

CHAPTER II

REVIEW OF RELATED LITERATURE

In accordance with the problem and the purpose of study, this chapter provides to review some related studies, reading, voluntary reading, spelling, and English as a Foreign Language.

A. Previous Study

There have been a numerous of study concerned with voluntary reading discussed to be in line with this proposal. The writer notes some of them in this proposal as previous studies to support this study.

Polak and Krashen conducted correlation study between voluntary reading and spelling competence of ESL college students enrolled in intermediate level ESL classes at a junior college. The result suggest: “voluntary reading will help spelling and lead to what is at worst a harmless implication: students should be encouraged to do pleasure reading on their own.”¹

Another study was done by Ahmed who investigated the effect of reading English literature books in improving undergraduate students’ language awareness, and enhancing their communicative competence. This study tells about a program has been made where any student reading a book and making a presentation shall be rewarded on the spot where the tutors are required to submit brief weekly and lengthy monthly reports on the progress of the students. The result is that students are seen carrying

¹ Jeanne Polak and Stephen Krashen, “Do We”, p. 141-146.

literature books during breaks and trying to prepare for presentations. The amount of free reading done outside of university at home, has consistently been found related to achievement in vocabulary, reading comprehension, verbal fluency, and general information.²

Lee and Krashen correlated between free voluntary reading and writing competence in Taiwanese High School Students. The result that a very modest positive relationship was found between measures of FVR and a measure of writing ability for 318 high school students in Taiwan. In correlating free voluntary reading and writing competence, the researchers used self-report questionnaire and author recognition test to measure students' free reading. While to measure writing competence, the researchers scored students' essay in composition section of the senior high school entrance examination. The major finding is that free reading was significantly related to performance on writing examination. However, the effect was weak.³

B. Reading

1. Definition of Reading

Urquhart and Weir in Grabe defines reading as the process of receiving and interpreting information encoded in language form via the medium of print. According Koda in Grabe reading is comprehension

² Mahmoud Ali Ahmed, "Voluntary Reading", p. 160-167.

³ Sy Ying Lee and Stephen Krashen, "Free Voluntary", p. 687-690.

occurs when the reader extracts and integrates various information from the text and combines it with what is already know.⁴

Weaver in Mourtaga defines reading as the process of constructing meaning through the dynamic interaction (transaction) among the reader's existing knowledge, the information suggested by the written language, and the context of the reading situation.⁵ Moreover, according to Johnson, reading is a constantly developing skill. Like any skill, we get better at reading by practicing. And conversely, if we do not practice, we will not get better and our skills may deteriorate.⁶

Accordance with the definitions above, the writer concludes that reading is an activity to draw information form written language by retrieving, understanding, comprehending the meaning of the writer which can be done silently or loudly.

2. The Importance of Reading

Reading is an activity which is important in our life. It becomes one of choices in language learning in several aspects.

Firstly, through reading, people can get needed information. According to Brown the reader construct the meaning by carrying information, knowledge, emotion, experience, and culture to the printed words. Clarke and Silberstein in Brown say that research has shown that

⁴ William Grabe, *Reading in a Second Language: Moving from Theory to Practice*, Cambridge New York: University Press, 2009, p. 15.

⁵ Kamal R. Mourtaga, "Some Reading Problems of Arab EFL Students". Retrieved April 13th, 2013, from www.alaqsa.edu.ps/ar/aqsa_magazine/files/122.pdf

⁶ Andrew P. Johnson, *Teaching Reading and Writing: A Guidebook for Tutoring and Remediating Students*, United States of America: Rowman & Littlefield Education, 2008, p. 4.

reading is only incidentally visual. More information is contributed by the reader than by the print on the page. That is readers understand what they read because they are able to make a stimulus beyond its graphic representation and assign it membership to an appropriate group of concept already stored in their memories. Skill in reading depends on the efficient interaction between linguistic knowledge and knowledge of the world.⁷

Secondly, by reading people can learn language itself and observe how the learnt a sentence is formed and constructed, for example spelling of words. According to Nation, an essential part of the reading skill is the skill of being able to recognize written forms and to connect them with their spoken forms and their meanings. This involves recognizing known words and also deciphering unfamiliar words.⁸

The third reason why reading becomes one of choices in language learning because reading activity can be done anytime and anywhere based on our need or interest. As noted by Collinge, written language can be re-read at leisure, but spoken language requires an organization in which one thing is said and understood about one thing at a time.⁹

⁷ H. Douglas Brown, *Teaching by Principle: an Interactive Approach to Language Pedagogy*, New York: Addison Wesley Longman, Inc. 2001, p. 299.

