# CHAPTER II
# REVIEW OF RELATED LITERATURE

## A. Theoretical Description
### 1. Reading Habit
#### a. Definition of Reading Habit

In the term 'reading habit' there are two words, 'reading' and 'habit'. Reading is an activity to understand the written material, meanwhile habit is a repetitive activity. There are some specific statements about the definition of reading habit. Zwiers states that reading habit is described as the conscious and unconscious process that is engaged in extracting meaning from text.[1] Chettri and Rout reveal that the activity of reading is considered as a habit when it is done repeatedly. And reading habit refers to the behavior which shows the likeness of the reading.[2] In line with Tampubolon, mentions that a reading habit is a reading activity that is ingrained in a person.[3] It means reading habit is an activity when someone reads the textual material and acquires meaning automatically, and carries out the reading activities routinely with pleasure and enjoyment. And reading activities are inherent in a person. Someone who has a habit of reading does not feel it is hard to do reading activities.

In addition, Shen states that "Reading habit is defined by how often, how much, and what students read".[4] According to Fauzan & Insanistyo, reading activities can be called a habit if someone is automatically stimulated to read in certain circumstances and conditions such as time, place, and type of reading can be fulfilled.[5] It shows that reading as a habit beside it is done automatically, it is also done frequently and with various reading materials. So, reading habits can be measured by reading time and also reading

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[1] Zwiers, J, Building Reading Comprehension Habits in Grade 6-12. San Fransisco, CA International Reading Association (2010):4

[2] Khusmeeta Chettri, and S.K Rout, "Reading Habits-An Overview", *IOSR Journal of Humanities and Social Science,* vol. 14, issue 6, (2013): 13

[3] D.P Tampubolon, *Kemampuan Membaca Teknik Membaca Cepat dan Efisien,* Bandung (2015): 228

[4] Shen, "Computer Technology and College Students Reading Habits. Pharmacy and Scienes University, Tainan, Taiwan (2006).

[5] Akmal Fauzan and Bayu Insanistyo, Dampak Model Pembelajaran dan Kebiasaan Membaca Terhadap Kemahiran Menulis Bahasa Inggris, *Jurnal Ilmiah Teknologi Pendidikan* vol. 10 no. 2 (2020): 180

material. Reading habits are also not only automatically from a person's self but also influenced by several factors.

Based on some statements above, the conclusion that can be drawn is that reading habit is an activity that is carried out automatically and frequently in understanding the meaning of reading material. Reading becomes a habit in oneself because they enjoy the reading activities and get used to doing it. Reading as a habit can be shown by reading time and reading material, it also can be affected by some factors.

**b. Purpose of Reading Habit**

Every person has their purpose in carrying out the reading activities. Furthermore, Anderson states that there are seven purposes of reading activities, namely:

1) Reading for main ideas
2) Reading for details or fact
3) Reading for sequence or organization
4) Reading to classify
5) Reading to evaluate
6) Reading for inference
7) Reading to compare or contrast.[6]

Those seven purposes of reading are specific purposes. The main purpose of reading is to gain meaning from what you read.[7] It can be simplified that the purpose of reading, in general, is to get an understanding of the reading material. And people carry out reading activities with certain purposes.

Meanwhile, according to Ogbodo, some reading habit purposes have positive and negative results, for the purposes that produce positive results are a hobby, recreational, and concentration, while the one that produces negative results is deviational.[8]

1) Hobby

Reading habits as a hobby means the readers enjoy and have fun doing the reading activities. This purpose of reading habits can make the readers knowledgeable.[9] It shows that reading habit as a hobby not only makes someone pleased but also can give a positive result.

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[6] Paul Seward Anderson, *Language Skill in Elementary Education,* (1979):214

[7] Imas Mastoah, Keterampilan Membaca, *PRIMARY* vol. 08 no. 02 (2016): 177

[8] Rosemary Ochanya Ogbodo, Effective Study habits in Educational Sector: Counseling Implications, *Edo Journal of Counseling*, vol. 3 no. 2 (2010): 231

[9] Rosemary Ochanya Ogbodo, 231

2) Recreational

This reading habit purpose also gives a positive effect. Reading habits as recreational makes the readers feel relaxed and refreshes their minds, beside that they can gain more knowledge or information from the reading material that they read. For instance, someone who has the habit of reading a magazine, novel, or some reading material that the readers like to read.

