

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. The Difficulties in Reading Comprehension**

##### **1. Definition of Difficulties in Reading Comprehension**

The difficulty is a situation where students cannot learn well, because of interference. Learning disorders are caused by a lack of student understanding of the material being taught. This causes the learning process to be hampered and causes their learning achievement to decline. The difficulties at the word level are related to decoding and word identification skills and involve problems with comprehension, knowledge of phonic and orthographic units in words, and the use of analogies and the context of sentences or paragraphs (Westwood, 2008).

Fisher (2016: 3), states that students who tend to fail to understand the text get a painful experience to build personal knowledge which requires the reader to read the text well. sometimes students also tend not to read seriously because they do not know the meaning of the text they are reading.

According to Oberholzer (2005), difficulties in reading comprehension can have an increasingly negative effect on students' schoolwork and higher education as reading requirements become larger and wider. Difficulties in understanding reading texts must be known and resolved by students and teachers because understanding reading texts is an important skill and indicator of achievement in reading that must be achieved by students.

Based on the explanation of the difficulties in reading comprehension from the experts above, the researcher concluded that the difficulty in reading comprehension 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. Reasons for Difficulties in Reading Comprehension**

In learning reading comprehension, there are several causes of difficulties in reading comprehension. The difficulties in reading comprehension occur for various reasons such as the background of the learner, teaching techniques, and the learning environment (Westwood, 2001:16). The first is the background of the learner, the background of the learner means something that comes from the learner. Such as students' attitudes towards reading, such as interest and motivation to read as well as prior knowledge that students have known before. The second is teaching techniques, teachers are one of the school environments that have an important role in schools improving student achievement and interest in the learning process. The last is the Learning environment. The environment can also affect students' interest in the learning process.

Joseph, (2001:1172) states that students have difficulty understanding and deriving the meaning of the text, it is necessary to give explicit instructions to understand it. In this case, difficulties in understanding the text can be caused because students do not know the meaning of the word and also cannot capture the information in the text reading. Therefore, students have difficulty understanding the meaning of words and cannot conclude the information.

## **3. Factors of Students' Difficulties in Reading Comprehension**

The reading a text, students may encounter many factors that contribute to the cause of students difficulties in comprehending text. Kennedy, (1981) states that comprehending English, and reading texts is not an easy thing, so many students find difficulties in comprehending English reading texts especially like looking find to detail information and main idea in the text. The difficulties in reading comprehension are produced by several factors. Some of those factors are language knowledge, learner's background knowledge, motivation, the lack of reading strategies, and the reading process (Mardiani, 2021:987), namely:

a. Language knowledge

Word knowledge is the most important element for reading comprehension because readers cannot comprehend the sentence without attaching the meaning to the word a passage with many unfamiliar words causes difficulties in comprehension.

b. Learner's Background knowledge

The learner's background knowledge is one area of research in which researcher have attempted to discover how what readers know affects what they understand. For example, if students have limited background knowledge in reading a text, they cannot follow and understand it because they do not know what the text is about. A learner's background knowledge is defined as a student's prior knowledge of the world, the aim of which is to integrate new information from the text into previous information. If students do not know what type of text it is, such as a newspaper, fairy tale, or business letter, they cannot follow and understand what the text is about. Students will be able to understand a text well if they already know the type of text.

c. Motivation

Motivation is one of the important roles of students and the reason why students when reading a text will affect their reading achievement. If students are not interested in the topic they are reading. They may fail to read. So it can be concluded that students' motivation can affect reading results. Studies of poor students of first and second languages have shown that poor students lack the motivation to read or improve their reading skills; As a result, lack of motivation becomes an obstacle to reading comprehension.

