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## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. The Theoretical Framework

##### 1) Reading Interest

###### a. Reading

Reading is an interactive process which transfers meaning from the writer to the reader. According to Hasibuan (2007:114), reading is an activity with a purpose. It means that a person may read in order to gain information of verifying existing knowledge, a person also reads for enjoyment, or to enhance knowledge of the language being read. Reading a written text in order to understand its context can be done silently.

Next, according to Murcia (1991:200), reading is to learn which involves complex thinking skills which can help them to get the meaning on the text. More reading the students will get more knowledge and will understand more the meaning of the text. Nunan (2003:68) says that reading is a fluent process of readers combining information from a text and their own background knowledge to build the meaning. Based on the definition above, the researcher can conclude that reading is a skill that presents the writer's idea. Reading is an interactive process between what a reader already knows about topic or subject given, and what the writer writes.



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#### b. Interest

Basically, an interest cannot be separated from our life, it is important because interest is basic to our life's works. We need it if we want to be successful in every field. Interest is an attitude that students bring into their learning process. Interest has a big influence on the students when they are learning reading.

On the other hand, interest plays a very important role in teaching learning process besides motivation, intelligent and soon (Ahmadi 1987:107). It means that interest is influential in learning process. In learning activity the students should have an interest, because without interest the students cannot study well. And when they have a good interest they will be easy to understand the material what they have learned. Silvia (2006:21) says that interest is adaptive because it motivates people to develop diverse experiences that can be helpful when unforeseen events occur.

According to Hilgard in Slameto (1991:57), the formula of interest is as follows "is persisting tendency to pay attention to enjoy some activity or content" that interest is a permanent tendency to notice and remember some of the activities, attention constantly accompanied pleasure. So, the students who have interest will enjoy to do their activity or their task.

Loretta (1978:106) says that interest is an important factor that should be taken into consideration when choosing materials for

reading instruction. Interest in reading is something very necessary for those that are expected to facilitate the learning process. With self-interest in reading the students will likely be able to motivate them to learn to be independent so it can help to achieve the maximum learning achievement. Spache (cited in Shnayer 1967:36) claims that when interest is high, students read materials that are above their proficiency levels. He also maintains that books that are high in interest may be reacted to as appropriate in difficulty even when these are actually above the students' reading levels by two or more grade levels. But when the interest is low, students often rate books as too hard even when they are below their reading levels. Hence, any proper evaluation of the students' reading comprehension should take into account the interest factor and its influence on performance.

Based on some definitions above, interest seems to be attention to an object or hobby / a like that has emotional ensure and be always active to receive something that comes from out. It can arise the stimulant as motivation to someone to do activity that he / she likes.

Actually, attention and interest are different, because attention is only temporary and might not be followed by the comfortable object, then interest is always followed by felling, enjoyment, comfort, pleasure, and from this some one gets satisfaction.

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There are many factors that influence someone in his teaching and learning process, they are:

### 1. Internal factors

Internal factor is coming from personal factor,

- a. Physical factor: condition of the students figure and their sense. The condition of physic is influential for the students in learning.
- b. Mental factors: intelligent, attention, interest, attitude, so if someone has low interest, the result of their study will be different from the students who have interest in their study.

### 2. External factors

External factors are the factors that come from out side of the students, such as environment, teacher, and students' parents.

Interest is an important aspect of motivation that influences attention, learning, thinking and performance of the students. Interest will keep them focused on what they learn.

From the statements above, the researcher concludes that interest is very important in teaching and learning process because an interest can influence the way of study of students. Without interest the students cannot study well.

On the other hand, interest has a big influence on the students when they are learning reading. Interest will keep them focus on what

they learn. In the class the teacher will see whether the students are interested or not through their expression and the activation of the students during the class running. According to Slamet, there are 2 kinds of interest, they are:

#### 1) Expressed Interest

In oxford dictionary the expressed interest is to show or to make feeling, opinion, or and action. Interest can be expressed by showing someone's feeling that she/he likes something more than others or someone expresses his interest with certain words. For example by using words like, always, often, etc.

#### 2) Manifested interest

Manifested interest is the students' participation in doing an activity. When someone is interested, he/she will learn happily and he/she will be motivated and get participated in classroom. For example: I like to answer the question from the teacher, I do the exercise by myself, etc.

