

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter discusses some theories related to the study. The first is definition of reading. The second is concept of interest which consists of definition of interest, definition of reading interest and indicators of interest. The third is concept of reading comprehension which consists of definition of reading comprehension, levels of reading comprehension, indicator of reading comprehension and factors influence students reading comprehension. The fourth is relevant study.

#### **A. Definition of Reading**

Reading is one of the English basic skills that should be mastered by the students. By reading, students can get a lot of information and knowledge. Patel and Jain (2008) stated that reading is an active process which consists of recognition and comprehension skill. It means reading is an important activity in life with which one can update the knowledge and tool for academic success. In this process, the reader actively finds the message conveyed by the author. By reading the students will know more what should they write and speak.

Besides, according to Harmer (1998), reading is an incredibly active occupation. To do it successfully, we have to understand what that the words mean. It means that the readers also understand what they read, and what the

word means. Because, reading is one of basic skill important and that students must master in the classroom.

Based on the explanations above, it can be concluded that reading is a process of receiving and interpreting information involving the previous knowledge to arrive at the meaning and understanding the text in order to get the ideas or information intended by the author. It is one of the important in language skills.

## **B. Concept of Interest**

Interest can be defined by how often students read about things they are passionate about, spend their free time, and what they are interested in. Why and what they read or do not read are also consider when examining their reading interests. For some people may have assumption that interest have similar meaning, but they have difference in language.

### **1. Definition of Interest**

The students are not disappointed with their English if they are interest in their English reading. If the students have sufficient interest, they will read frequently because they are attracted and forced. Interest is the second factor which determines as attitude in working or studying actively. Learning process will run well, if the students have an interest. Hilgard (2003) argued that interest is situation or condition of paying attention and enjoying in some activities and contents. This definition tells us that an interest is shown by paying attention and enjoyment in any activity. Interest is always followed by feelings of pleasure and from there can be obtained satisfaction. Interest is

also a big influence in the learning, because if the learning material is not in accordance with the interest of the students, they will not learn as well as good, because there is no appeal to it. So that the students have an interest, should be given things that are interesting in the learning process.

Hidi (2006) defined interest as a unique motivational variable, as well as a psychological state that occurs during interactions between persons and their objects of interest, and it is characterized by increased attention, concentration and affect. It means that interest can influence the students' mindset become positive in learning process. The positive mindset gives more attention and concentration for the students in certain subject matter.

Djali (2017) said the interest is the tendency of elevated heart against something. In other word, the interest must be in accordance with one's own personal. When they considered something that is not appropriate for them, then most likely they will not consider its important or interest in something. Interest does not arise alone, but there is an element of necessity.

Based on the statements above, interest is one of the psychological items which has an important role in human beings especially in education. Interest is always followed by feelings of pleasure and from there can be obtained satisfaction. Interest is also a big influence in the learning, because if the learning material is not in accordance with the interest of the students, they will not learn as well as good. Learning process will go well if someone has an interest. The student who has an interest in learning a subject matter, will comprehend the material at a deeper level than the student who has not.

## **2. Definition of Reading Interest**

From the definitions of interest and reading above, it can be concluded that reading interest is the desire and tendency to perform reading activity in order to get some ideas and information. Vig and Sharma (2014) defines that reading interest as a personal variable which means a characteristic in an individual, which takes time to develop, but it become stable with passage of time towards a certain topic or domain and is influenced by degree of knowledge, values and positive feelings. The activity of reading that performed by a person who is interested in reading is a voluntary activity. They would like to read without being told before or forced by others. It is because when an individual is interested in reading, the activity will be a pleasure activity.

Moreover, Nafisah and Shorman (2011) state that the individual's reading interests are considered one of the major factors that determine what she or he reads. The selection could be based on genre, or the kinds of printed pages. Some readers would like to read fiction, romance, history, or others. Some others would like to read texts from magazine, newspaper, comic, or novel. Khairuddin (2013) defined reading interest as whether or not students like to read in the spare time or at home or whether they like to go to library. Besides, reading interest is also defined by the number of books read in a month and times students read in a week and the favourite genres and types of English reading materials.

