

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consist of theories related to the content of this study. There are some parts in this chapter, those are definitionof reading, aspects in reading, reading comprehension, reading habit, vocabulary mastery, and previous studies.

A. Definition of Reading

Palani (2012, p.92) state that reading is a process of thinking, evaluating, judging, imagining, reasoning, and problem solving. Lone (2011, p.1) says that reading as the ability to recognize, and examine words or sentences and understand the information within. Additionally, he emphasizes the value of developing reading skills because reading is a cognitive process that involves analyzing and comprehending written or printed letters, words, or sentences. Schoenbach, et.al (2012, p.19) state that it is a complex process of problem solving in which the reader works to make sense of a text not just from the words and sentences on the page but also from the ideas, memories, and knowledge evoked by those words and sentences. We can draw the conclusion that reading is a process for comprehending the context of the text and for receiving the information.

Reading is a basic skill that students need to be majored in the classrom. The fact that it requires the reader's attempt to comprehend the information not just from the lines and words on the page but also from the memories, thoughts, and knowledge triggered by those sentences and words is another reason why teachers and students agree on it. Bambang (2006, p.67) says that reading is one of language skill that should be learned and mastered in any level of education from

elementary up to senior high school. It is clear that reading is a vital ability that students' must major in.

B. Reading Elements

The reading experience is created by combining these five factors. To become successful readers, the reader must master all five of these skills as they learn to read. Phonics, phonemic awareness, vocabulary, fluency, and reading comprehension are the five components of reading, according Smith (2008).

1. Phonics

The relationship between letter symbols and sounds is known as phonics. These relationships between sounds and symbols are also used to generate words. Words are nothing more than a collection of squiggles and lines on a page without phonics. Considered in their entirety, letters are arbitrary. The printed word "bed" has nothing inherently bed-like about it. The word "bed" is only a group of letters and their accompanying sounds, in our opinion. Understanding what that amusing squiggle implies requires developing the ability to connect the different sounds that each letter denotes and then combine those sounds.

Because there are numerous ways to employ this component when reading, there are numerous ways that phonics can be taught. Each method gives the reader a distinct way to read and pick up new words using phonics. Synthetic phonics creates words from scratch. With this method, readers are first taught to link letters to the ten phonemes (sound units) that correspond to them before combining those phonemes to form words. On the other side, analytic phonics approaches words from the top down. A word is recognized

as a whole, and then the connections between its letters and sounds are determined. In analogy phonics, new words are found by using known components of existing words. Last but not least, phonics through spelling focuses on relating writing sounds to individual letters. To assist young readers in learning to recognize new words, all of these methods can be employed either alone or in tandem.

2. Phonemic Awareness

The relationship between sounds and words is a key component of both phonics and phonemic awareness. Phonological awareness, or the knowledge that words are built from phonemes (the smallest units of sound in language), is different from phonics, which is the relationship between sounds and letters. Although they may appear to be the same, there is a slight distinction between the two. Since it uses letters, phonics is exclusively utilized in written language. Phonograms are merely sounds. They can be represented by letters, but they can also just be the sounds that words make when spoken. Because they are more focused on language sounds than written words, phonemes are frequently learnt before a kid learns to read.

Phonemic awareness can be taught and applied in a variety of ways, just like phonics. Phoneme isolation is the process by which the reader breaks down the many sounds of a word to ascertain its meaning. Similar to word segmentation, phoneme segmentation requires the reader to separate words into their corresponding phonemes, which may include one or more distinct sounds, in order to identify the new word. These two methods are remarkably similar to synthetic phonics. In order to recognize sound patterns in words,

phoneme identification relies on the reader's broad understanding of phonemes, which was typically acquired through speaking. For instance, a reader might use the phoneme /d/ from the words "dog" and "dad" to identify the new word "doctor" in order to learn how to read it. Last but not least, phoneme mixing calls on the reader to string together a number of phonemes to form a word. Always combine this tactic with another one when using it.

3. Vocabulary

New vocabulary terms can be taught and learned primarily in two ways. The first is clear guidance. This entails someone explaining a word's pronunciation and definition to you. This "someone" could be a tutor, a dictionary, a vocabulary book, or any other source that provides pronunciations and definitions. Contextual cues offer another way to find new words. Context cues are "hints" in a text that assist readers in deciphering the meaning of new words. Other words in a sentence or paragraph, text elements (such as bold type and italics), pictures, graphs, and charts are among them. Any item in the text that hints at a new word's definition is referred to as a context clue.

