

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter discusses some relevant theories that are related to the research. It includes the definition of reading, the process of reading, reading comprehension skill, reading comprehension at junior high school, problem in reading, students reading habit and previous study.

#### **2.1 The Definition of Reading**

Reading is an essential for students in order to cope with new knowledge in a changing world. This is reasonable enough due to the fact that the fast growing information is recorded and issued through media, such as television, internet, radio, magazine and eBooks. The source of information is easily accessible. Students can access the latest information by reading. The ability to read fast and accurate will help them to increase their knowledge and perspective.

There are some experts who defined reading. Heilman (1981) says that reading is an active process that is affected directly by an individual's interaction with language that has been coded into print. All in all reading actually is a process of communication in which the readers use strategies in order to look for meaning from printed symbols. Nunan (1998) states that reading is usually conceived as solitary activities in which the reader interacts with text in isolation. It can be inferred that reading is not only looking at word in the form of graphic

symbol but reading is a communication process that involved an enjoyment of a reader's to interact with text. Those theories above showed the various definitions of reading.

Therefore it can be conclude that reading is an active thinking process whereby people involve many steps of getting meaning or message from the author. All in all the students have to use codes, experiences, and background knowledge, along with all their strategies in order to understand the written text.

## **2.2 The Process of Reading**

Reading is a complex interaction between the text, the reader and the purposes for reading, which are shaped by the reader's prior knowledge and experiences, the reader's knowledge about reading and writing language and the reader's language community which is culturally and socially situated. Five Stages of the reading process are mentioned by Tompkins (2014) they are pre-reading, reading, responding, exploration, and applying.

### **1. Pre-reading**

Pre-reading is where students prepare themselves to read. They may decide or be told why they are going to read a piece of text. They may use their background knowledge to make predictions of what the text is going to be about. Teachers may have them use a concept map called a KWL chart where students put down what they know (K), what they want to know (W), and after they have read what they learned (L) from their reading.

## 2. Reading

This is where you get down to the actual reading part. The text can be delivered to students in a variety of ways. Students can engage in individual reading, or they can be read aloud to. Teachers may use big books or print projected somewhere in order to do a group reading session.

## 3. Responding

Responding is where a student reacts to what they have read. Most often this is through discussion.

## 4. Exploration

This is where students explore their new information. They may re-read part or all of the text. They may read more texts to expand their knowledge of the new subject. Students may learn new vocabulary words that they came up against in the text. Exploration is a very broad stage that can take many paths.

## 5. Applying

During the applying stage students take the new knowledge they have learned and do more with it. Often they will have projects that measure how much they have learned. They may read books related to the original text or participate.

### **2.3 Reading Comprehension Skill**

Reading comprehension is an interactive process between readers, text and strategies. Thus interactive process includes understanding, utilizing, and evaluating the important message that author trying to convey. Continuously

readers link all those information with their back ground knowledge in order to extract meaning from the written material.

### 2.3.1 Levels of Reading Comprehension

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

#### a. Literal Comprehension

Literal comprehension refers to information explicitly stated in the written text. As a basic level, the readers are needed the abilities to understand meaning of words before recognizing of details message, then the readers are required to link the grammar theories with the main idea presented in the passage. In the last step in literal comprehension the readers are needed to sequence the all the information stated in the passage.

#### b. Inferential Comprehension

The inferential comprehension is the process how a reader derives an implicit idea in the passage. 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.

#### c. Critical Comprehension

Comprehension 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 readers evaluate the value of its information and give personal judgments as a feedback to the author.

### 2.3.2 Factors Affecting Reading Comprehension

The low reading comprehension skills are caused by a variety of factors. Dallmann (1982) figure out the factors which are responsible to the depth of readers' comprehension as follows: difficulty of material, intelligence, environment, emphasis on word recognition, emphasis on oral reading, background of reading selection, adjustment of reading techniques, and rate of reading.

#### a. Difficulty of Material

The difficulty of the material is proposed as one of the major causes of lack comprehension. Especially multiple concepts in reading material, it contributes to the difficulty absorbing material (Buzan, 1984). Teachers sometimes supply the students with advance materials beyond their capabilities. In the same manner, unsuitable methods that the teachers used may caused frustration to the students.

#### b. Intelligence

Readers' ability to comprehend is sometimes limited by the richness of their background knowledge and vocabulary. The more broaden knowledge and vocabulary that readers have the more success of reading comprehension they will be. Therefore, mental maturity should be taken into consideration in term of determining where reading instruction should start.

c. Environment

The unpleasant environments such as noisy surrounding, inadequate lighting, high or low temperatures, and distracting surroundings may interfere the students' comprehension.

d. Emphasis on Word Recognition

All assignments will be wasted only if the students know how to make word meaning properly. Devine (1987) stated the deficiencies in comprehension are sometimes caused by the lack power of concentration on the recognition of individual words. Emphasizing on word recognition is enormously important in reading comprehension. Teachers should teach the students how to use dictionary and how to build word meaning.