From the explanation above, the researcher concludes that as long as the class is running, students' reading interest can be seen through their expressed interest and manifested interest.

#### 3. Reading Interest

Students' reading interest is one of the examples of situational interest. According Krapp (1992:24), "Situational Interest is the psychological state of being interested in the task or activity.

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Thus, reading researchers have studied situational interest by investigating interest on the part of readers. There are many different features of text that can generate interest, such as novelty, surprise, complexity, ambiguity, and inclusion of certain types of themes”.

Based on the statement above, reading interest is one part of situational interest. Reading interest depends on the context, such as reading material and reading material contains of texts. The texts should have the characteristics: they are novelty, ease of comprehension, and more meaningful contexts. The students may have a high interest during they assume the text is interesting. There are two aspects that can influence the reading interest: cognitive aspect, and affective aspect.

The cognitive aspect is based on the concept that children develop in the areas related to the interest. Concept that makes up the cognitive aspect of reading interests are based on personal experiences and what is learned in the house, the school, and the community and from different forms of mass media. For those sources people read what will satisfy their needs and what will not. Beside concept, the age and reading achievement have important role in cognitive aspect. The age and reading achievement of readers decide readers interest in choosing book or theme that they will read.

The affective aspect is the concept that makes up the cognitive aspect of reading interest which is expressed in attitudes

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toward the activities interest give rise to. Like the cognitive aspect, the affective aspect is developed from personal experiences, from attitudes of significant people like teachers or peers, and material that influenced the reading interest itself.

## 2) Using Game in the Classroom

According to Wright (2006:1), game is an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others. Games also help the teacher to create contexts in which the language is useful and meaningful.

A game is considered a valuable technique , which includes three principal elements: competition, rule(s), and enjoyment , which should be well established by a teaching-learning objective (Shances 2007:47). Any teacher would be able to use games in order to increase the students' motivation in the English language, at the same time that the students can better develop or improve his/her own abilities of learning.

The use of game has many advantages. Carreir (1980:6) mentions some of them:

- a. Games give a variety of tools to facilitate the teaching learning process. In other words, teachers can make use of games as they are one of the complementary tasks of a syllabus and with which students can better develop their learning strategies.

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- b. Games are flexibel. It means that they can be used for teaching any aspect of the language.
- c. Games make the lesson less monotonous. As they provide a great variety of class activities which help to maintain students attention and interest in the language without getting bored.
- d. Games raise the students motivation. In such a way that the students enjoy their learning so much that they might not realize they are doing so.
- e. Games make students produce language subconsciously. This means that students learn and/or review any aspect or ability of the language at the same time they focus their attention on wether they succeed in playing. Students produce the language without worrying if they are doing right or wrong, they just produce it and achieve it.
- f. Games stimulate students' participation and give them convidence.
- g. Games transform the teacher's role from that formal instructor to that of an organizer or moderator of the class.
- h. Games can also serve as a testing mechanism because they expose the students' weaknesses and strenghts.

It means that by using game hopefully the students will be more interested and more enthusiasm in learning process.

There are some reasons why game is used in teaching and learning process:



a. Language learning is hard work

Language learning is hard work. One must make an effort to understand, to repeat accurately, to adapt and to use newly understood language in conversation and in written composition. Effort is required at every moment and must be maintained over a long period of time. Games help and encourage many learners to sustain their interest and work.

b. Experiencing language

Games also help the teacher to create contexts in which the language is useful and meaningful. The learners want to take part, and in order to do so must understand what others are saying or have written, and they must speak or write in order to express their own point of view or give information. Games provide one way of helping the learners to experience language rather than merely study it.

c. Repeated use of language items

Many games cause as much use of particular language items as more conventional drill exercises; some games do not. What matters, however, is the quality of practice. The contribution of drill exercises lies in the concentration on a language form and its frequent occurrence during a limited period of time. Many games similarly provide repeated occurrence and use of a particular language form. By making language convey information and opinion, games provide the key features of ‘drill’ with the added opportunity to sense the working of language as living communication. Games involve the emotions,

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and the meaning of the language is thus more vividly experienced. It is, for this reason, probably better absorbed than learning based on mechanical drills.

d. Central to learning

If it is accepted that games can provide intense and meaningful practice of language, then they must be regarded as central to a language teacher's repertoire and not merely a way of passing the time.

