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CHAPTER II

REVIEWING LITERATURE

A. Theoretical Framework

1. Reading

a. The Nature of Reading

Reading is useful for language acquisition. Provided that students more or less understand what they read, the more they read, the better they get at it. Reading also has a positive effect on students' vocabulary knowledge, on their spelling and on their writing. But teaching English as a foreign language especially teaching reading is not easy (Harmer, 2007). By reading, students spend their time in good way, get new information, enrich their vocabulary, and also improve their sentence structure.

Reading is defined as an understanding, using, reflecting on and engaging with written text, in order to achieve one's goals to develop one's knowledge and potential and to participate in society (PISA OECD, 2012), This definition goes beyond the traditional notion of decoding information and literal interpretation of what is written towards more applied tasks. The concept of reading is the range of situation in which someone reads, the different ways the written texts that are presented through different media and the variety ways of that readers approach and use text from the function and finite, such as finding a particular piece of information or to the deep and far reaching such as other ways of doing, thinking and being.

Therefore, reading is a complex activity that involves both perception and thought. It consists of two related processes: word recognition and comprehension (Elizabeth, 2003). Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension refers to the process of deriving meaning from connected text. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to make them understand written text. There are some studies had been investigated whether those are things related to or give the contribution to reading skill?

Prior knowledge or it can be defined as whatever the readers already know about the events, ideas, or objects can help them to understand the text read. Carr and Thompson, Gaultney, Pearson, Hansen and Gordon, Taft and Leslie, as quoted in Kozminsky found that the prior knowledge of a given topic can increase the quantity of remembered information in a text on that topic. In addition, Kintsch, as cited in Kozminsky (2001), also found that students with high prior knowledge perform better on open-ended questions after reading texts with low coherence. It means that prior knowledge is also related with text variables, such as text coherence. It is also based on Lazarus and McKenna as cited in Kozminsky (2001, p. 189) stated that there are three significant developments in comprehension; integration of information, prior knowledge and text organization.

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In lined with the previous discussion, Broughton, *et al* (2003) stated that reading involves a whole series of lesser skills. The first is the ability to recognize stylized shapes which are figures on a ground, curves, and lines and dots in patterned relationships. The second is the ability to correlate the black marks on the paper with language. And the last is the ability to correlate the black marks on the paper by way of the formal elements of language with meaning which those words symbolize.

According to Whorter and Kathleen (1992), reading is a routine activity in which individual words are combined to produce meaning. Students will be able to catch the ideas of the print or the text by reading it carefully. Readers do the reading activity for the message stated in the reading. Readers should have an active role in reading since readers also make a contribution in reading, students are thinking about the purpose and content of the text while reading it in order to get meaning of the text.

Nunan (1998) states that reading is a process of decoding written symbols, working from a smaller unit (individual letters) to larger ones (words, classes, and sentences). In this kind of process, there are strategies to decode forms in order to arrive at meeting. In this case, some steps are done: identifying letters in order to identifying words, identifying words in order to identifying sentences, and identifying sentences in order to comprehend meanings. Contrary with that definition, Williams (1984) gives the different explanation about reading. Reading is a process whereby one looks at and understands what has been written. It does not mean a foreign

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learner (or indeed any reader) reads to understand everything in the text. Furthermore, he says that reading can often be a struggle after understanding, especially where language learners are concerned.

The definition of reading here, dealing with this research is that reading is a complex activity, which has been variously described as a process. Reading is not only decoding written symbols but also requires that the reader follows the line of thought which author has expressed, followed by recalling, reasoning, evaluating, imagining, organizing, applying, and problem solving process.

b. The Purpose and Ways of Reading

Dalman (1964) states that the degree of desired comprehension will depend in part upon the purpose of the reader. One of the characteristics of the efficient reader is the extent to which he can adjust the degree of his objective. There are some purposes of reading as follows:

1) Reading to find the main idea

One of the most common reasons for reading is to get the general idea of a selection. Reading of fiction is usually done for this purpose.

2) Reading to select significant details

The ability to note important details is closely related to skill in finding the central thought or main idea of a selection. The readers need to do more than differentiate between main points and supporting details. He must also be able to decide what points are important for the purpose he has in mind.

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3) Reading to answer questions

Reading to find the answer to one or more questions is one of the common goals for reading in the elementary school. Even in high school and college and in life outside of school it often forms the purpose for reading. Answers are relatively easy to find when the questions are partly couched in the exact words of the writer.

4) Reading to summarize and organize

To make an adequate summary or to organize what has been read, it is not enough for the reader to know what the main idea is and what the significant details are. Reader must also be able to sense the relationship between the main points and the details as well as the interrelationships among the details. Furthermore, he often needs to know either how to make these relationships clear to others or how to record them for later rereading.

5) Reading to arrive at generalizations

Formulating generalizations is in a sense a specialized form of summarizing. To arrive at generalizations the reader needs to note specific instances and then decide whether the data presented are sufficient to warrant a significant conclusion.

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6) Reading to follow directions

The ability to follow directions is usually a combination of many reading skills. The ability to note details, to organize, and to note the sequences of events are among the learning essential to this of reading skill.

7) Reading to predict outcomes

Skill in predicting outcomes is useful in helping the reader to note when he has misread a word or a sentence. It is also of value because the person who is adapt at predicting outcomes as he reads can usually get the thought more quickly than others.

8) Reading to evaluate critically

Critical evaluation is not meant the attitude of suspecting every statement read of being false.

The different skills of the reading are related to the ways of reading.

Grellet (1981) proposed ways of reading as follows:

- 1) Skimming: quickly running one's eyes over a text to get the gist of it.
- 2) Scanning: quickly going through a text to find a particular piece of information.
- 3) Extensive reading: reading longer texts, usually for one's own pleasure.
This is a fluency activity, mainly involving global understanding.
- 4) Intensive reading: reading shorter texts, to extract specific information.
This is more an accuracy activity involving reading for details.

