

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Theoretical Framework

The theoretical framework of this study is based on the concepts, theories and previous studies about reading speed and reading motivation

1. Reading Speed

Efficient reading is about reading in a way that allows you to understand the writer's message without spending too much time in the process (Nuttal, 1982). How much time the reader required to read a text is one factor to consider when judging his or her reading efficiency. The other factor is the understanding after reading the text.

Efficiency in reading will lead the reader to be a fluent reader. A fluent reader read orally with speed, accuracy, and proper expression or intonation (Caldwell, 2008). This kind of reader do not have to think about word identification, and can read at an appropriate rate of speed. Hence, they can direct their attention to meaning.

Achieving fluency is one of the stages that students move toward in their journey toward good reading. Ehri (1991) refers to this stage as *sight word reading*, and Spear-Swerling and Stenberg (1996) call it the stage of *automatic word recognition*. Nathan and Stanovic (1991) state that fluency “may be almost a necessary condition for good comprehension and enjoyable reading experiences” (p.176). Kame’enui and Simmons (2001) suggest that oral reading fluency

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represents the automatic use of those early literacy skills (phonological awareness, alphabet understanding, and sound-symbol matching) and can be used to predict proficiency in later reading skills.

Fuchs, Hops, and Jenkins (2001) believe that oral reading fluency “may serve as an indicator of overall reading comprehension” (p.239) because of the significant relationship between fluency and comprehension scores on standardized test. However, they caution that this relationship may be stronger in elementary and junior high school than in high school.

Therefore, reading speed is one of the fluency components in reading that could be the indication of students’ efficiency in reading. If they can read understandably within a short time, thus the student could be a fluent reader.

2. Reading Speed in Foreign Language

As known that reading is a process to understand the information through printed text, reading speed need not only the understanding but also comprehension that written text with a short time. For many foreign or second language (L2) learners, reading speed is performed to obtain meaning from a text, from which vocabulary and grammatical structures are acquired at the same time. This problem may causes the foreign language (L2) learners read much more slowly in L2 than in their native language. Anna C-S Chang states that “The slow reading for the L2 learners usually happened because while the L2 learners read, they often do so laboriously word by word and check unfamiliar words as they encounter them, implying that they lack automatically of word recognition.” (Chang, 2010). Therefore, the reading speed between the first language learner

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(L1) and the second language learner (L2) must have a different rate.

Furthermore, reading speed in EFL country may be lower than the native speaker of English due to the speakers attention are drawn more into word recognition and the unfamiliar words.

3. The Factor Influencing Reading Speed

There are some purposes affected someone to speed their reading. There are five main factors contributing in reading speed, they are as follows:

(Konstant, 2010, p.4)

a. Clarity of Purpose

The clarity of purpose is the ability to always know the reason why we read something. The purposes itself depend on the reader, whether he or she reads a text for pleasure or to get an information in it. The clearer the purpose, the faster he or she will be able to read.

b. Mood and Motivation to Read

Mood and motivation in reading are something important. If someone feeling tired and do not have motivation to read they usually cannot read as quickly as when they have a clear reading motivation. Tried to manage and clearer the motivation so that we can concentrate and focus on the time.

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c. Familiarity with the Subject-related Terminology

This factor means the background knowledge the readers have about the material. If readers have background knowledge about the text, they will have a framework to build and might be able to read quite quickly.

d. Difficulties of the Text

If the books are easy to read, the readers will read it faster, but if the books are difficult to read, then readers will read it slower. The difficult book to read usually will slow down our reading.

e. Urgency and Stress Level

Urgency and stress lever are also important factors due to reading speed factors. When we read something immediately, we cannot read quickly because stress will slow us down.

4. Assessing Reading Speed

Reading speed suggests automatic of word identification. It is one factor in fluency, but it is not the whole picture. Speed does not demonstrate the accuracy or intonation. Reading speed is measured in *words per minute* (WPM). As the students read (either orally or silently, the teacher times how long this takes. A stopwatch is the most accurate measure of reading time, but a watch with a second hand will also suffice. The WPM is the result of multiplying the number of words in the passage by 60, and divide this by the number of seconds it took to read the passage. This results in a WPM score. Both oral and silent reading speed can be measured in this way.