3) Concentration

Another purpose of reading habits that has positive results is concentration. This purpose shows that the readers recognize that their reading activities are for understanding the meaning of the reading materials.

4) Deviational

Reading habit as deviational is the only purpose of reading habit that has a negative effect. This reading habit's purpose is when the readers pretend to read and deviate from the actual reading.[10] This reading habit is usually used by students to satisfy their parents or teachers. This attitude can cause a low interest in the acquisition of new knowledge from reading materials.

It can be concluded that in carrying out the reading habits the readers have different purposes. There are good and bad purposes, then each purpose will lead the readers to build their personalities which are constructive or destructive in their life.

c. **Importance of Reading Habit**

According to Palani "reading habit is an vital and essential element for producing the literate society in this world".[11] It shows that reading habit is one of the principal habits that must be grown in a person. It is supported by Parmawati, that a great reading habit is necessary for people to develop their characters and mental capacities.[12] So the habit can affect someone in bad or good ways, and this habit

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[10] Rosemary Ochanya Ogbodo, Effective Study habits in Educational Sector: Counselling Implications, *Edo Journal of Counselling*, vol. 3 no. 2 (2010): 231

[11] K. K Palani, Promoting Reading Habits and Creating Literature Society, *Journal of Arts Science and Commerce,* vol. 2 no 1 (2012):90

[12] Aseptiana Parmawati, "The Study Correlation Between Reading Habit and Pronunciation Ability at The Second Grade Students of IKIP Siliwangi", *ETLIN Journal* vol.6 no 1, (2018):2

is considered a good habit because it gives a positive result to a person. It can build a good character in a person.

In line with Parel and Jain say that through reading habits students can get benefits in their spare time, and help to acquire more knowledge and intelligence. It also makes the readers understand the book easily.[13] As Ahmad et. al, state that "There is the urgent need to promote the reading habit among the students in the society, to improve their personality and intellectualism as a whole".[14] So reading habits are very helpful for the students. It can become a foothold for the students to shine in their life. That is why it is necessary to build for everyone including the students for healthy intellectual growth.

In addition, according to Kurniawati et. al, reading habits can give effect automatically in students' learning outcomes. It aids the students to process the information from reading material and trains the students to think actively and critically.[15] Based on the statement above, it can be concluded that by reading books regularly and having the habit of reading, the students obtain a lot of knowledge and think more analytically, and foster a critical attitude that can influence their learning results.

Reading habits not only influence the learning result but also have a direct effect on language learning. As Syafitri states that reading habits can construct the students to become good readers which supports them in learning, especially language learning. This habit leads the students to increase their language learning independently.[16] Students with reading habits are accustomed to encountering various knowledge including language knowledge.

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[13] M. F Parel and Praveen M. Jain, *English Language Teaching (Methods, Tools & Technique),* Jaipur (2008): 14

[14] Shabir Ahmad et. al, "Reading Habits and Attitudes of Undergraduate Students: A Gender-Based Comparative Study of Government Degree College (Boys) and Government Degree College for Women, Anantnag (J&K)" *Library Philosophy and Practice (e-journal).* (2019).

[15] Cicilia Nanik Kurniawati et al., "Reading Habits and Grammar Mastery Impact on EFL Students Descriptive Writing Skills" *INFERENCE: Journal of English Language Teaching* vol. 3, no. 3, (2021): 185

[16] Nining Syafitri, "The Correlation Between Student's Reading Habit and Reading Comprehension in English as a Foreign Language", *English Education Journal,* vol. 2 no. 2 (2015):9

According to Sari et. al, "reading habit plays a vital role in helping someone to acquire language competence."[17] The language learners will face a lot of new vocabulary and correct grammar. So, reading habit is a way to grasp several language knowledge to increase language ability.