⁸ I. S. P. Nation, *Teaching ESL/EFL Reading and Writing*, New York: Routledge, 2009, p. 9.

⁹ N. E. Collinge, *An Encyclopedia*, p. 312.

According to Josef Essberger, when we learn a language, listening, speaking and writing are important, but reading can also be very helpful. There are many advantages associated with reading, including:¹⁰

a. Learning vocabulary in context

We usually encounter the new words when we read. If there are too many new words, then the level is too high, so we should read something simpler. But, if there are, say; a maximum of five new words per page, we will learn this vocabulary easily. We may not even need to use a dictionary, because we can guess the meaning from the rest of the text (from the context).

b. A model for writing

Reading gives a good example for writing, because the texts show the structures and expressions that can be used for writing.

c. Seeing correctly structured' English

When write, we usually use 'correct' English with a proper grammatical structure. This is not always true when we speak. So, by reading we can see and learn grammatical English naturally.

d. Working at our own speed

We can read as fast or slowly as we like, we also can read ten pages in 30 minutes, or take one hour to explore just one page. But, we cannot easily do this when we speaking or listening, this is one of the

¹⁰ Josef Essberger, *The Advantages and Tips of Reading*, retrieved on July 21st 2013 from <http://www.englishclub.com/esl-articles/200003.htm>

big advantages of reading because different people work at different speeds.

e. Personal Interest

Personal interest means we choose something we like to read, it can actually be interesting and enjoyable. For example: we like to read about football in our language, and then we try to read it in English. So, we will get information about football and improve our English at the same time.

3. Kinds of Reading

There are some types of reading stated by Brown¹¹ as follows:

a. Oral and Silent Reading

Oral reading can be called as reading aloud. It usually does not focus on the meaning of the text. In oral reading, pronunciation is considered as the most important thing.¹² Some benefits of oral reading are that learners can improve their pronunciation, increase the fluency of their reading, and also improve their confidence. Besides, when listening to the student who is reading aloud, the teacher can gain valuable insights into the students' reading ability.¹³

¹¹ H. Douglas Brown, *Teaching by Principles*, p. 312.

¹² <http://www.readfaster.com/articles/oral-to-silent-reading.asp> accessed on September 1st, 2013

¹³ Zahra Ahmed Al-Abri, *Exploring the use of silent and oral reading with young Learners*, p.2 accessed on September 1st, 2013 from <http://www.moe.gov.om/portal/sitebuilder/sites/eps/English/MOE/baproject/Ch%2014%20Exploring%20the%20use%20of%20silent%20and%20oral%20reading%20with%20young%20learners.pdf>

In the other side, silent reading is concerned on comprehending the text rather than focusing on the pronunciation. In silent reading, the most important things are the meaning of the words and the understanding about the text.¹⁴ It gives the students opportunities to read the text at their own speed and they don't need to pay an extra-attention to pronunciation. Moreover, silent reading can also build learners' confidence in their abilities to work through and understand a text independently. In this sense, silent reading is seen as a strategy that prepares learners for life-long reading.¹⁵

b. Intensive and Extensive Reading

Silent reading may be subcategorized into intensive and extensive reading. Intensive reading is usually a classroom-oriented activity in which student focus on the linguistic or semantic details of a passage.¹⁶

Extensive reading is carried out to achieve a general understanding of a usually somewhat longer text (book, long article, or essays, etc). Most extensive reading is performed outside of class time. Pleasure reading is often extensive. Technical, scientific, and professional reading can, under certain special circumstances, be extensive when one is simply striving for global or general meaning

¹⁴ <http://www.readfaster.com/articles/oral-to-silent-reading.asp> accessed on September 1st, 2013

¹⁵ Zahra Ahmed Al-Abri, Exploring the use of silent and oral reading with young Learners, p.1 accessed on September 1st, 2013 from <http://www.moe.gov.om/portal/sitebuilder/sites/eps/English/MOE/baproject/Ch%2014%20Exploring%20the%20use%20of%20silent%20and%20oral%20reading%20with%20young%20learners.pdf>

¹⁶ H. Douglas Brown, *Teaching by Principles*, p. 312.

