

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of some theories that have correlation with the reading habits. This chapter discusses definition of reading habits, the benefits of reading habits, kinds of reading, material of reading, the ways to read well, the strategies in improving reading skill, and the factor that influence reading habits.

A. Definition of Reading Habits

In reading habits, we get two words ‘reading’ and ‘habit’. Reading is an action of a person who reads, and habit is a product of this action or learning. Like all other habits, the habit of reading in an individual develops during the course. Reading is a precise process. It involves exact, detailed, sequential perception and identification of letters, words, spelling patterns and large language units.¹

Reading as one of the indicators of being literate is an art of interpreting a written discourse. Meanwhile, a habit is a repeated action which people do often and regularly, sometimes without knowing that they are doing it. It is a pattern of behavior which acquires constant, regular, often unconscious inclination to perform an act through frequent repetition which is applied to any activity established during a course of time as a part of personality of an individual. Thus,

¹ S. Thanuskodi, “Reading Habits among Library and Information Science Students of Annamalai University: A Survey”, *Int J Edu Sci*, 3(2), (2011), 79.

a habit of reading is established by having frequent repetition of reading practices in a course of time so that it becomes the second nature of the students' daily activity.²

According to Ogeyik and Akyay, reading, which is a long-term habit starting with the very early ages, is the prominent gateway to the knowledge room. It can be assumed as a practice that assists individuals to gain creativeness and develops their critical thinking capacities. In this sense, reading habit is an important tool for the development of personalities and mental capacities of individuals. In addition to personal and mental developments, reading is an access to social, economic and civic life.³

Reading and reading habit are two aspects that have received increasing attention in recent years. In the evolving knowledge society, reading is considered crucial for gaining the necessary information and insights, which prepare a person to face the diverse challenges of modern times.⁴

B. The Benefits of Reading

Reading is useful for language acquisition. Provided that students more or less understand what they read, the more they read, the better they get it. Reading also has a positive effect on student's vocabulary knowledge, on their spelling and on

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

³ Muhlise Cosgun Ogeyik and Esin Akyay, "Investigating Reading Habits and Preferences of Student Teachers at Foreign Language Departments", *The International Journal of Language Society and Culture*, 28.

⁴ A. K. M. Eamin Ali Akanda, et. al., "Reading Habit of Students in Social Sciences and Arts: A Case Study of Rajshahi University", *International Electronic Journal* (35), 61.

their writing. Reading makes the readers expand the knowledge, add the information for the reader self, and develop the ideas.

The impact of reading in people's lives is extraordinarily widespread. A reader can learn new skills, can be introduced to new facts, can become more knowledgeable about the whole world, and can be stimulated to both thought and emotion. Reading has the unique power of transforming readers. Reading influences the extent and accuracy of information as well as the attitudes, moral beliefs, judgments and action readers. Reading is an art of interpreting printed and written words. It is basic tool of education. The reading habit is one of the powerful and lasting influences in the promotion of one's personal development in particular and social progress in general.⁵

C. Kinds of Reading

Harmer states that there are different kinds of reading. He makes a distinction between intensive reading and extensive reading⁶

1. Intensive reading

Intensive reading means doing a series of tasks on a sort text and usually in class time, and the teacher is on hand for questions and feedback.⁷ Intensive reading is to focus on the construction of reading texts where it takes places

⁵ S. Thanuskodi, "Reading Habits among Library and Information Science Students of Annamalai University: A Survey", *Int J Edu Sci*, 3(2), (2011), 79-80.

⁶ Jeremy Harmer, *How to Teach English* (Oxford: Pearson Education, 2007), 99-100.

⁷ Jill Hadfield and Charles Hadfield, *Introduction to Teaching English* (New York: Oxford University Press, 2008), 96.

usually in classrooms. Then the teacher asks students to find the main point from magazines, poems, internet web sites and the other.

2. Extensive reading

Extensive reading means using longer texts that learners read in their own time for enjoyment and increasing reading fluency.⁸ Extensive reading is usually done away from the classroom. Extensive reading can be called reading for pleasure. They can read the book that they like, for example novels, web pages, newspapers, magazines, and soon.