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2. Reading Comprehension

Reading cannot take place without comprehension. In order to know the author's idea, readers must understand the content of the reading passage. A passage can be read with varying degree of understanding. The scale of comprehension ranges from no meaning to complete understanding. It is not enough to understand the gist of the passage, more detailed comprehension is necessary. Yoakam in Smith and Dechant (1961) state that:

Comprehending reading matter involves the correct association of meanings with word symbols, the evaluation of meanings which are suggested in context, the selection of the correct meanings, the organization of ideas as they are read, the retention of these ideas, and this use in some present or future activity.

Dawson and Bamman (1967) also give the definition of comprehension as follows:

It is a complex thing, including all that the child learns about words, phrases, sentences, and paragraphs; differing from day to day in terms of the quantity to be learnt, the quality of what is learnt, and the purpose for learning; developing gradually just as other reading skills are developed in the maturing child. It is complex because it includes all that we know of vocabulary skills, of the accuracy of recognition.

Reading comprehension is the ability readers mention reading back the contents of the argument, exposition, or reading a description of a particular topic (Razak, 2003). While the essence of reading is comprehension. This means that reading comprehension is not accompanied by a futile activity. Thus, reading the real product is to understand the content or message which the author stated in the literature. Comprehension is the important skills in the reading process. Like any other skill, comprehension skills must be taught and

provided in the classroom to ensure children practice in the development of these skills.

However, Snow (2002) defined reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Unlike Broughton, she mentioned the three elements that involve the comprehension.

a. The Reader who is doing the comprehending

A reader must have wide range of capacities and abilities in comprehending the text. These include cognitive capacities (e.g., attention, memory, critical analytic ability, inference, and visualization ability), motivation (a purpose of reading, an interest in the context being read, self-efficacy as a reader) and various type of knowledge, such as vocabulary, topic knowledge, linguistic, discourse knowledge and knowledge of reading.

Knowledge of reading, however, includes other factors such as, knowledge of reading strategies, knowledge of the goals of the reading, the various factors affecting the reading process, what reading strategies to apply, how to apply them effectively, when each strategy should be applied and why (Ely and Lea, 2001) Those are knowledge that allows the reader to identify, select and use appropriate strategy, such as: clarification of information in the text, self- evaluation by asking some questions of one's understanding, summarizing and predicting of what is going to come in the next text.

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- b. The text that is to be comprehended.

The features of text also have a large effect on comprehension, because comprehension does not occur by simply extracting meaning from text. Text can be difficult or easy, depending on the factors inherent in the text, on the relationship between the text and the knowledge and the abilities of the reader and on the activities in which the reader is engaged. In addition, the vocabulary and its linguistic structure, discourse style and genre also interact with the reader's knowledge.

- c. The activity in which comprehension is a part

A reading activity involves one or more purposes, some operations to process the text at hand, and the consequences of performing the activity. A reader has a purpose, which can be either externally imposed or internally generated. The purpose is influenced by a cluster of motivational variables, including interest and prior knowledge.

3 Types of Reading

Snow (2002), depending on the purposes of reading, the type of reading can also be classified into two types of activities, intensive and extensive reading.

1) Intensive Reading

Intensive reading means reading shorter texts to extract specific information. This reading activity is likely more to emphasize the accuracy activity involving reading for detail. This type of reading is used to gain a deep understanding of a text, which is important for reader.

The process of scanning takes more prominent role than skimming. The reader is trying to absorb all the information given. For example, reading for dosage instruction in the label of medicine.

2) Extensive Reading

In this type of reading, the reader deals with a longer text as a whole which requires the ability to understand the component part of texts and their contribution to the overall meaning, usually for one's own pleasure. This is a fluency activity, mainly involving global understanding. For example, reading a newspaper, article, short story or novel. So if a person wants to read an address, phone number, a date, or a book over paragraph in order to locate specific information, it is called scanning. But if someone reads all the passage in order to know about what it deals about his reading is called skimming.

In skimming, a reader must ask himself what is the text about. He must move his eyes quickly over the text, looking especially at the main idea, at the beginning and the end, and the first sentence of paragraph. Whereas in scanning, the reader must ask himself whether the text contains what he is looking for or not, and if any, he must find where it is located. In this technique, he moves his eyes more or less quickly over the text for specific items.

For clearer information about reading process and the interaction between a reader and a writer, Birch illustrated the process of reading through the following figure.

