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CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Theoretical Framework

1. The Nature of Reading Comprehension

Reading is the process of getting information from a written symbol or written language. In the reading process, the readers not only read written form, but also they are required to understand of what they are reading. The process of understanding the text is often called reading comprehension. Reading comprehension is the ability to read text, process it and understand its meaning.

According to Wood and Vincent (2009, p.59), Reading comprehension is a dynamic and an interactive process. The process is done by the readers; the readers recognize every word in the reading text to find the information needed. As the result of this process is comprehension, it means that the readers understand what they read and get the information fully.

Comprehension is the essence of reading because the goal of written language is communication of messages (Gerrald G. Daffy, p.14). If the readers do not understand the messages, then they are not really reading. In reading comprehension, the reader interacts with the message in the text to generate an understanding of writer's message. So, reading comprehension is an interaction or communication between writer and the

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reader. Then, a reader should have a concentration and enjoy with the reading text.

According to King and Stanley in Alfitri, there are five components of reading that may help students in comprehending a reading text:

a. Main Idea

Main idea is what the author wants you to know about the topic. Identifying the topic can generally help reader understand the main idea. It is usually expressed as a complete thought, and indicates the author's reason or purpose for writing and the message he or she wants to share with readers. The idea will be explained by supporting sentences. Supporting sentences/ details can be defined as sentence that explains the main idea. It can take form of example, reasons, statistics, explanation, or simply relevant information. They are provided in order to all content of the text that can be understood easily.

b. Factual Information

Readers should be able to recognize the factual or certain information in details such as person, reason, and comparison. The factual information questions are preceded by WH-Questions. So, a good reader is one who answers the questions correctly.

c. Locating Reference

Readers should be able to recognize or find antecedent of a pronoun, a word or phrase to which pronoun refers. The pronoun such

as it, them, him, her, etc. Finding a correct reference can be done by a good reader who comprehends the text.

d. Making Inference

The problem including in the test of English as a foreign language is making inferences. In this question types, readers need to use the evidence that they have to make an inference. It means that after they have evidence from reading a passage, they can make a logical conclusion based on the evidences; it can be about the author's viewpoint.

e. Vocabulary Mastery

Vocabulary mastery plays an important role in comprehending a text. Reader will be helped by their vocabulary mastery in getting the meaning and comprehending the text

According to Clymer in Danny Brasswel and Timothy Rasinski, there are three levels of comprehension:

1) Literal Comprehension

The primary step in reading comprehension is identifying facts directly stated in the passage. It is seen as the first level of comprehension. It is the simplest form of locating information in texts because the information is stated directly in the text. This idea is supported by Clymer who stated that literal comprehension requires a reader to be able to retell or recall the facts or information presented in a text.

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2) Inferential Comprehension

Inferential comprehension is comprehension that involves using reasoning- drawing conclusions about the relationships between or among bits of information that are not explicitly stated. It requires relating background knowledge to what is read or applying knowledge about text structure to aid comprehension. It refers to the ability of a reader to take the information that is inferred or implied within the text.

3) Critical Comprehension

Critical comprehension requires readers to make judgments about what they are reading based on an evaluation of several text-grounded factors, the determination that it is fact not opinion, the objectivity of the author, and whether the text is believable.

All of the statements above show that reading comprehension is the ability to take information from writing text and do something with it in away that demonstrates knowledge or understanding information. Comprehension occurs when a reader is able to act on, respond to, or transform the information that is presented in written text in ways that demonstrate understanding.

2. The Process in Reading Comprehension

Reading comprehension involves more than readers' responses to text. Reading comprehension is a multi-component, highly complex process that involves many interactions between readers and what they

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bring to read related to their interest and prior knowledge. According to Irwin in Janette Klingner (2007, p.8), there are five basic comprehension processes that work together one another; microprocesses, integrative processes, macroprocesses, elaborative processes, and metacognitive processes.

a. Microprocessess

Microprocessing refers to grouping words into phrases or clusters of words that carry meaning, and requires an understanding of syntax as well as vocabulary.

It means that, the reader's first task is to drive meaning from the individual's idea units in each sentence and to decide of these ideas to remember. This field needs individual ability to group words into meaningful phrase and ability to select what idea units to remember.

b. Integrative Process

Integrative process is individuals understanding and inferring the relationships among clauses. Subskills involved in integrative processing include being able to identify and understand pronoun referents and being able to infer causation or sequence.