Another kind of reading stated by Harmer, that is kind of reading is viewed based on the material of reading, they are:⁹

1. Reading to confirm expectations

Reading to confirm information is reading to guess about the information in the text. The students are encouraged to become interested in the texts, to predict the content of the text, and motivate the students in reading the text.

2. Reading to extract specific information

Reading to extract specific information is reading to get certain information that is looked for by the students. The students should read the question before reading the texts. Because if they do this, it will be possible for them to get the answer that they look for. The students scan the texts to get the information to answer the texts.

⁸ Ibid.

⁹ Harmer, *The Practice of English Language Teaching* (New York: Longman, 1991), 190-208.

3. Reading for communicative tasks

The reading here is to arrange the disordered texts become a good texts, for example like a puzzle.

4. Reading for general understanding

Reading for general understanding is reading to absorb only main points of the text. The reader is not looking for specific points, but rather for whatever is necessary to get an overall understanding of the text. This reading is using a skimming technique.

5. Reading for detailed comprehension: information

This kind of reading gives opportunity for the students to learn about topic of the texts more detail, because the title is having important relate to the texts. The title shows us the explicit idea of the texts.

6. Reading for detailed comprehension: function and discourse

Reading for detailed comprehension in the function and discourse is reading for understanding the way in which texts are structured and to recognize the function that are being performed.

The reader is expected to understand the structure of the sentence of written texts and then they are expected to be able to decode, so they will understand the texts fully.

D. Material of Reading

The important thing in reading is a material beside the method, lecturer and students. The material has to have correlated with the lesson and also supported the lesson. So the students can read well and develop their reading skill.

Reading text is also giving good example for English writing. Besides, reading texts also give chance to the students to study language, like vocabulary, grammar, punctuation, and the way we construct sentences, paragraph, and texts. So reading more will be better for them and the good reading text can introduce interesting topics, stimulate discussion, excite imaginative responses and provide the springboard for well-rounded, fascinating lessons.¹⁰ In reading sequences, there are different kinds of reading text and also several different kinds of reading task, they are:¹¹

1. Sunscreen (pre-intermediate)

The text used can be taken from the magazine that have article and the language has not too complex for students' level. Then we can give the students the kinds of tasks.

2. Campaigns (intermediate)

The reading sequence is designed for teenage students. The students read a text and the teacher listens to the students' prediction. After that, they are

¹⁰ Jeremy Harmer, *How to Teach English* (England: Pearson Education Limited, 2007), 99.

¹¹ *Ibid.*, 102-106.

involved in a role play. They are divided into some groups. Then every group makes a discussion.

3. Web-quest (intermediate to advanced)

Web-quest is one type of activity using the internet, while the quest is a search for information. The students are asked to visit one address of website that the teacher has chosen to them. So the learners cannot spend much time to look for the website. After they get the information that they need, then they discuss with their friend.

E. The Ways to Read Well

Skillful reading is an important part of becoming a skillful writer. Following is a series of our steps that will make a better reader, such as:¹²

1. Concentrate as you read

To improve the concentration, the following tips might be done:

- a. First, read in a place where you can be quite and alone. Do not choose a spot where there is a TV or stereo on or where friends or family are talking nearby.
- b. Next, sit upright when you read. If your body is in completely relaxed position, sprawled across a bed or nestled in an easy chair, your mind is also going to be completely relaxed. The light muscular tension that

¹² John Langan, *College Writing Skill with Reading*, Seventh Edition (New York: Mc Graw-Hill, 2008), 637-639.

comes from sitting in a straight chair promotes concentration and keeps your mind ready to work.

- c. Third, consider using your index finger (or a pen) as a pacer while you read. Lightly underline each line of print with your index finger as you read down a page. Hold your hand slightly above the page move your finger at a speed that is a little too fast for comfort. This pacing with your index finger, like sitting upright in a chair, creates a slight physical tension that will keep your body and mind focused and alert.

