CHAPTER II
THEORITICAL REVIEW

This chapter discuss about the definition of reading, the aims of reading, reading habits, motivation, reading preferences, basic assumption.

A. Definition of Reading

Reading is one of language skills. Reading is very important because by reading we get extensive knowledge. Various definitions are proposed by some expert. Reading is a process that is carried and used by readers to get a message, to be delivered by the author through the media words or written language (Tarigan, 2008: 7). It means an activity or process the reader to get information from the reading material. Reading is a process when readers learn something from what they read and involve it in an academic context as a part of education (Grabe, 2009: 5 in Suryani). In brief it can be said that reading is bringing meaning to and getting meaning from printed or written material (Tarigan, 2008 : 9). It is recognized as an art capable of transforming human’s life and entire society.

According to Strange et al in Nduka (2003) quotes by Grace, says that reading is more than seeing words clearly, more than recognizing the meaning of isolated words. Reading requires the reader to think, feel and image. Reading is the ability to understand words contained in a document and make use of the knowledge for personal growth and development.
(Dadzie, 2008). Reading is a source of learning. Guthrie, Benneth & McGough, (2007) 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.

Other expert defines reading as an activity in which the readers respond to and make sense of a text being read connected to their prior knowledge (Spratt, 8 Pulverness, and William: 2005: 21 quotes by Suryani). The activity is done by the readers as they want to get information and knowledge from the text meanwhile the readers have their own background knowledge. Reading is an essential tool for knowledge transfer and the habit of reading is an academic activity that increases skills in reading strategies.

From the definition above, the writer comes to the summary that reading is a process of getting the meaning intended by the author from printed or written material and require the reader to think, feel and imagine.

B. The Aims of Reading

The main purpose of reading is to seek and obtain information, covers the content and understand the meaning of reading. Tarigan (2008 : 9) said that there are seven aims of reading. Those are:

1. Reading for details and facts

Reading for details and facts are reading to get or know information that is done by figure or to solve the problems which are made by figure.
2. Reading for main ideas

Reading for main ideas is reading to get the topic, the case of the story, something which is learned or experienced, summarize something that has been done by the figure.

3. Reading for sequence or organization

Reading for sequence or organization is reading to understand the parts of the story from the beginning until the end of the story.

4. Reading for inference

Reading for inference is reading to understand the figure do something or the author’s mean of the passage.

5. Reading for classifying

Reading for classifying is reading to understand something unusual, to find something that is it fact or not.

6. Reading for evaluating

Reading for evaluating is reading to evaluate to know the figure is success or not, whether we want to imitate what is done by the figure in the story.

7. Reading for comparing of contrast

Reading to compare is reading to know differences or similarities of two things outside the text.

Meanwhile, Lester and Allice Crow classified to general purposes. The purposes includes: Leisure- time reading and more serious reading.
1. Leisure: It is reading for enjoyment which may vary in to follow your favorite sport, comic, article, and mouse program.

2. More serious reading: It is reading to study for a goal such as to obtain factual information and solve problems.

The various aims of reading explained previously indicated that the every expert have own perspective about the goal of reading. Thus, it can be concluded that the aims of reading are to know the content of the text.

C. Reading Habits

Reading is one of the four basic language abilities. The importance of reading requires students to be diligent in reading and have the habit of reading. Habit is behavior that do over and over again. In forming reading habit needs a long time. Habit is a product of learning and reading habits are activities of reading done routinely, consciously and intentionally (Iftanti, 2012). Reading frequency is the frequency at which the person reports to read books in their spare time.

The habit of reading is reading is usually done by someone. According to Shen (2006), identifies reading habits, as how often, how much and what students read. The habit of reading means reading activities usual, relatively settle character and automatic, if not done there will be a feeling incomplete. A good reading habit is indicated by fluency, automaticity (Morris et.al, 2006), accuracy (Schwanenflugel et al., 2004), highly enjoyable reading practices, vast amount of reading, good proficiency in English.
(Akyay & Ogeyik, 2009; Renandya, 2007), positive attitude toward reading, conscious and avid reading, having a teacher who shared a love of reading (Park, 2006), self-selection of books, motivation to read, eagerness to receive a book as present (Jamnik, 2005), and regular reading after school hours (Adetunji & Oladeji, 2007). On the other hand, poor reading habits can be classified as passive reading, purposeless reading, and regressing. There are certain factors which are found to actively contribute to the development of reading habits. The environmental influence, parental influence, peer pressure, school curriculum, and teachers (Adetunji and Oladeji, 2007).

