

CHAPTER I

INTRODUCTION

This chapter presents background of the study, research questions, aims of the study, scope of the study, significance of the study, clarification of the key terms, and organization of the paper.

1.1 Background of the Study

Reading is a process of decoding printed words and written words. Nunan (2006) defined reading as a process of decoding written symbols that working from the smaller unit (individual letters) into a larger one (words, clauses, and sentences). In addition, reading is a skill to draw meaning from the printed page and to interpret the information properly (Grabe & Stoller, 2002). Hence, in order to understand a text, a reader should be able to decode and make a meaning of the text.

Reading comes along with the three other skills of literacy – writing, listening and speaking – as necessary for living. However, reading is stated as one of the most crucial basic skill for life. According to Pandian (1997), reading is regarded as one of the most important components in learning language and it is an essential tool for lifelong learning for all learners. Wallace (1992) also argued that currently literacy is applied in every part of life while reading is much highlighted in daily life since it takes a vital role. In daily life, people use reading every time for getting the purpose of doing something, knowing the function of a thing, or entertaining themselves. Therefore, it is obvious that reading takes an important role in life.

In essence, people read for different reasons and purposes. Howard (2011) asserted that there are two purposes of reading activity; social and personal functions. As the personal function, reading is for pleasure. People will read for entertaining purposes and not focus on the language structure. Reading for

pleasure means that the reader reads a text generally for pleasure (or at least feel comfortable with) information and general understanding (Nuttal, 1996). When it comes to the social function, reading is the fastest gate to obtain knowledge. Reading is a very important issue which is not only about enjoyment but also a necessity; the basic tool of education (Makotsi, 2005). It also has a positive influence on academic performance (Adetunji & Oladji, 2007). Without reading, the opportunities for academic and occupational success are limited.

Regarding the essentials of reading, it is even more important to foster a good reading habit, especially among the students. However, various surveys showed very low rates of reading interest in Indonesia. World Children Report by UNICEF (1999 cite in Tella & Akande, 2007) stated that nearly billion people entered the 21st century are unable to read a book or write their names. In 2015, national Library released data which show that only 10% of Indonesia who in the age above 10 years old are interested in reading (Wibowo, 2015). Furthermore, a study by Central Connecticut State University in the US revealed Indonesia ranks 60th out of 61 countries in terms of reading interest (thejakartapost, 2016). This fact shows that most Indonesians lack reading interest.

Therefore, promoting reading habit among students in Indonesia is of importance. Habit is a routine of behavior that is repeated regularly and occur subconsciously (Butler & Hope, 1995). It reflects a person's personality and it goes constantly and regularly. Reading habit is the behavior that expresses the reading practice which is repeated regularly in daily activities. Good, et al., (2008) argued that a good reading habit is described as a repeated eagerness of reading practice behavior that becomes the second nature. As stated by Iftanti (2015) it is indicated by highly enjoyable reading practices, positive attitude toward reading and motivation to read. On the other side, poor reading habit is defined as a poor reading behavior which is identified by passive reading, purposeless reading and regressing.

Based on several studies related to reading habit, it shows that students in undergraduate level have low interest in reading and do not enjoy reading as much as they enjoy doing other technology-related activities (Annamalai & Muniandy, Ninda Chairanissa, 2018
AN INVESTIGATION ON READING HABIT AND ATTITUDE TOWARD READING AMONG JUNIOR HIGH SCHOOL STUDENTS
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2013). Furthermore, (Tella & Akande 2007) study showed that inadequate book availability, lack of interest in children literature and watching television are identified as factors hindering students from developing the reading habit. From those previous studies, the researcher expects to find more studies related to reading habit and reading attitude. This study is intended to indicate the students' reading habit and attitude toward reading in junior high school.

In addition, the students read the text in multiple languages. However, it is easier to understand a reading material in mother/first language than in other languages. In Indonesia, the students should read in other language such as English. As a foreign language in this country, students face some difficulties since Indonesian language and English totally have different orders. Therefore, the researcher desires to investigate the reading habit and reading attitude regarding both languages.

Many previous studies related to the reading habit and attitudes have been conducted (Annamalai & Muniandy, 2013; Mercado et al., 2015; Tella & Akande, 2007). However, some of them were conducted in higher level of education and rarely in Indonesia. Thus, by conducting the study in junior high school, it is expected that the findings of this study will bear some contribution to improve reading habit in Indonesia.

1.2 Research Questions

In order to shape the research, this study is designed to answer the following questions:

1. What are the reading habits of the participants at one of junior high schools in West Bandung Regency?
2. What are the attitudes toward reading among participants at one of junior high schools in West Bandung Regency?

1.3 Aims of the Study

Related to the statements of the problem in the background, this study aims to:

1. Discover the reading habits of participants at one of junior high schools in West Bandung Regency.
2. Investigate the attitudes toward reading among the participants at one of junior high schools in West Bandung Regency.

1.4 Scope of Study

This study focuses on students' reading habit in seventh grade of a Junior High School level. This study is limited to one public Junior High Schools in West Bandung Regency. Besides, it is assumed that students answered the questions honestly and sincerely.

1.5 Significance of Study

The study is supposed to describe and give more information about reading habit and attitudes of students in public junior high school. The result of the study is expected to present useful information for the reader about students' reading habit and attitude in public junior high school.

Furthermore, the study may be a reference for the teacher in teaching reading. This study could offer benefits and encouragement for other researchers to research issues which this specific area.

1.6 Clarification of the Key Terms

Some terms are used in this study and need to be clarified in order to avoid misconception, as follows:

a. Reading

Reading is the process of constructing meaning from written text. It is a complex skill requiring the coordination of a number of interrelated sources of information (Anderson et al., 1985).

b. Reading habit

Reading habit is the behavior which expresses the likeness of reading, individual types of reading, and tastes of reading. (Sangkaeo, 1999).

c. Attitude

Attitude is an evaluative reaction to some referents (Gardner, 1985).

d. Reading Attitudes

Reading attitude is a system of feeling related to reading which causes the learner to approach or avoid a reading situation (McKenna, et.al. 1995).

1.7 Organization of the Paper

This paper is organized into five chapters, they are:

a. Chapter I

Chapter I contains the introduction presented background of the study, research questions, aims of the study, scope of the study, the significance of the study, clarification of terms, and organization of the paper.

b. Chapter II

This chapter includes theoretical foundation from several experts and related studies as the foundation of this study to investigate the reading habit and reading attitude among students.

c. Chapter III

Chapter III presents the methodology of the study. The chapter focusses on research design, cite and participant, data collection, and procedure of data analysis.

d. Chapter IV

This chapter presents the findings and discussion after conducting the study and obtaining the data. This chapter is organized based on the research questions.

e. Chapter V

This chapter includes the interpretation of the result in a form of conclusion and suggestion.