from longer passages. By stimulating reading for enjoyment or reading where all concepts, names, dates, and other details need not be retained, students gain an appreciation for the affective and cognitive window of reading: an entree into new worlds. Extensive reading can sometimes help learners get away from their tendency to overanalyze or look up words they don't know, and read for understanding.¹⁷

Brown notes that Krashen and Day and Bamford both made the case that extensive reading (free voluntary reading (FVR), as Krashen called it) is a key to student gains in reading ability, linguistic competence, vocabulary, spelling, and writing. John Green and Rebecca Oxford found that reading for pleasure and reading without looking up all the unknown words were both highly correlated with overall language proficiency. All of this research suggests that instructional programs in reading should give strong consideration to the teaching of extensive reading. It does not suggest, of course, that focused approaches to specific strategies for intensive reading ought to be abandoned, but strengthens the notion that an extensive reading component in conjunction with other focused reading instruction is highly warranted.¹⁸

4. Purpose of Reading

There are many purposes when people do reading. The purpose can be getting for information, for pleasure, or for learning. Reading in

¹⁷ *Ibid.*, p. 313.

¹⁸ *Ibid.*, p. 301.

different purpose can be done with different strategy. According to Tae Ueta, reading processes differ in numerous ways depending on different purposes of reading. Students do not have to read all the passage when they scan for some information. If students read to learn something, they may often reflect and analyze what the text says. When students are given opportunities to enjoy browsing English magazines or newspapers, they do not have to look up all the unfamiliar words.¹⁹

Commonly there are two purposes in reading. The first purpose is for information and the second one if for pleasure.²⁰ For example, reading for academic purposes is reading to learn specific information, usually for exams or projects that will be evaluated, maybe from a textbook or research off the Internet. Reading for pleasure is reading just for fun, although you might like reading educational materials.²¹

The different purposes in reading can be as a result of motivation in reading whether it is *intrinsic* motivation or *extrinsic* motivation. Intrinsic motivation comes from within the individual, and is based upon personal interests and previous experience. Extrinsic motivation comes from without; it originates from teachers, parents, family, and society. In intrinsic motivation for reading, a student may choose to read because of his/her personal involvement, for example the student's interest in reading

¹⁹ Tae Ueta, "Teaching Reading", University of Birmingham, 2005. Retrieved from <http://www.kochinet.ed.jp/koukou/kenkyu/kaigaihaken/uetafinal.pdf> on March 15th, 2013.

²⁰ Caroline T. Linse, *Practical English Language Teaching Young learners*, New York: McGraw-Hill, 2005, p. 72.

²¹ <http://answers.yahoo.com/question/index?qid=20091121141359AAngcai> accessed on May 20th, 2013

the topic of the selection or the problems of a specific character. On the other side, in extrinsic motivation, a student may read a book because the teacher assigned it and the student wants to comply. The student may read for recognition—that is, to amass points or to win prizes. Some students read in order to get good grades. They are motivated by competition and want to be among the best readers in their class. Other students read to avoid other tasks; for example, reading a book may be preferable to studying spelling words.²²

However student who has intrinsic motivation in reading will have a great advance than a student who has extrinsic motivation. It is because various kinds of extrinsic motivation are short-term. Once the goal is acquired, the reading will stop. Once the student completes a task from the teacher or gets the prize, he or she no longer reads. On the other hand, various types of intrinsic motivation are the basis of lifelong voluntary reading. That make children who are intrinsically motivated to read and who therefore read more tend to be better readers.²³ When someone read on their own whether it is for information or pleasure, they do the voluntary reading which is a result of intrinsic motivation.

5. Micro Reading

According to Brown²⁴, there are 14 micro skills of reading skill as follow:

²² JoAnne Schudt Caldwell, *Reading Assessment*, p. 222-223.

²³ *Ibid.*, p. 223.

²⁴ H. Douglas Brown, *Teaching by*, p. 307.

- a. Discriminate among the distinctive graphemes and orthographic patterns of English.
- b. Retain chunks of language of different lengths of short terms memory.
- c. Process writing at an efficient rate of speed to suit the purpose.
- d. Recognize a core of words, and interpret word order patterns and their significance.
- e. Recognize grammatical word classes (nouns, verbs, etc), systems (e.g., tense, agreement, pluralization), patterns, rules, and elliptical forms.
- f. Recognize that a particular meaning may be expressed in different grammatical forms.
- g. Recognize cohesive devices in written discourse and their role in signaling the relationships between and among clauses.
- h. Recognize the rhetorical forms of written discourse and their significance for interpretation.
- i. Recognize the communicative functions of written texts, according to form and purpose.
- j. Infer context that is not explicit by using background knowledge.
- k. Infer links and connections between events, ideas, etc., deduce causes and effects, and detect such relation as main idea, supporting idea, new information, given information, generalization, and exemplification.
- l. Distinguish between literal and implied meanings.