e. Emphasis on Oral Reading

When students do oral reading, automatically they interpret the meaning of the text passage through their mouth. The more practice students on oral reading the more accurate they on comprehending the text.

f. Background for a Reading Selection

Concept about reading material and experience are frequent problems of students' poor reading comprehension. Teacher should be careful in selecting type of reading passage. Disorganized text materials such as used advance textbook to younger learner, give them irrelevance contents, and supply them with unfamiliar glossaries should be ignored by the teachers. Therefore, teachers should aware to select textbook, and distribute it efficiently to the students.

g. Adjustment of Reading Techniques to Purpose

The importance of adjusting reading techniques and choosing the right type of material are crucial factors in determining success in reading comprehension

h. Rate of Reading

The wrong selection in adjusting the reading rate to the type of material, such as newspaper, text book, novel or magazine might cause failure in comprehending text material.

## **2.4 Reading Comprehension at Junior High School**

Reading comprehension means to understand what has been read. English has been taught as a foreign language in Indonesia. However, it does not mean that the result of teaching English in the school was satisfying, even though the fact is teaching reading process are continuously being taught within three years at junior high school. Reading makes students enjoy their learning process and gives several advantages in finding some information that is needed. It is an unlimited area that makes students learn about many things, such as education, politic, social, culture, religion, and health. All of that information can be obtained by reading.

Nowadays, at junior high school, teaching reading intends to develop students' skill in reading comprehension. Based on the basic competence 2013 of the second grade junior high school, the students are expected to comprehend social function, text structure, and language features in reading descriptive, narrative, recount texts, expository texts and so on in oral and written form.

However, in a real situation, the students do not achieve the curriculum expectation and have lower ability in reading comprehension. In addition, to overcome the difficulties of students in reading, teachers must first find out or know what difficulties experienced by students during the reading process and factors that cause difficulty in reading (Depdiknas, 2013).

## **2.5 Aspects in Reading**

Reading is contraction of involves the reader connecting information from the written message. That are several aspects of reading comprehension skills that should be mastered by reader to comprehend the text: mind idea, specific information, references, inferences, and vocabulary (Suparman, 2006).

### **a. Mind idea**

Finding the mind idea of paragraph is one of most important reading comprehension skill. In some paragraphs, the mind idea is not explicitly stated in one sentence. Instead, it is left to the reader to infer or reason out. In the word, the main idea is the most important idea that the author develops throughout the paragraph.

### **b. Specific information**

Specific information develops the topic sentences by giving definition example, facts, comparison, analogy, cause, and effect statistic and quotation.

### **c. References**

References are words or phrases used either before or after the references in reading material. They are used to avoid unnecessary repetition



of words or phrases. It can the readers signal to find the meaning of word elsewhere in the text.

d. Inference

Inference is an educational guessing or prediction about something unknown based on available facts and information. It is the logical connection that the reader draws them between his observes or known and what he does not know.

e. Vocabulary

Vocabulary is the stock of word used by the people of even person. Concerning with those statement indeed vocabulary is fundamental for everyone who wants to speak or to produce utterances for reading.

## **2.6 Problem in Reading**

Reading comprehension problems have been a popular issue in EFL teaching-learning settings for a long time. Numerous studies have shown that most EFL students often have difficulties in comprehending English texts. Chen (2015) said that for about 52% of adults with L2 reading comprehension problems had difficulties in learning a foreign language. In this sense, there are a number of reading problems which may be encountered by EFL students.

Reading problem is the problems that are faced by the students in comprehending the text. This problem can have negative effect on their study especially in their reading ability. The researcher shows some of the causes of students' problems in comprehending the text.

### **1. Teachers' Willingness to Lecture over Reading Material**

The content area reading is the reading that a person usually a student needs to complete and understand in a particular subject area. Once students believe that a text is too hard for them, they assume that it is the teacher's job to explain the text to them. Since teachers regularly do so, it will deprive students of the very practice and challenge they need to grow as readers.

## 2. Failure to Adjust Reading Strategies for Different Purposes

Inexperienced readers are also unaware of how a skilled reader's reading process will vary extensively depending on the reader's purpose. Some reading tasks require only skimming for gist, while others require the closest scrutiny of detail. Good readers varied their reading speed appropriately while poor readers do not discriminate in their reading time as a function of reading purpose.

## 3. Difficulty in Perceiving the Structure of an Argument as They Read

Inexperienced readers are less apt to chunk complex material into discrete parts with describable functions. They do not say to themselves, for example, "This part is giving evidence for a new reason," "This part maps out an upcoming section," or "This part summarizes an opposing view." These students are taking an ant's-eye view of the text-crawling through it word by word-rather than a bird's-eye view, seeing the overall structure by attending to mapping statements, section headings, paragraph topic sentences, and so forth.