People read for different reasons and purposes, some of which include for pleasure, leisure, relaxation, information and for knowledge. Everyday reading consists of individuals’ reading activities for a variety of purposes, such as for relaxation or information (Issa. et al, 2012). Thus everyday reading activities in which students engage, considerably influence their studying skills and subsequent academic performance. According Ogunronbi (1995) summarize the purpose of reading into four types. These are:

- Reading for pleasure, leisure, and relaxation.
- Reading for information.
- Reading for knowledge.
- Reading for any combination of the above.

The last two purposes are the most demanding in terms of the totality of activities involved in the reading habit.
According Ogbodo (2010) in Owusu stated that further identifies three main types of reading habits. These are Hobby, Recreational or Relaxation and Concentration. A hobby is an activity one does because one derives some joy and satisfaction from doing it. After formal education’s attainment, some people like reading as their hobby. Its purpose is to widen the reader’s horizon areas like educational, religious, political, economic, current affairs, fiction and non-fiction. The practice of reading as a hobby helps one to be versatile in knowledge in many areas and the person can discuss issues knowledgeably with others.

Fundamentally, reading for recreation or relaxation is very common among the educated elite. People who have gainful employment spend the whole day in the offices trying to solve problems related to the jobs they do. When they come back from work, they normally desire a change by reading books, newspapers and other written materials which are different and of interest to them. Students should be encouraged to read magazines instead of reading textbooks all the time. Students, who read magazines at intervals learn to relax, cool their brain and avoid mental fatigue and also makes them live a disciplined life in the school. In most cases, its effect in inducing sleep and rest after tedious reading in the classroom or the library adds to good health habits. The concentration reading is the most important type of reaching the desired outcome. It is the bedrock and the result oriented reading which makes for achievement.
Reading habits of individuals may vary depending on various factors. In general sense, choosing reading texts may also depend on those factors. For instance, in education environments, learners as readers are generally directed for reading as a compulsory task and the materials for reading are chosen as the requirement of education process. On the other hand, in foreign language education environments, there exist other factors. In a study by Kıray (2002), it has been stated that foreign language learners do not like to read in the foreign language for having pleasure because of language problems such as lack fluency and vocabulary. This shows that reading a book written in a foreign language does not give pleasure to the learners due to lack of language knowledge.

Many studies have been conducted to investigate students’ reading habits for different level of readers such as, ages, language proficiency, and education (Laksmi, 2007; Ogeyik & Akyay, 2009; Janthong & Sripetpun, 2010; Noor, 2011). Indeed, factors influencing reading habits also need to be well paid attention since they can determine the process of students’ reading habits.

A good reading habit is necessary for a healthy intellectual growth. Forming reading habit should be done to the children from the early stage. Here are steps that can be done in order to make reading as a habit start from early stage it is asserted by Tampubolon (1990).

1) Making an effort of good basic interest of the children in the age of two years old when the children can speak and understand what they are
saying. It is the way to stimulate children’s visual and motoric motivation to recognize a book.

2) Giving some illustrated books and supporting the children to open, to see, and also to mention the name of the pictures in the book.

3) Trying to make children learn the written in age three until four years, after they start to study in the school and read the beginning of the letter, word and sentence. It is the time to stimulate more for children to read the appropriate book that they learn in the school. It also needs to have books at home to be read.

4) Telling the story to children before they go to sleep or in a certain until five years old. It is the way to increase their reading interest.

5) Asking to the children to go to the library so that they have motivation to read more.

Supporting a habit of reading of English reading material is not easy and there are many inhibiting factors to do that those are problems that must be overcome by the readers if they want to read English material easily there are some suggestions for the reader to improve the reading habit as follows:

a) Choose English materials which are appropriate to our ability in English and which attract our interest.

b) Try to realize that to make habit reading from interesting materials will improve our ability in understanding English reading materials and we will be to enjoy what we are reading.

c) Forming reading habits.
D. Motivation

Motivation has a very important role in reading process. Motivation is wish or intention to engage in a specific activity (Schiefele, 1999, p. 259). According Tampubolon (1990: 228) the habit of reading is the reading that has been ingrained in a person. In terms of society, the habit of reading is the reading that has been entrenched in a society. There are two important aspects which the reader should have namely interest (combination between desire and motivation) and reading skill pointed out. Motivation itself can be broken down into two types: intrinsic motivation and extrinsic motivation.

