

CHAPTER II

LITERATURE REVIEW

This chapter discusses theoretical frameworks that related to study that divided into several topics include some theories of reading habit, learning motivation and reading comprehension.

A. Reading Habit

1. Definition of Reading Habit

Tampubolon (2008:227) defines a habit as behavior or attitude, both physical and mental, that has been established in a community. That habit is part of a society's culture. She also claims that habits are tied to interest and are a combination of desires, which can emerge if there is motivation. Tampubolon (2008:228) also defines a reading habit as "reading practices that have been embedded in oneself". What must be accomplished is the development of an efficient reading habit, namely reading habits accompanied by a strong interest in and effective reading skills.

The goal of reading, in general, is to be able to read and understand short texts fluently or to sound a few basic lines and read poetry (Depdiknas; 2004:15). And, as stated in the (1994:18 curriculum), the objective of reading are to understand the idea received directly or indirectly, capable of reading and summarizing reading texts in your terms, and able to read fast and write down key concepts.

The easiest thing to develop learning skills is by reading a lot. To spare at least an hour or two a day to read a book is a good habit for starting self-

development. According to Mujiran in Wiranto (2008; 122), reading is not more a habit that has long become a necessity for somebody. If you follow the theory flow, motivation to read begins with a need for knowledge. After that, there are attempts to fulfill what can be realized by visiting the library to get those books desired.

Many advantages can be gained from reading habits, including improved concentration because the brain will be indirectly directly stimulated to think systematically in order to mean content or messages contained in the book can be understood as a source of inspiration for obtaining other information from the contents reading, and expanded perspectives because by frequently reading books, insight will automatically expands to increase our ability to answer various questions with support more accurate facts obtained from reading books.

The habits take time to learn, which requires quite a process to build a practice from reading. Various factors influence the habits of others' preferences, motivation, and environment. Utami Munandar (1982: 59-67) reveals the concept of habit reading into twelve aspects. The twelve aspects can be used to obtain data related to habits of reading, i.e.: pleasure of reading, reading frequency, the number of books read in a particular time, the origin of the reading book obtained, frequency of visiting the library, kinds of favorite books, frequency reading, terms of subscription magazine, a newspaper section enjoyable to read, magazine subscription, types of magazines subscribed to, and favorite magazine to read.

2. The Purpose of Reading Habit

The process of reading can have either positive or negative effects and has been classified into four distinct categories, as outlined by Ogbodo in 2002. One of the identified factors is hobby. A leisure pursuit that elicits feelings of satisfaction and enjoyment is commonly known as a "pastime." Engaging in leisure reading is a highly effective means of self-education across a diverse range of disciplines, encompassing but not limited to economics, politics, pedagogy, and theology. The cultivation of a reading habit not only elicits feelings of joy but also instills a sense of hopefulness. The act of reading literature, specifically, possesses the capability to enhance one's lexicon, subsequently facilitating verbal communication. Engaging in the activity of reading is a highly beneficial pastime as it enhances an individual's capacity to comprehend and assimilate written information. Subsequently, cultivating a practice of unhurried reading will lead to the acquisition of greater knowledge by the reader within an academic setting. Engaging in recreational reading has the potential to mitigate cognitive exhaustion and pacify the reader's agitated mental state. Perusing periodicals and other similar literature materials are instances of leisurely reading that can be pursued for the purpose of relaxation. The third premise underscores the significance of enhancing an individual's concentration skills, which is among the objectives of cultivating a reading practice. In order for a reader to comprehend the meaning conveyed in a paragraph, it is imperative that they exhibit a level of concentration that is indicative of their awareness of the reading process in which they are actively participating. The promotion of reading as a central focus in educational institutions has been found to have a

positive impact on student academic performance. Stakeholders are advocating for a focus on reading. The ultimate objective of cultivating a reading habit is to diverge from the conventional practices. This could be the only aspect of your reading behavior that adheres to the unfavorable standard. At times, the reader may exhibit a tendency to engage in tangential activities instead of adhering to the task of reading. Academic: The scholarly individuals may choose to avoid this. If a scholar were to adopt such an attitude towards their reading habits, it could potentially lead to a waning of interest in the acquisition of knowledge.

