

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Relevance Theories

In this chapter, the researcher will discuss about some experts point of view which support her in describing reading habits. Here are some literatures using in this research. The purpose of relevance study is for collecting some literatures related to reading habit. Then, the discussion of some literatures of reading habits are as follow:

2.1.1 The Concept of Reading

Reading is an activity in which involve the student in getting some knowledge that useful for them. The researcher statement also supported by the expert such (Cathy Healy, 2002) in Parent Educational Advocacy Training Center (PEATC) he proposed that reading is a purposeful and active process. Reading is the most critical skill for future success in school as well as throughout life. Furthermore, through reading, hopefully student can face the global era. Reading is both physical and mental process. The movement of eyes across a line of print/electronic formats is a physical activity, understanding and gathering meaning out of what eyes see is a mental activity.

The other expert stated that reading is the ability to understand words contained in a document and make use of the knowledge for personal growth and development (Dadzie, 2008 cited in Micheal Owusu-Acheaw, 2014). Then, reading is the recognizing the symbols of appropriate meaning. It needs

identification and comprehension. Comprehension skills help the learner to understand the meaning of words in isolation and in context (Palani, 2012). Palani argued that reading is process of thinking, evaluating, judging, imagining, reasoning and problem solving.

Reading is one of the most important components of our language and it is an essential tool for lifelong learning for all learners. Guthrie, Benneth & McGough, (2007) cited in Micheal Owusu-Acheaw, (2014) believe that reading is the act of getting meaning from printed or written words, which is the basis for learning and one of the most important skills in everyday life. From the stament proposed by Guthrie, Benneth & McGough, reading is also an action in aquiring informations whether printed or unprinted text. The students can read the text everywhere and everytime they want.

2.1.2 Reading Habit

Reading habit is an activity that student do during school, but it can be contemporary, because after graduate from school student may change their habit. This statement also supported by (Green, 2001 in Micheal Owusu-Acheaw, 2014) he stated that, reading habit is best formed at a young impressionable age in school, but once formed it can last one's life time. Another expert also support this research such, (Bashir & Matto, 2012) he said that good reading habits act as a strong weapon for the students to excel in life. It means that, reading habit can give a good impact for the students to face the real life. Meanwhile, so many

electronic book appear nowadays, it makes student easier to read a book without buying the book.

2.1.2.1 Concept of Reading Habits

Reading is a key to a wealth of experience that links people in a way far beyond distance or time. (Palani, 2012) also added that, nowadays, reading habit has lost its importance as both the young and the old are glued to the television. It means that, people in this era are almost never touch even read a book. Watching television, playing game, and using internet are more interesting than reading any book. Only a few teenagers who want to read and explore the printed text-book to find the information they need nowadays. According to several authors, the indicators to determine the presence of reading habits are: the amount of reading, or number of books read in a given time and space, usually a year or semester, (Katsikas and Leontsini, 1996), the amount of time reading or number of hours spent reading for pleasure in a given unit of time, usually a week (Anderson, Wilson and Fielding, 1988: 287), and the frequency of library attendance and attitudes towards reading, as variables related to reading habits (Gilardoni, 2006: 26; Murillo et al., 2003: 37). There are seven indicators of reading habits proposed by Julio Cesar (2011), they are; attitude towards reading, reading frequency, books read, time spent on academic reading, time spent on non-academic reading, motivation in family environment, and motivation in academic environment.

2.1.2.2 Purpose of Reading Habits

The purpose of reading is to connect the ideas on the page to what you already know. If you don't know anything about a subject, then pouring words of text into your mind is like pouring water into your hand (Ogbodo, 2010). It means, reading is not only increase knowledge, but also combine the new information with the knowledge of the reader. Reading is important for students in general in order to face with new knowledge in a changing world, that of the technological age. By reading many sources. In the same vein, reading is a very important issue which is not only about enjoyment but a necessity, the basic tool of education.

