

CHAPTER II

REVIEW ON RELATED LITERATURE

In this chapter present several theories through reviewing some literatures related to research. This chapter presents the definition reading interest, reading strategy, reading skill, and reading comprehension.

A. Reading Skill

1. Definitions of Reading

Reading is universally acknowledged as a core language skill that's essential for academic achievement and ongoing learning throughout life. As Alyousef (2016) explains, it's an interactive cognitive process where readers construct meaning by intergrating textual information with prior knowledge. Similary, Kurniawan et al. (2018) emphasize that reading involves active engagement between the reader and the text to extract meaning and information.

In EFL context, reading goes beyond just decoding words on page it's about grasping the author's ideas, messages, and underlying intentions. To read effectively, learners draw on their linguistict skills, personal experiences, and the surrounding context (Alfarwan, 2021). As a result, true reading proficiency builds through ongoing practice and thoughtful interaction with texts.

Reading can be understood as an intentional and mental activity through wich individuals seek to obtain information, expand their knowledge, and support their academic growth. For students, reading is considered a fundamental skill that needs to be developed, as it encourages them to become more engaged and active during the learning process in the classroom. Moroever, the impact of reading is not

only determined by the text it self but also by the reader's personal background and prior reading experiences, which shape how they understand and respond to what they read.

B. Reading Interest

1. Definition of Students' Reading Interest

Reading interest is individual internal motivation and positive attitude that encourages engagement in reading activities. Students with high reading interest tend to read more actively and willingly, making reading a meaningful and habitual activity rather than merely an obligation. This interest plays a crucial role in enhancing students effort, concentration, and persistence in understanding texts, which ultimately leads to better reading performance. Recent studies emphasize that reading interest significantly influences students reading engagement and activeness. Schiefele, Schaffner, Möller, and Wigfield (2012) states that interest is a determining factor in encouraging students to participate actively in reading activities. In line with this view, Guthrie and Wigfield (2000) explain that students with high reading interest demonstrate deeper involvement and better comprehension when interacting with texts.

Reading is also considered an effective and accessible way to acquire knowledge. Through reading, learners can gain new information, develop ideas, and broaden their understanding without requiring extensive resources. As students read more frequently, their reading ability improves, leading to better comprehension, vocabulary growth, and overall academic development (OECD, 2019). Therefore, reading interest serves as a foundation for sustained reading practice and lifelong

learning.

Reading interest is closely associated with students academic achievement and personal development. Previous studies have shown that students who spend more time reading tend to achieve higher academic performance (Anderson et al., 1988). Stanovich (1986) explains this phenomenon through the “Matthew Effect,” where students who read more improve their skills faster than those who read less. Furthermore, Wigfield and Guthrie (1997) found that reading motivation significantly predicts reading amount and reading achievement.

2. Importance of reading interest

Reading can improve critical thinking skills, problem solving, and creativity. It also helps in expanding vocabulary and language comprehension. According to research conducted by Taylor, Frye and Maruyama (1990), Anderson, Fielding and Wilson (1988), Stanovich (1986) and Walberg and Tsai (1984), reading interest has a strong positive relationship with the success of students both in school and life. When students read, they will gain more knowledge and this will help them to have wider and broader perspectives on certain issues.

Reading interest can be incredibly enjoyable and pleasurable, bringing us in with tales that inspire us with their potent storylines or take us to new places. By offering insightful information about various viewpoints and experiences, it also acts as inspiration for personal development. Furthermore, whether it's for knowledge acquisition, reality escape, or just creative expression, reading frequently satisfies an innate need in us. Because of its complexity, reading may simultaneously arouse intellectual interest and emotional connection, making it one

of life's most fulfilling pursuits. Regularly practicing this habit helps us better comprehend and value many facets of the human experience in addition to enriching ourselves. In the end, reading becomes a fundamental aspect of who we are, deeply affecting our feelings, ideas, and behaviour.

Reading can improve critical thinking skills, problem solving, and creativity. It also helps in expanding vocabulary and language comprehension. According to research conducted by Putu Mira et al. (2023), Handayani et al. (2023), and Romaito et al. (2025), An interest in reading is closely linked to students academic and personal success. Through reading, students acquire more knowledge, which helps them develop a broader and deeper perspective on various topics.

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C. Reading Strategy

1. Definition of Reading Strategy

A reading strategy is the methodology or application of procedures used to understand a book or reading material (Dewi, 2019; Dafiyanti, 2015). Students can improve their comprehension and overcome reading difficulties by using reading methods. Therefore, students should be able to employ reading techniques to improve and maximize their reading comprehension. With the right approaches, children can develop reading skills by using reading strategies (Fitriyah, 2021). In this sense, a reading strategy helps students understand and overcome difficulties while reading. This is especially important when students apply it to academic reading, since reading books or academic texts requires deep understanding, and therefore, effective strategies are needed to comprehend them easily (Boonkongsaen, 2014).

