CHAPTER II

LITERATURE REVIEW

This chapter discusses some topics related to Reading, Reading Motivation and Reading Competence.

2.1 Reading Motivation

2.1.1 Definition of Reading Motivation

Motivation for reading is an important factor contributing to the positive development of such reading skills (Guthrie, Wigfield, Metsala, & Cox, 1999; McElvany, Kortenbruck, & Becker, 2008; Morgan & Fuchs, 2007; Petscher, 2010). Motivation for reading is a multifaceted component that includes aspects such as reading goals, intrinsic and extrinsic motivations, self-efficacy, and other social motivations for reading (Guthrie & Wigfield, 2000). Motivation for reading is particularly important as it relates to self-concept and the degree to which students value this activity (Gambrell & Marinak, 2009). Motivation for reading is defined as the habitual willingness to initiate reading activity (Schiefele et al., 2012; Wigfield & Guthrie, 1997). Intrinsic and extrinsic forms of motivation for reading depend on whether the reading activity itself is perceived as satisfying and rewarding (intrinsic reading motivation), or whether the reading activity is associated with good school grades, praise, etc. A distinction is made according to whether or not they help significantly in achieving external results. From parents and teachers (extrinsic reading motivation) (Baker & Wigfield, 1999; Wang & Guthrie, 2004; Wigfield & Guthrie, 1997).

2.1.2 Intrinsic Reading Motivation

Intrinsic reading motivation is defined as the willingness to read because the activity is intrinsically satisfying to the person (De Sixte, R, et al, 2012). For example intrinsic motivations for reading, consisting of curiosity to learn about a particular area of interest, pleasure in reading interesting material, and challenge in learning complex or difficult ideas, is an important element in help students become

competent readers (Wigfield 1997a, b). Wang and Guthrie (2004) three constructs—Curiosity, Involvement, and Preference for Challenge—were associated with intrinsic motivation, indicating that intrinsically motivated readers would read to learn about topics of personal interest, to gain pleasure from reading interesting materials, and to gain satisfaction from tackling challenging ideas presented in text. Intrinsic motivation is seen in young newborns, who continuously try to grip, toss, bite, crush, or yell at new items they discover, despite no discernible external pressure to do so (Oudeyer & Gottlieb, 2016). Wigfield and Guthrie (1997), stated the first two aspects of motivation are based on the work on self-efficacy. Reading efficacy, or the conviction that one can be effective at reading, and reading challenge, or the gratification of learning or digesting complicated concepts in literature, are two of these qualities. Reading curiosity, the desire to learn about a certain topic of interest to the kid, and reading involvement, the delight of encountering various types of literary or informational texts, are two components of intrinsic motivation and learning objectives. (Wigfield and Guthrie, 1997). Intrinsic motivation encompasses curiosity (wanting to learn about a specific topic), involvement (enjoying literary or informational texts), and reading challenge, (the satisfaction of mastering or assimilating complex ideas in text) were examined (McGeown et. al., 2011).

2.2 The Concept of Learning and Development

Furthermore, in the mid-1970s, the Center for Educational Technology at Florida State University proposed the ADDIE paradigm (analysis, design, development, implementation, and evaluation). The ADDIE concept is now widely recognized technologically on a global scale, and it has been studied extensively in the West (Allen, 2017; Branch, 2018; Bugis, 2018; Lin, 2015; Peterson, 2003). Some academics claim that this paradigm is adaptable enough to varied educational situations and, as a result, is highly appropriate for incorporating technology into training (Davis, 2013; Hsu, Lee-Hsieh, Turton,

