the answer was wrong they get 0 score.

The indicators of reading comprehension test were taken from Henry Guntur Tarigan theory. The indicators are described below:

Table 3. 10
Reading Comprehension Indicators

No	Aspect	Items	Total
1.	Identifying main idea	9, 14, 19	3
2.	Finding factual information	1, 8, 18	3
3.	Analysing the structure	11, 16	2
4.	Knowing the meaning	3, 17	2
5.	Making inference	5, 20	2
6.	Locating reference	4, 7, 13	3
Total			15 items

The test score for each number in the scoring system is 1 for the correct answer and 0 for the incorrect answer. Therefore, 100 is the highest score.

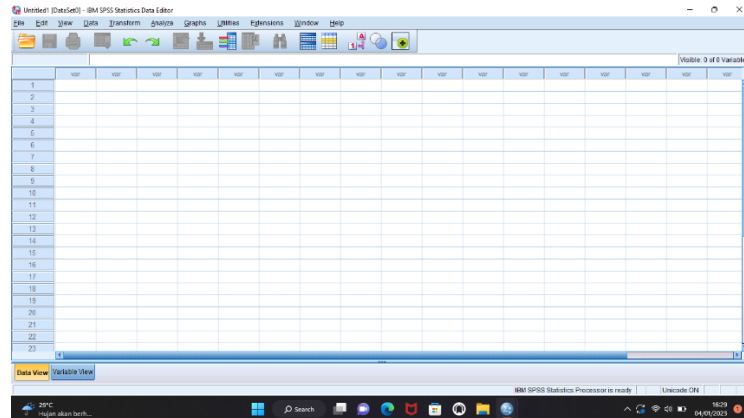
F.Data Validation

1. Test Validity

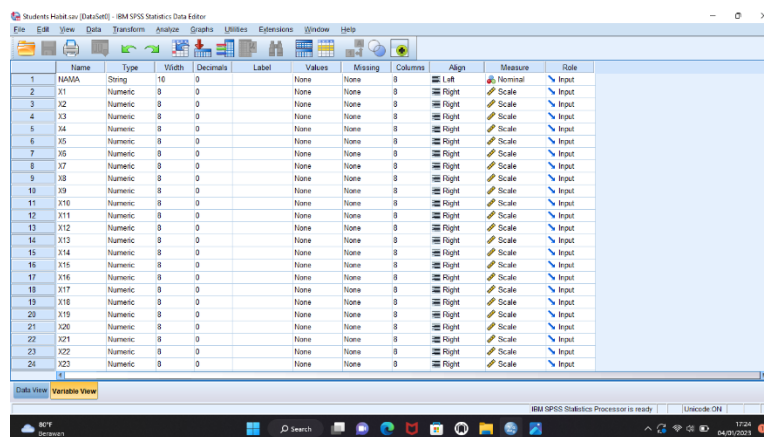
Validity is the development of sound evidence to demonstrate that the test interpretation (of score about the concept or construct that the test is assumed to measure) matches its proposed use (Creswell, 2012). Therefore, in making instrument item items you should not be arbitrary because they can affect the validity of a later study, to find out they can be calculated with the following product moment ® formula.

The researcher applied the Pearson Product Moment formula to assess the validity of this research's instrument through SPSS 27 for windows. The steps of computing the validity as follows:

1. Open program SPSS 27

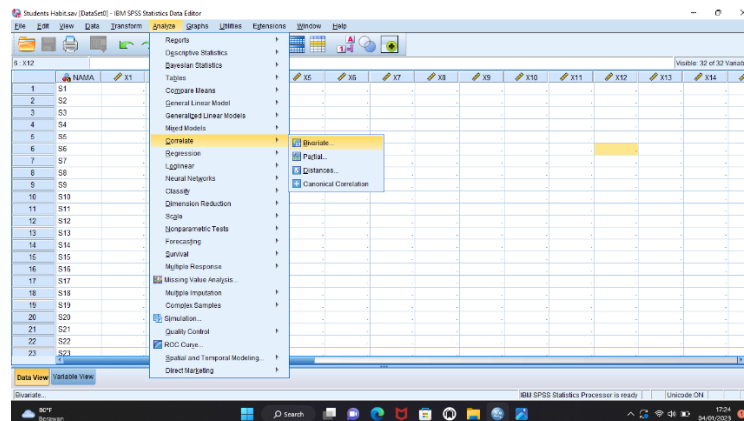


2. Click variable view, give content on the name column with item 1 until complete number of the questions number, and change decimal column with 0.

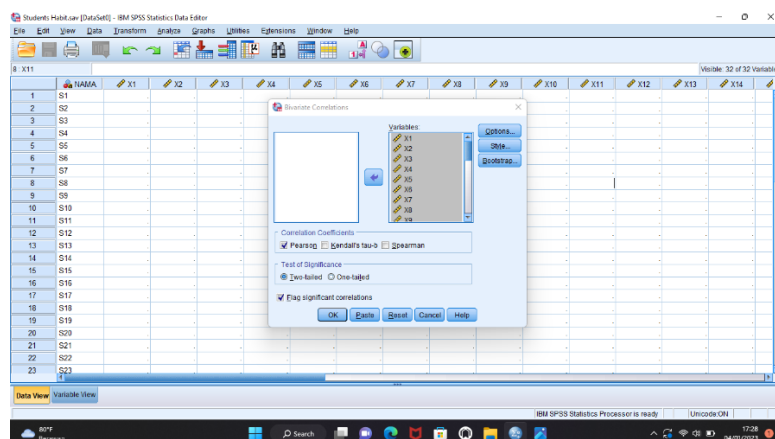


3. Click data view >> Insert data with score of the items.

4. After that click analyze >> correlate and choose bivariate.



5. Move the data from the left box to the right box (variables box), then checklist correlation coefficient pearson and click OK to see the result.



To find out whether an instrument is valid or not, with the following conditions:

- a. If $r_{hitung} \geq r_{tabel}$ with a significant level of 5% (0.05) then the item is declared valid.
- b. If $r_{hitung} \leq r_{tabel}$ with a significant level of 5% (0.05) then the item is declared invalid.

To analyse the validity of each variable the researcher adapted a research from another researcher which has been tested for its validity. The result of the validity shown that there were 25 questions are valid because r table at $\alpha = 0.05$ for $N = 35$ is 0.334 were smaller than r obtained. The result of test validity can be seen below:

Table 3. 11
The Validity of Students' Reading Habit

No	r_{xy}	r Table	Status
1	0.371	0.334	Valid
2	0.484	0.334	Valid
3	0.403	0.334	Valid
4	0.471	0.334	Valid
5	0.329.	0.334	Valid
6	0.364	0.334	Valid
7	0.363	0.334	Valid
8	0.362	0.334	Valid
9	0.370	0.334	Valid
10	0.473	0.334	Valid
11	0.481	0.334	Valid
12	0.360	0.334	Valid
13	0.357	0.334	Valid
14	0.431	0.334	Valid
15	0.372	0.334	Valid
16	0.448	0.334	Valid
17	0.336	0.334	Valid
18	0.520	0.334	Valid
19	0.391	0.334	Valid
20	0.381	0.334	Valid
21	0.371	0.334	Valid
22	0.391	0.334	Valid
23	0.328	0.334	Valid
24	0.370	0.334	Valid
25	0.363	0.334	Valid

The result of the validity shown that there were 18 questions are valid because r table at $\alpha = 0.05$ for $N = 35$ is 0.334 were smaller than r obtained. The result of test validity can be seen below:

Table 3. 12
The Validity of Academic Self-Concept

No	r_{xy}	r_{table}	Status
1	0.399	0.334	Valid
2	0.448	0.334	Valid
3	0.472	0.334	Valid
4	0.448	0.334	Valid
5	0.557	0.334	Valid
6	0.498	0.334	Valid
7	0.365	0.334	Valid
8	0.434	0.334	Valid
9	0.418	0.334	Valid
10	0.408	0.334	Valid
11	0.593	0.334	Valid
12	0.536	0.334	Valid
13	0.498	0.334	Valid
14	0.402	0.334	Valid
15	0.527	0.334	Valid
16	0.411	0.334	Valid
17	0.424	0.334	Valid
18	0.429	0.334	Valid

The result of the validity shown that there were 20 questions are valid and 5 questions are invalid because r table at $\alpha = 0.05$ for $N = 35$ is 0.334 were smaller than r obtained. The result of test validity can be seen below:

Table 3. 13
The Validity of Reading Comprehension

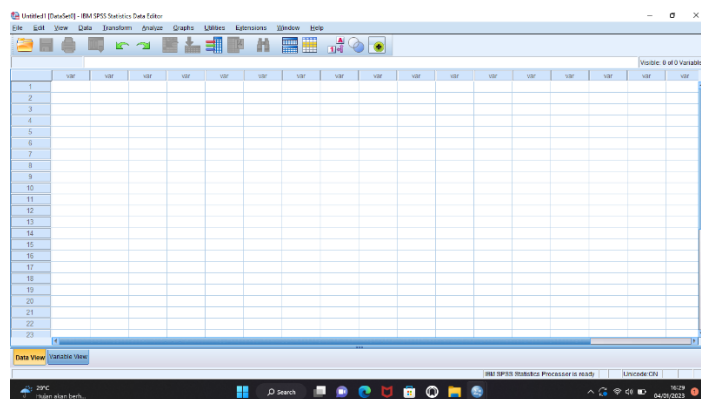
No	r_{xy}	r_{table}	Status
1	0.337	0.334	Valid
2	0.329	0.334	Invalid
3	0.362	0.334	Valid
4	0.385	0.334	Valid
5	0.427	0.334	Valid
6	0.320	0.334	Invalid
7	0.443	0.334	Valid
8	0.439	0.334	Valid
9	0.519	0.334	Valid
10	0.328	0.334	Invalid
11	0.387	0.334	Valid
12	0.332	0.334	Invalid
13	0.396	0.334	Valid
14	0.453	0.334	Valid
15	0.327	0.334	Invalid
16	0.375	0.334	Valid
17	0.382	0.334	Valid
18	0.426	0.334	Valid
19	0.478	0.334	Valid
20	0.404	0.334	Valid

