CHAPTER II

LITERATURE REVIEW

This chapter describes the theoretical bases of this research; they are reading, reading literacy, the factor influence level of reading literacy proficiency, reading literacy proficiency subscale description and previous study.

A. Reading

In learning language, especially English, the students have to adept four skills which consist of listening, speaking, reading and writing. Reading is seen as important skill because it is receptive skill.

Reading has many definitions from previous researchers. Mashulah wrote, according to Sutari "reading is a process of getting the meaning of something written of printed by interpreting its characters or symbols".[1] Harris said that "reading is the meaningful interpretation of printed of written verbal symbols which also involves sensing, perceiving, achieving meaning, learning reacting in variety of ways.[2]

Foreign Language Teaching Methods wrote three prominent ideas emerge as most critical for understanding what "learning to read" means.[3] First, reading is a process undertaken to decrease uncertainty about meanings a text conveys. Second, reading is the process output from a negotiation of

---

[1] Mashulah. *An Analysis of Students' Difficulties In understanding English Reading Text.* (Unpublished S-1 Thesis. Surabaya: English Teacher Education Departement, UIN Sunan Ampel, 2013).12

[2] Mashulah. *An Analysis of Students' Difficulties In understanding English Reading Text…* 12

[3] Foreign Language Teaching Methods access on April 11, 2016 12:45 PM (https://coerll.utexas.edu/methods/modules/reading/01/index.php)

meaning between the text and its reader. Third, reading is the knowledge, expectations, and strategies a reader uses to uncover textual meaning all play decisive roles way the reader negotiates with the text's meaning. Therefore, we can conclude that reading is the interpreting activity of written text to the reader. It needs senses to get the meaning of the text.

B. Reading Literacy

PISA 2009 defines reading literacy as: understanding, using, reflecting on and engaging with written texts, in order to achieve one's goals, to develop one's knowledge and potential, and to participate in society.[4] To further understand the PISA 2009 definition of reading literacy, each part of the definition is explained further:[5]

1. Understanding

   Understanding refers to the ability to gain meaning from what is read. This can includes the meaning of words or it can be more complex in identifying the underlying theme of a narrative.

2. Using

   Using relates to the notions of application and function (i.e. applying what has been read to an immediate task or goal, or using what is read to reinforce or change beliefs).

---

[4] Sue Thomson, Kylie Hillman, and Lisa De Bortoli. *A teacher's guide to PISA reading literacy* (Australia. ACER Press. 2013), 7.
[5] Sue Thomson, Kylie Hillman, and Lisa De Bortoli. *A teacher's guide to PISA reading literacy…* 8

3. Reflecting

   Reflecting on emphasizes the notion that reading is interactive, where readers make connections with their own thoughts and experiences when engaging with a text.

4. Engaging

   Engaging with involves the reader's motivation to read and is comprised of constructs including interest in and enjoyment of reading, a sense of control over what one reads, and reading practices.

5. Written texts

   Written texts include texts from a variety of media – hand-written, printed and digital. They can include visual displays such as diagrams and pictures. Written texts can be in a variety of formats, including continuous and non-continuous, and in a variety of text types, such as narrative and expositions.

   Definition of reading literacy also comes from Bruner. Reading literacy is repeated by the culture of reader, the context of reading and the purposes of reading.[6] According to the definition, reading literacy is depended on the reader perception, recognize the situation and the aim of reading.

   By those definitions, reading literacy needs high critical thinking. Thus, students do not only require to comprehend the written text but also to

---

[6] Bruner as cited in Kaisa Leino . *The relationship between ICT use and reading literacy*. (Jyvaskyla: Jyvaskyla University Press, 2014), 40.

use their feelings in reflecting the text. They are supposed to make something new from the text in order to reach high level of reading literacy proficiency.

