

CHAPTER II

LITERATURE REVIEW

A. Students Difficulties

1. Definition of Students Difficulties

The difficulty is a condition where students cannot learn because of interference. Learning disorders are caused by students' lack of understanding of the material. This caused the learning process to be hampered and causes their learning achievement to decline.

Below is an explanation of the difficulties according to the experts:

- a. According to Djamarah, (2011), difficulty is a condition in which the student does not can learn naturally, due to threats, obstacles, or distractions in the study.
- b. According to Westwood, (2008), difficulties at the word level are related to word decoding and identification skills and involve problems in understanding, sue phonic knowledge and orthographic units in words, and using analogies and contexts of sentences or paragraphs.
- c. Students primed with a difficulty as importance mindset performed better on a fluid intelligence test (Raven's Progressive Matrices; Elmore et al., 2016) and a standardized writing task (better grammatical construction, more relevant content: Oyserman et al., 2018) than participants primed with difficulty-asimpossibility or a no-prime control.
- d. An emerging body of work measures how much people endorse difficulty as importance and difficulty as impossibility when considering their own tasks and goals. These studies build on the availability of brief, reliable, and validated difficulty as importance and difficulty as impossibility scales (Fisher & Oyserman, 2017).

Based on the explanation of the difficulties from the experts above, the researcher concludes that the difficulty is a condition where students experience learning disorders, this is because students are difficult to

understand words, sentences, or paragraphs in reading. So that the learning process does not go well.

2. Difficulties in Reading Comprehension

The difficulty is a situation where students cannot learn well, because of interference. In reading comprehension, there are some difficulties for students to understand the ideas. There are some difficulties for readers to understand the idea. Harmer, (1991) cited in Adriyani, (2020:18) states that the problems in reading are:

a. Language

Students have difficulty in understanding the text because it is still limited to a foreign language or English. They find it difficult when they meet foreign words contained in the text they read. The researcher concluded that the students had difficulty in reading because they had limited vocabulary in English. As a result, they don't understand the text they are reading.

b. Topic and Genre

Students who have less knowledge will be unfamiliar with the genre or topic to be discussed. This can make them disinterested. In this case, students with limited knowledge will have difficulty understanding the main idea of reading.

c. Comprehension Tasks

Comprehension task is one of the keys to working on receptive skills. Teachers try to encourage students to improve their receptive skills by giving assignments or texts. The researcher concluded that students must understand the comprehension task given by the teacher to facilitate the reading comprehension learning process, such as being told to understand each test item. But not all students will understand. They who don't understand, it will be difficult to find the information in the text.

d. Negative Expectation

Students have low expectations of reading English texts. They think reading a foreign language is very difficult. This problem will be caused students' to be uninterested in learning English, so they don't want to do it.

3. Reading Difficulties Factors

In the teaching and learning process, the problem faced by the teacher is when students find it difficult to understand learning. This can be seen from the lack of scores on students. The difficult factors faced by students in learning are divided into two, namely internal factors and external factors.

Westwood, (2008:34) states that factors that make students difficult in reading comprehension include:

a. Difficulty in using Reading Strategies

Students do not know that reading strategies can help them understand the texts they read. They tend not to use reading strategies and have difficulty understanding the text. Based on the explanation above, the researcher concluded that this was caused by their lack of knowledge in reading strategies.

b. Limited Vocabulary Knowledge

Vocabulary knowledge is often an obstacle among students. That's because the vocabulary they know is limited, and requires them to rely on a dictionary to know what the vocabulary means. In this case, students who have limited vocabulary will have difficulty in the learning process, students may be able to read the words on the page correctly but they do not know the meaning of the text they have read.

c. Lack of Fluency

Students who read very slowly – or too soon – are often misunderstood. Slow reading tends to limit cognitive capacity in low-level letter and word processing rather than allowing full attention to high-level ideas and concepts in the text. But very fast reading can lead to inaccuracies in word recognition, and important details are ignored. The conclusion is

that students are expected to correctly read every word in the text, and remember the details of the information conveyed by the author.

d. Lack of familiarity with the reading material

In this case, the researcher argues that students are much easier to read comprehension if they already know some prior knowledge. If students do not have prior knowledge, they will have problems understanding the text.

e. The problem in recalling after reading

Reading comprehension is an activity where students capture information from the text they read, and they have to remember the details of the information read from the text. The recall is dependent partly upon factors such as vividness and relevance of the information in the text, but it is also dependent upon a student giving adequate attention to the reading task and knowing that it is important to remember details, Westwood, (2008:37). But in fact, when reading, students pay less attention to the text they read, so they do not know the clarity of the information in the text in detail. This makes it difficult for students to find out the detailed information that has been conveyed by the author in the text.

