

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses theoretical frameworks that are related to this study. This chapter covers to review of related literature that gives about the topic. This chapter includes some theories of Reading habits, Vocabulary, Reading Comprehension, and previous studies to support the investigation.

A. Reading

1. Definition of Reading

Reading is an essential element of learning English since it helps you grasp written content. It is one of the English abilities that all English learners, whether second language learners or foreigners, should be familiar with. Students can enhance their English language skills through reading. As a result, reading is a vital skill to master. The source of information is readily available. Reading allows students to stay up to date on the newest knowledge. They will widen their knowledge and viewpoint if they can read fast and adequately.

Many experts have defined the term "reading" in various ways. Reading is a dynamic process in which the reader combines textual information with prior knowledge to construct meaning (Nunan, 2003). It indicates that readers rely on information derived from the text and create previous knowledge to grasp the text correctly throughout the reading process.

Reading is an active process directly influenced by the interaction of an individual with a language encoded in print (Heilman, 1981). Reading is a kind of

communication in which the reader employs several tactics in order to derive meaning from the textual symbols they encounter. Reading may be understood in its most basic form as the act of recognizing individual letters and groups of letters that have been organized to serve a certain function in order to communicate ideas via written or printed text (Rudianto & Mubarak, 2018).

Reading may be defined as an active mental process in which people go through a series of procedures to obtain a meaning or message from the author. Reading is more than just understanding symbols; it also entails receiving a message and responding to the text. According to (Iftanti, 2012), a reading habit is formed by regularly repeating reading behaviors throughout time.

Reading habits are described as a behavior or attitude developed by repeated reading, encompassing philosophy, frequency, motivation, books read, and time spent reading. This research defines reading habits as a behavior or attitude acquired via repetitive reading.

2. Types of Reading

According to (Brown H. D., 2004), reading performances may be broken down into a few distinct categories. The first kind of reading is known as perceptive reading. According to the set of categories that are described for hearing comprehension, identical standards are exceeded, with the exception of some new language to express the distinctive qualities of reading. Reading activities that require perceptive comprehension require the reader to pay attention to the constituent parts of longer stretches of speech, such as letters, words,

punctuation, and other graphemic symbols. There is an implication of bottom-up processing. Second, reading just what you want to. People have a tendency to pick and choose which words to read, they focus on the most important phrases, and the aim of their reading does not necessarily have an impact on each and every word in the text they are reading. This category is mostly an artifact of the forms used for the assessments. Reading with other people is the third category. One of the subtypes of interactive reading is called interactive reading, and it consists of chunks of speech that may be one or more pages long and include numerous paragraphs on each page. These sections require the reader to engage with the text in a psycholinguistic sense. The interactive job consists of recognizing pertinent aspects (lexical, symbolic, grammatical, and discursive) within very brief texts in order to keep the information that is processed in one's memory. The fourth step is to do a lot of reading. When doing this kind of reading, the reader applies the concepts discussed in the texts to the whole of the section or to more than one page. It is necessary to have a grasp of the component and how it contributes to the meaning as a whole. Reading something like an article, an essay, a white paper, a short fiction, or a book all fall under this category.

B. Reading Habit

1. Definition of Reading Habit

The activity of reading is regarded as a habit when it is repeatedly carried out. In measurable terms reading habits is often considered in terms of the amount of materials being read, the frequency of reading as well as the average

time spent on reading (Wagner, 2002), and this habit can be cultivated (Wijesuriya, 1995). Reading habits are a well-planned and systematic study regimen that has led to students consistently studying academic topics and passing exams. As a consequence of this, reading habits have been shown to improve academic performance. The reading habits of students have a substantial influence on their academic achievement. Reading and academic success are closely intertwined and dependent on one another for both to be achieved. Students usually come from a wide variety of places and backgrounds, and their academic achievement might differ greatly from one another. As a direct consequence of this, they both have distinctive patterns of reading. Some of the students in the class have excellent reading habits, whereas other students have poor reading habits. The amount of knowledge that a person has acquired as a result of their schooling is referred to as their academic achievement (Bashir, 2012).