There are some reading habits purposes which have either positive or negative result. Relate to this topic, there are four purposes of reading habits as follow:

a. Hobbial

Hobbial is an activity that creates joy and satisfaction in doing it. The purpose reading habit as a hobby make a reader knowledgeable in so many areas, such as in educational, politic, religious, and economic. This reading habit is not only makes one satisfied but also positive. It helps the readers to improve their ability to absorb and comprehend d written material, also help them to pursue a better job.

b. Recreational

A good reading habit for recreational makes the readers acquire more knowledge. 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

Concentration means the readers acknowledge their reading process to understand the meaning of a passage. Reading for concentration is recommended for use in the school, this reading habit purpose supposed to be give a positive result in student's achievement.

2.1.2.3 Components of Reading Habits

In gaining an effective reading habit, Cesar (2010) summarized seven indicators of reading habits, they are: attitude towards reading, reading frequency, books read, time spent on academic reading, time spent on non-academic reading, motivation in the family environments, motivation in the academic environment. The indicators are as follow:

2.1.3 Attitude Towards Reading

Attitude towards reading is the reason that the person reports on the attitude and behavioral cognitive-affective attitude towards reading. Students' attitudes towards reading are affected by all the people that they come in contact with on a regular basis. Gee (1989) cited in Early, J, (2011) argues that as people in society we are exposed to a variety of different experiences that will shape who we are. At school, students talk to teachers and other students around their age all with different attitudes towards reading. Understanding how students' attitudes

can differ between in and out of school reading can be affected by the difference in social experiences that are faced at home versus at school. It proves that, there are some differences between people with different reading attitude or reading book.

2.1.3.1 Concept of Attitude Towards Reading

According to Worthy (1996), it is not sufficient to provide books that are geared solely to a child's instructional reading level. When reading level is solely considered, below level basal readers are generally used for instructing struggling readers. Reading such "baby books" often makes struggling readers feel more defeated. Focusing on student interests in selecting reading materials may be more beneficial in promoting reading success than a focus on level. When students have strong interest in what they read, they can frequently transcend their reading level. Many educators and researchers consider interest to be an essential factor in all learning. Students who do not enjoy typical school texts often fail to engage in reading and may develop a lifelong aversion to reading.

High challenge academic tasks invite students to expend the maximum level of effort and encourage students to value the processes of learning. As a result, motivation researchers view high challenge tasks as most beneficial for promoting learning and motivation (Miller, 2003). Teachers promote such occurrences when they provide students with opportunities to assume increasingly higher levels of responsibility for their learning. Moreover, a challenging task often requires students to use prior knowledge and construct an

understanding of a topic. This practice increases the personal meaning that students attach to an activity, therefore increasing the likelihood of becoming engaged in an activity (Miller, 2003).

2.1.3.2 Purpose of Attitude towards Reading

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 (Clark 2010; National Endowment for the Arts, 2008 Simpson, 1996). Students' attitudes towards reading are based on a number of different variables, many students feel similarly concerning a number of different ideas. So, the purpose of attitude towards reading is to know what kind of book that the students like and also how do they understand about the book.

2.1.3.3 Characteristic of Attitude Towards Reading

Attitude is determined by the individual's beliefs about outcomes or attributes of performing the behavior (behavioral beliefs), weighted by evaluations of those outcomes or attributes. Thus, a person who holds strong

beliefs that positively valued outcomes will result from performing the behavior will have a positive attitude towards the behavior. Conversely, a person who holds strong beliefs that negatively valued outcomes will result from the behavior will have a negative attitude.” Attitude concept can be viewed from these three dimensions. Each one of these dimensions has different features to bring out language attitude results. Accordingly, the attitude concept has three components i.e., behavioral, cognitive and affective. These three attitudinal aspects are based on the three theoretical approaches of behaviorism, cognitivism and humanism respectively.

Kubis (1994) said that, the factors influencing attitude development. She concluded that students attribute their positive attitudes towards reading to a significant event or person. According to Kubis, students who were read to as children and who owned personal book collections had more positive attitudes towards reading than those who did not. Also, in her study, families of students with positive attitudes towards reading received more magazines and at an earlier age than the families of those with negative attitudes. One event that influenced positive attitude development was visiting the public library and possessing a library card. Meanwhile, Walberg and Tsai (1983) concluded that factors contributing to a positive attitude towards reading among adolescents included believing that reading is important, enjoying reading, having a high self-concept as a reader, and having a verbally stimulating home environment where verbal interaction takes place regularly.

