

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter provides several theories through reviewing some literature related to the research topic; reading, online reading, and reading comprehension. The theoretical build up as follows:

#### **A. Reading**

##### **1. Definition of reading**

Reading is an essential skill in language learning because it has an essential role in achievement in learning. By reading, students will learn and obtain the necessary information. Reading is a necessary action that must be learned. It is also a way to continue the learning process. In other words, a person learns to read and reads to learn. This confirms that reading is essential for students to be interested in and mastered (Agustiani, 2017).

Reading is the process of understanding and capturing the content of reading by the reader. By reading, people will get important information. Readers are active participants in reading activities who play an essential interpretive role. According to the cognitive paradigm, people who become readers receive more information than passive participants.

According to the definition above, reading is a system that combines information from the text with the reader's expertise to interpret the information included in the text.

##### **2. Components of Reading**

The National Reading Panel has proposed some reading components. (Sedita 2010: 11). It is set in the image below:

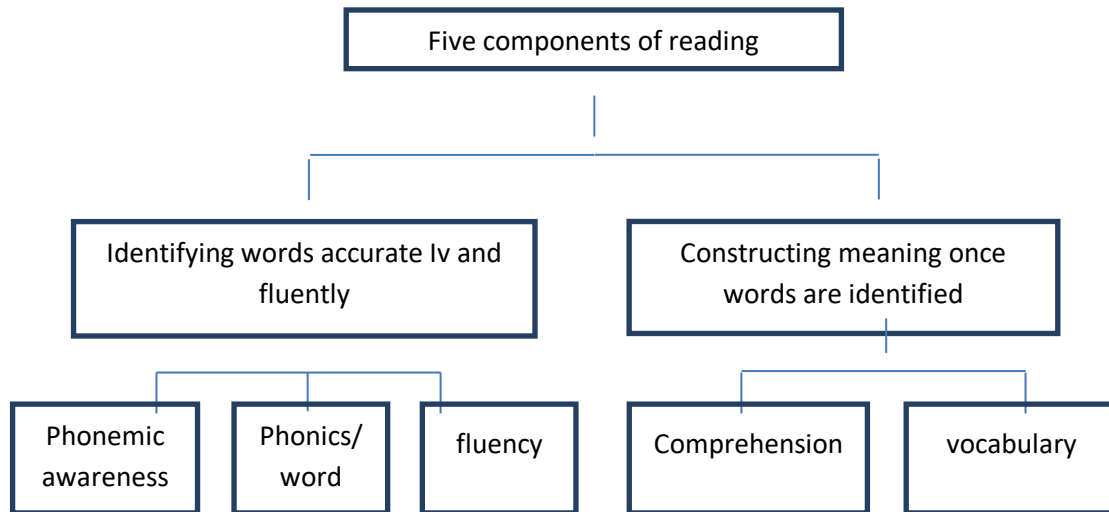


Figure 2.1

### Five components of reading

The components of reading are shown in the table above. Phonemic awareness, phonic/word study, fluency, vocabulary, and comprehension are a few examples. The ability to observe, think about, and engage with particular sounds in spoken words is known as phonemic awareness. Students must first comprehend how sounds in words function before they can learn reading activities. The capacity to recognize the relationship between letters in written language and individual sounds in spoken language is called phonics. It applies various letter patterns, syllable types, and reading and spelling skills. Fluency is the capacity to read text quickly and accurately while maintaining proper expression and comprehension.

It can be concluded that the first three components (phonemic, awareness, phonetics/word study, and fluency) are required for basic decoding. They become a factor for readers to identify and spell accurately. The last two (vocabulary and comprehension) can make the reader interpret the words that have been identified. The last component influences the comprehension of reading.

## 1. Types of Reading

Brown (2003) mentions there are four types of reading. Those are :

### 1. Intensive

Bottom-up processing was inferred in perceptive reading tasks involving essential components in reading: letters, words, punctuation marks, and other graphic symbols.

