

## CHAPTER II

### THEORETICAL FRAMEWORK

#### 2.1 Relevance Theories

The relevance theories are about reading habits, indicators of reading habits, the concept, purpose, characteristics and the type of attitude toward reading, books read, reading frequency, time spent on reading (academic and non-academic) and motivation in reading (family and academic environment).

##### 2.1.1 Reading habits

There are several aspects that will be discussed in reading habits, they are about the concept of reading habits, the purposes of reading habits and the component of reading habits.

##### 2.1.1.1 Concept of Reading Habits

Per Nilsen (2012) defines a habit as “Habit is behavior that has been repeated until it has become less automatic, enacted without purposeful thinking, largely without any sense of awareness”. According to Benyamin Gardner, habit is an abstract theory, inhabit theory, there is no single correct definition. Inhabit people are repeated action without concerning why this self-concept must happen.

The Longman Dictionary of Applied Linguistics and Language Teaching defines a habit as “a pattern of behavior that is regular and which has become almost automatic as a result of repetition. The view of language learning as habit formation found in behaviorism has been rejected by virtually all linguists and

specialists in language acquisition, but research continues into issues such as the mechanisms through which automaticity develops in language learning”. It can be defined as the frequency of how often a learner develops an activity that enables him/her to read materials fiction, stories, magazines, newspapers etc. A good reading habit can enhance knowledge and the ability to use the target language more effectively.

Reading habit refers to the behavior, which expresses the likeness of reading and tastes of reading (Sangkaeo: 1991). It is a way of how the reader organizes his or her reading and how often, how much, and what the readers read. Indeed, according to Zainab & Abeyrathna (2004), the activity of reading is regarded as a habit when it is repeatedly carried out. It means that reading habit is considering as the reading activity which is done frequently and repetition of reading creates the reading habit.

An activity will be a habit when the activity is done frequently by someone and a habit was based on interest’s someone. It is a pattern with which an individual organizes his or her reading. Noorizah (2011) stated that a good reading habit is necessary for healthy intellectual growth and plays a very crucial role in enabling a person to achieve practical efficiency. Furthermore, an individual’s interest is determined to a considerable extent by the amount he will read and the intensity with which he will pursue his reading activity. In her study, she reveals that reading habits are associated with students’ gender, age, educational background, academic performance and professional growth.

Moreover, Abidin in Nana Priajana (2013) defines that a good reading habit is an important tool for the development of personalities and mental capacities.

### **2.1.1.2 Purposes of Reading Habits**

There are some reading habit purposes which have either positive or negative result. According to Ogbodo (2010), the purposes are grouped into four segments. They are hobbial, recreational, concentration, and deviational.

a. **Hobbial**

A hobby is an activity that creates joy and satisfaction in doing it. The purpose of reading habit as a hobby make a reader knowledgeable in so many areas, such as in educational, political, religious, and economic. This purpose of reading habit not only makes one satisfied but also positive.

b. **Recreational**

A good reading habit for recreational makes the reader acquire more knowledge in the classroom. Reading for relaxation is aimed to cool the readers' brain and to avoid mental fatigue; the example activities on reading for relaxation are reading newspaper and magazine.

c. **Concentration**

One of the reading habit purposes is concentration. Concentration means the readers acknowledge their process to understand the meaning of a passage. Reading for concentration is recommended for use in school.

#### **d. Deviatonal**

The last purpose is deviatonal. This is the only reading habit which has a negative norm. The reader sometimes pretends to read and deviates from the actual reading. This should be avoided by the students. If this reading habit attitude acquired by the students, it may lead to loss of interest in the acquisition of knowledge.

#### **2.1.1.3 Components of Reading Habits**

In gaining an effective reading habit, Julio Caesar (2011) summarized aspect of the reading habit. They are the attitude toward reading, reading frequency, books read, time spent on reading (academic and non-academic), motivation in reading (family and academic environment).

#### **2.1.2 Attitude toward Reading**

There are several theories that related to the research that being studied about the concept of attitude toward reading and the purpose of attitude toward reading.