2. Test Reliability

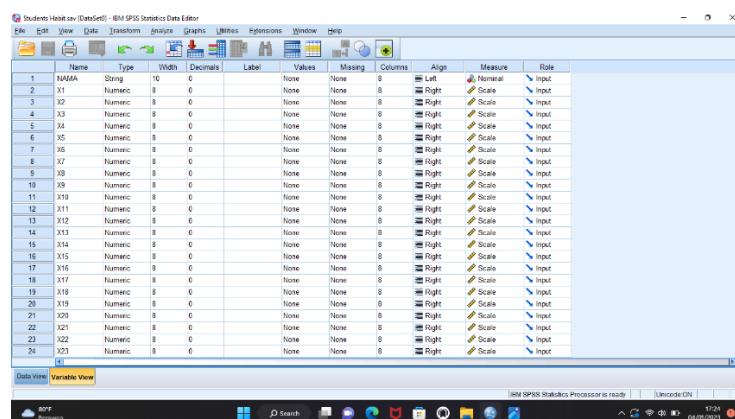
The precision of measurement is related to reliability. When measurements were performed on various subjects or by different people, they produced findings that were similar, demonstrating the accuracy of the method. Brown (2003) refers to the characteristic of dependability as consistency. And the internal consistency reliability of this research. Reliability is a measure of the consistency and stability of respondents in giving an answer related to the existence of a statement in a variable that is structured as a questionnaire-shaped instrument. A questionnaire can be

said to be reliable over time by using the Alpha Crombach technique to test the reliability of an instrument with the formula. In assessing the reliability of the instruments in the research the researcher used SPSS 27 for windows. The steps of computing the reliability as follow:

1. Open program SPSS 27.

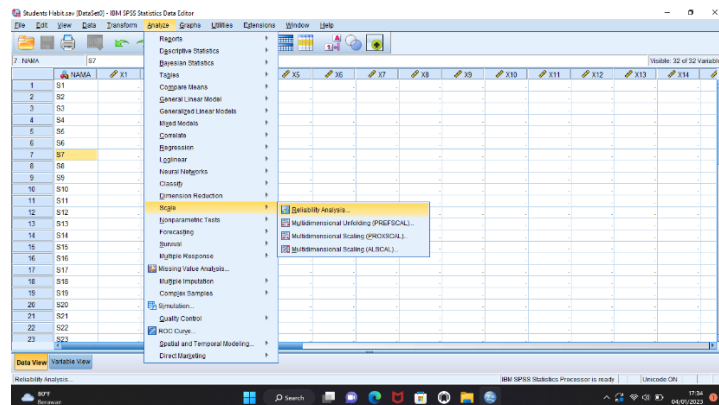


2. Click variable view, give content on the name column with the validity item only, and change decimal column with 0.

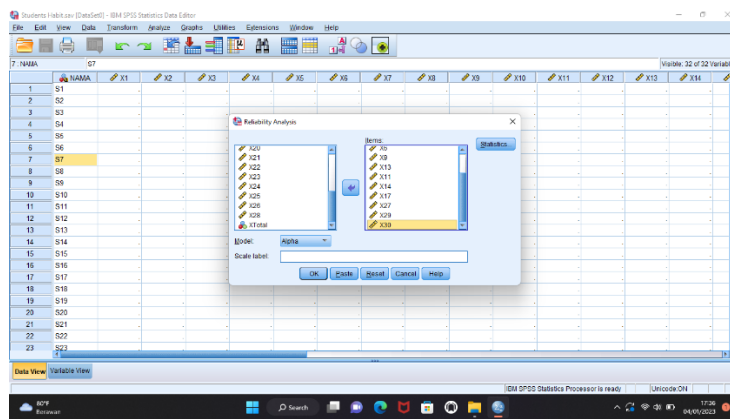


3. Click data view >> Insert data with score of the valid items.

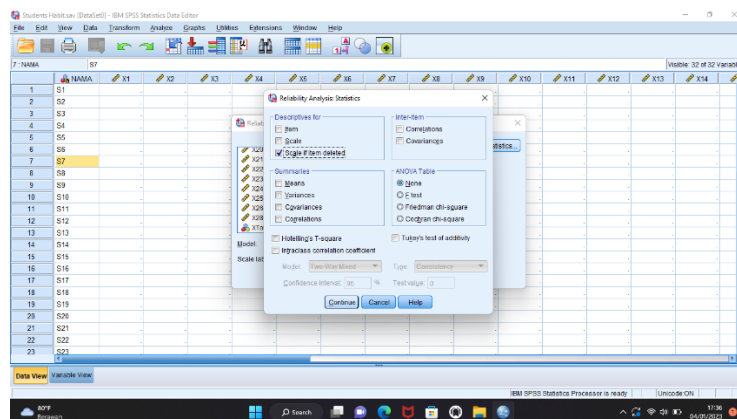
4. After that click analyze >> scale and choose reliability analysis.



5. Replace the column in the bellow to the items table.



6. Click statistics >> choose scale if item deleted >> continue >> make sure the model is Alpha >> OK to see the result.



- If r value $>$ r table = reliable
- If r value $<$ r table = unreliable
- According to Wiratna Sujerweni (2014), variable is reliable if the value of Cronbach Alpha $>$ 0.60.
- Table Criteria of Reliability

$R_{11} > 0.80$	Very High Reliable
$R_{11} > 0.60$	High Reliable
$R_{11} > 0.40$	Fair Reliable
$R_{11} > 0.20$	Low Reliable

The first is reliability of students' reading habit, the result of the value of Cronbach's Alpha for 25 items valid is 0.801. The value is higher than the standard Cronbach's alpha which is 0.60. Therefore, it can be concluded the test is reliable, and the level of reliability is very high. The result of test reliability can be seen below:

Table 3. 14
The Reliability of Reading Habit

Cronbach's Alpha	N of Items
.801	25

The second is reliability of students' academic self-concept, the result of the value of Cronbach's Alpha for 18 items valid is 0.91. The value is higher than the standard Cronbach's alpha which is 0.60.

Therefore, it can be concluded the test is reliable, and the level of reliability is very high. The result of test reliability can be seen below:

Table 3. 15
The Reliability of Academic Self-Concept

Cronbach's Alpha	N of Items
.91	18

The third is reliability of reading comprehension, the result of the value of Cronbach's Alpha for 30 items valid is 0.733. The value is higher than the standard Cronbach's alpha which is 0.60. Therefore, it can be concluded the test is reliable, and the level of reliability is very high. The result of test reliability can be seen below:

Table 3. 16
The Reliability of Reading Comprehension

Cronbach's Alpha	N of Items
0.733	15

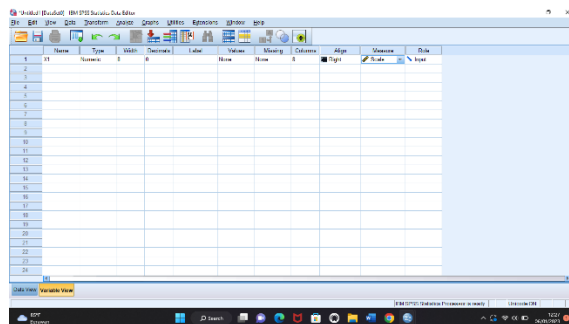
G. Techniques of Analysing the Data

1. Description of the Data

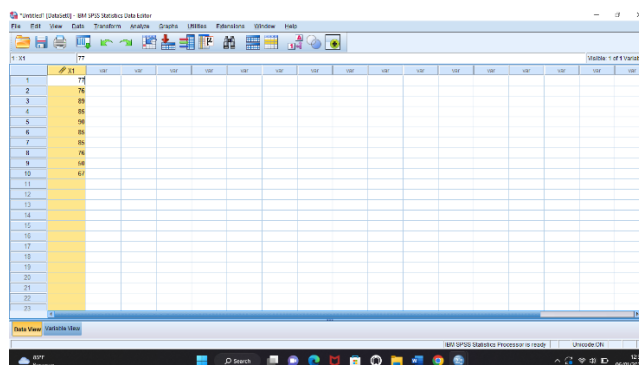
After collecting the data, the step next is analysing data in order to know whether there is significant and positive correlation between reading habit, academic self-concept, and reading comprehension. Descriptive Statistic that indicates by collecting, compiling, presenting, and analysing all data of the variables in term of percentage, frequency distribution, graph, mean, mode, media, and standard deviation. The researcher analysed

the data as follows to include in the data description through SPSS 27 for windows:

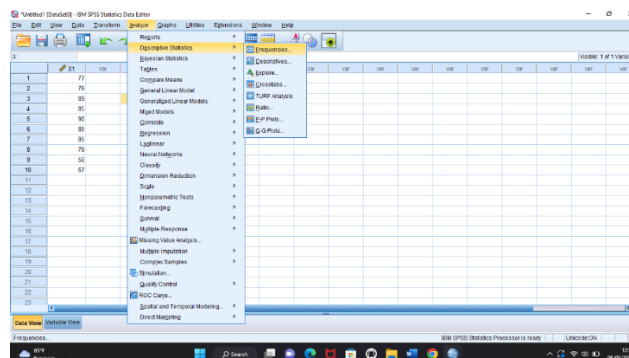
1. Open program SPSS 27 >> variable view >> give X1 in the name column >> change decimal with 0 >> change measure with scale.



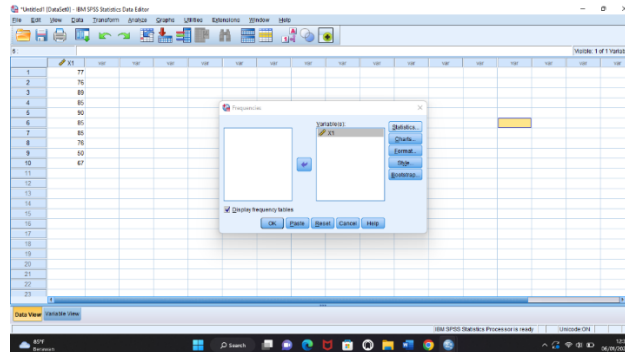
2. Click data view >> fill the X1 column with score of X1.



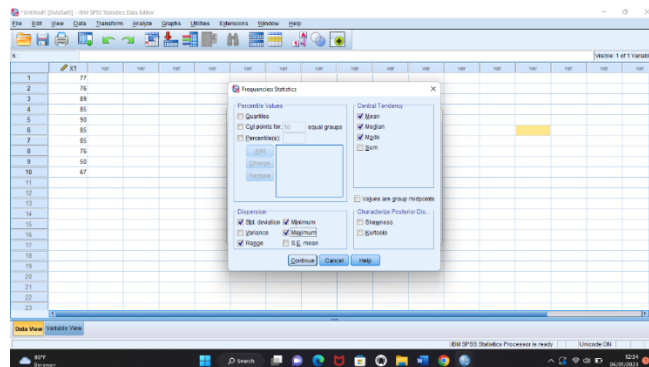
3. Click analyze >> descriptive statistics >> frequencies.



