

CHAPTER II

LITERATURE REVIEW

A. The Nature of Reading Comprehension

1. Definition of Reading

Reading is one of important skills which have to be learned by students in order to master English well. Reading is also included into receptive skills beside listening. Beside that, reading is an activity that the reader interact with the written text to get information, ideas and everything that writer has shared in the text. , Nunan (2003: 68) states reading is a set skill that involves making sense and deriving meaning from printed word and Weir (2005: 88) states reading is skill that needs abilities to compose, select and critique information from the text

Furthermore, Mozayan (2012: 2423) states that the more someone reads, the more they pick up items of vocabulary and grammar from text, often without realizing it, and this widening language knowledge seems increase their overall linguistic confidence, which then influences and improves their skill in other language areas and Silberstain in Aeni (2011: 18) says that reading is an active process in which the reader worked intensively, interacting with the text in order to create meaningful discourse and reading is an active attempt on the part of reader to understand an author' message.

It can be conclude based on the experts' opinions about reading, the researcher conclude that reading is an activity to get information from the

written text and reading is a process shaped partly by the text, partly by the reader' background and partly by the situation the reading occurs.

2. The Reading Elements

These five elements work together to create the reading experience. The students learn to read they must develop skills in all five of these areas in order to become successful readers. According to Smith (2008) there are five elements to the process of reading: phonics, phonemic awareness, vocabulary, fluency, and reading comprehension.

a. Phonics

Phonics is the connection between sounds and letter symbols. It is also the combination of these sound-symbol connections to create words. Without phonics, words are simply a bunch of squiggles and lines on a page. If you think about it, letters are arbitrary. There is nothing innately bed-like about the written word "bed". It is simply the collection of letters and corresponding sounds that we agree constitute the word "bed". Learning to make that connection between the individual sounds that each letter represents and then putting those together is essential to understanding what that funny squiggle means.

There are a number of ways that phonics can be taught because there is a variety of ways to apply this aspect when reading. Each approach allows the reader to use phonics to read and learn new words in a different way. Synthetic phonics builds words from the ground up. In this approach readers are taught to first connect letters to their

corresponding phonemes (sound units) and then to blend those together to create a word. Analytic phonics, on the other hand, approaches words from the top down. A word is identified as a whole unit and then its letter-sound connections are parsed out. Analogy phonics uses familiar parts of words to discover new words. Finally, phonics through spelling focuses on connecting sounds with letters in writing. All of these approaches can be taught and used independently or in combination to help young readers learn to identify new words.

b. Phonemic Awareness

Phonemic awareness is closely related to phonics because both involve the connection between sounds and words. While phonics is the connection between sounds and letters, phonemic awareness is the understanding that words are created from phonemes (small units of sound in language). These may seem like the same thing, but there is a subtle difference in the two. Phonics is used only in written language because it involves letters. Phonemes are sounds only. While they can be represented using letters, they can also be simply the auditory sounds of words. Phonemes are most often learned before a child begins to read because they are centered on the sounds of language rather than written words.

Just like phonics, phonemic awareness can be taught and used in a number of ways. Phoneme isolation involves the reader parsing out the individual sounds in a word in order to determine its meaning.

Similarly, phoneme segmentation asks the reader to break words into their corresponding phonemes (which may involve one or more individual sounds) to figure out the new word. Both of these approaches are very similar to synthetic phonics. Phoneme identification relies on the reader's general knowledge of phonemes (usually developed through speaking) to identify sound patterns in words. For example a reader would identify the phoneme /d/ he knows from the words "dog" and "dad" to help him learn how to read a new word "doctor". Finally, phoneme blending requires the reader to connect a series of phonemes together to create a word. This strategy is always used in conjunction with one of the others.

c. Vocabulary

In order to read words we must first know them. Imagine how frustrating and fruitless it would be to read this article if all of the words were unfamiliar to you. As children become stronger, more advanced readers they not only learn to connect their oral vocabularies (the words we know when they are spoken) to their reading vocabularies (the words we know when they are used in print) they also strengthen each of these areas by adding new words to their repertoires. Vocabulary development is an ongoing process that continues throughout one's "reading life".

