

CHAPTER II

THEORETICAL FRAMEWORK

2.1 Relevance Theories

The relevance theories are about reading habits, indicators of reading habits, the concept, purpose, characteristic 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 discuss 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

Reading is the identification of the symbols and the association of appropriate meaning with them. It requires identification and comprehension. Comprehension skills help the learner to understand the meaning of words in isolation and in context (Palani, 2012). Reading is an act to know the meaning of some symbols and the sentences. To understand what the reader already reads, the readers have to have an ability to comprehend a word, phrase, and sentences. The readers use knowledge, strategies, skill and method to get the meaning of the text.

According to Kordan (2017) Reading described as “the process of deriving meaning through a goal and strategy, based on effective communication between reader and the author, where the reader configures the new information with her current knowledge in a convenient environment. The Longman Dictionary of Applied Linguistics and Language Teaching (2010: 258) defines 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”. Habits are an act that done by people regularly as their daily activity even they don’t know it is their habits because they do it regularly either consciously or subconsciously.

According to Palani (2012), reading habit is an essential and important aspect for creating a literate society in this world. It shapes the personality of individuals and it helps them to develop proper thinking methods, and creates new ideas. Reading habit refers to the behavior, which expresses the likeness of reading of individual types of reading and tastes of reading (Sangkaeo 1999).

2.1.1.2 Purposes of Reading Habits

There are some purposes of reading habits either have a positive or negative result. They are grouped into four purposes, Ogbodo (2010):

1. Hobbial

Hobby is an activity people do because they feel pleasure to do it and feel satisfaction by doing it. Beside formal education, people like reading as their hobby. This hobby is really good and recommended to do because it is outcome a positive effect.

2. Recreational

Reading for recreational is very good way to follow and do because this habits help students to find other interest beside in academic. Student should not have to always read a text book; they need to read other type of printed book such as newspaper or magazine. This one results the positive effect because it can help people braces their brain while get new knowledge.

3. Concentration

One of the purposes of reading habits is concentration; this habit is having its own goal. The concentration in reading habits means the readers approve their process in reading and comprehend of the text they read. This habits end with positive results because it help students' achievement at school.

4. Deviatonal

This purposes of reading habits give negative result, it is not recommend to students to do. This kind of habits is pretend to reading, they deviates from studying, it should be avoid by the students to help them read deviates things

2.1.1.3 Components of Reading Habits

There are several components of reading habits that can help students to be success in reading, according to Gaona and Gonzalez (2011); 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

Attitude is preference of appreciation or respect constantly whether with good either bad manner in respond to the object that are given to the students, Fishbein and Ajzen (1975). According to McKenna, Kear and Ellsworth (1996) Reading attitude is as a system of feelings related to reading which causes the learner to approach or avoid a reading situation.

According to Brown and Briggs (1987, p.278) the children's attitudes toward reading can influence achievement. The parents play a major role in promoting and sustaining children's enthusiasm for reading. Regularly, children observe their parents and other individuals reading. Therefore "by observing their parents and others interacting with print, children learn that reading and writing have functional environmental uses". Students' attitude toward reading is very

important component to study. The attitude comes by motivation as stated by Guthrie and Wigfield (2000) “motivation is what activates behavior”, if the students get the good motivation about reading, they would like to read a lot. According to Gee (1989) as people in society, we are exposed to a variety of different experiences that will shape who we are. People that live close to the students or family environment can be the factor how is the student act.

Attitude toward reading is an act of people behavior in reading that has influence to their reading performance. Attitude toward reading also being one of the indicators of reading habits that being measurements of success reading. Students’ attitude toward reading is comes after the students get good motivation and find their way to have a pleasure reading, with a right attitude.

2.1.2.2 Purposes of Attitude toward Reading

The purpose of students’ attitude toward reading is to help students to develop positive attitude toward the equivalent of reading and they will approach reading instruction with a great possibility for success reading. Furthermore, evidence also indicates that having a positive attitude toward reading will most likely lead to sustained, lifelong reading (Brown, 2001; Cannon, 1997; Logan & Johnston, 2009; Pandian & Ibrahim, 1999).