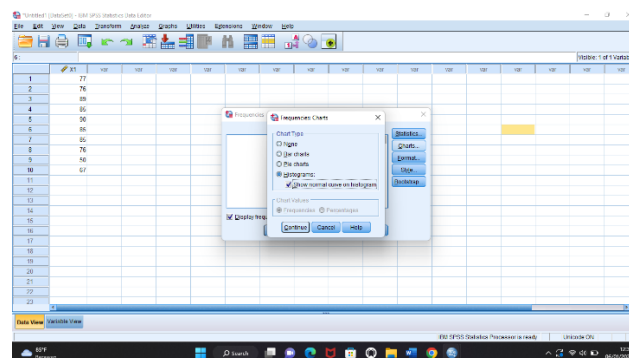
4. Replace the X1 to the right box >> click statistics >> OK.



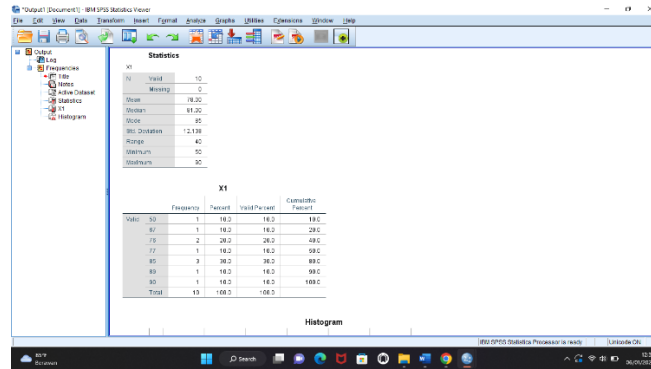
5. Checklist central tendency >> dispersion >> continue.



6. Click statistics >> choose histogram >> checklist show normal curve on histogram >> continue >> OK.



7. Finally, the result is shown.

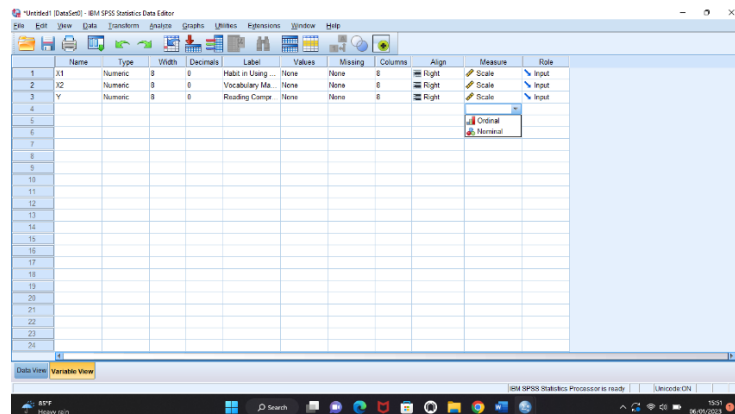


2. Normality Testing

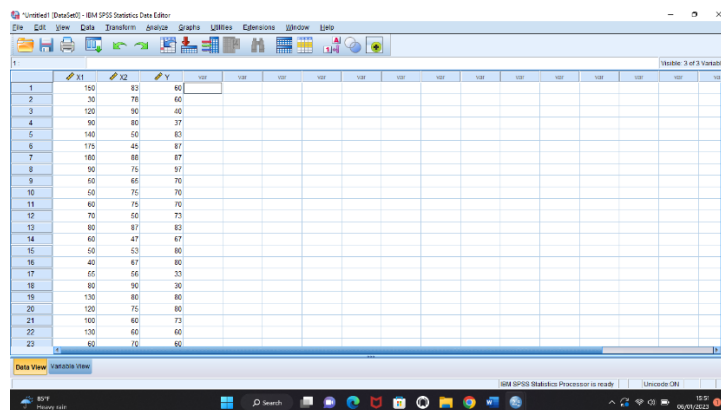
Normality test is one of the prerequisite tests before entering linear correlation analysis that is to know whether the sample that took from the population has normal distribution or not. Normality testing which the simple data can make graphic distribution of score frequency, (Irianto, 2007:275). The researcher computed data using SPSS 27.

The Kolmogorov-Smirnov (KS-Z) formula is used in this study's analysis of the normality test using SPSS 27 for windows with a 5% of level significance and steps of normality test as follow:

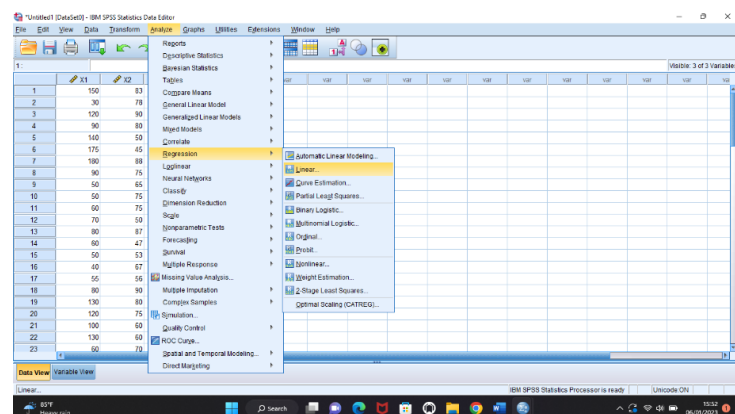
1. Open program SPSS 27 >> variable view >> change decimal with 0 >> change measure with scale.



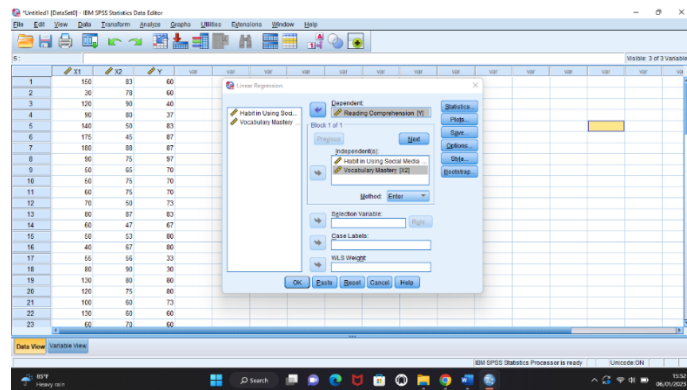
2. Fill the column X1, X2, and Y with score of each variable.



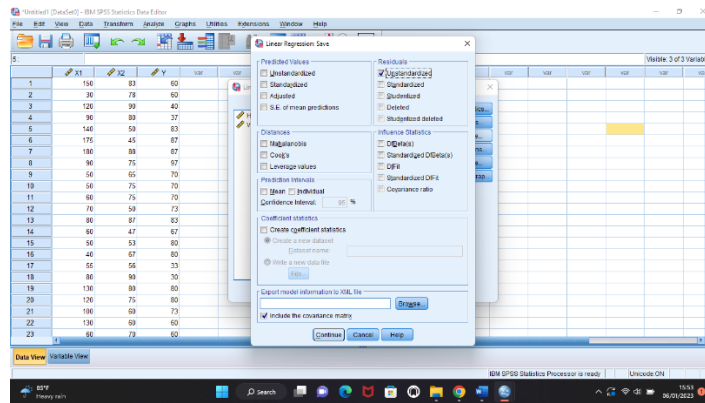
3. Click analyze >> regression >> linear.



4. Input X1 and X2 to the independent box and Y to the dependent box
>> click statistics >> OK.

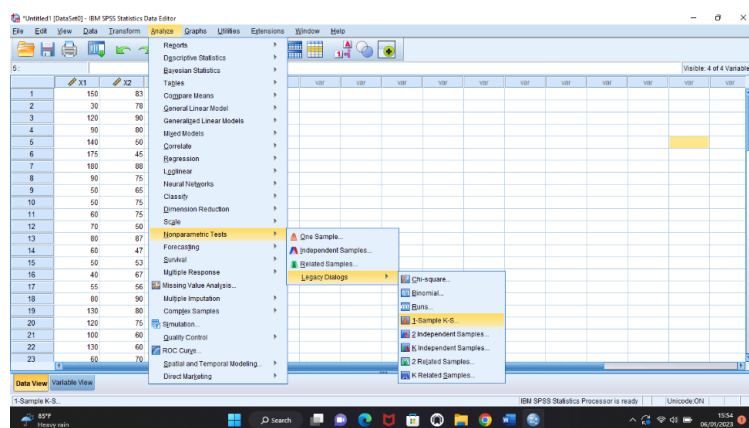


5. Click residual unstandardized >> continue.

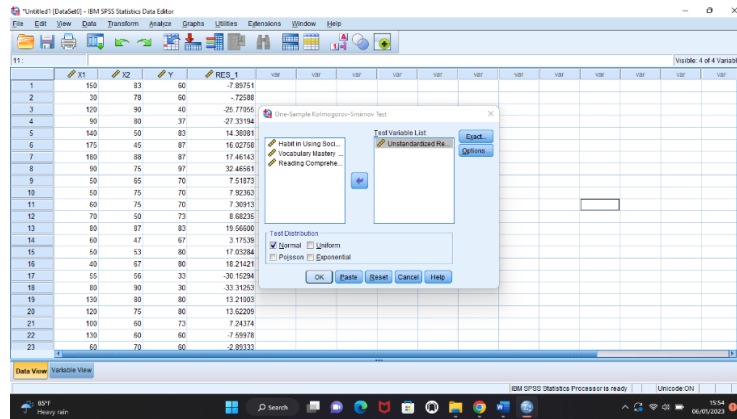


6. Click analyze >> nonparametric test >> legacy dialogs >> 1-Sample

K-S.



