

CHAPTER II

LITERATURE REVIEW

This chapter presents the concept of reading, reading aspect, the concept of reading ability, genre of text, the concept of scientific articles, the concept of interest, Indicators of the students' interest instrument, the correlation between reading interest and reading ability, and review of previous research.

2.1 The Concept of Reading

Reading is one of the English basic skill that should be mastered by all students. By reading, students can get a lot of information and knowledge. According to Patel and Jain (2008), reading means to understand the meaning of printed words i.e written symbols. By reading, the students will know more what should they write and speak. Relationship between writer and reader focus on how the readers comprehend the main idea of the intention of the writer. A writer has a purpose or content that want to share to the reader.

Reading is an active process which consists of recognition and comprehension skill (Patel and Jain, 2008). It means reading is an important activity in life with which one can update to knowledge and tool for academic success. In this process, the reader actively finds the message conveyed by the author. Furthermore, 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 words mean. Because reading is one of important basic skill must be mastered by students.

Based on the explanation 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 idea or information intended by author.

2.2 The Concept of Reading Ability

Language ability is identified by some as a set of language skills. A great deal of teaching and testing materials are organized around one such proposal, that of four skills of listening, speaking, reading, and writing, and the four skills model still remains pedagogically useful today, though it lacks support of empirical findings. Reading is considered by many teachers, textbook writers and language test constructors to be made up of different skills and components. It is often claimed that sets of reading components provide useful frameworks on which to base course design, teaching and test development (Feng liu, 2010).

A reading ability can be described as “ a cognitive ability which a person is able to use when interacting with texts” (Urquhart & Weir, 1998). According to Jhonson (2008), comprehension skills are strategies readers use to retrieve information and construct meaning from expository text. They are the thinking processes, broken down into steps, that are used to comprehend. It means that comprehension is a process of understanding a text or a process

because it involves all of the elements of the reading process working together as a text is read to create a representation of the text of the readers mean.

In addition, Snow (2002) stated the ability of processing the text and the understanding the meaning is called reading comprehension. It can be defined as all of the process which the meaning of the text needs to be understood. Reading comprehension involves the activity of extracting and establishing the meaning at the same time which can be obtained through the collaboration of the written language. Students could take expectation from reading text. They have to comprehend the text to get the point of what they read.

According to Kennedy (2010), reading comprehension consists of several indicator, they are:

1. Finding Explicit Information

It consists of finding detail and fact.

2. Finding Implicit Information

It is consists of finding the main idea, inferring referents, drawing a conclusion, detecting the title of the text, detecting the purpose of the text and making prediction.

3. Finding Judgment

It is consists of making a judgment.

4. Finding Idea

5. Finding meaning of certain word based in the context.

Based on those explanations, it means that teaching reading is not passive activity. Student must enjoy during reading process. As we know the advantages of reading is to give the student knowledge that they never know before. Teaching reading needs more than only reading a text, we must pay attention how to teach reading text to the students. In teaching reading, students and teacher can be partner to make the teaching process more effective.

2.3 The Concept of Scientific Articles

A scientific article is a publication that is based one empirical evidence.it can support a hypothesis with original research, describe existing research or comment on current trends in a specific field (Wayne W. LaMorte,2006). Pardede (2012) said scientific articles are the storehouses of scientific. Researches results plus the procedures used to make those researches. They are written to provide a means for scientists to communicate each other about results of their researches. To make the communication effective, the media (manuscript)must have standardized framework so that the authors could present their findings and ideas in an orderly, logical manner.

Katz (2009) explains that scientific papers have a stereotype format, i.e. Abstract, Introduction, Methods, Results, Discussion, Conclusion, References (AIMReDCAR).

1. Abstract

The abstract gives an abbreviated summary of the article. Many times it will be broken down into smaller mini-sections that reflect the larger sections contained in the paper.

2. Introduction

The introduction gives context to the research-why this research is important and what other-work has been done to explore this issue- as well as a statement of the hypothesis that the researchers are investigating.

3. Methods

This sections explains in detail how the authors went about investigating their hypothesis. This is generally where you will find a description of the study design used. In some cases that included analysis of well-known, existing studies such as the Framingham Heart Study or The black Women's Health Study, the study design may be briefly summarized and a citation for a complete methods paper included in the end notes. This sections also includes methods of analysis, selection criteria and how data was imputed or controlled.

4. Results

This sections contains the results of the methodology sections.

5. Discussion

In this sections, the authors analyze their results and explain the significance (or, rarely, the significance) of their findings. They also may explain how their findings fit into existing literature and anything that may have surprised them about their results.

6. Conclusion

This section relates how the findings of this paper relate to the background and hypothesis put forth in the introduction. It also oftentimes includes a call for further research and investigating.

7. References

Every research project usually relies in part upon the work of other scientific works. Any time an author cites from external materials, he/she is required to identify his/her sources in the form of systematic references. The importance of references section of a paper is not only for giving credit to the ideas and work of other scientists but also to provide the readers with access to these sources.

Based explanation above, scientific articles are readings that must be read by students. Because scientific articles not only present facts based on research but can also be learning materials that are in accordance with educational rules. Reading more scientific articles will also make students able to know the correct procedure for writing articles, because scientific

articles are not just fiction writing without evidence, so in writing they must also use mutually agreed rules.

2.4 The Concept of Interest

Learning process will run well if the students have an 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 situation of condition of paying attention and enjoying in some activities or contents (Slamento, 2003). According to Suzanne Hidi (2001), interest is a unique motivational variable, as well as a psychological state that occurs during interactions between person and their object of interest, and it is characterized by intereased attention, concentration, and affect. It means that interest can influence the students mindset become positive in learning process. Meanwhile, Holland and Djali (2017) said the interest is the tendency of elevated hearth against something. In other word, 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 interested in something.