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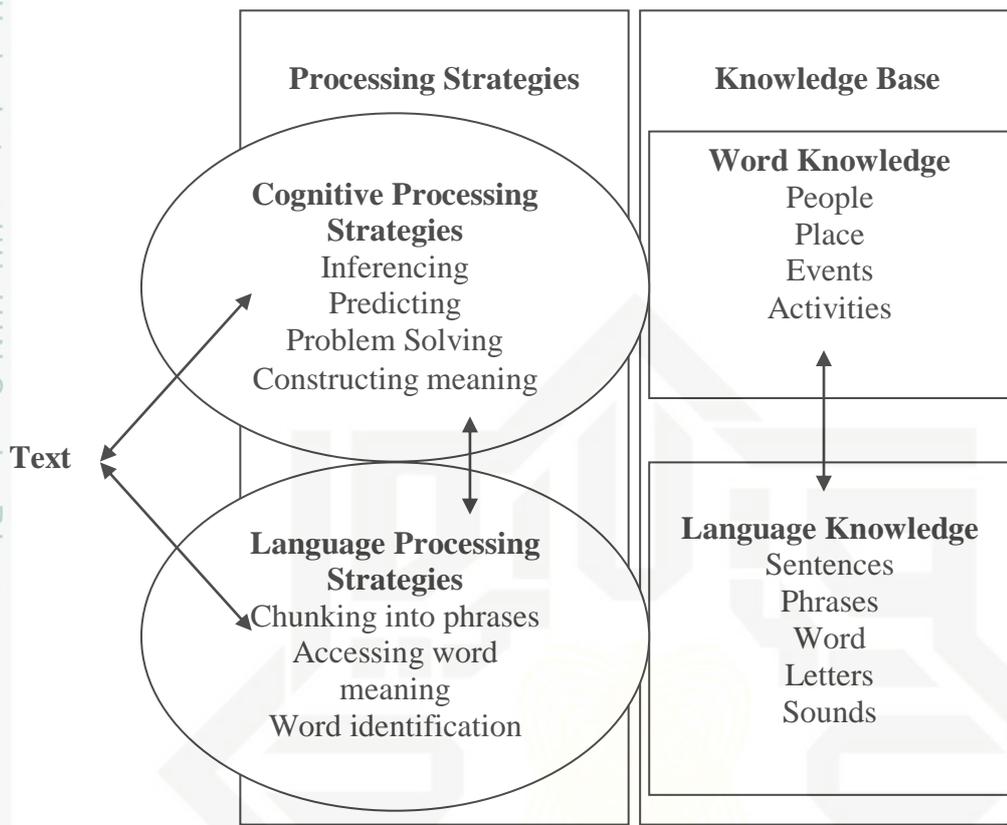


Figure 2.1 A Hypothetical Model of the Reading Process with Some Sample Processing Strategies and Types of Knowledge (Barbara, 2007)

Figure 2.1 illustrated that reading requires a reader to process the text by some strategies and based on his knowledge. However, the knowledge base is not enough for reading, because it cannot interact directly without some kind of processing mechanism. This processing component consists of some strategies that the reader has learned or acquired. The strategies that are used by the reader will allow the reader to take the text as a source of information and added or related with the knowledge base as another source, make sense of what is on the printed page. Birch in Barbara (2007, p.3) added that the processing strategies

can be optionally consciously or unconsciously applied. Meaning that those strategies can operate automatically beneath the level of a reader's awareness or they can be chosen selectively because of a reader's attention to something he/she perceives.

As what is illustrated above, Muriel (2006) in addition, mentioned two processes involve comprehension of written or spoken language, both are *bottom up* and *top down*. She stated that *bottom up* process means that the reader must have prior knowledge of the language system (e.g., vocabulary, morphology, phonology, syntax and discourse structure) and interpretation of physical cues. Whereas *top down* is the process in which the readers or the learners are allowed to guess the meaning of words they have not encountered before. For both L1 and L2 learners, top down processing utilizes prior knowledge of content, context and culture.

She added that content knowledge is background information about the topic that is being read. Whereas context knowledge includes information learned from what has already been read in a specific text or situation as well as an understanding of what the writer's intention is and the overall structure of the discourse pattern being used. And culture knowledge includes an understanding of the wider social setting in which the reading takes place.

Meanwhile, Alderson (2000) described bottom up as serial models, where the reader begins with the printed word, recognizes

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graphic stimuli, decodes them to sounds, recognizes words and decodes meaning; and top down emphasizes the importance of the schemata or models of reading that stress the centrality of this knowledge and the reader's contribution, over the incoming text. In other words, Goodman, as cited in Alderson (2000), stated that reading is like —psycholinguistic guessing game in which readers guess or predict the text's meaning on the basis of minimal textual information, and maximum use of existing, activated, knowledge.

Instead of *top down* and *bottom up* process, Birch included *balanced approach* or integrated approach in which a reader uses an interactive process of reading. She said that *balanced approach* emphasizes the interactive nature of reading which described in the following three ways: (Barbara, 2007, p.5-6)

- a) The different processing strategies such as top down and bottom up go along with the knowledge base, they interact each other to accomplish the reading.
- b) The reader's mind interacts with the written text so that the reader can understand the message
- c) The reader interacts indirectly with the writer of the text across time and space because it is the writer who communicating information to the reader, but it is the reader who must grasp the information from the writer.

Based on the long discussion among the experts about reading, it can be concluded that reading, it is fact, is a complex skills. It is not merely to understand the written text by knowing the meaning of every word and every sentence on the text, but it involves the ability to understand the elements of language, such as phonology, semantic, syntax and also the culture of the language being read.

Therefore, English teacher has to do the strong effort to teach reading. He or she has to use various activities in order to make the students easier in understanding and also comprehending any kinds of English text. It is important to know that among the four skills of foreign language, reading becomes the most important skills to be taught.

In addition, a teacher has to give the students the understanding and awareness about how important reading is for their future. Before teaching reading, a teacher would better ask the students about their purpose, aim, or goal for reading. It is important to do because those aspects may affect their comprehension.

In other words, first thing that a reader has to do is having the positive feeling toward reading, then he or she has to acknowledge the material being read and finally, a reader will interact with the author. In this case, he has to know the way and the purpose of the author. Those three factors are assumed to have the effect to his reading ability.

A reader reads a text to understand its meaning, as well as to put the understanding to use. A person reads a text to learn, to find out

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information, to be entertained, to reflect or as religious practice. The purpose for reading is closely connected to a person's motivation for reading. It will also affect the way a book is read.

According to Paul S. Anderson in Widyamartaya's book (1992), there are seven aims of reading. They are, reading for details and fact, reading for main idea, reading for sequence of organization, reading for inference, reading for classifying, reading for evaluation and reading for comparing of contest.

In addition, the descriptions about the purposes for reading from different experts can be concluded that reading is not only done for academic purposes, but it is done for entertaining readers and for any simple thing information, such as, advertisement, announcements and so on. Consequently, the purposes for reading can affect the way readers read the text. The more interesting information the faster will be.

