# CHAPTER 2

## LITERATURE REVIEW

This chapter presents three major parts namely theoretical description, relevance of the study, and theoretical framework. The theoretical description focuses on the review of related literature used in this research. The relevance of the study presented historical developments from previous research and the theoretical framework presents the thread of theories used to answer the research question.

### 2.1 Perception

In this part, there are three points explained. Those points are the definition of perception, the process of perception, and the factors influencing perception. First, the definition of perception deals with the description or meaning of perception itself according to experts. The second one is the process of perception which is about how perception is formed. The last one is the indicators that influence perception.

### 2.1.1  Description of Perception

Perception occurs since the child is born (Leont'ev, 1981). Through the process of life, the psychology of sense will work from the light falling into the eyes. There are some definitions concerning perception. Perception is the process by which people choose, organize, and interpret information from their senses to give meaning and order to the world around them (Robbins, 2013). Even if two people see the same thing, their perceptions of the same object may differ.

In addition, perception is defined similarly by George & Jones (2012) as the act of persons selecting, organizing, and interpreting input from their senses

(hearing, smell, touch, vision, and taste) to provide meaning to their surroundings. It, according to their definition, is a series of selecting, viewing, and interpreting data into reality. In other words, perception can be defined as the process by which an individual becomes aware of and interprets information about his or her surroundings. It means that when someone has never experienced an event or observed an object, he or she cannot create a perception.

In learning English, students' perceptions are important to support the learning process, especially in classroom activities. Perception is such feeling and thinking toward things and a process. In addition, the definition of perception can be found in Blake (2006), perception is what a person (student) feels both consciously and unconsciously about a certain thing, whether visual or aural, and ideas that are created by brain activity.

In other words, perception is people's opinion about something that they think is true. In this case, perception refers to someone's sense or view toward a certain object. Furthermore, Robbins (2013) points out that perception is the process by which individuals organize and interpret their sensory experience so that it will bring meaning to them. Thus, it can be said that perception refers to someone's sense or view toward a certain object. In other words, students' perception can be essential factors to support the teaching learning process itself. The conclusion is from the various understandings of perception above that perception is the ability to recognize objects and features in the surrounding environment.

## 2.1.2 Process of Perception

The process of perception according to Wood (2010), perception consists of three processes: selecting, organizing, and interpreting.

1. Selecting. In the selection process, all stimuli are received. People have different levels of experiences and sensory adaptation to the environment.

2. Organizing. In this process, a person will select what to notice and then make sense of it. They organize what they have seen and attribute the meaning to it. Explaining how to organize experience is constructivism, which organizes and interprets experiences by applying cognitive structures.

3. Interpreting. Interpretation is the subjective process of explaining our perceptions in ways that make sense to us. To interpret the meaning of another's actions, we construct explanations for them.

**2.1.3 Factors Influencing Perception**

Every individual has a unique behavioral response. It occurs because he or she has a different perception. Some factors influence a person's perception, which causes differences in behavioural responses. Hodgetts et al., (2016) identify four major factors that influence people on perceptions. They are as followed:

1) Selection of stimuli

This part is a process when a person concentrates on a small number and starts to select and perceive things differently. In this process, each person will select specific cues and filter, or screens, out the others. By organizing the stimuli, people will be able to categorize the input. The categorization of stimuli reduces initially complex information into simple categories;

2) Organisation of stimuli

After the information has been selected, it will be arranged into something meaningful. The mind tries to bring order out of the unarranged data by selecting

certain items and putting them together in a meaningful way based on the experiences;

3)  The situation

Familiarity and expectations about a situation (environment) influence what the people believe. Believing a situation deals with how well a person adjusts his or her behaviour to the situation. The situation which influences perception may deal with a person's familiarity with, or expectation about, a situation, or experience. When someone experienced something good/bad in the past, he or she perceives the same thing positively or negatively;

4)  The person's self-concept

Self-concept is the way a person feels about and perceives him or herself. Self-concept is important since the mental picture of a person determines much of what he or she perceives and does. The knowledge and the way someone sees themselves affect the perception of the world around them. When a person has a relatively stable and positive self-concept, he or she may perceive something positively.

Besides, the factors that affect perception are physiology, age, culture, cognitive abilities and themselves (Wood, 2010). It can be concluded that perception is influenced by several factors. These factors can emerge from the outside or within the individual. Thus, every person has a different perception of a particular object.