2.1.3.4 Types of Attitude Towards Reading

According to an extensive and in-depth review of literature by Reeves (2002), there is considerable agreement among contemporary researchers that reading attitude is defined by three components: cognitive (personal, evaluative beliefs), affective (feelings and emotions), and conative (action readiness and behavioral intentions). The students were tracked over the period of one semester and were required to finish at least 13 books from a graded reader series. These components are also be identified in other major models dealing with reading attitude. The conative component pertains to actions and behaviors which may promote or hinder reading.

a. Cognitive attitudes

One example of the influence of cognitive attitudes on strategy use reveals the influence assessment has on strategy use (Reeves:2002). When asked how motivation influenced the student reading strategies, the participant responded that as a student, grades are important, and she therefore puts more effort into graded assignments. Even though she feels like she should “learn for the sake of learning,” she often asks herself, “Is it worth staying up for, or is it just worth skimming?” This statement indicates that the participant feels like skimming is being “a bad student” and that she should not do it. Although skimming is a top-down, or global, strategy, which is often considered a helpful strategy when trying to understand a text, the participant primarily views it as a lack of effort. Because her academic attitude often results in thorough completion of assignments, she has labeled this strategy as being negative.

b. Affective attitudes.

The participant's affect, or feelings and emotions, was shown in both the reading log and stimulated-recall interview as having a clear effect on her use of reading strategies. As is demonstrated by Melissa's comments, there appears to be some connection between Melissa's positive affect and her use of top-down strategies in the following examples:

I struggled with the first paragraph. I couldn't figure out who was who's twin and such, but I continued reading, . . . [and] by the end and through context clues I wasn't as frustrated as I started to piece it together. The rest of the reading went a lot better.

Where the niece is talking about how bad her aunt had changed . . . I felt like I really understood the meaning . . . I felt really good about my understanding . . . , what's she explicitly saying and what she's implying . . . I felt like I understood the underlying meaning of the author. And that's when I felt the best, looking past the text and into the tone. (Stimulated Recall-interview, oral)

In these examples, the participant reports using the top down strategies of using context clues and "looking past the text and into the tone," which seem to correlate with her feeling more positive about the L2 text. Furthermore, in one instance when she is feeling confident, she reports avoiding the common bottom-up strategy of rereading.

c. Conative Attitude

This can also be called the behavioral component and centers on individuals acting a certain way towards something. The conative component pertains to actions and behaviors which may promote or hinder reading (Reves:2002). Conative attitude rarely used in the research because, it can be said that as action readiness and behavioral intentions. So, it is hard to apply at the vocational or senior high school. In the other words, conative usually used for

the reader who visit the library continually. And also for the reader who like reading much. This kind of attitude reading, also do not used in the vocational school.

2.1.4 Reading Frequency

According to Julio Caesar (2010) reading frequency is used to measure the students' reading frequency in their spare time. It is also the frequency at the person reports to read books in the spare time. It means that reading frequency is the period of someone in reading the book, then it is not available to be applied in the school.

2.1.4.1 Concept of Reading Frequency

The frequency of reading is the period of time in which the reader spent in reading a book. People never think of frequency as a way to measure the behavior. Frequency can hat help us to teach children at risk of school failure to catch up. Well, if we know that competent readers do so at 200 words per minute and our child-at-risk reads at only 60 words per minute, it can be determined how far behind the class our student is currently. Then, it can also take daily measures of reading frequency to see what if any difference our intervention is having on the child's ability to decode word.

2.1.4.2 Level of Reading Frequency

Many people especially students has the frequency in reading. Based on the kind of book read, the different people will have different purpose while reading a book. For example, some students will read the educational book a lot rather than story book. It is because, students need more information about the lesson. But, in the spare time, the students may read another book, either for fun or for intertain them. This will be different with the adult people, in which they like to read newspaper or magazine and so on, to find the information about job, and life style.