Kurniawati et. al, mentions that with reading habits the students can examine the similarities and differences in the use of grammar in reading materials.[18]. Students who get used to facing the correct structure of sentences in reading material will increase their language competence directly. So, through reading habits, the students can develop their mastery of grammar.

Based on the statements about the importance of reading habits above, it can be simplified that reading habits are required for someone's life, especially for students including language students. Because it gives several advantages that build good personality and mentality. And for language students can add new vocabulary and learn the correct structure of sentences.

d. **Influencing factors of Reading Habit**

The habit does not appear immediately; it needs a long process to be formed in a person. Several factors influence someone to have a habit of reading. Sari et. al, state that the influencing factors of habit are interests, motivation, and environment. The factors cannot be separated.[19] The influencing factors of reading habits above are related to each other in building the reading habit in a person.

Meanwhile, according to Purnamasari and Hamidah, two factors affect reading habits. The factors are internal and external.[20] The internal factors are inside the students such as reading interest and motivation. Whereas the external factors

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[17] Dewi Mustika Sari et al., "The Effects of Grammar Mastery and Reading Habit On Students' Writing Skills in Recount Text" *INFERENCE: Journal of English Language Teaching* vol. 2, no. 3, (2020): 213

[18] Cicilia Nanik Kurniawati et al., Reading Habits and Grammar Mastery Impact on EFL Students Descriptive Writing Skills *INFERENCE: Journal of English Language Teaching* vol. 3, no. 3, (2021): 185

[19] Dewi Mustika Sari et al., The Effects of Grammar Mastery and Reading Habit On Students' Writing Skills in Recount Text *INFERENCE: Journal of English Language Teaching* vol. 2, no. 3, (2020): 213

[20] Untung Desy Purnamasari and Nurul Hamidah, "How to Instill Reading Habits for Early Childhood", *Proceeding of International Conference On Child-Friendly Education,* (2018): 162

are from the student's environment for instance support from the school environment and home environment.

So, the researcher concludes that reading habits can be formed in a person by some factors. Some motivations and environments support someone to have the habit of reading. Those factors are important in influencing the formation of reading habits.

### e. Indicators of Reading Habit

Indicators of reading habits are necessary to measure the habit of reading in a person. Tampubolon states that reading habit development is divided into two aspects that must be considered, there are reading interests (consist of desire, willingness, and motivation) and reading skills. Reading skills here are eye skills when reading and the mastery of reading techniques.[21] It shows that the internal factors in a person are the main indicator to measure reading habits.

Whereas Destiyanti conducts eight aspects of reading habits. The aspects are; 1) reading frequency, 2) reading intensity, 3) reading interest, 4) reading strategy, 5) reading level, 6) type of reading material, 7) social environment, and 8) facilities. And the other things that must be considered related to reading habits are time, desire, motivation, and the environment[22] In line with Destiyanti, Fauzan and Insanistyo, state that the reading habits of a person can be measured from frequency (often or not), time of reading (long or not), type of reading material (variety), and the strategy of reading (how to read) and readers assimilation.[23] It means that regularly reading is one of the most important indicators to measure reading habits. And the indicators are not only from internal factors but also from external factors such as the environment, facilities, and the variety of reading materials.

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[21] D.P Tampubolon, *Kemampuan Membaca Teknik Membaca Cepat dan Efisien,* Bandung (2015): 228

[22] Afifah Zulfa Destiyanti, "Korelasi Kebiasaan Membaca Dengan Kemampuan Membaca Pemahaman Pada Mata Pelajaran Bahasa Indonesia Siswa Kelas V Mi Ismaria Al-Qur'anniyah Bandar Lampung" *Naturalistic: Jurnal Kajian Penelitan dan Pendidikan dan Pembelajaran* Vol.4, No.1 (2019): 432

[23] Akmal Fauzan and Bayu Insanistyo, Dampak Model Pembelajaran dan Kebiasaan Membaca Terhadap Kemahiran Menulis Bahasa Inggris, *Jurnal Ilmiah Teknologi Pendidikan* vol. 10 no. 2 (2020): 180

