

## CHAPTER II

### LITERATURE REVIEW

This chapter presents: (1) the correlational study, (2) the concept of Locus of control, (3) the concept of reading achievement, (4) the correlation between locus of control and reading achievement, (5) previous study, (6) the hypotheses, and (7) criteria of testing hypotheses.

#### **2.1. The Concept of Correlational Study**

According to Cohen, Manion, and Morrison (2007), “the concept of correlation involves the collection of two sets of data, one of which will be retrospective, with a view to determining the relationship between them” (p. 265). In correlational research, the researcher studies the relationship between one or more quantitative independent variables and one or more quantitative dependent variables. Although, the main purpose of a correlational study is to determine relationship between variables, and if a relationship exists, a regression equation could be used to make predictions to a population. And this study refers to the relationship or connection between locus of control and reading achievement.

There is correlation coefficient, which is a numerical index that supply information about the strength and direction of the relationship between two variables. It provides information how variables are connected. More specifically correlation coefficient is a number that can range from -1 to 1, with zero position for no correlation at all. If the number is greater than zero, there is a positive correlation. If the number is less than zero, there is a negative correlation. If the

number is equal to zero, there is no correlation between the two variables. If the number is equal to + 1.00 or equal to - 1.00, the correlation is called perfect. Positive correlation is present when scores on two variables tend to move in the same direction while negative correlation is present when score on two variables tend to move in opposite direction – as one variable goes up, the other tends to go down, and vice versa.

Cohen, Manion, and Morrison (2007) suggest the meaning of a given correlation coefficient as follows:

<b>Table 1.</b>	
<b>Correlation Coefficient</b>	
<b>Interval Coefficient</b>	<b>Level of Correlation</b>
0.20 – 0.35	Slight
0.35 – 0.65	Moderate
0.65 – 0.85	Strong
Over 0.85	Very Strong

*Note: Cohen, Manion & Marrison(2007, p. 340)*

## **2.2. The Concept of Locus of Control**

A person’s “locus” (Latin for “place” or “location”) is conceptualized as either internal or external. The concept of locus of control appears from a social learning theory, Rotter (1966), “refers to the extent to which individuals believe that they are in control of their life events or whether events in their life are product of external factors such as luck and fate” (p. 1). Locus of control focuses on whether individuals view events as being a matter of luck, chance, or fate, or

that life events are influenced by one's own action. Kang, Chang, Chen, and Greenberg state "locus of control focuses on the degree to which individual generally believe that they, rather than other people or uncontrollable factor are responsible for the outcomes of events in their lives" (as cited in Sarwar & Ashrafi, 2014, p. 2). It means that how people view about something happen in their life is because of their own action or because of others.

The locus of control idea is based on what psychologists called social learning theory. Rotter (1966) argues "It suggests that an expectation is reinforced when the expected events or behavior actually occur in the future" (p. 2). It means that, if person expect something to happen and it does, an expectation is reinforced, and if person's expectation does not occur, an expectation is weakened. Rotter proposed that whether or not one believes they have control over the causes of reinforcement determines the outcome. Essentially Rotter's definition of "control" includes anything that has power over. He postulated that individuals who believe that their own behavior or characteristics determine or cause events possess an internal locus of control and people who think that reinforcement follow an action is not entirely contingent upon their own action but instead perceived as luck, fate, chance, or other forces beyond their control have an external locus of control.

### **2.2.1. The Differences between Internal and External Locus of Control**

There are two kinds of locus of control, internal and external. Rotter (1966) argues individuals with internal LOC believe that their behavior can affect the outcome, while individuals with external LOC think that external factors, such as other people or factors beyond their control, determine the outcome of their behavior. Internal people believe that their hard work would lead them to obtain positive outcomes. They also believe that every action has its consequence, while make them accept the fact that the things happen and it depends on them if they want have control over it or not. Moreover, Rotter (1966) explains individuals who obtain high internal scores, will believe that they have control over the rewards they receive, individuals with high internal scores are more motivated than high external towards achievement, because they expect rewards to follow their behaviors. Considering Wlodkowski, being motivated meant being purposeful (as cited in Arib, 2017, p.6). On the other side, people that have external locus of control believe that many things that happen in their lives are out of their control. Rotter in his study suggested that people that have external LOC have four types of beliefs which include the following: powerful others such as doctors, nurses, fate, luck and belief that the world is too complex to predict its outcomes. People that have external locus of control tend to blame others for the outcomes rather than themselves.