Research shows that positive motivation plays an important role in the development of reading that promotes immediate comprehension through greater amounts of expanded reading. Prior knowledge and reading strategies will be inactive and useless if

students do not have the motivation to read. Therefore, reading fails when reading loses motivation.

d. The Lack of Reading Strategies

The lack of reading strategies is another issue that causes difficulty in reading comprehension. If students have acquired reading skills or strategies, they can process text efficiently. Referred to strategies as learning techniques, behaviors, problem-solving, or study skills that make learning more effective and efficient. In conclusion, the students must know the reading strategy so that they do not have difficulty finding the information they want to know. If they don't understand, they won't reach the comprehension of the text they read.

e. Reading Process

The reading process is a psycholinguistic process in which students do not use all the information on the page; therefore, they do not need to know every word to understand the text. Although long sentences with embedded clauses are more difficult to read, second language acquisition research has shown that students can understand texts that are beyond their syntactic abilities. They can ignore grammatical difficulties and extract meaning from other sources such as vocabulary, or context clues, and still understand a passage. This is where students have to choose the most productive sign language to define the author's message. In addition, the reading process is a complex process to reconstruct the meaning encoded by the author.

The researcher concluded to the factors of difficulty in understanding the reading text are language knowledge, learner's background knowledge, motivation, lack of reading strategies, and the reading process.

## **B. Reading Comprehension**

### **1. Definition of Reading Comprehension**

Reading comprehension is any complex developmental process that requires the coordination of cognitive, language, and social processes. Based on this statement, reading comprehension is the ability to read a person's text, be able to process it, and understand its meaning. Reading comprehension is an active process of acquiring meaning by involving the knowledge and experience possessed by the reader and associated with the content of the reading. Sari (2017:27), states that reading comprehension is a matter of understanding written reading texts to obtain information efficiently.

According to Oakhill (2015:1), reading comprehension is a complex task, which requires the orchestration of many different cognitive skills and abilities. It means that reading comprehension is the ability to read text, process, and understand its meaning. When students are reading, they are doing a thinking process by comprehending all the words, phrases, sentences, and paragraphs to get the meaning of the text as a whole.

Larasati (2019:9), states that reading comprehension is one of the abilities to read texts and understand the meaning of reading. Everyone has their own ability to understand the meaning of a reading text which is influenced by that person's ability. Reading comprehension is not quite easy, the readers should require their thought and perception to get information from the text.

Based on some of the definitions above, the researcher can concluded to understanding reading texts is very important in a language because from reading comprehension we can find various information, ideas, knowledge needed, and word recognition in a reading text.

### **2. The Purposes of Reading Comprehension**

Reading comprehension is very beneficial for students and academic learning. The purpose of reading is comprehending the text to gain any information includes in the text, and in academic learning, it is important to

master reading in their subject to achieve a good result, because, in every subject, students' learning activities involve reading. According to Grabe and Stoller (2002:6), some purposes of reading are as followed:

a. Reading to search for simple information

In reading to search, the readers typically scan the text for a specific piece of information or a specific word.

b. Reading to skim quickly

Reading to skim involves, in essence, a combination of strategies for guessing where important information might be in the text and then using basic reading comprehension skills on those segments of the text until a general idea is formed.

c. Reading to learn from texts

Reading to learn typically occurs in academic and professional contexts in which a person needs to learn a considerable amount of information from a text.

d. Reading to integrate information, write and critique texts.

These skills inevitably require critical evaluation 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. In this respect, both readings to write and reading to critique text may be task variants of reading to integrate information.

e. Reading for general comprehension.

The notion of general reading comprehension has been intentionally saved for last in this discussion for two reasons. First, it is the most basic purpose of reading, underlying and supporting most other purposes for reading. Second, general reading comprehension is more complex than commonly assumed.

Based on the purposes which have been mentioned, the researcher concluded that reading has a lot of purposes, to know the meaning of a text the students should read first. Through reading, the students can understand the information given in the text and be able to explore their knowledge.

The most important thing is the students want to get information from reading a text.

### **3. The Indicator of Reading Comprehension**

Based on reading comprehension, several reading indicators can be used to measure students' understanding. Indicators or aspects must be mastered by students to understand the text. Puspita, (2017:13), five aspects of reading comprehension must be understood by students, namely determining the main idea, detailed information, making inference, locating reference, and understanding the meaning of words (vocabulary).

