

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents a review of related literature. It discusses the definitions of reading, reading comprehension, text, and previous studies.

2.1 Reading

In this part the researcher tries to explain the definition of reading, the purpose of reading.

2.1.1 Definition of reading

Reading is one of the most important basic skills that must be mastered by everyone, especially students. Because reading has many benefits for readers. by reading the reader will understand all the information provided by the author. In other words, reading is not only a series of sentences but also requires understanding the contents of the reading text. In this case there are many experts who define the meaning of reading which is quite a complex process. Harmer (1998) "stated that reading can be beneficial for acquiring language so the more students read, the better they understand it. Reading also had a good impact on students' knowledge of vocabulary, spelling and writing.

Dutcher (1990), states that "Reading is an interactive and complex process. This shows that the dynamic interactive process of the reader's background knowledge, information inferred by written language, and the context of the reading situation forms meaning. According to Grabe (2002) states that reading is the ability to infer the meaning of the printed text and collect information accurately. This means that in reading, readers need the

ability to describe and state the information contained in the contents of the text accurately.

Mc Cradien and Walcutt, stated that reading is the process of obtaining information from several words and from changing printed symbols or symbols into sounds which are language. But because we get information in the same way from spoken language, this goal does not define reading in a way that distinguishes it from speaking.

Based on this explanation it can be concluded that reading is a process that has many benefits and in the process of reading it requires the ability to draw meaning by paying attention to the words in the text, then interpreting the information correctly.

2.1.2 The Purposes of Reading

The purpose of reading depends on the reader himself. When people decide to read, it means they have a purpose. Even when they read novels for pleasure, they at least want to get some information about the story. Many experts propose reading goals. Grabe and Stoller (2002) suggest seven reading goals:

- a. to find simple information,
- b. speed reading,
- c. learn from text,
- d. to integrate information
- e. write,
- f. critique the text, and
- g. understand the text in general.

In short, when students have goals in reading material, it will make students more focused on what they want to get. Whatever the goal, students will have new information and it will be useful to their needs once the goal is set. In addition, through the right techniques in understanding reading material, students will be more focused in the learning process and maximize information.

2.2 Reading Comprehension

In this part the researcher tries to explain the definition of reading, the purpose of reading.

2.2.1 Definition of Reading Comprehension

In this case, reading cannot be separated from understanding. Reading comprehension is one of the reading skills that requires readers to understand the context of the text they are reading. The definition of understanding according to some experts. According to Woolley cited from, (Hasanah, 2022) Reading comprehension is the process of creating meaning from text. The goal is to fully understand what is described in the text to derive meaning from isolated words or sentences. In understanding reading text information, children develop mental models, or representations of the meaning of text ideas during the reading process.

According to (Delgado et al., 2018; Smith et al., 2021) Reading comprehension is a process in which the reader must observe linguistic symbols and reconstruct them into a meaningful whole. This means that reading comprehension is only a term that defines reading skills that are important not pronunciation or reading load, but understanding which is considered.

According to (Scoot 2002: khairulman 2002) states that reading comprehension is quite complex and involves a level of processing. In this case One of the most fundamental aspects of understanding is the ability to deal with foreign words encountered in the text.

Based on the several opinions above, it can be concluded that reading comprehension is a fairly complex matter where the reader observes the sim.

2.2.2 The Challenges of Reading Comprehension

Based on the Big Indonesian Dictionary "challenge" is defined as (a situation encountered in) something that requires mental or physical effort to be carried out successfully and therefore tests one's abilities, finding a solution to this problem is one of the biggest challenges faced by experts. scientists today. (Cambridge Dictionary). The meaning of "challenge" is a call to bring (a challenge to a statement) (Webster's New World Dictionary; 1974)

Every general subject has challenges that make students sometimes slow in understanding these subjects, including English subjects, especially in reading comprehension skills. In reading comprehension, some students experience challenges in the learning process. These challenges sometimes make it difficult for students to understand reading English texts. The student factors that influence challenges in the process of reading comprehension can come from outside and from within the students themselves. The fact is that some of the students the researcher met in junior high school had many problems in reading comprehension. The fact that these barriers were obtained from interviews with English teachers.