4 Components of Reading Comprehension

According to National Reading Panel (2012) the component of reading comprehension there are as follows:

- a. Phonemic awereness

Phonemes, the smallest units making up spoken language, combine to form syllables and words. Phonemic awareness refers to the student's ability to focus on and manipulate these phonemes in spoken syllables and words.

According to the National Reading Panel, teaching phonemic awareness to

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children significantly improves their reading more than instruction that lacks any attention to phonemic awareness.

b. Phonic

Phonics is the relationship between the letters (or letter combinations) in written language and the individual sounds in spoken language. Phonics instruction teaches students how to use these relationships to read and spell words. The National Reading Panel indicated that systematic phonics instruction enhances children's success in learning to read, and it is significantly more effective than instruction that teaches little or no phonics.

c. Fluency

Fluent readers are able to read orally with appropriate speed, accuracy, and proper expression. Fluency is the ability to read as well as we speak and to make sense of the text without having to stop and decode each word. The National Reading Panel's research findings concluded that guided oral reading and repeated oral reading had a significant and positive impact on word recognition, reading fluency, and comprehension in students of all ages

d. Vocabulary

Vocabulary development is closely connected to comprehension. The larger the reader's vocabulary (either oral or print), the easier it is to make sense of the text. According to the National Reading Panel, vocabulary can be learned incidentally through storybook reading or listening to others, and vocabulary should be taught both directly and indirectly. Students should be

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actively engaged in instruction that includes learning words before reading, repetition and multiple exposures, learning in rich contexts, incidental learning, and use of computer technology.

e. Comprehension

Comprehension is the complex cognitive process readers use to understand what they have read. Vocabulary development and instruction play a critical role in comprehension. The National Reading Panel determined that young readers develop text comprehension through a variety of techniques, including answering questions (quizzes) and summarization (retelling the story).

5. Factors Influencing Reading Comprehension

So many factors influence the depth and ease of comprehending the ideas on a page. Dalmann (1964) states that there are many factors that affect reading comprehension, they are:

a. Difficulty of material

One of the major causes of lack of comprehension on the part of boys and girls is that teachers expect them to read the materials beyond their level.

b. Intelligence

The slowest learner can grow in comprehension but it considers that the growth is slow.

c. Environment

Noisy surroundings, inadequate lighting, high or low temperatures, stimulating or distracting surroundings may interfere with maximum

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comprehension. Interest on the part of the learner is one of the determinants of the effect of potential distracter.

d. Emphasis on word recognition

Methods of teaching that concentrate on the recognition of individual words but neglect attention to meanings or can be derived from connected discourse may account for deficiencies in comprehension.

e. Emphasis on oral reading

Oral reading can have effects on comprehension, because the readers not only see but also hear what he reads.

f. Background for reading selection

A frequent cause of poor comprehension is lack of an experience background essential to the understanding of what is being read.

g. Adjustment of reading techniques to purpose and the type of material

There should be an adaptation of reading method to the reading purpose and to the nature of the material being read.

h. Rate of reading

The failure to adjust reading rate to the type of material is a cause of difficulty in comprehending what is being read.

While Dawson and Bamman (1967) also state some factors which can influence reading comprehension as follows:

a. Intelligence

The number of ideas that reader understands and the depth of his understanding will be largely dependent upon his general capacity to learn.

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The slow learning or dull-normal child cannot be expected to show the same reactions nor gained the same appreciation as the bright child when they read together for pleasure or to gain information. The rate at which he associates what he reads with his knowledge or experience will be influenced by this thing, which we commonly call intelligence.

b. Experience

Children differ in the depth and breadth of their experiences, much of the teaching of comprehension skills is concerned with providing experiences for children through which they may respond to books. The boy or girl with limited experiences may have difficulties in comprehending many of the ideas and activities with which other children are familiar before they come to school.

c. Mechanics of reading

If children have all mastered the skills of word attack and word meaning, if they have learnt to handle books properly, if they have learnt to read from left to right on a line of print, and if all of these skills are performed smoothly, then comprehension should be easier for them.

d. Interest and interest span

It is true that someone responds quickly to what he reads if he is interested in the topic or at least familiar with it. The average person is interested in those things which he is related to his best aptitudes. Interest span is related to the personality factors. Interest span in the child is also most directly related to the purposes he has for reading at early stages of reading, the

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teacher will establish those purposes carefully, through discussion of children's experiences, visual aids, and relating to immediate needs.

e. Skills of comprehending

Another factor which influences the depth and amount of comprehension is the skills which the child has developed for that purpose. Like all reading skills, the ability to comprehend what we read develops gradually from the simple to the complex skills.

6. Levels of Reading Comprehension

Sukirah Kustaryo (in Widiastuti, 2003) states that specific comprehension skills cannot be completely isolated because they are so interrelated that one skill depends on some degree on another skill. There are three levels of skills, namely:

a. Literal Comprehension

Literal reading refers to the ideas and facts that are directly stated on the printed page. Literal reading places much emphasis on what a writer says. It requires ability to locate specific facts, to identify happenings those are described directly, to find answer to questions based on given facts, to clarify or categorize information given and to summarize the details expressed in a selection.

The literal level is considered to the easiest level of the reading comprehension because a reader is not required to go beyond what the author actually said.

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b. Inferential Comprehension

Inferential reading is referred as “reading between lines”. It means that if students want to get inferences, implied meaning, from the reading material one must read between lines. Inferences are ideas a reader receives when he goes beneath the surface to the sense relationships, puts facts and ideas together to draw conclusions and make generalizations, and detects the mood of the material. Making inferences requires more thinking on one’s part because one must depend less on the author and more on personal insight. Finding what a writer says is not always enough.

c. Critical Comprehension

Critical reading requires higher degree of skill development and perception. Critical reading requires reading with an inquiring mind and with active, creative looking for false statement by making judgment. It means questioning, comparing, and evaluating.

