

## **CHAPTER 2**

### **LITERATURE REVIEW**

This chapter describes; (1) theoretical framework; (2) previous related study; (3) hypotheses; and (4) criteria for testing hypotheses.

#### **2.1. Theoretical Framework**

##### **1.1.1 The Concept of Reading**

In reading process, readers learn how they integrate these facets to make meaning from text. Huges (2015) define reading as an interactive, problem-solving process of making meaning from texts. He adds that reading is a complex interaction between the text, the reader and the purposes for reading, which are shaped by the reader's reading maturity and experiences, the reader's knowledge about reading and writing language and the reader's language community which is culturally and socially situated. According to Burhan (2012), reading is a physical and mental activity to reveal the meaning of the written texts, while in that activity there is a process of knowing letters. Leipzig (2014) argues that reading is a multifaceted process involving word recognition, comprehension, fluency, and motivation.

##### **1.1.2 The Concept Comprehension**

Comprehension is definitely the reading goal for every reader that can determine whether they get the points and understand what the author's idea or not. Furthermore, Harvey and Goudvis (2000) stated that comprehension means that readers think not only about what they are reading but what they are learning. When readers construct meaning, they are building their store of knowledge. But along with knowledge must come understanding. Moreover Catherine (2000) states that comprehension is the process of simultaneously extracting and constructing

meaning through interaction and involvement with written language. She explains that comprehension entails three elements:

1. The reader who is doing the comprehending
2. The text that is to be comprehended
3. The activity in which comprehension is a part.

In short, comprehension is the complex cognitive process involving the intentional interaction between reader and text to extract meaning.

### **2.1.3 Reading Comprehension**

All in all, reading is the process of upgrading knowledge from the interaction between reader and text. Puspita stated that reading is very important in daily life and it has much role in learning language. Moreover, Meniado argues reading comprehension is one of the most essential study skills in higher education. He claims Academic and even technical courses demand substantial readings, so there is a need for students to be able to comprehend what they read in order to succeed in their academic life and beyond. Besides, Brown (2004) arguably reading is the most essential skill in achieving the success in all educational contexts, remain an ability of paramount importance as create assessments of general language ability. Gurses and Bouvet (2016) define reading process encompasses many activities that begin with the first apprehension of paper features by the reader's eye to the production of textual comprehension.. In other words, the students are hoped to know not only the word but also its meaning. Besides, reading comprehension requires a persons' ability in reading, finding information and understanding it in terms of what is already known.

Without comprehension, the readers cannot get the information. Based on Hamra and Syatriana (2012), the goal of reading is to comprehend meaning and comprehension depends on

the ability to get individual word meanings. Also, Squires, (2014) the activity of reading has been the source of information that has been both helpful and harmful, serving as a tool for both liberation and oppression.

In getting the meaning from the text, the reader needs a comprehension strategy. Brown (2004) describes the principal strategies in a successful reading comprehension, those are follow:

- 1) Identify your purpose in reading a text/discourse.
- 2) Apply spelling rules and convention for bottom up decoding.
- 3) Obtain lexical analysis (prefixes, root, suffixes, etc) to determine meaning.
- 4) Predict at meaning (of words, idiom, slang, etc)when you are not certain.
- 5) Skim text for the gist and main ideas.
- 6) Scan the text for the specific information (name, place, date, etc)
- 7) Use silent way reading for rapid processing.
- 8) Use marginal note, chart, outlines, or semantic maps for understanding and retaining information.
- 9) Distinguish between literal and implied meaning.
- 10) Capitalize on discourse markers to process relationship (p. 188-189).

#### **2.1.4 Types of Reading Task**

There are some types of reading task. Brown (2004) indicates “several types of reading performance which typically identified and serve as organizer in designing reading assessment tasks, those are perceptive, selective, interactive, and extensive.

1. Perceptive Type: this type specifications are offered with some differing terminology to capture the uniqueness of reading. Perceptive reading tasks include attending to the

components of larger stretches of discourse: letters, words, punctuation, and other graphemic symbols. Bottom-up processing is implied.