### **3. Indicator of Reading Interest**

Shaleh and Wahab (2004) states that there are three indicators of interest. They are internal motivation, social motivation, and emotional factors. The writer described the factors that internal and social motivation factors is the factor is a drive factor from within. This needs may be related to the physical and psychological needs. The writer explained that the factors of weight for example, age, gender, experience, perception, motivation and personality. And also emotional factors is the factor is a measure of the intensity of someone when pay attention to an activity or certain object.

The researcher reviewed that Internal and social motivation it consist of focusing attention, curiosity, time spending, effort, and concluding. The first is focusing attention, it is the brain's ability to concentrate its attention on a target stimulus for any period of time, focused attention is a type of attention that makes it possible to quickly detect relevant stimuli. The second is curiosity, it is a quality related to inquisitive thinking such as exploration, investigation, and learning, evident by observation in humans and other animals. The third is Free time or time spending, its gives students the opportunity to play and experiment, it gives them a break from their daily pressures and allows them to be incorporate what they learned into their everyday activities. The fourth is effort, it is usually refers to whether a student tries hard, asks for help, and/or participates in class. The last is concluding, it means bringing to a close, or final, if you're writing a mystery

novel, you'll want to reveal in your concluding chapter , concluding can mean either forming the end of something or being the end of something.

Emotional factors it consist of pleasure, enthusiasm and impression. The first is pleasure, it is the state or feeling of being pleased, enjoyment or satisfaction derived from what is to one's liking, gratification, delight, worldly or frivolous enjoyment the pursuit of pleasure. The second is enthusiasm, it is intense enjoyment, interest, or approval, the word was originally used to refer to a person possessed by God, or someone who exhibited intense piety. The third is impression, it is an amusing imitation of someone's behaviour or way of talking, usually someone well-known. The writer develops those indicators into reading interest indicators as follow:

**Table 2.1 Indicator of Reading Interest**

No	Indicator	Sub-indicator
1	Internal and social Motivation	Focusing attention
		Curiosity
		Time spending
		Effort
		Concluding
2	Emotional factors	Pleasure
		Enthusiasm
		Impression

### C. Concept of Reading Comprehension

The comprehension or understanding in every reading activity is an important part of skill learning. The students must be able to read a text consisting of many sentences and select the main idea to which all the

sentences refer. After the reader is able to comprehend what the most important is, they need to be able to identify.

### **1. Definition of Reading Comprehension**

Comprehending the reading text is a very crucial thing in the reading process because the purpose of reading is to catch the meaning from what the readers have been read. The ability of reader to understand the authors' message is influenced by their background knowledge. Snow (2002) stated that comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. In addition, reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use), as well as variables related to the text itself (interest in text, understanding of text types).

Therefore, reading comprehension is a complex process by which a reader tries to reconstruct a message encoded in graphic language by a writer. It is an interaction between reader and author. So, teaching reading will not be successful if the students can only read words, without understanding the message being read. In other words, whatever we read, it should be understood.

Snow (2002) also defines that reading for comprehension is the primary purpose for reading, though this is sometimes overlooked when students are asked to read overly difficult texts, raising students' awareness of main ideas in a text and exploring the organization of a text are essential for

good comprehension. It means that reading comprehension is the primary purpose for reading by the reader to get the meaning of the text which they are reading. So, reading comprehension is important for the students in understanding a text.

## **2. The Levels of Reading Comprehension**

Three levels of reading comprehension are mentioned by Kennedy (1981), there are literal comprehension, inferential comprehension, and critical comprehension.

The first level of reading comprehension is literal comprehension. It is a reading in order to understand, remember, or recall the information, explicitly contained in a passage. It refers that the readers are able to know what a writer says. This comprehension focuses on the readers' ability to find explicit information.

The second is Inferential comprehension. It is a reading in order to find information which is not explicitly stated in a passage, using the reader's experience and intuition. It refers that the reader have to be able to make reasoning or finding information that are not stated in the text or implicit information. The reader needs the abilities to detect mood of the material such as the authors' tone, purpose and attitude, to make generalization, to see the relationship, and to draw conclusion in the end of a story. A reader is required to think harder when applying this comprehension level.

The last is Critical or evaluative comprehension. It is a reading in order to compare information in a passage with the readers' own knowledge



and values. It is a higher thinking level of reading. The reader should be actively reacting to the information presented by the authors. The reader are needed the ability to analyze the information and link those information to their background knowledge. Further, the reader evaluate the value of its information and give personal judgments as a feedback to the author.