Reading habits is a pattern of behavior that reflects a desire to read and a liking for reading. According to (Iftanti, 2012), the amount and frequency of a reader's reading is what constitutes that reader's reading habit. Fluency, automaticity, accuracy, a huge volume of reading, good competency in English, a positive attitude toward reading, self-selection of books, desire to read, and frequent assignment outside of school hours are all suggested by it. It suggests that the reader produces language by forming connections between the text's linguistic cues and prior knowledge. Reading on one's initiative, also known as

self-study, necessitates the development of a reading habit. Reading facilitates a deeper understanding of one's own experiences and can be an exhilarating voyage of self-discovery. In school, when one is still impressionable, is the best time to develop a reading habit, but once one is established, it can last a lifetime (Greene, 2001). Habit is defined as "behavior that has been repeated until it has become more or less automatic, enacted without purposeful thinking, and largely without any sense of awareness" (Nilsen, 2012, p. 2). Gardner asserts that habit is an abstract concept with no definitive definition. People repeat behaviors out of routine without considering why this self notion is necessary (Gardner, 2012, p. 32).

A psychologist, Wendy Wood who defines habit as an integrated association between stimulus and response that establishes objectives for learning and performance (Wood, 2007, p. 843). Habitual behavior frequently results in the same repeated action on a regular basis and is often unconscious. As repeated actions, habits involve an unconscious pattern, according to the definitions given above. It gives a person's personality away, for better or worse, and they went frequently. The learner will benefit from reading regularly if they want to acquire knowledge that matters and perform well academically.

2. The Indicator of Reading Habit

According to Iftanti (2012), there are some indicators of reading habit: First, the amount of reading practice. Second, is the length of time of having a

reading habit. Third, the types of texts to read. Fourth, the number of books to be read. Fifth, the published writings. Sixth, the purpose of reading English texts. Seventh, motivation to read English, belief about reading English, and claim about their reading habits in English. It is correlated with their daily reading practices since the amount of reading practice is considered the most obvious indicator of reading habits. The amount and frequency of a reader's reading are what constitutes that reader's reading habit. Fluency, automaticity, accuracy, a huge volume of reading, good competency in English, a positive attitude toward reading, self-selection of books, desire to read, and frequent assignment outside of school hours are all suggested by it.

3. The Purpose of Reading Habit

Some reading habits have either positive or negative , and they are divided into four divisions (Ogbodo, 2002). The first is Hobby. An activity that, when carried out, makes you feel contentment and pleasure is referred to as a "pastime." Reading for pleasure is one of the best ways to educate oneself in a variety of subject areas, including the economy, politics, religion, and education. Not only can achieving the aim of developing a reading habit make one joyful, but it also makes one hopeful. Reading, as comparison to other pastimes, is one of the activities that is suggested the most highly for molding the readers' personality attributes. Reading books, in particular, has the potential to help improve vocabulary knowledge, which in turn helps with speaking. Reading is a great hobby since it improves a person's ability to take in information and

understand what's being communicated in writing, which may be beneficial to a person's professional development and advancement. Second, developing a habit of leisurely reading will result in the reader obtaining more knowledge in the classroom. Reading for enjoyment may help alleviate mental fatigue and quiet the reader's racing thoughts; activities such as reading newspapers and magazines are examples of reading that can be done for relaxation. The third argument is A emphasis on improving one's ability to concentrate, which is one of the purposes of developing a reading habit. For a reader to grasp the meaning of a paragraph, concentration means that they are conscious of the reading process that they are engaging in. Reading is promoted as a focus for use in schools; this purpose of the reading habit leads to enhanced student performance in school. Stakeholders urge reading to concentrate on. The fourth and last purpose of developing a reading habit is to deviate from the norm. This may be the sole aspect of your reading habit that conforms to the undesirable norm. The reader will occasionally act as though they are reading, but will instead detour from the specific reading. The learned men and women might steer clear of this. If the scholar develops this attitude toward reading habits, it ought to make them lose interest in the process of learning information.