In this thesis, reading comprehension is students’ power in understanding the text dealing with the level of comprehension that must be possessed in the level of literal, interpretative and critical comprehension.

7 Interest in Game Activities**a. The Nature of Interest**

Interest is defined as interaction between a person and an object within the environment (Ulrike, 2012). In other words, there is something happened which made a person and an object interrelated each other. Interest in the field of education can be referred to as a psychological state

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or selective preference toward particular domain of the study. In accordance with the two definition of interest, it can be revealed that interest is the psychological aspect which can make someone doing a particular activity or predispose to an object. The researchers have divided interest into situational and individual interest. Situational interest refers to a condition when someone prefers to a particular object or to do a particular activity are affected with some factors. This type of interest tends to be short term. Unlike situational interest, individual interest is an aspect of preferences that stable overtime without any effected factors. For further explanation, these types of interest are going to be discussed in the next subtitle.

Andreas (1999) have identified three conceptualizations of interest which play an important role on discussion of motivation and interest. They are:

- 1) Interest as a dispositional characteristics of the person
- 2) Interest as the characteristics of the learning environment and
- 3) Interest as a psychological state

Those three concepts are related each other as displayed from the following figure: (Andreas, 1999, p.24)

UIN SUSKA RIAU

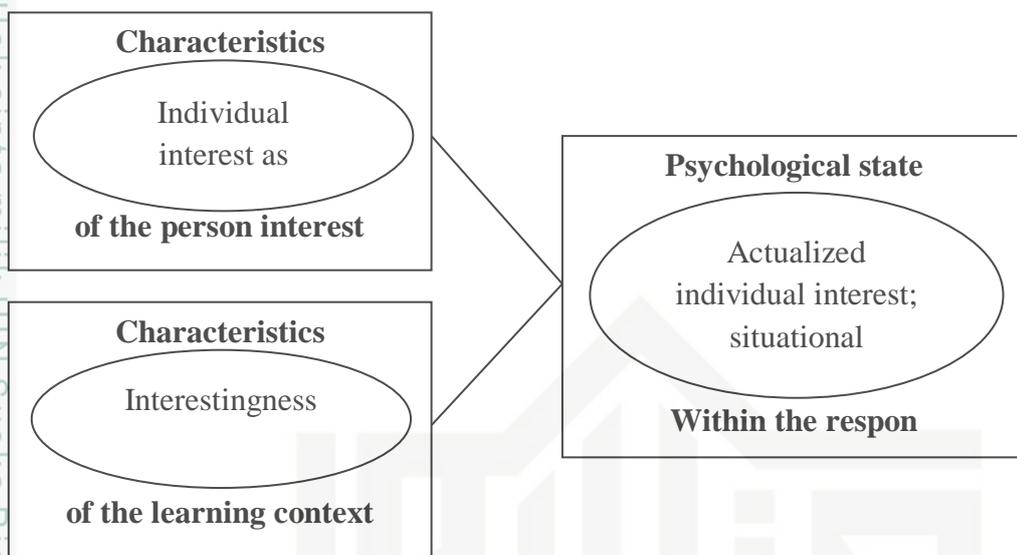


Figure 2.2 Three Approaches to Interest Research (Krapp, Hidi, & Renninger, 1992)

A first line of research interprets interest as personality trait or motivational disposition (long lasting preference for a certain topic or it is known as individual interest). The second line is the research which considers interest as a specific psychological state rather than as a disposition or trait. This approach focuses on the cognitive and affective states and processes which are evoked while experiencing an actualized interest.

Skinner (1958) says intelligence, achievement, attitudes, interests, motivation, modes of adjustment constitute personality. The nature and strength of one's interests represent an important aspect of personality. Hilgard (1962) states that personality is in part reflected in the kinds of things one likes to do, what one enjoys, and what ones appreciates. These three items, Hilgard mentions, are usually called as interest. A person who is

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interested will have strong drives to know about the object making him attracted, to pay attentions, and to be involved in. This definition is supported by Hurlock (1964) who says that interest is a learned motive which drives the person to preoccupy himself with an activity when he is free to choose what he will do. Hurlock adds that an interest is:

“something with which the child identifies his personal well being”. When a child sees something will benefit him, he becomes interested in it; this motivates learning. As long as the child finds something satisfying he continues to be interested in it. Satisfaction wanes, so does interest. The child who has a strong need for championship will direct his energies into activities that will bring him into contact with others. If these contacts fail to satisfy his need either because he is unacceptable to the children who are available or because he has little in common with them, his interest will not wane but will be turned into other channels that satisfy his need better.

As Hurlock added, when interest is reflected, it has two aspects in it, cognitive and affective. The cognitive aspect is based on the areas related to the interest. It is centered on benefits and personal satisfaction. It can be said cognitive aspect is based on personal experiences and what is learned. The affective aspect of interest is expressed in attitudes toward the activities. Children who have pleasant relationship with teachers usually develop favorable attitudes toward school.

b. The Aspect of Interest

Skinner (1984) mentioned more in aspects of interest. People are said to be interested in a certain object if they have four aspects, namely:

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1) Pleasure

Pleasure seems to be derived from simply watching the movements of people and objects. At the first, this activity is primarily biological, then perceptions occur and concepts begin to form. In this case, the psychological components become more important. The child learns to avoid those activities as unsatisfying and to repeat those that have proved to be worthwhile. In other words, pleasure will emerge one's interest to objects or people that satisfy him.

2) Willingness

Willingness means a motivational desire that is directed to the purpose of life controlled by thought. This motivational desire will produce a will, attention and concentration to a given object; then the interest of the individual will appear.

