

Chapter Two

Literature Review

This chapter discusses the experts' opinion that are related to research topic. Theories are used in literature review to support this research. Chapter two presents the theories which include reading habits, learning achievement and correlation between reading habits and learning achievement. Contributing factors toward reading habits discusses definition of reading, definition of reading habits, the effect of reading habits and influencing factors of reading habits. Learning achievement discusses definition of learning achievement and assessing of learning achievement. Besides that, chapter two will present about conceptual framework, hypothesis and review of related research.

Reading Habits

Definition of reading. Reading is one part in language learning to achieve students' success as language learners. "Reading is the identification of the symbols and the association of appropriate meaning with them" (Acheaw & Larson, 2014, p.5). Reading is a sequence of words that form a meaning. Reading English text is needed to consider about the identification of sentence. Language learner who lives in a country that implements English as a foreign language is very important to identify the sentence. The reason is the differences of pattern in a sentence, for example between Bahasa and English. Students are needed to translate the sentence from English to Bahasa in reading. The identification of the sentence will help students in comprehension for understanding the meaning in reading.

Definition of reading habits. According to Grellet (1987) as cited in Issa, Aliyu, et al. (2012), “the term “habit” is something that you do often or regularly” p.472. According to Ismail and Elias (2009), the habit of reading is an activity repeatedly carried out. Habit is an activity that is done intensively. The meaning of intensively here is an activity that which should be done with the regular time. For example, at least in one week someone will do these activities, although they do not spend a lot of time to doing these activities. Besides that, habit is the activity which is done most often without thinking and not to be burdened for them.

Shabi and Udofia (2009) as cited in Oji and Habibu (2011) stated that “having the habit of reading in everyday life and not just for school purpose” p.34. Reading habit is reading activity undertaken to the purpose for pleasure. Besides that, reading habit is a reading activity performed continuously without coercion from others, or it is something that built from them.

The effect of reading habits. Reading is something that gives the benefit of the readers. The information and knowledge will be obtained for students after reading. “Through reading, student acquire knowledge, information, and improve vocabulary” (Inderjit, 2014, p.71). Reading habits for EFL (English Foreign Language) students can help them to increase their vocabulary. By reading students will find new vocabulary in their reading text. Self-confidence of students also can build by reading habits. By reading, students will gain a lot of knowledge and information. The increasing of knowledge can build the self-confidence of students.

Additionally, problem solving can be obtained by students from their reading habits. The information that students have got from their reading habits, can help them solve the problem. The problem solving can help students in life. “Reading is a cornerstone for success not just in schools but throughout life” (Inderjit, 2014, p.71). Reading can provide an important role for the success of students’ life in the future. “Reading contributes significantly to job success, career development, and ability to respond to change” (Inderjit, 2014, p.71). One role to achieve students’ success is based on the willingness of students. The improving of students’ skill in reading is important to be applied by students. After the students graduated from university, then the next students’ goal is to get a job. According to Strauss’ (2008), students learn a language because it will be useful for certain goals such as getting a job. It cannot be denied that one of the goals of students learn in university is to get a job.

Moreover, reading habit can also help students to learn a language. “In learning English as a second or foreign language, asserts that reading is the most important skill to master. Reading in English would undoubtedly help learner to be proficient in the language as language can be learned through reading” (Inderjit, 2014, p.72). In Indonesia, English is taught as a foreign language. It is important for the students to master an English language which can give a lot of benefits for students. Language is taught for students as a tool to communicate with another person. English is *lingua franca*, it means that English is used to communicate with the other people who uses different language. English language can help students to understand about English speaking people. By

reading, students can improve students' skill in learning language.

Influencing factors of reading habits. It cannot be denied that the formation of students' reading habits has been influenced by several factors. These factors can help students in their reading habit formation. Yoke, Anuar and Vasuthavan (2008) found “internal and external factors do play a role in nurturing the habit of reading” (p. 5). It is important for the students to know internal and external factor of reading habits. The meaning of internal factors from students include motivation and reading interest. External factors come from student's environment such as home environment and school environment.

Internal factor. The first internal factor of reading habit that comes from students is motivation. According to Widiastuti (2012), motivation is a conscious effort to move, steer and maintain a person's behavior that he was compelled to act to do something so as to achieve a certain result or goal. According to Amri (2011), “motivation to learn is the spirit that arises when studying” (p.3). Motivation can encourage students to have a passion in learning achievement. Motivation will help students in achieving their goals in studying. Sani, Chik, Nik, and Raslee (2011) mentioned that “it is important for educators to motivate their students to read because many students are at risk of reading failure due to their lack of motivation” (p.32). Amri (2011) stated that “those who lack motivation are usually lazy and lacking passion for college or learn” (p.3). It is different with students who have the motivation it will cause the enterprising spirit of learning. Reading habits is important to build motivation first. The reason is that motivation has influence on students' learning achievement. Based on

Widiastuti's research (2012), learning motivation has an influence on students' English learning achievement.