C. The Factors Influence Level of Reading Literacy Proficiency

There are factors influencing level of reading literacy proficiency. Andrejs Geske and Antra Ozola, from Latvia, did the research about that. The results of these factors are economic factors of student's family, collaboration of a student and his/her family, student's reading out of school and student's reading at school.[7]

> "The results of the research have also proved that there is a close coherence between the meaning of education to parents and students' learning achievements, i.e., if education is regarded as a value in the family, there is a big possibility that children will have high learning achievements."[8]

Socio-economical conditions are significant for early achievements in reading; it is important whether parents read aloud for their children at home (more frequently than 3 times a week), are salubrious and have a positive approach (attitude) to learning.[9]

1. Economic Factors of Student's Family

The family factors could be as follows: the number of people in a family, parents' education, financial position, and attitude towards education (in this case it is characterized by the number of books and encyclopedias at home).

---

[7] Andrejs Geske and Antra Ozola, "Factors Influencing Reading Literacy at The Primary School Level". *PROBLEMS OF EDUCATION IN THE 21st CENTURY*. Vol 6, 2008, Pp 71-77.
[8] Balster-Liontos as cited in Andrejs Geske and Antra Ozola… 71.
[9] Andrejs Geske and Antra Ozola. *Factors Influencing Reading Literacy at The Primary School Level* … 72.

There are 3% of fathers and 8% of mothers of students with the lowest reading literacy (group Z) have higher education, while in students with the highest reading literacy (group A) this number is sufficiently higher – 37% of fathers and 49% of mothers of children from group A have it. It can be observed that the number of fathers possessing higher education differs almost 13 times.

2. Collaboration of A Student and His/Her Family

The family collaboration could be as follows: someone read aloud before a child went to school, someone watched TV with subtitles together with a child before s/he went to school, someone played wordplays before a child went to school.

The analysis of the data among the 4th grade students at the pre-school age in Latvia reveals that at this age only 15% of group A students don't read or read only sometimes and together with one of the adults; in group Z the number of such students is four times higher – 62%. In group A, adults frequently tell stories to the children (51% against 33% in group Z), play with alphabet toys (54% against 39% in group Z), have wordplays (43% against 29% in group Z), write letters or words (69% against 49% in group Z).

3. Student's Reading Out of School

As factor of student's reading out of school, the students could be read for joy, read aloud, listen to what is being read and read comics.

There are 94% of group A read more for their own enjoyment once a week or more frequently (in comparison to 62% in group Z), read books more about a particular theme − 39% every or almost every day (16% in group Z).

4. Student's Reading at School

The student's reading at school factor could be as follows: a test or a quiz about the read text, read for oneself quietly, draws pictures about the read text, read aloud for a group of students, read books having several chapters and read plays.

The students of group A more frequently read "more serious" literature like different stories (52% every or almost every day in comparison to 35% in group Z), poetry (9% against 2% in group Z), some parts of fiction books at least once a week (46% against 30% in group Z), plays at least once a week (66% against 54% in group Z).

In this research, the researcher uses only two of four factors influencing students' reading literacy. They are student's reading out of school and student's reading at school.

D. Reading Literacy Proficiency Subscale Description

Below are the characteristic of tasks of reading literacy proficiency subscale description for text format:[10]

---

[10] Sue Thomson, Kylie Hillman, and Lisa De Bortoli. *A teacher's guide to PISA reading literacy* …54

Proficiency level	Text format	
	Continuous texts	**Non-continuous texts**
	Characteristic of task	
6	Negotiate single or multiple texts that may be long, dense or deal with highly abstract and implicit meanings. Relate information in texts to multiple, complex or counterintuitive ideas.	Identify and combine information from different parts of a complex document that has unfamiliar content, sometimes drawing on features that are external to the display, such as footnotes, labels and other organisers. Demonstrate a full understanding of the text structure and its implications.
5	Negotiate texts whose discourse structure is not obvious or clearly marked, in order to discern the relationship of specific parts of the text to the implicit theme or intention.	Identify patterns among many pieces of information presented in a display that may be long and detailed, sometimes by referring to information that is in an unexpected place in the text or outside the text
4	Follow linguistic or thematic links over several paragraphs, often in the absence of clear discourse markers, in order to locate, interpret or evaluate embedded information.	Scan a long, detailed text in order to find relevant information, often with little or no assistance from organisers such as labels or special formatting, to locate several pieces of information to be compared or combined.
3	Use conventions of text organisation, where present, and follow implicit or explicit logical links such as cause and effect relationships across sentences or paragraphs in order to locate, interpret or evaluate information.	Consider one display in the light of a second, separate document or display, possibly in a different format, or draw conclusions by combining several pieces of graphical, verbal and numeric information.
2	Follow logical and linguistic connections within a paragraph in order to locate or interpret information; or synthesise information across texts or parts of a text in order to infer the author's purpose.	Demonstrate a grasp of the underlying structure of a visual display such as a simple tree diagram or table, or combine two pieces of information from a graph or table.

