CHAPTER II

REVIEW ON RELATED LITERATURE

In this chapter, the researcher presents the review of related theories that consists of fourth parts, namely: Reading, reading interest, reading strategy and reading comprehension.

2.1 Reading

2.1.1 Definitions of Reading

In the world of education, reading is a major ability. Patel and Jain (2008) stated that reading is an active process that consists of recognition and comprehension skills. Therefore, reading is a message or information that is conveyed in writing. This reading activity is not just a coincidence but can learn and practice reading texts. In the process of reading activities, something that is conveyed by the author will be easily found by active readers. Success in school and future life can also be obtained from reading activities because reading can improve students' critical, creative and spiritual thinking.

The success of reading can start from understanding what words are and the reader as well. To do this successfully, the reader must understand what words are, understand what they have read and what they mean. According to Harmer (1998), reading is an incredibly active occupation. In the classroom as a student must have reading skills because this skill is a basic skill. Further according to Hunt (2004: 37) said that reading is shaped in part probably due to the text, partly due to

the reader's background, and partly due to the environment in which the reading occurs takes place. From this theory, it can be understood that understanding in reading activities can be influenced by structural texts, some are influenced by the other side as well as influenced by the reader himself, experience, and interest in the text being read. It is like reading an academic book which is somewhat different from other readings.

Based on the above explanation, It can be concluded that reading is an activity process carried out to add information or knowledge. Reading activities are also included in the basic ability that must be possessed by a student because by reading students will be more active when attending learning in the classroom. The influence of reading can be found from the reader itself and also experience in reading.

2.2 Reading Interest

2.2.1 Definitions of Reading Interest

One important factor in improving students' reading ability is their interest, especially in learning English. The presence of a student's interest can cause them to pay more attention and gain a better knowledge. The concept of reading interest is often used to understand the significance of the text that students have read. Therefore, in improving reading ability "reading interest" is very important. Reading interest can also be interpreted to motivate students to understand the meaning of texts in reading so that their knowledge is increasingly developed in reading subjects.

According Sandjaya (2015) A person's interest is a tendency that encourages them to seek out or try activities in a certain field. Someone will be interested in doing something, then automatically that person will do it without being asked by others. This can be interpreted that a person's interest is very important in carrying out an activity such as reading, writing, drawing, or others. Basic a person interest in doing something to meet his needs is based on pleasure and without coercion from others. Therefore, the work will be better if it is based on interest as well as on students' reading interest.

Reading interest is defined as a significant desire to engage in reading activities or a strong willingness to participate in reading activities that can be connected to a love of reading. There are several factors that can develop students' reading interest, namely, students combine affective tendencies, cognitive and attitudes towards objects, events, or tasks related to reading. Several factors that influence students' reading interest are the environment that shapes a person's personality and mindset according to Ratna (2020). In every aspect of life, the meaning of a good environment is an environment that is influenced by people who provide positive encouragement.

The factors that influence students to be more careless in reading comprehensively are student culture in terms of copy and paste. In addition, there is a lack of motivation. According to Ratna (2020) motivation in reading is needed in order to encourage students to be fond of reading. Interest in reading will grow if someone realizes that reading

is very important and knows and understands the benefits of reading activities. Other factors that attract students' interest in reading are reading facilities and reading resources because these can support students to read. For example, an interesting book and a comfortable place.

2.2.2 Indicator of Reading Interest

There are three indicators of interest stated by Shalih and Wahab (2004), namely internal motivation, social motivation, and emotional motivation. In this case, the researcher will explain a little about the factors that become internal and social motivations because these factors are driving factors from within. This explanation may relate to physical and psychological needs. Age, gender, experience, perception, motivation, and personality are factors of body weight. As for the benchmark of a person's intensity when paying attention to a particular activity or object.

