CHAPTER II
LITERATURE REVIEW

A. Reading

1. Definition of Reading

Reading is an activity to see what is written and the process of understanding the contents of the text aloud or silently. The definition of reading has undergone many changes. In the past, reading simply meant extracting visual information from any given code or system. However, thereafter, reading became much more complex and involved the understanding of a whole text composed of written signs (Lone, n.d.).

Reading is the process of constructing meaning from written texts. It is a complex skill requiring the coordination of several interrelated sources of information (Connors-Tadros, 2014). by reading someone will get information, knowledge, and new experiences that have never been known before. All that is obtained through reading it will enable the person to be able to heighten the power of his mind, sharpen his views, and broaden his horizons. Reading is an activity to understand and explore the information conveyed by the author through written media.

Reading is a very critical component of children's development. As a psychological process, reading development will be influenced by psychological things, such as intelligence, mental age, gender, socioeconomic level, language, race, personality, attitude, physical growth, perception ability, and level of reading ability. As a developmental process, it means that reading is a developmental process that occurs throughout a person's life. Reading has the most vital role in contributing to the golden generations of progress, we certainly agree that reading will increase intelligence and knowledge.

Reading is a process that is carried out and used by the reader to get the message that the writer wants to convey through the medium of words/written language. A process that demands that a group of words that

constitute a unit will be seen at a glance and that the meaning of individual words will be known. If this is not fulfilled, then the explicit and implied messages will not be caught or understood, and the reading process will not be carried out properly. Reading is essentially a physical and psychological process. The physical process is in the form of observing writing visually and is a mechanical process in reading. The mechanical process continues with a psychological process in the form of thinking activities in processing information. The psychological process begins when the visual senses send the results of observations of writing to the center of consciousness through the nervous system.

2. Types of Reading

There are various types of reading skills that we know in general, namely skimming, scanning, intensive, and extensive. All four are types of reading, and they present the technique you use and the skills you use to read (Alshammari, 2015).

a. Scanning. This refers to the process of going quickly through a text to find particularinformation, such as specific phrases, figures, names, and so on.

b. Skimming. This equates to a quick reading through of a text to establish the gist or to forman overall impression about the topic.

c. Intensive reading (reading for detail). In this case, the reader may read shorter texts toextract definite information or may try to recognize and analyze the organization and contentof the texts being read.

d. Extensive reading. This deals with reading an entire text, usually for enjoyment, such asshort stories, novels, or plays. It is a fluency reading, which usually ends with constructing ageneral understanding.

3. Aspect of Reading

Some aspects are highly related to each other. They are the main idea, detailed information,   vocabulary, and inference in reading comprehension(Nisa et al., 2018). When children learn to read, they develop skills in all these areas for becoming skilled readers.

Any good reading program supports these components of reading identified by the National Reading Panel and recognized as foundational reading skills. In this guide, we will dig deeper into these elements to see how they connect to creating a reading plan.

a. Main Idea

The main idea of a passage or reading text is the central thought or message. In contrast to the term topic, which refers to the subject under discussion, the term main idea refers to the point or thought being expressed.

b. Detail

The purpose of reading guides the reader's selection of texts. All people read for some purpose. It is also the first thing that we must be able to do to identify the topic of the text.

c. Vocabulary

This relationship is logical to get meaning from what they read, students need both a great many words in their vocabularies and the ability to use various strategies to establish the meanings of new words when they encounter them.

d. Inference

The inference is the ability to read between the lines or to get the meaning an author implies but does not state directly.

e. Reference

In identifying references, the students are expected to understand what the pronouns in the sentences are used such as the pronouns that are used to show people, places, or situations (Qurniawan, 2020).

4. The Importance of Reading

Beginning reading may beconsidered trivial, but the reality is reading an important to learn. This will have an impacton the advanced reading level that iscontrolled by students. Students who have not been able to read well will experience difficulties in participating in learning activities for all subjects, because they will experience dificulties in capturing and

understanding information that is presented in various writen textbooks supporting books and other written learningresources, and studets will be slow to absorb lessons (Ningsih et al., 2019).

Reading is an important aspect of life. Many benefits can be obtained from reading, such as improving brain performance, increasing knowledge, and sharpening memory. The importance of reading among others, can add insight, increase knowledge, increase vocabulary. Reading has many benefits, but it's a skill that even a lot of adults don't use enough. A key part of achieving the goal of increased effective communication of the importance of reading across the life time lies in educators' awareness and willing intervention (Merga & Mat Roni, 2018)

B. Factors of reading difficulties

Factors difficulties faced by students are divided into external and internal(Hidayati,. 2018).

1. Difficulty in understanding long sentence

A common problem is that most of the students find difficulty in understanding long sentences with complicated structures. Therefore, the effect of this problem is the students who cannot comprehend long sentences fail to understand the main idea presented in the text

2. Difficulty in Using Reading Strategies

The students who lack reading strategies often fail in understanding the text.

3. Difficulty in Concentration

Difficulty in concentration during reading can be caused by a psychological factor. Bad concentration will lead the students to fail to comprehend the text. It can be worse when the students do reading tests. Difficulty in concentration is another reason for students' poor reading because concentration is an important factor for good and effective reading.

Reading difficulties are influenced by several factors. (Rohimah, 2021)There are two factors that affect reading difficulties, internal factors and external factors:

1. Internal factors can be seen from the physical students. Physical weakness can affect reading difficulties.

2. External factors of students that can affect reading difficulties are factors from the social environment and the most influential is the role of parents who accompany children to read at home. Parents who do not participate in the development of students' reading will hinder students' reading skills.

C. Previous Study

The researcher concludes that the main strategy to overcome the difficulties often faced by students is comprehension monitoring It would help them to improve their reading comprehension ability since it makes them reread the passage that they should comprehend (Lestari et al., 2020).

Students' difficulties in their background knowledge were about their interest in studying English. Vocabulary problems were faced by the students because they did not know the meaning of the vocabulary and lacked knowledge of vocabulary. Sentence problems happened because the students had difficulties understanding long sentences. Then, students' difficulties in the rhetorical structure were because they could not understand the information in the text.

It can be concluded there are some difficulties that the students still find in reading comprehension. The difficulties that students have can be seen in their students' worksheets. The first factor is the inadequate instruction of teachers who do not accustom students to reading and the teacher sometimes explains beyond the topic being discussed, the second is the lack of pupil interest some students are not interested in reading because they are not accustomed to reading and are not accustomed to reading by their teacher. third-factor vocabulary difficulties students find it difficult to translate some

words in reading but students do not want to use a dictionary to find out the meaning of words they do not know. so the factor most experienced by students is difficulties with vocabulary, almost all students experience this because they do not want to find out the meaning of words they do not know (Prihatini, 2020).

(Desi Sapitri et al., 2020) Most of the students had difficulty in reading because they had limited vocabulary and rarely read which made them confused when reading answering the text and answering the questions. The researcher found four factors causing the students difficulties in reading comprehension. There are Difficulties in understanding vocabulary, house environment, school environment, and the lack of students in learning English. (Sapitri et al., 2022)