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$$\frac{\text{total words} \times 60}{\text{total seconds spent}} = \text{wpm}$$

Reading speed is extremely variable. Reading speed varies according to the passage read. More difficult and unfamiliar passages read tend to be read slowly more than narratives. Speed also varies according to readers' purposes. Readers' interest can affect reading speed as well. Reading speed also varies within a single selection, with some sentences being read more slowly than others (Flurkey, 2006). Moreover, reading speed varies across individuals; students at the same instructional-level often display very different reading speed. Carver (1990) suggests that some readers are just naturally faster than others, and this may be related to individual cognitive processing speed.

In EFL Country, secondary pupils may read at 120-150 words per minute. University students may read at about 200 wpm. It also maybe useful to know that an L1 speaker of English, of about average education and intelligence, reads at about 300 wpm (Nuttal, 1982, p. 56).

Reading speed is perhaps the most valuable item in identifying students who are extremely slow readers at their independent or instructional levels. Several things can cause such slow reading. The student may be mentally analyzing each word in the absence of an adequate sight word vocabulary or the student may be overly deliberate; slow reading can signal an undue focus upon word identification accuracy (Caldwell, 2008, p. 30).

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It is important to the teachers to be concerned about slow reading.

Caldwell (2008) stated it in her book that :

“a slow reader takes much longer to read assignments than his or her peers, and this affects homework as well as classroom activities. If the teacher asks students to read something in class, the slow reader seldom finishes and is generally aware that classmates have all completed the selection while he or she may be only halfway through it. This easily leads to frustration. It is natural to avoid a frustrating situation. So, the slow readers avoids reading whenever possible. Because fluency is fostered by reading, and because the slow reader chooses not to read, the problem may not only continue but probably worsens. For these reasons, teachers must evaluate reading speed even if understanding is in place.”

As shown above, determining the students reading speed is important because we can identify students who reads very slow at their independent level. The speed could affects their performance in reading and doing the assignments.

5. Motivation

6. The Concept of Motivation

Motivation appears when someone has a huge desire to achieve and usually come from inside. For the example, someone study hard because he or she wanted to be number one; it means that he or she has a motive to be a better students than others “Motivation is some kind of internal drive which pushes someone to do things in order to achieve something” (Harmer, 1989, p. 189). It means that motivation is person’s desire to make the necessary effort to achieve a goal. Lai define motivation as the attribute that moves us to do or not to do something, motivation is the reason of underlying behavior (Lai E. R., 2011, p.34). In addition, Motivation is an internal desires that refers to derive behavior to which pushes someone to do things in order to achieve goals and directs the

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individual activities.

7. Reading Motivation

As what explained before that motivation is kind of internal derives that pushes someone to do things in order to do something, and it has a significant role in teaching learning process. In terms of reading speed, motivation to read has an important role due to reading activity and its speed. As an important factor in reading, the lack of motivation as the origin of the problems lot of teachers faced in the learning environment (Edmunds & Bauserman, 2006, p.22).

Therefore, It is known that reading motivation contributes to students' comprehension of they read and their reaching success at school and its comprehension predicts their achievements.

8. Dimensions of Reading Motivation

Sweet and Guthrie added that motivation for reading has two types. First type is intrinsic motivation for reading that involves personal involvement, interest, curiosity, desire to learn, challenge and social interaction. In addition, the second type is extrinsic motivation for reading that included of compliance, recognition, grades, competition and avoidance of the other tasks. Motivation in reading is affected by the reason of why someone does or avoids the reading activity. Dimensions of reading are the internal and external reasons in motivating students to read (Gambrel & Condlington, 1998, p.17).

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The reading motivation consists of eight main dimensions, those are (1) Grades compliance, (2) Involvement, (3) Social, (4) Competition, (5) Reading work avoidance, (6) Curiosity, (7) Recognition, (8) Efficacy (Watkins & Coffey, Reading Motivation: Multidimensional and Indeterminate, 2004, p.3). Here are the explanations:

1) Grades-Compliance

Grades-compliance is a combination factor of the Compliance, Grades and Recognition factors. This dimension represents performance concern and extrinsic sources of motivation. This dimension focuses on grades and compliance with reading work demands.

2) Involvement

This factor is clearly related to the general involvement, but focused on the specific reason to enjoying mystery stories. "Reading involvement refers to the enjoyment involved with reading different kinds of texts, it is the feeling of engagement between the readers and their reading text. Mostly, the feeling of involvement appears because the reader itself really loves the reading activity.

