

II. FRAME OF THEORIES

In this chapter, the writer explained about some theories that supported the research. They were the concept of reading, concept of reading comprehension, concept of habit, concept of reading habit, concept of narrative text, influence of reading habit toward reading comprehension, theoretical assumption and hypothesis.

2.1 Concept of Reading

Reading can be said as a window of knowledge in which people are able to know much information and can get information completely from other skills such as listening, speaking, or writing. It may be said through speaking with other people and listening to the radio or television, one will get knowledge or information. However, the amount of information will not be as perfect as when they do reading.

As Smith (1978:5) states “to learn to read, children need to read”. He also states “reading is extracting information from the text”. Moreover, He also states “the fluent readers in all aspect of reading are those who pay attention only to that information in the print that is more relevant to their purposes”. Thus it can be inferred that reading is a process of getting information from the text based on the

readers needed through reading. For example, the student who read the text about an Indonesian culture, like the way the people speak, the way the people eat, etc. their purpose of reading can be to find out what an Indonesian culture likes, how it is different from west culture and so forth. The students' success of extracting information from reading might show how good their reading ability is. And for the fluent readers as the result of his reading ability, they might only need to pay attention to the relevant information that they want in order to make sense of the idea of the text. In other word, they do not need to spend much time to read the whole text in order to get the idea of the text.

Reading, as Stanovich (1996) cites that is actually a conversation of sorts between a writer and a reader. The original or exact message the author means to communicate is really only known by the author. While the readers react and interpret print from his own knowledge base, there is no chance to verify what the author actually says or means.

Tierney (1990) claims that reading should not be introduced until children have a good knowledge of the sound system and the most frequently used structures. When reading is begun, the initial materials should be drawn from the conversation, stories, or dialogues which children have learned or memorized.

The quotation above shows that reading ability should cover the knowledge of language components, such as vocabulary and structure. Therefore, in teaching and learning process, the teachers of English should consider some teaching strategies that can be used to accomplish a desired outcome (Cooper, 1969).

Barnford (1998:12) mentions “reading is the construction of meaning from a printed or written material”. He also cites “the construction of meaning involves the readers’ connecting information from the written message with previous knowledge to arrive at the meaning of an understanding”. It implies that reading ability or to be able to make sense of the idea from the text, one needs his previous knowledge that is what one has already known. The previous knowledge might be gained through reading. Therefore, in order to be able to get the idea from the text easily one must often read. In reading habit, we can always apply good habit by reading more every day. 20 minutes in a day for reading is better than watching TV or doing something useless.

Nuttall in Editha (1996) defines that reading is the meaningful interpretation of printed or written verbal symbols. Furthermore, Dubin, Fraida, and Eskey (1985:27) say that reading is the ability to make sense of written or printed symbols to guide recovery information from his or her human memory and subsequently use the written message. It means that reading is an activity to get more information that we can save in our memory.

The aim of teaching reading is to develop students’ skills that they can read English text (Shaw, 1999). Effective and efficient reading is always purposeful and much of current thinking on reading tends to focus primarily on the purpose of activity, even reading is done for pleasure still it is purposeful.

Another definition is given by Mackay (2004) who says the reading is an active process. Furthermore, Tracey and Morrow (2002) mention that reading is the important skills of all for the most student of English through the world. In other

words, reading is very important for the student to study other elements of English such as vocabulary, speaking, writing, etc.

Reading is primarily a cognitive process, which means that the brain does most of the work. In reading, that remarkable instrument must, almost simultaneously, take in the information provided by the eyes, relating to the subject, and thereby construct a full meaning for the text. We can say the reading is a complex cognitive process of deriving meaning or reading comprehension and constructing meaning.

2.2 Concept of Reading Comprehension

Smith (1978:105) says “reading is asking of printed text, and reading with comprehension becomes a matter of getting the students’ question answered which is found in the printed or written text”. Moreover, Smith (1978:105) also says “prediction is asking question and comprehension is getting these questions answered”. As we read, we are constantly asking question and as long as these questions are answered and as long as we are left with no residual uncertainty, we comprehend”. It means that comprehension is getting to understand or to know about something that readers need the information from many sources to answer their question.