Second, the internal factor of students is reading interest. Acheaw & Larson (2014) found the result of reading perception from Koforidua Polytechnic students in Ghana with the total of respondents is 1000 students, and the result showed that 56% students mention that reading is boring. The perception of students about reading is boring because students lack of interest in reading. Issa, Aliyu, Akangbe and Adedeci (2012) found "one of the many problems students face nowadays is not their inability to read but their lack of interest" (p.473). Students have the ability to read, but students do not have interest in reading. Interest in reading can be affected by several factors such as the type of reading and contents of reading. Moreover, the influence of the times can affect students in developing reading habits. It is undeniable that technology is growing in this era such as the internet. It can affect students' interest in reading. However, reading is important for students as language learners. By having an interest in reading, students will be helped to change their perception about reading. Indeed, reading interest is needed for students in their process of reading habits.

External factor. The external factor of reading habit are derived from student's environment include of home and school environment. The external factor of students' environment is students' home environment. According to Iftanti (2015), the success of students in reading habits are encouraged by some factors such as students' home environment including parental influence, parental involvement and environmental influence. It means that students environment

have influence in establishing good reading habits for students. Additionally, Parents have contribution to build students reading habits. The way of parents to educate their son has the important roles in student's success. Besides that, the facility that is provided by parents such as book can help students to develop their reading habits.

According to Iftanti (2015), "a habit of reading is not only constructed in an individual but also is influenced by some external factors such as environment, education, social background, and facilities" (p.366). The environmental factor of students can give student impact in reading habits. The external factors of students school environment are include of teaching methods, teachers and school facilities (Iftanti, 2015). Teaching methods is the part of factor in reading habits. Well-prepared in teaching methods build the spirit of students in reading English. The use of good teaching methods that related to improve English reading skill is important for students to motivate them in reading English. The role of teachers is the part of students' success in English reading habits. How the way for teachers to teach students can motivate students in English reading habits. Moreover, school environment of school facilities also have roles to build students' reading habits. Facilities can encourage students to build motivation in English reading habits. Library is school facilities that important for students to increase their English reading habits. Various book makes students become curious about that, so it can motivate students in English reading habits.

Learning Achievement

Definition of learning achievement. Learning achievement is one of the ways to measure the level of the students. Achievement can also measure about how much students can mastery about English. According to Winkel (2007), achievement is a maximum result that is achieved by someone in their learning process. Bashir and Mattoo (2012) as cited on Acheaw and Larson (2014, p.2) said, “Academic achievement means how much knowledge the individual has acquired from the school”. Learning achievements can also be regarded as the evaluation results to students as long as they follow the learning process in the university.

Students can measure their reading skill by using learning achievement. Learning achievement can also to see the level of students in reading skill. By students know their learning achievement, it can help students increase their reading skill.

Assessing learning achievement. To know learning achievement of students is needed to measure their academic performance. To measure the students’ success can be seen in the learning process. Learning achievement cannot be separated from the learning process because learning achievement of GPA measured from student’s activity during learning process. Robert (2013) stated that GPA as the average grade obtained by dividing the total quality points earned by the total quality hours for courses.

The learning achievement of students in university is indicated by GPA (Grade-point average). GPA can be seen in the end of semester and the end of

education program. The categories to achieve performance based on the academic guidelines book of Universitas Muhammadiyah Yogyakarta about Education and Teaching consists of three levels. The classifications are

Table 2.1 Classification of GPA

1.	Excellent/ Cumlaude	3.51 - above
2.	Good	2.76 - 3.50
3.	Satisfying	2.00 - 2.75

Correlation between Students' Reading Habit and Students' Learning Achievement

“Reading habits have effect on academic performance and there is a direct relationship between reading habits and academic performance” (Acheaw & Larson, 2014, p.19). Reading habits give effect on the learning achievement of students, it cannot be separated from the benefit of reading for students. The information and knowledge that students have got from reading habits can help students in their learning process.

Based on the related research, Issa, Aliyu, et al., (2012) found the perception of reading influence on academic performance in Federal Polytechnic Nigeria. The total of respondents is 246. The result shows that 105 students strongly agree about reading influence on academic performance. Students have known the important of reading habits for their learning achievement.

The other related research which supported the correlation between students' reading habits and students' learning achievement are the research from Aheaw & Larson (2014). A study of students of Koforidua Polytechnic in Ghana with the total of respondents is 1000. The study found 56.7% students strongly agree that reading have influence on academic performance.

Review of Related Research

The researcher has found two studies that reviewed the relationship between students' reading habits and students' learning achievement. In this research, the researcher will summarize both of those related research to get the main point of the study. First is related research by Acheaw and Larson (2014) with the title "Reading Habits among Students and its Effect on Academic Performance: A Study of Students of Koforidua Polytechnic ". The total population of this research is 5261 and total of sample of this research is 1000 respondents. Respondent of this research is students of Koforidua Polytechnic of 2013/2014 academic year. Out of the total respondents of 1000, 56.7% indicated they strongly agreed that reading had an influence on academic performance, 29.3% agreed, 7.1% disagree while 6.9% strongly disagree. Moreover, the inference was that most 86.0% of the respondent at least agreed that reading had influence on academic performance of students. It can conclude that the study revealed that majority of the respondents had the view that reading habits have effect on academic performance and that there is a direct relationship between reading habits and academic performance.