1a	Use redundancy, paragraph headings or common print conventions to identify the main idea of the text, or to locate information stated explicitly within a short section of text.	Focus on discrete pieces of information, usually within a single display such as a simple map, a line graph or bar graph that presents only a small amount of information in a straightforward way, and in which most of the verbal text is limited to a small number of words or phrases.
1b	Recognise information in short, syntactically simple texts that have a familiar context and text type, and include ideas that are reinforced by pictures or by repeated verbal cues.	Identify information in a short text with a simple list structure and a familiar format.

There are two types of text format: continuous text and non-continuous text. Continuous texts are organized into paragraph, for example newspaper, novel, story in magazine and etc. Non-continuous texts are formed into a number of lists, for example schedule, table, forms and etc.

E. Previous Studies

In this part, the researcher will review some previous studies related to this research:

1. First, there are also some researches related to the students' reading literacy in Indonesia. Mashulah has more specific analysis. She focused on students' difficulty in understanding English reading text. This research was conducted to know the students' difficulties and also the factors causing the difficulties in understanding English reading descriptive text. This research is a case study and it uses descriptive quantitative method. The finding shows that the majority

of the students find difficulties in identifying main idea of the text, more than half of students made mistake in identifying specific word in the text and many students cannot understand the structure of the text. Whereas, the factors causing the students' difficulties in understanding English reading descriptive text are learners' background, teaching technique, and the learners' environment.[11]

2. Second is the study done by Maman Suryaman, entitled "Analisis Hasil Belajar Peserta Didik dalam Literasi Membaca melalui Studi Internasional (PIRLS) 2011". In this research, Suryaman analyzed Indonesian students' ability in reading literacy; students' ability in solving literate question and illiterate question; and the factor that influenced solving question ability. Penelitian ini menggunakan pendekatan deskriptif eksploratoris dan analisis dokumen. This research uses exploratory descriptive approach. The results are following. First, Indonesian students' reading ability achievement is in the low level below international median. Second, Indonesian students' ability in solving question is in progress in 2006 to 2011, especially in high, medium and low level, but in perfect level does not change yet. Third, the ability to solve question is influenced by a tendency answering question based on the guess, a less of stem construction and question choice, a less of discourse quality, a less

---

[11] Mashulah. *An Analysis of Students' Difficulties Inunderstanding English Reading Text*. (Unpublished S-1 Thesis. Surabaya: English Teacher Education Departement, UIN Sunan Ampel, 2013).

of maximally reading competence development, a less enough of reading ability development, inappropriateness of literature theory teaching, a variety of answer measurement in teacher and students' perception and in appearance of question in National Examination.[12]

3. Third is "The Relationship between Reading Comprehension and Reading Strategy Use among Malaysian ESL Learners" by Pezhman Zare and Moomala Othman. The study was an attempt to find out the rate of recurrence of reading strategy use among Malaysian ESL learners. It also tried to figure out the possible relationship between reading strategy use and reading comprehension. The data were analyzed using descriptive statistics to determine the frequency of strategies employed by the learners. To find out the data, the researcher used independent sample t-test and Pearson coefficient correlation. According to the findings Malaysian ESL learners can be categorized as high strategy users. Furthermore, the use of reading strategies had a strong positive correlation with reading comprehension achievement.[13]

4. "An Assessment of Reading Comprehension Practice in Jordan" is being the forth previous study in this research. It was done by Dina Al-Jamal, Mahir Al-Hawamleh and Ghadeer Al-Jamal. This study

---

[12] Maman Suryaman, "Analisis Hasil Belajar Peserta DIdik dalam Literasi Membaca melalui Studi Internasional (PIRLS) 2011". *Litera*.Vol 11 No. 1. 2015, 170-186.