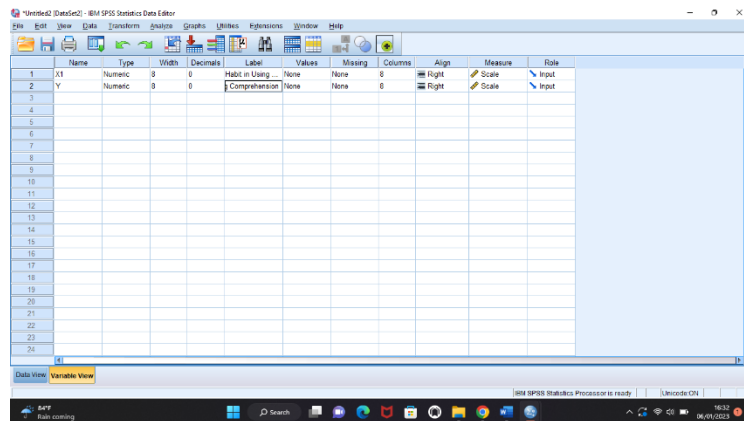
7. Move unstandardized result to the test variable list box >> choose normal >> OK



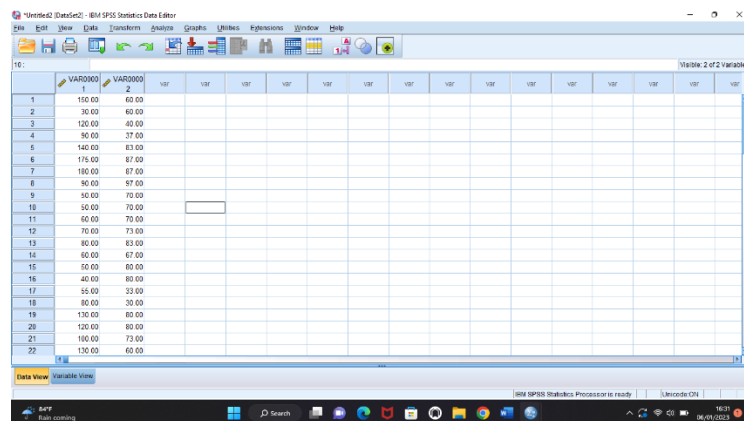
3. Linearity Test

Linearity test is to assess whether or not the relationship between three variables, which are two independent variables and one dependent variable, shows a linear relationship. Meanwhile, the researcher computed the data using SPSS 27 for windows to assess the linearity of the regression. Anova test with a significance level of 0.05 will be used to determine linearity. If the p-value exceeds 0.05, two variables are regarded as linear. The following is step of linearity test through SPSS 27 for windows:

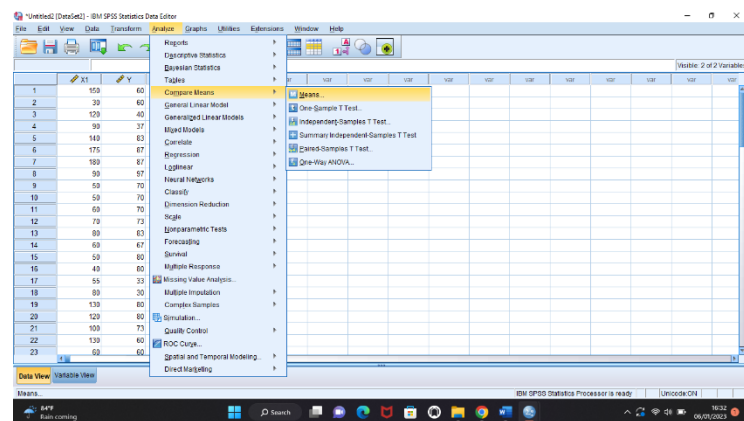
1. Open program SPSS 27 >> variable view >> change decimal with 0 >> change measure with scale.



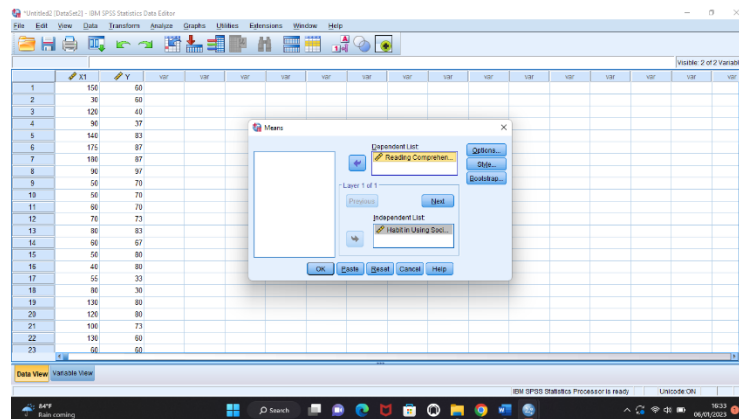
2. Fill the column X1, and Y with score of each variable.



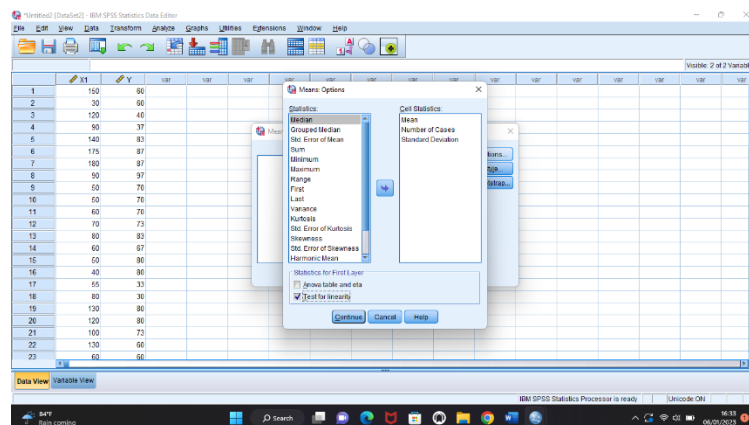
3. Click analyze >> compare means >> means.



4. Move X1 to the independent list box and Y to the dependent list box.



5. Click option >> test for linearity >> continue >> OK.



4. Hypothesis Testing

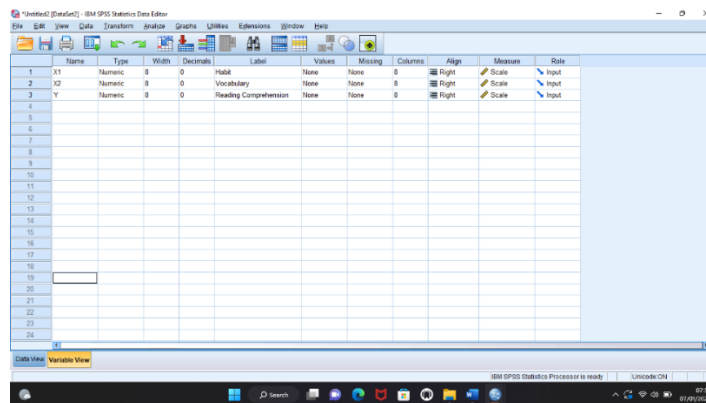
Simple correlation and multiple linear regression will be used in this study to assess the hypotheses.

a. The First Hypothesis and Second Hypothesis

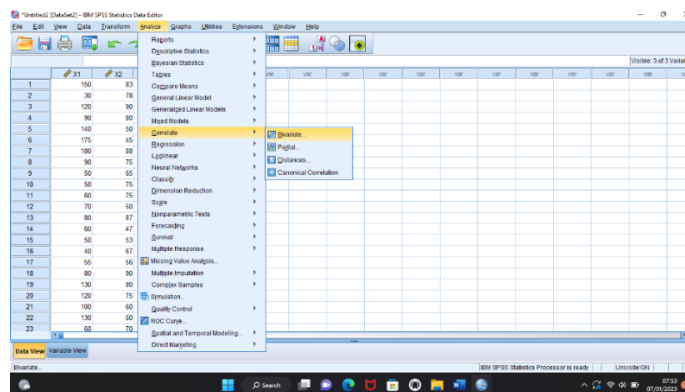
The first hypothesis is the correlation between students' reading habit (X1) and reading comprehension (Y). While, the second hypothesis is the correlation between academic self-concept (X2) and reading comprehension (Y). The following is the Product Moment Formula's technique that the researcher will use to assess the first and

second hypotheses. The following is the step of SPSS 27 for windows that the researcher used to assess the first and second hypotheses:

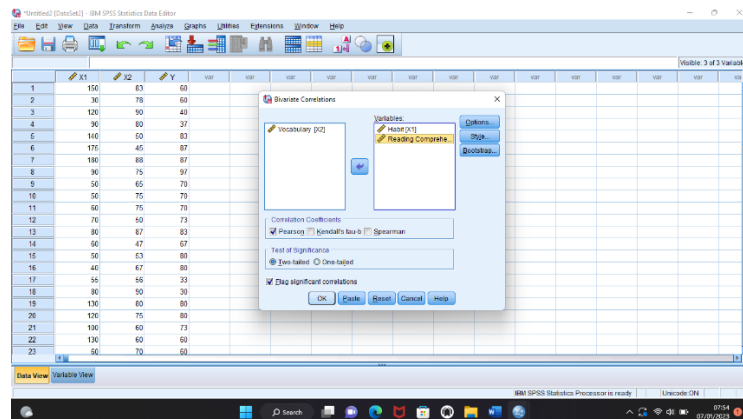
1. Open program SPSS 27 >> data view >> fill the column with score of variable >> variable view >> change decimal with 0 >> change measure to scale.



2. Click analyze >> correlate >> bivariate.



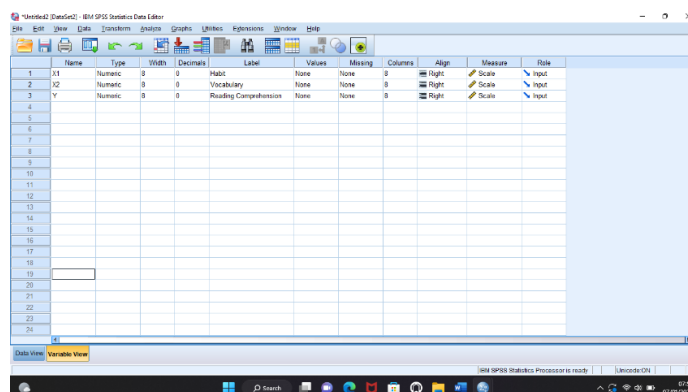
3. Move to variables column >> OK.



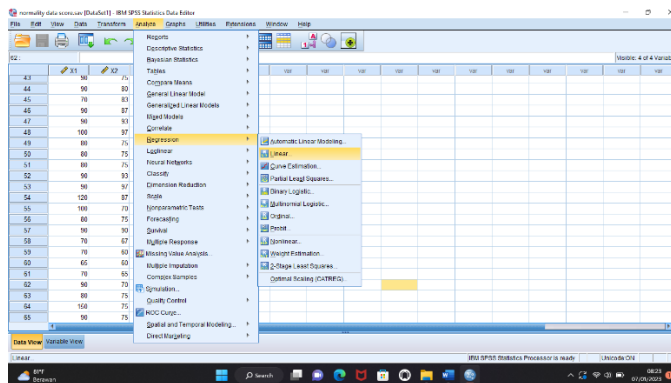
b. The Third Hypothesis

The third hypothesis is correlation between students' reading (X1) and academic self-concept (X2) toward reading comprehension (Y). The third hypothesis will be tested using multiple correlation. The following is the step of third hypothesis testing that the researcher used through SPSS 27 for windows:

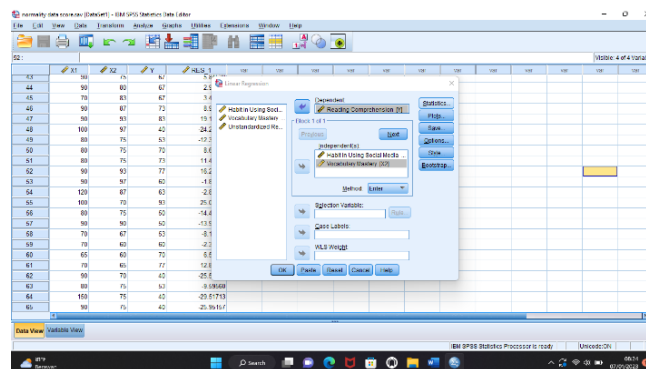
1. Open program SPSS 27 >> data view >> fill the column with score of each variable >> variable view >> change decimal with 0 >> change measure with scale.



