

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Reading

Reading is a basic life skill for learners especially for English learners. Without having the ability to read well, the students will lose an ability to catch the point of reading texts. Indeed, through reading, students can update some information for their knowledge. According to Ur, “readers may wish to understand something in order to learn from it, in order to find out how to act (instructions, direction), in order to express in opinion about it (a letter requesting advice), and so on.”⁹ In reading, students need to understand what the text is about. According to Patel, et.al, “reading means to understand the meaning of printed words e.g. written symbols.”¹⁰ In addition, Penny Ur states “students, who are reading, are merely decoding – translating written symbols into corresponding sounds.”¹¹

To comprehend the meaning of reading texts, the students should be aware of information in it. Because one of its purposes is to get some information what the text is about. Celce and Murcia states “Reading is assumed to be the central means for learning new information and gaining

⁹ Penny Ur, *A Course in Language Teaching Practice and Theory*. (New York: Cambridge University Press, 1991), pp. 150

¹⁰ Dr. M. F. Fatel & Preeven M. Jain. *English Language Teaching (Methods, Tools, & Strategies)*. (Jaipur: Sunrise Publishers and Distributors, 2008), pp. 113

¹¹ Penny Ur, *Op.cit.* pp. 138

access to alternative explanations and interpretations.”¹² In addition, Celce and Murcia state “reading has many multiple purposes achieved by students based on English for Academic Purposes (EAP) reading curriculum:

1. Reading to search for information
2. Reading for general comprehension
3. Reading to learn new information
4. Reading to synthesize and evaluate information”

Furthermore, reading is one of the four language skills that should be mastered by students. It cannot be separated with teaching and learning process learned by the students as long as they are still in educational process. Students can get so many advantages of reading in their life, especially in their teaching and learning processes. It can help the students to connect their background knowledge and the lesson given by the teacher. In teaching and learning process, not only students who take place in a classroom reading process, but a teacher of English also has the important roles in teaching reading to the students. According to Sadoski, “the goals of teaching reading, including the following:

1. Affective Goals

Goal 1: Developing Positive Attitudes toward Reading

The term attitude, applies to readers’ perceptions of their competence and their disposition toward their future performance. The development of a positive attitude toward

¹² Marianne Celce, and Murcia. *Op.cit.* pp. 187

reading means progressing in our confidence in our own ability as a reader.

Goal 2: Developing Personal Interest and Tastes in Reading

Having an interest in reading means that having the motivation to read and to respond affectively, to seek to enlarge our self-understanding and our sense of self-worth through reading.

2. Cognitive Goals

Goal 3: Developing the Use of Reading as a Tool to Solve Problems

Two aspects of using reading as a tool to address large-scale social problems can be summarized. One aspect is educational reading. Another aspect of the reading goal is emancipation. It means that different cultures and societies in the world may be free to express their words differently.

Goal 4: Developing the Fundamental Competencies of Reading at Succeedingly Higher Levels of Independence

When the fundamental competencies of reading have been taught and learned, the reader is equipped to pursue reading as a continuing, lifelong endeavor.”¹³

In conclusion, reading is a complex process that students must have an ability to translate the written symbols in reading texts into connecting with something that they have just mentioned.

¹³Mark Sadoski, *Conceptual Foundations of Teaching Reading*, (New York: The Guilford Press, 2004), pp. 53

2. The Nature of Reading Motivation

Reading motivation is motivational drive to read, an area of interest in the field of education. Studying and implementing the conditions which students are motivated to read is important in the process of teaching and fostering learning. As one of the language skills, reading should be developed by all people, especially for literate society. Nunan states that:” reading is viewed as a process of decoding written symbols, working from the smaller units (individual letters) to larger one (words, clauses, and sentences)”. In other words, by reading, people can communicate one another through written text by decoding the written symbols to get the meaning.

One of some factors that can improve success in reading is motivation. According to Bomia et al in Brewster and Fager, motivation refers to: “a student’s willingness, need, desire and compulsion to participate in, and be successful in, the learning process.”¹⁴ In other words, motivation for readers is the fuel that will keep you going to read from the first paragraph until the end of the passage.

In general, reading motivation can be defined as willingness or interest of reading activities. Gambrell states that: “motivation to read can be defined as the likelihood of engaging in reading or choosing to read”.¹⁵

¹⁴ Cori Brewster & Jennifer Fager, *Increasing Student Engagement and Motivation: From Time on-Task to Homework*. (Northwest Regional Educational Laboratory, 2000), pp. 4.