2. Skim material before you read

In skimming, you spend about two minutes rapidly surveying a selection, looking for important points and skipping secondary material. Follow this sequence when skimming:

- a. Begin by reading the overview that precedes the selection.
- b. Then study the title of the selection for a few moments. A good title is the shortest possible summary of a selection; it often tells you in several words or even a single word just what a selection is about. For example, the title “Shame” suggests that you are going to read about a deeply embarrassing condition or incident in a person’s life.
- c. Next, form a question (or questions) based on the title. For instance, for the selection titled “Shame”, you might ask, what exactly is the name? What caused the shame? What or the result of the shame? Using a title to

form questions is often a key to locating a writer's thesis, your next concern in skimming.

- d. Read the first and last couple of paragraphs in the selection. Very often a writer's thesis, if it is stated, will appear in one of these places and will relate to the title. For instance, in "What's Wrong with Schools?" the author says in his second paragraph that "many students are turned off because they have little power and responsibility for their own education."
- e. Finally, look quickly at the rest of the selection for other clues to important points. Are there any subheads you can relate in some way to the title? Are there any words the author has decided to emphasize by setting them off in italic or boldface type? Are there any major lists of items signaled by words such as first, second, also, another, and so on.

3. Read the selection straight through with a pen in hand

Read the selection without slowing down or turning back; just aim to understand as much as you can the first time through. Write a check or star beside answers to basic questions you formed from the title and beside other ideas that seem important. Number lists of important point 1, 2, 3, and so on. Circle words you do not understand. Write question marks in the margins next to passages that unclear and that you will want to reread.

4. Work with the material

Go back and reread passages that were not clear the first time through. Look up words that block your understanding of ideas and write their meanings in the margin. Also, reread carefully the areas you identified as most important; doing so will enlarge your understanding of the material.

F. The Strategies in Improving Reading Skill

According to Jill and Charles, there are three ways to help learners develop their reading skills, they are:¹³

1. Focusing reading

The teacher supports the students to think about why they are reading and also what information they are looking for. Giving the question or tasks will make the students become focus with something that they are looking for.

2. Reading in different ways

a. Skimming

Skimming is focus on a few words, usually in a list or the last sentences in paragraph, because usually there is main idea and conclusion there and as a teacher we can give the students a short time to find the overall meaning.

b. Scanning

Scanning is reading quickly to get some information that we read. So we will stop read if we get the information that we are looking for.

¹³ Jill Hadfield and Charles Hadfield, *Introduction to Teaching English* (New York: Oxford University Press, 2008), 92-94.

c. Reading for gist

Reading in purpose is to answer the question in the text and we can also make skipping to get the answer that we read.

d. Reading for detail

Some text requires very careful reading. When we are reading a legal document or a set of complicated instructions, we need to pay attention to all the sentences and to be able to follow the meaning of the whole text. This might also involve a certain amount of re-reading and checking words. When dealing with texts like these, we may want to give our learners questions which make them read more carefully.

e. Extensive reading

When we read longer texts, such as novels, non-fiction, academic books, we may use a variety of the above ways of reading; reading some parts rapidly and others in greater detail.

3. Sub skills

a. Activating background knowledge

Activating background knowledge helps the learners understand if you can discuss the topic of the reading text with them before they read. Two useful techniques for do this brain storming and mind-mapping.

b. Predicting

We can make predicting when we reading. The students can make or have prediction through the topic or title or the picture from the text that they will read.

c. Guessing new words

If we do not know the meaning of the words in a text, we can know by guessing the words from the context.

d. Using linkers

Linkers are some words act as signals to show us the structure of a text and help us to understand when a new bit of information is coming. The teacher needs to help the students to focus on the linkers in the text which can help them to understand well the whole text.

In reading comprehension there are always some questions and we have to answer the question because it will show our experience as long as after reading the text. The reading comprehension questions that follow each selection involve several important reading skills:¹⁴

- Understanding vocabulary in context
- Summarizing the selection in a title
- Determining the main idea

¹⁴ John Langan, *College Writing Skill with Reading, Seventh Edition* (New York: Mc Graw-Hill, 2008), 639-640.