## 4. Difficulty in Reconstructing the Text's Original Rhetorical Context

Inexperienced readers often do not see what conversation a text belongs to- what exigency sparked the piece of writing, what question the writer was pondering, what points of view the writer was pushing against, what audience the writer was imagining, what change the writer hoped to bring about in the audience's beliefs or actions. They have difficulty perceiving a real author writing for a real reason out of a real historical moment.

#### 5. Difficulty Seeing Themselves in Conversation with the Author

This problem possibly because they regard texts as sources of inert information rather than as arguments intended to change their view of something. Inexperienced readers often do not interact with the texts they read. They don't ask how they, as readers, are similar to or different from the author's intended audience. They don't realize that texts have designs upon them and that they need to decide, through their own critical thinking, whether to succumb to or resist the text's power.

#### 6. Difficulties with Vocabulary and Syntax

Inadequate vocabulary hampers the reading comprehension of many students. Using a dictionary helps considerably, but often students do not appreciate how context affects word meanings. Moreover, the texts they read often contain technical terms, terms used in unusual ways, terms requiring extensive contextual knowledge, or terms that have undergone meaning changes overtime. Additionally, students have difficulty tracking complex sentence structures. Although students may be skilled enough reading

syntactically simple texts, they often have trouble with the sentence structure of primary sources or scholarly articles.

## **2.7 Students Reading Habit**

### **2.7.1 Definition of Reading Habit**

Reading habits more clearly describes the automatic and unconscious processes that are involved in constructing meaning from text (Zwiers, 2004). Then reading habit refers to the automatic process as the readers read the textual material and deriving meaning unconsciously. Comprehension habits are the split-second thought that kick in constantly to help a proficient reader actively construct meaning. Then by building reading habit will constantly help the readers construct meaning actively. Furthermore, Hasanah (2017) said that reading habit is our need for every time like nutrition that always needed every day; the students will always do this activity as their habitual action beside that reading becomes a habit is not an easy one. It needs long process, some exercise and a high motivation from the reader to make reading as a habit.

### **2.7.2 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 an activity that creates joy and satisfaction in doing it. The purpose of reading habit as a hobby make a reader knowledgeable in so many areas, such as in educational, politics, religious, and economic. This purpose of reading habit not only makes one satisfied but also positive. Unlike others hobbies, reading is one of the most recommended one to shape readers personality skill. By reading book particularly can develop the knowledge of vocabulary which helps in conversations. Reading as a hobby is wonderful, it helps the readers to improve their ability to absorb and to comprehend written material and help them to pursue a better job.

b. Recreational

A good reading habit for recreational makes the reader acquire more knowledge in the classroom. Reading for relaxation is aimed to cool the reader's brain and to avoid mental fatigue, the example activities on reading for relaxation are reading newspaper and magazine.

c. Concentration

One of the reading habit purposes is concentration. Concentration means the readers acknowledge their reading process to understand the meaning of a passage. Reading for concentration is recommended for use in school by stakeholders. This reading habit purpose shows positive result in student's achievement in school.

d. Deviatonal

The last purpose of reading habit is deviational. This is the only reading habit which has a negative norm. The readers sometimes pretend to read, and deviates from the actual reading. This should be avoided by the students. If this habit reading attitude acquired by the students, it may lead to loss of interest in the acquisition of knowledge.

### 2.7.3 The Aspects of Reading Habit

In gaining an effective reading habit, Gaona (2011) summarized six aspect of reading habit, they are: reading frequency, books read, time spent on academic reading, time spent on non-academic reading, motivation in the family environments, motivation in the academic environments.

#### a. Reading Frequency

Reading frequency used to measure students' reading frequency in their spare time.

#### b. Books Read

The number of many books that the students have read in the last three months was included in the questionnaires.

#### c. Time Spent on Academic Reading

It is considered the time that the students devote their time to read academic book especially for their specialist subject.

#### d. Time Spent on Non-Academic Reading

It is discussed amount of time that the students used to read non-academic book, magazine, such as novel, fiction, romance, horror, etc.

e. Motivation in the Family Environments

It focuses on the recommended book that purchased by the family based on the interest of the family.

f. Motivation in the Academic Environments

It is focuses on the frequency of students' reading literature in their academic environment.

## **2.8 Previous Study**

To support this research, many researches which are relevant with this study. The first is the study of Suhana (2017). The purpose of this research is to find out the effects of reading habit towards students' reading comprehension at private senior high school in Purwakarta. The result show that there is significant effect of reading habit towards students' reading comprehension.

The second research from Wardani (2018). The purpose of this study is to find out the correlation between students' reading habit and their oral reading fluency at the eleventh grade students of MAN Tenganan. The result show that there is significant correlation between students' reading habit and their oral reading fluency at the eleventh grade students of MAN Tenganan.

The third research from Muawanah (2014). The purpose of this study is to know the relationship between students' reading habit and their reading comprehension at the second grade students of SMA Dua Mei Ciputat. The result show that there is a strong relationship between students' reading habit and their reading comprehension at the second grade of SMA Dua Mei Ciputat in academic year 2013/2014.