

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter the researcher presents preview of related literature which supports this study. Thus, the researcher divided the following sections into: reading, reading attitude, and frequency of reading.

2.1 Reading

Pang (2003:6) said that Reading is about understanding written text. It is a complex activity that involves both perception and thought. Reading consists of two related processes : the first is word recognition; it refers to process of perceiving how written symbols correspond to one's spoken language. The second is comprehension; it is the process of making sense of words, sentences and connected text. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience knowledge, experience with text and other strategies to help them understand written text.

The habit of reading opens up new worlds and opportunity for students. It enables to gain new knowledge and enjoy literature. Briefly pang (2003:6) state that learning reading starts with the learner in mind, the background knowledge of learner will affect the type of method and material used. It is because texts are written with a specific audience in mind, knowledge is presented in texts and it is assumed that the reader is familiar with such knowledge to make easier reading a text.

2.2 Attitude

An attitude as a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor (Gawroski, 2006;3).

Based on Azwar (2003:5), an attitude is a type of evaluation or recreation of feeling, students' attitude concerning object have two kinds that are favorable and unfavorable. Favorable is attitude that gives good effect for students like motivation, interesting, and positive feeling. Unfavorable is attitude that gives bad effect for students in learning like laziness, hatred, and fright.

2.3 Reading Attitude

Attitude is a predisposition or a tendency to respond positively or negatively towards a certain idea, object, person, or situation. There are several meanings about reading attitude ; Alexander and Filler (1976) state that Reading attitude has been defined as a system of feelings related to reading which causes the learner to approach or avoid a reading situation. Students have negative attitudes toward in school reading because they are not given a choice of material, there is not enough time to read independently in the school day, and in school reading does not mesh with their likes and interests. Krashen (2002) explain that the attitude fulfills a fundamental role in the development and use of a students' lifelong reading skills. Reading attitudes are as significant as a student's ability to read (Tunnell, Calder, Justen & Phaup, 1991). Student's reading attitude determines their future successes in reading and writing. The attitude fulfills a fundamental role in the development and use of a students' lifelong reading skills

(Krashan, 2002). The student's attitude toward reading is a central factor affecting their performance as a reader (Lipson & Wixson, 1992).

The researcher have chosen to use Alexander and Filler (1976) theory as the framework. According to Alexander and Filler, An attitude about reading refers to how a student feels about reading and what type of reaction he or she has to reading. Students with a positive attitude feel that reading is pleasurable, while students with a negative attitude do not. Attitudes influence a student's desire to read.

In the other hand, there are several studies about correlation between reading attitude with the other components such as : *Reading attitude and Achievement*. Some studies have found that there was no statistically significant relationship between attitude and achievement level (Parker, 2004). In each case, students with more positive reading attitudes tend to have higher achievement levels with regard to reading. Though a correlation is present between these two factors, the direction of this relationship has not yet been determined. One of the landmark studies that determined a correlation between reading achievement and reading attitudes was the research of McKenna, Kear, and Ellsworth (1995), they were produced a new assessment for reading attitudes called the Elementary Reading and Attitude Survey(ERAS). This new tool led to extensive research surrounding the nature of the fourth grade slump and the impact of reading attitudes on other reading components. The ERAS divides reading into two parts: Recreational and Academic reading. Recreational reading is the reading that students complete for pleasure or personal purposes, while academic reading involves reading to learn. Another key difference is that recreational reading is

done by choice, while academic is usually the result of school assignments. To assess elementary school attitudes, McKenna and Kear's ERAS(1990) contains pictures of Garfield the cat. Each Garfield depicts a different emotion ranging from happy to upset. Students listen to a survey administrator read statements about reading in or out of school, and they circle the image of Garfield that best matches how they feel in the described situation. At the end, the administrator adds the number of points the child obtained for academic and recreational reading to determine an attitude score. Because of the potential benefits of this scale, it is available to all educators free of charge and has been used for research on reading attitudes in many instances.



The four faces of the "Garfield Scale"

Ogle and colleagues (2003) determined that recreational reading, especially reading of fiction, is an indicator of reading achievement on the combined reading literacy scale. Logically, students who read outside of school will apply reading skills and strategies more often than children who do not read outside of school, increasing reading ability. The students who are most likely to read outside of school are students with a positive attitude toward recreational reading.

Anderson, Tollefson, and Gilbert (1985) studied the relationship between reading attitude and reading behavior of two hundred and seventy six identified gifted students. The study showed that reading is an activity in which gifted students engage and in which they perceive as being both easy and enjoyable.

Children who hold an exceptional ability in reading and working with text information are considered to be gifted readers (Levande, 1993; Mason & Au, 1990). Gifted readers hold a number of traits that are not as often seen in the regular education student such as: reading well above their grade level, possessing advanced vocabularies, the ability to do well on tests, as well as being overall avid readers (Vacca, and Gove, 1991). Interestingly, Scher and Baker (1994) studied the relationship between the home literacy environment and reading attitudes. Sixty five first graders completed a Motivation for Reading Interview and their parents answered interview questions about the students' reading attitudes and home literacy environment. The results of the study suggested that there was no correlation between reading attitudes and the home literacy environment. If the reading attitudes of these first graders were not affected by the home literacy environment, it is possible that older students will not be affected differently.