The different reader has different way and purpose. For the students level, educational book is more important rather than a comic or novel. Even though, in some novels also consist of lessons, but it cannot be used in all subject in the school. It may use in language or literature lesson, in which the teacher will ask the students to read some literature's book. Adult reader will not read the ducational book a lot anymore. They may read a book in which support them to get and idea or opinion, or they may find something new from it. It influents the life style and also the readers thought. Then, the reader will read as often as they can to open their mind, or it can be said that' the more the reader read a book, the more they will see the world.

2.1.5 Books Read

The number of many books that the students have read in the last three months was included in the questionnaires. Books read is the kind of book which

has read by the readers. Thus, every reader may choose the kind of book they want to read. It is basen on the real life, that people or reader will find their own book read to e read. Many readers like to spend their time to read if they get an ineresting book. Whereas, the reader will be sleepy or may be bored of the book if they dont find anything they need or want to find.

Some interesting book which usually read by the reader are such; comic, novel, story book, mgazine and so on. The book which full color and pictures will be more intersting than a book which has no pictures, and this is what the young readers need. Actually another kind of book reads also needed by the young readers but they will get bored as soon if they do not find the pictures inside the book or text. In the other way, adult readers do not need some pictures in their book, because they can imagine what they read already. But, sometimes for the news, adult readers also needed the pictures as a proof.

2.1.5.1 The Purpose of Book Read

The purpose of book read is to encourage people to read books. At Whangaparaoa College believes that reading is very important and by promoting books are encouraging the learners to become more proficient readers. Then through text book or book read, the reader can choose the topic that they need. Recently, many books are published to support students, teenagers, and also worker to get many infomations, not only in printed but also in electronic book.

Furthermore, book read is very usefull to the people daily live. It is consists of many informations and also knowlege. Several kind of book reads are

like; magazine, novel, journal, newspaper and educational book for the students. People prefer read a book to get information rather than asking to someone, it is because book can prove anything, relate to the case that the people want to get. According to Crowther, (1995; 1234) book read is giving insruction in a subject used especially in school. So, book read can lead some readers to find an object. Then there are two kinds of book read, (book read for the student) and (book read for spending leasure time).

2.1.5.2 Type of book read

People need to find the right book in reading. Eventhough all books consist of usefull information, but the reader should choose which book are suitable read by them. For example students should read encyclopedia the most rather than newspaper or magazine. Several kind of book read are as follow:

a. Novel

Novel is a work of prose fiction written narratively; usually in story form. The word novel comes from the Italian novella which means "a story or piece of news". According to Nurgiyantoro (2009:10) novel is an fiction art that long enough, but not too long and not too short. The novels are longer (at least 40,000 words) and more complex than short stories and are not limited to the structural and metrical limitations of theatrical or poetry. Generally a novel tells of the characters and their behavior in everyday life, by focusing on the strange sides of the narrative. Novels in Indonesian are distinguished from romance. A romance plot is more complex story and the number of cast or story characters are also

more. Novel is a kind of book read, which can use to reader who wants to spend the spare time.

b. Magazine

Magazine is periodical publications containing various articles in varied subjects. Ordinary magazines are published weekly, or monthly. Magazines usually have articles on popular topics addressed to the general public and written in a language style that is easy for many to understand. An academic publication that writes solid science articles is called a journal. Furthermore, Wilcox (2005) stated that, magazine is printed media which published weekly, monthly in which showing in objective rather than newspaper.

c. Dictionary

The dictionary is a kind of reference book that explains the meaning of words. It helps people knowing new words. In addition to explain the meaning of the word, the dictionary may also have a designation guidance, the origin (etymology) of a word and also an example of the use of a word. To clarify sometimes there are also illustrations in the dictionary. It is also a kind of which consists of the meaning of words, Poerwadarminta (2005:10). The dictionary is kind of book read which used by the foreigner or second language learners.