In own words, readers can recall what they read only if the individual's ideas is connected into a coherent whole. It means that the relationship between clauses and between sentences must also be comprehended. The process of understanding and inferring the

relationship between individual clause or sentence is called by integrative processing.

c. Macroprocesses

Ideas are better understood and more easily remembered when the reader is able to organize them in a coherent way. The reader does this by summarizing the key ideas read. They select the most important information to remember and delete relatively less important details.

In short, the process of synthesizing and organizing individuals idea unit into summary or organized series of related general ideas can be called macroprocessing.

d. Elaborative Process

When people read, they tap into our prior knowledge and make inferences beyond points described explicitly in the text. This elaborative process is related in making inferences not necessarily intended by author. For instance, people may take a prediction about what might happen, or they may think about how the information related to something similar they have experienced.

e. Metacognitive Process

Metacognition is the reader's conscious awareness of control cognitive process. The metacognitive the reader involves in monitoring understanding, selecting what to remember, and regulating the strategies used when reading. The metacognitive strategies the

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reader uses include rehearsing, reviewing, understanding, underlining, note taking, and checking understanding.

It means that metacognitive process is defined as conscious awareness and control of one's own cognitive process. This involve knowing when understanding or not about something and knowing how to go about achieving a goal for successful comprehension.

Those processes occur while readers are reading a text. Some readers do not notice that those processes happen while they are reading, but some of them do. Readers who know the theory of this reading process will realize that there are some processes that happen while they are reading.

3. Factors Influencing Students' Reading Comprehension

According to Westwood (2008, p.33-37), comprehension problem can be caused by a variety of different factors, including those intrinsic to the individual and others related to insufficient instruction or to inappropriate materials. They are eight factors that may influence the comprehension. There are as follows;

- a. Limited vocabulary knowledge. A student has difficulty understanding what he or she is reading, it is worth considering whether there is a serious mismatch between the student's own knowledge of word meanings (expressive and listening vocabulary) and the words used in the text. The student may be able to read a word correctly on the page but not know its meaning.

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- b. Lack of frequency. Students who read very slowly-or much too fast - often comprehend poorly. Slow reading tends to restrict cognitive capacity to the low-level processing of letters and words rather than allowing full attention to be devoted to higher-order ideas and concepts within the text.
- c. Lack of familiarity with the subject matter. It is better to provide information first by other means (e.g. video, posters, mini-lecture, discussion) to build firm background knowledge before students are expected to read about that theme in printed texts.
- d. Difficulty level of the text. The difficulty level of text is a major factor influencing whether or not material can be read with understanding.
- e. Inadequate use of affective reading strategies. The goal of literacy teaching should be to develop fully self-regulated readers who are skilled and strategic in reading for meaning.
- f. Weak verbal reasoning. Students think more deeply about the text they are reading are helpful in developing their ability to reason from the information given. Deliberately guiding students to make connections between new information in text and their existing bank of knowledge is beneficial.
- g. Problems with processing information. The implications for teaching are that slow readers should be encouraged to re-read material, several times if necessary, in order to process the information successfully. It is also necessary to reduce factors that may be causing a reader to be

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anxious or distracted and to ensure that the student is giving due attention to the task.

- h. Problem in recalling information after reading. Recall is dependent partly upon factors such as vividness and relevance of the information in the text; but it is also dependent upon a student giving adequate attention to the reading task and knowing that it is important to remember details.

From these factors, people know every single thing that occur when they are reading. Become an effective reader they should be able to know the factors that will influence their comprehending what they have read.

4. Reading Attitude

a. The Concept of Reading Attitude

According to Krech and Crutchfield in Ahmadi (1991, p.163) attitude is organization from motivation, emotional, perception or monitoring in aspect from individual life. Attitudes refers to the “psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor” (Day and Bamford, 1998). According to Guthrie & Greaney (1991) in Lukhele reading attitude is derived from perceptions acquired from people’s reading history and experience. Alexander and Filler (1976) defined reading attitude as “a system of feelings related to reading which causes the learner to approach or avoid a reading situation” or as ”a state of mind,

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accompanied by feeling and emotions that makes reading more or less probable” (Smith, 2001) (as cited in Yamashita 2004). Attitude toward reading is how an individual feels about reading, engaging in reading activities, and receiving materials for reading. (McKenna, 1994 in Deanna Long, p.6). In Bardley (2012, p.6), it also has defined as the affect that reading has on the individual (Baker & Wigfield, 1999).

b. Component of Attitude

Attitude is a concept that helps in understanding human behavior. Travers, Gagne, and Cronbach agree that attitude involves three components that interact with the object (Ahmadi, 1991, p.164-165). These components include:

- 1) *Cognitive component*, associated with knowledge, beliefs or thoughts that are based on information associated with the object.
- 2) *Affective component*, refers to the emotional dimension of attitudes, emotions are associated with the object. Here is the object perceived as pleasant or unpleasant.
- 3) *Behavior or conative component* involving one of predisposition to act towards the object.