### 2. Selective

The majority of this categorization is due to assessment formats. Picture cued tasks, matching, true/false, multiple-choice, and other common activities are used to evaluate one's reading recognition of lexical, grammatical, or conversational elements within a relatively short stretch of language. A combination of bottom-up and top-down processing is feasible.

### 3. Interactive

Interactive reading types comprise many paragraphs to one page or more of language in which the reader must interact with the text in a psycholinguistic sense. Reading, in other words, is a process of negotiating to mean; the reader brings a set of schemata to the text to comprehend it, and the result is the result of that interaction.

### 4. Extensive

Texts more extended than pages, such as professional articles, essays, technical reports, short novels, and books, are considered extensive reading. The majority of the time, top-down processing is expected.

Reading has a good impact on language students. However, according to (Solis et al., 2012), Reading is a process of generating meaning that can be accomplished by dynamic instruction that takes into account the reader's existing knowledge, the text's material, and the context of the reading scenario. Reading is a constructive process of knowledge. It is essential to get the correct information in the text. Accurate understanding can be obtained because the content of the text is related to the reader's knowledge.

According to the preceding definition, there are four forms of reading: perceptive, selective, interactive, and extended.

### **3. Factors of Reading**

According to Pandawa (2009), the comprehending process is influenced by four elements. Cognitive variables, affective factors, reading text factors, and language acquisition factors are among them. The first aspect concerns knowledge, experience, and intellect level. The second component is the difficulty and capacity to comprehend a text that includes word choice, structure, reading content, and language use. Furthermore, the last aspect is competency, linked to vocabulary, structure, and text elements knowledge.

## **B. Online Reading Interest**

### **1. Definition of online reading interest**

According to (Somipam et al., 2015) Online reading has become popular and spread to all kinds of people and their learning styles. With massive and immediate quantity of digital information that can be accessed for people, especially young people, they spend additional time in reading electronic resources. Additional time spent scanning and surfing for facts on the internet. They also spend more time to scan and search for information generate innovative intelligent

development and critical. Advances in electronic mass media have a destructive effect on reading with those peopleless involved in various reading skills and do not have the ability to read intensely and endure long in reading.

Today we have to improve our quality of reading a reading by online. Reading online is understanding the meaning of the text in digital format. With the development of information technology, it is now more accessible for people to access the information they want through smartphones or computers. We should be able to keep up with these developments, follow them, and make them more accessible, including reading. Some researchers agree that the online reading experience is different from the printed book experience. Technological developments have greatly facilitated any field, including reading, making it easier for humans to find information.

Then, an Interest in reading is a particular desire to read. Students tend to be active in reading if they are interested. To get used to reading, students must be willing to learn because it can make them feel that reading is a hobby. Furthermore, Interest also affects reading activity. Djali (2011) Interest is a sense of preference and connection to something not compelled by external causes. Moreover, everyone has the habit of dealing with something that he considers to give pleasure and happiness. Those pleasures and desires can develop what makes him happy.

Interest motivates someone to act to do something. According to Djali (2011), Interest is a high tendency of the heart toward something. Alternatively, interests must be by a person's personality. When someone believes something is not suitable for him, he will dismiss it as unimportant and uninteresting. There is more to Interest than meets the eye and a sense of obligation.

From the preceding sentence, it can be deduced that the learning process necessitates subjects and internal variables such as a desire to teach reading.

## **2. Factors that affect reading interest**

Because various circumstances influence the formation process, turning a reading interest into a habit takes a long time. Internal and external variables are the two sorts of factors that exist.

Internal influences include birth, habits, and self-expression, which come from within students. Intelligence, age, gender, reading ability, attitudes, and psychological requirements are all internal elements that influence students' reading interests, according to Prasetyono (2008). External elements, on the other hand, come from outside the student's self. Environmental influences, which can range from the family setting through college and even society, the lack of appropriate reading material, social status, and ethnicities are just a few examples. External influences will influence motivation, willingness, and proclivity to read constantly.