Based on the theory above, generally, it can be conclude that reading comprehension is the process extracting and understanding the information of written text which has elements for thinking of reading. The inside element as reader, text, activity whereas the outside element, there are content and socio-cultural. And also aspect to access reading comprehension should able to finding the main idea and specific information of the text, finding the reference and the meaning of words or expression within the text, and making inferences from the text.

### **3. Indicator of Reading Comprehension**

The researcher reviewed that reading comprehension consist of several indicators, there are finding explicit information, finding implicit information, finding judgment. The first indicator of reading comprehension is finding explicit information. It consist of finding details and fact. The second is finding implicit information. It consist of finding main idea, inferring referents, drawing conclusion, detecting the title of the text, detecting the purpose of the text and making prediction. The last indicator is finding judgment. It consist of making judgment. The writer develops those indicators into reading comprehension indicators as follow:

**Table 2.2 Indicator of Reading Comprehension**

No	Levels of Reading Comprehension	Indicator	
1	Literal Comprehension	Finding Explicit Information	Finding details and fact
			Finding Main Idea
			Inferring Referents
2	Inferential Comprehension	Finding Implicit Information	Drawing Conclusion
			Detecting The Title
			Detecting The Purpose
3	Critical Comprehension	Finding Judgment	Making Prediction
			Making Judgment

#### 4. Factors Influence Students Reading Comprehension

Nuryana (2009) claims that there are many factors that influence students' reading comprehension, it is internal factors and external factors, internal factors mean factors that influence the students come from inside, its consist of background knowledge, physical and mental state, interest level and reading skill. From the background knowledge, it is about the amount of knowledge we have about topic influence how easily and how fast we will able to read about it. Suppose we were asked to read as excerpt from an organic chemistry text. If we have completed several chemistry courses, the excerpt would be fairly easy to understand.

On the other hand, if we have never taken chemistry difficult to read, and we would probably understand very little. Then physical and mental state is how we fell, how much sleep we had, whether we are recovering from a cold, and whether we are happy or relaxed after enjoying a dinner, can all

affect our ability to read and concentrate. Ideally, try to complete analytic or careful reading assignments when we are at our physical peak and can maintain an optimum level of concentrate.

The next factors is interest level it is most of people have little difficult understanding and remembering material if the subject is highly interesting. Then, can facilitate comprehension and rate, also a lack of interest or motivation can have an adverse affect. The last internal factors is reading skill it is our ability to comprehend directly influences how well and how fast we are able to read a given page: our vocabulary is also an important factor. If our vocabulary is limited. For example, we will encounter numerous unfamiliar words that will impair our comprehension and slow down. On the other hand, an extensive, well develop vocabulary will enable us to grasp meanings accurately and rapidly.

Factors influence students reading comprehension based on external factor is means factors that come from outside of the students. For example, reading facility, reading purpose, parent motivation, economic background, reading habit, teacher, environment, etc.

#### **D. Relevant Study**

There are some studies which are conducted to investigate the correlation between students' reading interest and students' reading comprehension. There are relevant researches which have relevancy to this research. They are as follow:

First, Nuryana (2009) found that “there is positive correlation between students’ interest in reading and their reading comprehension ability in learning English at SMPN 3 Ukui.” It means that between students interest in learning and their reading comprehension have positive correlation.

The second from Ewo Priyo Susanto (2016) found that “there is positive correlation between students’ reading interest and reading comprehension at the second year students of SMAN 1 Punggur”. The data collecting technique that used were questionnaire and reading test. The design of the research was *ex post facto design*. The results of this research showed that the coefficient correlation and the coefficient influences value of both variables. It was shown when the students got high score in interest score, they also got high score for their reading comprehension.

The last previous study was conducted by Fitriani (2008) about the correlation between reading interest and students reading ability to find main idea in short a text, a study of second year students’ at SMAN 4 Malang. The instrument that is used by the writer is questionnaire, the writer also used a test of reading. The finding of this research is there is significant correlation between reading interest and students’ reading ability to find the main idea in a short text.

Based on the explanation above, if the previous study focus on high school level, the researcher feels essential to fill the gap by finding out about students reading interest and their reading comprehension towards university students.