

CHAPTER II

LITERATURE REVIEW

A. Definition of English Language

English is one of the international languages and is the language used as a medium of communication and the first international language used to interact with other people around the world.

English is a Germanic language which was first spoken by the United States, England and so on. And for its use, almost 60 countries use English. English is also used on every international standard flight in various countries. Therefore, learning English is one of the needs that must be learned.

In Indonesia, learning English is still not stable because most of the English language is one of the lessons that is enough to make the results interesting in learning English on the contrary learning English will make you dominate the world even many companies and Indonesian product brands offer scholarships abroad of course for those who can master English.

According to (Maduwu & Pd, 2016), with good English skills, good competitiveness, which is useful for our country. However, that does not mean that the mother tongue is not important, learning it has become a must mastering the mother tongue. But, by adding insight in learning other languages it will make the future of someone especially good at it easier speak English.

Johann Wolfgang Von a character from Germany states "*Those who know nothing about foreign language, they know nothing about their own*" (Handayani, 2016). From Wolfgang's statement we can take meaning about how important it is to master the language foreign other than the mother tongue or the national language of their own country. Wrong an important foreign language for mastered is English. The use of English has also begun to be widely used in non-educational fields such as economics and business in education for example, many from children and even students are trying to

learn and understand English in order to continue studying abroad and even take moderate and fantastic courses to be able to fluent in English.

Where as in the business world mastering English can be the main key for everyone to make it easier to do business with someone from outside their country. Even in economic terms mastering English is important with increasing global competition demanding someone to be more creative in the digital world and social media. For example, wanting foreign artists to become brand ambassadors for their products will certainly be easier for someone who knows how to use English to communicate.

B. The Overview of Reading

1. Definition of Reading

Reading can also be interpreted as an individual's process of obtaining meaning from print. Reading activities are not just passive and respectful activities, but require the reader to actively think while looking at the words in the book. In the context of teaching and learning such as at school or on campus reading is seen as a process towards understanding as a measurable product. Reading is one type of language ability through receptive writing because by reading someone will gain information, knowledge, and new experiences that have never been known before. Everything that is obtained through reading it will enable the person to be able to heighten the power of his mind, sharpen his views, and broaden his horizons. This has an impact on the ability to finish school and live an easier life.

Reading activities require understanding, interpretation and assessment of information and responses to reading, so that a thinking process occurs. The development of thinking skills of each individual can be achieved through reading activities. During reading, individuals gain useful knowledge to increase their thinking capacity. As stated by Basuki (2012) which states that reading activities is something important and fundamentals that must be developed within order to improve quality education". Speaking ability, listening is important but also reading. One of

the skills that is no less important is reading often, especially in English for a long period of time, often making a person familiar with every previously unknown vocabulary and enriching the vocabulary of the language.

2. Types of Reading

a. Intensive Reading

Text reading or passage is an example of intensive reading. Reading is done to gather information. The learner reads to gain knowledge or to analyze the text. The goal of reading this is to read less text. A type of intensive reading is when a learner reads books to gain knowledge.

b. Extensive Reading

Material for extensive reading will be chosen at a lower difficulty level than material for intensive reading. The extensive reading program will prepare students to read fluently and directly in the language without the help of a teacher.

c. Aloud Reading

In teaching of English reading aloud also play important role. Reading aloud training should begin at the primary level because reading aloud is the foundation of word pronunciation, and teachers should be aware of this.

d. Silent Reading

Silent reading is a crucial skill in English teaching. Reading should be used to help students improve their reading skills. Silent reading is also used to gather a large amount of information. The teacher must make them read silently so that they can read without difficulty.

3. The Importance of Reading

In the world of education, reading skills are very important. Reading can help to broaden the mind and give us more ideas. Reading also helps develop thinking in a way that was never possible before with imagination and allows us to dream.

(Shofaussamawati, 2014) By getting used to reading, a person will have broad knowledge horizons, open creativity, high imagination, advanced and developing thinking and become the forerunner of intelligent and intellectual human empowerment.

Reading can inspire when one is bored. Reading can also train our minds to focus, moreover reading can get us out of the constant 'multitasking' mindset. Especially in learning English, reading can help someone find new vocabulary from the books or texts they read.

