

CHAPTER II

LITERATURE REVIEW

This chapter explains about theories of reading and attitudes for writing. This chapter consist of a literature review about reading habit, and reading attitude, relevant studies, and the theoretical framework of the research.

2.1 Reading Habits

Reading habit talk about time and choices about what are you reading as stated by Nadelson et al., (2013) as cited in Ho, (2016, pp. 16). According to Iftanti (2012), frequent repetition of reading practices makes the second nature of the EFL students' daily activities called reading habits. Based on Zwiers, (2004), reading habits more clearly describes the unconscious processes that are involved in constructing meaning from text automatically. It also supported by Linse (2005) state that reading habit is a set of skills related to the making of flavor and fosters the meaning of the word in a text. The reading habits are activities that consist of aspects of vocabulary mastery, linguistic knowledge, and strategy or reading techniques.

According to Wagner (2002), reading habits are often associated with the amount of the readings' frequency, the substance read, and the average time spent in reading. Same as Shen (2006) identifies reading habits relate to frequency, numbers of reading, and what the readers read. In another opinion, reading habit refers to the behavior that relates to the likeness of reading and tastes of reading (Sangkaeo, 1999). According to Palani (2012), reading habit is a crucial aspect for creating a literate society in this world. Similarly, Loan (2009), moreover, stresses the importance of reading by believed that individuals with good reading habits have the chance to widen their mental and to multiply their opportunities. Thanuskodi (2011) add that reading habit is one of the strong influences in one's personal development and social progress in general.

A reading habit called good when read fluently, spontaneous (Morris et.al, 2006), accurate (Schwanenflugel et al., 2004), a lot of practice, have a lot of time to reading, and a good expertise in English (Akyay & Ogeyik, 2009; Renandya, 2007) as cited in Iftanti (2012). Then Ahmed (2016) add a good reading habit can improve insight and the capability to use the target language more effectively.

2.2. Reading Attitude

Individual factors, such as confidence self and resulted in reading evaluated determine reading attitude (Van Schooten et al., 2004). In other words, based on Broeder and Stokmans (2013), the attitude in reading has two crucial elements, called hedonic (it is about what you are feeling in reading) and influential (positive impact of reading) perceptions as cited in (Ho, 2016, pp. 14). Attitudes of reading viewed the majority crucial predictor of reading behavior (Broeder & Stokmans, 2013; Van Schooten & De Gloppe, 2002, as cited in Ho, 2016, pp. 15). Karim and Hassan (2007) stated that reading attitudes relate to total time for reading and frequency they read genres of books as cited in Ho, (2016, pp. 29).

Based on Ajzen & Fishbein (1980) expound attitude talked about negative or positive in behavior ways, that applies in any case, like in learning English. It can be applied in reading skill. According to Smith (1991) as cited in (Ho, 2016, pp. 14-15) explained that reading attitudes is a condition of mind, feelings, and emotions. In addition, Van Schooten, et al (2004) as cited in (Ho, 2016, pp. 14) explained reading attitude is decided by personal factors, such as confidence self and resulted in reading evaluated. In other theories said what are you felt when reading called reading attitude. It is at the bottom of learners near to or refuses a reading condition (Alexander & Filler 1976, as cited in Annamalai & Muniandy 2013, pp. 33). Attitude in reading is explained also by McKenna, Kear, & Ellsworth (1996) as cited in (Annamalai & Muniandy 2013, pp. 33) as

a structure correlates to a feeling in the reading that causes the reader near to the readers or refuse a reading situation. Finally, Ajzen & Fishbein (1980) as cited in (Annamalai & Muniandy 2013, pp. 34) explained the reading attitude refers to the nature towards activity in reading personally.

Don and Osman (1987) as cited in (Ahmed, 2016, pp. 191) suggest a positive attitude towards reading can be achieved by scholars through some programs are reading games, reading at leisure, reading silently and through habit building.

2.3. Relevant Studies

Some previous research is applicable to this study. Firstly, a research from Ahmed (2016), in his research to explored habits and attitudes in reading of the ESL students courses' of undergraduate in Malaysia at a general university. The research findings showed overall they had a positive reading attitude with all of their minimal enjoyment, anxieties, and difficulties they felt. Ismail & Elias (2009) as cited in (Ahmed, 2016, pp. 192) also supported, they were found that the majority of the 300 Part One Diploma students have a positive attitude towards reading. Then Susana and Mathai (2003) add in their study that reading attitude is not a priority for 250 students at Penang although they were aware of the urgency of it. Although their reading attitudes are intensive but they could not manage their time to reading extensively.

