

CHAPTER II

THEORITICAL REVIEW

In this chapter describe about reading comprehension, descriptive text, and students' difficulties.

A. Reading

Reading is an important skill to be master to ensure success in learning anything. Readers can understand and also get more information or knowledge around the world from text that we have read. According to Nunan, "reading is a fluent process of readers that is combining some information from a text and their knowledge to build a meaning" (Nunan, Practical English Language Teaching, First Edition, 2003).

1. Definition of Reading Comprehension

Reading is an important skill that must be mastered to ensure success in learning or understanding anything. Reading comprehension is a process of thinking activities to get information or to gain knowledge of the meaning of written text. According to Westwood (2008) reading comprehension can be defined as an active thinking process through which a reader intentionally construct meaning to form a deeper understanding of concept and information presented in a text. To understand text, readers must use the information they have already processed to filter, interpret, organize, and reflect on the information from the page. Reading comprehension is the process simultaneously extracting and constructing meaning through interaction and involvement with written language (Snow, 2002). The students dealing with the process of catching meaning to form a deeper understanding of information and idea from the written text.

According to Pang et al. (2003), reading is about understanding written texts and comprehension is the process of making sense of words, sentences and connected text. Reading comprehension involves perception and thinking. Readers will use background knowledge, vocabulary, grammar knowledge, and other strategies to help them understand written texts. This means that reading is a process of communication between the writer and the reader. Writers have messages such as feelings, facts, ideas and arguments they want to share with

readers. Then, the writer puts the message into words that are interesting to read. So, reading is a way of interpreting or understanding something. Reading does not only mean understanding words or grammar, or translating but reading is thinking. Thinking about reading well in English reading material texts, and readers should think about what the text means.

2. Components of Reading Comprehension

According to Nuttal (2000), there are five aspects of reading comprehension in which students have to comprehend the text well, such as determining main idea, locating reference, understanding vocabulary, making inference, detail information. This aspect can be used as step or strategies for students on reading comprehension.

1.) Determining main idea

The writer's main idea is the main point of the topic under discussion. Finding the main idea, according to Longan (2002), is essential for understanding a paragraph or short selection. The main idea is in the first sentence, but it can also be in the middle or end of the sentence (Vener, 2002). This aspect can be used as the first strategy to help students understand the text more easily.

2.) Locating references

A pronoun's antecedent is a reference. As a pronoun, the antecedent is a word or phrase (Sharpe, 2005). Students must understand the purpose of pronouns in sentences that are used to show people, places, or situations when identifying reference.

3.) Understanding Vocabulary

Background knowledge of the students, particularly in mastering vocabulary, is important for comprehending the text; for example, guessing or determining the meaning of a new word from context aids the students in general prediction. Context assists students in making broad predictions about the meaning (Sharpe, 2005). As a result, by making predictions, students can be more effective and efficient in understanding the text.

4.) Making inference

Students are expected to be able to clearly comprehend the text in order to draw conclusions from the statements in each paragraph. According to Kopitski (2007), in order to make inferences, readers must practice combining clues from the text with their prior knowledge. It means that the clues assist students in developing assumptions that lead to the conclusion.

5) Detail Information

There are questions in the reading test to assess students' comprehension of the material. It means that questions are created to assess students' ability to comprehend the text. Reading comprehension can be concluded from the information presented above as a complex process involving active reading activities that combine background knowledge, critical thinking, and the purposes of reading the text.

The statement above states that students must understand the following five components of reading: obtaining specific material, primary concept, word meaning, identifying references, and drawing inferences. To be able to extract information from the text, students should indeed learn all of the components.

3. Reading Comprehension Strategies

In improving reading skills, students must practice reading a lot, such as just reading English or other texts. Students also practice reading a lot by using certain strategies. Students' ability to understand the text depends on their ability to use these strategies to understand what the writer is saying. This means that reading strategies can help students understand the text they read. Nuttal (1982) classifies reading strategies into four types. Those are skimming, scanning, extensive and intensive readings.

a. Skimming

Skimming is a strategies useful skill to be applied in reading. Grellet (1999) stated that skimming means glance rapidly over a text to get the gist of it. That means skimming is used to build students' confidence and understanding to get the meaning of a text without reading every word in a

text. Skimming helps the reader to understand the main idea of the text before reading it carefully. Because skimming is reading quickly to get an overview of a text without reading the entire contents of the text. This strategy is usually used to find the overall main idea of a book. Students can do skimming in several ways such as reading the title or the other heading and look at the picture, reading the first and the last paragraph of the text (Islam and Steenburgh, 2009).