Internal and social motivation has become a research study, which consists of: focusing attention, curiosity, spending time, effort, and concluding. The ability of the brain to focus its attention on a specific stimulus for an extended time is the first topic to discuss. Focused attention is a sort of attention that enables you to identify relevant inputs quickly. The second is curiosity which is a quality associated with curious thinking such as exploration, investigation, and learning, which is proven by observations in humans and animals. The third discussion is free time or it can also be called spending time. In

this case, students are allowed to play and experiment, these activities can be applied in everyday life from what they have learned so that students can rest from stressful days. The fourth discussion is effort. This effort refers more to the effort made by students, asking for help or participating in class. The last discussion is to conclude which means closing or final. Which means an end of something from the final form of something.

The next factor is the emotional factor, this factor consists of hobbies, enthusiasm, and impressions. The first discussion is a hobby or commonly referred to as pleasure which means a situation or feeling of pleasure, enjoyment, or satisfaction, all of these things can be obtained from worldly pleasures, satisfaction, and what is liked. The second discussion is enthusiasm which means intense pleasure, interest, or approval. The word goes back to someone who shows piety. The last is the impression, which means imitating or imitating funny things from behavior or someone famous.

2.3 Reading Strategy

2.3.1 Definition of Reading Strategy

The readers use reading strategies as a comprehension process to understand what they read. According to Linse (2005: 70), reading strategies indicate how the readers conceive of a task, how they make sense of what they read, and what they do when they do not understand. To improve reading comprehension and overcome reading difficulties, readers use one of the most crucial variables in this regard is reading

methods. As a reader, a strategy helps the reader in understanding the text and dealing with reading problems. In the literature on the function of use in foreign reading, strategies in reading comprehension have been a topic of discussion.

According to Bookongsaen (2014: 24) to help the learner reads effectively, EFL instructors need to know which reading strategies learners have and they may lack. Moreover, they should precisely determine when and how to use these strategies, said Bolukbas (2013: 2153). There is a definite correlation between students' reading strategies and its reading comprehension, which is an important role of using strategies in learning languages, especially reading skills. Better understanding shows the results of students who often use reading strategies. It can be seen that using the right strategy and using it often is very important to train students.

Students can overcome reading problems, one of which is by employing more different types of reading strategies. For example, students use many reading strategies when encountering difficult texts. According to Bolukbas (2013: 2149) reading strategies that can be used while reading the first sentence in each paragraph, using dictionaries when unknown words cannot be deduced from the context, taking notes while reading, highlighting the important part, looking for other clues (boldfaced or italics words), and guessing the meaning of unknown words from the context. As for good readers, namely readers who are aware of who the reader is reading and why the reader is reading it; In

addition, readers will also monitor understanding and overcome problems encountered while reading by using several reader plans and strategies. It can be stated that the reader's reading strategy is the method by which he or she uses to understand the text.

2.3.2 Indicators of Reading Strategy

According to Shoerey & Mokhtari (2019) in SORS (Survey of Reading Strategy), there are three categories of reading strategies, namely: metacognitive strategies, cognitive strategies, and supporting strategies. The meaning of these three strategies is. The first is the metacognitive strategy, this strategy is an action that is carried out and planned carefully, this strategy is usually used by the reader to see the reading control. For example; assign, skim or look at the text to see the structure and extend it. The second is the reading strategy, this strategy is determined by the local strategy. The reader uses the Technique this is by speed reading with the text, especially when it becomes a problem. As for alternative examples of speed reading, summarizing the meaning of the context. While the supporting strategy is as a supporting implementer such as; take notes, using the dictionary, making the context, summary, underlining the words and the other. That is the key to developing reading comprehension. The following are specific items from the Reading Strategy Survey (SORS). The mean scores were interpreted using the interpretation key provide by Mokhtari and Sheorey (2002).

2.4   Reading Comprehension

2.4.1 Definition of Reading Comprehension

Reading comprehension is a process of actively building a text's meaning. In addition to the reader's qualifications. Understanding can be obtained through language processes such as basic reading skills, decoding, vocabulary, attention to written text, inference, and motivation, as well as prior knowledge and working memory. As a student, reading is a skill that must be mastered. With this concept, students will be easy to understand a text if they master reading. Nunan (1991: 65) explains that Bottom-up is the process to find the information only after the act of reading activities. The purpose of the theory that has been conveyed by Nunan is that a reader's understanding of a text only depends on the meaning of words, sentences, and paragraphs.

