

CHAPTER II

LITERATURE REVIEW

2.1 Conceptual Framework

2.1.1 Reading definition

Reading is a multifaceted process involving word recognition, comprehension, fluency, and motivation. Diane (2024). Reading is an activity that is not only about spelling word by word, sentence by sentence but also understanding the content of what we read. Reading is a very useful activity, but many people still underestimate it. Reading doesn't have to be from books but can be from any media, especially now that everything can be accessed via electronic media. Reading is a technique for communicating ideas with a long-lasting and broad impact. So according to this definition, the most basic activity in the reading process is making sense. The meaning is to obtain and create ideas, information, and mental images from everything printed. Giving meaning is often called 'understanding'. To understand, we must undergo various processes that frequently occur simultaneously. Alpian (2022) Based on opinions regarding the meaning of reading, it can be concluded that reading is an activity of putting words together to obtain the latest information.

According to Brett Gell (2024), Reading is an active process of constructing the meanings of words. Reading with a purpose helps the reader to direct information towards a goal and focuses their attention. The

reader uses strategies to understand what they are reading, uses themes to organize ideas, and uses textual clues to find the meanings of new words.

2.1.2 Reading function

Reading is one of the demands in modern society. Through reading activities, we can learn and master various things. The function of reading, according to Nurhadi (2021) is that the purpose of reading will influence the acquisition of reading comprehension. According to Slamet Y.St (2019) reading has functions including, reading has a variety of important functions that can provide benefits for a person's personal and social development. First, in terms of intellectual function, reading can increase intelligence levels and strengthen logical thinking skills. In addition, there is also a function to stimulate creativity, where the results of reading activities are able to encourage a person to work, expand their insights, and enrich vocabulary. In daily life, reading also has a practical function, which is to help acquire useful knowledge to be applied directly.

No less important, the recreational function makes reading a means of entertainment that can calm the heart. Then, the informative function allows a person to obtain various important information through reading such as newspapers or magazines. In the spiritual aspect, reading plays a role in religious functions, namely strengthening faith, broadening one's outlook on life, and getting closer to God. Furthermore, there is also a social function, where reading activities that are done orally can affect the way others speak, act, and think. Finally, reading also functions as entertainment, namely

filling your free time with fun and useful activities. With these various functions, reading is an activity that can be adjusted to the needs and goals of each individual. Irawan, (2020:70). Based on the description above, the function of reading is not only for knowledge but there are many other functions outside of education.

2.1.3 Purpose of reading

Reading is a requirement in life. The purpose of reading varies depending on the reading material. Austin (2023). Through reading activities, you can find out and master various things. The purpose of reading is to understand the purpose/purpose of reading, namely to obtain meaning from what is read and develop it reading skills necessary to understand written material.

The purpose of reading according to Stahl (2019). is to obtain meaning or understanding from the text read. This implies that reading is not just scanning words or sentences, but also processing the information contained in the text. as follows: Reading to discover or find out about discoveries that the character has made. Reading like this is called reading to obtain facts.

- 1) Read to find out why this is a good and interesting topic and the problems in the story. Reading like this is called reading to obtain the main ideas.

- 2) Reading to find or know the contents of each part of the story. Based on the statement above, the purpose of reading is as a tool to obtain information, knowledge or whatever is needed or someone's interests

2.2 Reading Interest

Interest is a picture of someone when they want something or an encouragement when they want to do something. interest is also something that can influence us to get something we want. Reading interest is an interest that encourages us so we can feel interest and pleasure in reading activities and gain extensive knowledge in reading activities, be it reading books to understand the written language. (elendiana, 2020). According to Harris (2020: 32) interest is a source of motivation that encourages people to do what they want when they are free. encourage people to do what they want when they are free to choose. When they see that something will be beneficial, they feel interested. Nina (2021).This will bring satisfaction. interest in reading can affect our desire to read a particular book without coercion. interest can come from within ourselves by being driven by high curiosity and a sense of interest in reading that will be useful for us.