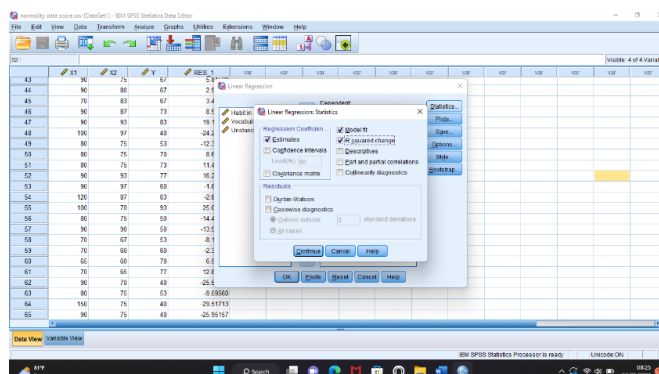
2. Click analyze >> regression >> linear.



3. Move X1, X2 to the independent box and Y to the dependent box >> statistics.



4. Checklist R squared change >> continue >> OK.



CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

A. Research Findings

1. Description of the Data

Based on the research data, it shows that the research sample in this study was 76 respondents from the entire number of students at the SMAN 2 Sukoharjo in academic year 2023/2024. The variables of this research consists of three variable namely Reading Habit (X1), Academic Self-Concept (X2) and Reading Comprehension (Y). The research used questionnaire and test technique. It is presented in the form of mean, median, mode, standard deviation, range score which is completed with the variable description in the form of table. In calculating these, the researcher used SPSS 27 for windows. The researcher data of the three variables were summarized as follow:

a. The Data of Students' Reading Habit

In this description, to get the data the researcher used a questionnaire of student' reading habit which consisted 25 questions with the total sample Of 76 students. The result data from students' reading habit as follow:

Table 4. 1
The Descriptive of Students' Reading Habit

Statistics		
Reading Habit		
N	Valid	76
	Missing	0
Mean		75.63
Median		76.00
Mode		77
Std. Deviation		1.664
Variance		2.769
Range		11
Minimum		69
Maximum		80
Sum		5748

Based on the data that has been processed above, it can be seen that the highest score is 80 while the lowest score is 69. The range of students' reading habit is 11, and the median value 76.00, the mode value is 77, and the standards deviation is 1,664. While sum is 5748 with the mean is 75.63.

Table 4. 2
The frequency of Students' Reading Habit

Reading Habit					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	69	2	2.6	2.6	2.6
	73	3	3.9	3.9	6.6
	74	10	13.2	13.2	19.7

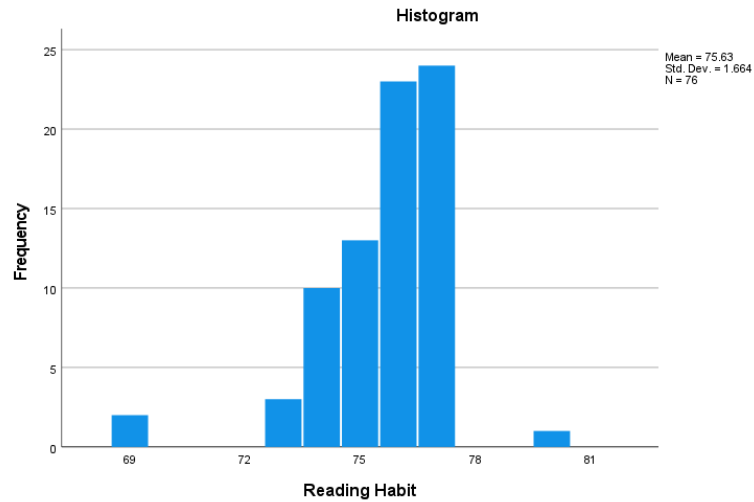
75	13	17.1	17.1	36.8
76	23	30.3	30.3	67.1
77	24	31.6	31.6	98.7
80	1	1.3	1.3	100.0
Total	76	100.0	100.0	

From the table 4.2 above, it can be seen that there are 2 students who got the score 69 (3.6%), 3 students who got the score 73 (3.9%), 10 students who got the score 74 (13.2%), 13 students who got the score 75 (17.1%), 23 students who got the score 76 (30.3%), 24 students who got the score 77 (31.6%), one student who got the score 80 (1.3%).

Table 4. 3
Frequency Distribution of Students' Reading Habit

Interval	Frequency	Midpoint	Cumulative Frequency
69-71	2	70	2
72-75	26	71	28
76-80	48	77	76

Table 4. 4
The Histogram of Students' Reading Habit



b. The Data of Students' Academic Self-Concept

In this description, to get the data the researcher used a questionnaire of academic self-concept which consisted of 19 questions with the total sample of 76 students. The result data from academic self-concept as follow:

Table 4. 5
The Descriptive Statistic of Academic Self-Concept

Statistics		
Academic Self-Concept		
N	Valid	76
	Missing	0
Mean		68.83
Median		70.00
Mode		71
Std. Deviation		6.189
Variance		38.304
Range		28
Minimum		51
Maximum		79
Sum		5231

From the data in table 4.5 above, it is known that the maximum score of academic self-concept is 79, and the maximum score is 51. The range of students' academic self-concept is 28, and the standard deviation is 6.189. While sum is 5231 with the mean is 68.83, the median is 70.00, and the mode is 71.

Table 4. 6
The Frequency of Academic Self-Concept

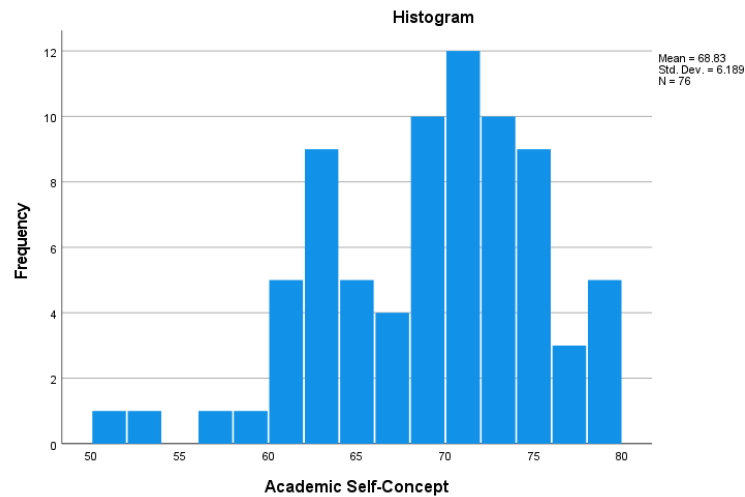
		Academic Self-Concept			Cumulative
		Frequency	Percent	Valid Percent	Percent
Valid	51	1	1.3	1.3	1.3
	52	1	1.3	1.3	2.6
	56	1	1.3	1.3	3.9
	58	1	1.3	1.3	5.3
	60	3	3.9	3.9	9.2
	61	2	2.6	2.6	11.8
	62	3	3.9	3.9	15.8
	63	6	7.9	7.9	23.7
	64	1	1.3	1.3	25.0
	65	4	5.3	5.3	30.3
	66	1	1.3	1.3	31.6
	67	3	3.9	3.9	35.5
	68	4	5.3	5.3	40.8
	69	6	7.9	7.9	48.7
	70	3	3.9	3.9	52.6
	71	9	11.8	11.8	64.5
	72	4	5.3	5.3	69.7
	73	6	7.9	7.9	77.6
	74	4	5.3	5.3	82.9
	75	5	6.6	6.6	89.5
77	3	3.9	3.9	93.4	
78	1	1.3	1.3	94.7	
79	4	5.3	5.3	100.0	
Total		76	100.0	100.0	

From the table 4.6 above, it can be seen that there are 1 student who got the score 51 (1.3%), 1 student who got the score 52 (1.3%), one student who got the score 56 (1.3%), one student who got the score 58 (1.3%), 3 students who got the score 60 (3.9%), 2 students who got the score 61 (2.6%), 3 students who got the score 62 (3.9%), 6 students who got the score 63 (7.9%), one student who got the score 64 (1.3%), 4 students who got the score 65 (5.3%), one student who got the score 66 (1.3%), 3 students who got the score 67 (3.9%), 4 students who got the score 68 (5.3%), 6 students who got the score 69 (7.9%), 3 students who got the score 70 (3.9%), 9 students who got the score 71 (11.8%), 4 students who got the score 72 (5.3%), 6 students who got the score 73 (7.9%), 4 students who got the score 74 (5.3%), 5 students who got the score 75 (6.6%), 3 students who got the score 77 (3.9%), one student who got the score 78 (1.3%), 4 students who got the score 79 (5.3%).

Table 4. 7
Frequency Distribution of Academic Self-Concept

Interval	Frequency	Midpoint	Cumulative Frequency
51-55	2	12.5	2
56-60	5	57.5	7
61-65	16	62.5	23
66-70	17	67.5	40
71-75	28	72.5	68
76-80	8	77.5	76

Table 4. 8
The Histogram of Academic Self-Concept



c. The Data of Reading Comprehension

In this description, to get the data the researcher used a test of reading comprehension which consisted of 15 questions with the total sample of 76 students. The result data from reading comprehension as follow:

Table 4. 9

The Descriptive Statistic of Reading Comprehension

Statistics		
Reading Comprehension		
N	Valid	76
	Missing	0
Mean		10.75
Median		11.00
Mode		11
Std. Deviation		1.480
Variance		2.190
Range		7
Minimum		7

Maximum	14
Sum	817

From the data in table 4.9 above, it is known that the maximum score of reading comprehension is 14, and the maximum score is 7. The range of students' reading comprehension is 7, and the standard deviation is 1.480. While sum is 817 with the mean is 10.75, the median is 11.00, and the mode is 11.