Wigfield and Guthrie (1997), found that the students read more books and spend longer time in reading if they get motivated by others, and they expected to have a good performance and skill in reading. Wade (2012) found the same correlation between positive attitudes toward reading and achievement in the

areas of math, science, and social studies. From the work of Smith (1991) there are three points to measure out the students' attitudes and preferences towards reading, they are activity on reading, enjoyment of reading and 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 and the purpose of reading frequency.

2.1.3.1 Concept of Reading Frequency

Frequency is the rate at which something happens or is repeated over a period of time or in a particular sample. Canadian Council on learning (2009), report, "Boys' gendered attitudes towards reading keep them from reading as frequently as girls". Males and females exhibit different states of mind towards reading, some of which may be a direct result of the distinctive reading inclinations that every gender possesses. In the light of this dissimilarity, it is essential to see how males and females select books in view of their interests and capacities, which thus can propel them to wind up distinctly better readers. Reading frequency is the frequency or the time a person has to read books in their spare time, Gaona and Gonzalez (2011). Reading frequency of student's show their interest in reading, the more students read books the more they get they interest in reading. According to National Endowment for the Arts there are two types of reading frequency of students, the first one is never or hardly ever read and read almost every day. The first type of reader is the one who never has

intention to read and do not have any purpose by doing reading, they usually reading just for they school examination. The second type of reader is the one who really like to read, they have some purposes in reading, not only for school examination by also for they range of knowledge.

Furthermore, 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 higher standard of education may be one of the reasons that necessitated the frequent reading by pupils in these schools.

2.1.3.2 Purpose of Reading Frequency

Reading frequency can be a measurement of students reading habits; how much the students read in a day and how are the routines of the students read in spare time. Reading frequency also helps students to enlarge they knowledge, widen their vocabularies and have a good habits in their daily life. It has positive purposes of students' frequency in reading.

2.1.4. Books Read

The following theories related to the research that being studied about the concept of books read that includes the purpose of books read and types of books read.

2.1.4.1. Concept of Books Read

Gaona and Gonzalez (2011) stated that the person should report their number of books read at least in their three last month. It is also used to measure their certainty in learning reading. The number of students reading at least should be one book in a week. The students should read book regularly to not lose their sense in reading and their ability in comprehending reading text.

The books read by the students separate into two types, the first one is the number of the book students read and the second one is the types of the book that get students intention to read. The number of students' books read shows their interest in reading activity. Students tend to read books while their need to fill their school achievement. According to Frankenstein (2009) boys and girls have distinctive options with regards to reading. Clark and Foster (2005) are of the view that female students have a more positive mind than their male counterparts towards reading. Iqbal and Shehzadi (2002) in a study in Pakistan revealed that female students lacked healthy study habits as well as effective reading skills. Student's choice of books can be one of the way to make them want to read and their frequency in reading increase. They choose the genre based on their favorite and help them to enjoy reading without forced by others.

2.1.4.2. Types of Books Read

There are some types of books that being students' favorites and make them want to read in a day. The books can be teacher recommendation, friends' recommendation and the author. Teacher recommendation is usually textbooks

that related to the subject such as physic, history and other books. Friends' recommendation such as fiction, romance, sci-fi, etc. 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 has been studied about the concept time spent on reading, and the purpose of time spent on reading.

2.1.5.1. Concept of Time Spent on Reading

According to Vygotskian theory, an assumption can be made that at some point in their reading development, children need time for independent practice that is closely monitored by the teacher. Reading time in which teachers guide or closely monitor the engagement of students can be refering to as mediated reading time.

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 because there are electronic gadgets that compete with books for the attention of student at home and in schools. Several studies of repeated readings or similar strategies in which readers read connected text for considerable periods are examples of mediated reading time. In general, these studies indicate a positive relationship between mediated reading time and achievement, McIntyre Rightmyer, Powell, Powers, and Petrosko. Students read more in their non-academic time than their academic time, it is because they have been sidetracking by their purpose in reading, students feel too much fun reading

in gadget than printed academic book. According to Gaona and Gonzalez (2011) there are two types of time spent in reading, they are:

1. Time spent on academic reading:

It is the time that the person reports to devote to reading books on his or her study subjects. The students read on the purpose for their study achievement.