There are two primary ways of teaching and learning new vocabulary words. The first is explicit instruction. This involves

someone telling you how a word is pronounced and what its meaning is. That “someone” might be a teacher, a dictionary, a vocabulary guide or any other resource offering definitions and pronunciations. Context clues provide another method for discovering new words. Context clues are the “hints” contained in a text that help a reader figure out the meaning of an unfamiliar word. They include other words in a sentence or paragraph, text features (ie. bold print, italics), illustrations, graphs and charts. Context clues are basically any item in the text that points to the definition of a new word.

d. Fluency

Fluency is a reader’s ability to read with speed, accuracy and expression. Thus it requires him to combine and use multiple reading skills at the same time. While fluency is most often measured through oral readings, good readers also exhibit this skill when they are reading silently. Think about the way a book “sounds” in your mind when you are reading silently. You “hear” the characters “speak” with expression. Even passages that are not written in dialogue “sound” as if the words fit the meaning. A particularly suspenseful action sequence moves quickly through your mind creating a palpable sense of tension. Your ability to move through a piece of text at a fluid pace while evoking the meaning and feeling of it demonstrates your fluency.

Fluency is intimately tied to comprehension. A reader must be able to move quickly enough through a text to develop meaning. If he is

bogged down reading each individual word, he is not able to create an overall picture in his mind of what the text is saying. Even if the reader is able to move rapidly through a text, if she cannot master the expression associated with the words, the meaning of it will be lost.

3. Purpose of Reading

One of the purpose of reading is to get information. The information is usually got in written form. In this case, the interpreter the meaning of each sentence in text appropriately. According to Grabe and Stoler (2011: 7) the purpose reading are :

a. Reading for searching the information

Reading for searching information is a common reading ability. The reader only read surface to look for the simple information without have to think the material deeply. In reading to search, the reader typically scans the text for a specific piece of information or specific word.

b. Reading to learn from text

Reading to learn typically occurs in academic and professional context in which a person need to learn a considerable amount of information from a text. It requires abilities to:

1. Remember main ideas as well as a number of detail that elaborate the main idea and supporting ideas in the text.
2. Recognize and built rhetorical frames that organize the information in the text.

3. Link the text to the readers's knowledge base

c. Reading to integrate information, write and critique text

Reading to integrated the information requires additional decisions about the relative importance of complementary, mutually supporting or conflicting information from multiple resources. These skills require critical evaluation of the information being read so that the reader can decide what information to integrate and how to integrate it for the readers' goal.

d. Reading for general understanding

Reading for general understanding is the most basic purpose for reading. Reading for general understanding is also found as the most complex than it commonly assumed. Reading for general understanding when it is accomplished by a skilled fluent reader, requires very rapid and automatic processes under limited time. Because of its demands for processing to master than reading to learn.

4. Reading Comprehension

Reading is an active process consisting of recognition and comprehension skill. By having reading comprehension skill, someone can be claimed that he has done the process of reading and get information stated in the text. Duffy (2009 : 27) defines that comprehension is the essence of reading because the goal of written language is communication of message. Klinger, Vaughn and Boardman. (2007:8) remark that reading comprehension involves much more than readers' responses to the text.

What is meant by them is a term used to identify those skills needed to understand and apply information contained in a written material.

Snow (2002:11) defined reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language, Similarly, Brassel & Rasinki (2008:18) said that reading comprehension is the ability to take information from written text and do something with it in a way that demonstrates knowledge or understanding of that information and Pramanik (20015: 11) states that reading comprehension is an active thinking process which a reader intentionally constructs meaning to form a deeper understanding of information presented in a text. The process of comprehending involve decoding the writer' words and the using background knowledge to construct an approximate understanding of the writer' message.

Based on experts explanation above, the researcher conclude that, reading comprehension is the essence of reading the ability to take and to identify information from the written text. Then reading comprehension is the process of constructing and comprehending of decoding of the written text. Reading comprehension is not only identify information, but also a process to find main idea, vocabulary knowledge, supporting detail and understand it.

5. Aspects of Reading Comprehension

King and Stanley cited in Putra (2012: 1) states there are five components of reading comprehension which should be focused when reading a text, they are:

a. Finding factual information

Factual information requires readers to scan specific details. There are many types of question of factual information such as question type of reason, purpose, result, comparison, means, identity, time, and amount in which most of the answer can be found in the text.

b. Finding main idea

Reading concerns with meaning to a greater extent than it is with form. An efficient reader understands not only the ideas but also their relative significance, as expressed by the author, in order words, some of the ideas are super ordinate while other subordinate

c. Finding the Meaning of Vocabulary Context

Finding the meaning of vocabulary in context means that reader could develop his or her ability in guessing the words which is familiar or not, by relating the close meaning of unfamiliar words to the text and the topic of the text is read. The words have nearly equivalent meaning when it has it or nearly same meaning as another word.

d. Identifying Reference

In English, as in other language, it would be clumsy and boring to have and to repeat same word or phrase every time a reader uses it. Instead of repeating the same word or phrase several times it has been used, we usually refer to it rather than repeat it. For this purpose, we use reference words most often, the reference expression will refer to a preceding word or phrase.

e. Identifying inference

The important thing needed in reading understands. Writers, however does not write out everything, he expects the reader to understand. Writers use language efficiently and recognize what can be inferred from their sentence.