The results are slightly different from Subashini and Balakrishnan (2013) as cited in (Ahmed, 2016, pp. 192) that these students in Malaysian Polytechnic have low interest in reading and they do not enjoy reading than doing other technology activities.

Most of the previous studies are conducted in ESL, there is not yet been in EFL, especially in students of Accounting program. Thus, the previous studies above is related to this research on topics raised focus on reading habits and attitudes, but different context of respondents that is Accounting program.

2.4 The Theoretical Framework

Generally, this research contains reading habits and reading attitudes preference used by students of Accounting program as the principal topic. Moreover, this research use a questionnaire to discover what are the habit and attitude of these undergraduate students.

As stated by Smith (1991) reading attitudes is a condition of mind, feelings, and emotions. For Smith (1991) reading attitudes can be quantified by three sub-scales consists of activity in reading, enjoyment of reading, and anxiety-difficulty. Reading activity represents that varied types of reading activities, enjoyment of reading represent that the level to which the person reads for pleasure, and anxiety-difficulty in reading represent that the level to which the person experiences problems or becomes anxious when reading.

Reading attitude can be a source to discover how someone enjoys in reading. Whether he enjoys it or simply avoids reading because the reading attitude of a person can be affected by mood. Thus, we need to have knowledge the reading attitude of someone, so that we can categorize the level of awareness of a person in reading.

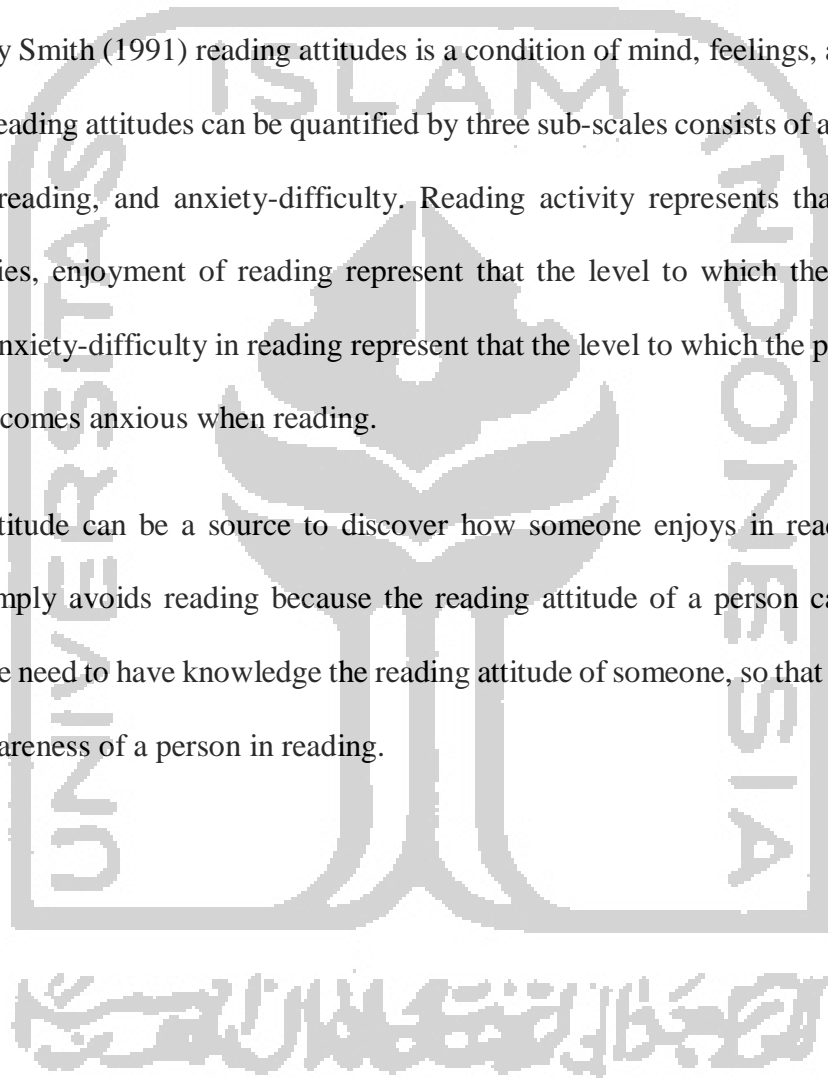


Figure 2. 1 Theoretical Framework