##### **2.1.2.1 Concept of Attitude toward Reading**

Attitudes toward reading are defined as an individual's feeling about reading. It causes learners to adopt or avoid a reading situation (Alexander & Filler, 1976). Attitude and interest toward reading can be related to feeling and their willingness to read. Reading attitude is defined by McKenna, Kear, and

Ellsworth (1996) as a system of feelings related to reading which causes the learner to approach or avoid a reading situation.

Ajzen and Fishbein (1980) define attitude as a learned disposition on how to behave, either negative or positive; and the reading attitude refers to the person's nature towards reading as an activity. McKenna Model of Reading Attitude Acquisition (McKenna, Kear & Ellsworth, 1996) suggests that the individual's reading attitude develops over time as a result of three factors:

1. Normative beliefs (how one's friends view about reading);
2. Beliefs about outcomes of reading (whether reading is likely to be pleasurable, useful, frustrating or boring) and beliefs about outcomes of competing activities; and
3. Specific reading experiences.

The degree of positive or negative attitudes towards reading differs according to the kind of reading to be performed and the purpose of reading (McKenna et al., 1996). Thus, it is more meaningful and practical to discuss reading attitudes with reference to a particular type or use of reading (Taylor, Harris & Pearson, 1988).

#### **2.1.2.2 Purpose of Attitude toward Reading**

Positive reading attitudes inspire positive reading experiences. This creates the possibilities to encourage higher academic performances. Some studies focused on the influences of positive attitudes toward reading in secondary school students (Walberg & Tsai, 1985 in Bintz, 1993). Walberg and Tsai reasoned that a

positive attitude toward reading is one of the strongest correlates of reading achievement. They (Walberg & Tsai, 1985) stated that factors contributing to a positive attitude among adolescents included;

1. Believing that reading is important;
2. Enjoying reading;
3. Having a high self-concept as a reader; and
4. Having a home environment where verbal interaction takes place regularly.

#### **2.1.2.3 Characteristics of Attitude toward Reading**

A study conducted by Kubis (1996) reports that students attribute their positive attitudes toward reading as related to a significant event or person. Kubis (1996) justifies that students who were read to when they were children have more positive attitudes toward reading than those who were not. Partin (2002) conducted a study on the relationship between attitudes toward reading and its relationship with home environments, reported that a positive reading attitude of students is significantly related to and fostered by the following literary environment such as being read to as a child, parental interest in their child's reading, having books around the home, receiving books as gifts, and possessing library card. Positive reading attitudes is also correlated significantly with having friends who like to read and with whom they can discuss and recommend books.

According to Wilson & Kelley (2010), students' attitudes toward their in school reading can be a very negative one. A disconnect exists when students like

to read a particular genre or type of text and they are forced to read something else in school. Teachers can cause students to feel alienated and it can affect student's perceptions of reading outside of school negatively. Allowing students to read the types of literature that they are more interested in school can create a more positive attitude toward reading in general. Things like comic books and graphic novels are sometimes looked down upon by teachers, but many students are interested in reading (Norton, 2003). By keeping an open mind towards what is appropriate reading in school, and allowing students to read more of the types of literature that they are interested in we can close the gap between students attitudes toward in school reading compared to their out of school reading. From the work of Smith (1991) there are three points to measure out the students' attitudes and preferences towards reading, they are:

1. Activity on reading.
2. Enjoyment of reading.
3. Anxiety and difficulty in reading.

### **2.1.3 Reading Frequency**

There are several theories that related to the research that being studied about the concept of reading frequency, the purpose of reading frequency and characteristic of reading frequency.

#### **2.1.3.1 Concept of Reading Frequency**

According to Julio Cesar Galicia Gaona & Erwin Rogelio (2011), reading frequency is the frequency at which the person reports to read books in their spare

time. The reading habit refers to the frequency of reading, and the average time spent on reading materials. An individual's interest may be determined to a considerable extent by the number of reading materials he will read and the intensity with which he will pursue his reading activity.

Bas (2012) emphasized a favorable reading habit as a prerequisite for a healthy intellectual growth and plays a very crucial role in enabling a person to achieve practical efficiency. By reading books, one gets confirmation or rejection of one's own ideas, which makes one think more critically about right and wrong in the society. Reading, therefore, provides people with a sense of values, which enable them to gradually develop the greatest of all virtues, that is the ability to understand rather than condemn.