In relation to reading, comprehension can be said as getting information from the text that is needed by the readers. For example, the student who read the text in a reading test, and the purpose is that they can answer the test in that time. Their purpose of reading is to find out the implicit and explicit information asked in the

test. If they can find it, it means that they comprehend the text. In short, one comprehends the text if he/she can make sense the idea of the text and get the answer of their reading purposes.

Finocchiaro and Bonomo (1973:32) state “reading comprehension is the ability which depends on the accuracy and the speed of perception that is perception of written symbol, control of language relationship and structure, knowledge of vocabulary items and lexical combination, awareness of redundancy the ability to use contextual clues, and recognition cultural allusion”.

In other words the reader should consider that there are some aspects in reading comprehension that include the knowledge of the readers that is related to the content of the message and the knowledge of the readers which is related to language terms. So, the readers’ background knowledge is needed in order to make sense of the idea of the text. It shows that there are some aspects in reading comprehension that should be cared by the readers. The readers’ background knowledge is absolutely needed.

Simanjuntak (1984:4) says that the first point to be made about reading process is reading comprehension. It is supported by Dallman (1978) who says that reading is more than knowing what each letter of alphabet stands for, reading involves more than words recognition, that comprehension is essential o reading, that without comprehension no reading takes place. In this case, the writer hopes that the student can improve their reading comprehension in order to get all of the information that they need. By reading the student can get the information by their effort.

Here, the writer assumes that reading comprehension may occur if the readers can construct the meaning from the reading materials in which it might occur if they have some good reason to read. In short, reading comprehension most likely occur when the readers are reading what they want to read, or at least they see some good reason to read, which is known as habit.

Five Reading Aspects

1. Main Idea

In line with me, Wother (1986:36) the sentence that states the main idea called the topic sentence. She adds that the topic sentence tells what the rest of the paragraph is about. In some paragraphs, the main idea is not explicitly stated in any one sentence. Instead, it is left to the reader to infer, or reason out. In other words, the main idea is the most important idea the author develops throughout the paragraph.

2. Specific information.

Supporting sentence or specific information develops the topic sentence by giving definition, examples, facts, an incident, comparison, analogy, cause and effect statistics and quotation.

3. Reference

Latulippe (1986:20) defines that reference are words or phrases used either before or after the reference in the reading material. They are used to avoid unnecessary repetition of words or phrases. It means that, such words are used, they are signals to the reader find the meaning elsewhere in the text.

4. Inference

In relation to make inference, Krashen (1984) states that inference is an education guess or prediction about something unknown based on available facts and information. It is the logical connection that the reader draws between he observe or knows and what he doesn't know.

5. Vocabulary

Nagy (1987) says that vocabulary is the stock of word used by the people or even person. Concerning with those statements indeed vocabulary is fundamental for everyone who wants to speak or to produce utterance for reading.

2.3 Concept of Habit

Wardswort (1992) says that reading habit rules the unreflecting herds of activity. Habit is a behavior or practice so ingrained that is often done without conscious thought. From this statement, we can say that habit is a daily activity which we always do conscious or unconsciously.

In psychology, habit is an automatic pattern of behavior in reaction to a specific situation, may be inherited or acquired through frequent repetition or we can say it as somebody's attitude or general disposition. Activity that we do everyday in speech or in action directly can cause our habit. It means that habit is very influential in our successes; if we have a good habit we will have a big chance of successful, on the contrary if we have a bad habit we will get unlucky.

Krashen (1993) says that habit is often treated as a construct of marginal interest in the literature on attitude-behavior relations. He argues that this is undeserved, particularly given the current interest in principle of automaticity in social psychology. Basic features of habits, such as goal-directed automaticity, their dependency on situational constancy, and functionality, as well as the measurement of habit strength, are discussed.

Habits thus appear as boundary condition of the validity of models of planned behavior and rational decision-making. A habit seems to be accompanied by an enduring cognitive orientation, which we refer to as habitual mind-set, which makes an individual less attentive to new information and courses of action, and thus contributes, to the maintenance of habitual behavior. Focusing on habitual mind-sets, rather than on statistical association between past and future behavior, makes habit an interesting construct for future research.

Rayner (1995) says that habit is a way of acting fixed through repetition. It implies a doing unconsciously and often compulsively. This statement means that we can call something as habit if we have done it often and has fixed by repetition, not just once time. In other words, we can say that habit is an action or pattern of behavior that is repeated so often that it comes typical of somebody, although they may be unaware of it.