3) Social

Social dimension of reading is a factor reflecting aspects of reading. This aspect is kind of internal desire to connect with others through reading activity. In addition, dimensions of social in reading

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motivation is the relationships among academic achievement and social goals, social competence, and social responsibilities (Lai W. R., 2003, p.7). Social dimension of reading sometimes can be a tool for someone to know how people around the reader can receive him or her based on the knowledge they got through reading activity.

4) Competition

Reading Competition is concerned with an individual's attempt to outperform others in reading. Dimension of competition in reading pushes someone to be a better reader than others around them.

5) Reading work avoidance

This factor is the most clearly and consistently factor in term of motivation in reading. It is the factor that identified why reader are commonly avoids reading, and do not make reading as a habitual activity.

6) Curiosity

Curiosity refers to the desire to learn about a certain idea, and is related to work on reading interest". It means that curiosity is the desires to know a text. Commonly, curiosity comes from someone's internal motivation to find information or reading for pleasure.

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7) Recognition

Reading Recognition is related with tangible forms of recognition such as teacher or peer approval in reading. Recognition related to the relationship with others, whether it is the teacher or the reader's friends. This dimension represents how other people recognize someone as good reader or not.

8) Efficacy

Efficacy refers to readers' beliefs about their ability and constancy in reading habits. In this point of view, students believe that they have a better ability in reading than any other materials.

According to the above statements, the dimensions of reading can be concluded as eight main factors, which can measure the students' motivation in reading. Based on the eight theoretical dimensions of reading motivation, Marley and Coffey create 32 questionnaires in order to measure learner's motivation to read, that commonly known as Motivation for Reading Questionnaires (MRQ).

However, this questionnaire is generally for reading in L1. It is not wise if we measure the students' motivation in reading in EFL through the questionnaire. Therefore, a specific questionnaire for reading in EFL is needed. Setsuko Mori, an ELT Practitioner based in Japan defined reading motivation more specific. It is reading motivation in a Foreign Language. She takes from Guthrie's reading motivation theory and Gardner's integrative motivation theory. She mentioned there are four elements of reading motivation in foreign language, namely

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intrinsic value of reading, extrinsic utility of reading, importance of reading and reading efficacy (Mori, 2002)

1. Intrinsic value of reading: it covers achievement goal orientation and achievement values.
2. Extrinsic utility of reading: it covers three aspects; they are separated from one another. In reading competition is concerned with an individual's attempt to outperform others in reading, reading recognition is related with tangible forms of recognition such as teacher or peer approval, and reading for grades is associated mainly with the teacher's evaluation of learners' reading performance.
3. Importance of reading: it is attainment values of reading that has by reader or students' perceived importance of engaging in a task.
4. Reading efficacy: it is a belief or expectancy about reader competence for success in reading. It is as an individual's evaluation of their capacity to organize and execute courses of action.

B. The Correlation Between Motivation in Reading and Reading Speed

In terms of reading speed, motivation to read has an important role due to reading activity and its speed. As an important factor in reading, the lack of motivation as the origin of the problems lot of teachers faced in the learning environment (Edmunds & Bauserman, 2006). It is known that reading motivation contributes to students' success at school and its comprehension predicts their achievements.

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In real life, people generally read something because they want to or have a desire to do so and purpose to achieve. Someone who has a huge motivation in reading means that he or she felt the enjoyment of reading activity. The same concept of reading motivation declared by Guthrie and Caddington in their journal that reading motivation can be defined as the enjoyment and internal derives of reading activities for one's sake. Reading motivation consists of text interaction for enjoyment to satisfy curiosity and to gain new challenging to broad readers' knowledge. While someone already find the feeling of enjoyment in reading, he or she will do that reading activity regularly and automatically comprehend better, those reading comprehension will also automatically affect its speed (Guthrie, Coddington, & Wigfield, Profiles of Reading Motivation for Reading, 2010).

Motivation in reading, especially for the students became the factor of how many information and comprehension someone will get after he or she read a text. "Reading motivation has a determining effect on students concerning how much they will read" (Guthrie & Wigfield, Engagement and Motivation in Reading, 2000). Based on those statements, motivation in reading not only predicts students' achievements and comprehensions, but indicates that it also predicts how much students will read and how much time they will spare. In other words, there is a relation between reading amount and reading motivation.

