

CHAPTER II

LITERATURE REVIEW

This chapter discusses the experts' opinion that is related to the research topic. Theories are used in the literature review to support this study. It covers the theories of reading habits, reading attitudes and reading habits and attitudes of undergraduates' students.

2.1 Literature Review

2.1.1 Reading in EFL Contexts

In terms of countries where English is learned as a foreign language, such as in Indonesia, the ability to read in English is usually considered as an important skill (Iftanti, 2015). In a foreign language reading, students need to be able to do a number of things, such as scanning, skimming and looking for detailed information in a text (Harmer, 2007). It means that EFL students need to understand some of the strategies of reading. This is supported by Al-Mahrooqi & Denman (2018) in a research conducted in Oman, it was found that EFL students must be aware of reading strategy that could improve reading skills, it was also believed that reading strategies were important for developing their core language skills and also enhance vocabulary.

In terms of academic performance, Priajana (2013) found that EFL students tend to read topics that support for their studies or academic purposes rather than reading for pleasure. Also, the students are more preferred to some reading materials that are related to their needs in daily academic life (Tanjung, Ridwan, & Gultom,

2017). This is strengthened by Braguglia (2005) which state that reading activities are also needed to obtain achievements in academic terms and intellectual development. Thus, reading habits and attitudes have a big influence on academic performance. Moreover, as the university students, learning activities in university, research, writing, seminars, and discussion demanding the students to always read and obtain reliable knowledge and information, so that the quality of learning outcomes continues to increase.

2.1.2 Reading Habits

Reading habits as to how regularly, how much, and what the readers read (Shen, 2006). It is a pattern of how an individual organized behavior reading continuously. On the other hand, the finding of reading habits by Mokhtari & Sheorey (1994) found that reading habits was related to gender, age, educational background, academic performance, and professional growth. In addition, Sangkaeo (1999) defined reading habit as a behavior expressing the likeness of reading of individual reading types and reading tastes. From the definitions the researcher above, it can be inferred that reading habit is an activity performed continuously and it is something that built from self, both related to academic or non-academic reading.

For healthy intellectual growth, a good reading habit is essential and it plays a very crucial role in enabling a person to achieve practical efficiency (Noor, 2011). In addition, in enhancing reading habits, learners are likely to will make better improvement and progress in all other areas of learning (Ahmed, 2016). Therefore,

Noor (2011) stated an individual gets confirmation or rejection of one's own ideas by reading books, which makes one think about right and wrong in society more critically. For college students, reading activities are daily routine because the tasks require to continue reading the texts relentlessly. In addition, college-level reading should include both "accurate understanding of the text's literal meaning" and "reflecting on the broader meaning" (Ely, 2001, p. 432).

According to Green (2002), reading habits are best grown at school age since it can last one's lifetime. Furthermore, Iftanti (2015) states that the success of reading habits is helped by some factors such as students' home environment consists of parental influence, parental involvement, environmental influence, social class, and accessibility to reading materials. In this case, the environment also has an important role in reading habits. Moreover, the role of parents in parenting is also important to encourage students reading habits. In addition, Iftanti (2015) states that a habit of reading is not only constructed in an individual but also influenced by some external factors such as environment, education, social background, and facilities. Therefore, facilities provided by parents also help students in developing reading habits, such as book and laptop.

2.1.3 Reading Attitude

Alexander and Filler (1976) define reading attitudes as a system of feelings related to reading which cause the learner to approach or avoid a reading situation. Meanwhile, reading attitudes as the willingness of the students toward reading activities (McKenna, Kear, & Ellsworth, 1995) and as a perspective, accompanied by feelings and convictions about reading (Smith, 1990a). It means that if someone reads without having a high willingness to read, then that person will not read seriously and wholeheartedly. In addition, Isakson et.al (2016) stated feelings towards reading can be positive or negative and can be reinforced by past experiences that are satisfying or disappointing.

Moreover, positive reading attitudes relate to life-long reading and learning (McKenna et.al, 2012). Thus, positive reading attitudes lead to positive reading experiences, which also lead to higher academic performance (Karim & Hasan, 2007). Therefore, attitude toward reading is the most factor influence students' success in academic performance and learning. This is supported by Isakson et.al (2016) they believe that if college readers use academic reading behaviors that are appropriate to the task, they are more likely to have successful reading experiences that lead to more positive attitudes. It means that students' positive attitudes are the most factor which influences students' success in learning.

Studies point to a number of factors that can affect toward positive reading attitude. According to Karim & Hasan (2007) stated factor that contributed to a positive attitude among adolescents: believing that reading is important, enjoying

reading, having a high self-concept as a reader, and the last having a verbally stimulating home environment. Moreover, Bastug (2014) stated a positive attitude toward reading make a contribution to the amount in reading, variety in reading and affect the students' success. In another hand, Sani and Zain (2011) find out the students with a positive attitude toward reading have a stronger reading ability. It means positive reading attitudes have a good influence when reading becomes an activity that students usually do, can grow a positive attitude toward reading.

2.2 Theoretical Framework

Based on the description that has been raised previously and some construct theories that have been noted above, the variables involved in this study can be formulated through a framework as follows:

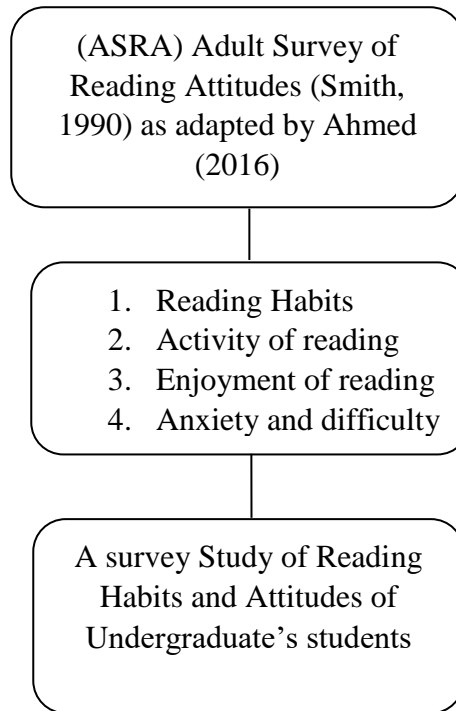


Figure 2.1 Theoretical Framework