4. Factors In Reading

Several factors influence the process of understanding (pandavas, 2009). These are:

a. Cognitive factor

Factors relating to a person's knowledge, experience, and intelligence level (thinking ability).

b. Affective Factor

The factors are associated with the condition of emotions, attitude and situations.

c. Factor of reading text

The difficulty of reading are influenced by word choice, structure, content and language used.

d. Factors of language acquisition

Factors related to the level of proficiency associated with vocabulary, structure, and text clement.

C. The overview of Reading Interest

1. Definition of Reading Interest

Reading interest is the desire and tendency to carry out a reading activity in order to obtain ideas and information. Vig and Sharma (2014) define reading interest as a personal variable which means a characteristic in an individual, which takes time to develop, but becomes stable with the

passage of time towards a particular topic or domain and is influenced by the level of knowledge, values, and positive feelings.

Interest in reading can cause special attention to reading. Students will actively read if they are interested in reading. To excel in reading, students must be willing to learn. Students must be willing to learn to be successful in reading. Because it has the potential to make reading as a habituation activity for them.

Sinambela (2015) states that in reading activities and interest in books, reading interest is a positive attitude and has a sense of self interest. Khairudin (2013) defines reading interest as whether students like reading in their spare time or not.

Time or at home or whether they like to go to the library.

In addition, reading interest is also determined by the number of books read in a month and students' reading time in a week as well as the preferred genre and type of English reading material. Enjoyment of reading and awareness of the benefits of reading are two aspects of interest. Furthermore, reading activity has a significant effect on interest. Interest is a sense of preference and connection with activities without anyone being forced to do them (Djali, 2011). Furthermore, everyone has a strong desire to relate to something that brings pleasure and happiness.

From the statement above, researcher can include internal factors such as interest because in learning to read the learning process does not require the only subject.

2. Factors Influencing Interest in Reading

According to Simanjuntak (1988), interest is not fixed character since his birth, and it is not a thing that cannot change. One interest is not his/her nature but it develops through several steps as well as his growing. Like ones age, interest change in from and content, that is why every step in age is followed by an improvement of interest. Interest can be created and kept, so that a teacher is expected to do good things to the students.

Alexander (1988) classify the factors influencing interest in reading in two main heading, as follows:

a. Personal

The factors included in this category are; age, gender, intelligence, reading, ability, psychological needs and attitude.

b. Institutional

The factors included in this category are availability of books, socioeconomic status and ethnic background, peers, parents, teacher influences, television and movies. Furthermore, the factors that have influence on reading interest are availability of material, attitude towards reading, the competition for leisure time between reading and leisure time activities, guidance towards higher quality of reading and reading comprehension. Forming the reading interest it takes a long time for interest in reading to become a habit, because certain factors affect the development of students' interest in reading. Generally, the factors affecting interest in reading are divided into two types, they are internal and external factors. Internal factors are factors that come from within students, such as innate awareness and perception. Similarly, Prasetyono (2008) as cited by Khasanah (2015) states that the internal factors that influence students' reading interest are intelligence, age, gender, literacy, perception and psychological need. In contrast, external factors are factors that come from outside the student himself. For example, there are; 1) environmental factors, it can be from family environment, higher education and even society; 2) lack of suitable reading materials, 3) social forms and 4) ethnic groups. These external factors influence motivation, willingness and tendency to always read. Prasetyo (2008) also points out that some other factors are that students follow common practices and feel lazy about reading.

Hartadi (2009) as cited in Khasanah (2015, p. 30), explained that there are some external factors that affect the reading interest, they are:

- 1) The learning system In Indonesia does not make the students/college students to have high interest in reading from what have been taught and they do not seek the information or knowledge more than what have been taught in the class.
- 2) The internet is a visual tool that can provide the latest information or up to date. Unfortunately, the internet mostly used for not useful things. The searching on the internet is mostly in the form of inappropriate visuals for public consumption, particularly to the students and children.
- 3) There are so many entertainment places, like recreation, karaoke, mall, supermarket and etc.
- 4) There is a culture of reading which is still not inherited by our ancestors, it is seen from the habit of mothers who often do storytelling to their sons or daughters before his/her child sleep. However, this is only applied verbally or orally and it is not accustomed through reading.
- 5) The allocation of time for reading is minim, parents are busy with various activities at home or at the office and some of them help find additional income for the family so that they are not supervised in reading.
- 6) Libraries are few compared to the population and sometimes far away and people think books are very expensive.