### 3) Using Pass the Message Game

Pass the message game is activity in reading a short text seen for a very brief time and writing it down as accurately as possible from memory (Wright, *at.al* 2006:93). Therefore, games are activities created by teachers to make the teaching and learning process more interesting so that students enjoy the materials. Consequently, they will get better achievement.

The procedures of pass the message game are: the teacher write a short message on as slip of paper. For example:

*don't forget to clean your bedroom, turn off your computer and doing your homework.*

Then the teacher shows the message to someone sitting at the front and to one side of the class and gives time to the students for five seconds

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to see the sentence, then the teacher will take it from them and keep it, The teacher asks students 1 to write the sentence as they remember it on a piece of paper, and to show it to their neighbour for five seconds, for example:

*don't forget to clean your bedroom, turn off computer and doing homework.*

The teacher asks student 2 writing down the message they remember, for example:

*don't forget clean your bedroom, turn computer and doing homework.*

When the message has been passed through all the learners, the teacher asks the last one to read out what they have written down, for example:

*don't forget clean your bedroom and doing homework.*

The teacher will read out the message as it began, for example:

*don't forget to clean your badroom, turn off your computer and doing your homework.*

The teacher asks all the students, in turn, to read out the message they passed on, The teacher discusses why each of the changes might have occurred.

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## B. Relevant Research

According to Syafi'i (2011:122), relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to our research. Besides, the researcher has to analyze what the points that focus on, inform the designs, finding and conclusion of the previous research, that of:

Eddi Rusydi Ar (2009) in his research focused on the effectiveness of using scramble words game in improving grammar mastery of the second year students of Islamic Integrated Junior High School of Al-Fityah Pekanbaru. Scramble words game is the students have to arrange the letters become a word and arrange the words become a sentence. He found that the mean score of experimental group which was taught by using scramble words game was 94.34. While the mean score of control group which was taught without using scramble words game was 65.34. It means that there was a significant effect of using scramble words game on grammar mastery.

Kasnila (2009) in her research focused on the teacher modeling and guided repeated reading on reading comprehension of the second year at SMAN 1 Kubu. In her research, she found the mean score for the experimental group was increased which was taught by using teacher modeling and guided repeated reading.

It is different from this research. In this research, the researcher used pass the message game to give effect to students' reading interest at Madrasah Tsanawiyah Al-Muttaqin Pekanbaru.

### C. The Operational Concept

Operational concept is a concept as guidance to avoid misunderstanding. It should be interpreted into particular words in order to make easy to measure. In this research, there are two variables: the effect of using pass the message game as (X) variable and students' interest as (Y) variable. To measure each variable, the researcher identified them in some indicators as follows:

The procedures of pass the message game:

1. The teacher writes a short message on a slip of paper
2. The teacher shows the message to someone sitting at the front and to one side of the class. The teacher gives time to the students for five seconds to see the sentence, then the teacher takes it from them and keep it.
3. The teacher asks the students to write the sentence as they remember it on a piece of paper, and to show it to their neighbour for five seconds.
4. The teacher asks each learner writing down the message they remember.
5. When the message has been passed through all the learners, the teacher asks the last one to read out what they have written down.
6. The teacher reads out the message as it began.

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7. The teacher asks all the students, in turn, to read out the message they passed on.
8. The teacher discusses why each of the changes might have occurred. Are they changes which don't change the sense significantly? Are the changes due simply to grammar mistakes?

Students' interest (Y variable)

- a. Students feel enjoy in learning process
- b. Students will give more attention
- c. Students are always present in learning English
- d. Students will focus on what they learn
- e. Students will be more enthusiasm in learning

**D. The Assumption and hypothesis****a. The Assumption**

In this research, the researcher assumed that (1) Students had different interest in reading, and (2) Teaching by using game could influence students' interest.

**b. The hypothesis**

Ho: there is no significant difference of using pass the message game on students' interest in reading of the eight grade of Madrasah Tsanawiyah Al-Muttaqin Pekanbaru.

Ha: there is a significant difference of using pass the message game on students' interest in reading of the eight grade of Madrasah Tsanawiyah Al-Muttaqin Pekanbaru.

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