Readers need a reading strategy as part of the comprehension process to understand what they read (Daafiyanti, 2015). To help students read effectively, teachers must be aware of the reading strategies they possess and assess whether they can use them. Furthermore, they must determine precisely when and how to apply these strategies (Idayani, 2019). The results of good comprehension demonstrate that students can use reading strategies that are appropriate for them. Therefore, it is observed that using the right strategy and applying it frequently is fundamental to developing students reading comprehension (Jannah, 2022).

2. Kind of Reading Strategy

The reading strategies used in this study are included in the Survey Of Reading Strategies (SORS), which was developed by Mohktary and Sheorey(2002). They divide the reading strategies included in the SORS into three categories: global reading strategies (GLOB), problem-solving strategies (PROB) and supportive reading strategies (SUP). The SORS is used in this study to investigate how readers perceive their use of reading strategies and how frequently they employ them when reading English texts in an academic context.

Table 2.1 Frequency of Strategy Use

Mean Score	Frequency Scale	Evaluation
4.5-5.0	High	Always or Almost always used
3.5-4.4		Usually used
2.5-3.4	Medium	Sometimes used
1.5-2.4	Low	Generally not used
1.0-1.4		Never or almost never used

According to Oxford (1990), the average value (mean score) reveals the frequency of strategy use. Scores between 1.0 and 1.4 indicate 'never or almost never used'. Scores between 1.5 and 2.4 indicate 'generally not used'. Scores between 2.5 and 3.4 indicate 'sometimes used'. Scores between 3.5 and 4.4 are 'usually used' and scores between 4.5 and 5.0 are 'always or almost always used'.

D. Reading Comprehension Skill

1. Definition of Reading Comprehension Skill

Reading comprehension is a kind of reading which aims to understand the reading itself (Dewi, 2020; Priyono, 2015). Reading comprehension is the ability to understand, analyze, and interpret information contained in a text. It is an essential skill needed to learn and communicate effectively. Reading comprehension involves not only the ability to read words, but also the ability to understand meaning, draw conclusions, and relate new information to existing knowledge.

According to Ramadhani, Maryansyah and Achmad (2020) reading comprehension refers to understand what you read , while the reader are reading you use all of our ability to understand what reader are reading as your eyes movement, your brain, even your knowledge (Krismayanti, 2020). Reading comprehension represent how well the readers understand literal comprehension wich concentrates on implicit meaning in the reading text (Priyono, 2015).

2. The Importance of Reading Comprehension

Reading comprehension is the foundation for all school subjects. Without this skill, students will have difficulty understanding other subject matter. Reading with good comprehension helps individuals think critically and analytically, which is important in decision making and problem solving finding explicit / implicit information, finding main idea, and certain word based on the context (Reflinda, 2017; Krismayanti, 2020). The ability to understand text well allows one to

communicate more effectively, both orally and in writing. Many professions require good reading skills to understand documents, reports, and work instructions.

3. Components of Reading Comprehension

In the reading comprehension component, according to Stevens & Vaughn; Soto et al., (2019), reading has five components that are formulated in the reading text, namely: Determining the main idea of the paragraph. In this component, the author provides information about the topic. By identifying the topic, the reader will find it easier to understand the main ideas or special aspects of the topic. The second component is students must find factual knowledge, which necessitates them to know detailed information.

Readers will be required to read in more detail about the characters, places, times, and events that usually arise because of the 5W1H questions (Where, why, what, when, how). The third component is finding the meaning of vocabulary. This component can help students in guessing the meaning of words through synonyms and antonyms. Students will connect the context or topic of the paragraph in each sentence that students read if they feel the word is not foreign to students. Making inferences is the fourth component. In this component, students can understand the meaning of the text without describing all the information. The last component is identifying references. This component expresses the same purpose for using words or phrases that are replicated by the author using various words. So, students or readers can understand the reading in the whole story.

4. Types of Reading Comprehension

Reading comprehension is a process of understanding information from readings that have been read. According to DaCosta and Gutierrez (2020), there are three levels in comprehending reading skills, namely literal level, inferential level and critical level comprehension.

The first is Literal Level At this level the reader is able to understand something explained in the text or called simple understanding which involves identifying the information contained in the text expressly. At this level, the reader is only enough to be able to identify what is important and what is not. The second Inferential Level Inferential comprehension, on the other hand, involves understanding implied meanings that are not directly stated. Readers are required to use their background knowledge and logical reasoning to draw conclusions, predict outcomes, and interpret deeper meanings of the text.