¹⁵ Linda B. Gambrell, *Seven Rules of Engagement: What’s Most Important to Know about Motivation to Read*. *The Reading Teacher*. (International Reading Association. Vol. 65, 2011), pp.172

In other words, students who have high motivation in reading will have possibility to keep interested to read.

Furthermore, according to Mihandoost, “motivation for reading is a crucial entity for successfully engaging in the reading process because it is the element that what activities and maintains students’ engagement throughout the entire reading process.”¹⁶ In other words, students who are motivated to read are those who are engaged in reading process. Besides, they have a set of goals in reading activities, like, sharing what their thoughts and feelings related to their interpretations of the text. They also have comprehension strategic goals in their reading process. That is, they are able to facilitate their selves by using some strategies in reading to accommodate their understanding of new information.

On the other hand, motivation and engagement are two of factors of students that can succeed their reading process in the classroom. They are correlated each other. Students who are engaged in reading, surely, they are motivated to read. According to Guthrie and Wigfield, “Engaged readers are motivated to read, strategic in their approaches to comprehending what they read, knowledgeable in their construction of meaning from text, and socially interactive while reading.”¹⁷ In other words, improving students’ motivation helps boost engagement in reading.

Guthrie and Wigfield states that: “motivation is foundational process for

¹⁶ Zeinab Mihandoost, *A Comparison of the Reading Motivation and Reading Attitude of Students with Dyslexia and Students without Dyslexia in the Elementary Schools in Ilam, Iran*, Volume 3, No. 1, (2011), pp. 2

¹⁷ *Defining Engaged Reading*, (Retrieved on April 15,2014). <http://hpliteracy.com/wp-content/uploads/2014/01/Defining-Engaged-Reading-1>.

reading engagement and is major contributor, when things go awry, to disengagement from reading.”¹⁸

Therefore, motivation and engagement cannot be separated on the students’ reading process. In short, motivated students are those who can engage in their reading activities, it means that they are connected with the goals of reading and using comprehension strategies to find meaning of the text.

Unfortunately, students’ motivation to read tends to decrease as they grow older. According to NASBE (National Association of State Boards of Education), “motivation for reading decreases as children move up in grade level.”¹⁹ It means that the higher students’ grade level, the lower motivation to read they have. “This is due to a loss of task-mastery orientation and self confidence as older students look inward and realize that they are less capable than others.”²⁰ In other words, as older students, like, junior or senior high school students, they lose ability to master a reading textbook material and they have problems with their self-confidence. It occurs because their motivation is decline as the higher their level grade. To make students motivated in reading, teacher has an important role in reading process.

Therefore, promoting motivation to read is a role of the teacher in the class. There are many ways to increase students’ motivation in reading.

¹⁸ *Loc.cit*

¹⁹ _____ *Reading at Risk: The State Response to the Crisis in Adolescent Literacy*, NASBE (National Association of State Boards of Education), pp.24

²⁰ *Loc.cit*

In addition, Gambrell states “One way to enhance reading motivation and achievement is to help students find value and meaning in classroom reading tasks and activities.”²¹ It means that when students read a material which have relation to their personal lives, they will be more interested. For instance, teacher provides reading material and let students to choose the topic by themselves.

According to Baker and Wigfield, there are three broad categories in reading motivation²²:

1. Includes competence and efficacy beliefs:
 - a. Self efficacy, the belief that one can be successful in reading.
According to Samantha, “self efficacy is a student’s notion of his or her strengths and abilities.”²³ It means that when the students have high self-efficacy for the tasks, it means that they view those themselves as able to accomplish a given task. In addition, the students who have self-efficacy means that they have self-confidence in teaching and learning process.
 - b. Challenge, the willingness to take on difficult reading material. In short, challenge means that involves the desire to assimilate complex ideas in a text.

²¹ *Ibid.*, p. 173.

²²Linda Baker, and Allan Wigfield, *Dimensions of Children’s Motivation for Reading and Their Relations to Reading Activity and Reading Achievement*, (1999), pp. 2

²³Samantha, T. Ves, “To Read or not to Read: Motivating High School Seniors”, pp. 7 (Retrieved on April 17, 2014). <https://www.smcm.edu/educationstudies/pdf/rising-tide/volume-4/Samantha-Ives-MRP.pdf>

- c. Work avoidance, the desire to avoid reading activities
2. Concern the purposes and goals that students have for reading, whether intrinsic or extrinsic. Dhanapala states “Intrinsic reading motivation refers to engaging in an activity which provides satisfaction, enjoyment, interest or challenge to that activity itself, whereas extrinsic reading motivation refers to the participating in n activity.”²⁴

The intrinsic (learning) goals are:

- a. Curiosity, the desire to read about a particular topic of interest.
- b. Involvement, the enjoyment experienced from reading certain kinds of literacy or informational texts. In other words, involvement refers to an individual’s pleasure gained from absorbing in an interesting text.
- c. Importance, the belief that reading is valuable.

