CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher would like to outlines about theoretical framework, previous studies, and conceptual framework.

1.1 Theoretical Framework

1.1.1 Attitude

Attitude is our assessment of a person, a concept, or an object (Ganie et al, 2021). Attitudes are responses that arise towards a person, an object, and a condition. There are positive and negative attitudes. Positive attitudes have a predisposition to approach, enjoy, and expect particular items. In contrast, a negative mindset tends to shun, hate, or dislike specific items. People who have a certain attitude, tend to accept, or reject based on an assessment of a particular object, useful or valuable for him or not. If the object is judged "good for me" he has positive attitude, but if the object is judged "bad for me" then he is having a negative attitude.

Attitude has three components which are based on everyone. The three components are cognitive, emotional, and behaviour. Moreover, Brown (2000) adds "Attitudes, like every aspect of cognitive and affective growth in human beings, arise early in childhood and are a result of parental and peer attitudes, interaction with people who varied in various ways, and the interaction of affective factors in human experience," continues. As a result, it can be argued that attitude is an

individual's assessment of anything, namely things, people, and particular situations, and attitudes are acquired with age based on individual experiences.

Ramadhani (2017), attitude is an element of psychology; therefore, the notion of attitude is related to psychological aspects. In addition, it is also a manifestation of psychology. The definition of attitude has been put forward quite a lot by psychology and education experts. Attitude, often known as attitude in English, is a style of reacting to stimulus. The proclivity to respond in a particular manner to an object or scenario encountered. Ahmadi (1999) An attitude is a positive or negative disposition toward a psychological object. A person has a positive attitude toward a psychological object if he likes or has a favourable attitude toward it, whereas a person has a negative attitude towards a psychological object if he dislikes or has an unfavourable attitude towards it. Therefore, the attitude here is a person's response to things related to the soul. Thus, that when someone has a positive attitude, they prefer to do this as well as when their negative attitude will show that they do not like this.

Based on the above statement, attitude is a person's assessment or response to an object, other people, and certain conditions. Attitudes are formed or obtained based on a person's environment and life experiences. Attitude is also an element of psychology in which an attitude is generated by the actions experienced so that its formation is divided into several components, namely, behaviour, cognitive, and affective.

2.1.1.1 Component of Attitude

These three attitudes are described by three ways that have been theoretically proven. Behaviourism, cognitivism, and humanism are the approaches. Abidin Dr. et al (2012) clarifies the three components of attitude as follows: Behavioural, cognitive, and emotional (affective).

1. Behavioural

    Behavioural concerns how pupils think and respond in specific situations. It may be defined as student reactions to other people's actions or even a circumstance that occurred. Indeed, second language acquisition may be deemed to be successful if the learners can identify with native speakers of the target language acquired. Since reading is also a skill in language learning, we can be sure that their behaviour also depends on what they read.

2. Cognitive

    The cognitive part of attitudes might be defined as students' views about their knowledge. It may also be described as the process through which pupils learn a language. In language acquisition, there are four types of cognitive attitude. These are pupils' abilities to relate prior information to current knowledge, create knowledge, test new knowledge, and apply knowledge in specific contexts. It can be captured, that cognitive is the student's knowledge of something. The focus here is on reading, of course reading is something that can increase knowledge. Through reading you can gain new knowledge.

3. Emotional (Affective)

According to Feng & Chen (2009), learning is an emotional process. Learning is an emotional process here, that is, every emotion that is present in a student or a person is a natural attitude that is acquired. This is influenced by everyone's activities in the learning process. It is this attitude that determines whether the person likes the conditions around them. It is known that sentiments and emotions in FL learners affect their perception and attitude towards the target language (Choy et al., 2006). It can be concluded that emotions and moods are very influential in the language learning process, especially in English by EFL students.

These three components of attitude determine how a person's attitude towards a condition is experienced. Based on the information provided by each component, it is possible to conclude that everyone has their own way of responding whether from behaviour, cognition, and emotions obtained by someone, be it positive or negative. Attitude also has characteristics in its formation.

2.1.1.2 Characteristics of Attitude

Characteristic attituded by Perloff (2020) in his book divide three characteristics of attitudes, those are:

1. Attitude is acquired.

Individuals do not inherit their attitudes. People develop attitudes as a result of socialization during childhood and adolescence. This has serious

consequences. That means that no one is biased at birth. Children do not normally discriminate against other children because of their skin colour or religious beliefs. Children develop biased opinions throughout time. To put it another way, they grow to despise themselves. Attitudes are not something you are born with, but are acquired from childhood to adulthood. It is the attitude that makes them understand themselves and others.