Peter, (2001) states that there are external factors that influence the students in reading comprehension are reader environment.

1) House Environmental Factors

Environmental factors also affect the improvement of students' reading ability. Environmental factors include the background and experience of students at home and socio-economic students' families. The researcher concluded that every student needs parental attention to achieve their learning achievement. Learning without family attention can make students feel inferior and lazy so they don't care about their learning.

2) School Environmental Factors

Factors from the school environment, namely factors that come from within the school. On this factor, students' difficulties in reading could be caused by inappropriate teacher learning strategies, or due to the

lack of tools, such as books and others. learning material that is not in accordance with the ability of students so that students find it difficult to understand what is conveyed by the teacher.

The factors described above are used to measure the factors that cause students' difficulties in reading comprehension.

B. The Nature of Reading Comprehension

1. The Definition of Reading

Reading is one of the most important skills a person has in learning because reading can educate, increase knowledge and insight. Reading is a course of comprehension of the reading text which aims to deduce the meaning contained in the reading text. Many people wonder why reading skills are more important than other skills. Reading is more important because reading can develop thoughts. Reading will open up opportunities to absorb a lot of useful knowledge of the reading text. Therefore, reading skills are taught from childhood. Students must have reading skills in the teaching and learning process.

According to Moreillon in Hana Junika, (2018:7) “state that reading is making meaning from print and visual information. But reading is not simple. Reading is an active process that requires a great deal of practice and skill”. According to Harmer in Yuliana (2018:13) “reading is an exercise dominated by the eyes and brain. The eyes receive the messages from what we read and the brain has to significant messages and make us understand what the messages are about. In reading, students not only read but also understand what they are reading. So, they can get the knowledge and enjoy what they read”. In addition, Walker in Yuliana (2018:14) “characterizes that reading is a functioning cycle wherein readers shift between wellsprings of data, elaborate significance”.

Reading may be one of the single most important skills that a person can acquire. It is generally taught at a very young age, beginning before kindergarten. The national reading panel has stated that there are five specific

practices that teachers should be used when teaching children to read or when helping them improve their reading skills. The process of understanding the text is called reading comprehension. Reading is not a simple process, not just opening the book, reading the book, and then closing the book, but the reader must understand what the researcher tells about.

Reading can be characterized freely as the capacity to sort out composed or printed images to direct the recuperation of data from their memory thusly utilizing this data to build a conceivable translation of the composed back rub. Reading is a course of deciphering or understanding the text as far as the inquiry that the reader defines about the text. Numerous instructors accept that through practices that are short but significant and simple to duplicate positive consequences of the reading. Reading is reading the ability information appropriately. It is clear in case reading is something that causes the reader to become to comprehend the substance of text because the reader can draw the significance from the printed. Therefore, reading is the most common way of getting data through the text, and reading is one of the actions that doing by somebody to get data from the text and through the ability of reading.

Based on the above problems, it tends to be presumed that reading is important because it can foster the reader's mind and as a method for moving information and innovation recorded as a hard copy, many individuals can build their insight by reading. They can also learn new thoughts from reading.

2. The Definition of Reading Comprehension

Reading comprehension is a good way to develop and to derive meaning from writing language including books and other forms of written language and constructing meaning from written language. Reading comprehension is an active cognitive process interacting with print and monitoring comprehension to establish meaning. Reading comprehension is emphasized in each school as Mozayan (2012: 2423) states that the more someone reads, the more they pick up items of vocabulary and grammar from text, often without realizing it, and this widening language knowledge seems to

increase their overall linguistic confidence, which then influences and improves their skill in other language areas.