- m. Detect culturally specific references and interpret them in the context of the appropriate cultural schemata.
- n. Develop and use a battery of reading strategies such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context and activating schemata for the interpretations of texts.

C. Voluntary Reading

1. Definition of Voluntary Reading

According to Ahmed, voluntary reading is the reading where the students choose to do on their own without being asked to, which reflects the reader's personal choice of the text to be read, not to mention the time and place. It is done for information or pleasure.²⁵ There are so many terms that used to refer voluntary reading in some studies. Some of them are:

a. Leisure Reading

Voluntary Reading is also called leisure reading. According to Wainwright leisure reading is a reading where the material, since we have selected it, will presumably be interesting because for leisure reading we will not pick items that are uninteresting, and the interest value may act as a brake upon speed.²⁶

²⁵ Mahmoud Ali Ahmed, "Voluntary Reading", p. 164.

²⁶ Gordon Wainwright, *How to Read Faster and Recall More..*, Third Edition, United Kingdom: How to Books, 2007, p. 92.

b. Independent Reading

According to Cullinan, independent reading is the reading students choose to do on their own. It reflects the reader's personal choice of the material to be read as well as the time and place to read it. Independent reading is done for information or for pleasure. No one assigns it; no one requires a report; no one checks on comprehension. Independent reading is also called voluntary reading, leisure reading, spare time reading, recreational reading, and reading outside of school.²⁷

c. Recreational Reading

Reading that is done for relaxation or amusement, or to satisfy interests unrelated to educational or vocational obligations.²⁸

d. Reading for Pleasure or Reading for Enjoyment

Reading for pleasure refers to reading that we do of our own free will anticipating the satisfaction that we will get from the act of reading. It also refers to reading that having begun at someone else's request we continue because we are interested in it. It typically involves materials that reflect our own choice, at a time and place that suits us. According to Clark and Rumbold it is also frequently referred

²⁷ Bernice E. Cullinan, "Independent Reading and School Achievement", New York University. Retrieved April 20th, 2013 from <http://www.ala.org/aasl/aaslpubsandjournals/slmrb/slmrcontents/volume32000/independent>

²⁸ <http://www.education.com/definition/recreational-reading/> retrieved April 19th, 2013.

to, especially in the United States, as independent reading, voluntary reading, leisure reading, recreational reading or ludic reading.²⁹

According to Ahmed voluntary reading is also called independent reading, leisure reading, spare time reading, recreational reading and reading outside of school.³⁰

Voluntary reading is likely to take place when the reader gets satisfaction from reading. Tellegen and Catsburg in Tiemensma identify several reasons why someone would read voluntarily as follows:

- a. Instrumental: Self image, prestige, status-reading to impress;
- b. Emotional Pleasure: Recreation, diversion, excitement, amusement, pastime, to escape/forget reality, to combat boredom, emotional satisfaction;
- c. Intellectual Satisfaction: Knowledge, information, intellectual; stimulus, aesthetics, moral insight. Children are curious and inquisitive.³¹

2. Benefit of Voluntary Reading

Krashen notes that voluntary reading, based on several studies, has a great value, and it is positively linked to various literacy-related benefits.³²

Some of them are:

²⁹ Christina Clark and Kate Rumbold, "Reading for Pleasure: A Research Overview", *National Literacy Trust*, London, 2006, p. 5. Retrieved June 10th, 2012, from http://www.literacytrust.org.uk/assets/0000/0562/Reading_pleasure_2006.pdf

³⁰ Mahmoud Ali Ahmed, "Voluntary Reading", p. 164.

³¹ Leoné Tiemensma, "The Literacy Environment in Support of Voluntary Reading: A Case Study in Gauteng East and the Highveld Ridge Area", University of South Africa, p. 34.