The extrinsic (performance) goals are:

- a. Grades, the desire to be favorably evaluated by the teacher. It means that, reading to obtain a certain desired grade on an examination
- b. Competition, the desire to out performs others in reading.
- c. Recognition, the pleasure in receiving a material for reading activity. On the other hand, reading for recognition refers to

²⁴Kusumi Vasantha Dhanapala, “Motivation and L2 Reading Behaviours of University Students in Japan and Sri Lanka, Volume. 14, No. 1, (2008), pp.2

reading to be recognized as a competent reader among teachers, peers, and others.

3. Addresses social aspects of reading
 - a. Social, sharing of the meanings gained from reading with others. It means that social reading is the process of sharing the meanings gained from reading with peers or family.
 - b. Compliance, reading to meet the expectations of others. It means that compliance is the desire to read to meet an external goal or requirement.

Motivation also becomes a key of getting struggling readers to spend time actively reading. It means that, students who are motivated face some hard vocabularies in an English text; they get struggle to face it. They cannot be down in their reading process. However, motivation in reading helps students struggle in that process and become engage readers.

3. The Nature of Read and Relax, Reflect and Respond, and Rap (R5) Strategy

Read and Relax, Reflect and Respond, and Rap strategy is a strategy of SSR (Sustained Silent Reading) which is designed to create a new reading block better than before. This strategy provides some activities done by students to get the enjoyable strategy for them. However, strategy means that students act in the classroom by implementing some steps or procedures to get understanding of materials. The teacher is only a facilitator in the classroom. R5 strategy is a strategy that can facilitate

students to choose others strategy they want. According to Kelley and Clausen “this strategy can build motivation for students in reading.”²⁵ This strategy supports the students in their reading practices and need to help them become more metacognitive readers.

In addition Kelley states “R5 is intended to achieve the following:”²⁶

1. Increase reading proficiency through engaged reading
2. Enhance students’ metacognitive awareness by scaffolding and promoting the use of comprehension strategies
3. Support wide reading
4. Build students motivation to read
5. Engage students in social interaction through discussion
6. Improve active listening

Based on the explanation of R5 strategy above, it can be said that R5 strategy provides opportunity and chance for students to read with their style. In order to get what they read, R5 strategy lets students release and choose some strategies that they used during reading period. So, the students become motivational students.

A persistent challenge for teachers is to encourage students become more independent readers. “Independent readers mean students read materials of their own choosing for a specific amount of time.”²⁷ So, in

²⁵Michelle Kelley, and Nicky Clausen-Grace, “R⁵: The Sustained Silent Reading Makeover that Transformed Readers”, Vol. 60, No. 2, (2006), pp. 155

²⁶ *Ibid*, pp. 62

²⁷Michelle J. Kelley, and Nicki Clausen-Grace, *A Study Guide for Comprehension Shouldn't Be Silent: From Strategy Instruction to Student Independence*, (International Reading Association), 2009), pp. 60

other words, students, who are independent readers in their reading practice, can develop their fluencies, increase vocabularies, enhance comprehension, and improve wide reading.

Furthermore, during R5 strategy applied in the classroom, teachers need to carefully and consistently monitor, coach, and guide the developing reading activities of their students. Indeed, by discussion and sharing ideas, students get a powerful motivation in reading.

According to Kelley and Clausen, the procedures of Read and Relax, Reflect and Respond, and Rap strategy are:

a. Read and Relax

Students have a set purpose to read a book of their choice anywhere in the classroom. Students practice strategy use. Teacher does a “status of the class” and then confers with students on their strategy plans.

b. Reflect and Respond

Students reflect and respond in their reading log, recording the book title and genre, as well as identifying the strategy they used and something interesting they read. Teacher circulates during this time.

c. Rap (Share/discuss)

In pairs:

Teacher continues to circulate. Students pair up. They share something interesting from their book (this may or may not be what they recorded) and actively listen to their as he or she shares.

Whole class:

Teacher facilitates sharing. Students report what their partner shared. Teacher asks the class to identify the strategy being used. Then, their partner shares what they discussed. The teacher elicits the strategy and the process is repeated with a new pair.²⁸

This strategy also has some advantages based on its procedures:

1. Students have more confidence in reading process
2. Students have autonomy in the classroom
3. Students are motivated to read through social interaction
4. Students become independent readers in the classroom

Therefore, Read and Relax, Reflect and Respond, and Rap (R5) strategy is a strategy that can improve students' motivation in reading. It also helps students become independent readers in the classroom. They are allowed to use and choose strategy during reading period. In conclusion, R5 strategy is a good facility for students to engage in reading.