Habit also can be seen as the way somebody usually or traditionally behaves in a situation or the usual sequence for a set of activities, sometimes with the suggestion that this is monotonous and tedious. Therefore, habit is something that somebody does regularly or habitually.

Kraus (2004: 14) says that there are so many kinds of habit; two out of them are good habit and bad habit. Good habit has a positive effect for our life, but bad habit will make us not well. Bad habits like smoking, over-eating or self-criticism shorten lives and lead to under achievement, and unsuccessful attempts to change them lower self-esteem. In contrast, good habits create a kind of “success autopilot,” leading to greater accomplishment with less thought and less effort. So, we can replace a bad habit with good one, we also try limiting the habit to a specific time and place. And we can change a bad habit with the positive activity. One of good activity is reading, because reading is very useful in our life not just in education and business but also in daily life. We can try to read newspaper, magazine and book to have a broad knowledge about everything.

2.3.1 Reading Habit

Nuttal (1982:37) says that students from some educational institution, traditionally may not read efficiently even in their first language. When this happens, it is a hindrance to the development of efficient reading in the foreign language, for research shows that there is a strong transfer of reading habits from one language to another. This statement means that reading habit is needed if we want to know or want to study another language. Further, Nuttal (1982:37) says that reading is a habit alleged to slow down the reader when they persist into the later stages of reading.

However, reading habit is a habit that can increase the students’ comprehending in the text. Maugham (2007) says that to acquire the habit of reading is to construct

for you a refuge from almost all the miseries of life. We can realize that reading is highly enjoyable, if we have a good look.

In terms of reading, the first function of reading might push on to read. Then the second function of reading habit might make one more concern in their reading purpose. For example, the student reading purpose is to find a pleasure. Then, the last function of reading habit might reflect of how the student deals with texts or how they train themselves to be able to make sense the idea of the text easily.

Bell (1996) states habit is thing that we do often and almost without thinking. In other words, habit as an inner power is very important in language learning because it might make language learning activity run smoothly and this might affect the students' ability to be successful. However, habit in this study will focus on habit in reading which might be stated as a power that comes from inside and outside in which it pushes the students to read.

The existence of habit in reading might make the students read regularly and continuously they might be able to make sense the idea of the text easily. By contrast, the students' who do not read as the result of lack of habit might encounter difficulty in comprehending the text easily. In other words, the better the students' reading habit is, the more they might practice reading. And, the more they read, the more often they train themselves to deal with the text and to make sense of the text as their reading ability. Therefore, good reading habit makes their reading ability better. Because by giving them more time in reading or by adding the frequency of reading may help them to be good reader with full of knowledge.

Good habit in reading can give us much of positive things by read books which useful for us. We can also improve our reading achievement in comprehending text by answering the question in the text, we can get much of knowledge, and we can get the main idea of the text easily and effectively.

2.3.2 Criteria of Good Reading Habit

Salla (2007) says that if reading is a habit you would like to get into, there are a number of ways to cultivate it. First, realize that reading is highly enjoyable. If you have a good book, if you have a lousy book (or an extremely difficult one) and you are forcing yourself through it, it will seem like a chore. If this happens for several days in a row, consider abandoning the book and finding one that you'll really love. Other than that, try these tips to cultivate a lifetime reading habit:

- 1) Reading with specific time. You should have a few set times during every day when you read for at least 60- minutes. These are times that you will read no matter what triggers that happen each day. For example, make it a habit to read during breakfast and lunch and even dinner if you eat alone. And when you go to bed, now you have four times a day when you read for 30 minutes each or 60 minutes a day, that is a great start, and by itself would be an excellent daily reading habit. But these are more you can do.
- 2) Reading in everywhere. Wherever you go, take a book with you. If there is a time when you have to wait (like at a doctor's or at the hospital), whip out our book and read. Great way to pass the time.