The Third Critical Level This is the highest level at which the reader has been able to analyze and combine the information obtained with the knowledge received that relates to the text read. Readers are able to draw insights and develop ideas from the information obtained in the text. In addition, reading comprehension can also be categorized based on text types, such as descriptive, narrative, recount, and expository texts. Among these, descriptive text is commonly used to assess students' comprehension because it provides clear information about objects, people, places, or phenomena.

5. Factor Influence of Reading Comprehension

There are many factors of success and failure of readers in understanding written texts. Different studies also affect reading comprehension differently. However, there are main factors that can be classified by the reader, namely the characteristics of the material and the characteristics of the reader. Concepts presented in the text, technical vocabulary which means specific to unfamiliar words and structures, readers decoding skills, goals, and attitudes of readers. It is not easy for readers to get used to reading English reading materials. There are also inhibiting factors for doing so. With the obstacle, the reader must also be able to overcome it if he wants to read English material easily.

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6. The Process of Reading Comprehension

According to Rosnaeni and Nur (2020), reading comprehension involves a series of processes that help readers understand a text. These processes include activating prior knowledge, predicting content, identifying key ideas, interpreting

meaning, and evaluating information. The First Exploring Ideas Before reading, readers activate their background knowledge related to the topic. This helps them anticipate the content and purpose of the text. Readers may preview the title, pictures, or keywords to build initial understanding. Second Pre-reading In this stage, readers set reading goals and make predictions about the text. Strategies such as skimming and scanning can be used to identify general information and structure of the text.

a) Exploring Ideas

Before reading, readers activate their background knowledge related to the topic. This helps them anticipate the content and purpose of the text. Readers may preview the title, pictures, or keywords to build initial understanding.

b) Pre-reading

In this stage, readers set reading goals and make predictions about the text. Strategies such as skimming and scanning can be used to identify general information and structure of the text.

c) Organizing Information

While reading, readers organize information by identifying main ideas, supporting details, and relationships between ideas. This process helps readers construct meaning and understand text coherence.

d) Understanding the Text

Readers focus on comprehending sentences and paragraphs without overanalyzing every word. They pay attention to key concepts, transitions, and contextual clues to understand the message.

e) Reviewing and Evaluating

After reading, readers review the text by summarizing main ideas, answering questions, and evaluating the content. This stage strengthens comprehension and helps retain information. The researcher will use descriptive text to obtain data related to reading comprehension. Therefore, an explanation of descriptive text standart test book, and is provided below.

a) Definition Of Descriptive Text

Descriptive text is a kind of text that has a purpose to give the information about something or someone. In Descriptive text, writers describe person, object, appearances, landscape or phenomenon naturally so they can make the reader imagine and feel it (Alwasilah and Alwasilah: 2007).

b) Generic Structure of Descriptive Text

The generic structure of Descriptive text consists of two elements; namely identification that gives the topic that can be described and clarifies the topic, it can be appearances, quality, or phenomenon (Gerot and Wignell, 2004; Alwasilah and Alwasilah, 2007; Emilia, 2011).

Reading Descriptive text explains about a person, place or thing which can make the reader imagine what is described. In Reading Descriptive text, Alwasilah and Alwasilah (2007) mention four kinds of Descriptive text that can be explored. First, historical profile that provides an interesting accurate report of places, times or events. Second, venture profile which deeply reports about occupation or business. Third, reporting from interview, field observation, and other research. Fourth, a case study which tells about someone's experience in representing a cluster, such as sacrifice of disaster, immigrant community, and a personal research

report that serves the story specifically about an observation which entertains the reader. Descriptive text can also be about an usual hobby, new technology, etc.

E. Previous Study

The first previous study conducted by Emma (2019) the title The relationship between students' mastery of reading interest, students' reading strategies and students' reading comprehension at SMA Negeri 1 Kuala Tungkal. The purpose of Emma's research is to determine the relationship among the three variables using quantitative research methods. The population used is 50 students.

The second previous study conducted by Jannah (2022) The title is correlation between students reading interest, students reading strategy, and students reading comprehension of tenth grade of SMA Negeri 2 Pare. This study aims to investigate the relationship between the three variables. This study used a quantitative method. There were 103 students who were used respondents in the first year of SMA Negeri 2 Pare. The data collection techniques used questionnaires and tests.

The third previous study conducted by Nia (2021) This study aims to determine the relationship between reading strategies and reading comprehension achievement. This research used quantitative research. Respondents taken were 79 class XII students of SMK Darus Salam Kediri. The instruments used in this study were reading tests and questionnaires.

Based on the explanation above, if the previous study took the respondent on SMA Negeri 1 Tungkal, SMA Negeri 1 Punggur, and SMK Darus Salam Kediri, the researcher feels essential to fill the gap by finding out about students' reading interest, students' reading strategy and students' reading comprehension at MTs Tarbiyatus Shibyan students.