Rotter (1996) describes the internal LOC as the degree to which persons expect that a reinforcement or an outcome of their behavior is contingent on their own behavior or personal characteristics. Their belief in ability to change things

may well make them more confident and they will hence seek information that will help them influence people and situations. They will also likely be more motivated and success oriented. Findley and Cooper argue “those with more internal beliefs are more successful in their academic achievements” (as cited in Nodoushan, 2012, p.124). They are also more likely to have expectancy shifts, where a sequence of similar events are expected to have different outcomes. Furthermore, Fakeye (2011) states “learners who have internal locus of control should be able to show high level of intelligence, competence, and aptitude for language learning”(p.549). A downside of an internal LOC is that, in accepting responsibility, the person has to also accept blame for failures.

On the other hand, Rotter also describes the external LOC as the degree to which person expect that the reinforcement or outcome is a function of chance, luck, or fate, is a under the control of powerful others, or is simply unpredictable. People with external LOC tent to be fatalistic, seeing things as happening to them and that there ia little they can do about it. This tends to make them more passive and accepting. When they succeed, they are more likely to attribute this to luck than their own efforts. They are less likely to have expectancy shifts, seeing similar events as likely to have similar outcomes. They hence step back from events, assuming they cannot make difference.

### **2.2.2. Some Factors that Influence Students’ Locus of Control**

According to Miller (2005, p.24), there are some factors that influence students’ locus of control such as:

1) Parental Factors, study parental involvement with students and the power they have over diverse aspects of high school seniors' lives. Conclusions maintain the argument that parental contribution and parental control are dependent on one another in making predictions in regards to adolescents' locus of control . From high-school seniors' perspectives, parental control with parental involvement was related to internal locus of control, whereas control without involvement was related to external locus of control.

2) Educational Factors, schools are acknowledged as having a major impact, both positive and/or negative, on the psychological well-being of those who attend the schools. It is advantageous for students to develop an internal locus of control orientation. Though, this does not come to pass spontaneously as the child develops. These personality attributes are gained mainly through the modeling of important people in the life of the individual. It's by and large documented that next to parents and home, teachers and schools are the most prominent forces in the lives of young children. Given that internal locus of control in children is desired, and since educators and schools play important roles models in the personality development of young children, a reasonable statement would be that internal locus of control is desirable in teachers.

### **2.3. The Concept of Reading**

In Indonesia reading is one of the common issues in learning process, Yusuf & Fauzan argue “English reading comprehension is among the skills that students in Indonesia must be skilled at since the recent tests in the Indonesia’s

national examination more emphasized much on reading”(ac cited in Yusuf, Yusuf, Yusuf and Nadya, 2017, p. 44). It means that reading is one of the skills that have to mastered well by students in the school. Bambang states "reading is a means for human to uncover knowledge firmament” (as cited in Ardiansyah & Djohar, 2012, p. 162). There are two parts of reading, word recognition and comprehension. In addition, the word recognition means that recognition word in a print and comprehension means that comprehend the collective meaning of a print. Both of them have strong relationship, one without another is not reading.

Reading is a mental process, Collins & Collins (2005) state “although the eyes are involved in sending information about print to the brain, the brain performs the real act of reading” (p. 8).In this process, the reader interacts dynamically with the text as he/she tries to elicit the meaning and where various kinds of knowledge are being used: linguistic or systemic knowledge (through bottom-up processing) as well as schematic knowledge (through top-down processing). Moreover, Anderson states “reading is an essential skill for learners of English” (as cited in Rahmawati, 2017, p. 2) . As we known people who can’t read will difficult to know the information and can’t understand texts.