Prasetyono (2008) agrees to keep the order factor, particularly the book's less appealing title and content, the book's page, and the book price. As a result, the internal and environmental factors that drive reading Interest are at the heart of the totality. Internal factors are derived from my reading. External factors, on the other hand, are external to the individual. Two types of elements influence reading Interest: supporting and inhibiting factors. Students' Interest in reading will be piqued due to supportive circumstances. The inhibiting elements, on the other hand, will decrease Interest in reading.

## **3. The ways to measure the level of reading Interest**

Hayati (2009) mentioned several ways to measure the student's reading interest level. The attention that students give toward the reading activities, like the attention in reading facilities

(such as a library ) and the activities which require reading. The intensity of reading can be seen in students' frequency in performing reading activities, .whether they spend much time reading or not, and how they make the schedule in reading. Concentration; the higher the Interest of students in reading, the longer they can concentrate. The statement from the students about the feeling of love without forced need satisfied, and glad; and the feeling of getting benefits from the reading".

#### **4. Indicators of online reading interest**

First is pleasure, which means that when reading online, students will feel happy, and it may become a hobby. The second is willingness, and it can be interpreted that students deliberately take the time to read online. The third is Awareness, which means that students are aware of the importance of reading, which can be done quickly online. Lastly, students must pay more attention to the importance of reading. Reading can be done online to make it easier to read and keep up with the times.

### **C. Reading Comprehension**

#### **1) Definition of reading comprehension**

Definition of reading comprehension is process of synthesizing information from a paragraph with prior knowledge to produce meaning is known as reading comprehension. Duffy Gerald G. (2009:14) Because written language aims to communicate messages, comprehension is at the heart of reading. If the readers do not get the message, it shows they are not paying attention. Apriani (2011)

The sentence above clearly states that comprehension or understanding is a vital aspect of skill learning in every reading activity. Students must be able to read a text with many sentences and identify the key topic to which all of the sentences pertain. After the reader has figured out what is most important, he or she must be able to recognize it.

## 2) Types of reading comprehension

Furthermore, Day and Park(2005)also proposed the following categories of comprehension:

- a. Literal comprehension is defined as having a clear understanding of the meaning of a text, including vocabulary and facts that are not explained in the text
- b. Inferential comprehension aims to draw conclusions from a text and create additional information that is not expressly expressed.
- c. Reorganization is the process of rearranging information from different text areas to obtain new information.
- d. Predictive comprehension combines a reader's grasp of a text with their knowledge of the text to predict what will happen next or when it will be finished.
- e. Inferential comprehension is similar to evaluative comprehension. On the other hand, evaluative comprehension necessitates a reader's comprehension judgment about a specific text component and the ability to construct an understanding through related concerns.
- f. The appreciative or personal comprehension process involves a text's emotional or other value response, requiring readers to respond to the text with their feelings.

Schuman (2006)said that the comprehension process entails understanding words and how they are utilized to produce meaning.

Comprehend the following three elements :

- The reader who is completing the comprehension exercise

To comprehend the material, a reader needs to have a diverse set of skills and abilities.

Among them are cognitive abilities, motivation, and a wide range of information.

- The text that must be understood



The features of the text have a significant impact on understanding. Extracting meaning from the text is not the only way to gain comprehension. Depending on the components in the text, the text can be simple or complex. The book may become challenging to understand if too many features overlap with the reader's knowledge and experience.

➤ The activity that includes comprehension

One or more goals, a mechanism for processing the text, and the activity's outcomes are all part of the reading activity. Reading has ramifications, which are a natural part of the process. Some reading activities result in the reader's knowledge expanding. Another advantage of reading exercises is that they teach you how to do something.