Table 4. 10
The Frequency of Reading Comprehension

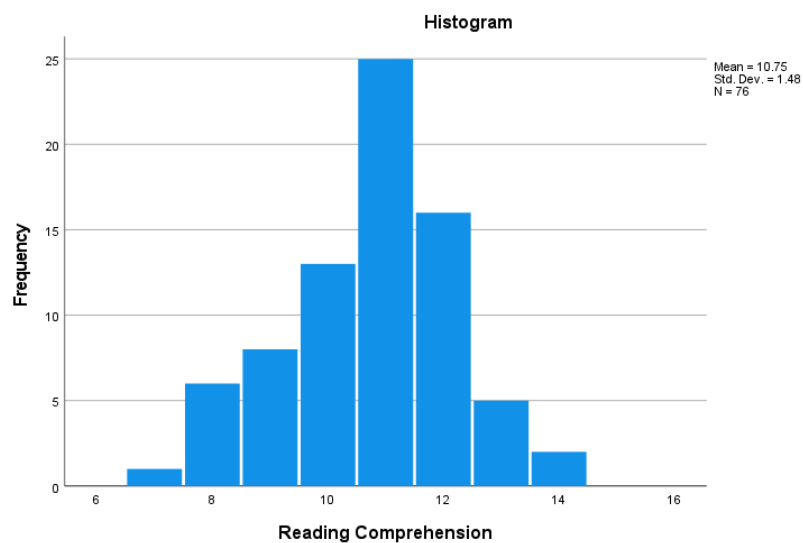
		Reading Comprehension			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	7	1	1.3	1.3	1.3
	8	6	7.9	7.9	9.2
	9	8	10.5	10.5	19.7
	10	13	17.1	17.1	36.8
	11	25	32.9	32.9	69.7
	12	16	21.1	21.1	90.8
	13	5	6.6	6.6	97.4
	14	2	2.6	2.6	100.0
	Total	76	100.0	100.0	

From the table 4.10 above, it can be seen that there are 1 student who got the score 7 (1.3%), 6 students who got the score 8 (7.9%), 8 students who got the score 9 (10.5%), 13 students who got the score 10 (17.1%), 25 students who got the score 11 (32.9%), 16 students who got the score 12 (21.1%), 5 students who got the score 13 (6.6%), 2 students who got the score 14 (2.6%).

Table 4. 11
Frequency Distribution of Reading Comprehension

Interval	Frequency	Midpoint	Cumulative Frequency
7-8	7	7.5	7
9-10	21	9.5	28
11-12	41	11.5	69
13-14	7	13.5	76

Table 4. 12
The Histogram of Reading Comprehension



2. Prerequisite Test

a. Normality Test

The normality test aims to test whether in the regression model, the confounding or residual variables have a normal distribution. The test is carried out through a statistical test, namely the Kolmogorov-

Smirnov test with the criteria that if the statistically significant value resulting from the calculation of the Kolmogorov-Smirnov test produces a p value > 0.05 then the confounding variable or residual is normally distributed, otherwise if the statistically significant value resulting from the test calculation Kolmogorov-Smirnov produces p value 0.05 , so the confounding variable or residual is not normally distributed (Ghozali, 2013:115).

Table 4. 13
The Result of Normality Test

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual	
N		76	
Normal Parameters ^{a,b}	Mean	.0000000	
	Std. Deviation	10.30047224	
Most Extreme Differences	Absolute	.081	
	Positive	.053	
	Negative	-.081	
Test Statistic		.081	
Asymp. Sig. (2-tailed) ^c		.200 ^d	
Monte Carlo Sig. (2-tailed) ^e	Sig.	.257	
	99% Confidence Interval	Lower Bound	.245
		Upper Bound	.268

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

e. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 1993510611.

Based on the result of the normality testing in table 4.4 above, it is known that the significance value is $0,200 > 0.05$. It can be concluded

that the data is normally distributed and further statistical analysis can be continued.

b. Linearity Test

Linearity test is used to determine the relationship of the data reading habit with linear reading comprehension or not and the relationship of the data academic self-concept with linear reading comprehension or not. If there is a linear relationship, then linear regression analysis is used. Meanwhile, if there is no linear relationship between the three variables, non-linear regression analysis is used. It is calculated by using SPSS 27 program for windows. The result can be seen in the table below:

Table 4. 14
The Result of Linearity Testing between X1 and Y

			Sum of Squares	df	Mean Square	F	Sig.
Reading Comprehension * Reading Habit	Between Groups	(Combined)	275.440	6	45.907	.386	.886
		Linearity	16.345	1	16.345	.137	.712
		Deviation from Linearity	259.095	5	51.819	.435	.823
Within Groups			8215.758	69	119.069		
Total			8491.197	75			

The criteria of the linearity test is if the value of F and Sig in the line Deviation from Linearity is the level of significance or F (Sig.) > 0.05 , it means that the distribution is linear. Based on the calculating in table above, the value of F from reading habit and reading comprehension is 0.823. The

analysis showed that the value was higher than level of significance alpha or it can be said that $0.823 > 0.05$.

Thus, the regression between students' reading habit and their reading comprehension is linear or it can be concluded that there is linear relationship between students' reading habit and their reading comprehension.

Table 4. 15
The Result of Linearity Testing between X2 and Y

			Sum of Squares	df	Mean Square	F	Sig.
Reading Comprehension * Academic Self-Concept	Between Groups	(Combined)	3593.358	22	163.334	1.767	.046
		Linearity	531.705	1	531.705	5.754	.020
		Deviation from Linearity	3061.654	21	145.793	1.578	.092
	Within Groups		4897.839	53	92.412		
	Total		8491.197	75			

The criteria of the linearity test is if the value of F and Sig in the line Deviation from Linearity is the level of significance or $F (\text{Sig.}) > 0.05$, it means that the distribution is linear. Based on the calculating in table above, the value of Sig. deviation from linearity of students' academic self-concept is $0.092 > 0.05$. The analysis showed that the value was higher than level of significance alpha or it can be said that $0.092 > 0.05$.

Thus, the regression between students' academic self-concept and their reading comprehension is linear or it can be concluded that there is

linear relationship between students' academic self-concept and their reading comprehension.

3. Hypothesis Testing

The hypothesis is a temporary answer to the formulation of the problem in the research. Hypothesis testing in this study uses simple correlation analysis. After knowing the correlation coefficient, a significance test was carried out which functioned to be generalized to the population. To test hypothesis in this study using SPSS 27 program for windows. The following are the result of hypothesis testing from this study using correlation test.

a. The First Hypothesis Testing

The first hypothesis was the correlations between students' reading habit (X1) and reading comprehension (Y). The description of the first hypothesis testing below:

Table 4. 16
The Result of First Hypothesis Testing (X1 and Y)

		Reading Comprehension	Reading Habit
Reading Comprehension	Pearson Correlation	1	.421**
	Sig. (2-tailed)		.000
	N	76	76
Reading Habit	Pearson Correlation	.421**	1
	Sig. (2-tailed)	.000	
	N	76	76

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

From the table above for $N = 76$, it is known that the value of r obtained is higher than r table ($0.421 > 0.225$). This means that there is a unidirectional relationship between the X_1 variable and Y variable. The unidirectional relationship is if the variable of reading habit is good, the variable of reading comprehension will also be good and vice versa if the variable of reading habit is bad, the variable of reading comprehension will also be bad.

As for the hypothesis decisions from this study, we can see from the table where the sig value is less than 0.05 the H_0 is rejected and H_a is accepted, so the conclusion is that there is a positive and significant relationship between reading habit with reading comprehension in SMAN 2 Sukoharjo students.

b. The Second Hypothesis Testing

The second hypothesis was the correlations between students' academic self-concept (X_2) and reading comprehension (Y). The description of the second hypothesis testing below:

Table 4. 17
The Result of Second Hypothesis Testing (X_2 and Y)

		Reading Comprehension	Academic Self- Concept
Reading Comprehension	Pearson Correlation	1	.662**
	Sig. (2-tailed)		.000
	N	76	76
Academic Self-Concept	Pearson Correlation	.662**	1
	Sig. (2-tailed)	.000	
	N	76	76

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

From the table above, for $N = 76$, it is known that the value of r obtained is higher than r table ($0.662 > 0.225$), which means that academic self-concept (X2) and reading comprehension (Y) are positively correlated.

As for the hypothesis decisions from this study, we can see from the table where the sig value is less than 0.05, then H_0 is accepted and H_a is rejected, so the conclusion is that there is a negative and significant relationship between academic self-concept with reading comprehension in SMAN 2 Sukoharjo students.

c. The Third Hypothesis Testing

The third hypothesis was the correlations between students' reading habit (X1), academic self-concept (X2) and reading comprehension (Y). The description of the third hypothesis testing below:

Table 4. 18
The Result of Third Hypothesis Testing (X1, X2 and Y)

Model Summary					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	
1	.975 ^a	.950	.949	.603	

a. Predictors: (Constant), Reading Habit, Academic Self-Concept

ANOVA^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	508.140	2	254.070	697.943	.000 ^b
	Residual	26.574	73	.364		
	Total	534.714	75			

- a. Dependent Variable: Reading Comprehension
- b. Predictors: (Constant), Reading Habit, Academic Self-Concept

Based on the result of the correlation between X1, X2, and Y in table 4.18 above for $N = 76$, from the table above, it is known that for X1 X2 Y correlation model, the significance value is $0.000 < 0.05$ or it can be seen that the correlation value of r obtained is higher than r table ($0,975 > 0.225$). This means that the variables of students' reading habit (X1) and academic self-concept (X2) toward reading comprehension (Y) are positive and correlated in the high level.

As for the hypothesis decisions from this study, we can see from the table where the sig value is less than 0.05 then H_0 is rejected and H_a is accepted, so the conclusion is that there is a positive and significant relationship between reading habit, academic self-concept and reading comprehension in SMAN 2 Sukoharjo students.

B. Discussion of Research Result

This study is a correlation quantitative study that aims to determine the correlation between reading habit and reading comprehension, the correlation between academic self-concept and reading comprehension, and the correlation between reading habit and academic self-concept and reading comprehension of SMAN 2 Sukoharjo in the academic year 2023/2024. Based on the analysis of data from the results of the questionnaire, the following research results were obtained.

In this study, the researcher had conducted the data collecting. The data was collected by using two instruments. The first was a questionnaire that given to 76 students as participants in this research. The questionnaire used to measure their reading habit and academic self-concept. The second instrument used was reading comprehension.

Furthermore, since the computing of normality and linearity testing showed that the data in this research are normal distribution and the relationship between three variables are linear, so the researcher continued to the hypothesis testing and result. From the analysis of hypothesis testing, the researcher got the result as follow:

1. The Influence of Reading Habit on Reading Comprehension

Based on the result of the first hypothesis testing indicate that there was a positive and significant correlation between students' reading habit (X1) and their reading comprehension (Y) at the tenth grade of SMAN 2 Sukoharjo. The result showed that reading habit had a significant and positive effect on reading comprehension with p value $0.421 > 0.225$, then H_0 was rejected so that H_a which stated that reading habit had a significant and positive effect on reading comprehension in students at SMAN 2 Sukoharjo was proven and in high level of correlation.