²⁸ Michelle Kelley, and Nicky Clausen-Grace, "R⁵: The Sustained Silent Reading Makeover that Transformed Readers", Vol. 60, No. 2, (2006), pp. 152

4. Using Read and Relax, Reflect and Respond and Rap Strategy on the Students' Reading Motivation

Read and Relax, Reflect and Respond, and Rap (R5) strategy is one of motivational reading strategies that can facilitate students to engage in their reading texts. According to Kelley, “This strategy can built motivation for students in reading.”²⁹ It means that teaching reading by using this strategy can motivate students to read. Students who are motivated to read surely feel enjoy in their reading process. Therefore, this strategy offers some procedures for students to give strong motivation in their reading process.

Moreover, the procedures of R5 strategy are, students choose their reading texts by themselves, then, they reflect and respond what they have read, like, the genre of the text, the title, and the generic structure of the text, and also the metacognitive practice they used during reading process, then, they share and discuss their reflections on the metacognitive practices used during reading time with their partner.

Based on the explanation of R5 procedures, it can be seen that students have chance to develop their self-confidences. For instance, they can choose their reading text; they can use some metacognitive strategies they want during reading time, like, predicting, summarizing, questioning, etc. In line with that statement, Samantha states “Many facets of reading motivation affect students' reading. Notable facets are self-efficacy, goals,

²⁹*Ibid*, pp. 155

autonomy, relevance, value, and social influences.”³⁰ Based on the previous quotation, it is clear that self-efficacy is one of many factors that can influence on the students’ reading motivation. Moreover, self-efficacy is self-confidence of students that they can be successful in reading. NASBE states “self-efficacy is defined as belief and confidence that students have capacity to accomplish meaningful tasks and produce desired result in academic settings.”³¹ Therefore, students who have high self-efficacy are more motivated than students with low self-efficacy.

Besides, learning goals mean that the goal that students will achieve after reading. In this case, the goal of reading is to get the meaning or the information of the text. To reach the learning goals, the students have many strategies during reading time. Therefore, one of R5 procedures is to use metacognitive strategies, such as, prediction, visualization, connection, etc, during their reading time to get what they want through reading. Samantha states “learning goals increases the motivation for reading because students with learning goals seek ways to reach their desired learning through reading.”³² It means that, students who have learning goal in their reading process and desire to seek ways to reach them, indirectly, their motivation in reading increase.

R5 strategy also lets students choose reading text given by teacher. It means that R5 strategy provides students to become independent readers.

³⁰Kusumi Vasantha Dhanapala, *Op. cit.*, pp. 7

³¹Interactive Educational System Design, “Motivation and Engagement” (Retrieved on April 15, 2014)
http://www.mheresearch.com/assets/products/539fd53b59e3bb12/motivation_and_engagement.pdf

³²Kusumi Vasantha Dhanapala, *Op. cit.*, pp. 7

Indeed, Samantha argues “When students have autonomy in a classroom, they feel independent and personally responsible for their learning.”³³ It means that, the students who feel have responsibility personally; the reading motivation of theirs will increase.

Then, Samantha states “relevance of reading to students’ life leads to an increase in perceived value of reading.” In other words, students who are engaged in reading process, they will see the value of reading and they will seek to obtain this value through reading. Indeed, in this previous explanation, students who are engaged in reading process, surely, they are motivated to read.

Furthermore, the other procedures of R5 strategy that can build students’ reading motivation that is share and discuss with their partner about the strategies they used during reading time. Reading discussion can increase students’ reading motivation. According to Guthrie in Samantha states “the opportunity for reading discussion increases reading motivation because students like social interaction as well as the opportunity to display their understanding and learn from the understandings of their peers.”³⁴ It means that social interaction through discussion can build students’ motivation to read.

In brief, based on the explanation depicted above, all of the procedures of Read and Relax, Reflect and Respond, and Rap (R5)

³³*Loc.cit*

³⁴Kusumi Vasantha Dhanapala, “Motivation and L2 Reading Behaviours of University Students in Japan and Sri Lanka, Volume. 14, No. 1, (2008), pp.2

strategy can increase students' motivation to read. Therefore, teaching reading by using R5 strategy is a way to make students motivated to read.

B. The Relevant Research

To avoid the same title used in the research, then the writer shows the relevant researches which have been done by two previous students of English Education Department of UIN SUSKA RIAU.