#### **a. Determining the Main Idea**

The main idea is a summary statement that includes the details or ideas in a selection. It is what all the other sentences are about. The main idea is more specific than the topic. Whereas the topic is the subject, the main idea is the general idea that is expressed about the topic. The main idea is the essence of a paragraph which is more true if the author wants to convey a message to the reader. Therefore, the main idea is very important in a paragraph that the author develops as the main idea. Examples of questions in determining the main idea:

- 1) What is the main idea of the second paragraph?
- 2) What is the main idea of the first paragraph?

#### **b. Detail Information**

Detail information is additional information that explains, defines, or proves the main idea. In the text, we can find supporting detail to answer the question of who, why, when, where, what, and how. There are explicit and implicit supporting details. Explicit is something that is clearly expressed or stated in the text. Moreover, implicit is something that is implied indirectly without being directly expressed in the text. Some examples of detailed information, namely:

- 1) "According to the passage, who were fighting for the conversation in the forest?"
- 2) "All of the following are true except..."

c. Making Inference

Making Inference is very important to ensure a good understanding of a text. Readers focus on what they are looking for from the text and don't focus on the unimportant text. In making inferences, students are expected to be able to understand the text and find conclusions from statements in a text. Readers are also expected to practice combining clues from the text and their background knowledge to create a conclusion. This means that the clues in the text will help students to build assumptions and draw conclusions. So, they can answer those questions. Examples of questions are often stated in one of the following forms:

- 1) "From the passage, we can conclude that...".
- 2) "what is the meaning of the statement above?".

d. Locating Reference

In English, as in any other language, it can be awkward and boring to have and repeat the same word or phrase every time a reader used it. Students are expected to know what pronouns are used in sentences.

In this case, students are expected to understand the pronouns used in the reading text. Such as pronouns used to indicate people, places, or situations that are usually used in the text. Examples of questions are often stated in one of the following forms:

- 1) "The word "he" line 4 refers to....".
- 2) "The word "it's" in line 3 refers to....".

e. Understanding the Meaning of Words (Vocabulary)

Students are expected to expand their knowledge of vocabulary every time they read, such as by finding out the meaning of new words they encounter in the dictionary and guessing the meaning from the context. The context can help students to make general predictions about their meaning. This means that making predictions from context will greatly assist students in understanding the meaning of a passage without constantly searching for each new word. Vocabulary is the main

component to understand a reading text from reading ability. In the process of adding vocabulary when students read from a text, such as looking up the meaning of a new word in a dictionary and guessing the meaning of the context. Examples of questions to understand the meaning of words, namely:

- 1) "What is the meaning of the underlined sentence?".
- 2) "The underlined word refers to ...".

Based on the explanation of the theory, the researcher will focus on 5 aspects or indicators based on the problems faced by students, namely: determining the main idea, detailed information, making inferences, locating reference, and understanding the meaning of words.

#### **4. Reading Comprehension Strategies**

According to Patel and Jain (2008: 117), several reading strategies can occur in language classes, there are several ways in which these can be categorized, as follows:

##### **a. Intensive reading**

Intensive reading is reading text or reading readings. In this reading, the learner reads the text to gain knowledge or analysis. The purpose of reading this is to read shorter texts. This reading is done to obtain certain information. There are several characteristics of intensive reading:

- 1) This reading helps the learner develop active vocabulary.
- 2) Teacher plays the main role in this reading.
- 3) Linguistic items are developed.
- 4) This reading aims at the active use of language.
- 5) Intensive reading is reading aloud.
- 6) In intensive reading speech habits are emphasized and accent, stress, intonation, and rhythm can be corrected.