#### **2.1.3.2 Purpose of Reading Frequency**

As we know before, the frequency of reading students affects other academic activities. Therefore, a study is required where the community can know how much the frequency of reading students. the main purpose of knowing the frequency of reading students to be able to know what are the things that become the basis of less or high interest in reading students over the years. By knowing this, of course, it can provide information for academics who want to generate interest in reading among students, especially junior high school students.

In addition, by knowing the frequency of student's reading can give clarity how the frequency of reading can affect good human resources. According to



Anderson (2012), reading is a core language skill. Then, everything related to the language would be influenced by the skill of reading that someone has.

### **2.1.3.3 Characteristic of Reading Frequency**

In the frequency of reading, Nnadozie and Egwim (2008) reported that majority of the students that participated in their study were involved in daily reading, though most of the regular readers were students of private schools. This implies that there is more serious reading in private schools. The establishment of a higher standard of education may be one of the reasons which necessitated the frequent reading by pupils in these schools. On the amount of time spent on reading, findings from Nnadozie and Egwim (2008) established that majority of the students spend less than two hours on each reading text. The lesser time spent on reading by the students may be due to the fact that there are electronic gadgets that compete with books for the attention of student at home and in schools.

There are two points to measure out the students' reading frequency, they are:

1. The number of books that they read
2. The number of time they spent in reading

### **2.1.4 Type of Books Read**

The following theories related to the research that being studied about the concept of the type of books read, the purpose of the type of books read, and components of the type of books read.

#### **2.1.4.1 Concept of Type of Books Read**

Nippold, Duthie & Larsen (2005) state teenagers are reading more than just books, and in fact, prefer many different types of literature. The most popular reading material among adolescent readers is magazines, novels, including books in a series, and comics.

There is a clear distinction between the reading preferences of boys and girls. While girls overwhelmingly prefer fiction, boys prefer nonfiction to the same extent. Girls choose their books based on suggestions they received from friends, family, parents or teachers. When asked about their books, girls often cite specific titles, characters or something that happened in a particular novel (Simpson, 1996). Boys, on the other hand, mentioned things like the genre (usually sports, horror, or books with fighting) as to why they liked a book or at least chose it in the first place and for the most part only listed their friends as to where they heard of the book.

#### **2.1.4.2 Purpose of Type of Books Read**

As well as the purpose of knowing the frequency of reading students, the purpose of knowing the type of books read is also associated with increasing interest in reading students. The main purpose of knowing the type of books read is to find out what books are interested in Junior High School students to be their reading materials both at home and in academic places such as schools and libraries.

The types of students' reading are certainly different from each other. This can be influenced by gender, age, habits or hobbies, and peers. Type of students' books read can be a reference to grow interested in reading starting from what they like. Then gradually to more academic readings such as textbooks but by not leaving them abandoning the readings they liked from the start.

#### **2.1.4.3 Component of Type of Books Read**

There are some types of books being students favorite and make them want to read in a day. The books can be teacher recommendation, friends' recommendation, and the author. Based on Julio Caesar (2011), students prefer teacher recommendation the most than the others. Teachers recommendation is usually textbooks that related to the subject such as physic, history, and other books. Friend's recommendation is such as fiction, romance, thrill, and science fiction. Dawn to the author is usually the books that best-selling in books store and the famous one.

#### **2.1.5 Time Spent on Reading**

The following theories related to the research that being studied about the concept of time spent on reading, the purpose of time spent on reading and component of time spent on reading.

##### **2.1.5.1 Concept of Time Spent on Reading**

According to Nippold, Duthie & Larsen (2005), students are spending some of their free time reading. However, many of the activities that students'

chose instead of reading for student's time were ones that contained a social aspect. When given the choice students are choosing other activities such as talking on the phone, using e-mail or internet, listening to music/going to concerts and shopping or going to the mall instead of reading.

