

Chapter Two

Literature Review

This chapter presents some literature reviews related to the topic of discussion. The researcher presents definitions of reading habit, reading habit among university students, the definition of TOEFL and reading achievement on TOEFL. Then, the researcher explains the correlation between reading habit and their reading achievement. The last is about conceptual framework and hypothesis.

Reading Habit

Reading habit is a long-life learning process because if people enjoy their reading, they would willingly get lots of knowledge. Camp (2007) stated that reading habit has the same meaning with further habit because it is a process that develops over a period of time. The meaning of habit refers to creation of learning and reading refers to how readers are able to build up their understanding in the written text (Iftanti, 2015). On the other words, reading becomes a habit if people do it repeatedly, regularly and happily.

Good reading habit could develop personal behavior. Sangkaeo (1999) in Chattri and Rout (2013) proposed that reading habit refers to people attitudes whether they like reading or not. Moreover, reading habit determines the quantity of reading, number of book being read and personal feeling (Wagner, 2002). In a

more recent study, Grace and Emmanuel (2012) offered that there are three categories on reading habit and their academic performance. Reader categories are involved the non-readers who do not read for pleasure, the marginal readers who do reading for necessity, and the marginal readers who love reading. It shows that reading habit is influenced by their personal feeling.

Additionally, reading habit among foreign language learners is difficult to identify because it has to relate between the L1 and the target language. Yamashita (2004) argued that L1 and L2 are related with each other and people do not require learning reading in L2 if they have a certain level of L1 reading ability. It is because L1 and L2 are implied by cognitive ability. Moreover, Chiang (2016) stated that students who have limited English or non-native speakers of English do not always imply that. It can be defined that they are less interested toward English language learning. Besides, it is supported by Ögeyik and Akyay (2009) that focused on student learners' reading habits and their general views on reading of the student teachers' training department at Foreign Language Department. The data consisted of 40 items of questionnaires and there are 187 participants who attended English Language Teaching and German Language Teaching Departments of Faculty of Education at Trakya University, Turkey. The result revealed that they have a good reading habit both in their mother and foreign languages. It is also revealed that they have positive attitude through their motivation to improve their academic activities. It could be concluded that when people have a good reading habit, unconsciously the progress of their L1 reading ability transfer necessary to their L2 reading.

The importance of reading habit. The importance of reading habit is developing the habit of reading through lifelong learning. It is because the impacts of reading are that the reader could learn a new skill, could be introduced to new facts, could be more knowledgeable, and stimulate both thought and emotion (Thanuskodi, 2011). It means that reading plays an important role for learners to gain a new skill, new information, and new knowledge. Besides, it also supports learners to develop their mind and emotion through the issues or facts that occurred in their environment.

When people have a good reading habit, they would get their own ideas about the right and wrong part. It is because reading habit is useful for healthy intellectual growth (Chettri and Rout, 2013). Then, it refers to personal development. Ochanya (2010) stated that the purposes of reading habit involved hobby, recreation and concentration. He classified that hobby refers to enjoyment and satisfaction. Wallace (1992) indicated that reading depends on personal reasons which included reading for survival, reading for learning or reading for pleasure. When people do reading for pleasure, they would increase their language skill unconsciously and automatically (Reyhene, 1989). Moreover, the importance of reading habit is to create a good reader which depended on their personal purpose such as reading for hobby or reading for pleasure.

Factors influencing reading habit. People have different factors that affected reading habit. Camp (2007) identified that reading habit is influenced by two factors, motivation and reading ability. Besides, Ögeyik and Akyay (2009) specified that reading habit depends on two factors, on choosing reading text and

encouraging the educational environments. Then, Chattri and Rout (2013) identified that factors of reading habit included age, gender, educational background, academic performance, personal growth, internal factor and external factor. He also mentioned that internal factor has influenced by home, motivation and attitude. For external factor, it has influenced by peers, schools, teachers, and the library facilities. Consequently, the factors of influencing reading habit play a big responsibility in building students' motivation in increasing their reading habit.

