

Chapter Two

Literature Review

This chapter discusses the related theories about the students' reading interest in learning English. There are several points discuss in this chapter including reading in general and the type of reading, reading interest and important of reading interest. The last point is the challenges of reading in English learning.

Reading in General

Reading is an activity that involves the recognition of words and understanding of meaning. Collins English Learner's Dictionary (2003) defined reading as an act of looking at and understanding of meaning. According to Nunan (2003), reading is the process in which the readers combine information from the text and their own knowledge to find meaning. Reading is one of the skills to achieve success, because reading adds a lot of knowledge. Besides that, a lot of information is delivered in writing. Therefore, people must read to get information or news (Rayner & Reichle, 2010). According to Harmer (2007), in language acquisition reading is useful. Reading is useful for language skills, even if one does not understand what they read, but the more they read the more they get (Harmer, 2007).

There is reason why people doing reading. Grellet (2004) said that there are two main reasons for reading: reading for pleasure and reading for

information. Reading for pleasure is reading as a hobby, while reading for information is reading to find out something.

Reading activities can give a lot of knowledge and reading is to get and know the contents of what is written by express (Big Indonesian Dictionary, 2002). According to Bafadal (2005), reading is an activity that the readers understand authors' concepts, and they also understand the meaning of the content they read. Thus, it can be concluded that reading is not only useful to comprehend words and sentences, but it also trains the skill to interpret and evaluate the content to get a comprehensive understanding.

Types of Reading

According to Patel and Jain (2008) reading can be classified into four categories. The first category is based on progress in language learning under the guidance of teachers called intensive reading. The second category is based on the effort to train students to read directly and fluently in the target language for pleasure, without being helped by the teacher called extensive. The first and second categories of reading are explained below:

Intensive reading. Intensive reading is usually carried out under the supervision of a teacher. The readers can expand vocabulary knowledge with intensive reading. In addition, intensive reading provides a basic understanding to explain the difficulty of reading structures. The reading materials from Intensive reading will be the basis for learning activities. The reader gets the knowledge or analysis after reading the text. The purpose of this reading is to read shorter texts to find certain information.

Extensive reading. Extensive reading is used to get general information about a topic or something that is happening. People who is doing this reading because to look for fun or entertainment and usually the reading text is longer. Typically, people read to know about something that is happening. The readers do not care about specific information after reading. The example of extensive reading is reading newspaper, article, novel, or story.

The third category of types of reading is based on efforts to help students' access material and develop students' skills as active listeners, this categories called reading aloud. The fourth category is based on efforts to improve reading skills among students called silent reading. The third and fourth categories of reading are explained below:

Reading aloud. Reading aloud is a simple form of classroom organization and disciplines. In doing reading aloud, the learners are challenged with written sentences which have not spoken before. The purpose of reading aloud is the achievement of better speaking ability and the pronunciation of the learner. According to Elizabeth (2004), reading aloud means that reading a book by creating sounds audible to other. Reading aloud done by the teacher can aid the learner in the development of their listening ability. Reading aloud avoids the learner from learning to understand the meaning of a sentence even when the learner may not know one word in the sentence.

Silent reading. This types of reading is aimed to increase readers' or learners' ability in reading comprehension. Silent reading is reading without sounds and moving his lips. Students read with speed, and easy. According to

Elizabeth (2004), silent reading means that someone is reading without sounds. In doing silent reading, the students can read more easily to understand the text.

Reading Interest and the Importance of Reading Interest

In this part, the researcher explains reading interest and the important of reading interest. The explanations are presented below:

Reading interest. Winkel (2004) argued that interest is the tendency of someone to like a certain thing continuously. In addition, Reninnger and Bachrach (2015) argued that interest has a powerful effect on cognitive and affective aspect of reading; it affects how the readers think and how the reader feel about what the readers read. Reading interest can also be said that the reader undertaken spontaneously or self-initiative to read. Reading interest also have effect in acquisition of language. According to Brantmeir (2015) based on survey of EFL students conclude that interest is one of the factors that are influential on acquisition of language. Besides, interest is also one of main elements of motivation in language learning. Keller (2006) argued that one of the main elements of motivation in language learning is interest.

The importance of reading interest. Reading has positive effects in language learning especially in English learning. Firstly, the importance of reading in learning English is reading interest increases reading comprehension. According to Sinaga, Susanto, and Sutarsyah (2015), learner who have more interest in reading have better ability in understanding text. Interest is one of factors affecting acquisition of language. Interest is one of internal factors that

effects learning achievement. In learning process, interest affects psychomotor and cognitive domain. Secondly, reading interest increases reading comprehension ability. According to Sinaga, et al, there is correlation between students' reading interest toward reading comprehension ability. Students who are interested in reading, have better comprehension and understanding than those who do not have reading interest (Springer, Haris, & Dole, 2017). Besides that, when the students are interested in what student read, the students read more strategically and the students remember what has been read in a long time. In addition, when students are interested in what the students read, the students put more cognitive effort in learning process (Fulmer, D'Mello, Strain, & Graesser, 2015).

The Difficulties of Reading English Texts

Some students assumed that reading in English is difficult. Besides that, some students said that reading is boring activity. Some students face challenges in reading English texts in English learning. The students' challenges of reading consist of two aspects (background knowledge or cultural knowledge and types of text).