d. Comic

Comic is an art form that uses motionless images that are arranged in such a way as to form the story fabric. Typically, comics are printed on paper and equipped with text. Comics can be published in various forms, ranging from

newspaper strips, magazine publications, to self-shaped books. According to McCloud (2002:9) comic is a group of pictures that use to share information or to produce estetik response for those who read. This usually read by the children and teenagers.

e. Encyclopedia

The encyclopedia (/ ésiklopédia /) is a handful of articles containing explanations that store information comprehensively and quickly understood about the entire branch of science or specialization arranged in several parts of the article with one topic in each article listed alphabetically, by category or volume of publications and generally printed in book form depending on the amount of material included. It is supported by Saleh (2009:78-79) that encyclopedia is discuss entire information about science then in every encyclopedia provides a science study.

f. Newspaper

Newspaper is a printed media which consists of cityzen report in general, the news is actual and discuss about everythingg and everywhere entire the world (Effendy, 1993:241).

2.1.6 Time Spent on Reading Habit

It is considered the time that the students devote their time to read academic book especially for their specialist subject. It is the time that the person report the book they have read, based on their own subject.

2.1.6.1 Concept of Time spent on Reading Habit

The most recent studies indicate that the time spent reading or being read to increases with age among young children, then decreases sharply among tweens and teens. According to Common Sense Media's national parent survey (2013), time spent reading or being read to among 0- to 8-year-olds averaged 19 minutes a day among children under age 2, 29 minutes a day among 2- to 4-year-olds, and 32 minutes a day among 5- to 8-year-olds.

It is discussed amount of time that the students used to read non-academic book, magazine, such as novel, fiction, romance, horror, etc. Sometimes, some novels also become interesting book to be read. Thus, some readers prefer to read non-academic book to refresh their mind. In order to entertain the readers, some non-academic books are designed using pictures.

2.1.6.2 Purpose of Time spent on Reading

Reading is a process undertaken to reduce uncertainty about meanings a text conveys. The time that used by the reader to read also important. It can influence the readers in their understanding. Not all of readers like to read in high speed or read fast such skimming and so on. It causes loss of concentration for the readers. Time spent on reading can be separated in two ways, such; time spent on academic reading and time spent on non-academic reading.

Reading in academic major, supposed to be in shorter time rather than non-academic. It is because in academic reading some students or readers may get bored to learn. Whereas, in time spent on non-academic reading will take

longer time. It is common happen in the teenager's life. They spent a whole day to read some story books, novels, magazines and so on.

2.1.7 Motivation on Reading Habit

It focuses on the recommended book that purchased by the family based on the interest of the family. In this case, family also give some effect to students reading habit. If the family seldom or even never read a book, so the other family members will not have reading habits. Otherwise, if one of family member like to read, at least the other will follow him or her, even continually.

2.1.7.1 Concept of Motivation on Reading Habit

Student's valuing of activities such as reading are particularly important influences on their choice to do them. As a teacher distinguish between intrinsic and extrinsic motivation for different activities, with intrinsic motivation arising from the individual's own self-expressed interests and extrinsic motivation based on outside influences such as rewards and grades. Many works showing that intrinsic motivation relates to longer-term engagement in achievement activities. Individuals have different kinds of goals and goal orientations for the achievement activities in which they engage, such as the goal of increasing one's knowledge (mastery goal orientation), or the goal of outperforming others (performance goal orientation).

These goal orientations relate in systematic ways to different achievement outcomes and it is important to note that many students hold both of

them. Finally, although motivation often is considered an individual variable or characteristic, social context and social relations impact students' motivation as well, particularly during the early adolescent years. When students believe they are efficacious at a given activity such as reading they do better, even when controlling for previous performance.

It is focuses on the frequency of students' reading literature in their school environment based on the teacher report. There must be reading class at school, it is depend on the student's interest in reading at the school library. It is because not all of students like to read in the school. So, the teacher should give more motivation to all students especially in reading.