Reading Habit among University Students. People have different reasons in reading. According to Palani (2012), reading is usually done for pleasure, leisure, relaxation, information and for knowledge. For the specific reason, university students as the higher level in education need to comprehend their reading skill. Palani (2012) argued that reading has specific meaning as a process of thinking, evaluating, judging, imaging, reasoning and problem solving. This is necessary to identify the characteristic of university students. University student has become the major attention from all of aspects in the language learning process. It is because they have influenced part to succeed the education course.

Moreover, university students are considered into adolescent development. WHO established that adolescence development is categorized as the period of time through human growth and it developed between childhood stage and adulthood stage. An adolescent is involved about the changing level of ages. Based on the Healthy Adolescent Development, late adolescence is ranged from

18-21 years. The children in this stage are more emotional. It is because they have influenced by the physiological development. Based on American Academy of Pediatrics (2015), it is indicated that adolescence is stage of preparation to know their identity and to consider as adulthood. In this level, students have a complicating emotion. According to Pikunas and Albrecht (1961) found that they have a complex level in learning because they have to learn from the environment such as friend and social changing. It can be said that students in this level are more unique because they have their own interests, needs, and feelings.

Reading Achievement

Reading achievement is part of educational process. According to Hornby (1995), achievement is the action or process of achieving something which is done successfully with some effort and skill. It could be define that achievement is a thing that has some goals or purposes to reach it. It needs efforts and skill for attaining the goal. In the learning process, effective way to reach the goal of achievement is by scoring in the some skills.

Identifying the students' performance during their learning process is become requirement. Student's performance could be seen through their academic achievement. Bashir and Mattoo (2012) argued that academic achievement defines as how much knowledge that student acquired from their learning activities in school. Likewise, Steinmayr, Weidinger and Wirthwein (2015) stated that academic achievement is a process to know the performance outcomes of personal value in the specific goal which is depends in the instructional environment such as school, college or university. According to Ghonsooly and

Elahi (2010) suggested that students reading achievement was influenced by students self-efficiency in reading comprehension.

On the other words, academic achievement is one way to measure student's progress. Thus, if students or test takers want to gain a high score in reading section, they should know their grades level. By identifying the grades of their reading achievement level, it could explain the specific process of students' performance that related into reading ability.

TOEFL (Test of English as a Foreign Language).

TOEFL is a tool to measure personal ability through their English language skill. This test is also one way for people to study abroad through English speaking country. Douglas (2000) defined that TOEFL is a test to build up the major English language test around the world. This test has a specific to analyze the interaction between the test taker's ability and the specific purposes target language use situation. This test require for students who want to success through their academic program in the English speaking country. Based on the Educational Testing Service (2016), it describes that the definition of TOEFL is English language test that has recognized by collage, universities or agencies to provide an international testing subject for non-native English speakers.

Specifically, English proficiency test has been used by many universities in Indonesia. One of the English proficiency test is TOEFL that has been used at Muhammadiyah University of Yogyakarta. This test becomes a requirement test for students to complete their undergraduate degree. Moreover, this test is

designed as one of course materials in English Education Department of UMY to develop student's improvement in gaining high score in their TOEFL

Reading Section in the TOEFL Test. Reading TOEFL is more complex than the other texts. This text is to measure students reading comprehension. Then, this text is more scientific because it is designs in the academic environment. According to Gorelova, Zalyaeva and Sungatullina (2015), reading section in the TOEFL is a complex because it is designed into various types of text. They also stressed that there are three basic texts which categorized as exposition, argumentation and historical or the variety of subject. Likewise, the characteristic of texts are more academic writing and non-fiction which has 700 words or more for each paragraph. Furthermore, the question refers the reading passage and the fact of it. All of passages are related into English language textbooks. This text is appropriate for university level to measure their reading skills.

