

CHAPTER II

REVIEW OF LITERATURE

This chapter reviews some theories about reading habit and English achievement as the main topic of this research. It consists of definition of reading habit, the reading processes, definition of English achievement, Factors affecting students' English achievement and the previous studies.

A. Definition of Reading Habit

Reading is the fluent process of readers combining information from a text and their background knowledge to build meaning.¹ It means that the readers' knowledge can influence their ability to build meaning. Then, the meaning that the readers get can influence their English proficiency. According to Beatrice, reading is to take at and understand the meaning of written and printed words or symbols.² It means that the reader must be able to interact with the reading material, which includes printed words or symbols.

Reading habit is the behaviour which expresses the likeness of reading and tastes of reading.³ Other definition was conducted by Iftanti that Reading habit is also identified as how often, how much, and what the reader read and it indicates by fluency, automaticity, accuracy, highly enjoyable, reading practices, vast amount of reading, good proficiency in English, positive attitude toward reading, self-selection of books, motivation to read, and regular reading after school

¹ Neil Anderson as cited at David Nunan, *Practical English Language Teaching*, (Singapore: McGraw-Hill/Cotemporary), 2003, 67-87

² Beatrice S. Mikulecky and Linda Jefries, *Reading Power* (United State of America: Addison Wesley Publishing Company, 1986), 139.

³ Noorizah Mohd. Noor, Reading Habit and Preferences of EFL Post Graduates: A Case of Study, *Indonesian Journal of Applied linguistics*, V, 1,1 (July 2011), 2.

hours.⁴ It means that the reading habit can be defined as the frequency of reading and the interest of readers with some literature of reading.

From the definitions above, the researcher concludes that reading habit is the behaviour to understand every symbol used by the writer that conveys their idea and relate those symbols with the readers' prior knowledge.

B. The Reading Processes

Reading is a good activity for people specially learners because reading gives some good benefits to the readers. Reading processes can be divided into three categories. They are bottom-up models, top-down models, and interactive models.⁵

1. Bottom-up models

Bottom-up models typically consists of lower-level reading processes. Students start with the fundamental basics of letter and sound recognition, which in turn allows for morpheme recognition followed by word recognition, building up to the identification of grammatical structures, sentences, and longer texts. Letters, letter clusters, words, phrases, sentences, longer text, and finally meaning is the order in achieving comprehension.

2. Top-down models

On the other hand, begin with the idea that comprehension resides in the reader. The reader uses background knowledge, makes predictions, and searches the text to confirm or reject the predictions that are made. A passage can thus be understood even if all of the individual words are not understood.

⁴ Erna Iftanti, A Survey of English Reading Habits of EFL Students in Indonesia. *TEFLIN Journal*, V, 23, 2 (July 2012), 150.

⁵ Subashini Annamalai., & Balakrishnan Muniandy, (2015), Reading Habit Attitude Among Malaysian Polytechnic Students, *International Online Journal of Educational Science*, V, 5, 1 (2015), 33.

Within a top-down approach to reading the teacher should focus on meaning generating activities rather than on mastery of word recognition. Goodman states that a strong advocate of top-down models of reading, criticizes bottom-up models because the readers become ‘word callers’ who can read the words on the page but do not understand what they have read. Goodman also believes that teachers make learning to read difficult by breaking whole or natural language into bite-sized, abstract little pieces.⁶

3. Interactive model

The models that are accepted as the most comprehensive description of the reading process are interactive models. This third type combines elements of both bottom-up and top-down models assuming “that a pattern is synthesized based on information provided simultaneously from several knowledge sources”.⁷

C. The Aspects of Reading Habit

According to Julio as cited in Samrotul’ thesis, there are six aspects of reading habit.⁸ First, reading frequency which used to measure students’ reading frequency. Second, the amount of many books students have read. Third, time spend on academic reading which is the time students use to read academic writing. Fourth is the time spend on non academic writing which is the time students use to read non academic writing. Fifth is the motivation in family environment. Sixth is the motivation in the academic environment.

⁶ Goodman as cited in David Nunan, *Practical English Language Teaching*, (Singapore: McGraw-Hill/Cotemporary), 2003, 67-87

⁷ Murtagh, Reding in a Second or Foreign Language: Models, Processes, and Pedagogy, *Language, Culture, and Curriculum*, 2, 91-105.

⁸ Samrotul Muawanah, *The Relationship between Students’ Reading Habit and Their Reading Comprehension*, (Jakarta: Syarif Hidayatullah State College Islamic University), 2014, 1-62

D. The Purposes of Reading Habit

According to Samrotul there are three purposes of reading habit. They are hobbial, recreational, and concentration.⁹

a. Hobbial

The purpose of reading habit as a hobby is the reader can get some new information and knowledge in many areas. It is also creates satisfaction and joy to the reader.

b. Recreational

Recreational means that the readers do reading as a habit for relaxation. They read something which is not load their brain such as reading newspaper, magazines, comic, etc.

c. Concentration

In this purpose, the readers do reading as habit to drill their concentration in understanding the meaning and content of a passage.

E. Definition of English Achievement

English subject is one kind of subject that considered the difficult subject for students. However, English is a subject that determines a students' graduation from junior high school until senior high school at this time. Therefore, the students should be able to have a big knowledge of English language. English is one of the important subjects in national examination (UN). Students must get score up to the national examination standard score. If the students cannot pass the test, they cannot continue their study into the higher level.