[13] Pezhman Zare and Moomala Othman, "The Relationship between Reading Comprehension and Reading Strategy Use among Malaysian ESL Learners". *International Journal of Humanities and Social Science,* Vol. 3 No. 13. 2013, Pp 187-193.

aimed at assessing the level of reading comprehension proficiency of EFL Jordanian readers with regard to the relationship between identifying the main idea in a paragraph and language proficiency in expository texts. In the study, the researchers evaluated students' reading comprehension using a comprehension test and assessed individual Jordanian tenth grader students' reading comprehension proficiency level. The results of the study revealed a moderate reading comprehension proficiency level among 10th graders along with negligible instruction of comprehension skill by EFL teachers.[14]

5. Fifth previous study is "Relationship between Reading Proficiency, Strategic Competence, and Reading Comprehension Test Performance: A Study of Iranian EFL Learners" by Narjes Ghafournia & Akbar Afghari. The study scrutinized the interaction between reading proficiency and strategic competence via reading comprehension test performance of Iranian EFL learners. The researcher asked postgraduate students to take a reading comprehension test and answered a metacognitive strategy questionnaire successively in one session. The findings manifested that the participants at the high level of reading proficiency used metacognitive strategies more frequently than did the participants at the low and intermediate levels of reading proficiency in the test-

---

[14] Dina Al-Jamal, Mahir Al-Hawamleh, and Ghadeer Al-Jamal, "An Assessment of Reading Comprehension Practice in Jordan". *Jordan Journal of Educational Sciences*. Vol. 9, No. 3, 2013. 335-344.

taking setting. The findings also revealed a positive linear relationship between metacognitive awareness and the participants' test performance.[15]

6. Sixth, "The Reading Comprehension Level of Intermediate Pupils across Content Areas: Towards a Proposed Reading Enhancement Program" by John Michael B. Cachero and Glenda G. Salem. This study determined the reading comprehension performance of 4th grade pupils of Bayombong Central School/SPED Center in the three content areas (i.e. English, Science, and Mathematics) in relation to selected personal- and school-related variables towards the conceptualization of a functional reading enhancement program. This study used quantitative method to determine the relationship of the reading comprehension level of the Grade IV pupils of a central school to each of the personal and school-related variables. The result revealed that the pupils are in the beginning level across the twelve reading comprehension skills and in general.[16]

7. Seventh, "Improving the Reading Comprehension of Middle School Students With Disabilities Through Computer-Assisted Collaborative Strategic Reading" done by Ae-Hwa Kim, Sharon Vaughn, Janette K. Klingner, Althea L. Woodruff, Colleen Klein

---

[15] Narjes Ghafournia and Akbar Afghari, "Relationship between Reading Proficiency, Strategic Competence, and Reading Comprehension Test Performance: A Study of Iranian EFL Learners". *International Education Studies.* Vol. 6, No. 8. 2013. Pp 21-30.
[16] John Michael B Cachero and Glenda G Salem, "The Reading Comprehension Level of Intermediate Pupils across Content Areas: Towards a Proposed Reading Enhancement Program". *Graduate Research Journal.* Vol. 6, Numbers 1-2. 2013. Pp 86-106.

Reutebuch, And Kamiar Kouzekanani. This study investigated the effects of computer-assisted comprehension practice using a researcher-developed computer program, Computer-Assisted Collaborative Strategic Reading (CACSR), with students who had disabilities. Students in the intervention group received the CACSR intervention, which consisted of 50-min instructional sessions twice per week over 10 to 12 weeks. The results revealed a statistically significant difference between intervention and comparison groups' reading comprehension ability as measured by a researcher-developed, proximal measure (i.e., finding main ideas and question generation) and a distal, standardized measure (i.e., Woodcock Reading Mastery Test, Passage Comprehension).[17]

8. Eighth, "The Effectiveness of Hypertext Glosses to Improve the Eight Graders' Reading Comprehension of Recount Text at SMPN 2 Surabaya" by Alda Dea Delfina. This study aimed to find out the answer of whether hypertext glosses is effective to improve the eighth graders' reading comprehension and to find out the advantages and the disadvantages the eighth graders get from learning reading recount text using hypertext glosses. This research used quasi-experimental research; they were grouped into experimental and control groups. The scores from post-test showed