First, the research was conducted by Raja Kiki Tri Gusti entitled the effect of using frayer model in improving students' reading motivation at the first grade of Junior High School 1 Benai District Kuantan Singingi Regency. It was an experimental research. She tried to find out whether there was a significant difference of students' reading motivation taught by using frayer model and those without taught by using frayer model at the first grade of SMPN 1 Benai. Based on the analysis of T-test formula, it could be seen t_0 is 3.34, it is higher than t-table either at level 5% = 2.02 or 1% = 2.69. It was found that H_0 is rejected and H_a is accepted. It means that there was a significant difference between students' reading motivation taught by using frayer model and students' reading motivation without taught by using faryer model.³⁵

Second, the research was conducted by Misbah Munthe entitled the influence of reciprocal teaching approach on students' motivation in reading text at the second year of Islamic Senior High School Darel Hikmal Bording School Pekanbaru. It was an experimental research. She

³⁵Raja Kiki Tri Gusti. The Effect of Using Frayer Model in Improving Students' Reading Motivation at the First Grade of Junior High School 1 Benai District Kuantan Singingi Regency. (Pekanbaru: Unpublished, 2012).

tried to find out the students' motivation in reading text taught by using RTA, to find out the students' motivation in reading text taught without using RTA, and to find out whether there was a significant difference between students' motivation in reading taught by using RTA and students' motivation in reading taught by using group discussion. From the explanation of the first formulation and the second formulation, she concluded that there was a significant difference of students' motivation in reading text taught by using RTA and students' reading motivation taught without by using conventional strategy or group discussion strategy.³⁶

C. Operational Concept

Operational concept is the concept to clarify the theories used in this research in order to avoid misunderstanding and misinterpretation. It is necessary to explain briefly the variables used in the research. As mentioned by Syafi'i "all related theoretical frameworks can be operated in the operational concept."³⁷ This research was designed into two variables, variable X is an independent variable and variable Y is a dependent variable. To measure each variable, the writer identified them in some indicators as follows:

³⁶Misbah Munthe, *The Influence of Reciprocal Teaching Approach on Students' Motivation in Reading Text at the Second Year of Islamic Senior High School Darel Hikmah Borading School Pekanbaru*. (Pekanbaru: Unpublished, 2012).

³⁷ M. Syafi'i, S., *From Paragraph to a Reseach Report: A Writing of English for Academic Purposes*, (Pekanbaru: Lembaga Bimbingan Syaf Intensive (LBSI), 2007), pp. 122

1. The use of Read and Relax, Reflect and Respond, Rap (R5) strategy as the independent variable is symbolized by “x”. The indicators are:³⁸
 - a. The teacher hands out English text to the students
 - b. The teacher asks the students to relax while reading the text and analyze the text
 - c. The teacher asks the students to give some responses and express what they have just read by using metacognitive strategies
 - d. The teacher asks the students to share the strategy they used while reading process
 - e. The teacher asks the students to discuss with their partner about what they read
2. The students’ reading motivation as the dependent variable is symbolized by “y”. The indicators are:³⁹
 - a. The students’ ability to read well (self-efficacy)
 - b. The students’ ability to persist in reading difficult text (Challenge)
 - c. The students’ ability to receive the material for reading activity (Recognition)
 - d. The students’ desire to read the interested topics (Curiosity)

³⁸ Michelle Kelley, and Nicky Clausen-Grace, (2006), pp.152

³⁹ Linda Baker, and Allan Wigfield, *Op.cit.* pp. 2

- e. The students' desire to complete a reading assignment rather than to understand or enjoy the text (Compliance)
- f. The students' ability to enjoy the reading process (Involvement)
- g. The students' desire to perform in reading class (Competition)
- h. The students' desire to read because it is evaluated by the teacher (Grades)
- i. The students' ability to share and discuss the reading material with other friends (Social)
- j. The students' belief that reading is valuable (Importance)

D. The Assumption and Hypothesis

1. The Assumptions

In this research, the writer assumes that Read and Relax, Reflect and Respond, and Rap (R5) strategy can increase students' motivation to read.

2. The Hypothesis

Based on the assumption above, hypothesis for this research can be formulated as follows:

H_a : There is a significant difference of reading motivation between the students who are taught by using Read and Relax, Reflect and Respond, and Rap (R5) strategy and those who are not taught of the second year students at State Senior High School 2 Pekanbaru.

H_0 : There is no significant difference of reading motivation between the students who are taught by using Read and Relax, Reflect and Respond, and Rap (R5) strategy and those are not taught of the second year students at State Senior High School 2 Pekanbaru