

## CHAPTER II

### THEORETICAL FRAMEWORK

This chapter contains the theory of reading comprehension, indicator of reading comprehension and previous study on reading comprehension.

#### A. Reading Comprehension

Reading is a complex process that reframes the author's thoughts to give meaning to what is printed. Reading is therefore an active process that goes beyond recognizing words in text. During an active interaction (reading) with a text, the reader uses reading skills to understand the text.

To gain more understanding what the reader is actually doing while reading, Grabe (1991) name some of the components or factors involved in the reading process. Three factors that work together in reading. Vocabulary, Grammar Knowledge and Reading Interest (Grabe, 1991).

Reading is a process that begins with decode what is in print and ends with constructing meaning through active interaction between authors and readers.

#### B. Indicators of Reading Comprehension

Grabe (1991) suggests three factors that are interacting with one another during reading; Vocabulary Knowledge, Grammar Knowledge and Reading Interest.

##### 1. Vocabulary Knowledge

Automatic recognition skills are the main focus of automation research at the functional, letter, and word level and play an important role in explaining the lexical access ability of fluent readers.

Vocabulary Knowledge at a very basic level is obviously important for reading. Vocabulary knowledge is likewise recognized as an important feature of reading comprehension. The discussion of vocabulary in second language reading speaks to low word counts. As a result of these discussions,

fluent readers require a solid knowledge of linguistic structures and a large recognition vocabulary.

## 2. Grammar Knowledge

Readers should have a good knowledge of formal discourse structures (formal schemas). There is great evidence that knowing how a text is structured affects comprehension. Grammatical knowledge may facilitate the detection and correction of reading errors, thereby enhancing comprehension monitoring.

A fluent reader not only tries to understand the text while reading it, but also evaluates the textual information and compares/synthesizes it with other sources/knowledge sources. Synthesis and assessment skills and strategies are therefore important components of reading comprehension. Given the real-time limitations of the reading process, fluent readers typically do not use prediction to determine the next word in a text or to access words. Rather, predictions help the reader predict the subsequent development of the text and the author's perspective on the information presented.

## 3. Reading Interest

A student's interest in reading comprehension helps them reach their reading goals. Thus, students are able to make connections between what they already know and what they should know, given only their interest in reading as a whole. An interest in reading develops through reading activities. In academics, an effective or sufficient interest in reading enables students to quickly understand the meaning of the context in which they read and to answer questions without difficulty.

Interest in reading is important for increasing student success in school and in life outside of school, and also plays a very important role in the teaching and improvement of reading (Grabe W. and F. L. Stoller., 2002).

### **C. Extensive Reading**

ER can be defined as the independent reading of large amounts of material for information or pleasure. According to Day and Bamford (1998), the primary goal of the ER program is "to teach students how to read and enjoy a second language." ER provides students with a lot of easily comprehensible English books of various genres, allowing them to enjoy the learning process while improving their reading proficiency at the same time (Day et al., 1998).

Reading rate refers to reading fluency. ER promotes reading fluency because students read a lot of books at a suitably easy level, which leads to few interruptions in reading, thereby developing fluency (Stoller, 2015). And from the research was conducted by Lee, Schallert, and Kim (2015), the ER group, the high and middle proficiency students showed significant improvements in both grammar knowledge and usage of articles and prepositions, with the high proficiency group obtaining bigger improvement than the middle proficiency group.

### **D. Previous Study**

There are several similar studies related to this study.

1. From Al-Jarrah & Ismail (2018) on their research entitled "Reading Comprehension Difficulties Among EFL Learners in Higher Learning Institutions". This study focused on investigating reading comprehension difficulties among students of English as a foreign language in higher education institutions. Participants in this research involved Arab students from Universiti Sultan Zainal Abidin (UniSZA) and Universiti Malaysia Terengganu (UMT). The results showed that the reading difficulties faced by EFL Arabic students at certain institutions can affect their English proficiency and academic performance.

The difference of the previous study from this study is the object of the study. The object of study above is EFL learners in higher learning institutions. While this object of study is fourth semester students of English

department at IAIN Kediri. The similarity of the study above is that the study uses cohesion theory.

2. Gilakjani & Sabouri (2016) on their research entitled “A Study of Factors Affecting EFL Learners’ Reading Comprehension Skill and the Strategies for Improvement”. This study focused on the terms reading comprehension and reading comprehension, developed previous findings on the relationship between reading comprehension and reading comprehension, listed the factors that influence reading comprehension, describes effective strategies for reading comprehension, and finally provides reading comprehension. The results of this study indicate that appropriate reading strategies play an important role in improving students' reading comprehension of English as a foreign language.

The difference of the previous study from this study is the subject of the study. The subject of study above is reading comprehension skill and the strategies for improvement. While the subject of this study is reading comprehension difficulties. The similarity of the study above is that the study uses qualitative descriptive research and concerns on reading comprehension.

3. From Sajeerat Wutthisingchai, Peter James Stopps (2018) on their study entitled “An Analysis of Factors Affecting the English Reading Comprehension of Mattayomsuksa 5 Students in Amphur Mueang, Lampang Province”. Data were collected in 2015 from 1,827 Mattayomsuksa 5 students attending both government and private schools in Lampang Province, Amphur Mueang. The results showed that all respondents felt that the choice of text they read was the most important factor in their ability to read in English.

The difference of the previous study from this study is the object of the study. The object of study above is Mattayomsuksa 5 Students in Amphur Mueang, Lampang Province. While the object of this study is fourth semester students of English department at IAIN Kediri. The similarity of

the study above is that the study uses questionnaire and interviews as research instrument and concerns on reading comprehension.