

Chapter Two

Literature Review

In this chapter the researcher reviews some theories related to the study topic. This chapter discusses definition and the importance of reading, definition and the purpose of reading habit, English novel, English sentence structure followed by definition and types of sentence, and correlation between reading English novel habit and English sentence structure mastery. This chapter also presents review of related studies, conceptual framework, and hypothesis.

Definition of Reading

Reading is an activity to understand the content of a passage in the form of text. Guthrie, Benneth and McGough (2007) suggested that reading is the act of getting meaning from printed or written words, which is the basis for learning and one of the most important skills in everyday life. The statement is also in line with Dadzie (2008) who stated that reading is the ability to understand words contained in a document and make use of the knowledge for personal growth and development. Besides, Burhan (2012) explained that reading is a physic and mental activity to reveal the meaning of the written texts in reading activity. Also, Cline, Johnstone and King (2006) asserted that reading is decoding and understanding written texts. It means that they believe that reading is a process for making meaning out of to record information in life of an individual. Thus, people do the reading activity for different reasons and purposes, and some of them include reading in order to have pleasure, leisure, relaxation, information, and to get new knowledge (Bara, 2011).

In addition, reading is a tool and the association of appropriate meaning, and it requires the readers to identify and comprehend. Comprehension skills help the learners to understand the meaning of words in isolation and in context (Owusu-Acheaw, 2014). Besides, Owusu-Acheaw suggested that reading is a process of thinking, evaluating, judging, imagining, reasoning, and problem solving. Owusu-Acheaw also explained that reading is the act of getting meaning from printed or written words which is as the basis of learning process and one of the most important skills in everyday life. In addition, Issa, Aliyu, Akangbe, and Adedeji (2012) explained that reading is usually associated with books as written words which provide a complete picture of the act of reading. Hence, from the explanations above, reading is the activity in learning process which the readers can get the meaning from the words and can get a lot of information from their reading.

The Importance of Reading

For the students, learning to read in a second language gives many benefits. It is supported by Nurfadhilah (2015) who said that learning to read in a second language is a process involving learning skills, learning a new vocabulary, and collective patterns. Likewise, Anderson (2003) argued that the students also have to cultivate the ability to transfer what they have read from the classroom to the real world where English language is usually used.

According to Palani (2012) effective reading is important avenue of effective learning, and reading is interrelated with the total educational process. Moreover, educational success requires successful reading habit. Palani also believes that reading is the identification of the symbols and the association of appropriate meaning and also

requires identification and comprehension. Accordingly, reading is an important activity in the process of learning, and reading habits determine success in education.

Reading Habit

Neal, Wood and Quinn (2004) maintained that habit is automated response disposition cued by aspects of the performance context. Neal, et al. believed that habit is a repeated performance. Besides, Neal, et al. (2004) also mentioned that habit is the activity which is a process for repetition stage to tune cognitive processors in individual memory. Besides, the statement mentioned can be simplified that habit formation is the process in which new behavior becomes automatic behavioural automatic patterns. Likewise, habit is the behavior influence for the person in order to increase their motoric. Every single person has habit that has been done in every situation. Habit can be done by whoever who has desire (Neal, et al, 2004).

Reading activity is regarded as a habit when it is repeatedly carried out. Also, reading habit is one of the activities which is usually done in everytime and everywhere. Reading habit is the behavior from human to get the information from what they have read. Sangkaeo (1999) suggested that reading habit refers to the behaviour which expresses the likeness and tastes of reading. That way, the readers organize their reading activity on how often they read, how much time they spend to read, and what they read. There are several indicators of reading habit. As cited in Gaona (2010), several authors stated that the indicators to determine the existence of reading habits are the amount of time spent, or number of books being read in specified time and space. Chettri (2013) also explained that reading habit refers to the behaviour which expresses the likeness of reading of individual types of reading and tastes of reading. Additionally, researchers have discovered that

reading habits are correlated with gender, age, educational background, academic performance, and professional growth (Muniandy, 2013). Therefore, reading can happen on how every individual organizes their reading as a reading habit pattern.

However, reading is one of the most effective ways to become good readers, good spellers, and good writer especially in a good writing style as well. Krashen (2004) mentioned that writing as style does not come from actual writing experience, but it comes up from reading. Thus, many researches reviewed earlier that those who read more can develop on their higher level of literacy. From the statement mentioned, reading and writing are the skills which are related each other in learning process.

The Purposes of Reading

There are some purposes in reading. Obgodo (2010) identifies three main types of reading. Those main types of reading are:

Hobby. A hobby is an activity which derives some joy and satisfaction from doing what people like. The purpose of reading habit as a hobby makes a reader's knowledgeable in some aspects such as educational stuffs. Unlike other hobbies, reading is one of the most recommended activities to shape readers' skill. Reading book particularly can develop the knowledge of vocabulary which can help in making a conversation with others. Reading is a great hobby which can help the readers to improve their ability in comprehending written materials and to pursue a better job.

Recreation. A good reading habit for recreation makes the reader acquire more knowledge. Reading for relaxation is aimed to refresh the readers' brain and to avoid mental fatigue. For example, the activities of relaxation reading are reading newspaper and magazine.

Concentration. The concentration of reading is the most important type in reaching the desired outcome of reading. Besides, it is called as a basis which in resulting of oriented reading makes achievement as the outcome. Also, reading for concentration is recommended to be implemented in school by stakeholders since this reading habit purpose shows positive result in students' achievement in learning process at school.