3) Consciousness

A person can be said to be interested in something if he/ she has consciousness. He/she is conscious that he is doing the learning activity. Consciousness can exist in an individual when he has a will.

4) Attention

When a student observes an object, he perceives only what he pays attention to or is interested in. By seeing the students' attention, it can be known whether he is interested in the object or not.

Another expert who has a little bit different definition of interest is Stagner (1965). He defines interest in a specific way on occupational

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success. He assumes that one's interest may determine his success in doing something. Occupational interest is defined as liking and disliking certain situations. By knowing what he actually likes, a person will be able to seek these so he can expose the interest occupation. In addition, by having the concept of an occupational interest, learners can learn with serious efforts and work with persistence and well-directed objective to achieve the success in learning.

Based on the definitions above, it can be concluded that interest is a motive that drives a person to do what he likes, to choose what he attracts, and to reach what he expects.

c. The Types of Interest

There are some types of interest according to some experts.

Witherington, as noted by Buchori (1982) mentions two types of interest:

1) Primitive Interest

It is also called as biological interest since it refers to the need of human to fulfill their biological needs. It concern with the need in food, comfort, and freedom, and freedom in doing activity.

2) Cultural Interest

It is called as social interest. People will have this interest when they conduct any activity with others. In this type of interest, learning attitude is regarded as the important issue.

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While according to Super (1949) there are three types of interest;

1) Expressed Interest

This interest refers to the verbal profession of interest in an object, activity, task, or occupation. The subject states that helices or dislikes something.

2) Manifested Interest

It is synonymous with participation in an activity or occupation. It can be found by determining people's interest based on observation of what they do. It involves determining what individuals know about occupation by asking them to describe special terms of equipment related to that occupation.

3) Inventoried Interest

It provides assessment of individual preference based on their answer to a set inventory item.

Based on some quotation above, the writer concludes that there are two types of interest, primitive interest and cultural interest

d. Interest and Learning

The study of interest firstly is coming from the field of education. Nowadays, the study of interest's implication for learning, motivation and academic achievement occupies a central place in educational research (Paul, 2006). According to Andreas (1999), at the beginning of this century, famous psychologists advocated that interests were the most important motivational factors in learning and development. The development of more

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difference approaches and theories in the field of learning and motivation, such as, curiosity, attention, achievement, motivation, intrinsic motivation made the concept of interest become too much. Finally, within the last 10-15 years it has become clear that concepts and theories developed in the specialized fields of research do not adequately account for all important aspects of the traditional concept of interest.

There are many researches done to investigate the interest in learning. It is because of text is one of the most common forms that is used to convey the information to the learners. Consequently, the study of text based interest dominates the study of interest and learning. Based on the research done by Anderson, as cited in Andreas (2006), he found that interest played an important role in how people select, process and remember what they read.

Wilbert (1998) mentioned two routes to learning: an attention-intensive route and attention- extensive route. The former route also known as the route of selective attention, it is determination the amount of learning by the amount of attention paid to the text by the reader. In addition, the amount of attention is determined by the importance that is attributed to the different parts of the text. It means that parts of the text that are considered as important information receive more attention and are retained better.

An attention- extensive route, however, is called as *schema based learning* (Paul, 2006). It is a condition when the readers have significant interest in the topic of a text. In other words, they can read the text with

little cognitive effort, but they still can learn from the text being read. It can be said that attention-extensive route is the route of learning that is based on readers' background knowledge. So, the readers will be interested when they have much background knowledge and consequently elaborate schemata that will help them process the information in the text very effectively.

Based on one study of the fourth graders who read single sentences on a computer screen and rated them for interest, attention was measured by response times to a second task when a tone would sound during some sentences and the students pressed a key upon hearing the tone. A recall test was given after the students finished reading the sentences. As the result, interest significantly increased the attention devoted to a sentence and significantly improved recall, consistent with many other experiments. But, attention didn't mediate the effect of interest and recall. Unlike the previous study, interest reduces the amount of attention devoted to text.

This spontaneous makes a reader read faster. However, boring material requires more attention to be comprehended. It can be said that the less interesting text will force a reader to keep focusing on extracting meaning from the text. In other words, people should pay less attention to interesting texts. The different arguments about interest and attention had invited John Dewey to mediate it by stating that the function of interest in learning is to unify the person and the activity, and also to stimulate

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thoughtfulness. Rather than trying to focus on a boring task, because people can experience activities at abstract, flexible and conceptual levels.

If interest doesn't enhance learning because of high attention, the depth of text processing might be responsible. Text processing occur at three levels; verbatim level, in which the readers process the basic structure of the text; propositional level, in which the readers process the specific and general meaning; and at situational level, in which the readers build a situation model of the text's characters, events, facts and analogical information. In other words, at this level, the readers combine the information of the text with their personal experiences or prior knowledge. Then, it can be said that interest leads people to process text more deeply. In turn, deeper processing of the text will lead to better comprehension and recall of the text. The effect of interest on text processing had been investigated by Schiefele, as cited in Paul (2006). The study found that people with low interest in the topic presented the text at the superficial verbatim level, whereas people with high interest, in contrast, represented the text at the deeper propositional and situational levels.⁵¹ Another study with different measurement also found the effect of interest in text processing. The result showed that people with high interest in the topic recalled more of the text's main ideas and more ideas overall. They also contributed more new ideas in the free recall, indicating that they had deeper processing of the text. In conclusion, people with high interest were more

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likely to recall the main ideas in correct sequence, reflecting more coherent representation of the text (Paul, 2006).