2. Time spent on non-academic reading:

It is the time that the students reports to devote to reading books that are not directly relate to the subjects of his or her studies. It is purpose for their mediate time for enjoyment after reading for their academic achievement.

2.1.5.2. Purpose of Time Spent on Reading

The time that students spent on their academic time help them to achieve their goals in study, it also helps them to solve their curiosity in learning and it helps them to enlarge their knowledge and increase their new vocabulary. The time that they spent on non-academic time helps them to reveal their stress after school, for their enjoyment and for their hobby.

2.1.6. Motivation in Reading

The following theories related to the research that being study about the concept of motivation in reading and the purpose of motivation in reading.

2.1.6.1. Concept of Motivation in Reading

Motivation in reading or reading motivation perceive as a complex and complicated series of the desire and assumption in direct reading behavior and mostly have a positive connection with each other. According to Baket and Wigfield (1999) Gutharie at al.,(1996); Gambrell, Palmer, Codling, & Mazzo-ni (1996) Magajna & Gradisar (2002) they define reading motivation as the inseparable part of the whole reading efficiency and the reader engagement, which is tightly connected with pupils' entire academic motivation. According to Deci and Ryan self-determination theory, there are four important dimensions of reading motivation:

1. Competency, Baker and Wingfield (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 in reading activity that has subjective value for him or her. All these aspects of intrinsic motivation are connecting with mastery goal orientation, as opposite to extrinsic motivation, which is connecting with performance goals.
3. Autonomy is 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).

Pecjak and Gradisar (2002) comprehend reading motivation as multidimensional construct embracing different motivational aspects that simulate an individual to intimate reading; they give meaning to the reading process, and therefore help the reader to persist in reading and in striving to repeat the reading experience. Skinner and Belmont (1991) develop the definition further, noting that students who are motivated to engage in school “select tasks at the border of their competencies, initiate action when given the opportunity, and exert intense effort and concentration in the implementation of learning tasks; they show generally positive emotions during ongoing action, including enthusiasm, optimism, curiosity, and interest.” Motivation in reading have a quiet lot of influence in students reading progress, they can be the reason why the students wants to read a book. The strong motivation and the good one will grow student’s spirit and interest in reading.

According to Gaona and Gonzalez (2011) 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 important role for students to help them achieving their goals.

Gambrell at al. (1996), they found six classroom characteristic influence students' reading motivation:

1. A teacher who be 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.

2.1.6.2 Purpose of Motivation in Reading

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 their confident in reading and brave to speak up or asking questions about reading. Motivation in reading is the aspect that being an important indicator in helping students to face their fear in inability in reading.

2.2 Relevance Studies

There are some relevance studies conducted by previous researcher related to this research. Shameem Ahmed (2016) who investigated reading habits and attitudes on reading of the undergraduate students attending ESL courses at a public university in Malaysia. For data collection, a 35-item questionnaire based on the Adult Survey of Reading Attitude (ASRA) from the work of Smith (1991) were 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.

Reading habits can be factor of students learning process and it can slow down the progress to get the knowledge and mastering a foreign language.

M. Owusu-Acheaw & Agatha Gifty Larson (2014) who used questionnaire for the data collection. This study sought to assess the reading habits among students and their effects on their academic performance. The study was conducted in Koforidua Polytechnic situated in the Eastern Region of Ghana. The data collected was 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 questionnaire distributed, 1000 copies, representing 95.0% were filled and returned. Findings showed that majority of the respondents acknowledge the importance of reading, 81.9% of the respondents

neither read neither novel nor fiction within the last two semesters while 62.0% of the respondents only read for the purpose of passing examination. The study confirmed that reading habit has influence on academic performance and there is a relationship between reading habit and academic performance.

Samuel et al (2017), the paper was to investigate gender variation in reading habits in schools in Moland; using Asantekwaa S.D. A. Junior High School in the Kintampo Municipality of Ghana as a case study. 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.

2.3 Conceptual Framework

Reading is an important skill that needs to be master by students, reading is not as easy as its looks, and students have to have good comprehension in reading. To have a good comprehension in reading, students should have habits to read a book, according to Gaona and Gonzalez (2011) there are several indicators of reading habit.

