

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter presents the review of related literature which is in line with this research that focused on correlational between digital reading, reading motivation, and reading ability. The related literature is divided into several topics. Those are;

#### **A. Digital Reading Resources Use**

Digital reading resources use can be defined as an activity of reading text in digital format using a digital devices (Dizon, 2014). It is an impact that is caused by the emergence of digital culture, thus it is often referred to as reading from the screen, or in other words reading a text that is represented on the screen through digital devices such as a computer monitor or other gadget devices (Aydemir & Ozturk, 2012).<sup>1</sup> Digital reading resources use can be characterized by activities such as browsing, skimming, and bouncing that is “discontituned an fragmented reading” (Liu,2012).<sup>2</sup>

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<sup>1</sup> Aydemir, Zeynep. Ozturk, Ergun. (2012). “*The Effects of Reading from the Screen on the Reading Motivation Levels of Elementary 5th Graders*”. The Turkish Online Journal of Educational Technology – July 2012, volume 11 Issue 3.

<sup>2</sup> Liu, Ziming. (2012). “*Digital Reading*”. Chinese Journal of Library and Information Science (English edition) (2012): 85-94.

## B. Reading Motivation

Reading motivation is the extent to which the individual works or strives to reads because of a desire to do so and the satisfaction experienced in the reading activity (Kitjaroonchai, 2012).<sup>3</sup> As a motivation, it can be defined as the enjoyment and internal derives of reading activity (Guthrie & Caddington, 2010). Reading motivation is someone's motivation for reading activity. While anyone feels the pleasure of reading, their frequently conduct this lecture task, and it has a positive effect on their reading skills. Harmer (1998) suggest that motivation is a state of cognitive arousal which provokes a decision to act as a result of which there is sustained intellectual and/ or physical effort sothat the person can achieve some previously set goal. Brown (1994) defined that in the motivation there are two dimension of the whole motivation constructed in general they are intrinsically or extrinsically motivation.<sup>4</sup>

From the above definition, the researcher can conclude that motivation is the desire to do something that affected with the internal and external factors. Then, the students' reading motivation is the desire of students to do good reading activities that make them become consistent and better, by being influenced by internal and external factors as well.

The kinds of reading motivation can be devided based on which motivation comes from. Based on whice motivation comes from, motivation

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<sup>3</sup> Nakhon Kitjaroonchai & Tantip Kitjaroonchai, "Motivation Toward English Language Learning Of Thai Students Majoring In English At Asia-Pasifict International University", 2012

<sup>4</sup> Parmawati, Aseptiana & Yugafiati, Rasi. (2017). *Using Authentic Material To Improve Students' Reading Interest* (A Classroom Action Research in the Second Semester Students of STKIP Siliwangi Bandung). *ELTIN JOURNAL, Journal of English Language Teaching in Indonesia*. 5. 1. 10.22460/eltin.v5i1.p1-8.

devided into two kinds. According to McGroarty (1996) orientation index sought to identity the type of motivation associated with success in language. It adapted the initial distiction, still widely used in psychology, between intrinsic motivation and extrinsic motivation.<sup>5</sup>

1. Intrinsic motivation

Intrinsic motivation comes from within the individual. Thus a person might be motivated by the enjoyment of the learning process itself or by a desire to make themselves feel better.

2. Extrinsic motivation

Extrinsic motivation, by contras, is caused by any number of outside factors. for example: the need to pass exam, the hope of financial reward, or the possibility of future travel.

In reading activity, motivation is one of the important aspect of success reading. Based on Lightbown & Spada (2013), individual characteristics that have been investigated in the effort to discover explanations for diferences in learning outcomes are intelligence, language learning aptitude, reading style, personality, attitudes and motivation, identity and ethnic affiliation, and reading beliefs.

According to the kinds ot motivation, students' motivation in reading also has two kinds. These are intrinsic and extrinsic motivation. More specific, Gage and Berlin (1998) cited by Gitawaty (2010) said that intrinsic motivation can be found such as in students interest, need and goal in reading activity. And extrinsic motivation comes from teacher, parents and enviroment.

