

CHAPTER II THEORY OF REVIEW

2.1 Concept of Reading

Patel and Javi (2008, p. 35) assert that reading is the most significant and practical talent for humans. Reading is the most helpful skill because it helps us better understand the material in the texts we read, and it also helps kids who are still learning to learn more. According to McGuiness (2005, p. 35), reading is a difficult task, so it's critical to identify the memory systems that are most crucial. It demonstrates how reading helps readers retain information in their memory systems, which can occasionally come in handy when we require the knowledge we have previously read. Further, Patel and Javi (2008, p.114), reading is a dynamic process that includes recognition and comprehension abilities. When someone reads a text, they usually want to learn something, therefore they need to have the ability to understand what they are learning and remember it for a longer period of time.

Based on Nunan (2003, p. 68), reading is a fluid activity in which readers weave information from a text with their own prior knowledge to create meaning. Reading has a specific meaning that the reader deduces from the text's information and their own experiences. Seyler (2004, p. 3), reading is the process of deriving meaning from a word or group of words. It may be claimed that readers read with the intention of understanding and comprehending the text's substance.

As a result, Heilman (1981, p. 4) explained that reading is a challenging task. In line, Brassel (2004, p. 16) reading is a multimodal activity that incorporates the eyes, ears, mouth, and—most importantly—the brain.

From all of the above, it can be inferred that reading is the process of creating meaning using the reader's background knowledge in order to understand the substance of any text, involving the use of the eyes, ears, lips, and brain.

2.1.1 Types of Reading

Based on Nation (2009, p.72) explains the differences between the two types of reading. reading that is both intense and thorough. The following justification:

1. Intensive Reading

According to Nation (2009, p. 25), intensive study of reading texts can involve improving learners' command of reading technique and knowledge of linguistic aspects. The grammar translation approach, in which the teacher collaborates with the students, is the traditional method for intensive reading. Reading extensively requires in-depth comprehension, is intimately related to grammar, and corrects arrangements using linguistic qualities. Broughton (2003, p. 93) also states that texts with less than 500 words are often the focus of serious reading. The goal is to fully comprehend the text's theoretical organization or pattern, logical arguments, symbolic, emotional, and societal undertones, as well as the author's opinions, purpose, and linguistic usage.

2. Extensive Reading

Patel and Javi (2008, p. 120) state that extended reading is the pleasure of reading. The instructor should take the readers' individual interests into consideration. It encourages kids to take pleasure in reading, and teachers should discover ways to pique their interest and make reading enjoyable for them. Additionally, Brown (2001, p. 313) explains that thorough reading is done to gain a general knowledge of a typically longer work (book, long article, or essays, etc). Although comprehensive reading has a longer text than intensive reading, its goal is to find general knowledge rather than reading texts that are intricate and specialized.

The two forms of reading—intensive reading and extensive reading—can be inferred from the explanation. With the goal of extracting precise information from short texts while also gaining a thorough comprehension of grammar, linguistics, and other characteristics, students who engage in intensive reading must concentrate on the text in order to fully understand it. In contrast, extensive reading entails pupils reading lengthy texts for comprehension as well as enjoyment.

2.1.2 Extensive Reading Program

An extensive reading program is a class library supplement that is a component of an English course that encourages students to read as many books as they can for enjoyment at their own speed. Because of this, students are only competing with themselves, and it is the role of the teacher to provide the support and supervision required to guarantee that the most books are read in the allocated

time. Therefore, the novels are picked not for their literary merit but rather for their appeal to and relevance to the lives of the students.

In line Renandya (2007, p.135), One of the common objectives of extended reading classes is to have students read a lot of books and other materials in a setting that encourages a lifelong reading habit. These programs share the idea that intense language reading is the best way to improve fluent reading. Another goal of a reading development program is to enable pupils to read independently unfamiliar authentic content while enjoying (or at least feeling at ease with) reading in the target language. The actual measure of a teacher's effectiveness is whether or not a student can learn without their help. Consequently, reading widely has two benefits. Firstly, reading frequently makes readers better readers. Second, if reading widely is enjoyable, it is easy to teach individuals to read more successfully, according to Midkeladze (2009, p. 18).