⁹ Ibid. 1-62

It means measured in terms of grade the students get from the test of English lesson and the result has been achieved by effort. In education world, the mastery knowledge or skill which has been developed by the lesson usually is showed using the score from the teacher.¹⁰

F. Factors Affecting Students' English Achievement

Many researchers has been discussed the different factors that affects the students' English achievement in their research. There are many factors affect students' English achievement such as: the physical environment and the school facilities, classroom size, teacher's quality, and parental involvement. The explanations are bellow:¹¹

1. The Physical Environment and the School Facilities

There are many research studies on the classroom environment. They revealed that physical arrangement has a vital role in teaching learning process. It can affect the performance of both teachers and students. Physical environment is simply defined as the physical characteristics of the room in which teaching learning process did. The element of physical environment is the building of the room. Such as; floor, windows, walls, desks, chairs, rugs, chalkboards, tack boards, easels, counters and computer equipment. Physical environment can affect students' comfort and also their ability to learn to some extent. If the students comfortable with the physical environment and the school facilities, they will easy to get much information. But if the students are not comfortable, they will lose much information in teaching learning process.

¹⁰ Pusat Pembinaan dan Pengembangan Bahasa, *Kamus Besar Bahasa Indonesia*, (Jakarta: Balai pustaka, 1997), 787.

¹¹ Irfan Musthaq, Factors Affecting Students' Academic Performance, *Global Journal of Management and Bussiness Research*, (USA: Global Journals Inc), 2012. Vol 12 Issue 9. 18-22.

Besides, the physical atmosphere can also affect the morale of the learners. Unfavorite classroom environment can discourage the learners and they become less willing to learn.

2. Classroom Size

Class size concerns educators for various reasons because learning can only occur positively when lessons are under appropriate conditions both for the students and teachers. The classroom size has its own impact in facilitating or influencing activities of teaching and learning. Many educators asserted that the number of students in a class (class size) is one of the determinant variables in the implementation of students' academic achievement. Teachers who have many students in over-crowded classrooms often say that it is certainly not suitable to provide activities and group works for such classes. Students who attend smaller classes in the early grades tend to have higher test scores while they are enrolled in those grades than their counterparts who attend larger classes.

3. Teacher's Quality

Teacher's quality characteristics such as certification status and degree in the field to be taught are very significantly and positively correlated with student outcomes. Teachers must master the subjects they are teaching to get diligent, hard work, skilled and competent students. This shows that teachers must be well trained before they join teaching profession and to be fruitful or successful in all aspects.

4. Parental Involvement

Parental involvement may be different from culture to culture and society to society. Parental involvement may have different types, which

might have differential influence on academic performance of their children. Parental expectations have a greater impact on student's educational outcomes. Parental involvement may include activities like helping children in reading, encouraging them to do their homework independently, monitoring their activities inside and outside the house, and providing coaching services for improving their learning in different subjects. Parents play a crucial role in both the home and school environments.

G. Previous Studies

There are many previous studies research about reading in English class. The previous studies have different subject of the study, object of the study, problem of the study, research design, and data analysis. So, the result of the study must be different.

The first previous study was conducted by Deni. This study focuses on the correlation between reading comprehension achievement and translation ability. The subject of this study is the sixth semester students of English department of STAIN Kediri. This study uses quantitative method. The research design of this study is quantitative correlation. This study consists of three research problems. The first problem is about the students' reading comprehension achievement of English department of STAIN Kediri. The second research problem is about students' translation ability of English department of STAIN Kediri. This study uses try out to collect data. This study has three steps in analyzes the data. First, the researcher scores the result of students' reading comprehension test. Second, the researcher scores the result of students' translation test. Third, the researcher analyze the correlation between students reading achievement and their translation

score by using Kendall's tau correlation coefficient because the data is non parametric. The result of the first previous study shows that there is a significant correlation between students' reading achievement and their translation ability. Thus, it can be predicted that the student who has the higher score in reading test, he/she tends to have a higher score in translation test. The difference of the first previous study with this study is subject of the study. The first previous study takes STAIN Kediri students as the subject of the research, but this research takes senior high school students as the subject of the research specially in MAN Krecak. The other difference is the variable of research which the first previous study uses reading comprehension achievement and translation ability and this study uses reading habit and English achievement. The next difference is the research instrument which the first previous study uses test or try out and this study uses questionnaire and documents.¹²

The second previous study was conducted by Ika. This study focuses on the improving students' reading comprehension in narrative text. The subject of this study is junior high school students especially in MTS Al-Fatah Badas Kediri. This study has aim to improve students' reading comprehension in narrative text by using herringbone technique. The research design of this study is classroom action research. This research uses 2 cycles teaching to collect the data. Every cycle consist of four steps. They are: planning, implementing, observation, and reflection. The result of the second previous study is to be improving students' reading comprehension in narrative text through herringbone technique increases successfully. Besides, the difference of the second previous study with this study is the aim of the study which the second previous study wants to improve

¹² Deni Verawati, *The Correlation between Reading Comprehension Achievement and Translation Ability of the Sixth Semester Students of English Department of STAIN Kediri*. (Kediri: STAIN Kediri), 2011, 1-75.

students' reading comprehension in narrative text by using herringbone technique and this study wants to determine students' reading habit and correlate it with their English achievement in MAN Krecek. The next difference of the second previous study with this study is the research design which the second previous study uses classroom action research and this study uses quantitative correlation. The last difference of the second previous study with this study is the data analysis which the second previous study analyzes and describes the result into the word and this study uses product moment if the data is normal or uses kendall's tau if the data is not normal.¹³

¹³ Ika Widyawati, *Improving Students' Reading Comprehension in Narrative Text Using Herringbone Technique of the Eighth Grade Students of MTS Al-Fatah Badas*. (Kediri: STAIN Kediri). 2014. 1- 61