

CHAPTER II

THEORITICAL REVIEW

A. DEFINITION OF TERM

1. Reading

Reading is one of the four skills used to deliver words or written form. It is used to communicate by people of many areas in the world. Through reading the readers can improve their knowledge and get new information or ideas which is usefull for them. In short, reading is one of the media to explore students ideas. In addition, the purpose of reading is also consistent with individual preferences. Even 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) in (Ögeyik and Akyay, 2009). Whatsoever the purpose is, reading is a factor affecting the initialization of the reading process and/or reading action.

The definition of reading is also propose by several experts. According to Tarigan (2008: 7) in Amam Musfiroh (2014: 5) state that reading is a process carried out and used by a reader to acquire message which is conveyed by a writer through words could be seen and known by reader. In short, reading is an activity to get meaning from printed words or symbols and how this ability is used to recognize, understand and interpret in words. Other than that, (Özbay, 2006) in (Ögeyik and Akyay,

2009) stated reading is generally accepted as a way for reaching new information and assumed to be consistent with the comprehension capabilities of individuals.

2. Habit

Some sources stated about the definition of habit, according to Ayobami (2012) habit are routine behaviours done on a regular basis. They are recurrent and often unconscious patterns of behaviour and are acquired through frequent repetition. Many of these are unconscious as we don't even realise we are doing them. In addition, Merriam-Webster's online dictionary defines habit as:

1. an acquired mode of behaviour that has become nearly or completely involuntary
2. the prevailing disposition or character of a person's thoughts and feelings
3. a settled tendency or usual manner of behaviour
4. a behaviour pattern acquired by frequent repetition or physiologic exposure that shows itself in regularity or increased facility of performance.

So we can see that habit define our character, our thoughts and feelings and our 'usual' behaviours. We can also see that habit are behaviours that are nearly or completely involuntary and because they are repeated frequently, we become 'better' at them (increased facility of performance).

3. The Nature of Reading Habit

Reading, which is a long-term habit starting with the very early ages, is the prominent gateway to the knowledge room. It can be assumed as a practice that assists individuals to gain creativeness and develops their critical thinking capacities. In this sense, reading habit is an important tool for the development of personalities and mental capacities of individuals. In addition to personal and mental developments, reading is an access to social, economic and civic life (Clark and Rumbold, 2006) in (Ögeyik and Akyay, 2009). In other hand, (Sangkaeo, 1999) in (Chettri Kushmeeta and Rout S.K, 2013) said that reading habit refers to the behaviour which expresses the likeness of reading of individual types of reading and tastes of reading. It is a pattern with which an individual organizes his or her Reading Habit. Similarly, Shen (2006) in (Chettri Kushmeeta and Rout S.K, 2013), identifies reading habit, as how often, how much, and what students read. There are two ways to measure someone's Reading habit :

a. The amount of Reading practice

The amount of time that the reader spent for reading may indicate that person has high interest in reading or not. As Akande (2007) in Nurfadilah (2015) disclose that the majority of students at university spend reading between 1-2 hours on reading. This is line with Nell (1988) article that reading quantity was asking about how long students read a day. Therefor, one of indicators to determine the presence of reading habit is the amount of time reading or number of

hour spent reading. In other hand, Iftanti (2012) said that the EFL students who spend their time about four until more than five hours every day reflects their interest in reading practice. And it can be indicated that EFL students have good reading habit.

b. The number of books read

Reading habit of individuals may vary depending on various factors. In general sense, choosing reading texts may also depend on some common factors, such as individuals' interests, culture, gender and occupation all determine their preferences of reading (Ayyıldız et al., 2006). Meanwhile, Iftanti (2012) said that if normally an EFL students read one book every day, there should be about 7 books read in a week. So, the EFL students should read more than 5 books every week. It can be indicated that students have good reading habit.

B. REVIEW OF PREVIOUS RELATED STUDY

The researcher has found some studies that review about survey reading habit and factore that actively contribute. Various studies carried out for determining reading habit of individuals report that a growing number of young people do not read for pleasure; boys enjoy reading less than girls (Clark & Foster, 2005); children from lower socio-economic backgrounds read less for enjoyment than children from more privileged social classes (Clark & Akerman, 2006). Additionally, some findings show that learners seldom go to libraries (Özbay, 2006; Phillip, 1990) in (Ögeyik and Akyay, 2009).

In other hand, there are certain factors which are found to actively contribute to the development of reading habit. The related study is conducted by Iftanti (2012) entitled “A survey of the English Reading Habit of EFL students in Indonesia”. The collected data were concluded that only few of the students have good English reading habit as suggested by their eagerness to regularly spend time reading various types of English text and their high motivation to read English for pleasure. The EFL learners read English for some purpose, i.e for school assignment, for pleasure, for knowledge and also for English improvement. Therefore, based on the study above some factors that actively contribute in reading habit are student’s motivation, student’s preferences and student’s purposes.

The result of EFL’ Students Reading Habit by Iftanti (2012) also state that EFL students have positive belief, reading English can improve their English skills and knowledge. They also believe that by reading it can support their future career and academic success. But most of them are indicated not to have good English reading habit, this is proven by the fact that they do not always read English everyday which means that reading English practices is not their habitual activity. It is because they do not understand the content of the text in English and encounter unfamiliar words that obstruct reading comprehension. Similarly, Kusumarasdyati’s (2008) in Iftanti (2012) study implicitly found that the EFL students have lack of interest in reading which is due to similar reasons.

Meanwhile, the study that conducted by Iftanti has proved that although most of the EFL students are motivated to read various kinds of English text, their reading practices are mostly because of doing reading assignments, and improving their knowledge and their English skills. Still, only few of them read English for pleasure which can be assumed as an indicator of good English reading habit. The EFL students' motivation to read English for doing school assignments can actually be a starting point for them to develop good English reading habit if their teacher can act as a good model who establish good English reading habit. Similar with Park (2006) in Iftanti (2012) found' that the EFL students who establish a good reading habit have a teacher who shares a love of reading. This is in line with Dornyei's (2001) in Iftanti (2012) statement that "motivation" is responsible for why people decided to do something; how long they are to sustain the activity; and how hard they are going to pursue it by modeling the personal characteristics of closely related person. In this sense, model behavior of teacher' and parents' good reading habit can set to tone to developing reading as not only as an acquired taste but also as pleasurable activity.