Internal factor means the things that affect children from the students themselves. Include: IQ, interest, etc. Intrinsic motivation is motivation guided by a need for self-determination and competence (Deci, Koestner, & Ryan, 2001). There is no development in reading habit, when the readers do not have interest. Clearly Abeyrathna (2004: 4) stated that an individual’s interest is determined to a considerable extent by the mount he/she will read and the intensity with which he will pursue his/her reading activity. According to Schiefele (1999), interest is a factor of intrinsic motivation for reading. Interest includes both personal interest and situational interest. Personal interest includes feeling-related beliefs toward a text in a certain content domain, such as excitement, stimulation and flow. Additionally, Edmunds & Bauserman (2006) also described that when the book related to personal interest, the book will gain knowledge, and the book characteristic appealed to student, so perhaps individual will have motivation to read and
it’s also as some reason why student choice to engage to do reading activity (Edmunds & Bauserman, 2006). Situational interest involves a temporary state elicited by certain features of a text. For example; interest to read books related to the assignment, essay, project paper and thesis and other.

External factor means the things that affect the students outside themselves. Like environment, teacher, parents, background of their economic, etc. Environment is also can be factor in influencing the habit. The habit will be difficult to form when there is no support from the environment. Therefore important that parents, teachers and literacy consultants examine the factors that may influence children’s literary lives at home or at school (Chen, 2005).

The Ruddell-Speaker (1985) model of reading attitude includes interactive dimensions of reading that produce the motivation to read. If children are only completing instructional reading assignments, the motivation to read will be only external. However, if children are selecting something to read of interest, the motivation to read will become internal. Motivation can be acknowledged as an important factor for prompting reading habits, reading preferences and the nature of reading learners engage in (Baker and Wigfield, 1999; Guthrie, et al. 2000; Gambrel, 1996). Someone who took time to read each day can be indicated that he was highly motivated to learn to add insight and knowledge, while the intensity of someone who has not read the stable tends to lack the motivation to read.
E. Reading preferences

The purpose of reading the same text may vary in accordance with individual preferences. A reader can read merely for having pleasure, while another one can read it for getting information (Ögeyik, 2008). People know that reading always deals with a text which is written in books, newspapers, magazines, and websites. Furthermore, the written text has many varieties. Brown (2001: 302) in Suryani states there are two main categories of the varieties of the written texts. The first is non-fiction such as reports, letters, greeting cards, diaries, journals, memos, messages, announcements, newspaper, academic writings, forms, applications, questionnaires, directions, labels, signs, recipes, bills, maps, menus, schedules, advertisements, invitations, articles, and dictionaries. The second is fiction such as novels, short stories, and comic stripes or cartoons.

According to Croston (2005), he reported that many students enjoy reading popular magazines, horror story, mysterious and other few other topics when they are outside of school. Apart from that, the middle school students also mentioned that they enjoy reading comics. As for the genres of assigned book, it is found that that the students enjoyed both the genres of fiction, and non-fiction but most favorably choose a topic of fantasy, adventure, horror and humor, which indicate to the fiction genres. Reports from the findings of previous study have mostly agreed that fiction is the most preferably genres of reading materials chosen by the students regardless
on which grades they are in. The Non-fiction books chosen by the students are ranging from fantasy, horror, humor, romance, as well as science fiction.

Besides as explained by Arnstead (2004) in Subbarau, the students choose a book to read by selecting the next one in a series, another book by the same author, or a book of their favorite type or genre. Selecting reading materials for reading comprehension in English Foreign Language context is important. Without appropriate reading materials, it will be very difficult for the students to make a reading habit. By considering the students’ preferences and interests in selecting material, will eventually help to make it easy. Therefore, to spur the students’ reading habit, it is recommended to encourage a desire to read and the texts should be varied and based on the purposes for which the students want to read for instances, books, magazines, newspapers, fiction, non-fiction, texts that inform, texts that entertain, general, specialized, light, or serious (Tamrackitkun, 2010). Thus, by doing that way the students are triggered to have reading habits.

F. Basic Assumption

Skills reading will only be achieved by properly accompanied by effort of practice earnest. Many factors influence the success of a person in reading, especially reading independently, among others habits and preferences selecting reading materials. The habit of reading needs to be developed due to the usual reading, students will be able to capture many important things like the meaning contained in the reading, the information in the passage, and the
benefits contained in a passage. Many assumptions are based on research are the more often a person reads English texts, the more the reading habit increases; with preference students will have reading materials that they like in order to improve the reading habit and will easier for them to understand the contents of the book; students are perceived to have different reading habits and preferences.