## 2.2 Reading Log

Reading logs are used by students to keep a written record of their reactions to the text on multiple levels. Students can use the logs to express their feelings

about a text, reflect on their discoveries, and make connections between what they know and what they are learning.

### 2.2.1   Definition of Reading Log

A reading log (also known as a reading journal, a response journal, or a reading diary) is a medium for students to express their opinions, ask questions, and develop knowledge and critical thinking through the readings and guidelines provided in the reader's log (Lyutaya, 2011). In other words, a reading log is a medium which contains various parts to improve students' knowledge and reading skills through reading. It is a medium which accompanies the development of reading comprehension from the beginning of English language learning ( Delarriva & Basabe, 2015). A reading log is a journal where students can record their reading activities. It is a record of what students read when students read and, how many pages students read. This is a great way to summarize what students have read.

In addition, a reading log is a place for students to take risks, speculate, ask questions, express opinions, and build knowledge, allowing them to grow as strategic readers and independent learners (Dorn and Soffos in the Lyutaya, 2011). Writing helps students integrate different sources of information and organize their thoughts. As a result, their thinking is more fluid, flexible, and tangible, thus promoting conscious awareness and deeper comprehension.

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### 2.2.2  The Reading Log Model

The reading log does not have a strict format, because it is related to the needs of the students in the classes. The are several suggestions for comprehension components to be included in the reading log such as:

1)  Guessing the contents of the book.

In the pre-reading activity, it is important to activate students' background knowledge. The students can guess what the content is all about by reading the title, scanning for the content, or looking at the picture if provided. Gathering information from these activities may reveal a lot about the content and make reading easier and meaning more accessible, especially if the information awakens a student's own background knowledge or experience with the subject matter.

2)  Writing a response to a passage or sentence in the text

Students may make comments on the intriguing idea or any elements of the text that they find most interesting while reading. Readers are taught to be critical readers as part of the learning process. Furthermore, this section is where readers can put their critical thinking skills into practice.

3)  Developing vocabulary.

By filling in the reading log, there is a space to fill new words and students can write unfamiliar words in that space. By enriching vocabulary, students can understand any type of text more easily, thus it will help them in their comprehension skills.

4)  Recognizing the main idea.

Finding the main idea in a text is a key to understanding the point of the text (Langan, 2010). It means that learning how to recognize the main idea is to increase

the reading comprehension of the students. They can identify and understand the content of the articles by getting the main idea. The main idea is the central focus of the paragraph, where all supporting details are leading to. By recognizing the main idea, students can easily identify the purpose of the writer. Reading log guides the students to actively engage in the text and spot the main idea of the text.

5)      Previewing, predicting, skimming, and scanning.

Previewing and predicting are skills that simplify reading a text. According to McWhorter (1990), reviewing is usually done before readers read a text. Prediction is an important part of active reading. It helps to read actively. It can be used to anticipate the development of ideas, the organization of material and the author's conclusion. Kustaryo (1988) states skimming is a strategy that requires concentration, adequate knowledge of vocabulary and comprehension skills. Readers usually read only keywords of text. Skimming is a quick type of reading that is done to get the general gist of the material. The purpose of skimming is merely to form a general impression of the reading material. Scanning is much faster than skimming. Cushenbery (1985) argued that scanning is a searching strategy that requires readers to float over the material until they find what they need. Then, they stop and read as much as necessary to answer their understanding of the text. It also helps the students to save time by quickly reading to find the information in the text.

6)      Making inferences.

The main ideas are usually important for the understanding of what an author means in text (Langan, 2010). It helps read a text. It requires that readers

entirely understand the text. It means that by making inferences from articles, the students can build their reading comprehension of the text.

Predicting is a common pre-reading technique for activating background knowledge, focusing on the reader's attention, setting the mood of the story, and establishing a reading purpose. By looking at the title or chapter headings, scanning the table of contents, and reviewing any pictures, tables, figures, or graphs, readers can often predict the content of a story. Reading the blurb on the cover, the introductory paragraphs, or short excerpts from the text are other ways to predict content. The information gleaned from these activities may reveal much about the content and make reading easier and meaning more accessible, especially if it awakens a student's background knowledge or experience with the subject matter. Even if the predictions are incorrect, the reader will be intrigued and will want to begin reading to confirm his or her predictions. Students were required to write down a portion of the text that contained an intriguing idea or puzzling situation, whether it was a sentence or a longer passage, and then interpret the idea or situation by writing extended comments in the third part, which is an intriguing sentence or passage, as a during-reading activity.

