

CHAPTER II
THE DIFFICULTIES OF TEACHING READING COMPREHENSION IN
RURAL SCHOOL

A. The Nature of Reading Comprehension

1. The Reading Comprehension

Reading comprehension is so important to recognize that reading can be a transformative experience influencing the thinking and learning of the reader. Westwood (2001: 31) stated that reading comprehension is an active thinking process, through which a reader intentionally constructs meaning to form a deeper understanding of concepts and information presented in a text.

Reading comprehension is the process of reading the text and understanding its meaning. The goal is to gain an overall understanding of what is in the text rather than to obtain the meaning from isolated words or sentences.

According to Klingner, *et al* (2007: 2), reading comprehension is the process of constructing meaning by coordinating a number of complex processes including word reading, word and world knowledge, and fluency. Reading comprehension not limited to knowledge of textual information, but comprehension becomes the complex interaction of text, and contextual factors.

From the definition above, reading comprehension as the ability to find the researcher idea or the comprehension in the text. The essence of reading comprehension is to understands all the information that delivered by the writer. It also refers to the ability to connect between the words in a text, and the relationship between ideas conveyed in a text.

2. Aspects of Reading Comprehension

There are some important aspects of reading comprehension that need to be learned. King and Stanley cited in Purwanti (2017:82)

states that there are five components of reading comprehension which should be focused when reading a text, they are:

a. Finding detail information (Explicit)

Factual information requires readers to scan specific details. The factual information is the information that explicitly stated in the text. There are many types of the question of factual information such as question type of reason, purpose, result, comparison, means, identity, time and amount in which most of the answers can be found in the text.

b. Finding the main idea

Reading concern with meaning to a greater extent than it is with form. An efficient reader understands not only the ideas but also their relative significance, as expressed by the author, in order words, some of the ideas are subordinate while other subordinates.

c. Finding the meaning of vocabulary context

Finding the meaning of vocabulary in context means that reader could develop his or her ability in guessing the words which is familiar or not, by relating the close meaning of unfamiliar words to the text and the topic of the text is read. The words have nearly equivalent meaning when it has it or nearly the same meaning as another word.

d. Identifying Reference

In English, as in other languages, it would be clumsy and boring to have and to repeat the same word or phrase every time a reader uses it. To know the reference used in a text is very important because references often used in order to avoid the subject's repetition.

e. Identifying inference (Implicit information)

The important thing needed in reading understands. Making inferences is how students could think more about the implicit meaning in the text. It is a skill that allows students to use their

prior knowledge toward the text to understand something that is not directly stated in the text. From the theory, it can be concluded that there are five aspects of reading comprehension that should be mastered by the students.

3. The Importance of Reading Comprehension

Delivering an idea can not only by having an oral conversation or speech, but also by having some notes in the form of written language. Reading is a written art that covers much knowledge inside and tries to find the main purpose of the text. Duffy (2009: 22) all reading comprehension requires the reader to make inferences. When a reader makes a prediction, he or she uses background knowledge to "infer" what will come next. However, most people will be a pleasure to remember what is being written by the writer.

Based on the explanation above, the researcher concludes that reading comprehension is very important in order to allow the students able to share and write their idea, it is also help the readers to be awake their understanding.

B. Teaching Reading Comprehension

In teaching reading comprehension, teachers need to assess comprehension for many different purposes. It also an important active thinking activity the students use while reading and trying to make sense of the text. The students or readers are not only read but they also analysis or predict what happens and tell in the text. Reading comprehension also needs students to relate their prior knowledge to fully understand what is in the text. Klingner, *et al* (2007: 8) states that reading comprehension involves much more than readers' responses to the text. Reading comprehension is a multi-component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in the text, understanding of text types).

Comprehension is the reason for reading. If the readers can read the word but they do not understand what they are reading. It means that they do not comprehend what the text contains. Understanding the characteristics of the text is not enough to comprehend the content of the text. Therefore, reading comprehension is needed in comprehending a text.

In teaching reading, the teacher is expected to give an opportunity for students to read the texts comprehensively. It means that the teacher should create a situation where students can read the text silently and after that discuss the text together. Teaching reading comprehension is not easy, the teacher should use some strategy in teaching and learning process the classroom. A teacher needs his or her ability to organize the teaching process including how to teach the material to the students, how to encourage the students to study hard. Because reading comprehension is an important skill, it is the key or getting information or science that the students have read.