& Cheng, 2014; Peterson, 2003). The ADDIE model is the most often utilized framework among instructional designers (Morrison, 2010). It offers flexible guidelines that assist instructional designers in developing successful support aids in

five (5) phases referred to as Analysis, Design, Development, Implementation, and Evaluation. Rapid prototyping is one of the enhancements introduced to this concept (Y. Ahmad, 2013). If all processes of prototype development are completed completely and accurately, it is more likely to result in success than failure (Gökkaya & Güner, 2014). In this scenario, ADDIE was a methodical process that assisted the teacher in designing learning assignments that would take place in a virtual SL environment, ensuring SL's role as a tool helping teaching and learning (Wang & Hsu, 2009). The ADDIE paradigm has the benefit of being simple to apply and adaptable to curriculum that teaches information, skills, or attitudes. However, regardless of the methodology utilized, an organized, comprehensive approach to curriculum creation will help educators fulfill the requirements of their students (Lawrence, 2016). The majority of the research is explanatory or exploratory in nature; the research that does focus on implementing ADDIE is confined to constructing one-time, subject-based information literacy sessions or stressing it as a viable tool for developing a planned program of library teaching (Guder, 2014; Koneru, 2013; Summey & Valenti, 2013). A case study of two embedded librarians working with a faculty member to build IL modules for an online course using ADDIE; the commentary in the paper gave a fair view on the process and outcomes from both the librarians and the faculty member (Easter, Bailey & Klages, 2014). ADDIE was used to adapt three four-hour sessions for first-year medical students as part of an evidence-based medicine programme (Reinbold, 2013). Librarians were able to "demonstrate both measurable results and meaningful impact in their role as educators" because to this iterative procedure (Reinbold, 2013, p. 255). The ADDIE model's broad applicability and recursive structure allows for a wide range of library applications, particularly in projects needing continuing assessment and evaluation to demonstrate progress on educational goals (Nichols Hess & Greer, 2016).

2.3 The Concept of Reading Development

Word reading is unfamiliar to beginning readers, and children will progress at different rates in their abilities to interpret the words on the page (Oakhill, J. V., Cain, K., & Elbro, C., 2019). It is therefore crucial to understand the cognitive skills that

predict variances in reading development in order to diagnose and treat children at risk of reading issues. Reading development at an early age carries on in subsequent years and parents who consider that reading is a big source of amusement has a greater impact on the positive reading development in their children (Baker, 2003). Broadly speaking, the earliest phase(s) of reading development is characterised by a child's attempts to learn associations between orthographic features of written text (although not complete word forms) and words that already exist in their oral vocabulary (e.g., recognising the word camel because it has two humps in the middle) (Gough, P.B., Juel, C., Griffith, P.L., 1992). According to (Ehri,2005) phase theory of reading development, learning to decode is a connection-forming process in which the spelling patterns of words become tightly bonded with their pronunciations. There is a growing consensus that early reading development is dependent on phonological skills and that deficits in these skills are probably causally related to difficulties in learning to read (Fletcher, 2009; Hulme & Snowling, 2013). Most models of English word reading development emphasize the role of segmental phonological awareness, or the children's ability to perceive and manipulate the segments of spoken words, such as phonemes and syllables (e.g., Ziegler & Goswami, 2005). This makes sense given widespread evidence of the role of segmental phonological awareness in English word reading development (e.g., Dickinson, McCabe, Anastasopoulosm, Peisner-Feinberg, & Poe 2003; Ehri, 2005; Perfetti, 2011; Seymour, 1999). Precursors of phonological awareness can be seen in aspects of sound play, rhyme and alliteration, and there is evidence that this skill is a strong predictor of reading development (Melby-Lervåg, Lyster, & Hulme, 2012). The role of oral language in reading development has been highlighted by Clemens et al (2016) who have emphasised that early language skills form a building block for subsequent reading development, including the development of phonological and phonemic awareness.

2.4 The Concept of Reading Skill

Reading skill are automatic activities that result in decoding and comprehension with speed, efficiency, and fluency, and they often occur without knowledge of the components or control involved (Afflerbach, Pearson, Paris, 2008).