In addition, Handoko, president of the Daily Reading Interest community, agrees that the factors affecting reading interest are: 1) Indonesia education system, which still does not interest students, including college students, 2) television entertainment and the number of games students receive do not want to read , 3) Internet abuse , Lompost (2013), cited by Khasanah (2015). Also, Prasetyono (2008) states that other factors include the name of the books, the language and content, less interesting, the pages of the books and the price of the books.

In short, it can be said that the factors influencing interest in reading are internal and external factors. Internal factors come from the individual himself, for example the need to read, the activity of searching for information, the desire to always read, to know the purpose and benefits of reading. However, external factors come from outside the individual, such as technology, access to information, environment, and parenting. Reading is influenced by two aspects, supporting and hindering factors. Supporting factors increases students' interest in reading. At the same time, the inhibition of factors reduces the interest in reading.

3. Indicators of The Students' interest Instrument

In compiling a student reading interest questionnaire, the researcher used four indicators among the aspects mentioned by Skinner (1984) as follow;

a. Pleasure

Pleasure will display an expression of one interest in certain peoples objects.

b. Willingness

Motivation is behavior that will generate will, attention, and concentration on a particular object.

c. Consciousness

someone can be said to be interested in an object if he has awareness and of course will.

d. Attention

When students observe an object, they only feel whether it will attract their attention Researcher can find out students' interest in English texts from the four aspects above. From the pleasure indicator researchers can find out student interest because pleasure seems to come from willingness, interest in reading will be known from the effort which means the desire of motivation which is controlled by the mind. Researcher can also find out students' reading interest from their awareness to read texts and awareness to learn English from within the

individual when students have a will can be seen from students' attention in studying English texts, whether students try understand the text or not. When students read English texts, they only see what they notice. Can know what they are interested in reading the English text or not from the results in answering from the list of questions.

According to Dawson and Bamman in Rachman (1985) also mentions There are four principles that can influence reading interest, following:

a. Attitude

Students who can find reading material that suits them have a good attitude in reading and this attitude refers to how high their interest in reading is. Attitudes here can come from two factors, attitudes towards reading materials, especially English texts regarding attitudes towards classmates or teachers and the way students deal with the environment such as teachers and classmates who invite them to discuss English texts.

b. Habit

Students' reading habits can be a reference for their reading interest seen from how often students do reading activities, this shows their interest in reading a text, especially English texts. If they already need reading in their lives, their interest in reading will automatically increase. Meanwhile, if students rarely do reading activities, it indicates their reading interest is lacking.

c. Facility

Adequate facilities will support interest in reading, including parents also providing materials such as books and the same goes for university libraries that provide complete and updated materials, of course it is an attraction among students and of course this is one of the factors.

d. Motivation

Motivation is an act that supports an activity that has an impact on a subject. Student interest can be known if someone likes to find

information. If students get motivation from the environment or other people maybe they have a higher interest reading compared to students who do not get motivation. From this it can be said that parents or teachers as external factors can trigger interest read them. From the theories of the two experts above, the researcher made a questionnaire on students' reading interest from four aspects as mentioned by Skinner (1984). Among them pleasure, will, awareness, attention.

D. Previous Study

In this research, the researcher found other researchers who could show similarities with the research being studied. Previous research that researchers found were:

First, research conducted by Kurniawati, (2016) titled "Students' Interest in Reading" to students of the English Study Program of IKIP PGRI Pontianak. The results of statistical calculations show that the average value of the Reading indicator is greater than 2.68, indicating that reading material is the most important factor influencing students reading interest. However, entertaining reading story books and romantic story books are the preferred reading materials reading also does not turn into a hobby. This is further evidenced by the fact that they spend less than an hour reading. Lecturers must continue to motivate students by providing assignments that will encourage them to read.

Second, Maulidar (2018) titled "An Analysis of Students' Interest in Reading at UIN Ar-Raniry " In this study, the authors found that English language learners' interest in reading is generally low. The percentage is 47.5% of the students who answered read several times. In addition, sometimes produced materials before learning with a ratio of 47.5% of the books they read frequently were new. The genre was humor. They preferred to read Indonesian books than English books. Because they thought that a book in English was so difficult to understand.