- Recognizing key supporting details
- Making inferences

So the following hints will help you apply each of these reading skills:

1. Vocabulary in context

If we do not know the meaning from unfamiliar word, we can consider the meaning from the context.

2. Subject or title

Title correlates with the material or the text, and the title describes content of the text and it is the essence of the text.

3. Main idea

The title will help you to focus the main idea because the title is having correlates with the text. Then choose the statement based on you that you think best expresses for the main idea from the text.

4. Key details

If we make summary, the key detail is included there. To establish the key details you can choose where the major supporting points for thesis.

5. Inferences

Answer the question by drawing on the evidence presented in the selection and your own common sense. So, make inferences based on the text and also based on your own words.

G. The Factor that Influence Reading Habits

Many factors influence reading habits, either reading the beginning or further reading (reading comprehension). Factors that influence the reading habits by Lamb and Arnold in Farida Rahim are:¹⁵

1. Physiological Factors

Physiological factors include physical health, neurological considerations, and gender. Fatigue is also an unfavorable condition for learning, especially reading. Some experts suggested that the neurological limitations (e.g. various defects of the brain) and lack of physical maturity are factors that can cause children to fail improving students' reading comprehension ability.

2. Intellectual Factors

The term intelligence is defined by Heinz as a thinking activity consisting of the essential understanding of a given situation and respond appropriately. Related to the explanation of Heinz above, Wechster argued that intelligence is the ability of individuals to act globally appropriate with the objectives, rational thinking, and acting effectively on the environment. However, these factors did not fully affect the success or failure of students in reading.

¹⁵ Farida Rahim, *Pengajaran Membaca di Sekolah Dasar* (Jakarta: Bumi Aksara, 2008), 16-29.

3. Environmental Factors

Environmental factors also affect the progress of students' reading ability.

Environmental factors include two things:

a. Background and experience of the child at home

Environment can establish a personal, attitudes, values, and language skills of children. Condition in the home affects children's personal and adjustment in the community. Conditions that in turn may help the child, and can prevent children in the habit of reading. Children who live in harmonious households, loving homes, whose parents understand their children, and prepare them with a sense of high self-esteem, will not find significant barriers in reading.

The house also has an effect on children's attitudes toward books and reading. Parents who love to read, have many collections of books, appreciate reading, and happy to read stories to their children generally produce children who love to read. Parents who have a great interest in the school activities in which their children learn, can stimulate a positive attitude toward children's learning, especially reading.

The quality and breadth of experience of the child in the home is also important for the advancement of learning to read. Reading should be a meaningful activity. Past experience allows children to better understand what they read.

b. Socioeconomic factors

Socioeconomic factors, parents, neighbors and the environment are factors that shape students' home environment. Some studies have shown that socio-economic status of students getting high verbal ability students. A child who receives a good example of the language of adults and older people speaks and encourage their children to speak the language and will support the development of a child's intelligence. Similarly, the child's reading ability. Children who come from homes that gives many opportunities to read, in an environment that is filled with a variety of reading material that will have the ability to read high.

4. Psychological Factors

Other factors that affect students' reading habits are psychological factors. These factors include, among others:

a. Motivation

Motivation is a key factor in learning to read. Eanes argues that the key motivation was simple, but not easy to achieve. The key is the teacher must demonstrate to student about teaching practices that are relevant to the interests and learning experiences so that students understand it as a necessity.

b. Interest

Interest in reading is accompanied by a strong desire somebody attempts to read. People have a strong interest in reading accomplishment in his willingness to get reading material and then read it over his own consciousness.

c. Maturity of social, economic, and adjustment

A student must have a certain level of emotional control. Children who are easily upset, crying and easy to overreact when they get something, or withdraw, or irritated will have difficulty in learning to read. In contrast, the children that are easier to control his emotions, it will be easier to focus on reading the text. Focusing on reading materials enable advances in children's ability to understand the reading.