In reading activities. eyes and brain work. The eyes that receive the message and then the brain that knows the importance of these messages contained. It is true, reading is an activity of the eyes and brain to convey information or messages to readers. Richard and Renandya (2002: 277) define that reading comprehension as the main goal of reading although this is often overlooked when a student reads a passage that is too difficult. About the main ideas in a text as well as exploring the text are very important for good understanding in increasing students' awareness. Understanding a text is very important for students in reading comprehension activities.

2.4.2 Indicator of Reading Comprehension

There are several indicators of reading comprehension found by the researcher. The first is indicators of reading comprehension such as finding explicit information which consists of finding details and facts. The second is an indicator of reading comprehension from finding implicit information which consists of finding the main idea, concluding references, drawing conclusions, recognizing the text's title, determining the text's purpose, and making predictions. The last indicator is finding considerations, namely making an assessment.

2.4.3 Component of Reading Comprehension

In the reading comprehension component, according to Andi (2019), reading has five components that are formulated in the reading text, namely: Determining the main idea of the paragraph. In this component, the author provides information about the topic. By identifying the topic, the reader will find it easier to understand the main ideas or special aspects of the topic. The second component is students must find factual knowledge, which necessitates them to know detailed information. Readers will be required to read in more detail about the characters, places, times, and events that usually arise because of the 5W1H questions (Where, why, what, when, how). The third component is finding the meaning of vocabulary. This component can help students in guessing the meaning of words through synonyms and antonyms. Students will connect the context or topic of the paragraph in each sentence that students read if they feel the word is not foreign to

students. Making inferences is the fourth component. In this component, students can understand the meaning of the text without describing all the information. The last component is identifying references. This component expresses the same purpose for using words or phrases that are replicated by the author using various words. So, students or readers can understand the reading in the whole story.

2.4.4 Factors Influence of Reading Comprehension

There are many factors of success and failure of readers in understanding written texts. Different studies also affect reading comprehension differently. However, there are main factors that can be classified by the reader, namely the characteristics of the material and the characteristics of the reader. Concepts presented in the text, technical vocabulary which means specific to unfamiliar words and structures, readers decoding skills, goals, and attitudes of readers. It is not easy for readers to get used to reading English reading materials. There are also inhibiting factors for doing so. With the obstacle, the reader must also be able to overcome it if he wants to read English material easily.

Some suggestions for improving reading habits for readers are as follows: readers can choose English material that is suitable for their abilities and interesting to read. Interesting material can improve the reader's ability to understand English reading material and will enjoy reading. This means that readers need to realize that making reading habits starts with reading interesting material. According to Purwanto (1986), several factors can affect learning achievement, namely: internal

factors where these factors come from the student's condition, for example, interest, intelligence, attention, motivation, and attitude. As for external factors, namely factors that come from outside, for example, family environment, school, friends, teachers, and the community. The school's scope also has several factors that can affect learning activities such as curriculum, teachers, motivation, educational materials from textbooks, and others.

2.5 Previous Study

The first previous study conducted by Emma (2019) the title The relationship between students' mastery of reading interest, students' reading strategies and students' reading comprehension at SMA Negeri 1 Kuala Tungkal. The purpose of Emma's research is to determine the relationship among the three variables using quantitative research methods. The population used is 50 students.

The second previous study conducted by Susanto (2015) The title is correlation between students' reading interest and students' reading ability. This study aims to investigate the relationship between the two variables. This study used a quantitative method. There were 30 students who were used as respondents in the second year of SMA Negeri 1 Punggur. The data collection techniques used questionnaires and tests.

The third previous study conducted by Nia (2021) This study aims to determine the relationship between reading strategies and reading comprehension achievement. This research used quantitative research.

Respondents taken were 79 class XII students of SMK Darus Salam Kediri. The instruments used in this study were reading tests and questionnaires.

Based on the explanation above, if the previous study took the respondent on SMA Negeri 1 Tungkal, SMA Negeri 1 Punggur, and SMK Darus Salam Kediri, the researcher feels essential to fill the gap by finding out about students' reading interest, students' reading strategy and students' reading comprehension on SMA Negeri 2 Pare students.