4. Reading Comprehension

a. Definition of Reading Comprehension

According to Pang, et.al (2003, p.6), reading comprehension focuses on comprehending printed material. Reading is a difficult task that requires both brain power and perception. Rubin in Somadoyo (2011, p.7) defines reading comprehension as an intellectual process that includes two main abilities, namely mastery of the meaning of words, and the ability to think about verbal

concept. Santosa (2019, p.6) argues that reading comprehension is a process of social constructivity that is building new word meanings based on prior knowledge.

According to Snow (2002, p.11) explains reading comprehension is process of simultaeosly extracting and constructing meaning trough interaction and involvement with written language. Riski (2020, p.10) state that reading comprehension is an interactive process between readers, text and strategies. He also add that thus interactive process consist of evaluating, understanding, and utilizing the massage that deliver by the author. After that, the readers take a conclussion from all the information they get with their background of knowledge, then they will get the meaning of the material. So, with great reading ability, studens will bring out a production process that can generate new knowledge, and experience.

b. Level of Reading Comprehension

If a student is to become a proficient reader, reading is an active process that must be maintained. When a student masters literal, inferential, and critical comprehensive reading, their reading proficiency is further advanced.

1) Literal comprehension

Literal comprehension entails understanding what the author is saying in context. The reading material's explicit ideas and facts must be understood by the reader. A portion of this knowledge is in the form of fact recognition and recall, primary idea recognition, supporting details, categorization, outline, and summarization. Additionally, the reader locates material, infers meaning from context cues, follows clear

instructions, follows a sequence, recognizes stated conclusion, and recognizes explicitly stated links and organizational patterns. Cause and effect, comparison, and contrast are a few examples of these organizing structures.

2) Inferential comprehension

What the author means by what is said is the subject of inferential comprehension. Simply reading between the lines and drawing conclusions about things that aren't explicitly stated is all that's required. Again, the core idea, supporting details, order, and cause and effect relationships all make conclusions about these things. Additionally, inferential comprehension may entail making inferences, foreseeing consequences, assessing the mood, and assessing the author's point of view.

3) Critical comprehension

The purpose of critical comprehension is to understand the author's motivations behind their statements. This high degree of comprehension necessitates that the reader judge the writing's value, quality, and the author's simplifications and generalizations using some outside standards drawn from his or her own experience. The information will elicit an emotional and intellectual response from the reader. There will be a range of responses to some of the following questions because everyone has different life experiences.

In conclusion, a proficient, powerful reader is one who reads literally, inferentially, and critically. This ability needs to be developed and learned.

Nothing just happens. It has also been demonstrated that superior reading comprehension achievement is correlated with strong readers, so keep that in mind. It is possible to develop a larger vocabulary and a better understanding of proper grammatical usage with continued exposure to the English language. This makes it possible for authors to express themselves more effectively when combined with literal, inferential, and critical reading experiences. Students who practice strong reading habits should be able to comprehend comprehension texts that are both literal and inferential.

c. Aspects of Reading Comprehension

According to Suparman (2006, p.2) there are several aspect of reading comprehension skills that should be mastered by reader to comprehend the text: main idea, finding topic, detail information in the text, identify reference, draw inferences, gueses word meaning based on context. These aspect are explained below:

1) Main idea

For four reasons, it is very difficult to explain the main idea. First, even if the main idea can occasionally be found in a topical line or paragraph, most expository text main ideas and most story themes are hinted at by the author rather than stated outright.

2) Finding Spesific Information

It only scans or searches for the pertinent portion(s) and ignores the non-relevant. Knowing exactly what you're looking for in a text is tremendously helpful when you have a clear objective in mind.

3) Finding Reference

Referencing is the deliberate use of one thing to suggest another in which one gives the other the knowledge required to comprehend it. Finding a reference entails analyzing and figuring out how one language expression relates to another.

4) Finding Inference

A sound guess or inference is one that is made based on the logic of the passage. Finding inference indicates that the reader has understood the sentence passage and has drawn a logical conclusion.

C. Reading Habit

1. Definition of Reading Habit

Nilsen defines that habit is behavior that has been repeated until it has become more less automatic, enacted without purposeful thinking, largely without any sense of awareness (Nilsen, 2012 p.1) Chettri and Rout assert that reading habit is a reading activity which is done recursively (Chettri, 2013 p.13) . According to this perspective, reading can be regarded as a habit if it is practiced frequently and consistently. Similarly, Iftanti also emphasizes that the key of reading habit is repetition with respect to the desired reading behavior (Iftanti, 2012 p.150) This idea defines a reading habit as a person's tendency to repeatedly engage in reading so that it becomes ingrained in their minds as a fun pastime that is undertaken seriously or with full attentiveness.