According to Harris and Smith (1986) based on a quote from Aulia (2021) states that there are seven main factors that can influence a reader to understand a text. Factors are divided into two categories. First, five factors that are internal to students, namely background experience, language skills, thinking skills, affection (interest, motivation, attitudes, beliefs, and feelings), and purpose of reading. The second includes two external factors, the nature of the text to be read and physical factors.

2.2.3 Reading Comprehension Aspect

According to Nuttal (1982) to understand the text well, students must master five aspects of reading, but students often find it difficult in these aspects, including:

1. Determining the Main Idea

The main idea is one of the important things in the text paragraph. The main idea is also often referred to as the core of the paragraph in the text or contains the basic idea of the author or creator of the Text Therefore, the main idea in the text is often also called the main thought or main idea of the text. The main idea is usually found in the first sentence. But, it can also be in the middle or at the end of the sentence. This is what usually makes students feel confused and have difficulty finding the main idea. Because they don't know where the main idea is.

2. Identify references

Reference is the antecedent of a pronoun. It is the word or phrase to which the pronoun refers. To identify references, students are required to understand

the use of pronouns in sentences. Such as pronouns are used to express people, places and locations, or situations.

3. Understanding vocabulary

It is important for students to master vocabulary. This is because, when reading, they always find new words and can guess the context of the text. Context helps students make general predictions. Predicting the context can help students to better understand the meaning of the text without looking up every word in the dictionary. A big problem that students have is the lack of vocabulary.

4. Making inferences

Inference is the process of finding the meaning contained in the text. to find the conclusion of the statement. they should be able to guess what the sentence means based on the context. some students should be able to combine clues from the text and their background knowledge to make inferences. The clues will help students to get conjectures and draw conclusions, so they will answer the question correctly. The question is as follows:

"What does the statement above mean?"

"From the passage, we can infer that..."

However, the students found it difficult to find the conclusion because the meaning of the statement was not written in the text.

5. Specific information

The last type of question usually found in reading texts is detailed information. This question is used to determine students' understanding of the material. In answering some questions, students can use the scanning strategy. In

addition, they can also underline key words in the question and look at the reading passage.

2.3 Text

2.3.1 Definition of Text

Text is a series of human-readable characters that are in the form of words and can be encoded into a computer-readable format. In order to clarify what a text means more clearly and to understand more broadly, the following is the understanding according to several experts hartono stated that a text is a unit of meaning that is coherent and in accordance with the meaning of the context. This means that the text is a cohesive unit that has meaning in context. In other words, a text can be any linguistic unit, it can be a word, sentence, paragraph, then it can be a text larger than one paragraph. The text has a meaning in linguistics and is unique.

2.3.2 Narrative text

Text has a very important role in the reading process because text can help students know the use of words to build meaning. Text is the most important means of language education (Sallabas, 2013). Quoted from (Fitri.N 2014). This means that the use of text is very important to support the reading process of Language Education. There are many kinds of language education texts that are taught in schools, one of which is narrative text. In this case, many experts define Narrative text in various ways. According to Hartono, Rudi (2017:29) Narrative text is a story that contains complications and tries to find solutions to solve the problem.

Harlina (2012) states that Narrative Text is a series of events that have a logical and chronological sequence caused by various factors. The main thing in understanding the text is the sense of plot, events, characters.

According to Hogin (Hamidi 2013) states that Narrative is a type of text that tells stories or events in chronological order or time sequence. Text chronology makes it easier for students to find information from the text.

Based on the definition above, it can be concluded that Narrative Text is text that tells sequential or chronological events and contains complications in it so that at the end of the story there is a solution to solve the problem.