In other words, interests had an important role in reader's text processing. It is also based on the research of educational psychology. It was believed that readers could recall best the more important ideas at the higher levels of text structures with high interest. The last thing that interest should affect the learning can be seen from the learning strategy and educational choices. Interest, indeed, affects what people choose to study and how much time they spend studying it.

Therefore, reading in educational fields requires special skills. It is not too much to consider that students have to become professional in reading texts. Whereas other working people read texts about the topics they are interested in and professionally trained. In the reality, students are not yet very knowledgeable and not interested in the topics they learnt at school. Students have to learn how to filter and retain the most important information on the texts.

8. The Component of Interest

a. Interest as an Emotion

Before going further to the discussion of interest, it is important to notice that interest is one of the psychological aspects. Therefore, it is needed to know that interest should be categorized as an emotion.

Someone who is interested in an activity, for example, reading novel, he may be enjoy and happy doing it. There must be something which makes

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him do that kind of of activity. Therefore, interest can be related to happiness, enjoyment or preference toward something, whether it is activity or object. Some researchers say that interest can be categorized as an emotion, some other researchers doubt about this theory. They stated that interest is a non emotional state of motivation or attention (Paul, 2006). But, there is no enough evidence to prove their statements.

However, based on the illustration above, interest can be categorized as an emotion. It is because interest is the feeling that closely related to others emotion, such as, happiness or enjoyment.

b. Expressions of Interest

There are many theories mentioned that emotion has its own characteristics. The emotions, such as happiness, fear, anger, sad or interest, have their own characteristics. The characteristics can be recognized from its facial expression or behavior. If interest can be categorized as an emotion, so the interestingness will have its own characteristics. It can be shown from the facial expression or behavior. Someone can be easily recognized he is interested in doing something or not can be seen from its facial expression. For example, when someone is watching a film, the following facial expressions can be showed that he is interested in watching the film; he will widen his eyelids more, blink and glance away less often, spend less time with the eyes closed or away from the film, move the head away less often and keep the head more still.

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Paul (2006) added (stated that interest involves either slightly lowered or raised eyebrows, raised lower eyelids, parted lips and dropped jaw.⁴² The study of attentive listening in which there are two groups listened to audio recording three times continuously. Each group listened to a detective story, and a philosophy essay. In fact, several participants fell asleep at the end of the experiment and most participants were bored during the repetitions. These were measured from the frontalis movement showed and the decrease of facial activity. This study also found the new theory that repeating story can reduce interest.

Another factor that can be determined as the index of interest is the duration and intensity. This study was done to the infants. Infants expressed significantly more interest in the live face than in an inanimate object. The measure of visual attention also found that infants spent the most time looking at the face, less time looking at a doll and less time looking at an animate object. So that it can be concluded that the frequency of time looking at an object is indicated as an interest in that object. It means that the more time spending to look at an object, the more that person interested in the object. But, this type of expression is driven from the postural changes rather than facial changes.

In addition, based on the experiment to the infant above, it can be revealed that the lively object will be more interesting rather than inanimate object. If it is related to the reading material, it means that the text which has something attractive will be paid more attention by a reader. Such as, by

including a picture or maybe, by practicing a lively object related to reading material before delivering the material.

c. Distinguishing Interest from Happiness

Although interest is closely related with happiness, liking or enjoyment, but if interest is an emotion, it must be different from happiness or enjoyment. Interest and enjoyment have different antecedents (Paul, 2006) it is because of different emotion should have different causes. People tend to find complex things interesting and simple things enjoyable. The result of the research showed that the variables such as complexity and novelty can affect the interest and enjoyment. In conclusion, someone who is familiar with the things tends to be enjoyable and someone who found something new tends to be interesting.

In other words, interest has some variables which can affect it, such as complexity, novelty and uncertainty. According to the research, it showed that someone's interest is higher when he found thing is complex, new or unexpected thing. However, happiness tends to be associated with the competence he has. It means, the easiest thing he can do, the happier he will do it.

Another research also showed that when an activity is done repeatedly, it will increase how much people like it. Meanwhile, when an activity repeated and increasing liking, then an interest will decrease. It can be concluded that an activity or thing becomes less interesting with more repetitions.

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In addition, someone who has high interest tends to view an interesting image or object longer than an enjoyable image. It is based on the research on complexity and music. The result showed that the listeners with high interest can reach 78% variance in listening time. In contrast, the listeners of enjoyment only reach 10% of the variance.

In sum, the different between interest and happiness is that the former tends to focus on something new, something complex and unpredictable, whereas happiness or enjoyment is an emotion that appears when someone is familiar with the things and he likes to do it because it is repeated regularly. For example, when someone must choose between unfamiliar things and liked things at a favorite restaurant, interest will motivate trying a new dish. In contrary, happiness will motivate to order what he usually liked in the past.

9. The Nature of Game

Game is a practice technique that can be used to make the process of teaching learning become more interesting and communicative. Hadfield (1998) in *Elementary Communication Games* defines game as an activity with rules, a goal, and an element of fun. It means that every game must be followed by some rules how to play the game correctly and also have fun aspect.

According to Virginia (1983) games can be found to give practice in all the skills (reading, writing, listening, and speaking) in all the stages of the teaching learning sequences (presentation, repetition, recombination, and free

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use of language) and for many types of communication (e.g. encouraging, agreeing, explaining).

By these definitions, it can be concluded that a game is an enjoyable activity governed by some rules consisting of participants or players, having certain objectives, players' action restrictions and goals.

10. The Types of Games

There are hundreds of games, but not all games can be used in language teaching. Games presented in the classroom are quite different from the common ones. They have different forms and objectives. There are two kinds of games classified by Hadfield (1998), those are competitive and cooperative games. Competitive games are games where the players or teams compete to be the first to reach the goal. In Cooperative games, the players or teams work together toward a common goal. Competitive and cooperative games can be presented in some models, including information gap, guessing, searching, matching, exchanging, collecting, combining, arranging, card games, problems and puzzles, role play and simulation model.