b. Scanning

Scanning means glancing rapidly through a text to search for a specific piece of information (Grellet, 1981). It means that scanning is the ability to read a text quickly to find specific information needed such as dates, numbers or names and ignore all information that is not important. For example, suppose a student wants to find a person's phone number, and then he scans a list of names in the telephone directory to find it. In this case it is known that scanning helps readers find information quickly without reading the entire text. This strategy trains us to move our eyes and quickly turn the book around to find the word/phrase we are looking for.

c. Extensive Reading

In extensive reading, readers usually encounter text that is longer than usual. In extensive reading, readers also need a complete understanding of the writing or text. According to Brown (2001), extensive reading is carried out to achieve a general understanding of a text. Long and Richards (1987) identify extensive reading as occurring when the students read large amounts of high interest material, concentrating of meaning, reading for gist and skips unknown the words. So, the purpose of extensive reading is to build the reader's confidence and enjoyment. This strategy aims to understand the important content of reading quickly.

d. Intensive Reading

Intensive reading is reading to find detailed information. It usually has shorter text than usual. A reader usually wants to get some specific information. According to Macleod (2011), intensive reading exercises may include looking at main ideas versus details, understanding of what the text implies, making inferences, looking at the order of information and how it affects the message, identifying words that connect one idea to another and identifying words that indicate change from one section to another. This strategy requires precision and accuracy. With accuracy, the reader can understand the contents of the reading correctly so that the reader is able to understand all the things presented in a reading text.

4. The Challenges in Reading Comprehension

Difficulty is state or quality of being hard to do or to understand (Hornby, 2001). The difficulty is the mistakes which are faced by the students in teaching and learning process. It occurs because the students are confused or do not know or understand about the material which the teacher has explained. In this case, difficulty is the state that the students are hard to comprehend English reading text.

Factors difficulties that faced by students divided into external and internal. Internal factor includes physics, intellectual, and psychological. While external factors include family and school environments (Brewster, Ellis, & Girard, 1992). There are some internal factors that influence the students in reading comprehension that are generally found by the reader during reading, namely; difficulty in understanding long sentence and text, difficulty that is caused by limited background knowledge, difficulty in using reading strategies and difficulty in concentration (Fajar, 2009).

a. Difficulty in understanding long sentence

In a common problem that most of students finds difficulty in understanding the long sentence with complicated structure. It is supported by report of Barfield (1999) that shows almost 12 percent of students had difficulty in understanding long sentences in graded story and 20 percent in academic text. Therefore, the effect of this problem is the students who

cannot comprehend long sentence they fail to understand the main idea presented in the text.

b. Difficulty in Using Reading Strategies

The students who lack of reading strategies often fails in understanding the text. The students who are not familiar with reading strategies such as skimming and scanning will feel down and frustrated because they lack of tool necessary to succeed in reading comprehension test (Duarte, 2005). There are characteristics of the students who lack in use of reading strategies. First, the students read word by word within the text, relying too heavily on their visual information, which greatly impedes their reading speed and hampers their reading comprehension. Second, the students spent a lot attention on detail with the result they often miss the main idea of the text. Third, they just focused too much attention on form of the expense meaning. Furthermore, the students who do not possess effective reading strategies may be difficulty to deal with reading comprehension test. (Mei-yu, 1998 as cited by Fajar, 2009).

c. Difficulty in Concentration

Difficulty in concentration during reading can be caused by a psychological factor. Bad concentration will lead the students fail to comprehend the text. It can be worse when the students do reading test. Difficulty in concentration is another reason for students' poor reading because concentration is an important factor for a good and effective reading. Shaw (1959) states that comprehension of a text results from reading with concentration. But students, in most cases, cannot or do not concentrate properly while reading.

In addition, there are also external factors that influence the students in reading comprehension are reader environment. The environment factors can also influence the students in mastering and in learning English. Home and school are the two kinds of learners' environment that can influence their learning reading achievement (Westwood : 2008).

1. House environment

It cannot be neglected that parents play important role in the home. Freeman and Long (1990) stated that every students needs attention from

their parents to reach their learning achievement. Since learning English is not the same as learning Indonesia, children's need parents or his/her family attention to learn about English. Learning reading without family attention will make students feel difficult in learning. They can feel down if no one support them to learn English text.