Reading skills, like other psychological categories, are defined and operationalized to provide uniform assessment and interpretation (Paris, 2005). According Paris (2005), state the construct's validity is assessed using its definitions and measurements such as scope (number of items or set size), importance (centrality or typicality of exemplars), and range of influence (temporal range). The scope, relevance, and extent of influence are also visible in constructs involving phonological awareness, however each construct is bigger than alphabet knowledge and acquisition takes longer (Paris, 2005). Reading abilities are driven by goals of fluency, effortlessness, and accuracy; they inspire pride in ability rather than effort (Afflerbach, Pearson, Paris, 2008).

2.5 The Concept of Reading Comprehension

Comprehending is the process by which readers create sense by engaging with literature using a combination of past knowledge and experience, information in the text, and reader perspectives on the text (Duke, 2003). Keenan, Betjemann, and Olson (2008) express reading comprehension necessitates the successful development and arrangement of numerous lower and higher level processes and skills. Reading comprehension is defined as the process of extracting and building meaning from written language while interacting with it (RAND Reading Study Group 2002, p. xiii). Reading comprehension may also relate to the capacity to recognize how and where to supply one's reading resources in order to reach one's comprehension goals more effectively (Wagner & Sternberg, 1987). Reading comprehension is the result of two independent but linked skills: decoding, which is the capacity to recognize individual written words, and language comprehension, which is the act of comprehending words and associated speech (Gough & Tunmer, 1986). Reading comprehension is not an easy process because students need to be able to read the written text, decode the words, and identify the meanings of the words (Ahmadi & Hairul, 2012; Ahmadi & Pourhossein Gilakjani, 2012). Many linguistic and cognitive processes, including but not limited to word reading ability, working memory, inference production, comprehension monitoring, vocabulary, and prior knowledge, are required for reading comprehension (Perfetti, Landi, & Oakhill, 2005). The findings of component models such as the direct and inferential mediation models

have been very consistent (DIME; Ahmed et al., 2016; Cromley, Snyder-Hogan, & Luciw-Dubas, 2010; Oslund, Clemens, Simmons, & Simmons, 2018; Oslund, Clemens, Simmons, Smith, & Simmons, 2016). Our models show that vocabulary is consistently the best predictor of reading comprehension for younger adolescents, both directly and indirectly. Additionally, these models showed that, while not as powerful as vocabulary, inference-making and prior knowledge had significant direct and indirect effects on understanding.

2.6 The Concept of Reading Fluency

Reading fluency is regarded as critical for reading development because of its relationship with reading comprehension (Fuchs et al., 2001) and its ability to distinguish typically developing readers from at-risk readers (Bourassa, Levy, Dowin, & Casey, 1998); the relationship between reading fluency and comprehension has been well established in the literature in both cross-sectional and longitudinal studies. .Reading fluency is a fundamental literacy component (National Institute of Child Health and Human Development, 2000) that is defined as a foundational reading ability (NGA Center & CCSSO, 2010). Although reading fluency is regarded as a characteristic of fluent reading and one of the key educational goals for students in elementary school (National Reading Panel, 2000), there is presently no agreement on its definition and underlying components. Reading fluency is often tested by the speed and accuracy with which many words are read in lists (word list reading fluency, also known as "word reading efficiency", see Test of Word Reading Efficiency; Torgesen, Wagner, & Rashotte, 1999) or in context (*text reading fluency*, often termed "oral reading fluency", see DIBELS; Good & Kaminski, 2002). Most definitions of reading fluency incorporate speed/rate (words per minute) and accuracy (number of words properly recognized) as main markers, with a focus on pupils' ability to identify words quickly and accurately (Xiangying, 2016). The principle of automaticity in reading lends credence to this interpretation of fluency (LaBerge & Samuels, 1974; Samuels, 1979). According (LaBerge & Samuels, 1974) , fluency improves when readers go toward automatic decoding, allowing them to read more accurately and quickly. If readers have difficulties identifying individual words and

must pause to decode unknown ones, their ability to understand a book is impaired. If individuals read too slowly, their thinking about the text (i.e., working memory) will be interrupted, making it more difficult to link concepts inside a book.

