# CHAPTER II

# INTRODUCTION

In this chapter, the writer of this thesis presents review of related literature. It concerns with theoretical framework underlying this about that is presented in detail. This chapter consists of the explanation about:

## A. READING

### 1. Definition of Reading

Those statements above show the various definition of reading, they mean generally. Reading means a complex process of thinking in assigning meaning from printed materials. Which involve most of reader's intellectual act such as pronunciation in order to receive ideas or information extended by the text. It can be seen that reading is not only looking at words in the form of graphic symbols but also getting meaning from the word of word or line to understand what we read. It means that reading is process to understand the text content and to get information.

### 2. Aim of Reading

A person may read for many purposes helps to understand more what is read by people. If he is reading for pleasure or reading for pure recreation and enjoyment, he may read either quickly or slowly based on the way he likes or feels. But if reads for studying or setting information

such news, science or same line, which are part of his study or assignment he does it they slowly and carefully.

According to Paul S. Anderson, there are seven aims of reading, reading for details and fact, reading for main ideas, reading for sequence or organization, reading for inference, reading for classifying, reading for evaluating and reading for comparing of content.

a. Reading for details and fact is reading to know what is done by the subject of the story.

b. Reading for main ideas is reading to get the problems statement.

c. Reading for sequence of organization is reading to know each part of the story.

d. Reading for inference is reading to know what is the writer meant by its story.

e. Reading for classifying is reading to find unusual thing.

f. Reading for evaluating is reading to know the value of story.

g. Reading for comparing or contents is reading to compare the way of life of the story with the way of life of the reader.

Meanwhile, Lester and Allice Crow classified to general purposes. The purposes includes: Leisure- time reading and more serious reading.

• Leisure: It is reading for enjoyment which may very in to follow your favorite sport, comic, article, and mouse program.

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

### 3. Types of Reading

Depending on the purpose of reading it is also can be classified into two types of activities, intensive, extensive reading.

a. Intensive reading

Intensive reading means reading shorter text to extend specific information. This activity is likely more to emphasize the accuracy activity involving reading for detail. The process of scanning takes a more prominent role here than skimming reader is trying to absorb all the information give: reading dosage instruction for medicine.

b. Extensive reading

Reader deals with a linger text as a whole, which require the ability to understand the component part and their contribution the overall meaning usually for one's own pleasure this is a fluency activity, mainly involving global understanding example: reading a newspaper, article, short story or novel.

## B. HABIT

### 1. Definition of Habit

Habit is a pattern to respond a certain situation that is peoples always doing every day and they never boring to repeatedly. As cited in Oxford Dictionary, Horby (1995:193) defined habit as "A thing that a person does often and almost without thinking, especially something that

hard to stop doing". Moreover, in Longman Exams Dictionary (2006:194) is also defined that habit is " something that you do regularly or usually, often without thinking about it because you have done it so many times before".

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 o 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.

In addition, Laily (2010) sates that speakers says something together with some cultural sequence of meanings and does this habit mostly without thought and a listener of the same language reacts to it with the same speed and equally without answers of the process.

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. Habit in English

According to several author, the indicators to determine the presence of reading habit are: the amount of reading, or number of books

read in a given time and space, usually a year or semester (e.g. Katsikas and Liontini, 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, 1998:287) and the frequency of library attendance and attitudes toward reading, as variables related to reading habits (Gilardonis, 2006: 26). A letter study in which study habits were examined, it is mentioned that the topic itself is difficult to assess given the social disability, and the fact reading is linked to the idea of intelligence and sophistication. This thought may overestimate the perception about how much you read.

The development of reading habits is a socialization process, determined by the learning that takes place in different context, the promotion of reading not only depends on knowledge or skill, but also an the student waiting to read (values and attitudes) Colombia, 2004: 48). In the library is a recourse that promotes reading to a certain extent. In a recent analysis published in 2008. Orea (2008:24) stated that on purpose and function of a library is to make its collections available to society therefore, the library as a learning organization is determined to implement new strategies and ways to find information, (Sanches, 2004:100). This leads students to learn a new literacy competence. this ability is acquired through the habit of reading, which allows for greater integration and pragmatic contextualization ( survey, delineations,

references, sensations and association)that a particular text is able to develop in the reader (Mendoza, 1998:170).

Reading habits not only help the students to get knowledge and wisdom from the cultural of heritages, but also very helpful in passing for leisure period. Leisure hours are not only, during period when a man has retired from active life. Therefore, the learners of English must know reading English. The education of a child is impact, unless he is supplied everything needed with ability of reading.

Supporting a habit of reading of English reading material is not easy and there aree 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.

## 3. Measurement of Habit

After knowing some definitions about habit, we now go to the concepts of how to measure habit. First of all, we have to know about the nature of measurement. Measurement is one way of evaluation which

deals with the process of qualifying the characteristics of persons or things according to explicit procedures or rules (Isnawati 2011:2). While evaluation here is a systematic gathering of information for the purposes of making decision (Isnawati 2011:2).