2. Selective Type: this category is largely an artifact of assessment formats. In order to ascertain one's reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language, certain typical tasks are used: picture-cued tasks, matching, true/false, multiple-choices.
3. Interactive Type: involve among interactive reading types are stretches of a language of several paragraphs to one page or more in which the reader must, in a psycholinguistic sense, interact with the text. Typical genres that lend themselves to interactive reading are anecdotes, short narratives and descriptions, excerpts from longer texts, questionnaires, memos, announcements, directions, recipes, and the like. The focus of an interactive task is to identify relevant features (lexical, symbolic, grammatical, and discourse).
4. Extensive Types: this type applies to texts of more than a page up to and including professional articles, essays, technical reports, short stories, and books. (It should be noted that reading research commonly refers to extensive reading" as longer stretches of discourse, such as long articles and books that are usually read outside a classroom hour.

#### **2.1.6 The Concept of Reading Maturity**

The concept of a mature reader was not initially given much attention in literature, as it was not considered an academic standard or a lifestyle necessity to sustain positive and constructive reading habits. Thomas (2013) stated that reading maturity is a construct that looks broadly at reading development encompassing not only basic reading skills but reading habits, attitudes, and dispositions. Reading maturity is often achieved when the disparities are eliminated

and basic reading skills coincide with habits of mature readers. Hindrances to reading maturity may be caused by various factors; however, none of these has been fully explored in literature (Manzo & Manzo, 1993; Manzo et al., 2000; Thomas, 2001).

Reading maturity first received professional study in the 1950s, when it was identified, explained, and researched by Gray and Rogers (1956). The concept was designed upon by Casale (1982) who explained reading maturity as an advanced level of reading that results in logical inferences applied to other areas of knowledge. Reading maturity referred to an advanced level of cognition required to expand the reader's scope of knowledge and apply it to everyday life. Reading maturity also referred to a literary fluency that suggests that reading should eventually be second nature, in that it should be applied with little to no effort. In short, reading maturity defined as the attainment of those interests, attitudes and skills which enable young people and adults to participate eagerly, independently, and effectively in all the reading activities essential to a full, rich, and productive life. Based on this definition, reading maturity is an internal characteristic, defined by the attitudes and interests of individuals. Reading maturity can be summarized as a set of internal factors that allow individuals to use information from reading to supplement and improve their own lived experiences.

A mature reader is someone who can read any genre. According to Theiss et al. (2009), firstly, mature readers are known for their enthusiasm with respect to the activity of reading. The prospect of engaging in the activity is something that causes excitement among mature readers, making them more widely read than other individuals who have not reached the same levels of reading maturity. Moreover, their eagerness for reading leads them to more in-depth analyses of the materials they peruse, making them not just wide-readers but also intensive ones.

Mature readers have required the ability to construct meaning from text. Theiss et al. (2009) also highlighted the fact that mature readers are better able to grasp meanings that are not literal from their reading materials. Mature readers do not only comprehend the dictionary definitions of the words they read, but they also grasp their implications within the context of the written work.

Mature reader can infer and understand the different moods and feelings infused by the writer in the material, and can adjust the meanings of what they read according to these contexts. Thirdly, Theiss et al. (2009) noted that when mature readers understand moods and feelings within the written material, they also use the information in order to inform their experience and knowledge outside the written work. This ability can be referred to as critical reading. Here, the reader is able to relate what is found on the page to real life scenarios and circumstances.

Mature readers can tell how much time they need to comprehend properly written material, not just in its literal sense, but also in its figurative sense, allowing for an intensive and critical understanding of what the writer attempted to evoke. Finally, according to Theiss et al. (2009), mature readers know when a particular written work is difficult to comprehend. According to these researchers, more mature readers have the ability to discern when they cannot comprehend something in its fullest sense. Furthermore, this ability to sense an inability or a difficulty in the process of reading allows mature readers to adjust their pace of reading to accommodate their learning. Because of the number of useful skills and attitudes that comprise reading maturity, researchers have valued it as an important facet of reading that learners should acquire.

### **2.1.7 Levels of Reading Maturity**

The top-level concerned readers read a range of complex literature that covered a breadth of subject matter and perspectives. Stage one was designated as the lowest level of reading maturity, referring to the most basic understanding of read text with an application of the smallest vocabulary. Between the top and lowest levels, were three stages with intermediate skills and capacities of reading resulting in different levels of reading comprehension. Challand Jacobs (2003) measured the concept of reading maturity on a five-point scale, with five reflecting the highest degree of reading maturity.