When students had questions about something in the story in the inferential or critical question section, they had to write them down with possible answers or solutions; later, they could see if the author or writer gave the same answer or solution. Students learned to ask a variety of questions, including (1) inferential questions, which entail analysing facts and reading between the lines to make logical suppositions about the subtle meaning or a character's true point of view and; (2) critical questions, which are evaluations that readers make based on their

values and experiences. In the opinion part, students simply had to write comments by answering the two questions: "What I did not like about the story" and "What I liked about the story. Finally, students were required to write three- to five-sentence summaries of the reading material in the summary.

### 2.2.3 The Advantages of using Reading Log

The advantage of using reading logs for college students are required to read the text outside the classroom to prepare themselves before they follow the learning process in the classroom. Reading logs helps them to keep in track of what they have read, supports the students' reading skills and reading log builds the students' interest in reading English text (Lyutaya, 2011). Reading logs motivate students to read, then they can express their thought without hesitation in the discussion because writing reading logs helps them to integrate different sources of information, and knowledge and organize their thoughts to support their arguments in the discussion, as a result, they gained clear understanding about the ideas in the text and it improves their reading ability become better.

### 2.3 Intensive Reading

Intensive reading is a reading process in which the learner reads a text to gain knowledge or analyse it. The goal of intensive reading is to read shorter texts. Learners read books to gain knowledge, which is a type of intensive reading. Intensive reading will provide a basis for explaining the difficulty of structure and expand knowledge and vocabulary and idioms. It will also provide material for developing greater language control in speech and writing.

### 2.3.1 The Understanding of Intensive Reading

In reading, there are many ways to develop the skill. Intensive reading is one of the ways to improve reading skills as well as the language component. Intensive reading is a kind of reading defined as reading at a low speed that demands a greater degree of understanding than extensive reading. It means reading intensively entangled learners reading in detail with specific learning purposes and tasks (Richards & Schmidt, 2002). It also involves the interactive reading of a text that contains plenty of new vocabulary. This kind of reading insists the learner read word by word to understand them and accurately convey meaning in the reading experience.

Furthermore, intensive reading occasionally named "Narrow Reading" entangles students reading with selections by the same author or various texts about the same topic. When this is applied, the chances for students to encounter similar words and grammatical structures repeatedly are great. Intensive reading also gives students many chances to comprehend the meanings of the text. Likewise, Nation (2020) stated that intensive reading can be a tool to enhance learners' knowledge of language features, their control of reading strategies and their comprehension skills. In addition, Patel (2017) described that intensive reading is related to further progress in language learning under the teacher's guidance. It implies that the teacher plays a great role in intensive reading. As Yoshiro stated, applying intensive reading means the teacher slowly leads students through a text, enlightens new words and phrases, studies the grammatical form, and builds understanding for every sentence. This means teachers should prepare many texts or passages about the same topic or by the same author that require students to read them intensively

and then discuss them together later. Based on the explanation, it can be summarized that intensive reading is one of the ways of reading which aims to understand the text and to learn language features through an intentional focus on the items in the text where it occurs under teacher guidance.

**2.3.2 Focuses on Intensive Reading**

Intensive reading engages learners to read in detail with certain learning purposes and tasks through a conscious focus on the elements of the passage. Intensive reading can focus on some aspects. Nation & Macalister (2020) mentioned eight aspects which become the intensive reading focus. These are the following aspects of intensive reading focus.

1. Comprehension. Intensive reading can be concerned with understanding a certain text.

2. Regular and irregular sound-spelling relations. This can be undertaken by teaching phonics, spelling rules, and reading aloud.

3. Vocabulary. The learner's concern can be directed to useful words, and the underlying meaning and use of words can be clarified.

4. Focus in intensive reading is grammar. Intensive reading can describe and analyse complex grammatical characteristics.

5. Cohesion. Learners can train to interpret what pronouns indicate in the text, what the conjunction relation between sentences is, and how variant words are used to refer to the same idea.

6. Information structure. The text consists of types of information. Learners can practice identifying various types of information.