According to Patel and Jain (2008: 114), Reading is a form of experience. Reading brings us in contact with the minds of great authors, with the written account of their experiences. While Snow (2002: 9) Teachers think of reading comprehension as what students are taught to do in reading instruction during the early school years and as the reading capacities they are expected to display throughout the middle and high school years. Based on the explanation above, the researcher concludes that teaching reading comprehension as the process to help the students learn how to contact the written account of their experiences in reading instruction during the teaching and learning process.

C. Strategies in Teaching Reading Comprehension

In teaching reading comprehension in the classroom, the teacher can use some strategies. There are some strategies in teaching reading comprehension according to (Vacca and Vacca in Sarjan and Mardiana 2017: 2):

1. Scaffolding Strategy

Scaffolding strategy allows teachers to help diverse learners negotiate to mean and overcome difficulties in a text-related learning situation. Scaffolding is a process whereby a student is helped to solve a particular problem beyond its developmental capacity through the help of a teacher or other person with more ability.

2. Think-aloud

Think Alouds is a strategy that helps students with learning activities, Aims to recall more significant information from the texts given by the teacher. The ability of teachers to transfer creativity and control the students in completing each step of the way think-aloud strategy in understanding reading texts and teachers make their thinking explicit by verbalizing their thoughts while reading orally.

3. Reciprocal Teaching

Reciprocal Teaching is a strategy that asks students and teachers to share the role of the teacher by allowing both to lead the discussion about a given reading. Reciprocal Teaching involves four strategies that guide the discussion: predicting, question generating, summarizing and clarifying.

3. SQ3R

SQ3R is a systematic reading strategy to help you organize the reading process into manageable units. It is only one of many similar strategies that you can use to improve comprehension. It consists of five steps, they are: Surveying, questioning, reading, reciting, and reviewing. The SQ3R strategy involves (1) reading the headings in the chapter quickly to get its important part, (2) turning the heading in to question, (3) reading to find the answer to the question, (4) recall the important point (the answer to the

question) by retelling them or writing them in one's memory at the important point.

4. QARS

QARS is a reading strategy through understanding and analysis of questions. In other words, this strategy guides students to understand the questions in order to get information in reading itself. So that in practice in the classroom students only glance read the reading and to understand further the focus of students is the questions given by the teacher about the text reading.

D. The Difficulties of Teaching Reading Comprehension

Difficulties may face by the teacher in teaching reading comprehension in the classroom. Some difficulties or problems are explained by experts. The difficulty is something that complicated to do (Richard 2007 in Wahab 2012). It will be seen from students' mistake or error learning process. In fact, many junior high school students often find difficulties in reading comprehension. These difficulties result in the student's poor performance in the reading test. Thus, these factors arise some difficulties in reading comprehension. According to Klingner, *et al* (2007: 5) students with learning disabilities are likely to demonstrate difficulties with decoding, fluency (reading words quickly and accurately), and vocabulary.

In particular, the notion that learning and reading difficulties are predominantly a result of deficiencies within the reader is considered too narrow a focus and ignores the range and complexity of social, education, cultural and environmental factors that influence reading (Culican and Emmitt 2002; Reid and Green 2004 in Wolley 2011: 8). There are some factors difficulties faced by students divided into external and internal. Internal factor includes physics, intellectual, and psychological. While external factors include family and school environments. There are some internal factors that influence students in reading comprehension.

According to Wallace (2001:8), and Li-Juan in Apsari (2015:224), mentions that there are three common problems that usually encountered by the teacher in teaching reading.

1. Vocabulary oriented teaching Li-Juan (2007) in Apsari (2015:224). In this case, the teachers' presentation mainly focuses on vocabulary. As a result, the teachers have no idea about the complexity of the reading process.
2. The teachers seldom get down to learn their students' needs, have them analyzed and tailor the teaching method accordingly (Li-Juan, 2007). Here, the teachers just rigidly follow the natural arrangement of texts and exercises with the help of their perceptual experiences. Then, they exploit the text just for its own sake, not to use it as a tool to teach students to read effectively.
3. The lack of theoretical knowledge of EFL. Wallace (2001:8) explains that it can affect a situation where the teachers usually have little idea about how to plan a lesson regularly and systematically. Thus, what the teachers often do just sitting on the desk, going through

Streitz (1925:13-35) mentioned the difficulties in teaching reading, there are as follows:

1. How to develop an interest in reading.

Some teachers state that they have great difficulty in interesting pupils in reading. This may be due to a number of causes. Perhaps the pupils are already familiar with the selections to be read, the reader may be too difficult or otherwise not suitable for children or the method of teaching may tend to cultivate wrong habits and attitudes.