2.2.1 High interest in reading

High reading interest refers to a person's enthusiasm and positive attitude towards reading activities, which is reflected in a sense of pleasure in reading, an understanding of the importance of reading, and an intrinsic motivation to do so without external pressure. Pujiati (2023). The characteristics of individuals with high reading interest include reading frequently, choosing various types of

reading materials, actively engaging in discussions about books, and having the initiative to find and collect relevant reading sources.

A person with a high interest in reading consistently shows a desire to read and search for reading material, even without external encouragement. Reading activities are not only carried out as an obligation, but also provide a sense of pleasure and satisfaction for individuals. Renninger & Hidi (2016). Besides that, someone who has a high interest in reading realizes that reading can increase knowledge, increase understanding, and develop various skills.

2.2.2 Low interest in reading

In contrast to high reading interest, low reading interest, or alliteration, indicates a condition where individuals are actually capable of reading, but are reluctant or unmotivated to do so regularly and deeply. According to Ramsey (2022), alliteration is “losing the habit of reading because reading is perceived as slow or tiring. So, alliteration is not a cause of inability, but rather a lack of interest in reading, even though the ability is there.” In summary, low reading interest means that reading is not a routine activity, but only when necessary. It is read but without intrinsic motivation, including not being full of pleasure, awareness, or satisfaction.

In Indonesia itself, interest in reading is still quite low compared to other countries, this is emphasized by the assumption of tephanus Aranditio (Kompas, 2023) which states that the low interest in reading among Indonesians is closely related to the lack of government budget for strengthening literacy, limited access to quality books, and lack of support from the family and school environment in forming reading habits from an

early age, for example, students tend to prefer to work from the internet, with the help of AI technology, or others that are more practical than reading books.

2.3 Factors that influence reading interest

Factors can be interpreted as everything that affects or causes an event, condition, or change in a situation. In various contexts, factors function as elements that play a role in shaping certain outcomes or events. Here are some factors that affect the interest in reading scientific papers for EFL students:

1) Internal factors

a. Motivation and purpose of reading scientific papers

According to Erwin (2021), in the theory of Self-Determination, intrinsic motivation can deepen involvement in the learning process. Students who have intrinsic motivation are usually more enthusiastic and enjoy reading scientific papers because they feel connected to the topic they are reading and enjoy the information they get.

b. Emotion or feeling when reading scientific papers

Schraw et al. (2019) explain that positive emotions, such as curiosity or excitement for new knowledge, can increase cognitive engagement in reading scientific papers. When students feel interested and inspired by the topics they read, they are more likely to analyze and explore the content of scientific papers in depth.

c. Reading comprehension

According to Snow (2018) in his book "Academic Language and the Challenge of Reading for Learning," a person who is able to understand scientific texts well will feel more interested and motivated to explore further. Reading is not just a spelling and stringing activity. Reading is a complex cognitive process to process the content of reading, which aims to understand the author's ideas and messages and make them part of his knowledge. reading comprehension is a very important thing so this is one of the factors that influence students' reading interest.

d. Instructional Approach

An instructional approach to reading scientific papers refers to a teaching strategy or method that is systematically designed by educators (e.g. teachers or lecturers) to guide students in understanding, analyzing, and evaluating scientific or academic texts. This approach is typically done in a structured and directed manner, with the aim of helping students develop the critical reading and academic skills needed in the context of higher education. The instructional approach focuses not only on the results, but also on the process. Students are taught a variety of reading strategies such as annotating, summarizing, or predicting, which helps them read more efficiently and enjoyably. When students feel they have control over the text they read, they tend to be more interested in reading more.

e. Vocabulary acquisition

Grabe (2016) in his book *Reading in a Second Language* states that the ability to read scientific texts fluently depends on mastery of a broad vocabulary. The more vocabulary mastered, the easier it will be for a reader to understand the content of the text. Vocabulary is closely related to reasoning. So, a good reader must understand the meaning of the words used by the author. Often students lack an understanding of vocabulary in reading so that this can affect reading scientific papers.