Additionally, the context of reading TOEFL text provides lots of vocabularies and unfamiliar words. Then, the test takers need to comprehend the meaning of the words. It is supported by Gorelova, Zalyaeva and Sungatullina (2015) who argued that to pass the reading section depends on personal vocabulary mastery. It means that there are lots of new vocabularies that faced by test takers. Moreover, there are quite differences through the purposes in reading TOEFL. Enright and Scheld (2000) specified that there are four types of reading TOEFL which included reading to find information, reading for basic comprehension, reading to learn and reading to integrate information across

multiple tasks. Besides, it also needs to guess reading items such as main idea, inferences and supporting idea (Freedle and Kostin, 1993). In TOEFL, students or test takers should know their ability to comprehend the ideas and the meanings of words in reading passages. On the other word, there is a connection between the text features and students understanding about their academic ability.

The Correlation of Reading Habit and Reading Achievement

It is useful for students to know more about reading skill and their reading achievement in language learning. Reading and achievement are influenced to each other. It is because reading could develop personal lives and it needs measurement to know the changing during the learning process. Acheaw and Larson's (2014) study on university students' reading habits and their attitudes towards academic performance at Ataturk University Turkey found significantly on reading and academic achievement performance. The data took 76 respondents who studying English Language and Literature at Ataturk University during year 2013. The result shown that reading and academic achievement are required for workers, researchers and educators to know the importance of study habit through children. It means that every children who have a good study habit, they would improve their academic achievement. When people develop reading as habit, they would improve many things and consequently it could also increase their academic performance.

Furthermore, it is also supported by Chiang's (2016) research on investigating the influence of reading habits on language learning achievements by using principle for deep knowledge. The data took 32 students from a state

university in Northern Taiwan. This research is based on university students who took an advanced English course. They have limited English outside classroom activity and do not have English language books. The result of this research revealed that there is connection between reading habit and learning achievement in English language learning. He classified that academic achievements or academic performances influenced by inner-connection principle and reading habits affected by deep and down principle and alternating principle. Thus, when people have a good reading habit, they will increase their literacy and verbal reasoning.

Conceptual Framework

This part discusses the related concepts of brief description from chapter two. The goal of the research is to find out the correlation between university students' reading habits and their reading achievements. Then, the researcher concerns on explaining the literature related to two variables that consist of reading habit and reading achievement on TOEFL.

Reading is the basic skill in language learning. It is known that reading is collaboration between readers and written texts to pursue new information and knowledge. In a reading process, the purposes of reading are for pleasure, leisure, relaxation, information and for knowledge. Besides, there are several types of reading such as reading for learning, reading for pleasure, and reading for survival. People who have an effective reading enlarged a good progress in their learning process. Considering the important of reading in language learning, the

researcher identifies two categories of reading. There are reading for pleasure and reading for getting good score of reading achievement.

Additionally, reading for pleasure is reading related to the personal feeling. When people have a good feeling in reading, they would increase their reading habit. It is because readers feel more entertaining during their reading time, they can choose an appropriate text with easy vocabulary, and they have a leisure time to do reading. Besides, it is different in reading for getting a good score of reading achievement. When people do reading in TOEFL, they feel distressed. Moreover, understanding the reading comprehension in TOEFL is difficult. In this type of reading, the readers cannot choose the text, the text is more academic, there is lots of new vocabulary, and there is also limited time to do reading.

On reality when students have a good reading habit, they would like to recognize their English reading ability in a test. Some researchers show that reading habit has positive correlation with the score of standardized reading test. It is because when students have a good reading habit, they will easy to do reading in the TOEFL. On the other case, students find the difficulty when they do reading comprehension in TOEFL. They feel that it is different from reading as a habit. Although students have a good reading habit, it cannot guarantee that reading achievement on TOEFL have relations with their reading habits process.