According to Lehr (2013), reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Furthermore, Israel and Duffy in Patrick (2013: 35) state reading comprehension is a set of knowledge that reflects the communicative interactions among the intentions of the speaker, content of the text/message abilities and purposes of the reader or listener, and the context/situation of the interaction. Reading comprehension can define as the meaningful interpretation of the printed word. For beginners, reading is concerned mainly with recognizing the printed word that represents language and responding intellectually when getting some information about the context of the text he had read.

From the explanation above, the researcher concludes that reading comprehension is the process of getting the meaning of the content and all information about the topic in the text. Comprehending an English text is not easy to do for students because English is a foreign language. Many readers are not able to catch the author's idea because of the limitation of thinking and analyzing the meaning of words and sentences. Therefore, the reader should have good concentration in reading text to get the meaning of the author's idea.

Reading comprehension is the ability to make conclusions from writing based on several components depending on the reader's need. Reading comprehension also includes aspects that are capable of creating its meaning from what the reader is looking for, including the reader's purpose of looking for real information and then transferring the meaning of the reading to others with their understanding. So that reading comprehension is important for students to help with reading. According to Klinger, et al in Yuliana (2018:14) "says that reading comprehension is a multi-component, highly complex process that involves much interaction between readers and what they bring to the text as well as variables related to the text itself. In other words, the reader and the researcher become one mind and the concepts are translated from one

person to another. Reading comprehension involves at least two people: the reader and the researcher. The process of comprehending involves decoding the researcher's words and then the reader uses his/her background knowledge to construct the researcher's messages".

According to Zhi-Hong in Yuliana (2018:15) "says that reading comprehension is the construction of meaning from printed or written messages. It means that the reader constructs the meaning of a text through reading the text. Understanding the meaning of the text or having a good comprehension of reading is a factor to be successful. He adds that there are many factors influencing reading comprehension such as reader's characteristics, the nature of reading materials, and reading tasks, etc".

Based on the explanation of the definition of reading comprehension above, the researcher can conclude that reading comprehension is the ability to comprehend the meaning from text messages read by involving the processing of information from words, sentences, paragraphs, and sections or levels of books.

Reading Comprehension is a complex task, which requires the orchestration of many different cognitive skills and abilities, (Oakhill, 2015:1). It means that reading comprehension is the ability to read text, process, and understand its meaning. An individual's ability to understand the text is influenced by their natures and skills, one of which is the ability to make inferences. Reading does not only mean understanding the words or the grammar, reading is a thought process, where they must know the meaning of the text.

According to King and Stanley in Yuliana (2018:15) "state that there are five components that may help the students to read carefully. The first is finding factual information. Finding factual information requires readers to scan specific details. The factual information, questions generally appear with the WH question word. The second is finding the main ideas. Finding the ideas is very important because it's not only helping to understand the paragraph but also helps to remember the content later. Third, is the meaning of difficult

words. It means that the readers can develop/their guessing ability to the word which is not familiar to him or them, by relating the close meaning of unfamiliar words to the text. Forth is identifying references. It would be boring to have and repeat the same word or phrase in every paragraph of a text. To avoid the repetition of the word, it can be used references of the word. References words are very frequently in terms of pronoun such as it, she, he, this, etc. Fifth is finding restatement. The restatement is the way to say something again in a different way but still has the same meaning. It is intended to measure readers' ability in analyzing the relationship of idea within a single sentence".

3. Aspects of Reading Comprehension

A few aspects of reading comprehension should be learned by the learners or students. According to King and Stanley cited in Putra (2012: 1), there are a few parts of understanding cognizance; the main idea, supporting details, reference, inference, and vocabulary. These are the short clarification about the viewpoints, as follows:

a. Main Idea

The main is important information that tells more with regards to the overall idea of a paragraph or section of a text. Every reading section has a vital idea or main idea. The main idea is the most important of data which the writer needs the readers to think about the ideas of the passage.

b. Supporting Detail

Supporting details from the text can be used as a way for the reader to find the main idea. Supporting detail is a piece of information in the passage that explains the main idea, generally, supporting details tell about who, where, what, when, why, and how that can be found in the content materials.