3. The Indicator of Reading Habit

Iftanti (2012) indicates there are a few indications of reading habit, including the following: First, there is the total amount of time spent reading. The duration of time spent maintaining a habit of reading is the second factor to consider. Third, the different kinds of literature that should be read. The amount of books that need to be read is the fourth consideration. Fifth, the texts that have been published. Sixth, the reasons for reading books written in English. The incentive to read in English is the seventh point. Because the quantity of reading practice is often regarded as the clearest predictor of reading habits, there is a correlation between it and the daily reading activities they engage in. The reading habit of a reader may be defined by the reader's total reading volume as well as the reader's average daily reading time.

B. Learning Motivation

1. Definition of Learning Motivation

Motivation is derived from the "motive" word, which refers to the situation within a human that motivates individuals to perform specific acts, whether consciously or unconsciously, to attain certain goals (Winarni, Anjariah, & Romas, 2016). Learning motivation may be defined as a driving force to carry out particular learning activities that originate from within and outside the individual to create a passion for learning (Monika & Adman, 2017). The motivation to learn is an inherent condition for learning and plays an important role in creating enthusiasm or passion for learning. The motivation to study is more than just a driving force to obtain good outcomes; it also includes the effort to reach learning objectives (Puspitasari, 2013). A student's motivation to study significantly affects his or her achievement. Learning will produce the best results if there is a strong desire to learn. The more specific the goal, the greater the learning results. Thus, the intensity of students' learning efforts is constantly determined by their motivation (Bakar, 2014).

Bernaus and Gardner (2009) state that there are two functions of motivation in learning, they are the integrative and instrumental functions. Integrative motivation can encourage someone to learn a language because of the desire to communicate with the community of speakers of that language or become a member of the language community. In contrast, instrumental motivation can encourage someone to have a will for the language with a purpose

to benefit, for example, to get a job or other things. Thus, the existence of motivation is a positive thing that must be owned by students in learning to achieve the goals and targets of learning. Meanwhile, Ellis (2013) stated that motivation in learning English could not be separated from students' attitudes and affective conditions, which might directly impact their efforts to learn a foreign language. Attitudes and affective conditions are driving aspects that inspire students to put in more effort to achieve English learning objectives.

2. The Purpose of Motivation

There are four different purposes of motivation, as described by Sadirman (who was mentioned by Monika in 2021). The first step is to find a way to get people to participate in an activity. It indicates that individuals would follow their vision with self-assurance. The second step is to choose the best approach to go forward. The third step is to pick an effort that defines what effort must be undertaken to reach the goal by eliminating activities that are not effective for this purpose. This step involves removing activities that are not effective for this purpose. The last one is meant to stimulate and improve corporate performance.

3. Types of Motivation

Generally, there are two types of motivation; intrinsic and extrinsic motivation:

1.) Intrinsic Motivation

According to Hayikaleng, Nair, and Krishnasamy (2016), the term

"intrinsic motivation" in the context of language acquisition refers to the desire to engage in a certain activity due to the belief that doing so would bring about pleasant and engaging experiences. A person might be driven to learn something by the desire to make oneself feel better or by the satisfaction they get from the activity itself. According to Niemiec and Ryan (2009), one may draw the conclusion that an individual's needs, interests, and pleasure are the personal variables that are responsible for the development of their intrinsic motivation. This demonstrates that students may generate their own sense of motivation on their own.

2.) Extrinsic Motivation

According to Hayikaleng, Nair, and Krishnasamy (2016), the term "extrinsic motivation" describes an action that a person does in order to get an extrinsic reward, such as a higher income or better grades, or an extrinsic punishment, such as a worse grade or a lower salary. Extrinsic motivators include parental expectations of other valued role models, the learning potential of a course of study, and excellent grades, as suggested by Matt and Dale (2002). They also stated that changes in behavior brought about by extrinsic motivators occur more quickly and often require a lesser amount of work or preparation than those brought about by intrinsic motivators. The author went on to say that attempts made to apply extrinsic motivators often do not need in-depth information of individual students.