The previous theory states that extensive reading is a method for reading in a second language. In order to increase their reading fluency and speed, kids who read widely pick books that are enjoyable and simple to read. Reading is the best way for students to learn to read, not looking at books and learning the vocabulary, grammar, and sentences, to put it another way.

2.1.3 Factors Influencing Students' Reading Comprehension

According to Westwood (2008, p.33-37), comprehension problem can be caused by a variety of different factors, including those intrinsic to the individual and others related to insufficient instruction or to inappropriate materials. They are eight factors that may influence the comprehension. There are as follows;

- a. Limited vocabulary knowledge. A student has difficulty understanding what he or she is reading, it is worth considering whether there is a serious mismatch between the student's own knowledge of word meanings (expressive and listening vocabulary) and the words used in the text. The student may be able to read a word correctly on the page but not know its meaning.
- b. Lack of frequency. Students who read very slowly-or much too fast - often comprehend poorly. Slow reading tends to restrict cognitive capacity to the low-level processing of letters and words rather than allowing full attention to be devoted to higher-order ideas and concepts within the text.
- c. Lack of familiarity with the subject matter. It is better to provide information first by other means (e.g. video, posters, mini-lecture, discussion) to build firm background knowledge before students are expected to read about that theme in printed texts.
- d. Difficulty level of the text. The difficulty level of text is a major factor influencing whether or not material can be read with understanding.
- e. Inadequate use of affective reading strategies. The goal of literacy teaching should be to develop fully self-regulated readers who are skilled and strategic in reading for meaning.
- f. Weak verbal reasoning. Students think more deeply about the text they are reading are helpful in developing their ability to reason from the information given. Deliberately guiding students to make connections between new information in text and their existing bank of knowledge is beneficial.
- g. Problems with processing information. The implications for teaching are that slow readers should be encouraged to re-read material, several times if

necessary, in order to process the information successfully. It is also necessary to reduce factors that may be causing a reader to be

2.1.4 Concept of Attitude

Perloff (2002, p. 38) claims that attitude is a psychological concept. It is a mental and emotional entity that either originates in or defines the individual. An individual's attitude is defined by the fact that emotion has evolved into one of its constituent parts. According to Fishbein in Richard (2002, p. 39), attitude is a taught propensity to react consistently favorably or unfavorably to a given item. The way a person reacts to a thing reveals whether they have a favorable or unfavorable opinion about it. Richard (2002, p. 119) added that attitude is an ongoing system of favorable or unfavorable assessments, emotional states, and favorable or unfavorable action inclinations with regard to social objects. Depending on the person's feelings, attitude determines whether something is accepted positively or negatively.

Attitude as a more or less persistently persisting state of mental or organizational preparation that predisposes a person to behave in a particular way to any item or situation with which it is associated Cantril in Richard (2002, p. 125). A person's response and modes of response, as well as their organization or mental processes, are related to the item or situation.

By employing these arguments, Richard (2002, p. 13) came to the conclusion in his book that attitude is a taught, all-encompassing judgment of an item (person, location, or issue) that affects cognition and action. The whole assessment takes into account feelings, emotions, and reactions, whether they be

pleasant or negative, favorable or unfavorable. Richard arrived to the conclusion that attitude is a learnt quality. Before encountering the attitude object (or information about it) and evaluatively reacting to it, people do not have attitudes. It states that a person should react or experience the object according on their prior understanding of the object.

The second point is that attitudes are broad, usually emotive assessments. Having an attitude denotes categorization of something. based on Eagly and Chaiken's definition that attitudes always involve affect and emotions in Richard (2002, p. 11). Attitudes reveal one's loves and hates, allures and repellents, and likes and dislikes. It is obvious that each person has a unique perspective on an object and that their assessments of it might be either good or unfavorable. The third is that attitudes affect what people think and do. Perceptions and judgments are influenced by attitudes. Behavior is influenced by attitudes. They lead our behavior and point us in the direction of acting on our convictions. Based on their perceptions and assessments, an individual would behave and react in relation to an item or circumstance.