Gaona and Gonzales state that there are some factors in building an effective reading habit, they are: "attitude towards reading, reading frequency, books read, time spent on academic and nonacademic reading, motivation in the family and academic environments."[24] Whereas Iftianti reveals that there are ten indicators to measure the reading habit of English text [25]:

1) An eager-to-read English text
2) Spending a lot of time reading English text
3) Strong interest in reading English text continuously
4) Keep motivated to read English text
5) Having a good strategy in reading English text
6) Having the willingness to find the reading materials
7) Having the willingness to get their English text
8) Having a positive belief about reading English text
9) Using the internet as a resource in reading English text
10) Demanding to have good English reading habits

From the several statements above the researcher conclude that the habit of reading can be measured by five indicators:

1) Reading frequency

   It is considered the repetition of reading English text. And also to measure the intensity and the time that has been spent reading English text.

2) Reading interest

   It consists of motivation, eagerness, and enthusiasm to read English text. It comes inside a person.

3) Type of reading materials

   It refers to the variety of reading materials that have been read. Not only reading from academic reading material but also non-academic reading materials.

4) Reading Strategy

   It is about the good and appropriate strategies that the reader used in reading English text.

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[24] Julio Cesar Galicia Gaona and Erwin R. Villuendas Gonzales, "Relationship Between Reading Habits, University Library and Academic Performance", *Revista de la Education Superior,* vol.1, no. 157 (2011): 59

[25] Erna Iftanti, "Survey of The English Reading Habits", *TEFLIN Journal*, Volume 23, Number 2, (2012): 159

5) Environment

A supportive environment can become one of the indicators to measure reading habits. The environments here are society, school, and family environments.

2. **Simple Past Tense**

a. **Definition of Simple Past Tense**

In English learning tense is a must to learn. Tense is one grammatical aspects that refers to time, the tense is showed by the form of verbs.[26] In English grammar, there are sixteen tenses, and one of them is simple past tense.

Some statements appear to define the simple past tense. Fitria states that the simple past tense is the form of a verb that reveal an action that happened in the past.[27] In a similar definition with Fitria, Halim mentions that "simple past tense describes or state about something that has occurred in the past time and regarding the time is specific so that we can understand when the activity occurred"[28] It can be simplified that simple past tense is the English tense that expresses a time in the past.

Mumek states that the simple past tense is a tense that indicates the event, action, activity, or work, which occurred in the past, in its simplest form and well known the precise time when the event or the activity occurred.[29] It shows that the simple past tense is used to describe an event or activity that happens in the past and it is shown by the past form of the verb.

Depending on the statements above, the researcher concludes that the simple past tense is a tense to show the activity that occurs in the past time, and in the present, it does not happen anymore. As a result, it has no bearing in the present time. It is a sentence in which the changing verb indicates the past event, so it uses the past verb.

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[26] Sidney Greenbaum and Gerald Nelson, *An Introduction to English Grammar,* Pearson Education Limited, (2002): 55

[27] Tira Nur Fitria, "An Analysis of Regular and Irregular Verbs in Students' Essay Writing", *LLT Journal: A Journal on Language and Language Learning* vol. 24, no. 01 (2021): 276

[28] Shanty Halim "The Ability of Student in Mastering Simple Past Tense at Politeknik Negri Ujung Pandang", *Journal of language teaching and learning linguistics and literature,* vol.6 no. 2 (2018): 108

[29] Fernando Mumek, "A Correlational Study of Past Tense and Compound Word Mastery Toward The Ability In Comprehending Narrative Text" vol.03 no.01 (2018): 399

**b. The Form of Simple Past Tense**

The simple past tense is arranged by using the simple past form of the verb. There are two kinds of past verbs namely regular verbs and irregular verbs. Each form of the past verb has patterns for verbal sentence and the nominal sentence that are described as follow:

1) Regular verb

In the past form, the regular verb is formed by adding –ed or -d to the base verb. For example:

Base verb = Play ⟶ Past verb = Play + ed = Played
Base verb = Like ⟶ Past verb = Like + d = Liked