English Novel

Abrams (2009) said that the term novel comes from the Italian language novella which contains the literal meaning of a small new item which is then interpreted as a short story in the form of prose. Besides, Nurgiyantoro (2010) added that novel is a work of fiction which is built by the elements of the builder, intrinsic elements, and extrinsic elements. It means that novel is a story built the relation between the real life context and fictional events. In addition, Sayuti (2000) said that novels are often disputed by short stories, the intensity of short story, and expanding story. Therefore, novel is also a fiction as a prose-shaped essay containing a series of one's life story which can entertain the readers.

English Sentence Structure

Definition. Language is everything which is produced by sounds, words, sentences, and it has meaning. Fromkin, Blair, and Collins (2000) suggested that language consists of all sounds, words, and sentences. When people know what language is, they will exactly know the sounds, the words, and the rules of sentence combination. In addition, the previous statement is similar to Fromkin, Blair, and Collins, Celce-Murcia and Freeman (1998) who explained that there are three components of language, and those are sound, structure, and vocabulary, and those components should be learnt by people in doing

communication. From those quotations above, the writer concludes that language skills and language components are integrated one another. Additionally, when studying language, especially English, students have to study both of language skills and language components. Miller (2002) stated that traditional definition of sentence comes up as grammatical unit built up from smaller unit. Besides, the smaller units, phrase and clauses are linked to each other by various head-modifier relations. Also, the sentence is a part of grammatical English which has smaller units of modifier relations.

Types of Sentence. According to Fromkin et al. (2000), sentence is included into a part of language. For instance, when the students want to master a language, it is important for them to master the sentence and its elements which can construct a correct sentence. Besides, Quirk, Greenbaum, Leech, and Svartvik (1985) mentioned that sentence is divided into three types, and those are simple sentence, compound sentence, and complex sentence. Simple sentence consists of single independent clause, compound sentence consists of two independent clauses connected by coordinating conjunction, and complex sentence consists of dependent and independent clauses. Syntactically, sentence is constructed by any words, any phrases, and any clauses adjoined into one string. From the statement mentioned, it is very important for students to master the elements which are used to construct a sentence because when they want to master a sentence, they have to master the elements of the sentence.

Factor Affecting English Sentence Structure Mastery

According to Johnson (1989), there are two factors affecting English sentence structure mastery in grammar mastery, as follows:

Sociolinguistic factors. It refers to thing like the setting in which a language is used.

Language Change and Usage. The grammar of a language changes over time. The changes which often stretch over hundreds of years are rarely noticed by anyone except linguists. However, some changes can be more generally noticed, and therefore can have consequences for teachers.

Review of Related Studies

There are two studies related to this research. The first study is a study conducted by Inayatul (2014) aimed to find out the level of reading habit of the eleventh graders of SMAN 1 Kajen in the academic year of 2014-2015, examine their writing ability, and find out whether there is a correlation between students' reading habit and their ability of writing narrative text. The researcher mentioned that reading and writing ability were two skills which were important in communication in the target language. Also, it could transfer knowledge to the individual for better sentence structure in writing. The respondents of the research were eleventh grades of SMAN 1 Kajen around 309 respondents who took part in this study. Thirty four respondents were taken as the sample in this research through random sampling technique. Besides, reading habit and guided writing test questionnaire were used in this study. The results of the study revealed that there were the eleventh grades of SMAN 1 Kajen who had good ability in reading. Thus, this study had a significant positive correlation between students' reading habit and their ability of writing narrative text on the eleventh grades of SMA Negeri 1 Kajen Pekalongan.

The second study related to this research is from about Nurfadhilah (2015) who aimed to know the students' reading habit at English Education Department (EED) of

UMY, the students' grammar mastery at EED of UMY, and the correlation between reading habit and grammar mastery at EED of UMY students. The respondents of the research were EED students of UMY batch 2012. A total of 81 respondents of batch 2012 were selected from the EED undergraduated students of third year semester. Also, reading habit questionnaire and students' TOEFL score in section two were used for this study. The results of the study revealed that most of students of EED have moderate level of reading habit and grammar mastery of the students have moderate level too. Thus, there was a correlation between reading habit and grammar mastery of EED UMY students, although the correlation is not significant.

The studies above are the same for knowing the level of students' reading habit and the questionnaire used in this study. Besides, there are some differencies of two studies above. For the first study, the second variable of the first study is to examine students' writing ability in writing narrative text, but the second variable of second study is to know students grammar mastery using TOEFL score in section two for knowing students grammar mastery. In regard to the second study, the first study took eleventh grades of senior high school as respondent in the study, but for the second study, it took undergraduate students as respondents of the study.

Likewise, the studies mentoned above have similarity and differences to this study. The similarity of this study is the instrument to answer the first variable using questionnaire, and the questionnaire aims to know the level of students reading habit. The differences of these study are that the study of Inayatul (2014) examines students writing ability in writing narrative text for answering the second variable, and the study of Nurfadhilah (2015) uses students' TOEFL score for answering the second variable.

Therefore, the similarity of related studies to this study is that both of studies use students' TOEFL score in TOEFL test section two especially number 1-15 for answering English sentence structure mastery.

Hypotheses

Alternate hypothesis (H_1): There is correlation between reading English novel habit and English sentence structure mastery among ELED students.