2.7 The Concept of Vocabulary Development

Vocabulary development has been linked to subsequent academic accomplishment and development in other language (August, Carlo, Dressler, & Snow, 2005) and literacy areas in youngsters (e.g., phonological awareness, De Jong, Seveke, & van Veen, 2000; reading comprehension, Proctor, Uccelli, Dalton, & Snow, 2009). These characteristics include relative exposure to the language, family demographics, form of exposure (source, status, and properties), language community, and linguistic distance between the two languages, as they are connected with early bilingual vocabulary development (Floccia et. al., 2018; Paradis, 2011, Sun, Yin, Amsah, & O'Brien, 2018). Although many early skills contribute to later reading success, increasing early vocabulary knowledge improves reading in several ways, including (a) supporting comprehension of words that children decode, (b) assisting children in more quickly recognizing words they are decoding, (c) fostering phonological awareness skills that also contribute to reading, and (d) increasing children's understanding of teachers' instruction in reading and other areas (National Early Literacy Panel, 2008). Employing educational techniques that enhance high-frequency vocabulary learning, employing teaching methods that combine cognitive and metacognitive tactics, and incorporating computer-based instruction into language development activities were discovered to be beneficial strategies (Gibson, 2016). Benson (2017) proposed that students be asked to manage their vocabulary development by selecting appropriate learning techniques and practicing in authentic circumstances on a regular basis.

2.8 Previous Research

Research from Jessie De Naeghael et al. (2014) with the title "The role of teacher behavior on adolescents' intrinsic reading motivation".The methodology used comes from the 2009 PISA framework. The findings show that middle school students with high socioeconomic status indicate higher intrinsic motivation to read

compared to high school students with middle and lower socioeconomic status. Review of this journal is that this journal is limited by its methodological tools, where the methodological tools have broad coverage of economics and educational tracks. Meanwhile, researchers are still focusing on the results of research on the factors that students enjoy reading and students' interest in reading which can increase intrinsic reading motivation. Another research conducted by Fatma Al Aamri et al. (2016), with the title "Children's Intrinsic Reading Motivation and Playful Applications: Investigation of the Relationship". This study used an between-subject design, which is appropriate for limited involvement individuals and allows researchers to explain how individual behavior varies as the circumstances of the experiment change. The findings reveal that students with excellent reading abilities have high intrinsic drive to read. This is inextricably linked to the effect of gender, with male students preferring book formats and female students preferring the fun reading application. According to this study evaluation, researchers encountered constraints in that the number of participants offered was minimal, which resulted in no findings of parallels or differences in research since researchers only employed one culture. The researchers remained focused on intrinsic reading motivation, specifically on their experimental tools in the form of fun technology-based applications that had an effect on changes in participant behavior in reading motivation. Another research on intrinsic reading motivation by Sarah McGeown et al. (2011), with the title "Gender differences in reading motivation: does sex or gender identity provide a better explanation?". This study used a quantitative methodology, using a questionnaire instrument (The Motivation for Reading Questionnaire, Wigfield & Guthrie, 1997), a gender survey form (The Childre's Sex Role Inventory, Boldizar, 1991), and a reading comprehension task (Macmillan Test Unit, 2000). The findings show consistent results with previous research, with examples of previous research explaining differences in academic domains, student ratings already show differences based on gender stereotypes, such as boys having high competency confidence in mathematics and sports while girls have high competence beliefs in music and reading. A review of this journal indicated that there were weaknesses such as the absence of students representing cultural differences in the class population even though English was the students' first language. As for the researchers found the results of intrinsic reading motivation on the amount of reading and predicted involvement in reading activities and more extensive reading, even though there were gender differences. This study has dissimilarities with Shaffner & Schiefele (2016), in subject material Shaffner & Schiefele (2016) using elementary students, where researchers use subjects as a comparison between students' socio-economic levels. The variables used are intrinsic and extrinsic reading motivation and the development of reading competence. They did not really examine the extent of the influence of

gender on intrinsic reading motivation and reading comprehension, where there was no relationship, even though extrinsic reading motivation results showed a significant correlation and negative with the influence of gender.