### **2.1.8 Types of Reading Maturity**

Critical reading is a technique for discovering information and ideas within a text while critical thinking involves reflecting on the validity of what we have read in light of our prior knowledge. According to Manzo and Manzo (1993), there are four types of critical reading and thinking, which they delineated as follows:

- a. *Type A: Mature Comprehenders* students have a solid reading comprehension and a commensurate ability to think critically.
- b. *Type B: Remedial Reader* students have a weak comprehension and critical thinking skills. These remedial level readers tend to have lower levels of abstract thinking and show signs of emotional instability, mostly in the form of apathy and emotional dependency.
- c. *Type C: Higher Illiterates (Overachievers)*: students have high comprehension and weak or intermittently good to poor critical thinking skills. This group seems to personify Chase's (1961) term higher illiterate. Ironically, these students have fair to good levels of abstract thinking, though average to poor levels of emotional stability, characterized mostly by a desire to be dominant while remaining aloof.

- d. *Type D: Classic Underachievers*: students have weak comprehension and generally high levels of critical thinking. This group also has fair to good levels of abstract thinking and average to poor levels of emotional stability. (p. 251) From these categories, one could infer that there was a correlation between emotional stability or intelligence and reading comprehension or analytical skills.

### **2.1.9 Reading Maturity Subcategory**

There are some measurement areas of reading maturity. According to Thomas (2008), reading maturity includes six measurement areas. Those are reading attitudes and interests, reading purpose, reading ability, reaction to and use of ideas apprehended, kinds of material read, and personal adjustment to reading (transformational reading). The details are following.

#### **1. Reading Attitude and Interest**

Reading interest defined as whether or not students like to read. According to Thomas (2001), reading interest refers to how excited an individual is to engage in reading some written material. It can also refer to an individual's perception of how stimulating or fulfilling reading material can potentially be. Based on the definition provided by Thomas (2001), reading interest revolves around an individual's attitude towards the process of reading, and towards different reading materials. This category the interest in reading and its importance in the life of the individual, capturing the breadth and depth of reading interests and topics. A sample of this category is "I enjoy reading" (Thomas, 2001)

#### **2. Reading Purpose**

Reading purpose is the reasons why someone wants to read. Squires (2014) defines that reading purpose as the reasons behind an individual's act of reading. Wherefore, Thomas (2001) considered four general purposes behind reading, namely to be entertained, to understand life, to



understand oneself, and to understand others. According to Adetoro (2010), reading can address individuals' needs to minimize the ambiguity in their surroundings, to find solutions to problems they encounter, to survive difficult circumstances, and to enhance personal growth. Thomas (2001) stated that a mature reader in this category has purpose for reading, choosing materials that interest him or her, and adjusts their reading to the type of reading materials chosen. A type of statement that might be included here is, One of the reasons I read is to understand myself better. Thus, reading with a purpose means approaching texts with a specific goal.

### 3. Reading Ability

This category measures the student's perception of his or her proficiency as a reader, including comprehension skills. An example from this category is, "I am comfortable with my reading ability"

### 4. Reaction to and Use of Ideas Apprehended

This category is personal connection that a reader makes between a piece of reading material and the readers' own experience. Thomas (2001) explained that this category is about the reader's ability to use previous and personal experiences to connect to, and form new understanding of materials read. Statements include, "When I am reading, I often recognize ideas that may have personal or societal value".

### 5. Kinds of Material

This category allows readers to interpret the text in various ways. It allows readers to bring personality traits, memories of the past and present experience to the text. Thomas (2001) stated that this category make readers respond to help to determine if challenging material is read that helps to create meaningful and insightful understandings applied to their own lives. Statements that might appear in this category include, "I like to read things that make me think".

## 6. Personal Adjustment to Reading/Transformational Reading

Finally, this section deals with the transforming power of reading. Thomas (2008) maintains that a maturing reader changes his or her perspective about the things he is reading and makes personal changes in his or her life as a result. In addition, the category asks the reader to consider if he or she is personally reflective in his or her reading, i.e. does reading help shape character. An item in this section asks students to infer if reading can transform their thinking.