In conclusion, specific reading habit aims have a beneficial or harmful outcome. Reading is a pastime, a leisure activity, a focus aid, and a diversionary activity. These goals can assist students in improving their capacity to acquire and comprehend textual content and their academic success.

4. The Aspect of Reading Habit

Julio Cesar's reading habits theory contains six aspects: the amount of time spent reading, the number of books read, the amount of time spent on academic reading, the amount of time spent on activities other than academic reading, the motivation in family situations, and the motivation in educational settings. The reading habit can be described by these six things; The first component in the evaluation of the students' reading habits is the amount of time that is spent reading for pleasure. This component asks the students to report how much time they spend reading for pleasure. In addition, the questionnaires had questions that inquired about the total number of books that the students had read in the time period that immediately before the survey. The amount of time that students spend reading academic resources, particularly those that are linked to their field of study, is the third factor that is taken into account during the assessment process. The amount of time that students spent reading books and publications that were not related to their academic studies, such as novels, fiction, romance, horror, etc., was the fourth element. The book that is suggested to the family and ultimately purchased by the family as a result of their shared interests is the topic of the fifth and final segment. In addition, the last component takes into consideration the amount of time that students spend reading literary works inside an academic context.

C. Vocabulary

1. Definition of Vocabulary

One of the most important parts of learning any language, but especially English, is building your vocabulary. There is some definition of vocabulary from each researcher. According to (Ulfatussyarifah, 2017), Vocabulary is a group of words in a language that can be used to communicate information, meaning, form, and usage. Most people describe vocabulary as the ability to comprehend words and their meanings; nevertheless, some may argue that vocabulary is just a list of terms arranged alphabetically with their definitions (Alizadeh, 2016). It shows that learning a language requires a lot of aspects with vocabulary. It suggests that vocabulary is a crucial aspect of language learning. A set of words that must be understood and studied for people to communicate with one another or learn something new is vocabulary.

(Alqahtani, 2015), defines vocabulary as "the total number of words necessary to transmit ideas and represent the speaker's meaning." According to (Schmitt N. , 2002), It is essential to begin learning vocabulary first since it serves as the foundation of a language. Without it, individuals would not be able to talk fluently or understand written texts. According to Schmitt, it does not matter how well the sounds of a foreign language are mastered since it is difficult to communicate effectively in a foreign language without the use of words that express a more excellent variety of meanings.

2. Vocabulary Mastery

Vocabulary is a challenging aspect of learning English since students must know and recall words and understand their meaning and how to use it in everyday settings, such as in a written or spoken context. To obtain genuine sense, students must interpret and blend words in context texts. Students can recognize a single word whether they read it or memorize it, so they can read, write, or listen to it. When children learn a new term and then read, write, understand, and memorize it, they have mastered vocabulary. The competency of a list or a set of words that evoke a language used by a given individual, class, or profession refers to as vocabulary mastery (Helmanda & Meutia, 2018). People cannot master English without having a strong vocabulary. Learning vocabulary makes it easier for people to communicate and comprehend written language (Faliyanti, 2015). According to Cameron (2001), vocabulary mastery encompasses three aspects: pronunciation, spelling, and meaning (Sari, Asahra, & Yana, 2019), People say that knowing the words and what they mean isn't enough to master vocabulary. You also have to know how the words sound and how to use them correctly.

Having good vocabulary mastery is an essential aspect of learning a language. Vocabulary is the most important part of a language to learn before any other skills or parts. Vocabulary is one of the foremost pivotal components of the acquisition and teaching of an overseas language since it affords learners of the language access to any or all styles of the oral and written language of the word

(Andriani & Sriwahyuningsih, 2019). The variety of words that students encounter will determine what quantity they can produce the word and understand a text. Just in case the learners will get difficulties in communicating, reading, listening, or perhaps learning grammar if they are doing not know any single vocabulary meaning. It is supported by (Bahri, 2018) hat if students must learn vocabulary first if they require to find out a foreign language especially English (Bahri, 2018).