Component behavior is influenced by the cognitive component. This component relates to the tendency to act so that in some literature. This component is called the action tendency component. Action tendency components can be divided into two kinds.

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- a. Positive attitude. The attitude of the show, accept acknowledge, approve, and implement associated with the object.
- b. Negative attitude, attitudes which show or showed rejection or disagree on matters relating to the object.

According to Teale and Lewis, reading attitude has three components as in the following:

- (1) *Cognitive Component*, that is, one's beliefs or opinions about reading (e.g., "Reading is essential for getting along efficiently in this society").
- (2) *Affective Component*, that is, one's feelings about or evaluations of reading (e.g., "I enjoy reading").
- (3) *Conative Component*, (often treated as two separate components) that is, (a) one's intention(s) to read and (b) one's actual reading behavior(s).

c. Characteristics of Attitude

According to Perloff (2003, p.39), characteristics of attitudes are:

1. *Attitudes are learned.* People are not born with attitudes. They acquire attitudes over the course of socialization in childhood and adolescence.
2. *Attitudes are global, typically emotional, evaluations.* Attitudes are, first and foremost, evaluations. Having an attitude means that you have categorized something and made a judgment of its net

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value or worth. Attitudes invariably involve affect and emotions. "Attitudes express passions and hates, attractions and repulsions, likes and dislikes", affect usually plays an important part in how attitudes are formed or experienced because some attitudes may develop more intellectually, by absorbing information, while others are acquired through reward and punishment of previous behavior. Attitudes can be regarded as large summary evaluations of issues and people. (They are global or macro, not micro).

3. *Attitudes influence thought and action.* Attitudes shape perceptions and influence judgment. Attitudes also influence behavior. They guide our actions and steer us in the direction of doing what we believe.

From the discussion above, it can be concluded that there are three characteristics of attitudes. First, attitudes are learned. Second, attitudes are global, typically emotional, evaluation. Third, attitudes influence thought and action.

d. Factors Influencing Students' Attitude

Attitude is important in learning English because to get success in learning process should have attitude to measure the purpose of leaning English. Attitude is considered as an essential factor that influences learning. There are some factors that influence attitude (Azwar, p.30):

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1) Personal experience

It can be the basis for the formation of attitudes personal experiences should leave a strong impression. Therefore, the attitude will be more easily formed when personal experience occurs in situations involving emotional factors.

2) Influence others that are considered important

In general, people tend to have a conformist attitude or direction of the attitude of people who are considered important. This tends among motivated by the desire for affiliation and the desire to avoid conflict with the people who are considered important.

3) Influence of culture

Unwittingly steering line culture has instilled our attitude towards various issues. Culture has colored the attitude of members of the community because the pattern is culture that gives individuals experience public scare.

4) The mass media

In the newspaper and the healthcare radio or other communications media, with supposedly factual news delivered objective likely to be influenced by the attitude of the author, consequently affect the attitudes of consumer.

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5) Institute of Education and Religious Institutions

Moral concepts and teaching of educational institution and religious institution determine the belief system it is not surprising that in turn affects the attitude concept.

6) Emotional Factors

Sometimes, a form of attitude is a statement that is based on emotion which serves as a sort of channeling frustration or alienation of the ego defense mechanism.

e. Assessing Reading Attitude

In assessing reading attitude, the writer used questionnaire. There were 20 items that used Likert' scale. According to Brown (2001) in Mackey and Gass, questionnaires (a subset of survey research) are defined as "any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting them among existing answers". The survey, typically in the form of a questionnaire, is one of the most common methods of collecting data on attitudes and opinions from a large group of participants; as such, it has been used to investigate a wide variety of questions in second language research.

5. The Correlation between Students' Reading Attitude and Their Reading Comprehension

The correlation is connection between two things in which one thing changes as the other does (oxford learner's pocket dictionary, 2008,

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p.98). Correlation always has relation between one and others always influenced in it. The correlation between reading attitude and reading comprehension also has deep relation. By having good attitude towards English, the students will influence their reading and writing. Since the attitude has correlation in reading, the students are able to develop their willingness to read, by having positive attitude means that they have motivation and feeling to read. (Pramuji: 2015, p.19).