c. Reference

Reference in reading comprehension is the use of the demonstrative pronoun in a reading passage. The demonstrative pronoun can be like the

use of; it, he, she, her, these, etc. the use of reference in the reading passage is to avoid subject repetition.

d. Inference

The inference is the process of arriving at a hypothesis, idea, judgment or drawing conclusions that refer to information that is never clearly stated in the text. This aspect is the most difficult in reading comprehension because the information on the text is never clearly stated. The inference is the process of drawing a conclusion that refers to information that is implied. In this aspect, readers have to predict what might be said in the text.

e. Vocabulary

Reading comprehension and vocabulary are inextricably linked. Vocabulary is important for reading to learn as well as learning to read. Children need to understand the meaning of the word they read if they are to learn from what they read.

To conclude the explanation above, there are five aspects of reading comprehension, the main idea, supporting detail, reference, inference, and vocabulary. In this study, the researcher involved all aspects of reading to answer the researcher question and as a reference in making the test and the table of the specification as well.

4. Purposes of Reading Comprehension

The people perform their purpose, one of the purposes that are to get information. The information is usually got in written form. Deals with Grabe and Stoller (2011: 7), the purpose of reading are:

a. Reading for searching the information

Reading for searching information is a common reading ability. The reader only read the surface to look for simple information without having to think about the material deeply. In reading to search, the reader typically scans the text for a specific piece of information or a specific word.

b. Reading to learn from text

Reading to learn typically occurs in an academic and professional context in which a person needs to learn a considerable amount of information from a text. The reader remembers the main ideas as well the number of details the supporting ideas and built rhetorical frames that organize the information in the text.

c. Reading to integrate information, write, and critique text

Reading to integrate the information requires additional decisions about the relative importance of complementary, mutually supporting, or conflicting information from multiple resources. These skills require circle evaluating of the information being read so that the reader can decide what information to integrate and how to integrate it for the reader's goal.

d. Reading for general understanding

Reading for general understanding is the most basic purpose for reading. Reading for general understanding is more difficult to master than reading to learn. It means that reading for general understanding as to the most complex, the reader it is accomplished by a skilled fluent reader, requires very rapid and automatic processing of word, a general meaning representation of the main idea.

Based on the explanation above, the researcher can conclude that the purpose of reading is to search for simple information, by reading the text, the students learn from the text, integrate information, write and critique text, and read for general understanding.

5. Level of Reading Comprehension

Reading comprehension is having a sufficient vocabulary, or knowing the meanings of enough words. Readers who have strong comprehension can conclude what they read what is important, what is a fact, what caused an event to happen, which characters are funny. Berry in Purnamasari, Diem, and Vianty (2011: 3), says that these three different levels of comprehension can be called the literal level, the interpretive level, and the applied level.

a. Literal Level

The first level of comprehension can be called the literal level for the sake of wording because it is the most simple. At this level, the reader or students can attempt to answer the question: What did the author say? At this level, you would not have to understand the true meaning of a paragraph, however, you could memorize the information. Instructors might ask you to read a chapter dealing with dates or specific facts. However, even though you have memorized these facts, this does not mean that students necessarily understand their full meaning or see the implication of these dates and facts applied to other situations. At the literal level, students are looking at what was written by an author at “face value”, little interpretation is needed.

b. Interpretive Level

The second level of comprehension is called the interpretative level. At the interpretative level, students can attempt to answer this question: What was meant by what was said? At this level, they are attempting to understand what the author meant by what she said in the story, paragraph or textbook. It is presumed that you have already memorized certain facts at the literal level and now you are attempting to “read between the lines” as they say. At this level, students are attempting to understand that which they memorized at the literal level of comprehension.

c. Applied Level

The last level is called the applied level. At this level, the reader or students can attempt to answer this question: How would the author’s message apply to other situations given what you memorize and understood at the other two levels? At this level, students are attempting to elevate or raise their thinking one more “notch” or level to a more critical, analyzing level. This presumes that they have already reached the previous two levels. At this level, they are “reading between the lines” and then examining the message from the author and attempting to apply that message to other settings.