Another explanation about measurement is stated by Hopkins and Stanly (1981) who say that measurement is the process by which things are differentiated. Furthermore, Parnell as cited in Mehrens and Lehman (1984). He say that "Measurement is the hand-maiden instruction. Without measurement, there cannot be evaluation. Without evaluation, there cannot be good knowledge of result. Without knowledge of results, there cannot be systematic improvement in learning".

Measurement is important in providing information to guide theoretical decision. Measurement moreover, is fundamental to answer practically all the questions that science asks, not only in physical science but also in the biological and social science.

Thorndike and Hagen (1997) explain about technique in measuring the people's aspect as bellow: Measurement in any field always involves three common steps; a) identifying and defining the quality or attribute that is to be measured, b) determining a set of operations by which the attribute may be manifest and perceivable, and 3) establishing a set of procedures or definition for translating observations into quantitative statements of degree or amount.

Some instruments which can be used in measuring habit are questionnaire, interview, or observation. The teacher may want the students to write their like or dislike down in a systematic manner by answering a questionnaire. Because habit is an attitude or behavior a scale used to measure the habit is attitude scale. Attitude scale is used to measure person's attitude toward certain object (Sudjana 2011:81).

One of the scale to measure attitude scale is Likert Scale, in which students will be asked to choose strongly agree, are undecided, disagree and strongly disagree. As stated by Sudjana (2011:81) that in Likert Scale, expression asked, whether positive or negative expression, are marked by the subject, strongly agree, agree, undecided, disagree or strongly disagree. Additionally, Sugiyono (2010) says that Likert Scale is used to measure attitude, opinion and perception of individual or group of individual about social phenomena.

In conclusion to measure the students' habit, the simple way used is questionnaire, which use Likert Scale because it deals with student's habit and their preference among activities, hobby or other aspects.

## 4. Criterion of Habit

The reader need to access lower skill such as word recognition and knowledge of cohesive devices and syntax, in order to read with automaticity (Grabe 1998). In fact, research evidence suggests that poor readers can use the context but have not yet acquired automatic decoding skills (Eskey and Grabe 1988). Readers weak in use reading strategy

might rely on other process to compensate for this weakness (Stanvonich 1980).

Reading instruction needs to acknowledge the life experiences and cultural assumptions that second language learners bring to school (Au 1993). Reading skill should, therefore be taught in the context of reading and writing activities that build on students prior knowledge and experience. In addition to having new knowledge about the reading process, we also know what works in reading instruction. Particular, reading programs having the following four components can be lead to student's success (Fielding and Pearson 1994), a) extensive amounts of time in class for reading, b) direct strategy instruction in reading, c) opportunities for collaboration, and d) opportunities for discussions response to reading.

Spending time reading in class in important because students benefit from the time to apply reading skills and strategies and also because time spent reading results in acquisition of new knowledge. Research has shown a consistent positive and mutually supportive relationship between prior knowledge and reading. However, providing time for sustained reading is not enough. To improve reading habit students must; a) provided a choice of reading selections, b) ensure their reading text of optimal difficulty with challenge but do not discourage, c) encourage rereading of texts, and d) allow reader to discuss what they read with others to encourage social negotiation of meaning.

Based on comparisons with other measures of reading, criterion score have been determined which related to a reader's ability to read independently, with instruction, or at a frustration level. However, these scores should be higher where synonyms are accepted. Although there is no exact score, arrange of scores can be used (Alverman and phelps 1994; Pikulski and Tobin 1992). A rough guide to interpretation as follows: a) more than 50-60% correct = independent level, b) 35-50% = instructional level, and c) below 35% = frustration level.

In addition to class time for reading and direct strategy instruction, peer and collaborative learning also contribute to reading acquisition (Fielding and Pearson 1994). By working collaboratively, reader gain access to each other's thinking process and teach one another effective reading strategies.

## C. COMPREHENSION

### 1. Definition of Comprehension

It is necessary for the studentsof University to master reading comprehension. According to Snow (2002:13) "Reading as a process of simultaneously extracting and constructing and meaning through interaction and involvement with written language". Gunning (1992:188) statedthat" comprehension is constructive, interactive, process involving three factors: the reader, the text, and the context in which the text is read. In reading comprehension, a reader should have knowledge about understanding the reading passage.  the common of question on the

passage are primarily about the main idea, detail, and a interference that can be drawn from the passage.

According to Grabe in Richard (2002:277) "Reading for comprehension is the primarily purpose of reading (through this is sometimes overlooked hen students are asked to read overly difficult texts"); raising student awareness of main ideas in a text and exploring the organization of a text are essential for good comprehension". If student says words in passage without gathering their meaning, one would hesitate to call that reading.

In comprehending a topic, the readers interact with the text related to the questioning of the text to prior experiences of construct meaning which can be found in the text. Skimming are two very useful techniques that will help the reader to catch the meaning, getting information, or message effectively from the reading texts.