In terms of reading speed, improving students' motivation in reading can make them spare more time for reading and to make them become a more competent reader. In this context, the matter on how students' motive can be increased becomes a highly important question, it affected by lots of factors.

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The motivation of reading itself affected by lots of factors, and those factors depend of the reader's personal reason in deciding their reading purposes. Those purposes could be the desire to seek knowledge, the pleasure of reading activity or the enjoyment of learning the languages. Students usually increase their motivation in reading if they love the content of the book and environment that support them. Meanwhile, students will decrease their reading motivation if they could not find the enjoyment of reading and support from the environment. "Social life including friends and parents, student's freedom to choose their own book to read and also difficulty of books level are an essential factors effecting reading motivation" (Edmunds & Bauserman, 2006).

C. The Relevant Research

According to Syafi'i (2015, p.103) relevant research is required to observed some previous researcher conducted by other researchers in which they are relevant to the research you are conducting. It means that the researcher finds some previous researchers that is relevant to researcher's title which has aim to avoid plagiarism toward the design and the finding of the previous researchers.

This research is relevant with several researchers that had been conducted before. However, the research has the same object but it has different problem. It can be seen from several previous thesis below:

- a. a research was conducted by Richa Yusvidasanti (2010) entitled "The Correlation between Reading Motivation and Reading Comprehension of the Second Year Students of Islamic Senior High School AL-Muslimun Sei

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Kijang District of Pelalawan Regency”. She focused in correlational research at Students’ Reading motivation and Reading Comprehension at Islamic Senior High School AL-Muslimun Sei Kijang District of Pelalawan Regency. She found that there is a significant correlation between students’ reading motivation and their reading comprehension. However, this research has the same object but it has different problem.

a research was conducted by Indana Zulfa Vitri Mudrika (2014) entitled “The Correlation between Reading Speed and Students' Reading Comprehension at Vocational High School Dwi Sejahtera Pekanbaru”. She focused in The Correlation between Reading Speed and Students' Reading Comprehension at Vocational High School Dwi Sejahtera Pekanbaru. She found that there is a significant The Correlation between Reading Speed and Students' Reading Comprehension at Vocational High School Dwi Sejahtera Pekanbaru. However, this research has the same problem but it has different object. She concluded that the writer found that there is a significant correlation between The Correlation between Reading Speed and Students' Reading Comprehension at Vocational High School Dwi Sejahtera Pekanbaru.

D. The Operational Concept

This research is correlation research which focuses on gaining the correlation between students’ reading motivation and their reading speed. Therefore, in analyzing the problem in this research, there are two variable use, they are variable X and variable Y. variable X is students’ reading motivation. It is an independent variable. Then, variable Y is students’ reading speed as dependent

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variable.

a. The indicators of reading motivation (Variable X)

The indicators of variable X was taken from the elements of reading motivation in foreign language by Setsuko Mori, those are as follows:

1. Intrinsic value of reading: Students are achievement goal oriented.
2. Extrinsic utility of reading: Students attempt to outperform others in reading.
3. Extrinsic utility of reading: Students are seeking for recognition in reading.
4. Extrinsic utility of reading: Students' reading performance evaluation by grade.
5. Importance of learning English: Students' perceived importance of engaging in a reading task.
6. Reading efficacy: Students belief or expectancy about their competence for success in reading.

b. The indicators of reading speed (variable Y)

The indicators of variable Y is taken from aims or purposes of reading speed in academic according to Nuttal (1982), those are as follows:

1. Students' ability to read with proper speed at their independent-level or below.
2. Students' ability to identified the sight word without processing the meaning

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3. Students' ability to calculate his reading speed in words per minute (wpm).
4. Students' ability to comprehend a minimum 70% of the text.

E. The Assumption and The Hypothesis

1. The Assumption

- a. Every student has different reading speed
- b. Every student has different motives in reading in foreign language.
- c. Reading motivation has an important role in students' reading speed.

2. The Hypothesis

- a. The Null Hypothesis (Ho)

There is no significant correlation between students' reading motivation and their reading speed at SMP Plus Terpadu Pekanbaru.

- b. The Alternative Hypothesis (Ha)

There is significant correlation between students' reading motivation and their reading speed at SMP Plus Terpadu Pekanbaru.