---

[17] Ae-Hwa Kim, Sharon Vaughn, Janette K. Klingner, Althea L. Woodruff, Colleen Klein Reutebuch, And Kamiar Kouzekanani.. "Improving the Reading Comprehension of Middle School Students With Disabilities Through Computer-Assisted Collaborative Strategic Reading". *Remedial and Special Education*. Volume 27, Number 4, 2006, Pp 235-249.

that the experimental group got better score than the control group with the mean score of the experimental group of 31.80 and the mean score of control group of 25.44.[18]

9. Ninth, "The Reading Recount Text Comprehension Of The Eighth Grade Students Of Mts Nu Wahid Hasyim Salafiyah Jekulo Kudus In Academic Year 2012/2013 Taught By Using Crazy Professor Reading Technique" by M. Fathoni. The objective of this research is to find out whether there is a significant difference of reading recount text comprehension of eighth grade students of MTs NU Wahid Hasyim Salafiyah Jekulo Kudus in academic year 2012/2013 before and after being taught by using Crazy Professor Reading Technique. The population used in this research is the eighth grade students of MTs NU Wahid Hasyim Salafiyah Jekulo Kudus in academic year 2012/2013 in second semester. This research used an experimental research. The result of the experiment shows that the mean of pre-test is 62.58 and the mean of post-test is 72.38. It was found t-observation 6.18 in the level of significance 0.05, the degree of freedom (df) 25, and t-table (tt) 2.06. In other word t-observation is higher than t-table (to>tt). Thus, Ho is denied and Ha is confirmed.[19]

---

[18] Alda Dea Delfina. *The Effectiveness of Hypertext Glosses to Improve the Eighth Graders' Reading Comprehension of Recount Text at SMPN 2 Surabaya*. (Unpublished S-1 Thesis. Surabaya: English Teacher Education Departement, UIN Sunan Ampel, 2013).
[19] M. Fathoni. *The Reading Recount Text Comprehension Of The Eighth Grade Students Of Mts Nu Wahid Hasyim Salafiyah Jekulo Kudus In Academic Year 2012/2013 Taught By Using Crazy*

10. Tenth, "Strategies In Teaching Reading At The Eight Grade Of Smp Negeri 2 Buduran Sidoarjo" by M. Iqbal Firdaus. This study focused on answering the questions of: What kinds of strategies used to improve the student's reading skill? How do the teachers apply the strategies to improve the student reading skill? And how are the students' responses to teaching reading used by their teacher? This research is descriptive qualitative research. Based on the research concludes that Teaching strategies applied by teachers in reading skill were intensive reading and silent reading. The application of the strategies to improve the students' reading skill were keep applying the principle of teaching reading as Jeremy Harmer stated; Reading is not passive skill, Student needs to be engaged with what they are reading. And the students' responses are good, most of them feel enjoy and interest with the teaching reading strategies. According to them the teachers was attractive, smart, open-minded, patient, funny (gave them little joke to make them interested in their material). [20]

This research will be different from all of those researches because in this research, the researcher will analyze the level of reading literacy proficiency of junior high school students and the factors influence students' levels of reading literacy proficiency. The researcher uses

Professor Reading Technique. (Unpublished S-1 Thesis. Kudus: English Education Departement, Muria Kudus University, 2013).

[20] M. Iqbal Firdaus. *Strategies In Teaching Reading At The Eight Grade Of Smp Negeri 2 Buduran Sidoarjo*. (Unpublished S-1 Thesis. Surabaya: English Education Department, UIN Sunan Ampel Surabaya, 2012).

descriptive quantitative research. To determine students' level of reading literacy proficiency, the researcher measures with Reading literacy proficiency subscale descriptions.[21] To determine the factors influence students' levels of reading literacy proficiency, the researcher analyze students' answer from 16 open questions of questionnaire.

---

[21] Sue Thomson, Kylie Hillman, and Lisa De Bortoli. *A teacher's guide to PISA reading literacy* …53