From the theory above, there is three-level of reading comprehension that should be taught by the teacher to students. So, the researcher will teach the students till to the third level.

6. Strategies of Reading Comprehension

There are a lot of strategies for reading comprehension. These strategies are explained in detail in this part.

a. Activating and Using Background Knowledge

Generating and asking questions become the procedure used by the students to further develop their reading comprehension ability. It is important with Anderson and Pearson (1984 as referred to in Gilakjani, 2011: 234) who expressed that reader exercise their background knowledge and apply it to help them to comprehend what they are reading. This knowledge comprises of people's experiences with the word together with their concepts for how the written text works, involving word recognition, print concepts, word meaning, and how the text is formed if the learners have previous knowledge of the text given that will comprehend the text better.

b. Generating and Asking Questions

Generating and asking questions become the strategy used by the students to improve their reading comprehension ability. It is relevant with Wood, Woloshyn, & Willoughby (1995 as cited in Gilakjani, 2011: 234) stated that asking appropriate questions permits successful readers to concentrate on the most important information of a text. Creating relevant questions helps good readers to solve those problems. Strategies are become the consideration in making reading tasks in the classroom in this strategy. Readers ask themselves pertinent question in reading the text this strategy assist readers in combining information, recognizing main ideas, and summarizing information.

c. Making Inferences

Making inferences become the strategy used by the students to improve their reading comprehension ability. It is relevant with Anderson

& Pearson (1984, Hansen & Pearson, 1983 as cited in Gilakjani, 2011: 234-235) stated that readers assess or draw conclusions from information in a text in this writer do not always provide full information about a topic, place, personality, or happening. Instead, they provide information that readers can use to read by making inferences that integrate information from the text with their previous knowledge.

d. Predicting

Predicting become the strategy used by the students to improve their reading comprehension ability. It is relevant with Gillet. & Temple (1994, as cited in Gilakjani, 2011: 1235) stated that successful readers apply to forecast to take their existing knowledge to new information from a text to obtain meaning from what they read. Before reading, readers may apply what they know about a writer to forecast what a text will be about. The title of a text can operatet memories of texts with the same content, permitting them 10 guess the content of a new text. During reading, successful readers can make predictions about what will occur next, or what opinions the writer will offer to support a discussion. Readers try to assess these predictions ceaselessly and change any prediction that is not approved by the reading. Somehow, the students can predict what happened next in the story through predicting strategies. In this Strategies, readers can gain meaning from a text by making educated guesses.

e. Summarizing

Summarizing become the strategy used by the students to improve their reading comprehension ability. It is relevant to Honig, Diamond, & Gutlohn (2000, as cited in Gilakjani, 2011:235) who are defined summarizing as a significant strategy that allows readers to remember text rapidly. In this strategy, readers can be aware of text structure, of what is significant in a text, and of how opinions are related to each other. Effective summarizing of the explanatory text includes things like condensing the steps in a scientific process, the steps of development of an art movement, or the episodes that result in certain important historical

happenings. Effective summarizing of the narrative text includes things such as connecting happenings in a storyline or recognizing the elements that stimulate a character's activities and conduct. In short, summarizing is making a summary of a long passage by sorting the main points mentioned in the passage.

f. Visualizing

Visualizing becomes the strategy used by the students to improve their reading comprehension ability. It is relevant to Gambrel & Bales (1986, as cited in Gilakjani, 2011: 235) who stated that readers are visualizing steps in a process or Stages in a happening or forming an image that helps them to recall some abstract ideas or significant names. Readers can make a mental picture of a text to comprehend the processes they face during reading. Skill is shown that a reader perceives a text. Readers who form a mental image as they read are better able to remember what they have read than those who do not image (Pressley, 1976 as cited in Gilakjani, 2011) is very important when it is used for narrative texts. Readers read narrative texts, they can easily understand what is happening by visualizing the place, personalities, or operations of a plan- It can also be used for the reading of expository texts. Thus, the students with good visual ability will comprehend better than those who do not do visualizing.

g. Comprehension Monitoring

Comprehension monitoring has become the most used by students to improve their reading comprehension ability. It is relevant To Paris, Wasik, & Turner (1991. as Cited in Gilakjani, 2011: 235) who stated that successful readers know and check their thought processes as they read. Strategies that successful readers use to improve their understanding are called "fix-up" strategies or comprehension monitoring Particular repair strategies involve rereading, reading ahead, explaining the words by looking them up, or asking someone for assistance.