Sheng defines “reading as the process of communication between the reader and the writer to make sense of written or printed symbols, which involves the recognition of letters, words, phrases and clauses, and comprehension” (as cited in Yusuf, Yusuf, Yusuf and Nadya, 2017, p. 45). Good reading comprehension involves reading the words on the page, accessing their meanings, computing the sense of each sentence and much else as well. Reading

comprehension involves the definitions of words and how they are used in the text. Moreover, Wooley states “ reading comprehension is the process of making meaning from the text” (as cited in Khasanah, 2017, p. 23). But comprehension also involves what those words mean to the reader and how the reader experiences the text.

Reading achievement often serves as a predictor of future academic success. Thus, providing students with essential instruction and working to bridge the gap between achievement and potential is key. Achievement refers to knowledge and skills students have learned and have been acquired, while, Sudjana argues “the learning result is some abilities which the student has after he / she receives his or her learning experience” (as cited in Suryana, 2012, p. 178). So, it can be inferred that reading achievement refers to the students’ scores in comprehending the text on the reading comprehension test. Good achievement in comprehension the passage will be shown by getting high scores or good result. It will indicate that the students are able to receive the author passage. Reading achievement is the result of students understanding of texts that can be affected by some factor, such as their locus of control.

### **2.3.1. Reading Level**

There are three levels of reading: the Independent level, the instructional level and the frustration level.



1. The independent level, this is highest level at which a child can read easily and fluently, without assistance, with few word recognition and with good comprehension and recall
2. The instruction level, in this level a reader can do satisfactory reading provided she or he receives preparation and support from a teacher, word recognition errors are not frequent and comprehension and recall are satisfactory.
3. The frustration level, the level at which a reader's reading skill breaks down, fluency disappears, word recognition errors are numerous, comprehension is faulty, recall is sketchy and signs of emotion, tension and discomfort become evident.

### **2.3.2. The Process of Reading**

There are two methods for understanding, Harmer (2001) argues "the content of reading in English, both methods of reading are *bottom-up* and *top-down*" (p. 201). *Bottom-up* method is a way of reading that is done by first recognizing the various signs of linguistics such as letter, morphemes, syllable, word, phrase, discourse markers, and the use of the process mechanism of linguistic data that will be used as cues. *Top-down* method is a process of reading, which focuses on an overview and understanding the text content in general or as a whole. Moreover, there are two processes of reading, such as : the first, word recognition, we say a reader *recognizes* a word when he sees the word and makes a connection between the sequence of letters in print and an appropriate meaning and pronunciation in his brain. This connection allows him to bring information about the word to his *working memory*, the place in the brain where

comprehension takes place. This information can include the word's pronunciation, one or more meanings, and its function in a sentence (a noun, verb, modifier, or article). Developing skill in word recognition is essential to becoming a skilled reader. Becoming a skilled reader means to attain the ability to recognize printed words rapidly and effortlessly so that more of the reader's attention can be given to arriving at an understanding of their meaning. The second, Comprehension is when the reader constructs meaning by combining the ideas from the text with his own background knowledge. The reader must hold the meanings of the words he has recognized in his brain in the space known as working memory until he can think about and understand their collective meaning. Although this definition makes comprehension seem simple, it is not. If we think more carefully about what is going on in the mind of the reader, we will realize how challenging comprehension of text can be. The process of word recognition brings information about the words in print to the reader's working memory at a rapid pace. As this information begins to pile up, the reader must sort through it and begin to make sense of it. This requires (1) Keeping the meanings of the words in the sequence in which they were read. This is what enables the reader to distinguish between "George called to Martha" and "Martha called to George." (2) Recognizing functions of words that do not carry meaning—words like *the* and *of*. (3) Making sure that each word was identified correctly—checking to see that each word makes sense in terms of the other words in the sentence or paragraph.