In addition to Chettri, Rout and Iftanti view above that reading habit involves the reading materials which are settled and the passion to have more allocated time to do reading activities. In addition Wanjari and Karreval (2011, p. 76) stated that reading habit involves the reading materials which are settled and

the passion to have more allocated time to do reading activities. According to Gardner (2012), as an abstract concept, habit lacks a single authoritative definition. People repeated actions out of habit without thinking about why this self idea had to occur. According to behaviorists, habits are routines of behavior that are repeated frequently and frequently happen unconsciously. Reading habits can greatly aid kids in their academic success as a subconscious self idea.. In term of acquiring these habits of reading they have to put these habits into practice (Gardner, 2012 p. 13). They must put these routines into action. As repeated activities, habits involve an unconscious pattern, according to the definitions given above. It gives a person's personality away, for better or worse, and they went frequently. The learner will benefit from reading often if they want to acquire knowledge that matters and perform well academically.

2. The Purpose of Reading Habit

According to Ochanya (2010) there are some reading habits purposes which have either positive or negative result. For purpose of this topic, they are grouped into four segments they are: hobbial, recreational, concentration, and deviational.

a. Hobbial

A hobby is something you do for enjoyment and satisfaction. The goal of reading as a hobby is to increase one's knowledge in a wide range of subjects, including economics, politics, religion, and education. Reading for pleasure serves a purpose that is not only good but alsosatisfying. Unlike other pastimes, reading is one of the ones that is most often suggested to help readers develop their personality. Particularly through reading books, one can increase their

vocabulary, which is helpful in communication. Reading for pleasure is good since it enhances readers' capacity for reading comprehension and helps them pursue better careers.

b. Recreational

A reader who has a good leisure reading habit will learn more in the classroom. Reading for relaxation includes activities like reading newspapers and magazines, which aim to calm the reader's mind and prevent mental exhaustion.

c. Concentration

Concentration is a benefit of reading, among other things. Concentration is the act of acknowledging that you are reading a passage to understand its meaning. Stakeholders advise using reading for concentration in the classroom. The goal of this reading habit has positively impacted students' academic progress.

d. Deviatonal

The final reason for reading is deviation. The only reading behavior with a negative norm is this one. The readers occasionally detour from what they are actually reading by pretending to read. The students should stay away from this. If pupils develop this reading habit mindset, it could cause them to lose interest in learning new things.

3. Aspects of Reading Habit

According to Shen's theory (2006) there are some aspects of reading habit. They are : reading motivation, reading frequency, the material readers read, and the average readers spent to read.

a. Reading Motivation

An individual's motivation to read can be attributed to both internal and external causes. Yoke, Anuar, and Vasuthavan (2008), as reported by Nurfadhilah (2015), discovered that both internal and environmental factors contribute to the development of the reading habit. The definition of an internal factor is something that arises internally. However, an individual's surroundings, such as their family and school environments, is an external component.

b. Reading Frequency

Reading frequency indicates how often the reader spent to read. After we know how many times the reader spent his time to read, we can conclude his reading habit.

c. The Material Readers Read

Kind of the material that the reader read. It is considered from the type of the book. Is it fiction or kind of academic book. Is it science, novel, etc.

d. The Average Readers Spent to Read

The amount of time a reader spent reading can reveal whether or not they are a serious reader. According to Nurfadhilah (2015) and Akande (2007), the majority of students read for 1-2 hours per day.

D. Vocabulary Mastery

1. Definition of Vocabulary

People who want to learn those language skills must first master the vocabulary of English because it is one of the components of skill development. According to Anthony (1978, p. 5), children can improve their speaking,

listening, writing, and reading skills by becoming more proficient with words and vocabulary. Vocabulary is one of the most obvious aspects of language and one of the first areas that applied linguists focused on, claims Richards (2002, p. 4).

According to Alqahtani (2015, p. 25), vocabulary is the total quantity of words required to convey concepts and the speaker's meaning. According to Schmitt (2002, p. 231), vocabulary is the foundation of a language and must be mastered before anything else because without it, one cannot communicate effectively or comprehend written texts. According to Schmitt, communication in a foreign language simply cannot take place in any meaningful sense without words to represent the greater range of meanings, regardless of how well the foreign language's sound is learned.