3. The Types of Vocabulary

According to (Al Qahtani, 2015), there are two ways to use words: actively and passively. The term "active vocabulary" refers to elements that the learner may utilize effectively, whether speaking or writing. However, it is more difficult for novice students to use when training. It necessitates that students learn how to pronounce it correctly and be familiar with collocation and comprehend the connotation meaning of the term. On the other hand, passive vocabulary refers to linguistic things that may identify and understood when reading and listening.

The other researcher classified words in a different method. (Maskor & Baharudin, 2016), and the other researcher organized vocabulary into two categories: productive and receptive language Haycraft (1978). When speaking or writing, practical terminology refers to words that can comprehend. It implies that if students understand and can pronounce a word correctly and productively in speech and writing, this is productive vocabulary. While receptive language refers to words that students recognize and comprehend when they appear in a text but

cannot generate properly, practical terminology relates to words that students identify and understand when they appear in a text but cannot produce correctly. That means that while listening to and reading material, kids can comprehend the meaning of language but cannot speak or write appropriately.

4. Indicators of Vocabulary

There are three vocabulary components must discuss word categorization, meaning, and construction. It indicates that every student may acquire something new via reading, such as vocabulary, according to Harmer (2001, p.18).

a. Word classification

According to (Thornbury, 2002), english words are classified into eight categories: noun, verb, adjective, adverb, pronoun, prepositions, conjunction, and determiner. However, the researcher only tested vocabulary using nouns, verbs, adjectives, and adverbs in this study. Word classes are defined on a language–individual basis. Then there's the 'noun' word class, which comprises the majority of words for objects and people. The word class that contains the most words for acts and processes is known as a verb,' the class that includes the most remarks for qualities is known as 'adjective,' and the word class that contains the most words for description is known; as 'adverb' (Wierzbicka, 2011).

1. Nouns. Affixes are added to nouns in many languages to show number (singular, plural, dual), case (e.g., nominative, accusative, ergative, dative), person, number ('my,' "your," "his," etc.), prose or person, and definiteness.
 2. Verbs. Affixes on verbs in many languages show tense (present, past, future), aspect (imperfective, perfective, progressive), mood (indicate, imperative, optative, subjunctive, etc.), polarity (positive, negative), valence-changing operations (passive causative; see Valiancy and Argument Structure in Syntax), and the person or number of subject and object (s).
 3. Affective words. Adjectives often have affixes that indicate comparison (e.g., comparative degree. superior or equivalent degree). Adjectives sometimes behave in accordance with the noun they modify.
 4. Adverbs. Adverbs serve as modifiers of verbs, whether they are close form modifiers of a single word, prepositional phrases or clauses, or full sentence modifiers.
- b. Words meaning

The meaning may be classified into two sorts. Those are Denotation and Connotation. Denotation, also known as referential meaning, is a meaning that deals with words as signs or symbols. In some contexts, it indicates as in a dictionary and perhaps the aim of word conveyance of

thinking. Furthermore, connotation or connotative is the emotional reaction elicited by a word in the reader.

There are various meaning relationships, which are as follows:

1. Synonym. Words have synonyms that imply the same thing or almost the same thing. As an example, consider the terms evil and excellent and respectable.
2. Antonym. An antonym is the mother word's opposite meaning. An antonym can coexist in the same style, dialect, or register; antonyms are not distinguished based on formality, dialect, or technicality. The opposite of a minor, for instance, is a giant, and the opposite of a short is tall.

The term "vocabulary" in this study refers to the total number of words in a language, including single words, phrases, and chunks of many words that people use in conversation and contain a variety of terms and meanings. The multiple-choice questions on word meaning, word classification, and word formation are part of the vocabulary test.

5. The Importance of Vocabulary

Every day, both inside and outside of the classroom, the importance of language is demonstrated. It is necessary to have a higher skill level and broaden one's vocabulary. If we do not have a broad vocabulary, we will not be able to employ the structures and functions that we have acquired in order to have communication that is understood. Because of this, the development of a

substantial vocabulary is crucial for effective use of a second language (Nunan D. , 1999, p. 117).