2) Irregular verb

In the irregular form, the past form does not add –ed or -d in the past verb. It does not have a formula for changing the verb of the past verb. For example:

Base verb = See ⟶ Past verb = Saw
Base verb = Go ⟶ Past verb = Went
Base verb = Buy ⟶ Past verb = Bought
Base verb = Sing ⟶ Past verb = Sang

Then, the pattern of verbal and nominal sentences is described in the figure below:

> (+) S + V2 + C
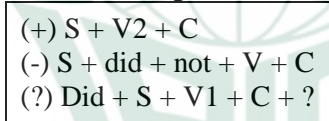> (-) S + did + not + V + C
> (?) Did + S + V1 + C + ?

**Figure 2.1 The Verbal Sentence Pattern**
Note:
S = Subject, V1= base verb, V2 = past verb, C = complement
Example:
(+) She went to the beach yesterday
(-) She did not go to the beach yesterday
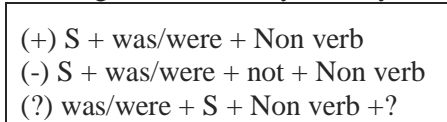(?) Did she go to the beach yesterday?

> (+) S + was/were + Non verb
> (-) S + was/were + not + Non verb
> (?) was/were + S + Non verb +?

**Figure 2.2 The Nominal Sentence Pattern**
Note: "was" is for the singular subject, and "were" is for the plural subject.
Example:
(+) He was sick two days ago
(-) He was not sick two days ago
(?) Was he sick two days ago?

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The simple past tense is usually followed by a time signal that shows the past time. Some of time signals can be used in conducting simple past tense for example; an hour ago, yesterday, this morning, last night, last week, last month, last year, In 1999, etc. But sometimes the simple past tense does not use time signals, it can be understood from the context of the sentences.

### c. The Use of Simple Past Tense

The simple past tense is used for certain purposes. According to Mumek, the function of the simple past tense is to show an event that started and ended in the past and to show the repeated actions in the past time.[30] It is related to the definition of simple past tense, that simple past tense is used to describe the past event or activity.

Meanwhile, Thomson and Martinet mention that the functions of simple past tense are divided into four[31]:

1) To indicate the finished actions in the past at a definite time.

Example: I enjoyed the concert last night

2) To indicate an action in which the time is not specified.

   a) Occupied a period now terminated.

      Example: She studied for two hours (but she does not study now)

   b) Occurred at a moment in a period now terminated.

      Example: Did you ever meet Justin Beiber?

3) To indicate a past habit.

   Example: I usually ate candy when I was a child

4) The simple past is used in conditional sentence type 2.

   Example: If we came earlier, we would get the seats.

Then, Alexander states that there are six functions of simple past tense, they are:

1) For completed actions.

   The concern of using simple past tense is usually with when an activity happened, not with its length or how long it lasted. The simple past tense is used to show the action that started and completed in the past.

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[30] Fernando Mumek, "A Correlational Study of Past Tense and Compound Word Mastery Toward the Ability in Comprehending Narrative Text" vol.03 no.01 (2018): 400

[31] A.J Thomson and A.V Martinet, *A Practical English Grammar: Fourth Edition*, Oxford University Press: Hong Kong, (1986): 162

2) For past habits

The simple past tense is also used to tell the past habits.

3) For the immediate past

Sometimes simple past tense can be used without time signals to express something that occurred a very short time ago. Example: Did the bell ring?

4) For polite inquiries

The use of simple past tense is not only focused on past time but also can be used for polite inquiries such as asking for favors. It often uses the verb like hope, thinks, or wonder to compare. Example: I wondered if you could give me a lift?[32]

d. **Indicators of Simple Past Tense Mastery**

Indicators of simple past tense mastery are needed for measuring the students' ability in mastering simple past tense. Sari conducts three indicators of simple past tense mastery, namely:

1) Be able to use past verbs. It means students can use the past verb in verbal sentences of simple past tense.