- 3) Reading the book by making booklist. Keep a list of all the great books you want to read. You can keep this in journal, in a pocket notebook, on your personal home page, or wherever. Be sure to add to it whenever you hear about a good book, online or in person. Keep a running list, and cross out the ones we read.
- 4) Reading in right place. Find a place in your home where you can sit in a comfortable chair and curl up with a good book without interruptions. There should be no television or computer near the chair to minimize distraction, and no music or noisy family member/roommates. If you do not have a place like this, create one.
- 5) Reading in a library day. Even cheaper than a used book shop is a library, of course. Make it a weekly trip.
- 6) Reading fun and compelling books. Find books that really grip you and keep you going. Even if they are not literary masterpieces, they make you want to read and that is the goal here. After you have cultivated the reading habit, you can move on to more difficult stuff, but for now, go for the fun, gripping stuff.
- 7) Reading a book in pleasure. Make your reading time as your favorite time of day. Have some good tea or coffee while you read, or another kind of treat. Get into a comfortable chair with a good blanket. Read during sunrise or sunset, or the beach.

- 8) Reading with a high goal. Tell ourselves that you want to read some books in a year. Then set about trying to accomplish it. Just be sure you are still enjoying the reading though do not make it a rushed chore.
- 9) Reading is leisure. If you turn off the TV in the evening, you could have a set hour when you each night. Or you could do a reading day, when you read for practically the whole day. It is super fun.

2.3.3 Criteria of Bad Reading Habit

According to Feldman (2006) there is variety of faulty in reading. It is causes bad habit in reading. Here are the most common ones:

- 1) Reading late at night. This is commonly done by college students, especially with the textbooks. This is the least effective time to read for many people, and result in poor concentration, a slow reading rate, and reduced reading comprehension.
- 2) Reading without a specific purpose. If you don't have a specific purpose for reading the material, your mind will wander and your reading speed and comprehension will be reduced. Are you reading for main ideas or for details?
- 3) Reading in the wrong environment. If you read in bed don't be surprised when you fall asleep while reading. Is the room warm? Do you have soft music in the background? These will all hurt your reading.

- 4) Reading again what you've just read. This is known as "regression" and not only hurts your reading speed, but makes reading an unpleasant task.
- 5) Reading by saying the words in your head. This is known as "sub vocalization" effective readers don't read words inside their heads; they read with little or no sub vocalization.
- 6) Reading everything at the same speed. A common faulty habit. Some material must be read faster than others. In other words, you must be flexible with your reading speed.
- 7) Reading details before main ideas. Without reading main ideas first, known as skimming or surveying, it is much more difficult to understand the organization of what you are reading and assimilate the details in your memory.
- 8) Reading with a yellow highlighter. One of the least effective ways to do your reading and studying. Highlighting creates a false sense of security that you really understood what you highlighted. The result: A second reading is almost always required.
- 9) Reading everything line by line. While some materials must be read line by line, the majority of materials require a combination of skimming, scanning, and line by line reading. Without combining reading techniques, your reading is almost guaranteed to be slow and your comprehension reduced.
- 10) Reading without time limits, giving yourself unlimited time to complete your reading result in inefficient reading and mind wandering. In fact,

allowing yourself too much time will not only reduce your reading speed but your reading comprehension as well.

2.3.4 Reading Frequency

Nuttal (1982:194) assumed that if the teachers want their students to be able to read better, fast and with full understanding, it means that the teachers ask students to read more. And there seems to be two ways of getting them to read more, requiring them to do so and tempting them to do so. The latter leads the teachers straight back to factor of enjoyment, which they shall be considering at length. To improve the students' reading frequency, teachers can choose books that are easy enough for the students to read quickly and that students will find enjoyable. The teacher should not choose classics or serious works that deserve to be read with care.

The vast majorities of students today, enjoy reading for fun and value the importance of reading. Many also feel strongly that good reading skills are linked to future academic and professional success. Students are reading and they are reading for fun, but they are not reading well. Most students are not reading well, because they do not get appropriate books. Therefore, most students prefer to do another activity to spend the time than reading.

According to Yankelovich (2006:9), despite the importance to students to place on reading for fun, only about 3 in 10 students can be classified as high frequency readers who read books for fun every day. Fewer boys than girls say they enjoy reading for fun and engage in the activity on a regular basis. Additionally, more

boys than girls consider reading for fun unimportant. This statement also indicates girls are more likely than boys to have positive attitudes about reading and to regularly engage in reading for fun.