C. Reading Comprehension

1. Definition of Reading Comprehension

Reading comprehension refers to extracting and building meaning from written language. While reading, a mental process converts the text into meaningful knowledge stored in the memory and new information. According to Hamidah (2016), students can learn through reading literature. Reading requires comprehension to understand the context and gain further information from the text. Reading comprehension was defined as the ability to understand or comprehend the content. Sudiana (2007:20) states that reading comprehension is making every effort to be able to understand the text read. To understand the text constructively, the reader uses his conceptual frameworks to construct the meaning of a text. In this case, the reader relies on all previously possessed knowledge. Reading comprehension is reading activities without voicing the text read to understand the message conveyed by the author contained in the text.

Syafi'ie (1993:48-49) distinguishes the understanding of four levels; the first is the level of literal understanding, namely understanding the meaning of words, sentences, as well as paragraphs in the reading. The second is the level of interpretive understanding; understanding of the content of the reading that is not directly stated in the reading text. The third is the level of critical understanding, namely understanding the content of the reading done by readers by thinking critically about the contents of the reading. The fourth is the level creative understanding. Reading is understood by reading new views, new ideas, fresh ideas, and original thoughts, and the fifth is the level of understanding in reading

can be differentiated based on complex cognitive skills that necessary for reading comprehension.

Tests can determine whether a person has a high or poor ability. A variety of objective and subjective test methodologies can be used to assess reading comprehension skills. Soenardi Djwandono (1996) believes that the major objective of providing reading tests is to know and measure the level of ability to comprehend the implicit meaning and the implications of the contents of a reading. The materials for reading ability tests must be able to be used to measure students' abilities. Burhan Nurgiyantoro (2001: 249-251) argues that the material used in the reading ability test should be considered from (1) the difficulty level of the discourse, (2) the contents of the discourse, (3) the length of the discourse; and (4) the form of discourse

2. The Purpose of Reading Comprehension

McDonough and Shwa have emphasized the importance of establishing clear objectives during the reading process, a notion that has been echoed by contemporary scholars such as Ngan Main Hoang of the British Council (2013). Consequently, the reading encounter may vary depending on the learner's specific objectives at the time of reading. The act of reading can be regarded as a purposeful endeavor, wherein learners are cognizant of the measures they must undertake to enhance their motivation to read in a non-native tongue.

According to Sengupta's (2002) perspective, the act of engaging in academic reading is a multifaceted and intricate process that necessitates the integration of three distinct components. The initial approach involves a

combination of in-depth and concentrated reading. The second step involves the amalgamation of various sources to produce composite materials. The third aspect pertains to actively engaging in the pursuit of identifying the authorship and objectives.

D. Previous Study

There are some studies related to this study. The first study is conducted by Oktapia, (2021). This study examines the relationship between students' reading habits and reading comprehension in English to eighth-grade students of SMP Negeri 4 Kotabumi using descriptive quantitative correlation research, questionnaire, and multiple choices test methods. The population in this research is all students in the eighth grade of SMP Negeri 4 Kotabumi Academic Year 2020/2021. Based on the study, the researcher found results that there was a significant correlation between students' reading habits and reading comprehension in English among the eighth-grade students of SMP Negeri 4 Kotabumi in the 2020/2021 school year. The higher the reading habit of the students, the higher also their reading comprehension in English. Reading habit gives a positive role in reading comprehension.

Another example related to this study is conducted by Sartika, Afifah, & Anggraini. (2020). This study examines the correlation between students' reading habits and their reading comprehension in eleventh grade at SMA Negeri 1 Madang Suku 3 OKU Timur. Using a quantitative study with a correlational study, the writer used a questionnaire and test to collect the data. The questionnaire measured students' reading habits and the test measured students' reading comprehension. The population of the study was all the eleventh-grade students of SMA Negeri 1 Madang Suku 3 OKU Timur in the academic year 2018/2019. There were 124 students and took sample by using purposive

sampling 64 students. Based on the related studies, the researcher found that reading habit influenced the students' reading comprehension.