Learning vocabulary is an important part of picking up any language. If you devote the bulk of your time to studying grammar, you will not see a big improvement in your English skills. Learning new words and phrases is the single most important thing you can do to accelerate your development. Even if virtually anything may be communicated using grammar, almost anything can be conveyed through the use of words. According to the above line of reasoning, studying vocabulary is necessary for language acquisition; when we have a command of vocabulary, we are able to comprehend the information presented in the text and articulate our thoughts (Thornbury, 2002, p. 13).

D. Reading Comprehension

1. Definition of Reading Comprehension

Reading comprehension is constructing meaning from a passage by integrating it with past knowledge. Reading is all about understanding since the objective of written language is to communicate a message (Duffy, 2009). If the readers don't get the news, they aren't paying attention. The process by which a reader produces meaning from a text involves their past knowledge, experiences, the information in the text, and their current, recent, or upcoming social experiences and communication. Comprehending a text is the process of developing of what it means (Apriani, 2011).

According to the previous statement, the ability to comprehend what is being read or to grasp what is being read is essential for the acquisition of skills. Students are required to read a book that has a lot of sentences and figure out what the main idea is that all of the phrases are discussing. Once the reader has an understanding of what is crucial, the next step is for him to acknowledge it.

2. Types of Reading Comprehension

Furthermore (Day, 2005) proposes the following forms of comprehension: The first, literal comprehension is to know a book's meaning, such as vocabulary and facts not explained in the text. The second type of understanding is inferential comprehension, which involves drawing conclusions from a reader and creating additional knowledge not expressly mentioned in the text. The third type of rearrangement is rearranging information from distinct sections of a text to gain new information. The fourth type of comprehension is predictive comprehension, which involves combining readers' grasp of a book with their knowledge of that material to forecast what will happen next or when the text will complete it. The fifth type of understanding is evaluative comprehension, similar to inferential comprehension. The difference is that evaluative comprehension requires the reader's comprehension judgment about a portion of a book and the ability to develop knowledge through linked issues. The sixth type of comprehension, appreciating or personal understanding, involves reading to get a text's emotional or other value reaction. It also demands the reader to respond emotionally to a text.

The process of understanding involves knowing what words mean and how they are used to make meaning. Understand all three parts, which are as follows: (Schumn, 2006: 223)

First, the reader is accountable for comprehending the text. To comprehend the subject, the reader needs to possess a variety of skills and abilities. The second is the text to be grasped. These factors include cognitive ability, motivation, and other sorts of knowledge. The properties of the text have a significant impact on understanding. Simply extracting meaning from the text does not lead to misunderstanding. Reading a text could be simple or challenging, depending on the variables that make up the text. If a significant number of these components do not correlate to the readers' prior experiences and/or knowledge, the book can be too challenging for them to comprehend. The third one is an activity that requires some level of understanding. Components of a reading activity include one or more objectives, an operation to process the content at hand, and the Consequences of completing the task.

The results of the reading will be included into the activity. There are some reading practices that result in the reader gaining new information. Reading activities lead to the acquisition of knowledge that may be applied to other domains.

3. The Purpose of Reading Comprehension

According to McDonough and Shwa, many recent scholars have underlined the necessity of defining distinct goals while reading, as mentioned in

Ngan Main Hoang, British Council (2013), thus the reading experience would be different depending on the learner's goals at the time of reading. Reading should be seen as an activity with a specific goal, in which students are fully aware of the steps they need to take to boost their desire to read in a foreign language.

According to this viewpoint, academic reading is a complicated multi-level activity requiring three components (Sengupta 2002). The first entails a mix of extensive and intense reading. The synthesis of materials from multiple sources is the second. The third is active participation in the search for authorship and purposes.

4. Level of Reading Comprehension

According to Kennedy (1981: 218), Literal Comprehension is the first component of reading level. They are reading to absorb, remember, or recall the passage's material. It denotes that readers can understand what a writer says. This understanding is concerned with the readers' capacity to locate explicit details. The second type of comprehension is inferential comprehension. Using the readers' experience and knowledge, read to find information not directly expressed in a piece. It means that the reader must be able to reason and locate information that is not explicitly defined in the text and implicit details. The final one is Critical or Evaluative Comprehension. They are reading to compare facts in a section to the reader's own knowledge and values.