2.1.7.2 Purpose of Motivation on Reading Habit

Reading activities provide every child chances to participate in learning activities (Nystrand, 2006). Children are motivated to read not because they are recognized for achieving external desired outcomes, but because they are internally motivated to explore, to observe, to learn within reading (Patrick, Ryan & Kaplan, 2007). Educators should also provide multiple reading incentives such as providing the necessary reading materials and other resources (Schiefele et al., 2012).

2.1.8 Advantages of Reading Habits

There are so many advantages acquired by the students in reading habit. Reading habit is the powerful and long lasting tool in development of student's

academic success. The implications of applying reading as habitual activity are students can expand the knowledge and increase focus and concentration. Reading as a habitually activity also helps the student to pleasure their understanding, help them become more intelligent, and boosts their vocabulary meaning.

According to Thanuskodi (2011) there are several benefits of reading habits. And he also stated that the impact of reading in peoples' live is extraordinarily widespread. A reader can learn to combine between taught and emotion. And more spesific, Steel Jack (2008) stated five advantages of reading habits are; first, habit of reading help the mind performs effectively. Acquiring reading habit will automatically active neurons and make it always in a good shape. Then, to read frequently, the people will have abilities to communicate and think well.

Second, habit of regular reading helps us develop a good vocabulary. Frequent readers have a range of words bank. They will have specific information about the meaning of the word and they are able to predict the meaning based on context. Frequent readers will be better in understanding the message that the reacher trying to convey. Third, habitual reading boots intellectual curiosity. Habitual reading helps the readers to understand the complexity of different books. A reader become knowledgeable about various literacy skills and leads the reader to think independently and critically.

After read some literacies or sources the reader will feel wonder and want to continue their reading. Fourth, habitual reading means a psychological activity.

The reader previews the story and goes into it and absorbs as the story goes on it. Regular habit as a psychological activity means a reader link with their mind to feel the researchers' imagination. Fifth, habitual reading helps readers to have a positive set of mind. The readers should give feedback quickly to the material as a respond to what they have read.

As a result, here are some important advantages for reading habit activities. Through reading habit, the readers are able to train their mind in the context of helping brain to work effectively. Reading habits are also improve the reader's vocabulary mastery. Moreover, reading habit makes the reader's open up their mind and helps them become more intelligent.

2.2 Relevance Studies

To support this research, many researchers which are relevant with this study are presented here. Those are:

First, the article research was done by Oktay Akarsu entitled "The Reading Habits of University students Studying English Language and Literature in the Digital Age" this qualitative research tried to describe the students learning and literature in the digital age. As a result in this article found that reading habits of individuals have started to become more digitalized in accordance with the advances in technology. Then, most of participants spend hours and hours in front of their computer screens.

Second, the research was done by David C. Berry entitled "An Analysis of the Professional Journal Reading Habits and Attitudes of Certified Athletic