## **2.4. Relationship between Locus of Control and Reading Achievement**

Ellis states “research in second language acquisition has confirmed the importance of individual difference in identifying good and poor language learner” (as cited in Ghonsooly, 2011, p. 234). It can be said that individual differences have a contribution in second language learning. Some factors such as personality, control beliefs (locus of control), motivation, anxiety and language learning strategies are the influencing factors on L2 learner success including in reading achievement. Dickinson, Dörnyei and Otto, White state control beliefs have increasingly been gaining importance in the SLL/FLL field (as cited in Gabillon, 2002). LOC (control beliefs) is closely related to the concept of motivation through some theories such as attribution theory from Jarvis. Dörnyei (2005) states “learner beliefs (locus of control) were first highlighted in applied linguistics in the 1980s as potentially important ID variables that influence L2 studies” (p.197). It can be seen that locus of control is important in L2 learning. Furthermore, Alexander and Fuller, “affective concerns, including interest, attitude, motivation, locus of control, self-concept, feelings, and emotion, are important to reading because they provide the desire and the will to read” (as cited in Fredericks, 2014, p. 38). It means that locus of control is a very important part in learning second language reading since locus of control is one of the affective concerns of reading.

In reading comprehension, Lahey (1987) argues “the approach, using attributional locus of control theory, is to verbally reinforce the student’s concerted effort when it results in successful comprehension” (p.13). It means that

when the parents or teacher can develop internal locus of control in their kids or their students to be high than external, it can help learning reading to be successful.

## **2.5. Previous Related Studies**

There are some previous related studies that have been done before. The first study was conducted by Ghonsooly and Shirvan (2011), this study was concerned with examining the relationship between EFL learners' locus of control (LOC) and their L2 reading and writing achievement to the 136 undergraduate students in some university in Iran by using Internal Control Index as the main instrument. And the result indicated that locus of control had a positive correlation with their L2 reading and writing achievement. The second study was conducted by Fini and Yousefzadeh (2011), this study aimed to find the relationship between achievement motivation, locus of control and academic achievement in high school students of Bandar Abbas (Iran). 211 high school students were selected randomly. Rotter locus of control scale, achievement motivation scale and students scores were used in this study. The result showed there is positive relationship between these variables. The third study was conducted by Chalak and Nasri (2015), this study was attempt to investigate the interplay of locus of control, academic achievement and biological variable among Iranian online EFL learners. The participants of the study included 100 students of different age groups and genders studying English online at Iran Language Institute (ILI), Isfahan, Iran. The instrument used was Trice Academic LOC questionnaire which identifies orientations of internality or externality. The participants' Grade Point

Averages (GPAs) were used as the measure of their academic achievement. The result showed that there were no significant differences between male and female participant of locus of control, and also there was no relationship between locus of control and academic achievement among internal males and female. The last study was conducted by Kalantarkousheh, Mohagheghi and Hosseini (2013), this study was a descriptive correlative research that included 132 undergraduate students enrolled in the university during the academic year 1391-92. For data collection, used a locus of control questionnaire designed by Julian Rutter and students' GPAs. The result show that there is no significant difference in GPAs in the internal and external locus of control between male and female students. A significant relationship exists between the internal locus of control and academic achievement in males but not in females.

## **2.6. Hypotheses**

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

1.  $H_o$  : There is no significant correlation between Locus of control and reading achievement of tenth grade students at MAN 2 Palembang.  
 $H_a$  : There is a significant correlation between Locus of control and reading achievement of tenth grade students at MAN 2 Palembang.
2.  $H_o$  : Locus of control does not significantly influence reading achievement of tenth grade students at MAN 2 Palembang.  
 $H_a$  : Locus of control significantly influences reading achievement of tenth grade students at MAN 2 Palembang.

## 2.7. Criteria of Testing Hypotheses

There are some criteria in testing hypotheses provided from Cohen, Manion, and Marrison, (2007, p. 519), the criterion as follow:

1. - If  $p$  - value is higher than 0.05 ( $p > 0.05$ ), the level of significance is 5%,  $H_0$  is rejected and  $H_a$  is accepted.
  - If  $p$ - value is less than 0.05 ( $p < 0.05$ ), the level significance is 5%,  $H_0$  is accepted and  $H_a$  is rejected.
2. - If  $R^2$  is equal to 0.49,  $H_0$  is rejected and  $H_a$  is accepted.
  - If  $R^2$  is not equal to 0.49,  $H_0$  is accepted and  $H_a$  is rejected.