³² Stephen Krashen, *81 Generalizations about Free Voluntary Reading*, Retrieved May 27th, 2012, from <http://successfulenglish.com/wp-content/uploads/2010/01/81-Generalizations-about-FVR-2009.pdf>

- a. Those who read more read better.³³
- b. Those who read more write better.³⁴
- c. Those who read more have better vocabularies.³⁵
- d. Those who read more have more grammatical competence.³⁶
- e. Those who read more spell better.³⁷
- f. Those who read more read faster.³⁸
- g. Those who read more know more about literature.³⁹
- h. Older people who continue to read show less memory loss.⁴⁰
- i. Nearly all eminent people were voracious readers: “omnivorous reading in childhood and adolescence correlates positively with ultimate adult success”⁴¹

D. Spelling

1. The Definition of Spelling

Spelling is an ability in forming words with the correct letters in the correct order.⁴² Briefly, we can say that spelling is an ability in forming word correctly. It can be done whether by writing or spelling. Spelling in

³³ Stephen Krashen, *The Power of Reading*, Heinemann Wesport, Conn: Libraries Unlimited, Portsmouth, 2004.

³⁴ *Ibid.*

³⁵ Lee S.Y., Krashen S, and L. Tse, L., “The author recognition test and vocabulary knowledge: A replication”, *Perceptual and Motor Skills*, 83, 1997, 648-650.

³⁶ Y.O. Lee, S. Krashen and B. Gribbons, B, “The effect of reading on the acquisition of English relative clauses”, *ITL: Review of Applied Linguistics*, 113-114, 1996, 263-273.

³⁷ Jeanne Polak and Stephen Krashen, “Do We”, p. 141-146.

³⁸ R. Anderson, P. Wilson, and L. Fieldin, “Growth in reading and how children spend their time outside of school”, *Reading Research Quarterly*, 23, 1988, 285-303.

³⁹ D. Ravitch, and C. Finn, *What do our 17-year-olds know?*, New York: Harper and Row, 1987.

⁴⁰ E. Rice, “The everyday activities of adults: Implications for prose recall - Part I”, *Educational Gerontology*, 12, 1986, 173-186.

⁴¹ D. Simonton, *Scientific Genius: A Psychology of Science*, Cambridge: Harvard University Press, 1988.

⁴² *Cambridge Advanced Learner's Dictionary - 3rd Edition.*

schools and colleges has in recent years been somewhat neglected, but there is now a growing awareness of its importance. Many examining boards emphasize the need for accurate spelling and candidates may well be penalized for misspelling the kinds of words.⁴³

2. The Importance of Spelling

Error in spelling becomes one of aspects that affect how good that writing. According to Harmer, it can adversely affect the reader's judgement because bad spelling is perceived as lack of education or care. However, spelling becomes difficult for student of English. One of the reasons is the sound of word and the way it spelt is not always same.⁴⁴ Sherwin states that one of ways to learn spelling is by training the eye carefully. It is the most effective way of learning spelling to observe the forms of the words we read in newspapers and in books. If this habit is formed, and the habit of general reading accompanies it, it is enough to make a nearly perfect speller.⁴⁵ In addition, spelling is one of elements of writing that have important role in writing. According to Susan, in writing words that have similar sound may be spelled differently, and readers depend on the spelling to get what you mean.⁴⁶

E. English as a Foreign Language

In teaching learning English, second and foreign terms are often used in referring English language teaching. Muriel and Troike assert that second

⁴³ Angelia M. Burt, *Guide to Better Spelling*, England: Stanley Thornes, 1982, p. iv.

⁴⁴ Jeremy Harmer, *The Practice*, p. 256.

⁴⁵ Sherwin Cody, *The Art*, p. 13.

⁴⁶ Susan Anker, *Real Writing*, p. 539.

language is typically an official or societally dominant language which is needed for education, employment, and other basic purposes. In the other side, foreign language is not widely used in the learners' immediate social context which might be used for future travel or other cross cultural communication situations, or studied as a curricular requirement or elective in school, but with no immediate or necessary practical application.⁴⁷

In according with Brown, second language learning contexts are contexts where there is no ready-made context for students in communicating beyond their classroom. The target language is readily available out there, for example teaching English in United States or Australia clearly falls into ESL category. Foreign language contexts are contexts where there is no ready-made context for students in communicating beyond their classroom as teaching in Japan or Marocco or Thailand which is almost always a context of English as foreign language.⁴⁸ From Brown's note, it can be concluded that in Indonesia English is learnt as a foreign language.

⁴⁷ Muriel Saville and Troike, *Introducing Second Language Acquisition*, New York: Cambridge University Press, 2006, P. 4.

⁴⁸ H. Douglas Brown, *Teaching by*, p. 116.