7. A genre features. The communicative effect of a text is assisted by vocabulary, grammatical features, cohesive features, and information. Intensive reading can aim at how the text accomplishes its communicative goal through these features and what this communicative intention is.

8. Strategies. Intensive reading can be applied to aid learners to expand beneficial reading strategies. Learners can practice the steps in guessing from context, using a dictionary, simplifying difficult sentences, and taking notes.

The outcome of this teaching assists learners to learn features or to provide them information about these so that they are aware of them in future reading and have better opportunities of learning them later. Language-focused learning for reading can happen using intensive reading with a teacher and it also can happen by practising with a text.

### 2.3.3 Intensive Reading Class

Intensive reading class designed to develop students' competence in reading and understanding texts of various fields with literal and interpretive comprehension. The students are required to understand the meaning of words and use them in contexts correctly, such as identify and find a topic, main ideas, and supporting sentences. They are also required to understand general and specific information of a text by applying appropriate reading strategies, i.e., previewing, skimming, and scanning, and recognize patterns of text organization, such as definition, simple listing, sequence, cause and effect, comparison, and contrast. The teaching-learning activities are conducted through the lecturer's presentation, individual and pair work, class discussion, question and answer, and assignment.

### 2.3.4 The Roles of the Teacher in Intensive Reading

An intensive reading teacher is very important. The teacher has a great role in applying intensive reading. Harmer (1987) mentioned four roles of the teachers in intensive reading. These roles are necessary to follow when asking students to read intensively, they are:

a.  Organizer, a teacher needs to inform the students exactly of their reading, and provide them clear instruction about how to achieve it, and how long they need to do this;

b.  Observer, teacher requests students to read on their own and let them space to do so. It implies that the teacher must hold back from disturbing that reading, even though there is a desire to add information or instruction;

c.  Feedback organizer, the teacher may provide feedback to students when they have completed the task to check if they have completed the task successfully or not. The feedback may begin by having them compare their answers with the right answer that will be mentioned by the teacher later and it can be done in pairs or a group. The teacher should keep in mind to ask students to say where in the text they found the information for their answers. It will help them in the future to study the details and if they find a similar text;

d.  The prompter. The teacher can prompt students to pay attention to the language feature in the text, the teacher may also, as controller, guide them to features of text structure, explaining ambiguities, and raising awareness of issues of text that they never met before.

There are four roles of the teacher in intensive reading which are organizer, observer, feedback organizer, and prompter. These roles are crucial to gain learners' attention and make learners more enthusiastic in reading class.

**2.3.5 The Characteristics of Intensive Reading**

Intensive reading is passage reading. This reading aims to help learners to get knowledge or analysis from a short text. Patel (2017) mentioned a few characteristics of intensive reading. They are as follows: this reading supports the learner to promote active vocabulary; the teacher is important; linguistics issues are expanded; this reading purpose is the active use of language; intensive reading involves reading aloud; speech habit is underlined and accent, stress, intonation, and rhythm can be fixed.

Additionally, Macleod (2017) mentioned some intensive reading characteristics. They are: (1) commonly occurs in the classroom; (2) students are engaging greatly in looking inside the text; (3) linguistic or semantic details of reading are emphasized; (4) students concentrated on surface structure details such as grammar and discourse markers; (5) students identify essential vocabulary; (6) students be allowed to draw pictures to help them (such as in problem-solving); (7) texts are read mindfully, closely, and rapidly; (8) the purpose is to develop more language understanding rather than merely practice the skill of reading; (9) seen more habitually than extensive reading in the classroom.

Shortly, the characteristics of intensive reading are ideally occurring in the classroom, focusing on language features such as grammar and vocabulary to get comprehension, and the teacher plays a great role in this activity. However, this activity is expected to help learners to comprehend the text in detail.

### 2.3.6 The Advantages of Intensive Reading

Intensive reading is basically and essentially reading for detailed information and to gain a language component. Through intensive reading, the students are surely hoping to find out something new to do something with the information and knowledge that they got from the reading text. Intensive reading has some advantages.

Firstly, intensive reading delivers a foundation to learn structure, vocabulary, and idioms. Intensive reading can be used to advance explicit and deliberate vocabulary. There is a good opportunity that learners may have come across the same vocabulary when they are involved in intensive reading. It is believed that intensive reading is beneficial for studying vocabulary and realizing the way text is constructed.