2.1.5 Concept of Reading Attitude

According to Yamashita (2004, p.3), A challenging theoretical concept is the reading attitude. She has come to believe that one's attitude toward reading is a mental state that is accompanied by sentiments and emotions that affect how likely one is to read. In this regard, a person's attitude toward reading can be summed up by whether they love reading itself or choose to avoid it. When they don't enjoy something, including reading, they can sometimes be really honest

about it. Whether it is nice or negative, they would respond on the spur of the moment. Students' reading attitudes are influenced by their feelings and emotions in reading situations.

Day and Bamford, as cited in Akbari (2017, p. 1), claim that attitudes toward reading are shaped by prior reading experiences, educational background, cultural beliefs, success and failure in reading. It can be argued that background knowledge gained through reading is necessary to shape any feeling and emotion related to reading. Positive attitude towards reading.

1. Positive attitude towards reading

According to Beers, who was referenced by Summers (2007, p. 77), children who have a positive attitude toward reading perceive reading as a chance to develop a personal connection with a material. These students desire to read independently, get to know authors, visit the library, keep reading diaries, and participate in small group discussions. When you read, you can travel to new places, enter a different world, or imagine a movie in your head. To put it another way, kids who have a favorable attitude toward reading think reading is a fun activity. They can increase their knowledge through reading. It is obvious that kids who have a positive reading attitude exhibit a lot of interest in the reading activity and the reading environment.

2. Negative attitude towards reading

According to Beers, who was referenced by Summers (2007, pp. 77–78), pupils who have a bad attitude toward reading define reading substantially differently. Reading, according to Summers, involves "calling words, pronouncing words, or just on the page." Although given a limited selection, many readers

nevertheless want to choose their own novels. Readers are unfamiliar with both the writers and the layout of libraries. The readers need assistance choosing books since they perceive libraries as "too big" and are unsure of where any of the good books are located. The pupils who have unfavorable attitudes about reading view reading as a boring activity, despise reading, feel bored when reading, and are too sluggish to read books, among other descriptors.

From all of the evidence, it is clear that reading attitude refers to a person's thoughts, feelings, and emotions when reading, which increase or decrease the likelihood that they would really read by choosing to approach or avoid it.

2.1.6 Concept of Achievement

According to the APA's (American Psychology Association) Standards for Test Construction based on Valencia, as described in Espana (2001, p. 44), achievement is essentially defined as a person's level of competence in a certain subject. Numerous intellectual and non-intellectual factors contribute to this competency. It makes the claim that success is a person's ability to learn more about their capabilities in the area they want to achieve. In accordance with Valencia, achievement may also be referred to as acquisition, learning, or knowledge representation at the experimental level, depending on theoretical biases. In order to test whether the project can be completed successfully, the knowledge is used to execute the practice.

Based on the preceding statement, achievement is the outcome of a person's competency in a particular area, which can take the form of knowledge representation and learning.

2.1.7 Assessing Attitudes Towards Reading

Reading attitude is crucial related to students' learning achievement, therefore, this reading attitude of junior high school students aimed to develop and verify the quality of the developed reading attitude instrument, analyze elementary school students' reading attitude and study the relations between reading attitude and achievement. Actually, in reading teacher must assess students' attitudes. According to Tullock and Alexander as cited in Pramita (2019, p.5) there are several ways in assessing reading attitudes towards reading; school related reading, library reading, reading at home, recreational reading and general reading

Based on Tullock and Alexander as cited in Pramita (2019, p.13), there are several techniques can be used by the educators to assess students' attitudes toward reading as follows:

1. Observation

Students should be heard by teachers while they play, eat, and converse with their peers. Additionally crucial are observations of students' solo reading and library behavior. Using a checklist to direct the observation process is frequently beneficial. The demands of the teacher and the environment at the school would determine the precise instances of behaviour. It is important to incorporate both positive and negative indicators.