Yankelovich (2006:20) says that the benefits of reading are evidenced by the attitudes of high frequency readers. Compared to others, they are more likely to have positive self-perceptions and to associate strong reading skills with future success. Reading is one of important skills for students to have, distantly followed by strong critical thinking, math and social skills. The students value reading as the most important skill for students to have to help them get into college and get a good job.

The students enjoy reading for fun and think it is important. When teachers are frequent readers, students tend to read more, yet only some of teachers say they are high frequency readers themselves and this can have a direct impact on their students. The students say that the first reason why they do not read more is that because they cannot find books they like to read. Here, the teachers should suggest some important and interesting books for students to be read. Students who are high frequency readers are more than twice as likely as low frequency readers to cite their teacher as a top source for good books to read.

In this case, average reading speed in words per minute (wpm) depends on age and measured with different test in English. Frequency of reading includes reading for memorization (fewer than 100 words per minutes/wpm); reading for learning (100-99).

Advice for choosing the appropriate reading-frequency includes reading flexibly, slowing when concepts are closely presented, and when the material is new, and increasing when the material is familiar and of thin concept. Speed reading courses and books often encourage the reader to continually accelerate; comprehension test lead the reader to believe his or her comprehension is continually improving; yet, competence-in-reading requires knowing that skimming is dangerous, as a default habit.

According to Carver (1990), Children's reading speed increase throughout the school years. On average, from grade 2 to college, reading frequency increases 14 standard-length words per minute each year (where one standard-length words is defined as six characters is text, including punctuation and space).

2.4 Concept of Narrative Text

Base on school-based curriculum (Depdiknas, 2006:313), in senior high school, writing narrative text is one of the ability that should be mastered by students especially at the first grade, but most of them cannot express their idea through written form.

Thackeray (1986:86) says that narrative is the telling of a story or an account of sequence of events, one of the four traditional forms of compositions (along with description, exposition, and persuasion). Narration differs from exposition, which can also relate a sequence of events, in that narration need not be factual and may be written from the perspective of a character in the text. In other words, we can say that narrative is a message that tells the particulars of an act or occurrence of

course of events; presented in writing or drama or cinema or as a radio or television program.

In *Narratology*, Mieke Bal defines A *narrative text* is a text in which an agent relates ('tells') a story in a particular medium such as language, imagery, sound, buildings, or a combination there of. A *story* is a *fabula* that is presented in certain manner. A *fabula* is a series of logically and chronologically related events that are caused or experienced by actors. An *event* is the transition from one state to another state. *Actors* are agents that perform actions, they are not necessarily human. *To act* is defined here as to cause or to experience an event (Bal, 1997:5).

The example of narrative text is as follow:

CINDERELLA

Once upon a time, there was a young girl named Cinderella. She lived with her step mother and two step sisters. The step mother and sisters were conceited and bad tempered. They treated Cinderella very badly. Her step mother made Cinderella do the hardest works in the house; such as scrubbing the floor, cleaning the pot and pan and preparing the food for the family. The two step sisters, on the other hand, did not work about the house. Their mother gave them many handsome dresses to wear.

One day, the two step sister received an invitation to the ball that the king's son was going to give at the palace. They were excited about this and spent so much time choosing the dresses they would wear. At last, the day of the ball came, and away went the sisters to it. Cinderella could not help crying after they had left. "Why are crying, Cinderella?" a voice asked. She looked up and saw her fairy godmother standing beside her, "because I want so much to go to the ball" said Cinderella. "Well" said the godmother, "you've been such a cheerful, hardworking, uncomplaining girl that I am going to see that you do go to the ball".

Magically, the fairy godmother changed a pumpkin into a fine coach and mice into a coachman and two footmen. Her godmother tapped Cinderella's raged dress with her wand, and it became a beautiful ball gown. Then she gave her a pair of pretty glass slippers. "Now, Cinderella", she said; "You must leave before midnight". Then away she drove in her beautiful coach.

Cinderella was having a wonderfully good time. She danced again and again with the king's son. Suddenly the clock began to strike twelve, she ran toward the door as quickly as she could. In her hurry, one of her glass slipper was left behind. A few days later, the king's son proclaimed that he would marry the girl whose feet fitted the glass slipper. Her step sisters tried on the slipper but it was too small for them, no matter how hard they squeezed their toes into it. In the end, the king's page let Cinderella try on the slipper. She stuck out her foot and the page slipped the slipper on. It fitted perfectly.