2. Attitudes are universal, usually emotive assessments.

An attitude is, initially and foremost, a conclusion. An attitude indicates that you have categorized something and made a decision regarding its worth or value as a whole. It denotes when you are no more agnostic about a topic. It does not mean you cannot have conflicting sentiments, but your perspective on the problem is no longer colourless. Attitude as a universal means that it is our assessment of something. Attitude has an impact on both cognition and behaviour.

Our social world is organized by our attitudes and values. They let us instantly categorize individuals, locations, and events in order to determine what is going on. Attitude comes in a variety of forms and sizes. Some people have strong attitudes, whereas others are weaker and more subject to influence. Some have components that are incongruous. Certain attitudes have a greater influence on the mind and behaviour than others. It can be concluded that attitude is not far from knowledge and behaviour. You can see how we can immediately judge something with the appropriate

category Attitudes are greatly influenced by our thoughts and behaviour towards other things.

Attitudes are divided into three characteristics that have been explained respectively above. Therefore, may be defined as the formation of someone's reaction and evaluation of an item or condition with this character, it can be ascertained that the attitude is obtained, is universal and is also influenced by behaviour. In addition to character because this research examines students, there are several factors that affect the attitude of a student.

2.1.1.3 Factors Influencing Students' Attitude

A person's attitude can be influenced by a variety of things. These factors will influence how they react to others. According to Azwar (2007) Several elements can impact a person's attitude response, and these aspects will be thoroughly examined. The factors mentioned are:

a. Personal experience

Attitude formation is founded on experience. The personal experience leaves an indelible imprint. As a result, attitudes will be formed more easily while individual events occur in settings including emotional factors. Therefore, one's individual experience is a major factor in attitude formation. This is why it is easier for someone to judge something based on their experience.

b. Influence others that are considered important

individuals, in general, have conformist tendencies or are impacted by the opinions of important individuals. This is often driven by a desire for affiliation as well as a desire to avoid disagreement with significant individuals. The factor that influences this next student's attitude is that attitudes are influenced by important people. This means that there is a desire to cooperate and avoid disputes.

c. Influence of culture

Guide-line culture has unknowingly shaped our opinions about a variety of things. Culture has colored people's mentalities in society as a result of cultural standards that provide personal encounters with public issues. This factor is the influence of culture, so the attitudes that are obtained are based on how culture influences the creation of various topics.

d. The mass media

In journalists and health care radios or extra communication mediums, apparently, objective news provided objectively is likely to be impacted by the author's opinion, so influences customer sentiments. It can be concluded that today's media and sophisticated communication media greatly influence students' attitudes. There is no doubt that the development of technology occupies a lot of attention and shapes students' attitudes.

e. Institute of Education and Religious Institutions

Moral ideals and teaching from educational and religious organizations shape systems of belief, which in turn shape attitudinal notions. Apparently, features from educational institutions such as schools

and religious institutions are also factors that influence the concept of attitude. From these two institutions, there are so many things that are taught so inevitably one's attitude is affected by itself.

f. Emotional Factors

An attitude is frequently an emotion-based statement that serves as an outlet for annoyance or a flight from the ego's protection mechanism. For this last factor, the emotional factor is very influential on student attitudes. Emotions are feelings that are obtained from the results of a person's actions or behaviour towards something. Therefore, emotions are also included in the three important components of attitude.

It can be concluded that there are six factors that influence student attitudes, because this study focuses on students in schools. Starting from the students' own experiences for the formation of attitudes, the influence of important people, followed by cultural influences, then there are factors of mass media sophisticated technology now, the factors where students go to school and places of worship also affect attitudes and finally emotional factors because these factors are the process of mental formation and attitudes of students against an object. The process itself affects how the person acts, especially in reading.

1.1.2 Reading

According to Brown (2001), Listening, speaking, reading, and writing are four abilities that are considered crucial in the process of learning and instruction. One of the most crucial language abilities is reading. Eskey & Dubin (1986),

reading is a receptive languages activity. According to Alyousef (2006), reading may be understood as a "interactive" process that occurs between the reader and the text and results in automaticity or (reading proficiency). Reading is only one of the skills that pupils must learn. Reading is one of those most essential subjects in the process of learning.