2. Interview

The attitude interview is typically an organized environment where the questions are predetermined and categorized. Asking questions that are unrelated to reading at the beginning of the interview would assist the youngster become

accustomed to the environment and feel more at ease when responding. It is also beneficial to ask questions about subjects other than reading that the student does well in and about which it is presumed that he has a good outlook. Therefore, if he has negative attitudes, he might reply to the reading question negatively more often.

3. Questionnaire

One of the most classification tasks to ascertain attitudes toward reading is with a questionnaire. Students react verbally or in writing to particular questions in this method. Ten to twenty-five questions are typically asked. Comparing the questionnaire technique to an interview or an observation, it is quicker and simpler. It is useful for gathering data for program design during entire class evaluations. Another benefit is that certain programmatic or issue areas can be easily added into the instrument. It is possible to use a yes-or-no questionnaire, awarding one point for a positive response and zero or minus one for a negative response.

2.2 Related Previous Research

The following list of related earlier study findings with this research would help to complete the research's explained theory. The researcher draws on a total of two earlier studies. The first study is named "The Correlation Between Students' Reading Attitude and Their Reading Comprehension Achievement" and was conducted by Indah Windra Dwie Agustiani (2017). The goal of this study is to determine whether reading comprehension and students' attitudes about reading are related.

The information was gathered by giving out questionnaire forms and having 170 students take a reading comprehension test. In order to determine whether or not there was a significant relationship between students' reading attitude toward reading comprehension achievement of the fourth semester students of the English education study program at FKIP Universitas Muhammadiyah Palembang as well as their contribution, Pearson Product Moment Coefficients Correlation and Regression Analysis were used. The study's findings revealed that students' reading attitudes only made a very minor difference in how well they understood what they were reading.

The researcher discovered through data analysis that the mean reading comprehension achievement was 49.22, as shown in the descriptive statistics table above. However, 18.812 was the reading comprehension achievement standard deviation. The frequency of students' reading comprehension achievement varied from the lowest to highest score, which is 12 to 84. The minimum score of students' reading comprehension achievement was 12 and the highest score of students' reading comprehension was 84. Out of 170 pupils, 3 (1.8%) had the lowest score (12) and 5 (2.9%) received the best score (84). 44 percent of students achieved proficiency in reading comprehension. In other words, out of 170 students, 19 students (11.2%) received a score in that range. The RCA of the remaining students ranged from 80 to 48 or 83 students (48.8%) and from 40 to 16 or 60 students (nearly 35.2%). The researcher thinks that this finding would have an impact on everyone working in the field of education, especially English teachers.

A test of the temporal-interaction model was conducted by Rebecca S.

Martinez, O. Tolga Aricak, and Jerermy Jewell in their 2008 study, "Influence of Reading Attitude on Reading Achievement." The purpose of this study was to determine whether or not implementation had an effect on reading achievement. Reading remains incredibly challenging for many pupils despite broad attempts to prevent reading issues and an amount of data on the best techniques for improving reading skills. The extent to which affective characteristics, such as reading attitude, contribute to reading ability has drawn the attention of researchers.

In the present study, curriculum-based measurement tasks in reading (R-CBM) and the Elementary Reading Attitude Survey (ERAS) were given to 76 fourth-graders (ERAS; McKenna & Kear, 1990, 1999). Four months later, participants took a high-stakes statewide reading assessment in the fall of the following academic year. To answer the research questions, descriptive statistics, Pearson correlations, and a path analysis were produced. The results supported a temporal interactive effect (Kush, Watkins, & Brookhart, 2005) of prior reading attitude and skill on later reading achievement, showing that both reading ability ($r = .62$, $p = .01$) and reading attitude significance predicted reading achievement (Indiana Statewide Testing for Educational Progress-Plus; ISTEP+) 4 months later ($r = .22$, $p = .01$). The study's shortcomings, additional findings, practical applications, future research directions, and consequences are presented.