From the theory above, there are five aspects of Reading Comprehension that should be mastered by the students. This research, the researcher will focus on the five aspects of reading comprehension to students.

6. The Skills of Reading Comprehension

In reading comprehension has some indicators that can be used to measure the students' reading comprehension. it means that those indicators are important to be learned by the students in order to make them well in reading skill. According to Mc Namara (2007:49), there are three components skill of reading comprehension as follow:

a. Inference –making

Inference-making is essential to make sure that the reader is good to understand the meaning of text. To make the inference, the reader does not need to state every detail of the text which is not important. The reader only integrating the statements of the text and incorporate the general knowledge on the text.

b. Comprehension Monitoring

Comprehension monitoring is often assessed by requiring readers to detect inconsistencies in text, such as scrambled sentences, contradictory sentences, or statements that conflict with readily available general knowledge.

c. Understanding the Structure

The reader who understands about text structure and has expectation of the text is useful to help the readers build the background information and schemes that facilitate their construction of a meaning based representation.

Furthermore, Heaton (1988:105-106) explains broadly the specific skill which involves in reading comprehension which the reader can define as the ability to:

- a. Recognize words and group words, associating sounds words with their corresponding graphics symbols.
- b. Deduce the meaning of words by:

- 1) Understanding the word formation (roots, affixation, derivation and compounding)
- 2) Contextual clues
- c. Understand the explicitly stated information
- d. Understand relation within the sentence, especially:
 - 1) Elements of sentence structure
 - 2) Negation
 - 3) Fronting and theme
 - 4) Complex embedding
- e. Understand between parts of a text through both lexical devices (e.g. repetition, synonym, antithesis) and grammatical cohesive devices, especially anaphoric and cataphoric reference (e.g. she, he, they, it, the former, the latter) and connective (e.g. since, after, because, although, however)
- f. Perceive temporal and spatial relationship and also sequences of idea.
- g. Understand conceptual meaning, especially:
 - 1) Quantity and amount
 - 2) Definiteness and indefiniteness
 - 3) Comparison and degree
 - 4) Means and instrument
 - 5) Cause, result, purpose, reason, condition, addition, contrast, concession.
- h. Anticipate and predict what will come next in the text

- i. Identify the main idea and other salient features in a text
- j. Generalize and draw conclusion
- k. Understand information not explicitly stated by
 - 1) Making inference (i.e. reading between lines)
 - 2) Understanding figurative language
- l. Skim and scan (looking for general meaning and reading for the specific information)

B. The Nature of Reading Habits

1. Definition of Reading Habit

Habit is a pattern to respond a certain situation that is people always doing every day and they never boring to repeatedly. Sangkaeo in Rout (2013: 13) reading habit refers to the behaviour which expresses the likeness of reading of individual types of reading and tastes of reading and Shen in Wahyudi (2014: 95) identifies reading habits, as how often, how much, and what the readers read.

Furthermore, Abeyrathna in Andayani (2013: 135) reading habit refers to the amount of the different kinds of reading materials read by an individual, the frequency of reading, and the average time spent on reading material. In short, habit is the form of constant behavior of the effort to adapt to the environment which contains elements of affective feelings which is gotten from exercises, imitation and repetition

continuously. When people do some actions without thinking before. It means that they have some habits. Habit is an easy form way and didn't need more both concentration and attention. It can go on while people think about or pay attention to other things.

Based on some definition of habit stated above, it can be concluded that basically, habit related to hobby. Habit is concern with something that has been done by someone regularly without any more both concentration and attention, and it is difficult to be stopped in doing.

2. Aspect of Reading Habit

Gaona and González (2011: 59) figure out six aspects of reading habit, they are as follows: reading frequency, books read, time spent on academic reading, time spent on nonacademic reading, motivation in the family environment and motivation in the academic environments.

a. Reading Frequency

Reading frequency used to measure students' reading frequency in their spare time. It's like how many times the students read the books in a week.

b. Books Read

The number of many books that the students have read in the last three months was included in the questionnaires.

c. Time Spent on Academic Reading

It is considered the time that students devote their time to read academic book especially for their specialist subjects. Academic book means like English book, Science book and biology book.

d. Time Spent on Non-Academic Reading

It is discussed amount of time that the students used to read non-academic book, magazine, such as novel, fiction, romance horror, etc.

e. Motivation in the family Environment

It focuses on the recommended book that purchased by the family based on the interest of the family.

f. Motivation in the Academic Environment

It is focuses on the frequency of students' reading literature in their school environment based on the teacher report.