Wright, Betteridge, and Buckby (1997) classify games according to the members. There are two kinds of game organizations. Those are pair work and group work. Pair work is easy and fast to organize and better than group work if there are discipline problems. Group work requires four to six players. Membership of groups should be constant for the sake of goodwill and efficiency. If there is to be challenge among groups, they should be of mixed

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ability. Wright, et al. (1997) give various games in enjoyable atmosphere in learning English as Foreign Language such as:

a. Picture Games

Picture games are games in which the use of picture plays a major part. There are various types of games in this section. They involve: comparing and contrasting pictures; considering differences or similarities; considering possible relationships between pictures, such as narrative sequences; describing key features so that someone else may identify them or represent them in a similar way. Most of the games involve the learners in the relatively free use of all the language at their command.

b. Psychology Games

A variety of games have been included, which might all lead to greater awareness of the workings of human mind and senses. This is an area of interest for everyone, in which there is much individual opinion and experience. The game is like describing people, speculating about age, etc.

c. Magic Tricks

Language can sometimes be exemplified in a simple and memorable way through a magic trick. Magic tricks although seems frivolous, have a serious role in language learning.

d. Caring and Sharing Games

These games demand and encourage trust and interest in others. Teacher may have some difficulties in overcoming young learners' shyness or

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reluctance to share personal feelings and experiences with other class member.

e. Card and Board Games

There are a lot of games that include card or board as their equipment. Several of these games are well-known and well bred.

f. Sound Games

Sound effect can create in the listener's mind, an impression of people, place, and action.

g. Story Games

These games provide a framework for learners to speak, write, and read at length of engaging in short exchanges.

h. Word Games

These games focus on the attention in the initially on the word, spelling, and meaning words.

i. True/False Games

Someone makes a statement which is true or false. The game is to decide which statement is true or false.

j. Memory Games

These games challenge the player's ability to remember. The simple basic challenge can lead many different games and variations.

k. Question and Answer Games

There is a role or mechanical practice of question.

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1. Guessing and Speculating Games

In these games, the player who has the information keeps the answer, while the other guesses what it might be.

m. Miscellaneous Games

These kinds of games include every kind of game that is not classified above. It could be the combination of the games above or the new game that teacher finds it by studying magazine, television, or others.

11. Interest in Game Activities

Game activities mean activities having rules, goals, and meant to be enjoyable and used for education. These activities can be accepted in every range of age. They are also able to create comfortable atmosphere including learning and teaching activities. These activities help and encourage many students to sustain their interest and work. They also help teachers to create context in which language is useful and meaningful.

Game activities can be either competitive games or cooperative games. The emphasis is how students can be interested in this kind of activities and in what consideration a game can be designed. According to Wright, et al. (1997) there are some considerations in designing a game:

- a. Will the game take a long time to prepare?
- b. Will it be relatively easy to organize in the classroom?
- c. Is it likely to interest the particular group of learners?
- d. Is the amount of language and the type of use enough to justify the use of the game?

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By answering those questions, it will be known whether the games are interesting or not, appropriate or not, and give good contributions in education or not. When teachers create a game based on those considerations, they need to have purposes clearly in mind.

Here are some story games that can be played to enhance students' interest:

- 1) Picture Games
- 2) Sound Games
- 3) Word Games
- 4) True/False Games
- 5) Card and Board Games

Dallmann (1964: 26) states that some of the conditions needed by children to make maximum progress in learning are physical health, mental health, intelligence, background of experience, knowledge of language, desire, purposes, interest, and skills.

Interest in game activities in this thesis is motive that drives students doing games given by teachers including pleasure, the aspect which directs someone to do satisfying activities and makes him/her repeat those activities; willingness, the aspect which produces will, attention, and concentration to an object; consciousness, the aspect which appears when someone has a will and be conscious in doing activities; attention, the aspect which shows someone's attention for the interesting objects.

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The students' reading comprehension is greatly supported by factor, namely students' interest in game activities. Mahardhika (2009), the result of his research was showed there is a positive correlation between students interest in game activities and their reading comprehension. Based on the explanations above the writer assumes that who have positive interest in game activities will achieve better comprehension in reading than who have not.

B. Operational Concept

In order to clarify the theories used in this research, the writer needs to explain briefly about variable of this research. This research is a correlational research in which it focuses on correlation between students' interest in game activities and their reading comprehension. Therefore, in analyzing the problem in this research, there are two variables used. They are:

Variable X is students' interest in game activities (independent variable).

Variable Y is students' reading comprehension (dependent variable)

According to (Paul, 2006), regarding the focus of the study, the students' interest in game activities will be investigated by indicators dedicated as in the following:

1. Students show the interest in learning process with emotional feelings such as happy, sad, or angry
2. Students show the interest in learning process with expression such as indifferent, like or dislike.

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The indicators of students' comprehension (Variable Y) are as follows (Department of National Education, 2006):

1. The students are able to identify the entire needed information of the text.
2. The students are able to infer the meaning of unknown words of the narrative as their major reading text.
3. The students are able to find out the main idea, supporting ideas, etc.
4. The students are able to identify the language features of the narrative text.

C. Assumption and Hypothesis

1. The Assumption

Before stating the hypothesis as temporary answers to the problems discussed, the writer would like to present assumptions. The writer assumes that there is correlation between students' interest in game activities and their reading comprehension at SMKN 1 Benai Regency of Kuantan Singingi.

2. The Hypothesis

Based on the assumptions above, the writer makes some hypothesis as follows;

H_{01} : There is no positive correlation between students' interest in game activities and their reading comprehension

H_{a1} : There is a positive correlation between students' interest in game activities and their reading comprehension