Linse & Nunan (2005) reading is defined as "a set of skills involving understanding meanings and deriving interpretation from printed words". Moreover, (Jain & Patel, 2008) claimed that reading consists of two major processes: identifying words and comprehending related text. It is possible to infer that reading is an activity that involves comprehending and interpreting information gained through reading. In addition, understanding the meaning of the reading and understanding what we read. Moreover, Hornby (1989) stated that reading is an activity of a person who reads a text through reading activities; students are necessary to have excellent engagement with the texts, as well as greater attention from the reader, for students to receive the precise or close meaning of the texts.

Reading is an essential activity since it forms a component of the abilities needed to acquire a language, particularly English. Reading implies deciphering and comprehending the content of a reading text in order to obtain information. The information we get can add to the knowledge we need. Reading is also inseparable from the various attitudinal activities that have been mentioned. Reading is not only about ability and understanding, but also must know the purpose of reading and what types of reading we read.

2.1.2.1 The Purpose of Reading

People read for a variety of purposes, if they are reading for pleasure and recreation they tend to read as fast as they like. But if reading to get news or learning information they are slower and more careful to get what they need. Henry (2008) proposes that the goal of reading is 7 (seven), namely: a) reading for details or facts b) reading for key concepts c) reading for sequence or structure d) reading for inference e) Reading for classification f) Reading for evaluation g) Reading for comparison or contrast. Abidin has a different perspective on the purposes of reading. Abidin (2010) distinguishes three reading goals: a) reading for information, b) reading for knowledge, and c) reading for amusement.

Most reading experts view reading as a way of increasing a reader's ability and skills required to obtain knowledge and extract enjoyment. In other words, reading assists readers in focusing on the precise word that was chosen from the printed symbols and, as a result, sending the information to their minds. Reading also assists readers in processing and selecting stuff that already exists in their thoughts. As a result, comprehension has been regarded as the most significant aspect of reading; when one has a purpose for reading, his attitude may become more goal-oriented. Reading changes our attitudes, beliefs, norms, morals, judgements, and general conduct. This means that how we feel towards reading is determined by who we are and why we read.

The purpose of reading according to the experts above is quite clear. That reading is to get information, to increase knowledge, and just to find entertainment. Reading is an activity that is not separated from how our responses and attitudes

are influenced by what we read. So that through reading, each person's attitude is formed. In addition to the purpose of reading also has several types.

2.1.2.2 Types of Reading

Reading is classified into several sorts based on the reader's intended aim. Brown (2001) reading is classified into three types: academic reading, job-related reading, and individual reading. Academic reading genres include textbooks, theses, essays, articles, reference material, editorials, and so on. Job-related reading includes things like memoranda, applications, schedules, letters or emails, reports, and so on. Newspapers, magazines, invites, novels, short tales, and so on are examples of personal reading genres.

Jain & Patel (2008) distinguish four types of reading: a). Intensive reading. b) extensive reading. c) Aloud Reading. d) Silent Reading.

a) Intensive Reading

Intensive reading is language learning under the guidance of a teacher. Intensive reading is where the learner reads the text to obtain information. Intensive reading is an activity guided by the teacher, for example in the reading learning process at school. Where through reading to get information and knowledge as needed. The intensive reading that is read is also about textbooks within the scope according to academic needs.

b) Extensive Reading

Extensive reading is reading for pleasure. The purpose of extensive reading is only to enrich the reader's knowledge. Readers only want to read

what they want to read. Extensive reading is reading whose purpose is only for entertainment even in English extensive reading is highly recommended in order to increase and enrich English vocabulary.

c) Aloud Reading

Reading aloud is reading to train readers on pronunciation usually guided by the teacher directly. Reading aloud is also often used to teach children. Reading aloud is more recommended for children who are just learning to read, so they can know and hear directly what they are reading. likewise, in reading English, it is more important to be able to hear whether the pronunciation is correct or not.

d) Silent Reading

Silent reading is used to help students improve their reading abilities. Silent reading is additionally frequently employed to gather additional information. Silent reading is done to focus more on reading and make it easier for readers to add new knowledge and faster to find the information needed. Silent reading also has its benefits, one of which is not disturbing others.

Based on the experts above, there are four types of reading, intensive reading is reading to increase knowledge usually at school, extensive reading is reading just for entertainment, reading aloud to facilitate pronunciation in English, and silent reading to focus more on understanding

reading and also quickly add information. This type of reading is included in the use to improve reading skills.