Ruddell (1995) proposed that on the average, children spend one-third (or more) of the day with their teachers; and as they enter into adolescence, they spend even more time with their teachers during the day. The influence teachers have on their students can either be positive or negative and has varying consequences. The teacher cannot be exempted in any process of improving children's interest in reading, improve literacy and increase academic performance. Through various activities in and out of the classroom, they influence students to value reading everywhere they go and at all levels of their lives. Gambrell (1996: 20) confirmed that "teachers who love reading and are avid readers themselves have students who have higher reading achievement than do the teachers who rarely read". It is an undeniable fact, regardless of findings of studies on the topic that teachers to some degree influence the reading habits of students and this enhances general literacy and success in the classroom.

#### **2.1.5.2 Purpose of Time Spent on Reading**

The reality on the ground, students' Junior High School students spend more time in watching television, playing games, and other light activities. Knowing how many students spend time reading on academic and non-academic books has several goals. One of them is to know how much knowledge they have.

If one spends much of their time in an academic book, their knowledge is more about science and technology. While for those who spend much time reading non-academic books tend to be more into imaginary things. Later, by knowing the time they spend in academic and non-academic reading can give way to academics in order to find the right method of directing students to readings that are more appropriate to them.

### **2.1.5.3 Component of Time Spent on Reading**

Nevertheless, there are 2 types of time spent on reading based on Julio Caesar (2011):

a. **Time spent on academic reading**

Time spent on academic reading is the time that the person reports to devote reading books on his or her study subjects.

b. **Time spent on non-academic reading**

Time spent on non-academic reading is the time that the respondent reports to devote to reading books that are not directly related to the subjects of his or her studies.

### **2.1.6 Motivation in Reading Habit**

The following theories related to the research that being studied about the concept of motivation in reading habit, the purpose of motivation in reading habit and component of motivation in the reading habit.

### 2.1.6.1 Concept of Motivation in Reading Habit

Motivation appears when someone has a huge desire to achieve and usually come from inside. For the example, someone study hard because he or she wanted to be number one; it means that he or she has a motive to be a better students than others “Motivation is some kind of internal drive which pushes someone to do things in order to achieve something” (Harmer, 1989: 51). It means that motivation is person’s desire to make the necessary effort to achieve a goal. Lai in Murniasih (2013) defines motivation as the attribute that moves us to do or not to do something, motivation is the reason of underlying behavior. Motivation is an internal desire that refers to derive behavior to which pushes someone to do things in order to achieve goals and directs the individual activities.

In learning activity, motivation in any kind of dimensions plays an important role that influences the success of learning activity. Even thou it is important, but motivation is not the only factor in the success of learning activity. McDonough states that motivation has a significant role in the learning process. According to Deci and Ryan self-determination theory, there are four important dimensions of reading motivation:

1. Competency, Baker, and Wigfield (1999), Guthrie and Knowles (2001) revealed that the students who believe they are competent and successful have higher intrinsic .motivation and are less anxious.
2. Relatedness, Ames (1992) “An involved person enjoys a reading activity that has subjective value for him or her. All these aspects of intrinsic

motivation are connected with mastery goal orientation, as opposite to the extrinsic motivation, which is connected with performance goals.

3. Autonomy is the social purpose of reading and includes social reasons for reading and compliance. Reading is a social activity and the social aspects of the classroom have an important effect on students' reading achievement, Wentzel (1996).
4. Interest, girls value the social reasons for reading more than boys do, Wigfield and Guthrie (1997).

#### **2.1.6.2 Purpose of Motivation in Reading Habit**

Motivation in reading gives a considerable impact. There are some of them read because of their own desires, there is also because of compulsion and there is also reading because in recommended a book by a friend. It can help them in improving reading habits.

Motivation in reading enabling students to find their way in reading such as; choose the books, have interest in reading task and the students feel enjoy while reading books. The students reach the confidence in reading and brave to speak up or asking questions about reading. Motivation in reading is the aspect that really important in helping students to face their fear of inability in reading.

### 2.1.6.3 Component of Motivation in Reading Habit

According to Julio Cesar (2010), there are two types of motivation in reading;

1. **Motivation in the family environment**, it is often reported by the person on the purchase of books, recommending books and reading interest in the family.
2. **Motivation in the academic environment**, the frequency the student reports on the teacher using activities to promote contact with psychology literature.