In conclusion, there are six aspects of reading habit where every aspect influences each other. Therefore, students must have all the aspects mentioned in order to achieve positive outcomes like increased knowledge.

3. The Purpose of Reading Habits

There are some reading habits purposes which have either positive or negative result. Ogbodo in Wulandari states (2016: 23-24) there are four purposes of reading habits, hobbial, recreational, concentration, 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, politic, religious, and economic. This purpose of reading habit not only makes one satisfied but also positive. Unlike others hobbies, reading is one of the most recommended one to shape readers personality skill. By reading book particularly can develop the knowledge of vocabulary which helps in conversations. Reading as a hobby is wonderful; it helps the readers to improve their ability to absorb and to comprehend written material and help them to pursue a better job.

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 reader's 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 reading process to understand the meaning of a passage. Reading for concentration is recommended for use in school by stakeholders; this reading habit purpose shows positive result in student's achievement in school.

d. Deviatonal

The last purpose of reading habit 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 student, it may lead to loss of interest in the acquisition of knowledge

To conclude, there are some reading habits purposes which have either positive or negative result. Reading habit for hobbial, recreational, concentration, and deviatonal. Those purposes can help the students to improve their ability to absorb and to comprehend written material and increase their achievement in school.

3. The Good Effects of Reading Habit

In each activity, there is an advantage can be taken as the stimulation for the better life. Jack in Wulandari (2016 25-27) describes several good effects of reading habit. They are : habit of reading help the mind performs effectively, habit of regular reading helps reader develop a good vocabulary, habit of reading book intelectual curiosity, habit of reading means psychology activity, habitual raeding helps readers to have positive set of mind.

a. Habit of reading help the mind performs effectively

To read frequently, the people would have abilities to communicate and think well. Acquiring reading habit would automatically active neurons and make it always in a good shape.

People who exhibit habit as daily activity would help them to perform effectively in front of public.

b. Habit of regular reading helps students develop a good vocabulary

Habit in reading develops their alertness in identifying error in a sentence. The frequent readers have a range of words bank. They would have specific information about the meaning of the word and they are able to predict the meaning based on context. Frequent readers would be better in understanding the message that the writer trying to convey

c. Habit of reading book intellectual curiosity

Regular habit of reading exposes a reader to read a variety of a book. Habitual reading also 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.

d. Habit of reading means psychology activity

Regular habit as a psychological activity means a reader link with their mind to feel the writers' imagination. The reader uses their mind to figure out the scheme of story, to feel the writers and to experience thse difference of personal players.

e. Habitual reading helps reader to have positive set of mind

The efficient frequent readers should be active, positive mind set and critical. The readers should give feedback quickly to the material as a respond to what they have read. They should also get the summary and make a critical judgment from the material.

To conclude, there are few important benefits for reading habit. By implementing habitual reading, readers are able to train their mind in the context of helping brain to work effectively. Habitual reading enriches readers' vocabulary in various literacy skills. The readers are also able to read critically, effectively, and positively. Moreover, reading habit makes the readers open up their mind and helps them become more intelligent

4. Bad Reading Habits and How to Break Them

To really get rid of a bad habit, you should replace it with a good one. You have to want to get rid of the bad habits, and you must practice and work at it in order to change. Osband (2016) states there are disadvantages of reading habits as follows:

a. Moving your lips when you read

Moving your lips slows you to a fast talking rate, about 150 words per minute. Put your fingers on your lips to stop the motion.

b. Vocalizing

Vocalizing means that you are pronouncing the words in the voice box of the throat without making sounds. This also slows your reading rate to that of speaking. To check, rest your fingertips lightly

against the vocal cord area of your throat. If you feel a vibration, or if you find that your tongue is moving, you are vocalizing.

c. Reading everything at the same speed

When reading, set your rate according to your purpose for reading and the difficulty level of the material. Practice adjusting your rate to suit your material. The more difficult the material, the slower the rate.

d. Regressing out of habit

Regressing means rereading a word, phrase, or sentence out of habit and not because of need. Sometimes, it is necessary to reread something, especially in a difficult passage. But habitual, unnecessary regressing really slows you down. Use a card or paper to cover the text after you read it to prevent regressing.

e. Reading one word at a time

Do you think one word at a time, or in phrases? Slow readers tend to see only one word at a time. Good readers will see several words at a time and their eyes will stop only three or four times as they move across a page. Reading in idea-phrases speeds your reading and improves your understanding of what you have read. Mark the phrases

in the sentences of a passage, then practice seeing more than one word at a time.

The best way to read faster is to practice reading just a little faster than is comfortable. Changing reading habits is not easy, after all you have been reading that way for many years. It takes several weeks of conscious effort in order to change bad reading habits.