##### **b. Extensive Reading**

Extensive reading is a form of learning from input that focuses on meaning. During extensive reading, learners should be interested in what they are reading and should read with their attention to the meaning of

the text rather than studying the language features of the text. Extensive reading can serve as the basis for an oral report to the whole class or a full class discussion. This may be a resource for written compositions in which students deal with specific issues arising from the material in the book. There are several characteristics of extensive reading, namely:

- 1) It helps learners to develop active vocabulary.
- 2) Extensive reading is silent reading.
- 3) In extensive reading, the subject is emphasized.
- 4) In extensive reading, students play the main role because they have to ask the steps.
- 5) In extensive reading ideas can be developed.
- 6) The purpose of extensive reading is to enrich students' knowledge.
- 7) Through extensive reading, a good reading habit can be developed.

c. Reading aloud

Reading aloud is the activity that must be given at the primary level because it is the base of word pronunciation. If it does not care, it will be very difficult at the secondary level.

d. Silent reading

The teacher has to make the students read silently as and when they can read without any difficulties. The silent reading is given at the secondary level because the students do not need aid from the teachers to correct their pronunciation.

From the explanation, the researcher used silent reading. This will help students to get a lot of vocabulary and information about a text so that students can know the gist of the reading.

### **C. Previous Study**

Some researchers have conducted research involving the learning activities in reading difficulties, namely:

Masri, R. (2016), has researched “Students' Difficulties in Reading English Recount Texts”. The researcher concludes with the results of the test

instruments used and a list of questions, and this study used a descriptive method. every student has difficulties in the recount text process: comprehension and retention in reading recount text, the problem is that students have difficulties in understanding and analyzing the contents of the reading text. some students are still confused in understanding English texts, especially recount texts. Sometimes students do not have prior knowledge as a basis for understanding reading texts. Thus, students have difficulty completing reading the recount text. Students also have problems in memorizing vocabulary caused by low motivation in learning to read English texts.

Qrquez, M., & Rashid, R. (2017), has researched “Reading Comprehension Difficulties among EFL Learners: The Case of First and Second-Year Students at Yarmouk University in Jordan”. The researcher concludes that most of the respondents are highly motivated to learn, because they need to acquire English, however, they face some obstacles in the reading process, such as ambiguous words, unfamiliar vocabulary, and limited time available to process them. text cognitively. The findings of this study may be useful for policy policymakers to the experience for surrounding students.

Kasim, U., & Raisha, S. (2017), has researched “EFL Students’ Reading Comprehension Problems: Linguistics and Non-Linguistic Complexities”. The researcher concludes that this study aims to investigate how to solve reading comprehension problems among students in EFL classes. The class search tries to identify linguistic and non-linguistic reading comprehension problems. The results of this study indicate that most students experience reading problems the most in linguistics, and the biggest reading comprehension problem is with semantics which the participants consider foreign language vocabulary to be their main problem in understanding English texts.

Hidayati, D. (2018), has researched “Students’ Difficulties in Reading Comprehension”. This research was conducted at SMAN 1 Darussalam Aceh Besar. The purpose of this study was to determine the difficulties faced by the eleventh graders of SMAN 1 Darussalam Aceh Besar. The method used for

this research is descriptive quantitative, in which the test and questionnaire were used as an instrument of the data collection method. The test consists of 20 question items which are divided into five types of questions, namely: main ideas, detailed information, making conclusions, looking for references, and vocabulary. This study uses a difficulty index and percentage to analyze the data. The test results show that most of the eleventh grade students SMAN 1 Darussalam, Aceh Besar had difficulty answering the main idea, drawing conclusions, and finding reference questions. The most difficult aspect encountered by the eleventh graders of SMAN 1 Darussalam Aceh Besar is the question of the main idea because the main idea located is difficult to find.

Laily, R. (2018), has researched “The Analysis on Students’ Difficulties in Doing Reading Comprehension Final Test”. The researcher concludes that this finding shows that most of the students face problems related to vocabulary knowledge or mastery. This problem is related to poor reading habits and the lack of interest in reading comprehension courses they have in class. Students need more interactive learning activities to be applied more deeply in class such as games, or audio-visual media to keep them interested while the lecture continues or to reduce their anxiety.

Based on the research above, the researcher has different and similar aspects in conducting research. Previous research can be concluded that what makes this research similar is analyzing the problem of reading comprehension of reading texts that have become the focus of research. Based on previous research, the researcher is interested in analyzing which focuses on students' difficulties in comprehending English reading texts and what factors affect the students' difficulties.