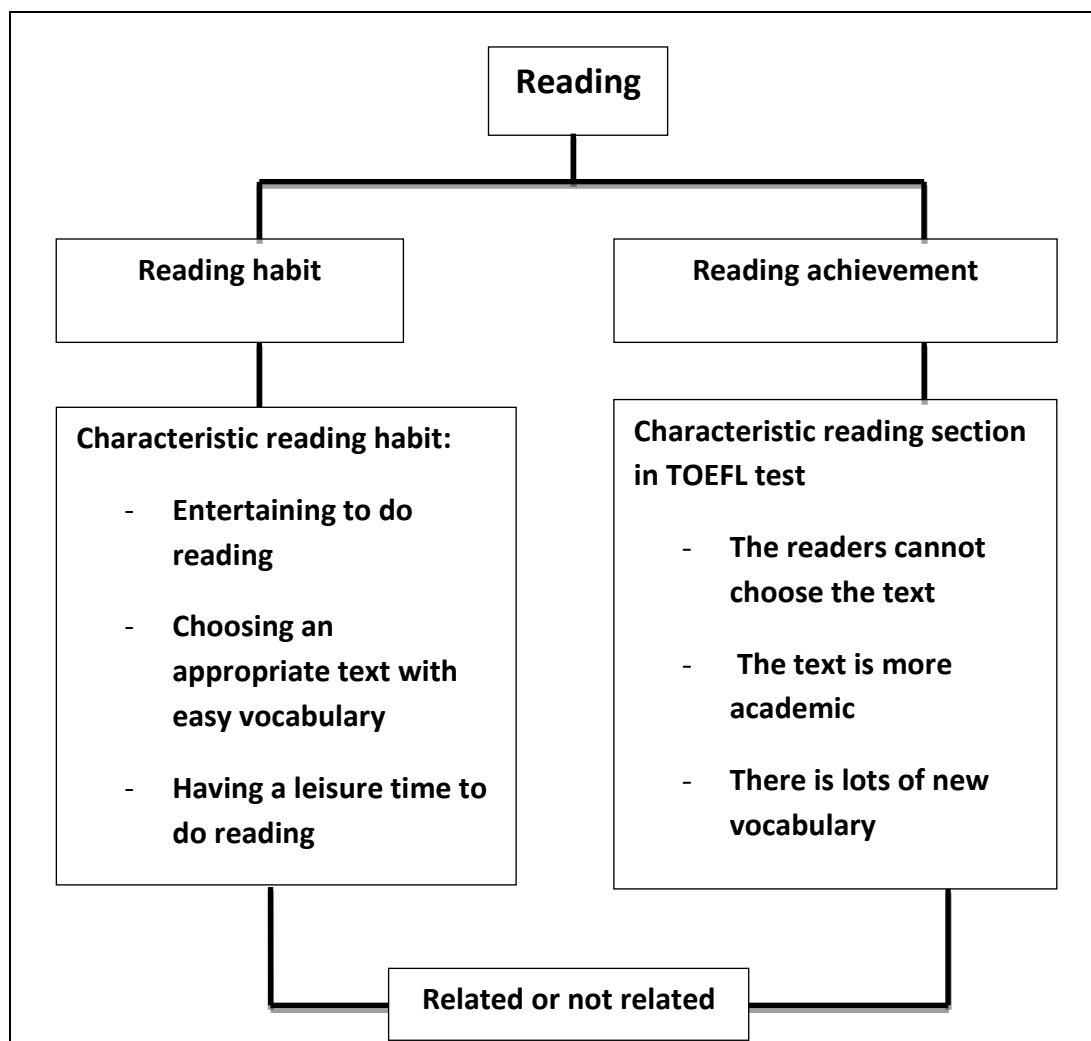


Table 2.1 *The conceptual framework*

Hypothesis

Based on the problem above, it could be identified that the hypothesis is as follows:

H₁: There is a significant correlation between university students' reading habit and their reading achievement on English proficiency test at EED UMY Batch 2013.

H₀: There is no a significant correlation between university students' reading habit and their reading achievement on English proficiency test at EED UMY Batch 2013.