Generic Structure of Narrative Text

Orientation: it means to introduce the participants or the characters of the story which the time and place set. Orientation actually exists in every text type though it has different term. In this story, the first paragraph is clearly seen to introduce the participants of the Cinderella story. They were Cinderella herself as the main character of the story, her step mother which treated Cinderella badly, and her stepsister who supported her mother to make. Cinderella was treated very badly. Cinderella was introduced as a hero in this story. She struggled against the bad treatment from her step mother and sisters.

Complication: it is such the crisis of the story. If there is not the crisis, the story is not a narrative text. In a long story, the complication appears in several situations. It means that some time there is more than one complication. In this Cinderella story, we can see clearly that there are Major Complication and Minor complication.

The second paragraph is the major complication of this Cinderella story. Cinderella got bad treatment from her stepmother. It is the bad crisis which drives into several minor complications which Cinderella has to overcome.

Resolution: it is the final series of the events which happen in the story. The resolution can be good or bad. The point is that it has been accomplished by the

characters. Like complication, there are Major Resolution and Minor Resolution. In the last paragraph, it is said that finally Cinderella live happily. It is the happy resolution of the bad treatment.

Purpose / Social Function of Narrative Text

The social function of narrative is text to entertain listeners or readers with a true experience or an imaginary one. The characteristic of the text is marked by conflict and resolution.

For detail, we can see that in introducing the character, it sets the scene and introduced the participants, it answers the questions; Who, What, When and Where. For example, *who* is Cinderella, *what* is the background of Cinderella, *when* she finally happy and also *where* Cinderella live. In complication, it involves the main characters. For example, in the text was explained that the first character is Cinderella. In the last section, it is resolution, was explained that main characters find a way to solve the problem. Finally, Cinderella married with the king and they live happily ever after.

2.5 Influence of Reading Habit toward Reading Comprehension

Nuttal (1982:37) says that reading is a habit that alleged to slow down the reader when they persist into the later stages of reading. However, reading habit is a habit that can increase the students' comprehending in the text. We can realize that reading is highly enjoyable, if we have a good book.

Actually, to be a good reader we should comprehend the text and understand the purpose in reading, because reading without purpose will waste our time, and it

will be just reading for fun without meaningful. But before, we should know that is reading comprehension itself.

Reading comprehension is the ability which depend on the accuracy and speed of gramophone perception that is perception of written symbols, control of language relationship and structure, knowledge of vocabulary items and lexical combination, awareness of redundancy the ability to use contextual clues, and recognition cultural allusion (Finnochiaro, Mary Banomo (1973:132)).

Besides some technique which can be used in reading, good habit in reading also can help the students to comprehend the text, In addition, good habit in reading can give the students much of positive things by reading books which useful for them. They can also improve their reading achievement in comprehending text by answering the question in the text, they can get much of knowledge, and they can get the main idea of the text easily and effectively. In other words, to support the students reading habit, the teacher have to motivate students to read more because it is very useful for them. The students should have much time for reading. They should have good habit in reading.

2.6 Theoretical Assumption

Referring to what had been discussed; the writer assumed that to master reading needed a strong pleasure. Reading is process of transferring data from the eyes to the brain. By reading with comprehension, the students can get the information which they need and they also get more knowledge about life. But before, the

students had to know what reading comprehension is. Reading comprehension is an ability which depends on the accuracy and perception of written text.

In reading, there are many types of text. Here the writer would use a narrative text as sample. Narrative text is a text telling of a story or an account of a sequence of events. The social function of narrative text is to entertain readers with a true experience or an imaginary one.

The other aspect which was helpful to the students to comprehend the text was reading habit, by having it, would make them easier to get the main point of the text. Reading habit is habit that can increase students' reading comprehension by adding the frequency in reading. Reading habit has an influence in reading comprehension, because by having reading habit at least the students had has basic to whet their mind.

Reading activity might run smoothly if the students' reading habit stems from themselves because they might tend to read more than those who have no reading habit. In other words, reading habit is a significant influence in reading comprehension achievement.

2.7 Hypothesis

In relation to the previous frame of the theories, the hypothesis which was proposed was that "there was a significant influence between the students' reading habit and their reading comprehension achievement".