f. Personal perspective with scientific work

Mangen & van der Weel (2016) point out that difficulties in understanding the language and structure used in scientific papers are often a major obstacle for unfamiliar readers.

g. Ability to read and understand scientific papers

Snow (2010) in his book *Academic Language and the Challenge of Reading for Learning Across the Curriculum* explains that limited academic reading skills can hinder students' understanding of scientific texts.

h. Awareness of the benefits of reading

Bourdieu (2016) in his theory of cultural capital shows that groups of individuals who do not feel connected to the academic world or do not see the practical application of science in their lives tend to lose interest in scientific work.

a. External factors

1. Family environmental factors

Snow (2010) in his research showed that an environment that supports reading, such as the availability of books, access to relevant reading materials, and the existence of a reading routine together, can increase interest in reading, including reading scientific papers.

2. Friendship environment

Research conducted by Magdalena (2020) shows that peer influence plays a very important role in shaping students' reading habits. The presence of peers in the school environment has a great impact on students' interest in reading, especially at the elementary school level, where social interaction and peer influence greatly affect students' reading habits.

3. Technological and communication advances

Larson (2014) in his research stated that technological developments allow students to access scientific journals, books, articles, and other academic sources more easily through the internet.

1.4 Scientific papers

1.4.1 Definition of scientific papers

A scientific paper is a piece of writing that uses standard language, facts, theories, and/or empirical evidence to support ideas, description, and problem-solving in a methodical, honest, and impartial manner (Diana S,

2017). Written works whose preparation and presentation are founded on scientific research and scientific work methodologies are referred to as scientific works in this context. Scientific articles can be categorized into problem-solving research reports and papers based on the degree of description (Rahim R, 2020). Then, according to (Zulkifli, 2022), scientific work is a piece of writing that is prepared using scientific methods and based on the results of research or analysis. The functions of scientific work in higher education are very important because scientific work can improve the quality of education, enrich knowledge, as well as provide benefits to society. Apart from that, scientific work can also be used as an indicator in assessing the quality of an educational institution. According to Nurul (2023) are six forms of scientific papers that is scientific articles, Scientific journals, Scientific reports, Term papers, Academic works (theses), Books, and Conference proceedings.

It can be inferred that a scientific paper represents a written form of an individual's ideas or arguments created to achieve specific objectives. This type of writing adheres to formal conventions, emphasizes objectivity and factual accuracy, and is arranged in a systematic and organized manner. Furthermore, its content can be verified and typically includes factual evidence along with proposed solutions to the issues being addressed. Generally, papers can be categorized into two main types: scientific and non-scientific. Scientific work or scientific writing is the result of a person's thoughts expressed in the form of writing that is based on scientific

characteristics, logical, systematic, and objective, and is produced from observation, evaluation, and or research activities in a particular field of study. observation, evaluation, and or research activities in a particular field of study. a particular field of study. The purpose of writing scientific papers is to publish information to the public or a particular group. In terms of benefits, a scientific paper will be useful in developing science and technology. development of science and technology.

1.4.2 Characteristics of scientific papers

Dalman (2012: 12) states that the characteristics of scientific papers are as follows:

1. Objective

The writing presented must be expressed with based on actual facts that are supported by that can be accounted for, meaning that the content of the writing must be not be manipulated or made up. the content of the writing should not be manipulated or fabricated. The objective also means that the writer is honest in presenting accurate information.

2. Systematic

Scientific writing must be systematic, it means follow following a standardized sequence or stages of writing. Systematic also means that a writer must think sequentially in expressing his ideas. This characteristic will make it easier for readers to understand what is being

written. It makes it easier for the reader to understand what is being described by the author. described by the writer.