2.1.2.3 Reading Skill

According to the National Reading Panel (2000), there are five important components that make up the process of reading proficiency. Fluency, Vocabulary, Comprehension, Phonemic Awareness, and Phonics. Fluent readers can read quickly, precisely, and expressively. Reading without having to stop to understand every word. Vocabulary is faithfully linked to comprehension. The more vocabulary the reader has, the easier it is to understand the reading text. Vocabulary can be learned through printed books or listening to others, it must be taught either directly or indirectly. Phoneme, the smallest unit for forming words. Phonemic awareness refers to students' ability to focus and significantly improve their reading ability. Phonics, is the relationship between letters and sounds. Teaching phonics systematically improves children's success in learning to read. Comprehension is the cognitive process used to understand what they have read. The National Reading Panel determined that to develop reading comprehension can be through answering questions (quizzes) and summarizing stories (retelling stories).

Reading skills have five components that are the main elements in improving reading skills. As explained above, reading ability refers to fluency in the pronunciation of each word, then there is vocabulary in English vocabulary is very important to improve reading, there are phonemes of word formation, there is a phonic relationship between letters and sounds, finally we have to understand the

reading we read and of course to improve reading ability, namely reading comprehension.

2.1.2.4 Reading Comprehension

According to Woolley & Woolley (2011), reading comprehension may be described as the process of extracting meaning from text in order to comprehend the overall information included in the text, rather than just interpreting the meaning of individual phrases or words. This statement is strengthened with statement from Surjosuseno (2011), which said that reading is more than acquiring information from the printed. It can be said that reading comprehension is not only focused on understanding the sentences in the reading but also exploring every information in the reading. Thus, reading comprehension is more than just understanding the meaning in the reading.

Furthermore, Snow (2002) Reading comprehension is defined as simultaneously extracting and creating the significance of written language. It may be stated that reading comprehension involves more than just understanding the meaning of the text. Additionally, after reading the text fully and repeating the difficult term numerous times, most individuals can comprehend it (Razali & Razali, 2013). Reading comprehension also requires prior experience. When we start reading and have difficulty understanding a meaning, we use a repetition system. This is why experience and how to understand a reading are interconnected because it is from experience that we know what to do.

Reading comprehension is one of the components of reading skills. When we read, we must understand the reading to be able to get the desired information or knowledge. Moreover, reading comprehension is also a skill so that we are faster to access information and it takes a lot of experience and mastery to understand what we read.

2.1.2.5 Reading Attitude

According to (Martinez et al., 2008) "Reading attitude is defined as positive or negative feelings about reading that result in the adoption or avoiding of positive reading habits". Much research has been conducted to discover elements that impact reading attitudes. According to Martinez, research suggests that the amount of quality time kids spend reading, both in and out of school, is determined by their degree of involvement with the material and their general reading skills.

The amount of time students' spend reading will be determined by their attitudes about reading. Students' attitudes have a big impact on their degree of reading engagement. Attitude has been defined as "a state of thought that includes emotions and sensations that make learning more or less probable" (Kush et al., 2005)

2.1.3 E-book

A piece of writing that can be viewed on a smartphone or computer is known as an e-book. E-books read the text using a specialized application or gadget. (Fatich & Mahendra, 2020). Furthermore, e-books are a novel element of technological innovation that facilitates reading. E-books published in Portable

Document Format (PDF) can be viewed or printed on any computer or electronic device that supports Adobe Acrobat Reader, a free program for viewing and printing e-books (Wexelbaum et al., 2011). An e-book may capture students' interest while also inspiring them to participate in the teaching and learning process. Students may concentrate on the lesson while reading the information on the screen. Many readers are beginning to choose e-books. Furthermore, e-books are a great teaching and learning tool (Bee Choo & Zainuddin, 2018). Students may concentrate on the lesson while reading the information on the screen. Many readers are beginning to choose e-books. Furthermore, e-books are a great teaching and learning tool (Tuah et al., 2019).

An e-book is described as a "digital version of a printed book that can be accessed on a personal computer or mobile device designed specifically for that purpose". (Anuradha & Usha, 2006). E-books are electronic text forms that are created digitally and are available on computers, portable tablets, and specialized reading tools. As people increasingly utilize electronic book applications with portable devices such as tablets, iPads, and electronic book readers, this new digital literacy is becoming more readily available (Amazon Kindle and Barnes & Noble NOOK; (Lee, 2017). According to Weber & Cavanaugh (2006), an e-book is a type of electronic publication that contains multimedia elements such as photos, animation, sounds, video, audio, and hyperlink that may be viewed via laptops, desktop computers, and mobile devices.

E-books are also known as digital books or electronic books. An electronic book is a computerized version of a book that is often made up of a collection of

papers that contain text or graphics. Text and images are converted into digital information in the form of plain text, pdf, jpeg, lit, and html. Indicators to determine interest in using e-books are the desire to use and will continue to use them in the future.