Parents and teacher have an important role for students to help them achieve their goals. Gambrell at al. (1996), they found six classroom characteristic influence students' reading motivation;

1. A teacher who is the models reading provides access to both.
2. Large amounts and,
3. Wide variety and reading material in the classroom.
4. Provides opportunities for students to choose reading material,
5. Offers opportunities for students to interact with other students and adults in the classroom about their reading interests and,
6. Provides incentives directly related to reading.

### 2.1.7 Reading Habit in Junior High School

A reading habit is essential in raising well-informed individuals and yet, it's difficult to get the children to develop a love for books, especially with the



presence of television, video games, the Internet and other distractions. In fact, children have a natural love for reading and would reach out for books when they see them. After all, a book is a wonderful gateway to the rich world of imagination and adventures, arousing a child's curiosity and stimulating intelligence.

Reading is a pleasant pursuit that hardly needs encouragement. Otherwise, J.K. Rowling would not be the successful children's writer that she has been for the last decade, selling millions of copies of the Harry Potter series worldwide. So, some of the people do not believe the problem lies with the children.

According to Desi Anwar (2013), the problem is not the students' lack of interest in reading, but in the sorry fact that most Indonesian students are brought up in an environment that has little interest in reading and that provides them very little access to books.

However, the majority of Junior High School students have very limited access to books. There are very few public libraries near where they live. Books are relatively expensive to buy and these days, the ubiquitous television and the increasingly affordable video, online games and social media are also competing for everybody's time and attention.

In any case, the students are still more or less confined to the oral tradition, preferring chats and hanging out talking with friends to the solitary activity of picking up a book and be lost in our own world. This is probably why the social media and chat applications are a big thing in Indonesia, even as the country's

reading habit ranks somewhere near the bottom compared to the rest of the world, on par with Suriname and Bahrain.

Moreover, the education system does not actually encourage reading. At school, students are taught the names of Indonesian authors, the titles of the books and when they were written without being told to actually read the books themselves so they could enjoy the stories and discuss them. Perhaps the schools don't have them in their library as they're too expensive to acquire. Perhaps the teachers haven't read the books themselves. Meanwhile, reading infrastructure, such as libraries, is often poorly stocked and maintained, not to mention limited in number due to lack of funds and inefficient management.

School students' experience of reading, therefore, is more inclined to be associated with carrying out tedious tasks and assignments than exploring how a good novel is crafted, how beautiful sentences are written and what makes a book a joy to read as well as the depth of thinking behind the writing.

## **2.2 Relevance Studies**

The researcher takes three past studies related this research, which the title is an analysis of reading habit of Junior High School at Pekanbaru. The detail explanation is below.

The first past study was written Samuel Ameyaw and Sylvester Kwabena Anto (2017) entitle "Gender Variation in Reading Habit in Schools in Moland: A Case Study of Asantekwaa S.D.A Junior High School". Questionnaires were used to collect data from one hundred and forty-four (144) students who were

randomly selected for the study. The findings of the study disclosed that females have higher positive attitudes towards reading than their males counterparts. The study recommended that teachers should draw program that will attract and encourage students to engage in effective reading habits. The school management and parents association should harness resources to set up a library in the school since a library is part of a school system which serves as a storehouse of knowledge.