7. The Lack of Reading Strategies

The lack of reading strategies is another issue that causes difficulty in reading comprehension. If readers have acquired reading skills or strategies, they can process text efficiently, Alderson, (2000:50). Referred strategies as learning techniques, behaviors, problem-solving, or study skills which make learning more effective and efficient, Oxford & Crookall, (1989:404). In conclusion, the reader must know the reading strategy so that they do not have difficulty in finding the information they want to know. If they don't understand, they won't reach the comprehension of the text they read.

C. Previous Relevant Studies

Several studies on the analysis of students' reading comprehension have been carried out by several researchers. The researcher considers this research as a valuable source of information and can be used as an additional reference in the preparation of the thesis. Relevant studies are needed to look at some past analysts. This is related research that has relevance to this exploration.

The first is by Febri Nila Rosaria Hutagalung¹, Dervine Hutagalung², Dinaria Veronika Simanjuntak³, Putri Delima Yanti Tampubolon⁴. The title is *An Analysis of Students Reading Comprehension on Recount Text at SMK DHARMA BAKTI 1 MEDAN, Vol. 7, No. 1. 2021*. This research was conducted to describe the students' ability to read and understand the Recount Text. The purpose of this study was to analyze the students' ability in understanding the Recount Text. This research used descriptive qualitative method. This research was conducted at SMK Dharma Bakti 1 Medan. The sample of this research was 17 students of class 10 TKJ. This study used a reading test and interview instruments. Based on the research results, it was found that the highest score of students was 73.00 and the lowest score of students was 6.00. The low score of students caused by the lack of understanding of students in reading recount text and limited vocabulary of students.

The second journal is by N.K.R. Saraswati¹, P.E. Dambayana², N.P. A. Pratiwi³. The title *An Analysis of Students' Reading Comprehension Difficulties*

of Eighth Grade Students, Vol. 19, No. 1, Maret 2021. This study aimed to investigate students' reading comprehension difficulties of eighth-grade students at SMP N 4 Tegallalang in reading comprehension. This study aims to determine the students' difficulties in reading comprehension. As a result, their respondents experienced difficulties in 5 aspects of reading comprehension, namely, determining the main idea was the most difficult aspect faced by eighth-graders with a percentage of 72%, then locating references 70%, understanding vocabulary and detailed information 68% and 67%, and last, making inference 63%.

Another study was conducted by Estika Satriani (2018) she researched the difficulties of students in reading comprehension material for English students at the Islamic University of Riau. The results of her research showed that the difficulties faced by students are that they are difficult in several aspects, the first is having low reading motivation. This caused no reading habit. Their lack of reading skills makes it difficult for them to understand the text they are reading. The second is that students do not have good background knowledge for good text comprehension. They did not study the lesson well and had never read a similar text before. And the last one is that students have difficulty in understanding vocabulary and poor grammar mastery.

From the three studies described above, the researcher concluded that this research has similarities with the previous study, namely focusing on students' difficulties in reading comprehension. The difference between this research is the subject and purpose of the research. Estika's research aims to find out difficulties in reading comprehension at the Islamic University of Riau. Meanwhile, the purpose of Febri Nila Rosaria Hutagalungl's research purpose of this study was to analyze the students' ability in understanding the Recount Text. This research used descriptive qualitative method. This research was conducted at SMK Dharma Bakti 1 Medan. The last study investigates the difficulties in reading comprehension of eighth-grade students at SMP N 4 Tegallalang.

This research was conducted to the seventh-grade students of SMP N 05 Tanah Pinoh Barat Melawi Regency. This study aimed at the student's difficulties

in reading comprehension. The difficulties of students in Junior High School and their respondents may have differences. Therefore, this research must be carried out.