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<sup>5</sup> Marry McGroarty, *Sociolinguistics and Teaching* (New York: Cambrige University Press, 1996),  
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The factors influence to intrinsic motivation are:

1. Interest

Interest is an essential factor that influences intrinsic motivation. In Oxford Learner's Pocket Dictionary, the word interest has some meanings, but not all is suitable to define interest in this section. Some of these definitions that suitable to have understanding this term are: desire to read or know about, quality that attracts attention or curiosity, activity or subject which you enjoy doing or reading about. Motivated students usually enjoy the class and have good quality to pay attention the material that they read in class.

2. Need

Some students read a subject and motivated because they want to get their needs. In Oxford Learner's Pocket Dictionary, the word *need* means a situation when it is necessary or must be done. For example, English as a compulsory subject, must be passed for all of students if they want to go to the next class. It means that the passing of English subject in examination is needed for all the students or it is their necessary.

3. Goal

Harmer (2007) said that motivation is closely bound up with a person's desire to achieve goal. Students with clear goal commonly have good motivation. For example: students study hard about English all the day because they want to pass the exam, or because it has effect for their future, getting job and good career.

The factor influence to intrinsic motivation are:

1. Teacher

Teacher is one of the students' motivator in reading. Harmer (2007) states that clearly a major factor in the continuance of students motivation is the teacher. In reading process, a teacher takes an important place to have success reading, for example, teacher teaching method. The method is vital that both the teacher and students have some confidence in the way teaching and learning takes place. When either loses this confidence, motivation can be disastrously affected, but when both are comfortable with the method being used, success is much more likely. Teachers also can create intrinsic students' reading motivation.

Dornyei (1994) cited by Douglas (2007) offers an insightful set strategies for creating what he calls 'basic motivational conditions' in the classroom, based on a survey of Hungarian foreign language teachers. All eight strategies focus on what the teacher can do to start the process of creating intrinsic motivation.

- a. Demonstrating and talk about your own enthusiasm for the course material, and how it affects you personally.
- b. Taking the students' learning very seriously.
- c. Developing a personal relationship with your students.
- d. Developing a collaborative relationship with the students' parents.
- e. Creating a pleasant and supportive atmosphere in the classroom.
- f. Promoting the development of group cohesiveness.

g. Formulating group norms explicitly, and have them discussed and accepted by the learners.

h. Having the group norms consistently observed.

## 2. Parents

Some students have high motivation in reading because their parents give them motivation to read more and achieve good achievement. The attitude of parents and older siblings will be crucial. Parents who support their children to have good achievement in reading activity will help their children to read it. They also feel that reading is one of the important subject that have too.

## 3. Enviroment

Outside any classroom there are attitudes to be specific in reading activities. How important reading activities will be considered by the community. For example: someone who has the ability to read very well either in his reading activities or understand it then they will be more respected and liked because of their cleverness.

### **C. Students' reading ability**

Syaputri & Komala (2017) stated that reading is a process in which information from the text and the knowledge possessed by the readers act together to produce meaning. However, concerning language learning, reading is not only the process of acquiring information but also improving the ability of learning. Zint and Maggart (1989) cited in Syaputri & Komala (2017) that:

Reading is an integral part of communication and that learning to read is built on the ability of boys and girls to receive and express language.

Comprehension, metacognition, semantic processing, and unique type of language behavior and reorganization of schemata store in memory. Permanent interest in reading and the development of critical and evaluative skills is as much as of a product of effect as of cognition. Reading is a means of language acquisition, of communication, and sharing information and ideas. Like all languages, it is a complex interaction between the text and the reader which is shaped by the reader's prior knowledge, experiences, attitude, and language community which is culturally and socially situated. The reading process requires continuous practice, development, and refinement.<sup>6</sup>

Anderson et.al (1985) in a journal by Gilakjani & Sabouri (2016) stated that reading is an activity to gain meaning from the text. It means that the reader needs to understand the text. So, the reader will get the meaning or information from the words in written text. Gilakjani & Ahmadi (2011) cited in Hanifah, Mulyana, & Nuraini (2018) that the basic purpose of reading is to get the correct message from the writer by the words for the reader to receive. So, the reader makes meaning from the text. Makes meaning here means that the reader should have a basic knowledge of reading. As suggested by Wixson, et al (1987) in that journal too, reading is an activity of making meaning which includes; the reader's knowledge, the information of the text, and the context of the reading. So, the reader's knowledge is important for better making meaning. So, the reader interacts with the text by interpreting the text as they try to create meaning in the text.<sup>7</sup>

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<sup>6</sup> Syaputri, Dwi., Komala, (2017) *A Survey of Readers' Reading Preference: Digital or Printed Reading Text*, Bina Darma e-Journal. Binadarma.Ac.Id.