2) Be able to use to be 'was' and 'were'. Students must be able to use the proper to be, and the to be is only be used when the simple past tense is followed by a non-verb. (noun, adjective, or adverb)

3) Be able to use the adverb of time.[33]

Based on the statement above the researcher conducts the indicators for measuring the students' simple past tense mastery, they are:

1) The ability to use past verbs (regular and irregular verbs) in the verbal sentence.

2) The ability to use to be in the nominal sentence.

3) The ability to arrange the correct structure of simple past tense in affirmative, negative, or interrogative sentences.

## B. Theoretical Framework

A conceptual model of how the theory connects with various factors that have been pointed out as essential issues in a study is

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[32] L. G. Alexander, *Longman English Grammar*, New York: Longman, (2003):168

[33] Sri Meutia Sari, "A Correlation Between Simple Past Tense Mastery and Writing Spoof Text AbilitY", *English Education,* vol.01 no. 01 2014):106

known as a theoretical framework.[34] A good framework of thinking has to describe the linkage between variables theoretically. Therefore, it is necessary to examine the relationship between the independent and dependent variable.

Reading habits have many benefits for language students. One of them is that the students will get a lot of new vocabulary related to the language that they learn. And they acquire the correct grammar of the sentence because they get used to reading the text from the language that they learn, in this case, the English language.

The correct grammar and knowledge of various vocabularies are needed in language learning. For instance, in understanding tenses in English, the use of vocabulary mastery is required for the change of verbs. One of the English tenses that involve vocabulary mastery is simple past tense because it needs the change of verb base to v2. Meanwhile, the verbs change into two types; regular and irregular verbs. Therefore, the students that have a habit of reading English text will have more vocabulary collection and more understanding of sentence structure than the students that are not used to reading. By knowing the various verbs and the correct sentence structure, the student can master the simple past tense better.

Finally, the reading habit of English text can influence students' simple past tense mastery. It means the more students are accustomed to reading, the better they will master simple past tense. The researcher considered that if students have good reading habits in English text, they will understand the simple past tense easily.

So, this research investigated about the correlation between reading habits and simple past tense mastery. The way of thinking for this research is formulated in the figure below:

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[34]"Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kualitatif, Kuantitatif dan R&D,* Bandung: Alfabeta, (2015): 91"

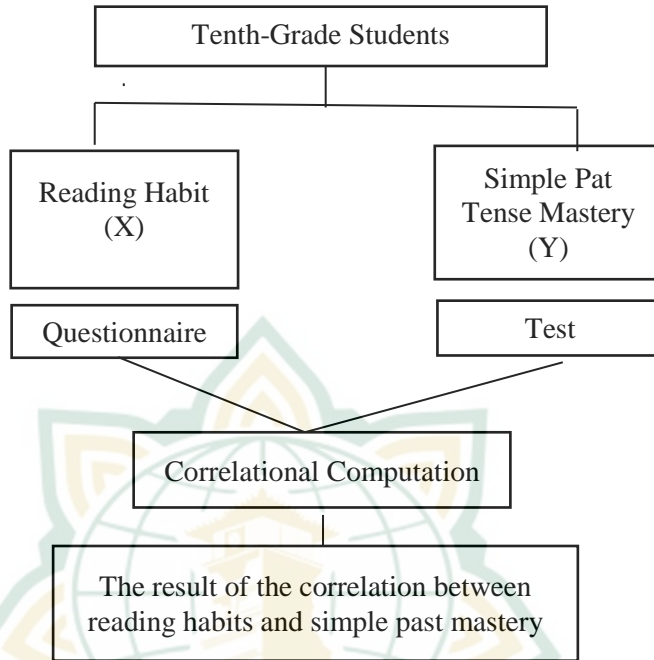| Tenth-Grade Students |
| Reading Habit (X) |
| Simple Pat Tense Mastery (Y) |
| Questionnaire |
| Test |
| Correlational Computation |
| The result of the correlation between reading habits and simple past mastery |

**Figure 2.3 Theoretical Framework**

## C. Review of the previous Study

Previous studies are the basic references when carrying out a study. Because a previous study has the function of expanding and deepening the theory to be used in the study. Before conducting research, several researchers did similar research as follows:

1. A thesis conducted by Risa Nur Fadhillah in 2015 entitled "The Correlation Between Reading Habit and Grammar Mastery at English Education Department Batch 2012 of Universitas Muhammadiyah Yogyakarta".[35]

    This study investigated the correlation between reading habits and grammar mastery. The population of this study was all of the English Education Department students of Universitas Muhammadiyah Yogyakarta, and the selected sample is 81 students which are selected from the third-year students in the English Education Department undergraduate. This study used a quantitative method, it was a correlational study. The data

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[35] Risa Nur Fadhillah, "The Correlation Between Reading Habit and Grammar Mastery at English Education Department Batch 2012 of Universitas Muhammadiyah Yogyakarta" (Thesis, Universitah Muhammadiyah Yogyakarta:2015)

collecting technique was through the questionnaire to measure reading habits and the students' grammar mastery, the data was taken from the score of the structure and written expression section of TOEFL in international language testing class. The result of this research shows there is no significant correlation between reading habits and grammar mastery of English Education Department students of Universitas Muhammadiyah students'.

From the previous study above there is some similarity with this research, namely the method to find the correlation between two variables, and also the instrument to gain data for the *x* variable which is a questionnaire. The differences are the variable, participants, and instrument to gain data for the *y* variable. The variables of the research above were reading habit and grammar mastery, whereas this research focused on the variable reading habit and simple past tense mastery. And also the participant of the research above was focused on the undergraduate students of the English Education Department of Universitas Muhammadiyah, whereas this research is focused on tenth-grade students of MA Ihyaul Ulum Wedarijaksa Pati. And for the instrument to gain the data of the *y* variable the research above used a score of the TOEFL test, whereas this research used a test to gain the data of the *y* variable.

2. A thesis conducted by Evi Nur Latifa in 2019 entitled "The Correlation between Reading English Novel Habit and English Sentence Structure Mastery of English Language Education Department Students in A Private University of Yogyakarta".[36]

This study proposed to know the correlation between reading English novel habits and English sentence structure mastery among English Language Education Department students in a private university in Yogyakarta. To collect data using the questionnaire and the score of the structure and written expression section of the English Proficiency Test in International Language Testing Class. The population was the English Language Education Department students in a private university in Yogyakarta, and data were collected from 91 students. The result showed that the correlation p-value was 0,202 meaning that there was a correlation between reading

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[36] Evi Nur Latifa, "The Correlation Between Reading English Novel Habit and English Sentence Structure Mastery of English Education Department students in A Private Univerity of Yogyakarta" (Thesis, Universitah Muhammadiyah Yogyakarta:2019)

English novel habit and English sentence structure mastery among English Language Education Department students. However, the correlation between reading English novel habit and English sentence structure mastery was r=0.055 (at 0,01 level, sig 2-tailed) which showed that the correlation was not significant.

The similarity between this research with the researcher above is the method to find the correlation between two variables. The difference from this research is using reading habits and simple past tense mastery as the variables, whereas the research above was focused on reading English novel habits and sentence structure mastery. The participants of the research above were English Language Education Department students, meanwhile this research is the students of tenth graders of MA Ihyaul Ulum Wedarijaksa Pati. And also for the instruments to collect data from the previous research are questionnaires and the students' scores, whereas this research is using the questionnaire and the test to collect the data.

3. A journal conducted by Fajar Erlangga in 2017 entitled "Reading Habit Among Students and Its Effect on Recount Writing Skill"[37]

This study aimed to knowing the reading habit among students and its effect on the recount writing skill. This research employs a survey method with 42 students as samples that are randomly chosen from four different 11th grade students of SMKN in Serang. The data is acquired by distributing questionnaires and writing tests. The data is analyzed by adopting regression and correlation analysis. The result shows that the value of sig $0.017 < 0.05$ and $t_0$ 2.483. In conclusion, reading habit has an effect on student's recount writing skill.