In the past, reading educators and researchers have shown an interest in the reading attitudes of students and what influences their academic achievement in reading. Teachers do not appear to fully understand the importance of reading attitude in teaching reading. Combined with the pressure previously stated about teachers and the pressures of testing, many teachers do not know how to find the time to review students reading attitudes. A survey of teachers in 1984 by Heathington and Alexander revealed that teachers do believe that attitude plays an important role in reading and reading development, but few of them took the time to evaluate their own students' attitudes toward reading or in making an effort to try to improve them (Howard, 1988). McKenna, Kear, Ellsworth's model has

integrated many of the idea of all of these models into one. This model suggest that reading attitude are a product of three main factors :

1. The general beliefs a reader has about the outcomes of reading ; a reader judges the desirability of the outcome of his/her reading.
2. The readers motivation to meet others expectations and conform to them.
3. Specific past reading experiences.

By understanding a students' reading attitude and the factors by which the attitude is affected, teachers can work to improve the attitude.

2.4 Frequency of Reading

Aaroutse and van Leeuwe (1998) further state that reading frequency and attitude as a whole have an impact on each other in the early grades. There is opinion that reading attitudes and frequency decline as students grow older (Anderson, Tollefson, and Gilbert, 1985). Unfortunately, the measure of reading frequency was amount of books with no regard for the length of the books or the actual amount of time spent reading.

The researcher have chosen to use Aaroutse and van Leeuwe's statement as the researcher's framework. According to Aaroutse and van Leeuwe (1998) that Frequency of reading means the number of reading within a given time period. The measure of reading frequency from the actual amount of time spent reading.

There are several researches related with this variable and the other components, such as: *Reading frequency and Motivation*. On the other hand, motivation to read and reading frequency have been found to influence each other (Cox & Guthrie, 2001; Wang & Guthrie, 2004; Wigfield & Guthrie, 1997). Students who are highly motivated to read are more likely to do so, while students with low motivation often choose not to read. Because motivation is the driving force prompting people to do things, it is logical that motivation would affect the frequency of reading. The real question is does frequency of reading influence motivation. Many theories surround the topic of motivation and how to motivate students (Ford, 1992; Wigfield & Eccles, 2000). One of these theories is the motivational systems theory by Ford (1992). In this theory of motivation, Ford contends that the key to motivation is value and the perception of attainment. People will be motivated to work toward goals that hold value and that seem possible. On the other hand, people are less motivated to perform a task that holds little value or seems unattainable. This is true for students in reading class. They are unlikely to read texts that they do not value or that seem too difficult.

Wigfield and Guthrie (1997) also found that motivation is a predictor of reading amount and breadth, as is the amount and breadth of past reading. To do this, 105 fourth and fifth grade students completed the Motivation for Reading Questionnaire, which measures motivation, and the Reading Activity Inventory, which measures reading frequency. These were administered twice during the school year. A correlation was determined between reading motivation and reading frequency in this study. These studies indicate that motivation is a predictor of reading frequency. Because control groups were utilized in both

studies to extinguish the influence of other reading components, the researchers were able to isolate the factors of motivation and frequency.

In addition to a correlation between reading motivation and frequency, there appears to be a significant relationship between reading frequency and achievement. The more a student reads, the more opportunities the student has to practice skills and strategies. Increasing the frequency with which students read will increase reading abilities and achievement scores. Brown (2008) contends that extensive reading will result in improved vocabulary, reading, and writing skills. Constant reading provides chances to practice reading skills and strategies learned during direct instruction.

To explore the correlation between reading frequency and achievement, Chard and Kameenui (2000) observed 20 first grade classrooms. The number of instances of oral reading in the classroom was documented, as well as the number of other literacy practices. The results of the study indicated that struggling readers read significantly less than average and above average readers. Despite the significance of the relationship between the two factors, it was not discovered whether frequency determines achievement.

On the other hand, not all researchers agree on the relationship between text comprehension and reading frequency. Wang and Guthrie (2004) did not find a significant correlation between the two components when studying students in America and China. In this study, motivation was a controlled factor so that comprehension and frequency could be studied exclusively. When isolated, there did not appear to be a relationship between the factors.

2.5 The Correlation between Reading Attitude and Frequency of Reading

Unlike reading achievement and attitudes, the relationship between reading attitudes and frequency has not yet received sufficient research, but according to researcher's opinion, this study is needed to be done because reading attitude and frequency of reading are correlated. If students have positive attitude in reading, they have high frequency in reading. If students have negative attitude in reading, they have lowest frequency in reading.

There are some researches related with this study, In 1980 Doris Roettger conducted a study of the differences between attitude scores and actual reading performance of fourth, fifth, and sixth grade students. This study found that the students had different expectations for reading, which in turn, had an impact on their individual attitudes. Then in 1985, Walberg and Tsai from the university of Illinois at Chicago studied and measured the correlation of attitude and achievement. Their findings show that there is a strong correlation between the two factors. Finally in 1994, Ley, Schaer, and Dismukes conducted a study of the correlation between reading attitudes and behavior over the course of three years with a group of one hundred and sixty four students. Once again, it was found that there was strong positive correlation between attitude and behavior.

Based on the explanation above, the previous research about it was conducted only at ESL students in elementary grade, so the researchers still conduct this study about correlation between reading attitude and frequency of reading into EFL students in junior high school students, because this research isn't given to them yet.

2.6 Summary

Attitudes, achievement, and frequency have been studied in elementary schools in search of a solution. In the past some decades, researchers have come to find relationships between attitude and achievement and achievement and frequency. Unfortunately, the correlation between attitude and frequency has not received sufficient research. Based on this reason, the researcher will conduct this study by correlate the reading attitude and frequency of reading.