2. Definition of Vocabulary Mastery

Hornby (1995, p. 721) defines mastery as having all necessary knowledge and abilities. The ability to use words of language well is referred to as vocabulary mastery. Additionally, according to Krashen et al (1995, p. 55), vocabulary mastering is crucial for the acquisition process. Acquisition greatly depends on intelligible input. The ability to understand the meaning of the utterance's essential components directly affects the comprehensibility.

Word learning is still an ongoing process, according to Cameron (2001, p. 74). Learning new words, or expanding one's vocabulary, is the definition of vocabulary mastery. The learning process covers the words' sound, meaning, spelling, usage, and part of speech. She continues by saying that learning words is a cycle process that involves encountering new words, initial learning, then encountering those words frequently, each time deepening understanding of the

terms' definitions and usage in the target language. This implies that every time students see those well-known words again, their understanding of the words increases.

The study came to the conclusion that one of the things learners require in order to understand the language is the ability to master vocabulary. In the process of learning English, having a solid command of vocabulary can aid pupils in comprehending the material. One of the most crucial abilities of a language speaker is the ability to choose the right words for written or oral communication.

3. Indicators of Vocabulary

Harmer (2001, p.18) stated that there are some aspects that have to be discussed in vocabulary, namely: word meaning, word use and grammar of words. It means that, every student can learn some aspect like vocabulary by reading.

a. Word meaning

According to the form they are attached to, the meaning can be categorized. Lexical meaning, morphological meaning, and syntactic meaning are the three categories that it falls under. Lexical meaning is the meaning that is associated with words in their word form. In contrast, a morpheme is the smallest unit that can convey meaning or function. Additionally, the syntactic meaning is associated with the word order in a sentence.

b. Antonym

An antonym has the opposite connotation to its parent term. There is no distinction between antonyms based on formality, dialect, or technicality; they can coexist in

the same style, dialect, or register. Example: *big* is the opposite meaning of *small*, *tall* is the opposite meaning of *short*.

c. Synonym

There are synonyms for words that signify the same thing or very similar things.

Example: *bad* and *evil*, *good* and *decent*.

d. Hyponymy

A word with a purpose to have a certain meaning. Example: *rose*, *lily*, and *orchid* are hyponym of *flower*.

e. Connotations

Explicit meaning is another meaning that some of the terms have in it.

f. Grammar of words

1) Word use

a) Metaphorical

Because it refers to something else, the words' intended meaning is different from their actual meaning something else. Example: the price of mangoes *went up* and prices have taken a *dramatic tumble*.

b) Idiom

Words that are used to convey an idea but whose meaning is typically difficult for others who are not familiar with them to understand.

Example: *She kicked the bucket* means *she died* and that *he has bitten off more than he can chew* means that *he has attempted something that is too difficult for him*.

g. Grammar of words

1) Word class

Table 2.1 Word Class

Word class	Example
Noun	taste, fall, goal, etc.
Verb	drink, browse, describe, etc.
Adverb	continuously, quietly, possessively, etc.

2) Countable and Uncountable

a) Countable

Things that one can count it with number and it have singular or plural form. Example: book, car, computer, shirt, etc.

b) Uncountable

Things that one“ cannot count it with number and not have plural form, but by adding word such as some, much, a lot of etc. Example: water, sand, gas, dust, etc.

E. Previous Study

To support this research, the researcher was find some previous study that can support this study. The first research is from Wardani (2018). The goal of this study is to determine the relationship between students' oral reading fluency and reading habits in the eleventh grade at MAN Tengeran. The findings indicate a strong relationship between students' oral reading fluency and reading habits among MAN Tengeran students in the eleventh grade.

The second research is from Muawanah (2014). The goal of this study is to determine the correlation between second-grade SMA Dua Mei Ciputat students' reading habits and reading comprehension. The outcome demonstrates that, in the second grade of SMA Dua Mei Ciputat during the academic year

2013–2014, there is a significant correlation between students' reading habits and their reading comprehension.

And the last is the study conducted by Nur Rifal Laili on 2021. The purpose of this study was to determine the relationship between SMA N 1 Palangkaraya students in the eleventh grade's reading comprehension and vocabulary knowledge. The findings indicate a strong relationship between pupils' vocabulary knowledge and reading comprehension.

On the study's objective, there are similarities to some of the earlier studies. Both the earlier study and the current one are looking for connections or relationships between various elements or variables. The researcher is seeking for a link between students' reading habits and their oral reading fluency for the second previous study, for instance. Additionally, this study seeks to determine the relationship between students' reading habits, reading comprehension, and vocabulary proficiency.