The researcher also discovered Agustin's research from 2021, titled "The Correlation Between Students' Reading Attitude and Their Reading Achievement at the Fifth Semester of Extensive Reading Class of English Language Education Study Program of State Islamic University Raden Intan Lampung in the Academic Year of 2019/2020." The goal of this study is to learn how to master the critical

skill of reading. Reading is an important ability to achieve in the learning process. It serves as a tool to obtain a wealth of information, particularly for students. The primary information is stated in the texts that are available in several mediums. Even if reading is crucial, students still don't enjoy it, despite the fact that they frequently excel in that subject. Actually, their reading success ought to reflect how they view reading itself. The goal of this study is to determine whether there is a relationship between students' attitudes about reading and their reading achievement in the Extensive Reading course of the English Language Education Study Program at UIN Raden Intan Lampung in the academic year 2019–2020.

The researcher is using a correlation study design for their quantitative investigation. The participants in this study were students in the fifth semester of the English Language Education Study Program's Extensive Reading class. The sample included 71 students from each of the three courses (B, D, and E). There were 50 items used to gather information on students' reading attitudes. 22 of the 50 items that were tested were valid and trustworthy and covered five different reading-related topics: reading at home, reading in libraries, reading for school, reading for fun, and general reading. The survey was completed online using a Google Form. Data on the students' reading proficiency was gathered using the lecturer's accumulation score. The percentages were 20% for the assignment, 30% for the midterm, and 50% for the final test. Data for both variables were collected, and after that, they were both analyzed using SPSS and the Pearson Product Moment algorithm. After doing the fictitious test, it was determined that the Sig (P-value) is 0.235, which indicates that the Sig. According to this study, there is a connection between students' attitudes toward reading and their reading

performance in the fifth semester of the English Language Education Study Program's Extensive Reading Class at UIN Raden Intan Lampung in the 2019–2020 academic year.

2.3 Frame of Thinking

Reading is an useful trait because it is necessary for someone to gain a lot of knowledge through reading. Reading text, particularly English language, is difficult. Different situations present obstacles for students. They have trouble understanding the material because of the implied meaning and the limited vocabulary. Additionally, because they lack drive and are averse to reading, it can be difficult for them to understand the outside world when they read. Students today believe that reading is a boring pastime that reading books is not required, and that visiting the library is unpleasant. Students believe that reading is not an exciting or enjoyable activity. Everything has to do with their reading behavior, which is generally negative. As a result of their lack of reading motivation, kids may learn less material. In that situation, pupils would be lacking in knowledge and may also have poor reading achievement. According to a framework, reading achievement and reading attitude are related in the following ways:

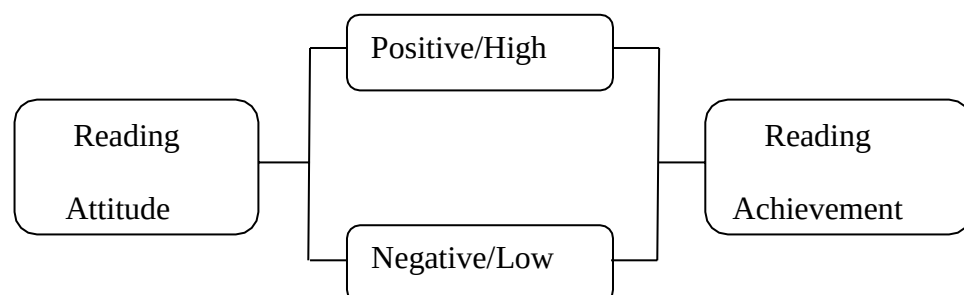


Figure 2.1 : framework of relationship of reading attitude and reading achievement.

According to that justification, it can be inferred that students' attitudes toward reading have a positive relationship with their reading achievement, as measured by their test results. The researcher also argues that if students have a favorable attitude about reading, they would grasp texts well and eventually acquire high levels of reading proficiency. In contrast, children who have a poor attitude toward reading would perform poorly in that subject.

2.4 Hypotheses

Based on the explanation, the hypotheses that can be formulated in this research are:

(H₀) : There is no correlation between Students' Reading Attitude and Their Reading Achievement of Eight Grade in English Classes at SMPN 7 Kotabumi Academic Year 2022/2023

(H_a) : There is correlation between Students' Reading Attitude and Their Reading Achievement of Eight Grade in English Classes at SMPN 7 Kotabumi Academic Year 2022/2023.