3. Logical

Logical thinking is thinking using logic, rational, and reason. Logical thinking is also defined as something that can be accepted by common sense that is based on reasoning.

4. Factual

The information presented in scientific papers must be facts (factual). It is not allowed to present information in the form of emotions or feelings.

1.4.3 Scientific Journal

Scientific journals are publications that are regularly published by academic institutions or professional organizations and contain research articles in a particular field. These journals are usually published after research has been compiled, such as through a thesis, dissertation, or other research work (Gita, 2023). The difference between scientific journals and other scientific papers is that scientific journals tend to be shorter. The reason for this is that scientific journals contain summaries of research results, which is why they can often be condensed into a single page.

Scientific journals contain tested articles reviewed to ensure that the article meets the journal's quality standards, and scientific validity. Although scientific journals are similar to professional magazines, the

two are very different from scientific journal readers in general rarely read casually, such as reading a magazine, readers have to study more of the points in the scientific journal. There are three categories of scientific journals. (Wahyudin, 2021).

Bibliographic data and operations consist of various components, including a bibliographic journal, alert information services, express information bulletins, as well as abstract journals and their corresponding indexes. The third, or tertiary, type of scientific journal generalizes previously published source information. Journals covering scientific techniques, survey journals, and some general science or popular science journals fall into this category. Finding difficulties that might serve as the foundation for background concerns for writing final assignments, theses, and dissertations is one of the roles of scientific journals. The most recent journal typically disclosed the true issues. which can make it easier for researchers to create background issues. The sub-identification of problems will include a summary or collection of various pertinent problems.

1.5 Previous study

This research was conducted to complement previous studies on the factors that influence students' reading interest. The relevant research used in this study is as follows:

Research by Atikah et al. (2019) entitled “Analysis of Factors Affecting Reading Interest of PGSD Students” examines what influences students' reading interest with a qualitative approach through

documentation, observation, and questionnaires. The results show that internal factors such as feelings, attention, and motivation are influential, while external factors include the role of lecturers, the environment, and facilities. From the lecturers' and librarians' point of view, reading interest is also influenced by curiosity, reading topics, book availability, and assignments. This research has similarities with this study in terms of the approach used and the factors found.

Mulyani E.'s research (2018) focuses on analyzing the factors that influence dance students' reading interest in the library with a qualitative approach through observation, interviews, and literature studies. The results show that students' reading interest is still low, influenced by the purpose of reading, available facilities, the role of lecturers, the availability of books, gender, and the influence of classmates. This condition makes the library deserted, so it is necessary to strengthen the supporting factors so that the library can function optimally as a reference center. This research has similarities in approach, but emphasizes more on the causes of low student reading interest.

Research by Sayekti et al. (2023) aimed to examine the influence of several factors on the reading interest of IAIN Palopo students. Using a quantitative ex-post facto approach, this study examined three main factors: environment, assignments from lecturers, and reading facilities and infrastructure. The results showed that the

three factors individually and together had a significant effect on increasing the reading interest of second semester students. This study examines the same factors of student interest in reading at a university but the approach used in this study is different, and is more focused on external factors.

Alimin et al. (2023) entitled “Exploring the EFL student's interest in academic reading”, aims to explore the academic reading interest of EFL students and the factors that influence it with a qualitative descriptive approach. Data was obtained from 24 third semester students at Qomaruddin University through questionnaires and interviews. The results showed that 68% rarely read and 75% prefer watching TV. The difference with this research is the different approach, namely this research uses a quantitative approach, but has similarities with the factors found.

Research by Irhamna et al. (2023) used a descriptive quantitative method with a survey to see the effect of scientific reading skills on reading interest of PBSI UIN Jakarta students. Data were collected through questionnaires and observations. The results show that atmosphere, time, and interesting reading affect reading interest. Understanding of reading habits also strengthens the influence of reading skills. This study is similar in that it both discusses reading interest in scientific writing, but differs in terms of the approach used, which is quantitative.