The similarities of the study to this research are in investigating about reading habit among students and the instruments used both of questionnaire and test. The differences are the data analysis technique, variable and population. The population of the research above is eleventh grade students of SMKN in Serang, whereas the population of this research is the students of tenth grade of MA Ihyaul Ulum Wedarijaksa Pati. And for the y variable the research above used student's recount writing skill, meanwhile this research is focused on simple past

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[37] Fajar Erlangga, "Reading Habit Among Students and Its Effect on Recount Writing Skill", *Scope: Journal of English Language Teaching,* vol. 1, Issue 02, (2017)

tense mastery. Then, the data analyzing technique used regression and correlation analysis, meanwhile in this research used correlation analysis.

4. A journal conducted by Aseptiana Parmawati in 2018 entitled "The Study Correlation Between Reading Habit and Pronunciation Ability at The Second Grade Students of IKIP Siliwangi"[38]

   The objective of the study is to reveal correlation between students' reading habit and their pronunciation ability at second grade students of IKIP Siliwangi. The researcher finds that the Pearson Product Moment of both variable is 0.373. It means that the correlation between students' reading habit in English and their pronunciation ability was in low correlation because in the range of 0.20-0.40. From the result of the statistical calculation, it can be synthesized that Null Hypothesis (Ho) is rejected. The researcher concluded that there is the correlation between students' reading habit and their pronunciation ability.

   There are the similarities and differences between the previous research above and this research. The similarities are the method to find the correlation between two variables, the used of two variable and the x variable is focused on students reading habit. Whereas, the differences are the y variable which the previous study above was pronunciation ability, and in this research is simple past tense mastery. And for the population of the research above is eleventh grade students of IKIP Siliwangi, whereas the population of this research is the students of tenth grade of MA Ihyaul Ulum Wedarijaksa Pati.

5. A journal conducted by Dian Erlina et al. in 2019 entitled "The Correlation between Reading Habit and Academic Achievement of the Undergraduate Students of English Education Study Program of UIN Raden Fatah Palembang"[39]

   This research aimed to find out the correlation between reading habits and academic achievement. The population of this research was 482 active students of the English education study program of UIN Raden Fatah Palembang and 101 students in the

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[38] Aseptiana Parmawati, "The Study Correlation Between Reading Habit and Pronunciation Ability at The Second Grade Students of IKIP Siliwangi" *ELTIN JOURNAL: Journal of English Language Teaching in Indonesia,* Vol 6, no 1 (2018)

[39] Dian Erlina et al. "The Correlation between Reading Habit and Academic Achievement of the Undergraduate Students of English Education Study Program of UIN Raden Fatah Palembang", *Jambi-English Teaching Journal,* (Palembang:2019)

sixth semester were taken as the sample. This research used a questionnaire to collect reading habit data and the score on academic achievement. The result showed that reading habits significantly correlated with academic achievement (r=0.565, p=000). The linear regression analysis also showed that reading habits contributed 31.9% to academic achievement. It means there was a correlation between reading habits and academic achievement and reading habits influenced academic achievement.

From the previous above, the researcher finds the similarity to this research, there is the method to find out the correlation between two variables. And the differences are the instruments, population, and variables. For the instrument, the researcher used a questionnaire to collect reading habit data and the score of academic achievement, meanwhile this research is using a questionnaire and test. The population of the research above is students of the English education study program of UIN Raden Fatah Palembang, whereas the population of this research is the students of tenth graders of MA Ihyaul Ulum Wedarijaksa Pati. And also for the variables the research above used reading habits and academic achievement, meanwhile this research is focused on reading habits and simple past tense mastery.

## D. Hypothesis

The hypothesis is a temporary answer to the problem from the research because the answers given are only based on relevant theories not based on empirical facts obtained through data collection so that the problem of research can be tested empirically.[40] Based on the theoretical framework above, the hypothesis of the research is formulated as follows:

$H_0$: There is no correlation between students' reading habits of English texts and students' mastery of simple past tense.

$H\alpha$: There is a correlation between students' reading habits of English texts and students' mastery of simple past tense.

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[40] Deni Darmawan, *Metode Penelitiann Kuantitatif* ed Pipih Latifah Bandung, Remaja Rosdakarya (2013): 120