2. How to train the students to be fluent in the recognition of words and phrases.

Fluent recognition of words and phrases as used here includes the ability to associate them with their proper meanings. In recognizing words the eyes are fixated on only a few letters. A child must spend

years in practice before he can attain general facility in word and phrase recognition which characterizes a good reader but he can begin in primary grades the formation of reading habits which will be of use to him later on.

3. How to secure appropriate supplementary material in a usable form.

The amount of material in school readers is not sufficient and sometimes not appropriate for supplementary reading. In the third and fourth grades especially the vocabulary in the readers is often too advanced and the content too meager. The supplementary material must be appropriate, not too easy nor too difficult, must be interesting and avoid duplication.

4. How to get the students to comprehend the material which they read.

All teachers are familiar with the experience of having pupils' rates of reading far in advance of their comprehension. Failure to comprehend may be due to several causes such as a lack of a good method of silent reading, lack of practice in reading silently due either to insufficient opportunity or to the absence of a strong motive, and lack of sufficient acquaintance with the necessary vocabulary.

5. How to train pupils to recognize certain difficult words or letters.

Some children with normal vision seem to have difficulty with certain words or letters such as distinguishing between such words as was and saw left and left, and WMD and with, and such letters as "b" and "d" in print.

Based on the explanation above, it can be inferred that the teacher who gets difficulty in teaching reading might not realize that affective factors also play a significant role in how reading helps one learn a language as stated by Brown (2001 : 208). In other words, students' interest, the recognition of words and phrases, selecting and adapting materials is useful to make the process of teaching and learning effective, to comprehend the material, recognize certain difficult words or letters. to develop speed in silent reading. Thus, in order to make reading activity

meaningful teacher should find an Interesting stories often serve as a stimulus because the pupil becomes interested in the interesting of the story and wants to know the outcome, The words should be placed in sentences and presented in quick perception drills until the become familiar with the word, the teacher must create situations in which the emphasis is upon thought-getting. As stated by Green and Oxford (cited in Brown, 2001: 301) that reading for pleasure and reading without looking up all the unknown words were both highly correlated with overall language proficiency.

E. Rural School

Rakes and Cox in Jafre Ping and Rahman (2012: 6) state that, students in rural areas usually do not have the same level of access to resources as students who are from suburban or urban areas. According to Riley in Jafre Ping and Rahman (2012: 6), many students in rural schools are not exposed to the use of web-based resources in reading classrooms although it is well recognized as an effective and motivating learning tool. This is directly related to the fact that many of them are from less privileged backgrounds.

In rural schools teachers are more likely to teach multiple subjects, making it less likely that they are highly qualified in some of the subjects they teach. Finally, the rural school has difficulty recruiting and retaining new teachers, not just as a result of the highly qualified teacher requirements, but also because of teaching conditions unique to rural schools (Monk in Barley and Bringham, 2008: 1).

Based on the explanation above, the rural school area is the school which is located in the countryside, that still not enough developed yet. Rural school district face special challenges in ensuring a highly qualified rural faculty.

F. Reviews of Related Study

The first Asraf and Ahmad (2003) "Promoting English Language Development and the Reading Habit Among Students in Rural School Through the Guided Extensive Reading Program" Vol 15, No 2. The results of this study suggest that students in rural schools can and do benefit from extensive reading. The majority of the students in this study developed positive attitudes towards reading in English as the term progressed, although they were initially reluctant readers. However, whether extensive reading helped to increase their proficiency in English is something that cannot be determined conclusively by this study, given the fact that this study was conducted over a period of four months, and that the effects of extensive reading on the students' language proficiency can best be seen in the long term.

Furthermore, Sholihah (2013) the research that had been conducted "Comparative Study on Reading Comprehension Between Students of Junior High Schools in City and Rural Area at SMPN 1 Cilegon, SMPN 1 Serang and SMPN 1 Picung, SMPN 3 Banjarsari" Vol 2. No 2. The result of the study showed that there was a significant difference in students reading comprehension between students in city and rural areas. It can be seen from the result of the test. Based on a questionnaire which was given to the students and interview for the teacher, the researcher find out the factors that cause differences on reading comprehension between students in city and rural are, such as the students' interest, the motivation of students, teaching methodology, reading material, vocabulary mastery, and culture.

Based on the previous finding, it can be concluded that the difficulties in teaching reading comprehension that caused by the students' interest, the motivation of students, teaching methodology, reading material, vocabulary mastery, and culture. As the rural school in Sungai Betung Sub-district with some difficulties that have the same cause with

teaching reading comprehension for understanding and attention in the students' interest, the motivation of students, teaching methodology, reading material, vocabulary mastery.