Pramuji (2015) in his research shows that students' attitude toward English gives positive significant correlation to their reading comprehension achievement and the correlation was medium or sufficient. It means that the students who got good in attitude test tended to get good scores in the reading comprehension. The students who got low scores in attitude test tended to get low scores in the reading comprehension. (Pramuji: 2015, p.26).

In short, the purpose of this study is to know about the students' reading attitude, students' reading comprehension and the correlation between students' reading attitude and reading comprehension at the first year of Junior Islamic Boarding School Daarun Nahdhah Thawalib Bangkinang.

B. The Relevant Research

This research is relevant to several researchers that had been conducted before. In conducting the research, the researcher took some relevant researches that had been investigated by previous research.

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1. A research was conducted by Robi'ah Alkasdawiyah in 2014, an alumnus of State Islamic University of Sultan Syarif Kasim Riau, entitled "The Correlation between Attitude in Learning English and English Achievement of The Second Year od Students at Al-Qasimiyah Sorek 1 in Pelalawan Regency". The subject of this research was the second year students of Islamic Senior High School Al-Qasimiyah Sorek 1; whereas, the objects of this research were students' attitude in learning English and their English achievement. The population of this research was all of the second year students at MA AlQasimiyah Sorek 1 that consisting of 38 students. She found there was a significant correlation between attitude in learning English and English achievement. It can be seen from data analysis $r_{xy} = 0.451$ higher than r_t in level of significance of 5% (0.32) and higher than r_t level of significance of 1% (0.418) it can be read $0.451 > 0.325 > 0.418$. In conclusion, the correlation between attitude in learning English and English achievement is $R^2 = 20.38\%$.
2. A journal was written by Muhammad Bustug in 2014 entitled "The Structural Relationship of Reading Attitude, Reading Comprehension and Academic Achievement". His research showed that reading attitude and reading comprehension significantly predicted academic achievement. It means that reading attitude was found to be a significant predictor of reading comprehension.

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C. Operational Concept

Operational concept is used to avoid misunderstanding and misinterpretation. It is necessary to explain about variables used in this research. As mentioned by Syafi'i (2007, p.122), that all related theoretical frameworks can be operated in the operational concept.

Based on the statement above, the researcher concludes that there are some factors needed to be operated in operational concept.

1. The indicators of reading attitude (variable X)

Cognitive Component

In cognitive component, there are 8 items.

- a. The students' perception or concept about reading.
- b. The students' beliefs to receive knowledge and understanding in the learning process.

Table II.1
Items of Cognitive

No.	Statements
1	I can acquire broad knowledge if I read books
2	I can acquire vocabulary if I read books
3	Reading is useful to get a good grade in class
4	I get to know different values if I read books
5	I can get more knowledge if I read books
6	I think I read a lot
7	I think I can read quickly
8	I can develop my reading ability if I read

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Affective Component

In affective component, there are 6 questions.

- a. The students' express like or dislike about reading.
- b. The students' feeling for reading.

Table II.2
Items of Affective

No.	Statements
1	I feel anxious if I'm not sure whether I understood what I read
2	Reading is enjoyable
3	If it necessary, I prefer to avoid reading as much as possible
4	I feel anxious if I don't know all the words
5	Reading is my hobby
6	Even if I cannot understand what I read completely, I don't care

Behavior or Conative Component

In behavior or conative component there are 6 questions.

- a. The students respond to the object in particular situation.
- b. The students' activity to do something.

Table II.3
Items of Behavior

No.	Statements
1	I go to library to borrow or to read book.
2	I like to read books in my spare time
3	I try to find time for reading
4	During my vocation I want to read at least one book
5	If someone tells me that he or she likes book very much , I am going to read it too
6	I want to read many books in the future

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

2. The indicators of reading comprehension (variable Y)
 - a. The students are able to find main idea or topic in the text.
 - b. The students are able to find the factual information in the text.
 - c. The students are able to understand the reference in the text.
 - d. The students are able to identify inference in the text.
 - e. The students are able to understand the vocabulary in the text.

D. Assumption and Hypothesis

1. Assumption

By considering a lot of explanations and relevant researches, the writer assumes that the better students' reading attitude is, the better students' reading comprehension will be.

2. Hypothesis

Ho: There is no significant correlation between students' reading attitude and their reading comprehension.

Ha: There is a significant correlation between students' reading attitude and their reading comprehension.