The result of this study support research conducted by Asep Suhana and Acep Haryudin (2017) and Najnawati (2019) where their research results conclude that there is a correlation between students' reading habit and reading comprehension. In reading habit, there are so many advantages

that the students can absorb. Reading habit is a powerful and long-lasting tool in the development of students to build expertise and becomes more intelligence.

From the theory above indicated that the result of first hypothesis in this research has similarity with these theories. The researcher assumes that it is clear if students used their reading habit in a good way and to purpose for studying English. The results of the study also found and proved that the provision of periodic and reading habit and test by English subject teachers was able to improve student learning outcomes at SMAN 2 Sukoharjo, especially in this study the ability or competence of reading comprehension. Ability is significantly and positively in accordance with the results of this study.

2. The Impact of Students Academic Self-Concept to Reading Comprehension

Based on the result of the first hypothesis testing indicate that there was a positive and significant correlation between students' academic self-concept (X₂) and their reading comprehension (Y) at the tenth grade of SMAN 2 Sukoharjo. The result showed that reading habit had a significant and positive effect on reading comprehension with p value $0.662 > 0.225$. It means that there is a positive and significant correlation between academic self-concept and reading comprehension and in high level of correlation.

This study on the effect of the student academic self-concept variable on the reading comprehension variable produced a research result and supports the results of research conducted by Muhammad Ajmal and Mariam Rafique (2018) with the result of research that there is a significant effect of reading comprehension. In this paper, all indicate that academic self-concept is a prominent factor in determining students' academic performance and thus, academic success.

Academic self-concept is one of the factors that affect reading comprehension. Since academic self-concept refers to someone's perception on their competence in educational field, the self-concept of readers helps them to comprehend the reading text well at SMAN 2 Sukoharjo.

3. Analysis of the Correlation Between Reading Habit and Academic Self-Concept with Reading Comprehension

Based on the result of the third hypothesis testing indicate that there was a positive and significant correlation between students' reading habit (X1), academic self-concept (X2) and their reading comprehension (Y) at the tenth grade of SMAN 2 Sukoharjo. The correlation result showed with p value $0.975 > 0.225$ with significant value $0.00 < 0.05$. Thereafter, the result of the correlation between X1, X2, and Y was significant because F obtained higher than F table ($6.979 > 3.97$). It means that there is a positive and significant correlation between those three variables.

The result of this study also supports the results of previous research conducted by Muhammad Ajmal and Mariam Rafique (2018), Asep Suhana and Acep Haryudin (2017) and Najnawati (2019) which resulted in a research conclusion in the form of reading habit and academic self-concept able to improve and influence students' reading comprehension in English subjects well and significantly.

From the theory above, it indicated that the result of third hypothesis in this research has similarity with the related literature. The researcher concluded that it is clear if students want to learn and master a language, they need to be more connected to that language, and do something learning repetition as effort to way for mastering things to improve student achievement. Therefore, by these factors students can find some English words and sentences and use them to improve their reading comprehension ability.

From all hypothesis in this research, it can be summarized that there is a positive and significant correlation between students' reading habit (X1), and academic self-concept (X2) toward reading comprehension (Y) at the tenth grade of SMAN 2 Sukoharjo in the academic year 2023/2024.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The aim of this research is to find out there is a positive and significant correlation between students' reading habit and academic self-concept toward their reading comprehension. Based on the problem statement in previous chapter and the result of the study, it can be concluded that:

1. There is a positive and significant correlation between students' reading habit (X1) and their reading comprehension (Y) at the tenth grade of SMAN 2 Sukoharjo in the academic year of 2023/2024. It showed that the result of r obtained is higher than r table ($0.421 > 0.225$) with Sig. value ($0.000 < 0.005$).
2. There is a positive and significant correlation between students' reading habit (X1) and their reading comprehension (Y) at the tenth grade of SMAN 2 Sukoharjo in the academic year of 2023/2024. It showed that the result of r obtained is higher than r table ($0.662 > 0.225$) with Sig. value ($0.000 < 0.005$).
3. There is a positive and significant correlation between students' reading habit (X1) and academic self-concept (X2) toward their reading comprehension (Y) at the tenth grade of SMAN 2 Sukoharjo in the academic year of 2023/2024. It showed that the result of r obtained is higher than r table ($0.975 > 0.225$) with Sig. value ($0.000 < 0.005$).

B. Suggestion

Based on the result of the discussion and conclusion above, the researcher provides several suggestions, including the following:

1. For Student

Student should improve their ability to comprehend different material abundantly in order to help them their academic success. Student should build a good reading habit in their daily life and maintain it by continual reading activity so that the student can improve their reading comprehension skill. Next, the students should develop their own self-concept and evaluation of academic ability although they are low achiever or not, because high academic self-concept helps them to believe that have good academic ability and which eventually encourage them to perform better and better in their school.

2. For Teacher

English teacher should consider providing a comfort room for student, give opportunity to the student to practice reading habit in and outside classroom in order to improve their reading comprehension. And then, the teachers should know the importance of academic self-concept of the students' academic achievement and the teachers can support and build positive self-concept to their college students.

3. For Headmaster

Seeing that reading habit, academic self-concept can have an influence on students' reading comprehension, it is appropriate for school

to developing learning systems or learning aids that are liked by students and also follow trends that occur in society so that students are more receptive to the material presented by the teacher.

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APPENDICES

Appendix 1 The List of Sample and Score of Each Variable

No	Nama	Kelas	Reading Habit (X1)	Academic Self-Concept (X2)	Reading Comprehension (Y)
1	Student 1	X.1	65	77	12
2	Student 2	X.1	74	64	12
3	Student 3	X.1	74	67	12
4	Student 4	X.1	72	54	12
5	Student 5	X.1	64	68	12
6	Student 6	X.1	70	53	10
7	Student 7	X.1	61	69	10
8	Student 8	X.1	71	68	10
9	Student 9	X.1	68	74	10
10	Student 10	X.2	70	59	10
11	Student 11	X.2	69	64	12
12	Student 12	X.2	70	59	12
13	Student 13	X.2	72	67	12
14	Student 14	X.2	71	49	8
15	Student 15	X.2	73	56	10
16	Student 16	X.2	66	56	9
17	Student 17	X.2	71	67	10
18	Student 18	X.3	69	69	11
19	Student 19	X.3	75	64	11
20	Student 20	X.3	72	64	12
21	Student 21	X.3	74	65	13
22	Student 22	X.3	75	74	11
23	Student 23	X.3	64	59	11
24	Student 24	X.3	67	67	11
25	Student 25	X.3	70	69	10
26	Student 26	X.4	72	70	10
27	Student 27	X.4	69	71	9
28	Student 28	X.4	67	71	8
29	Student 29	X.4	75	66	11
30	Student 30	X.4	66	72	7
31	Student 31	X.4	75	62	11
32	Student 32	X.4	73	70	8

33	Student 33	X.4	73	65	9
34	Student 34	X.4	69	65	8
35	Student 35	X.5	74	62	10
36	Student 36	X.5	63	59	10
37	Student 37	X.5	73	62	10
38	Student 38	X.5	69	65	11
39	Student 39	X.5	66	66	12
40	Student 40	X.5	72	74	8
41	Student 41	X.5	76	70	8
42	Student 42	X.5	67	62	12
43	Student 43	X.6	70	69	11
44	Student 44	X.6	60	71	10
45	Student 45	X.6	69	60	8
46	Student 46	X.6	70	69	10
47	Student 47	X.6	73	68	10
48	Student 48	X.6	73	63	10
49	Student 49	X.6	74	48	10
50	Student 50	X.6	74	66	10
51	Student 51	X.7	68	68	10
52	Student 52	X.7	76	65	10
53	Student 53	X.7	73	70	10
54	Student 54	X.7	68	61	9
55	Student 55	X.7	70	70	11
56	Student 56	X.7	70	59	9
57	Student 57	X.7	75	66	9
58	Student 58	X.7	69	68	10
59	Student 59	X.7	74	67	11
60	Student 60	X.8	75	65	11
61	Student 61	X.8	73	67	9
62	Student 62	X.8	72	62	9
63	Student 63	X.8	75	58	10
64	Student 64	X.8	69	60	13
65	Student 65	X.8	74	74	11
66	Student 66	X.8	74	67	11
67	Student 67	X.8	60	71	11
68	Student 68	X.8	71	68	11
69	Student 69	X.9	69	73	11
70	Student 70	X.9	67	62	11
71	Student 71	X.9	74	73	11

72	Student 72	X.9	73	57	8
73	Student 73	X.9	60	58	9
74	Student 74	X.9	61	61	9
75	Student 75	X.9	71	71	10
76	Student 76	X.9	70	65	9

Appendix 2 The Blue Print of Students' Reading Habit

No.	Indicators	Item Number	Total
1.	Reading amounts of books	1, 2, 3, 4	4
2.	Academic reading	5, 6, 7, 8,	4
3.	Reading frequency	9, 10, 11, 12	4
4.	Non-academic reading	13, 14, 15, 16	4
5.	Reading motivation for academic environment	17, 18, 19, 20	4
6.	Reading motivation in the family environment	21, 22, 23, 24, 25	5
Total			30

Appendix 3 Kuisisioner Reading Habit

No	Pernyataan	SS	S	RG	TS	STS
Reading Amount of Books						
1.	Saya banyak membaca buku berbagai genre dalam waktu 3 bulan					
2.	Saya membaca science, teknologi, matematika, dan literature lain karena saya suka menentukan hal baru.					
3.	Ketebalan, ukuran huruf, ilustrasi, dsb, sangat mempengaruhi bacaan yang saya pilih.					
4.	Saya tidak membaca banyak buku ketika waktu luang					
Academic Reading						
5.	Saya menggaris bawahi hal penting didalam buku pelajaran ketika saya membaca.					
6.	Saya kembali menulis catatan teks pelajaran ke dalam Bahasa saya sendiri.					
7.	Saya tidak melengkapi catatan pelajaran saya dengan penjelasan yang lebih detail.					
8.	Saya tidak suka membaca sumber yang terkait sebelum pelajaran dimulai.					
Reading Frequency						
9.	Setiap malam saya belajar teratur selama minimal satu jam.					
10.	Saya selalu membaca di tempat yang sepi suara dan tidak ada gangguan.					
11.	Saya selalu membuat pertanyaan untuk mengecek pemahaman saya selama membaca.					