In many second or foreign language teaching situations, reading receive a special focus. There are a number of seasons for this. First, many foreign language students often have reading as one of their most important goals. They want to be able to read for information and pleasure, for their carrier, and for study purposes. Second, written texts serve various pedagogical purposes. Extensive exposure to linguistically comprehensible written texts can enhance the process of language acquisition. Good reading texts also provide good models for writing and provide opportunities to introduce new topics, to stimulate discussion and

to study language (e.g. vocabulary, grammar, and idioms). Reading is a skill which is highly value by students and teacher alike (Richards and Renandya, 2002:273).

Richards (2002:25) stated that in seventies, second language reading ability was viewed as the mastery of specific reading sub-skills or macro skills, a view that to some extent continues to inform approaches to the teaching of reading today. Skills formed the basis for second language reading instruction and these included: Discerning mains idea, Understanding sequence, noticing specific details, making inferences, making comparisons, making predictions.

According Hill stated that teaching reading usually has at least two aspects: first, it can refer to teaching learners who are learning to read for the very first time. A second, aspect of teaching reading refer to teaching learners who already have reading skills in their first language. They only learn to read once. Once they have learned how to read in one language, they do not learn how to read again in a second/foreign, but rather they learn how to transfer skills that very have already learned to the new reading content in a new language.

## 2. Reading Comprehension Skill

In teaching reading, the teacher should have a technique how to teach in reading. So what are they want can applied. According to Beatrice and Linda (1998:19) that set out of reading comprehension skill have eight techniques. They are scanning, previewing and

predicting,building a powerful vocabulary, learning to look for the topic, understanding paragraphs, finding the pattern of organization, making inferences, skimming. But the researcher just takes to points because its can applied more effective:

a. Skimming

According to Brown (2001:308) stated that "skimming consist of quickly running one's eyes across a whole text (such as an easy, article, or chapter) for its gist". Skimming gives readers the advantages of being able to know main point of view, they do not need to read everything but only reads a few important words.

b. Scanning

Brown (2002:308) definedthat: scanning is quickly searching for some particular piece of information in a text. Scanning exercise may ask students to look for names or data, to find definition of a key concept, or to list a certain number of supporting details. the purposes of scanning is to extract specific information without reading through the whole text". Many students try to read every word when they read, so they read very slowly. So the students do not need every word. If the to scan learn to read and understand learn o scan, they can learn to read and understand faster.

**3. Reading Process**

According to models of teaching reading can be divided into three categories is bottom-up models, top-down models and interactive models:

a. Bottom-models typically consist of lower level reading process., students start with the fundamental basics of letter and sound recognition, which in turn allows for morpheme recognition followed by word, recognition , building up to the identification of grammatical structures, sentence, and longer texts. A phonics approach is used in many reading series. Oneelement of bottom-up approach to reading is that the pedagogy recommendations graded readers approach.

b. Top-down models, on other hand begin with the ideal that comprehension resides in the reader. The reader uses background knowledge's, makes prediction, and searches the text to conform or reject the prediction that are made. Goodman in Nunan (2003) stated that a strong advocate of top-down models of reading criticizes bottom-up models because the readers becomes "word callers" who can read the words on the page but the page but do not understand what they read.

c .Interactive models, that are accepted as the most comprehensive description of the reading process. This thrid types combines elements of bottom-up models and top-down models assumming that a patrtren is synthezed bassed on information provided simultaneously from

several knowledge source. An interactive approach to reading would

include aspects of both intensive and axtensive reading.

D. **PREVIOUSSTUDY**

Reading has an effect and vocabulary develpoment. It was concluded that in learning environment where reading is unvailable to EFL students and instructors, with reading habit from home and even as a supplement to traditional classroom technique helps motivate and enhanche EFL students learning and acquisition of English vocabulary.

Related to this study, there are some previous study which is similar to or in line with this study. Here the resercher presents two the studies. They are " The Correlation between Habit in Listening English song and Listening Achievememnt of English Education Program students at State islamic Departement (TBI) " by Septiana Mufaridatur Rosida and "The Correlation between Reading Habit Achievement in Reading Comprehension of the second years students at MTsN Aryojeding Rejotangan Tulungagung by Rohmatul Umah.

The first study was conducted by Septiana Mufaridatur Rosida at STAIN Tulungagung. This research used correlation research design with the use of quantitative approach. The subject of this study was students of C and D class which consisted 50 students. The researcher used questionnaire and listening test as a instruments to get the data, the n analyzed statically by using Pearson Product Moment formula. The result of this study showed that there was positive

correlation between student habit in listening English song and listening achievement, although in the level of significant enough.

The second research was conducted by RohmatulUmah at MTsNAeyojedingRejotanganTulungagung. This research was a quantitative descriptive design. The subject of this study all of students second year which consisted of 50 students from 311 persons'. The researcher used questionnaire and comprehension test as the instrument to get the data, then analyzed by using Pearson Product Moment Coefficient. The result indicated that there was positive correlation.

Finally, it can be concluded that the students' reading habit in English song has positive correlation with the students listening achievement. It means that when students have high habit in listening English song and their achievement is also high. Considering to both researcher above the researcher used correlational research design by using quantitative approach, which be held at State Islamic College Tulungagung. Similar to the previous study above, the purposes of this study is to investigate whether any significant correlation between students' reading habit in English and reading comprehension.