<sup>7</sup> Hanifah, Anis Nurul., Mulyana, Agus., & Nuraini, Hery. (2018). *The Correlation Between Students' Reading Motivation And Their Reading Comprehension At Tenth Grade Students Of Sman 6 Kota Tangerang In Academic Year 2018/2019*. JIPIS, 26(2), 6–12. <https://doi.org/10.33592/jipis.v26i2.87>

Ismiyanti (2017) defined ability as the quality or condition of being able competent in doing (skill) or natural attitude proficiency. There is no single right answer to the question “What is an ability?” It can be a skill, or a capacity to think, or a capability that is largely based on someone’s knowledge, or a combination of any of these. Even within psychology, there is variability in the meanings that different writers have in mind when they introduce the word “ability”.<sup>8</sup>

Depending on the purposes of reading it also can be classified into two types of activities, intensive and extensive reading as defined by Nuttal (2000):

a. Intensive reading

Intensive reading means reading shorter texts to extract specific information. This activity is likely more to emphasize the accuracy activity involving reading for detail. The process of scanning takes a more prominent role here than skimming. The reader is trying to absorb all the information given, for example reading dosage instruction for medicine.

b. Extensive reading:

Reader deals with a longer text as a whole, which requires the ability to understand the part and their contribution to the overall meaning, usually for one's pleasure. This is a fluency activity, mainly involving global understanding. Example: Reading a newspaper, article, short story, or novel.<sup>9</sup>

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<sup>8</sup> Ismiyanti, T. (2017). *Improving students' ability in reading comprehension by using preview, question, read, state and test strategy-Repository UIN Sumatera Utara*. Uinsu.Ac.Id.

<sup>9</sup> Nuttall, C. (2000). *Teaching reading skills in a foreign language*. Hong Kong. Macmillan Publishers Limited.



#### **D. Previous Studies**

A lot of previous study that carried out the relationship between digital reading resources use, students' reading motivation and their reading ability as the topic. It done in different time and place. The first previous study is by Aydemir, Öztürk, & Horzum (2013) that investigated about "The Effect of Reading from Screen on the 5th Grade Elementary Student's Level of Reading Comprehension on Informative and Narrative Type of Texts". The aim of this study was determined as the effect of reading from screen upon the levels of reading comprehension of the fifth-grade elementary school students in the informative and narrative text types. The result of this study showed that the levels of reading comprehension of the students who read the informative text from screen were significantly higher than others. Moreover, there was no significant difference between the students reading the narrative texts from screen and printed material in terms of the levels of reading comprehension.<sup>10</sup>

The second, investigated by M. Salman Alfarisy (2020) about 'The correlation between digital literacy and reading proficiency of english pre-service teachers at sriwijaya university'. He used test as him instrument, digital literacy test and reading proficiency test. The finding of that study showed that 54,5% of student's scores were in good category of digital literacy test. The result of the reading proficiency test showed that 32% of student's scores were in very poor category. The result revealed that there was a significant weak

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<sup>10</sup> Aydemir, Z., Öztürk, E., & Horzum, M.B. (2013). The Effect of Reading from Screen on the 5th Grade Elementary Students' Level of Reading Comprehension on Informative and Narrative Type of Texts. *Kuram Ve Uygulamada Egitim Bilimleri*, 13, 2272-2276.

correlation between digital literacy and reading proficiency. It means that digital literacy significantly influenced students' reading proficiency.

The third previous study is examined by Taufik Hardiyanto, Mutmainnah Mustofa, and Imam Wahyudi Karimullah (2019) 'The correlation between students' motivation in reading and their comprehension ability; study of the second-grade student of SMPN 1 DAU'. The instrument of the data were motivation reading questionnaire and reading comprehension test. The result of this study showed that it was rejected. It concluded that there was no correlation between students' motivation and their reading comprehension ability as the study proved that no correlation emerging in its study.