2.2 Previous Studies

Asrowi et al (2019) "The Impact of Using the Interactive E-Book on Students' Learning Outcomes" also determined that students using interactive eBooks had higher learning outcomes on social issues compared with students using printed course books. This study is the experimental research method at seventh class of junior high schools. This research focuses on social studies, with an experimental method because it wants to see the impact of using e-books. The subjects were seventh grade students, the results of which were able to use e-books to increase student knowledge in social studies students. This also makes researcher interested in doing research on English language learning, especially in the field of reading.

Alhammad & Ku (2019) "Graduate students' perspectives on using e-books for academic learning" found that graduate students preferred eBooks to printed texts, citing that eBook gave rapid feedback, prompted them to verify their learning status, attracted attention to critical knowledge, and saved time. This research focuses on the experiences of graduate students. The result of this study show that students prefer e-books, it turns out that when they prepare for the exam, they still use printed books because the e-book itself must need to add more content that is suitable even more than printed books. from this study, the authors are also

interested in examining students' attitudes if they learn to read English using e-books at school.

Jolselt (2019) "Undergraduate Students' Attitude Towards Reading E-Book in Selected Kwara State Universities, Nigeria" found that the attitude of students at Kwara State University. Most respondents agreed that e-books can relieve stress. E-books are good in academics and helpful as a supplement to the printed format. Students claimed to be very satisfied reading through e-books. This study used a survey to collect data and the sample in this study were 200 students. Therefore, this research focuses on the library at the university. It also examines not only attitudes, but also issues, and such as what types of e-books are preferred. Thus, it is almost the same as the author's research plan.

Fitriyah (2021) "Understanding EFL Students' Reading Motivation and Online Reading Practice in Relation to Their Reading Achievement in a Full Online Learning Context" found that there was a correlation between the students' online reading practice and reading proficiency. Additionally, there is a correlation as well between reading motivation and online reading exercise for reading proficiency. The researcher suggested increasing the students' reading motivation and online reading practice, by instructing the students to read e-books. From this research, there are already results that online reading can increase motivation. The participants are students and the method uses a motivation questionnaire. The researcher here follows the advice of this research but focuses on student attitudes.

Kurniadi (2021) "Student EFL Perspective Towards Effectiveness Ebooks and Printed Books in Pandemic Situation for Increasing Reading Comprehension

at University Singaperbangsa Karawang" conducted a qualitative study about the students' perspective on e-book reading in a pandemic on English Department students of a university. The researcher employed observation, interview, and documentation. The study found that the student was interested in using an e-book in a pandemic situation and more motivated in using e-books to read. However, the participants were English Department students.

Based on the previous research above, some of the research focuses on comparing e-books or computer based and paper based. Some focus on students at the junior high school level and some at the college student level. Therefore, it is very rare to use the subject in the field of senior high school and this is an opportunity for me as a researcher to try it.

2.3   Copceptual Framework

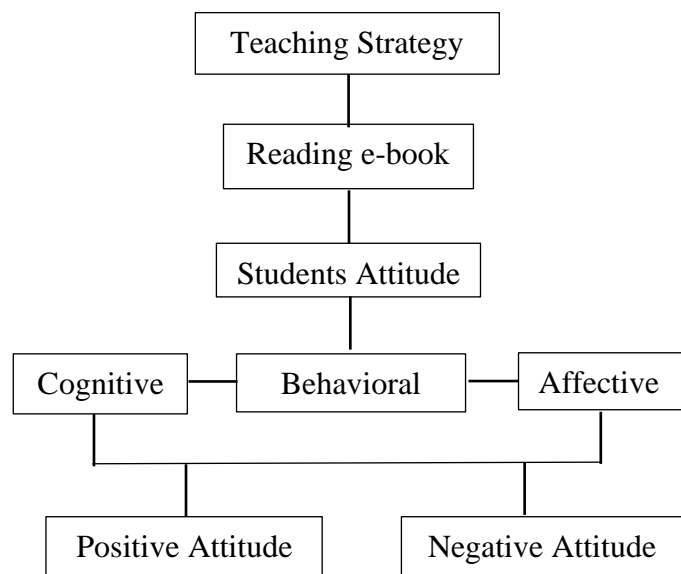Based on the theoretical framework, the previous study, and the explanation above, the researcher formulated the conceptual framework, as follows:

Figure 2. 1 Conceptual Framework