### **2.1.10 Reading Comprehension at Senior High School Muhammadiyah 1**

English is the primary subject based on the curriculum which Muhammadiyah 1 used. One of the skills in English is Reading. Based on the previous research that conducted in SMA 1 Muhammadiyah Palembang by Lestari (2016) found *that there was significant correlation between the reading attitude and writing activity. The factors that influenced this conditions were; 1) most of students spent their time in the library in order to get information, 2) students were interested to read academic and nonacademic books, 3) more students involved in reading and writing activity. Furthermore, reading comprehension level of the students were still average. Especially, reading textbook which administered in this school contain of Islamic values.*

## **1.2 Previous Related Studies**

Many studies have been conducted to study about reading maturity in ESL and EFL Learning area. Many of them investigated about the correlation between reading maturity and reading comprehension. This part refers to some of them:

The first research was conducted by Theiss, Luwick, Jarman in 2009. This study surveyed pre-service teachers to determine their reading maturity using The Reading Maturity Survey (Thomas, 2001) in warrensburg, missouri, USA. Results indicate that pre-service teachers self-report high levels of confidence in their reading maturity with the exception of two areas that may relate to developing skills in critical reflection and transformational thinking. A continuing study of reading maturity in pre-service teachers focuses on correlating reading maturity with other measurements to predict teacher readiness as part of program evaluation for elementary licensure majors.

Another research was conducted by Alharby in 2005. This study aimed to measure the correlations between reading strategies, learning styles and reading comprehension of the Saudi EFL college learners' English reading comprehension. This study used a survey and two IELTS reading passages that vary in difficulty levels. The purpose was to show how two different reading strategies affect EFL students' reading comprehension. The study further examines the correlations between learning styles and reading strategies, and whether this affects the students' comprehension in a sample of seventy-five EFL Saudi college students enrolled in the English Department. Participants were randomly assigned to two groups: an oral reading group (n = 37) and a silent reading group (n = 38). The learning strategies were 'visual learner' and 'auditory learner', with three performance grades, 'low', 'average' and 'high'; while the reading methods were 'oral' and 'silent'. The findings showed that the variation of reading strategies, namely oral reading versus silent reading strategies, did not produce any statistically significant differences on EFL learners' reading comprehension. Findings also showed that high visual learners did not perform significantly differently from the silent reading group or the oral reading group. There were no statistically significant differences between silent reading participants and oral reading

participants in their performance on either text from the IELTS. More detailed findings were also presented and discussed against a background of prior research. Pedagogical implications were drawn, and recommendations for further research were proposed.

In addition, Squires (2014) investigated the relationship between reading maturity with reading comprehension. The first factor in this study was reading maturity, or the level of skill with which a reader can extract meanings from texts and apply them to real life. The participants in this study were XYZ School District students California, USA. Data for the present study were gathered from reading maturity survey developed by Thomas (2001). Scores on school examinations and the reading maturity survey were analyzed using descriptive statistics and correlation coefficients. This study found a positive significant relationship between reading comprehension and reading interest, between reading comprehension and reading purpose, as well as between reading comprehension and reading maturity.

### **1.3 Hypotheses**

The hypotheses of this study are proposed in the forms of null and research hypotheses below:

1.  $H_0$ : There is no significant correlation between students' reading maturity and reading comprehension of the tenth grade students of SMA Muhammadiyah 1 Palembang
- $H_1$ : There is a significant correlation between students' reading maturity and reading comprehension of the tenth grade students of SMA Muhammadiyah 1 Palembang

2.  $H_0$ : Students' reading maturity does not significantly influence to their reading comprehension of the tenth grade students of SMA Muhammadiyah 1 Palembang

$H_1$ : Students' reading maturity significantly influences to their reading comprehension of the tenth grade students of SMA Muhammadiyah 1 Palembang.

#### **2.4 Criteria for Testing Hypotheses**

In testing hypotheses, there are some criteria. Those are in the following (Creswell, 2012, p. 188-189; Fraenkel, Wallen & Hyun, 2012, p. 228-229; Cohen, Manion, & Marrison, 2007, p. 519-520).

1. If  $p$ -value is higher than 0.49 ( $p > 0.49$ ), the level of significance is 4.9 %,  $H_0$  is accepted and  $H_1$  is rejected.
2. If  $p$ -value is less than 0.49 ( $p < 0.49$ ), the level of significance is 4.9 %,  $H_0$  is rejected and  $H_1$  is accepted.