Second is related research by Issa, Aliyu, Akangbe and Adedeji (2012) with the title “Reading Interests and Habits of the Federal Polytechnic, OFFA, and Students”. This study investigated the reading interests and habits at the Federal Polytechnic, Offa, Kwara State. The total population of this research is 610 respondents and the sample size is 250 respondents. This research indicated that 42.7% strongly agreed that reading habits had an influence on academic performance, 28.0% agreed, 16.3% disagreed and 13.0% strongly disagreed. Based on this research, it can conclude that reading habits have an influence on students’ academic performance.

Conceptual Framework

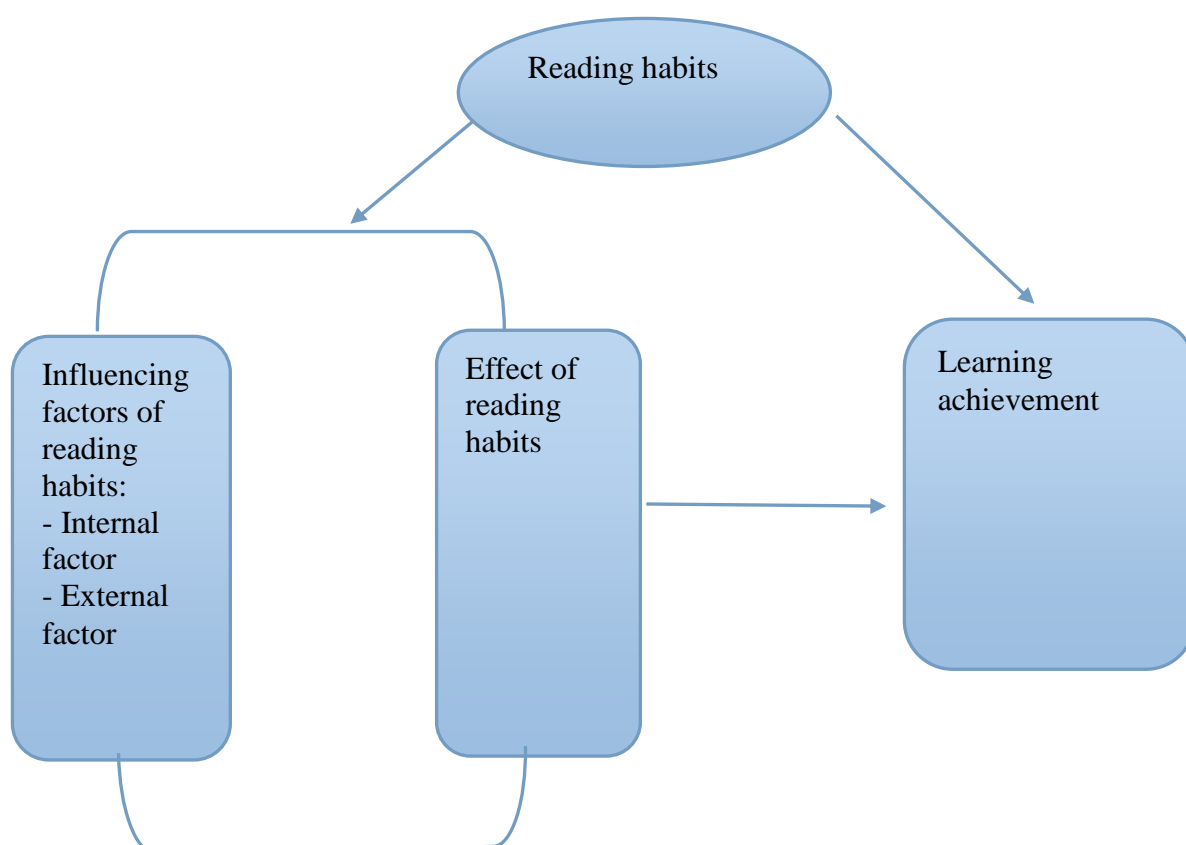


Figure 2.1. The correlation between students' reading habits and students' learning achievement

Based on the diagram above, reading habits have the relation to students' learning achievement. Students' reading habits include factors and effect. First, factors of reading habits are internal and external factors. Internal factors are derived from student's own such as motivation and reading interest. External factors are derived from around of student's environment such as home environment and school environment. Both of internal and external have different role in factor of reading habits. Second, the effect of reading habits can give benefits for students. From this concept it can be concluded that factor and effect of reading habits can influence students' learning achievement. Reading habit can give the correlation between students' reading habits and students' learning achievement.

Hypothesis of the Study

In this study, the hypothesis consists of alternative hypothesis (Ha) and null hypotheses (Ho).

Ha: There is significant relationship between students English reading habits and students learning achievement.

Ho: There is no significant relationship between students English reading habits and students learning achievement.