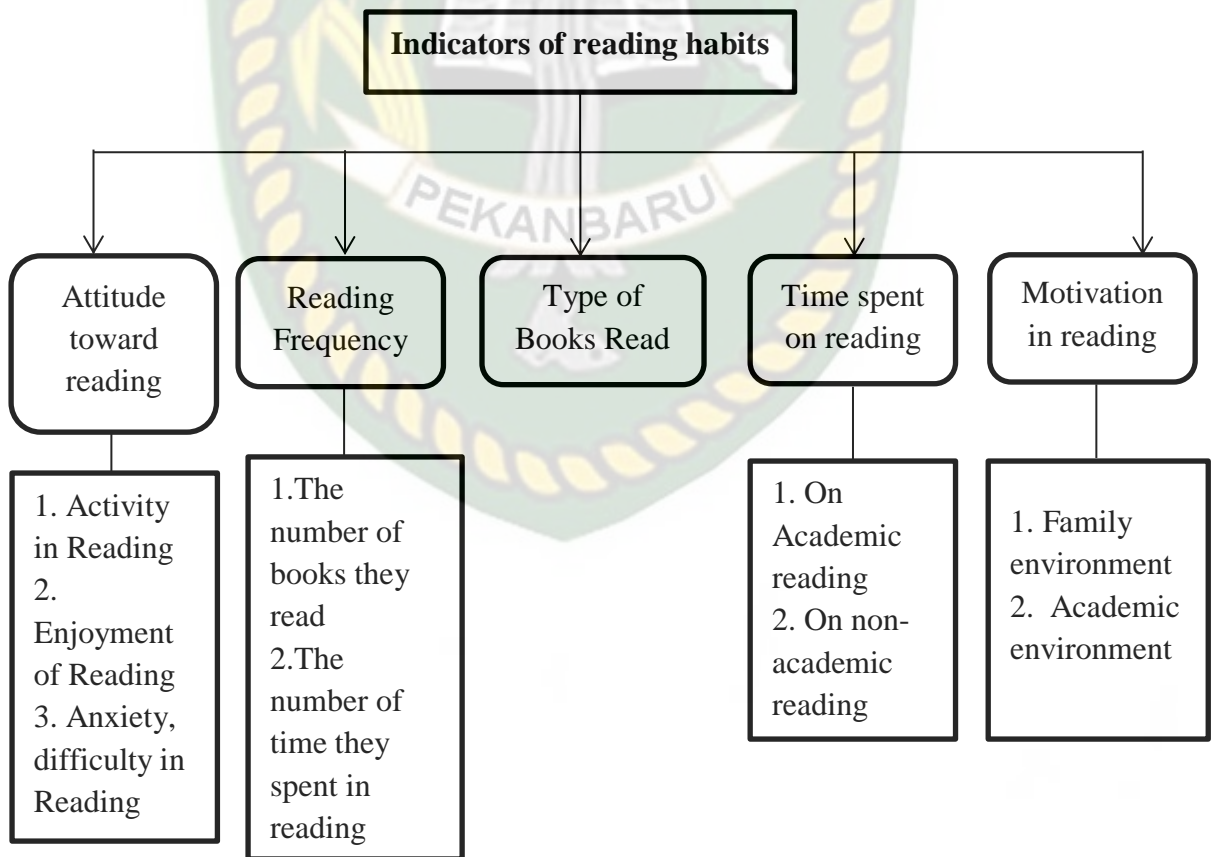
The second was done by Shameem Ahmed (2016) entitle “Reading Habit and Attitudes of UMSKAL Undergraduates”. For data collection, a 35 item questionnaire based on the Adult Survey of Reading Attitude (ASRA) from the work of Smith (1991) was designed and administered on around 314 students. The questionnaire investigated the students’ general habit, preferences, and attitude towards reading. The research findings through qualitative analysis revealed that the undergraduate students had an overall positive attitude towards reading in spite of their minimal enjoyment of it and the resulting anxieties and difficulties they face.

The third past studies written by M. Owusu-Acheaw & Agatha Gifty Larson (2014) entitle “Reading Habits among Students and its Effect on Academic Performance: A Study of Students of Koforidua Polytechnic”. The writer used a questionnaire for the data collection. Then, the data collected were analyzed quantitatively with the use of Statistical Package for Social Science (SPSS). Figures and tables were used to present the results of findings. From the total of 1052 copies of a questionnaire distributed, 1000 copies, representing

95.0% were filled and returned. The findings showed that majority of the respondents acknowledge the importance of reading, 81.9% of the respondents neither read novel nor fiction within the last two semesters while 62.0% of the respondents only read for the purpose of passing the examination. The study confirmed that reading habit has an influence on academic performance and there is a relationship between reading habit and academic performance.

### 2.3 Conceptual Framework

In this research, the researcher presents the conceptual framework into the following diagram below:



(Adopted from Julio Caesar (2011))

**Figure 2.1 Conceptual Framework**

Based on Julio Caesar (2011), there are five components of the reading habit. They are the attitude toward reading, reading frequency, type of books read, time spent on reading (time spent on academic and non-academic reading) and motivation for reading habit (family environment and academic environment).

#### **2.4 Assumption**

The researcher assumes that the students of Junior High Schools in Pekanbaru have adequate reading habits based on the indicators of reading habits.