### **3) The purpose of reading comprehension**

According to Hoang (2016), several recent studies have highlighted the importance of recognizing specific purposes when reading because the reading process will alter if learners have different aims. To increase learner motivation in foreign language reading, reading should be seen as a purposeful activity in which learners are well aware of what they must do. Hoang (2016) established that academic reading is a complicated and multi-level activity that requires three components based on this approach.:

- a. A mix of comprehensive and intensive reading is required.
- b. A mixture of components derived from numerous sources
- c. An active role in the search for authorship and purposes

#### **4) Reading comprehension levels**

According to Burns (1984, as cited in Sinambela et al., 2015), reading comprehension is divided into four stages. The following degrees indicate how well students comprehend the reading material and which level they have reached.

##### **a. Comprehension on a literal level**

Literal comprehension entails obtaining directly stated information; the foundation of literal comprehension is identifying the stated fundamental idea, followed by a full explanation. It also necessitates a higher level of comprehension. The understanding of terminology, sentence meaning, and paragraph meaning are critical at this level.

##### **b. Comprehension through interpretation**

Interpretative Reading between the lines or making inferences is an example of interpretative understanding. It is the process of generating implicit rather than explicit ideas. The following are some interpretive reading skills:

1. Inferring the significant concepts of a passage when they are not explicitly stated
2. Inferring a cause-and-effect link when it is stated directly
3. Inferring the adverb's referent
4. Inferring pronoun referents
5. Inferring omitted words
6. Mood detection
7. Making a conclusion

##### **c. Understanding is crucial**

Critical comprehension is examining written content and drawing judgments about its accuracy, appropriateness, and timeliness by comparing the ideas in the text to established

norms. The critical reader must be an active reader who asks questions, looks for facts, and waits to decide on all the information that has been reviewed. For critical reading, literal comprehension is crucial, and absorbing proposed ideas is especially important.

d. Understanding in a creative way

Creative understanding includes going beyond the author's content. It encourages readers to think and engage their imaginations while reading, much as critical reading does. Through creative reading, the reader produces a new idea, a solution to a problem, or a new way of looking at something based on the notions obtained from the book.

**D. Previous study**

There are several previous studies that show a significant correlation between online reading interest, reading comprehension, and English achievement. While doing the library research to collect information for this research, the researcher found some studies related to the researcher's present study. "The Relationship between Students' Reading Interest, Vocabulary Mastery, and Reading Ability on Descriptive Text on The Eighth Grade Students in Kecamatan Banjar Pandeglang," according to Nurshohifah (2014). There were 344 pupils in the class, and 144 students were chosen at random as a sample. The findings demonstrated a link between students' enthusiasm for reading and their ability to read descriptive language.

The second study was written by Firmani (2009), who conducted a study entitled "The Correlation between Students' Interest and Their Achievement in Learning English at The Second Year of SLTPN 1 Pamulang". The participants were 30 students. Observation, documentation, and questionnaire were used as the instruments. The results revealed that students' Interest was correlated with their achievement in learning English".

Finally, Sari (2017) In Indralaya, a comparable study was done with eleventh-grade students from state senior high schools. This study looked into students' impressions of the classroom environment, motivation to learn English, and English achievement. However, the author of this study is solely interested in the results, which demonstrate the students' perceptions of the classroom atmosphere and their English proficiency. It also revealed a strong relationship between student's perceptions of the classroom environment and their English achievement, with a weak correlation resulting from the correlation.

Compared with the previous related studies above, this study has some similarities since it has the same independent variable (reading interest) and dependent variable (reading comprehension). To the best of my research, the studies that focus on Interest are rarely done. This research focuses on the correlation between students' online reading interest and reading comprehension, which has not been investigated earlier—the similarities method. However, there are some differences between each other. In these previous related studies, the researcher has a different level from the previous study. On the other hand, the researcher used different instruments to collect the data. Furthermore, this study was conducted in a different setting from the previous studies.