Thus, it means intensive reading supports the learners to learn language features such as grammar and vocabulary. Moreover, the benefits of intensive reading include improving the learner's reading comprehension through understanding each word and sentence structure. It also develops the learner' critical thinking as students must answer all required questions after reading.

### 2.4 Relevant of Study

Some previous studies have relation to this current study. Delarriva & Basabe (2015) explored the issue of reading which students favored in the production of their reading logs: cultural, linguistic, or personal. A group of 14 first-year students enrolled in the English Literature II course in Argentina participated in this study. They were asked to read the English Patient by Ondaatje (1993) and write their reading logs. The study was conducted for twenty days and the students

were asked to write fourteen logs altogether. It was found that the students showed a tendency to consider issues that researchers label "cultural." An example of the sentence which was labelled culture was "The end of war makes societies change and as consequence individuals are not the same, either, and everyone has to adapt to new paradigms" (Ochoa Delarriva & Basabe, 2015). It was also found that applying reading logs to literary text was very suitable for English language learners because it enhanced students' understanding and satisfaction with literary text. It was suggested that reading logs cover students' cultural background and they should also be used to enhance students' language abilities.

Jeanne & Currier (2013) studied the effect of using reading logs on 53 students' reading comprehension and their attitudes towards the use of reading logs in science texts. The students were asked to read three science texts on astronomy, space science and kids' discovery and write a summary in reading logs which were evaluated only for completion. It was found that using reading logs increased the students' comprehension of the science texts. A clear look at the students' reading logs showed that they expressed more ideas and used more vocabulary. This indicated that the students had more understanding of the information in reading. The findings showed that the students developed a positive attitude towards reading science and became more confident in their understanding of the science texts.

Janthong & Sripetpun (2010) investigated the effectiveness of questioning techniques using reading logs to improve student's reading comprehension, habits, and self-directed learning behaviours. The participants of the study were 35 Mattayomsuksa 3 students in Phattalung, Thailand. The study was conducted for 15 weeks in the academic year of 2009. The students were asked to read 45 texts in

total. Each week the students read three texts and they were asked to write in their reading log and submit it. The study revealed five findings. First, the students' use of questioning techniques was higher than before the treatment at a .01 level of significance. Second, before the treatments the students' reading habits were rated at the disagree level, therefore after the treatment, their reading habits were ranked at the agreed level. Therefore, their reading habits improved significantly at the .01 level. Third, the students rated their reading behaviours showing that they were favourable for reading at a high level in the questionnaire. Fourth, the students noted in their reading logs that they could read faster and comprehend better than before. Fifth, the record of the frequency of use and amount of time the students spent on the reading corner showed that 57 per cent of the students attended the reading corner more frequently every month.

The three relevant studies show that the use of a reading log has an important role in teaching reading. Therefore, it is necessary to have a curriculum, syllabus, and textbook that includes the use of a reading log in reading class, so that later it can be implemented with any subject or class that is considered effective and appropriate in increasing students' reading ability.

## 2.5 Theoretical Framework

This study is aimed to investigate the use of reading logs in intensive reading class. Therefore, there is one problem formulated; the students' perceptions of the use of reading logs in an intensive class. To cover the problem formulated, the researcher employs two main theories about perceptions and reading logs. Those theories become the researcher's foundations in working this study out.

To answer the formulation of the problem the researcher used Lyutaya's theory. The theory of perception was based on the theories written by Lyutaya (2011) reading log is a place to express opinions, ask questions and develop knowledge and critical thinking through the readings and guidelines provided in the reader's log. In addition, the use of reading logs will accompany the students' development of reading from the beginning of English language learning (Delarriva & Basabe, 2015). In the implementation of the reading log, the components of the reading log can be set based on the needs of the teacher and the students in the teaching and learning process. Those theories are crucial to make this study scientific.

In making the research instrument the researcher makes questions based on students' perceptions of the use of reading logs during their reading process as the indicator, and from Lyutaya's theory the use of reading log supports the students' reading skills with 4 criteria (developing vocabulary, secondly recognizing main ideas, thirdly previewing, predicting, skimming, scanning, and the fourth making inferences) as the first sub-indicator, and the reading log build the students habits and motivation in reading English text as the second sub-indicator. Then the researcher uses the existing and relevant theories as the basis to answer the research problem. Therefore, the study will cover the theories in the discussion dealing with the use of a reading log in intensive reading class.