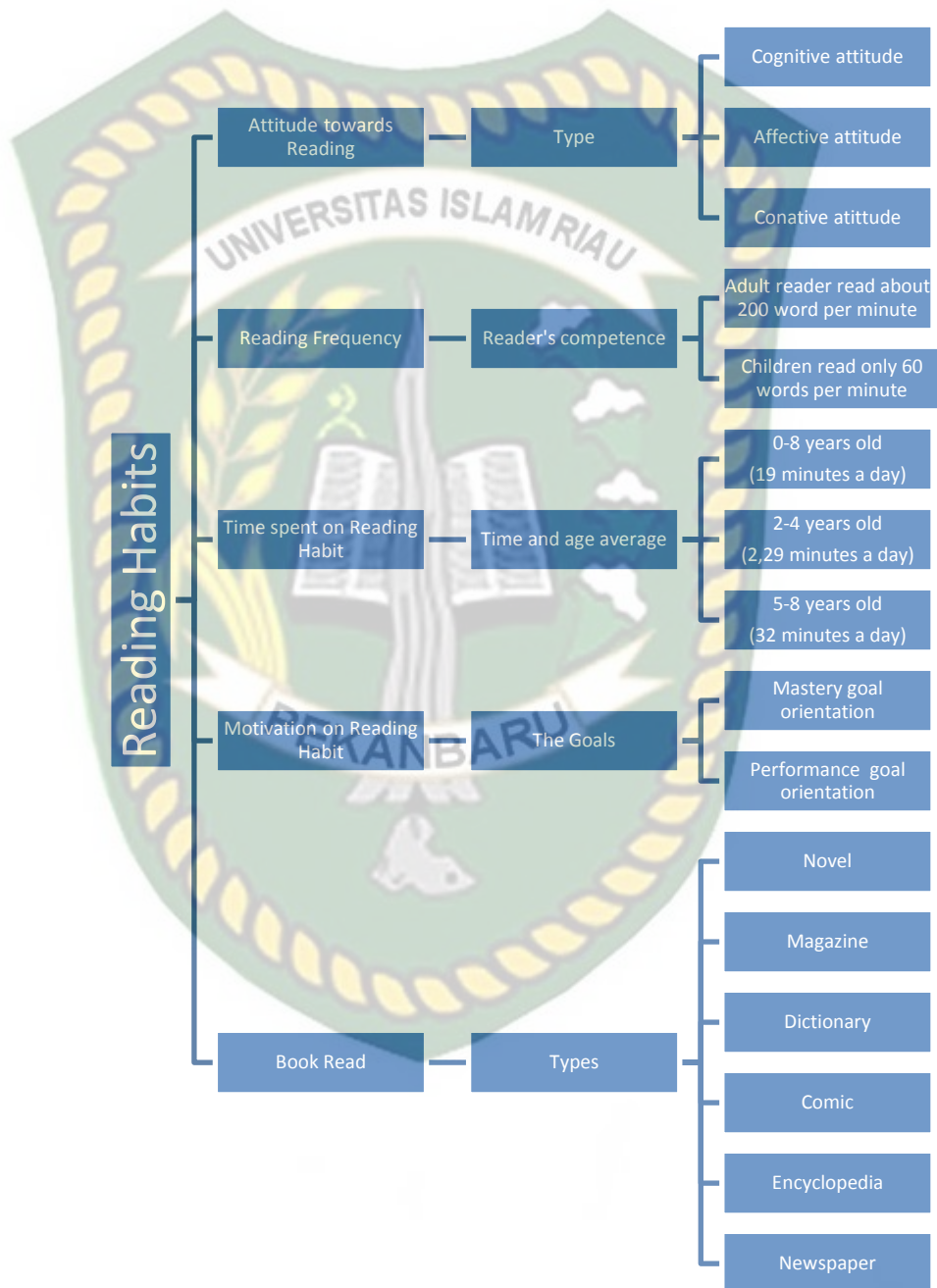
Trainers” the result of the research showed that Three hundred and twenty five individuals (10.8%) responded to the questionnaires with 272 (9.1%) usable questionnaires. Thirty one percent (N=84) of subjects reported receiving some continuing education units from professional journal reading. And the last, the mean total time spent reading professional journals was 89.1 (\pm 84.4) minutes per week.

Third, the research article was done by Shri Krishna Mishra, Badri yadav located in India, entitled "A study of the library reading habits of students of senior secondary section in some in English medium school of mandleshwar city”. This is a kind of descriptive qualitative research which has found the result as follow, such: 1) Among the girls 29% of them had working mothers, 71% of them were housewife’s. 2) The status of the father whether they were businessman (33%) or government employees (29%) or they worked in private concerns (38%) in the case of boys it was found to be ineffective. And the other aspects of reading habits percentage also mentioned in this research journal.

In this research, the researcher will continue and follow the previous research, the difference is the researcher will concern on all aspects of the reading habits proposed by Cesar. J (2010) to be described. The other researcher used qualitative research. This research also use case study. In doing so, this research will use questionnaire as the instrument to collect the data which is required by the researcher.

2.3 Conceptual Framework

Graphic of Reading Habits is adapted from Caesar. J (2011), Kubis (1994), and Reeves (2002),



2.4 Assumption

Reading habits may help students in increasing reading activity. The assumption of this research is books read will be the most frequently done by the students. Furthermore, the using of reading habits also can be stimulation to the reader to make reading as their routine.