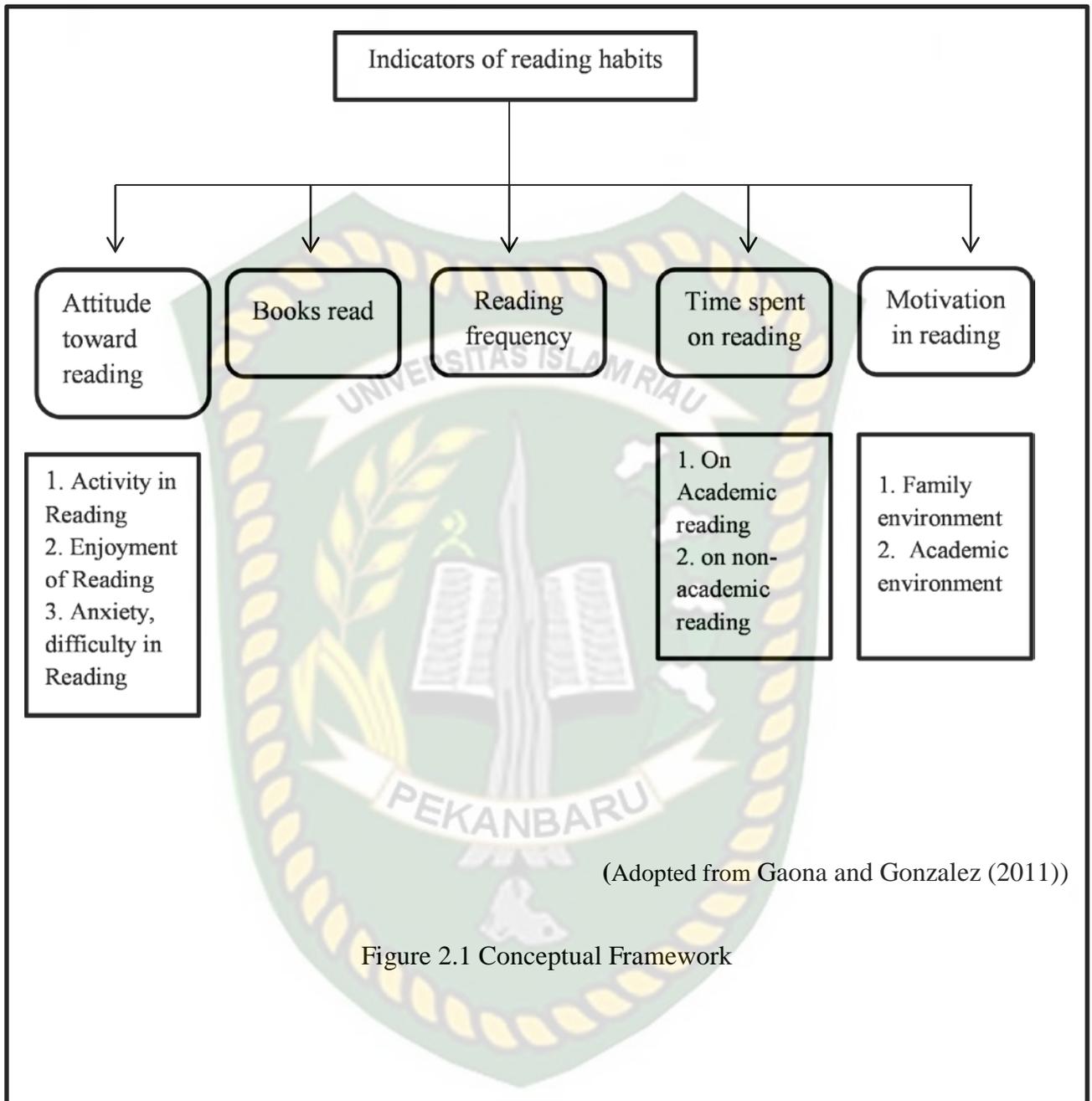


Figure 2.1 Conceptual Framework

2.4 Assumption

The writer assumes that the students at Senior High School in Marpoyan District Pekanbaru have adequate reading habits based on the indicators of reading habits.