12.	Saya tidak menargetkan tujuan selama waktu belajar.					
Non Academic Reading						
13.	Saya membaca dan menghubungkan informasi baru dari novel dengan pemahaman saya.					
14.	Saya membaca dan membandingkan informasi dari novel satu ke novel yang lainnya.					
15.	Saya tidak suka membaca buku pelajaran.					
16.	Saya tidak pernah mempersiapkan alat tulis sebelum membaca buku novel.					
Reading Motivation for Academic Environment						
17.	Saya membaca untuk kesuksesan akademik saya.					
18.	Saya membaca untuk mendapatkan nilai yang baik.					
19.	Saya membaca karena perintah dari guru.					
20.	Saya tidak suka membaca buku pelajaran karena harga buku telampau mahal.					
Reading Motivation in the Family Environment						
21.	Saya salah satu anak yang gemar membaca di keluarga saya.					
22.	Keluarga mendorong saya untuk membaca dari pada harus bermain di waktu luang.					
23.	Saya merasa tidak tenang dalam test karena saya tidak terbiasa membaca di rumah.					
24.	Saya lebih memilih menonton tv dari pada membaca.					
25.	Keluarga memilihkan topik dan genre bacaan saya					

Appendix 4 The Blue Print of Academic Self-Concept

No.	Aspects	Total Number	Total
1.	Knowledge	1, 2, 3, 4, 5	5
2.	Hope	6, 7, 8, 9, 10, 11, 12	7
3.	Individual Assesment	13, 14, 15, 16, 17, 18	6

Appendix 5 Kuisisioner Academic Self-Concept

No	Pernyataan	SS	S	R	TS	STS
1.	Saya mudah memahami pembelajaran yang diberikan oleh guru.					
2.	Saya tidak pernah tertinggal ketika guru menerangkan pelajaran.					
3.	Saya tidak aktif untuk mengeluarkan pendapat.					
4.	Saya selalu mengumpulkan tugas tepat waktu.					
5.	Saya tidak ragu-ragu ketika mengerjakan tugas.					
6.	Saya mempunyai cita-cita yang tinggi.					
7.	Saya tidak memiliki semangat untuk meraih cita-cita					
8.	Apapun akan saya lakukan agar cita-cita saya tercapai					
9.	Saya ingin sekali melanjutkan pendidikan yang lebih tinggi					
10.	Saya tidak kalah pintar dari teman saya					
11.	Saya khawatir memikirkan masa depan saya					
12.	Saya merasa tidak tertarik jika ada yang membahas masa depan					
13.	Saya merasa bangga terhadap diri saya sendiri					
14.	Saya merasa bodoh dibandingkan teman saya yang lain					
15.	Saya selalu belajar dengan sungguh-sungguh					
16.	Saya tidak bisa mengerjakan soal dengan kemampuan sendiri.					
17.	Sekolah adalah hal yang penting untuk kemajuan diri saya					
18.	Saya mengikuti ekstrakurikuler untuk mengetahui potensi saya.					

Appendix 6 Blue Print of Reading Comprehension

No	Aspect	Items	Total
1.	Identifying main idea	9, 14, 19	3
2.	Finding factual information	1, 8, 18	3
3.	Analysing the structure	11, 16	2
4.	Knowing the meaning	3, 17	2
5.	Making inference	5, 20	2
6.	Locating reference	4, 7, 13	3
Total			15 items

Appendix 7 Reading Comprehension Test

Name :

Class :

Time :

Passage 1

Read the following text and answer questions 1 to 5

Indonesia Tourism

Lake Toba, which is situated in the center of the Bukit Barisan mountain range, is an interesting mountain resort with Samosir Island in the center of the lake. It boasts many modern hotels and facilities for water sport such as boating, water skiing and swimming.

In West Sumatra, the center of culture and tourism is Bukit Tinggi, situated in the highlands north of the provincial capital of Padang. West Sumatra is a land of scenic beauty with green lakes, and blue mountains.

Java has a great number of attractions, including the world renowned Botanic Garden in Bogor, the wildlife reserve of Ujung Kulon on the south west part of the island. Borobudur, a gigantic Buddhist shrine is situated 42 kilometers northwest of Yogyakarta and the Ijen crater lies in East Java and displays hot springs, waterfalls and free roaming deer as well as a sulphur crater. A three-hour drive from Surabaya, and a pony ride from the village of Ngadisari over the sea will take you to mount Bromo which is an active volcano with sulphur fumes and smoke still emitting from its depths. The inhabitants of the surrounding areas believe in the God of Bromo and bring offerings to his deity.

Bali is different from the rest of Indonesia because of its unique form of Hinduism called "Hindu Dharma." Religion is at the main source of traditional custom in family and community life. The soul of a Balinese is religion and it finds its expression in art. Many articles and books have been written on Bali.

1. What natural beauty does West Sumatra have

- a. Active volcanoes
 - b. Water sport
 - c. Modern hotels
 - d. Mountains resort
 - e. Green lakes and blue mountains
2. Borobudur, a **gigantic** Buddhist shrine is situated 42 kilometers northwest of Yogyakarta.
- The underlined word means...
- a. Large
 - b. Wonderful
 - c. Huge
 - d. Tall
 - e. Nice
3. The first paragraph "it" refers to.....
- a. Samosir Island
 - b. West Sumatra
 - c. Ujung Kulon
 - d. Padang
 - e. Central Java
4. From the text above we can conclude that.....
- a. Indonesia has a beautiful destiny
 - b. Indonesia has a bad destiny
 - c. Bali has a great number of attractions
 - d. West Sumatra is unique form of Hinduism
 - e. The wildlife reserve of Ujung Kulon on the west part of island

Passage 2

Read the following text and answer questions 6 to 10

Music may be defined as the art of organizing sounds and silences into meaningful patterns. Music is one of the oldest arts. In the world history, every

civilization is accompanied by any form of music. Thus, music is a part of every civilization.

There are many kinds of music, such as a classical music, waltz, jazz, pop music, and rock'n roll music. In this text we are going to discuss about jazz music.

Jazz began in the early 20th century as a music of black Americans. It was intended for singing, dancing, entertaining and party atmosphere. Since then, jazz continued to develop. There are many leading singers, instrumentalists, and composers in the world. Jazz also influenced almost every other kind of music. Jazz represents a blending of musical elements from Africa and from Europe. Jazz uses some European ideas of harmony and melody, but the rhythms are more African in origin. It is irregular in rhythm.

Jazz has also developed in Indonesia. Most people in Indonesia know who Ireng Maulana is. He and his band often appear on television. His band is one of the leading jazz music bands.

5. **It** was intended for singing, dancing, entertaining and party atmosphere.

The underlined word "it" refer to.....

- a. Kinds of Music
 - b. Jazz
 - c. Music
 - d. Music Bands
 - e. African Music
6. According to the text, jazz music started in...
- a. America
 - b. Africa
 - c. Europe
 - d. Indonesia
 - e. Australia
7. What does paragraph two tell us about?
- a. What music is
 - b. Function of music
 - c. The history of music

- d. Kinds of music
 - e. Development of music
8. What the text about.....
- a. Descriptive Text
 - b. Narrative Text
 - c. Text
 - d. News Text
 - e. Recount Text

Passage 3

Read the following text and answer questions 11 to 15

At present, almost every family has television, especially those who live in big cities. Now, television is not one of luxurious things anymore because it is so common that almost every family has one.

Many people old and young spend their time watching television, since there are a lot of television programs we can enjoy. There are like music, film, sport, news and many other programs we can choose as we wish. An interesting program makes us keep watching it, so that sometimes we forget what we should do. It can be a disturbance for us, but we still love to watch it.

Everything in this world leads to two sides; good and bad, and so does television. As one of the mass-media television really brings many results. Of course, there are good results, and bad ones. The good results for us are that we get entertainment. It makes us happy, and it also gives information and knowledge.

On the other hand, television shows programs that are not suitable for our culture, custom and age. For example, the romantic and action films, that are shown at noon when children stay at home and watch them.

However, in some ways television is very useful to us. We can choose the programs in line our favourite programs. We however, should **consider** many aspects.

9. The generic structures of the text are.....
- a. Thesis – arguments – coda

- b. Description – identifications
 - c. Identifications – description
 - d. Information – description
 - e. Description – arguments
10. In the second paragraph “we”, who is that.....
- a. Special people
 - b. Old people
 - c. All people
 - d. New people
 - e. Young people
11. The main idea of paragraph 2 is...
- a. Television program are interesting
 - b. There are like music, film, sport, and news on TV
 - c. Sometimes TV program disturb us
 - d. Only young people like to watch TV
 - e. Radio program

Passage 4

Read the following text and answer questions 16 to 20

Many years ago, watching a view of events on a screen as well hearing its sound at the same time was a daydream. But now, television makes it true. Television presents events taking place in places thousands miles away in front of us.

Television makes the world narrower and long distances shorter. What happens at one moment in other parts of the world can be seen and heard at the same time. The great concert in London or the busiest hours of the New York Stock Exchange can be watched on the television screen. Television does not only inform us of the world situation but also gives us some new information on science, technology, art and sports; periodically it presents many kinds of entertainment programs such as plays, films, musical shows, jokes, games and many others.

The government uses television to inform the people, for example, of the family planning program, the reports of the local development, the domestic economic growth, taxation, tourism, public health and so on.

12. Based on the fact above, the first paragraph is called

 - a. Title
 - b. Description
 - c. Identification
 - d. Arguments
 - e. A view of events

13. Television present events taking place in places... (paragraph 1)
The underlined words have the same meaning as...

 - a. Joining
 - b. Happening
 - c. Participating
 - d. Providing
 - e. Governing

14. What does the governments use television for?

 - a. To inform us of the family planning program; the report of the local development, taxation.
 - b. To inform us stock exchange or new information.
 - c. To present many kinds of entertainment.
 - d. To make the world situation and give new information on science, arts.
 - e. To inform us of world situation and to give new information on science, arts, etc.

15. From the text we know that.....

 - a. Television makes the world narrower and long distances shorter
 - b. Television jut to inform the people of the domestic
 - c. Television program are not interesting
 - d. Television makes bad situations
 - e. Program TV only new information on science

Appendix 8 Reading Habit Tabulation

1	4	1	1	1	4	3	1	1	5	5	1	5	1	1	5	1	5	3	3	1	3	3	5	1	1	65	
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76	4	2	2	2	3	4	2	2	3	4	2	3	2	2	4	2	4	3	4	2	3	3	4	2	2	70

Appendix 9

Academic Self-Concept Tabulation

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6	4	4	3	2	5	3	3	2	3	2	4	2	3	4	3	2	2	2	3	56
7	5	5	3	4	4	4	3	3	4	3	5	4	4	4	3	4	3	4	3	72
8	5	5	4	5	5	3	3	2	3	3	3	2	5	5	5	5	3	2	4	72
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46	5	4	4	3	5	5	4	4	4	3	3	2	4	3	4	4	4	4	4	73
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