E. Previous Study

There have been many earlier studies that connect to this subject. The first previous study by (Muawana, 2018). Within the scope of this study, which took place at Islamic Senior High School Al Jauharen's eleventh grade, the link between students' reading habits and their level of reading comprehension was investigated. This is a quantitative study that makes use of a correlational approach to research. Participants in this research project were all enrolled in the eleventh grade at Islamic Senior High School, where there were a total of 74 students spread over two classrooms. In this particular research, the reading habits of the students served as both the independent variable and the dependent variable (Reading Comprehension). The purpose of this investigation is to determine whether or not regular English reading habits are associated with higher levels of reading comprehension. A test as well as a questionnaire were used to collect this information. According to the results of the study, the coefficient of association between reading habit and reading comprehension was $r = 0.125$. It indicates that the variables had a positive correlation. However, $r = 0.125$ is considered a connection of very low strength. Last, the regression analysis determined that R Square is 0.03 percent, or 0.030. This indicates that the pupils' reading habits contribute 0.3 percent to their reading comprehension.

The second research was conducted by Rahmayuni Wulandari (2016) in the first grade of SMP PGRI 1 Gunung Pelindung, East Lampung. This research is quantitative correlation design, she investigated Correlation between Students'

Reading Habit in English and Students' Reading Comprehension. She found that students' reading habit in English correlated with students' reading comprehension. students' reading habit have an impact toward students' reading comprehensionability. Students who have high habit toward reading tend easier to comprehend the passage that they read than the students who have low habit in reading. Thus reading habit helps the student to maximize their ability in gaining academic purpose.

The third previous by Hasibuan, Irmayana & Siregar (2019). Their study was to evaluate the association between vocabulary and reading comprehension in 12 grade at SMAN 1 Padang Bolak. They discovered a significant correlation between students' vocabulary and reading comprehension in their investigation. The correlation coefficient between the two variables was got value 0.363. The result showed that students have a very good level of Adjective and noun in Vocabulary test. In terms of reading comprehension, sufficient degree of indicator of the main idea and have enough level on indicator topic and indicator supporting idea. This result in line with the researcher found that vocabulary would affect to the students' reading comprehension. Students' would be easily to comprehend the text when they have a good level on vocabulary mastery. This also supported by the result of the questionnaire.

The fourth prior study was conducted by (Lestari, 2017). She conducted correlation research to describe and quantify the level of second-semester students' reading habits, vocabulary knowledge, and reading comprehension

skills. According to the study's findings, the score correlation coefficient between students' reading habits and comprehension ability was 0.437, and the score crucial values of spearman's ranked correlation coefficients were 0.343. Additionally, the results indicated that students' reading habits were positively associated with their reading comprehension. As a result, the r-observed value was higher than the r-critical value. It shown that there is a considerable association between the amount of time spent reading and one's capacity for reading comprehension. The critical value of spearman's ranked correlation coefficients was 0.343, and the score correlation coefficient between vocabulary mastery and reading comprehension ability across students was 0.520. As a result, the observed value of r-observed 0.520, r-critical was 0.34, and the statistical significance of the correlation between the variables was established. The reading habit score correlation coefficient was 4.290, the vocabulary mastery score correlation coefficient was 4.290, and the reading comprehension score correlation coefficient was 4.290. The score important values of spearman's ranking correlation coefficients were 3.47. As a result, r-observed r-critical = 4.29; there was a connection between the reading habits of students, their vocabulary knowledge, and their ability to comprehend what they read.

From the results of previous studies there are similarities, the first similarity is to investigate what is the relationship between students' reading habits in English, and students' vocabulary comprehension and reading comprehension. The second used the same technique as this study. The difference

that the researchers found was regarding the research subject, most of the previous researchers chose research subjects from junior high school students but this study chose Senior High School