Brown D & Lent W.R (2003) said the interest of an individual can be defined as his/her like for, dislike for, or indifference to something such as an object, occupation a person, a task or an activity. Interest is one specs of what is broadly considered as the motivation of an individual. Thus, interest is a

part of the person's personality structure or organization. When the individuals' interest is described in relation to occupations or the world of work, we speak his/her vocational interest.

Haidt & Berndoff (2006) explained interest has a strong influence on learning. Individuals display more persistence, engagement, and positive affect in tasks that they are interested in. Interest influences the use of learning strategies and choices for the direction and duration of attention. Interest can be developed through motivation, therefore that to get the students interested in reading, motivation is needed. Reading in the limited sense or in the broad sense is interest. The interest motivates someone to read or put effort because the reading selection is interest.

Norman L. Munn (1966) defined that the most major interest theorist have included five determinants of interest in their theories, as follows:

1. Interest arise from environmental or social influence.
2. Interest arise from genetic.
3. Interest arise from personality traits.
4. Interest arise from motivates, drives, or needs.
5. Interest arise from expression of self concept.

From the statement above, the researcher concluded that the learning process does not only need the subject, but also internal factors such as interest can be included in teaching reading.

2.5 The Indicators of The Students' Reading Interest

In constructing the questionnaire of students' reading interest, the researcher used aspects of interest and principles that can be affecting the students' interest as the indicators. According to the Skinner (1984), there are four aspects, as follows:

1. Pleasure

Pleasure will emerge one's interest to objects of the people that satisfy them. From this indicator, the researcher can know the students' interest because pleasure seems to be derived from simply watching the movement of the objects.

2. Willingness

This motivational desire will produce a will, attention, and concentration to a given object, then the interest of the individual will appear. From willingness, reading interest will be known because it's

mean that a motivational desire that directed to the purpose of life controlled by thought.

3. Consciousness

The researcher can also be known students' interest on scientific article from their consciousness to read a particular scientific articles, and consciousness can exist in an individual when the students have a will.

4. Attention

When the students observe an object, he perceives only what he/she pays attention to or interested in, whether students try to comprehend the article or not. It can be known whether they are interested in reading scientific articles or not from the result in answering the questionnaire.

From the theory above, the researcher will construct the questionnaire of students' interest on scientific articles from four aspects, those are: pleasure, willingness, consciousness, and attention.

2.6 The Reading Interest and Reading Ability

Suzanne Hidi (2001) argued that reading interest is central in determining the ways in which we select and process certain type of information in comprehend to other. The empirical findings of the literature indicate that all types of interest tend to facilitate readers' comprehension and recall. So, to make the reader an interest in reading must choose a good

information. It is concern the effects of interest on reading performance. Snow (2002) includes engagement and motivation as variables unfluenced language comprehension.

Reading interest was related to deep comprehension questions, recall of main idea, and to structures. They concluded that interest did not simply enhance the amount learning (Suzanne hidi, 2001). Reading interest seemed to motivate readers to go beyond the surface structure of the texts and focus on the main ideas and their underlying meaning. So if the students have an interest in any subject, they will easily understand and comprehend that that subject.

Empirical findings consistently show that all categories of interest aid reading recall and comprehension. Interest has been shown to influence reading skill in a number of ways. Experiments with reading occurring under a variety of condition, such as reading silently and aloud and reading with required post-task, have exhibited positive influences of interest.

From the theories above, interest has been defined as a motivation variable, as well as a psychological state that takes place during interaction between people and object in the environment. Students are more likely to read what they think interested in the reading materials. Reader level interest in reading and in the content of that reading may help shape the activity of text processing and development of comprehension in various ways.

2.7 Review of Previous Research

The first, research by Fitriani (2008) about the correlation between reading interest and students ability to find the main idea in a short text a study of second year students' at SMAN 4 Malang. This graduating paper is conducted to find out the level of reading interest and their ability to find main idea in a short text. The target population of this study was the second year student of SMAN 4 Malang, which cover 40 students. The instrument that was used by the writer was questionnaire, the writer also used a test of reading. The finding of this research is there is significant correlation between reading interest and students ability to find the main idea in a short text.

Second, research by Ewo Priyo Susanto (2017) about the correlation between students' reading interest and students' reading comprehension. The objective of this research was to investigate the relationship between students' interest and students' reading comprehension. This research was a quantitative research. The sample of the research consisted of thirty students of second grade at 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 was 0.673 and coefficient influences value of both variables was 0.434. It was shown when the students got high score in interest score, they also got high score for their reading comprehension. Based on the results of the research it could be concluded that there was correlation between students' interest and their reading comprehension. By having high reading interest, students were able to read better than those who have low interest.

The last previous study is the correlation between students reading interest and reading ability at the first year students of SMA Muhammadiyah 1 Sendang Agung Lampung Tengah conducted by Nurul Habibah. She was a student of English Department of The State Institute of Islamic Studies of Raden Intan Lampung (2013). The research only focused on whether there is correlation between reading interest and reading ability. The data were taken from questionnaire to get the detail information of students reading interest in learning English. To know students reading ability the researcher used try out of test that consist of 40 items. The population of this research consist of 132 students, and the sample was taken by using cluster random sampling technique. The researcher choose the sample consist of 30 students. The results show that r observed was higher than r critical, that was $0.74 > 0.37$. This score proves that hypothesis null (H_0) is rejected and alternative hypothesis (H_a) is consequently accepted.

The similarity between the previous study and this present study is in the variables, they are reading comprehension and reading interest. The differences is in the subject of the research and the population of the research.