2.3.3 Generic Structure of Narrative Text

According to Knap and Watkins (2005), Narrative text consists of the following generic structure:

a) Orientation

Orientation is the beginning of the story that tells who the characters in the story are, where the story takes place and when the action takes place.

b) Complications

It tells of the escalating crisis of the event. This is the climax of the narrative. In the middle of the story, the narrator generally points out the complications. Complications make the story more interesting because the main character is prevented from achieving what he or she wants. In this part the narrator raises the problems that occur in the story. Complications are descriptions from real life and tell readers that any problem can be solved.

c) Resolution

After spelling out many of the problems in the climactic narration, the narrator then tells the reader about solving the problem. Resolution is a crisis being resolved, for better or for worse. A satisfying narrative will provide the reader with a solution to a problem or complication. Generally, the resolution is placed at the end of the narration, but sometimes the narrator will place a problem or other complication after he has delivered the resolution of the problem. This is used so that the story does not come to the end. In short, resolution is the end of the story.

d) Re-orientation

Re-orientation is optional from the generic structure of narrative text. So, sometimes there is a reorientation and sometimes there is not in the narrative text. Usually at the end of the story or event closing.

2.3.4 The language features of Narrative text

The language features of narrative text as follows:

1. Using nouns and pronouns to identify the people, things, animals involved. For example: Queen, princess, she, he, etc.
2. Specific participants are special characteristics object. For example: Aladdin, Cinderella, etc.
3. Using adjectives are useful to form noun phrases. For example: beautiful white skinned lady, etc.
4. Using time connective and conjunction to sequence the events. For example: however, when, then, suddenly, etc.
5. Using adverbs and adverbial phrases to indicate time and place. For example: once upon a time, there, here, at home, etc.

2.4 Previous Study

In this research. There are several studies that are relevant to this research. Research conducted by Wulansari. With the titled “Analysis of Students' Difficulties in comprehending English Descriptive Text at the Seventh Grade Students of Mtsn 1 Kediri”. Year 2022. This research uses a descriptive qualitative method. For data collection using reading tests, questionnaires, and interview guides. The results showed that the most difficult aspect faced by class VII students at MTsN 1 Kediri was determining the main idea with the highest percentage. 76%, and the difficult aspects according to this study are caused by external and internal factors. The first is the external factor, namely the environment. and Then, internal factors that cause student difficulties are lack of vocabulary, lack of background knowledge, lack of motivation, lack of reading strategies and not interested in learning activities.

Research conducted by Babu with the titled “An Analysis of Students' Difficulties in Reading Comprehension at MTs Darel Hikmah Pekanbaru.” Year 2022. This study uses a descriptive design. Data collection using tests. The results show that the most difficult aspect of reading comprehension is the fourth indicator. This is "Students have difficulty identifying references" with a percentage of 90.63%.

Research conducted by Yuvirawan, Listia, Amelia with the titled “Students’ Problems in Reading Narrative Text Year (2020). This study used a qualitative method with a phenomenological approach. The research subjects were eighth grade of SMPN 2 Kandangan in the academic year 2019/2020. The data were collected by using a questionnaire, interview and a reading

comprehension test. The results show that the most difficult aspect of reading comprehension is that there are 52,5% of students who have problems in making inferences, which is caused students do not understand the text and students find words they do not know so they have difficulty in answering these aspects

And the last research by Hasanah with the research title "An Analysis On Students' on Difficulties in Learning Reading Comprehension at The Seventh Grade of Mts Bustanul Ulum Krai Lumajang" (2022). This study uses a qualitative approach. The results show that the most difficult aspect of reading comprehension for class VII students of MTs Bustanul Ulum is understanding and analyzing reading texts. and English teachers require students to enrich their vocabulary mastery and practice reading so that reading skills become better.

Based on the research above, it shows that this research has similarities with this research, namely on students' difficulties in understanding reading. While the difference lies in the results of the difficulty aspect, the use of data collection, the use of quantitative methods. Apart from that, the objects examined and the locations studied. Therefore, the researcher considers it necessary to examine the analysis of students' difficulties in learning reading comprehension. In this study, researchers found obstacles and several factors inhibiting students in reading comprehension of narrative.