Background knowledge or cultural knowledge. According to Chawwang (2008), the problem faced by EFL students in reading is students' background knowledge. -Students' background knowledge is used to assimilate new information from a text into students' prior information. According to Boardman, Klinger, and Vuaghn (2007), some students have challenge in reading,

because they do not have background knowledge about the text. Additionally, the students never learn about the course before. According to Boardman, Klinger, and Vuaghn (2007), the course has never been learn before by students. Moreover, some students have challenge in reading because of mother tongue. According to Mohamed and Qrquez (2017), mother tongue can cause students' difficulty in understanding the text and pronouncing new words in the text.

An unfamiliar cultural context or knowledge of culture and knowledge of students' vocabulary causes problem in reading. Thus, every student does not clearly understand to other culture. According to Calvo (2015) and Schoenbach (1999), when reading, students find new words in the text. Singh (2014) argued that one of challenges in reading is understanding special vocabulary. Kheirzadeh and Tavakoli (2012) stated that some students read new vocabulary that has not been studied before; students consider it as a problem in reading.

Knowledge of the text. The knowledge of the text also has effect on students' reading comprehension. According to Alderson (2002), the students can easily understand to text if the students are familiar with the type of text. Schoenbach (1999) argued that sometimes the students never read the kind of the text before. Therefore, the students can be effective in reading depends on the type of text. According to Schoenbach (1999) cited in Mecartty (2000) found that readers will find problems in reading when they are unaware with the particular language structure and features of the text, and then their language-processing ability will break down. According to Schoenbach (1999), challenge of reading faced by students causes grammatical of the text difficult to understand.

According to Mecartty (2000), grammatical knowledge is related to the reader in understanding of the text. The other challenge in reading is reading interest.

According to Klinger, Vaughn, and Boardman (2007), students who are less interested in reading, have little motivation, use few metacognitive strategies to screen their learning from the text, and have inadequate background and vocabulary knowledge to connect and link new ideas to previous learning are often failed in reading comprehension. The students fail to recall information in the text, and they cannot understand the text, because they are lack of vocabulary (Oakhill, Barnes, & Bryant, 2001).

The Correlation between Students' Reading Interest and Difficulties in Reading English Texts

There is no researcher who have conducted research about the correlation between students' reading interest and difficulties in English text. However, several studies indicate that there is an indirect correlation between reading interest and reading difficulties. Therefore, the researcher of this research reviewed prior study related to the tittle of this research. The review prior study can be used as a basic knowledge to conduct this research. Then, the researcher made conclusion from journal review.

The journal review by Sinaga, Sutarsyah and Susanto (2015) aims to investigate the correlation between students' reading interest and reading comprehension. This research was conducted in a private High School in Sumatra.

The sample of this research was 30 students in a private High School in Sumatra selected by using simple random sampling. This research used quantitative method and the design is correlational. This research used questionnaire and reading test for data collecting method. The questionnaire used to investigate students' reading interest and reading test to investigate students' reading comprehension. Based the purpose of the research, there is some result of the research. The first result shown about the students' interest in a private High school in Sumatra. Based on the result of this study shows that students have average interest toward reading. This is evidenced by the result 13,13% students who have high interest, 70% students who have average interest, and 16,66% students who have low interest. The second result of this research show that the students' reading comprehension is high. This id evidenced by the result 27 students gained high score in reading test, 3 students gained low score in reading test. The third result of the research about the correlation between students' reading interest and reading comprehension. Based on result of the research coefficient correlation was 0.673. The result of coefficient correlation conclude that there was correlation between students' reading interest and students reading comprehension.

In the part of discussion in this research, the researcher argued that students 'reading interest contributes to students' reading comprehension. It is shown when students get high scores in interest scores, the students also get high score for their reading comprehension. For example, one student has the score of interest 92, students categorized as high interest students and for reading

comprehension tests students get 80. With these results it can be seen that with high interest, students can read better than those who have low interest.

In conclusion, the prior studies provide a basic knowledge correlation between students' reading interest and reading comprehension, while the difference is the focus of this research. This research will be focused on finding out the correlation between EFL students' reading interest and reading difficulties in reading English texts. Based on the journal review, it can be concluded that students' who have high interest can be read better than those who have low interest. Therefore, if students have a low interest in reading it is likely that the students will have low level of reading comprehension. That means the reader has difficulty in reading. The students who have high reading interest, tend to higher reading comprehension. Besides, it will be easier for students to achieve reading achievement in reading. Students who can reach reading achievement easily means that the students may not have difficulties in reading. One of the cause students have high reading interest is students have reading comprehension high as well. It can be concluded that students have low reading interest will have difficulty in reading, because the difficulties caused students cannot reach reading achievement. According to Rahman (2015) the results of observations that have been made especially for EFL students, the lack of students' interest is another major caused of students' difficulty in reading. This is also supported by Dechant (1982) mentioned in Rahman (2015) have the same opinion that achievement in reading depends on student motivation, and poor reading ability is caused by lack of interest. Therefore it causes difficulties for students in reading. The result of the

related study can be associate with this research. This research focuses on identifying the level of students' interest in reading English texts, finding out the level of students' difficulties in reading English texts, and finding the correlation between interest and difficulty level of EFL students' in reading English texts. The researcher will use quantitative research design, and questionnaire will be used for data collection method. In addition, the sample of the research is students of English Language Education Department in one private university in Yogyakarta.

Hypothesis

The hypothesis of this research is:

1. Alternative hypothesis (H_1): There is a significant correlation between students' reading interest and difficulties of reading English texts.