2. School environment

The school environment also can be a cause of students learning difficulties in reading comprehension, such as school with lack of learning media. The lack of learning media such as English books, magazines or newspapers make reading learning process become ineffective and will be impeding students in understanding the material.

B. Descriptive Text

Descriptive text is a text that describes someone or something or another. Its purpose is to describe and express a particular person, place or thing. Descriptive text describes thoughts about visual experience, and types of perception. According to Kane (2000). The meaning is the students read describe about something, such as picture, person, thing, animal, and place. In descriptive text, the students must describe what is look like the object details. According to Gerot and Wignell (1994) descriptive text has two kinds of generic structure, they are; identification and description. Identifies the described a specific participant, they are a person, place, object to described in the descriptive text. Then, he explains in second paragraph that is description to information describes the specific participant in the text. In description it contains descriptive details of the specific participant, they are characteristics, appearances, personality, also habit or qualities.

According to Hammound (1992) the components of descriptive text are:

1. Generic structure of descriptive text.

The general structure is a system of arranging a written text. The generic structure of descriptive text are:

a. Identification

This part is about the introduction of a the person, place, animal, or thing will be described.

b. Description

Is about description of something such as animal, things, place, or person by decribing its features, forms, colors, or anything related to what the writer describe.

2. Language feature

Below is the language features of descriptpive text:

a. Using spesific noun

It means that descriptive text should be focused in describing a current participant. For example: my house, Jawatimur park, etc.

b. Using simple present tense

The sentence pattern used is simple present tense because it tells the fact of the object described.

c. Using detailed noun phrase

It means in visualizing the characteristics of the subject or object, the writer should arrange noun phrase currently. For example: My mother has *beautiful* face

d. Using many kind of adjective`

Descriptive text uses many kind of adjectives to describe the object.

e. Using auxiliary verb

It contains the use of the ownership like has or have. Have is belong to I, you, they, we. While has is belong to she, he, it. Example: Firly has a long hair.

f. Using action verb

Using verbs that show an activity. For example: run, walk, cut, etc.

g. Using linking verbs

It is use to connect between the subject and complement. It includes the use of to be (is, am, are) in writing nominal sentence. For example: He *is* my friend.

h. Using adverbial

Descriptive text uses adverbial to add more information about manner, place, or time.

i. Using figurative language

Descriptive used figurative speech such as simile, metaphor. For example: the young lady is white as a chalk.

D. Previous Study

There are some researcher who have done the study about student's difficulties in reading descriptive text. First is done by Thabrani Aziz (2019) with the title "Students' Difficulties in Reading Comprehension at The Second Grade of Junior High School SATAP 3 BETARA". The researcher uses descriptive qualitative method to analyse the research. The subject in the research is the students second grade of Junior High School SATAP 3 Betara. In collecting the data, the researcher use observation non-participant and interview students one by one. Then the researcher analyse the students' difficulties in reading comprehension. Then, the researcher find that three difficulties that students face in reading descriptive text.

The second relative research is done by Aradi Prima (2021) with the title "An Analysis of students' difficulties in comprehending English reading text at SMP Bukit Raya Pekanbaru ". The subject in the research 8 grade students at SMP Bukit Raya Pekanbaru. According to the study's findings, eighth- grade students at SMP Bukit Raya Pekanbaru had difficulty understanding English reading texts, especially when attempting to identify the main concept, locate supporting details, and comprehend vocabulary. However, the students only occasionally have trouble finding references and drawing inferences.

Then, the third is done by Ayu Azhari (2020) with the title "Students' Difficulties in Reading Descriptive Text at The First Year of SMKS Sempena Rokan Hilir". The subject of the research is the first grade students of SMKS Sempena Rokan Hilir. In collecting data, the researcher uses test and questionnaire. The result of the research is find the factors students difficulties in reading comprehension descriptive text.

The fourth study is a thesis entitles "An Analysis of Students' Difficulties in Comprehension Narrative Text at Senior High School 8 Mandau". The research was conducted by Novita, Dian Hervi (2019). This study was a descriptive research. The subject of this research was the first grade students of Senior High School 8 Mandau while the object of this research was students' difficulties in reading narrative text. Based on data analysis, the researcher found that the highest difficulty in reading narrative text was identifying generic structure.

The last study from Hidayati (2018) conducted a study entitles Students Difficulties in Reading Comprehension at The First Grade of SMAN 1 Darussalam Aceh Besar. This study was carried out at SMAN 1 Darussalam Aceh Besar. The study's objectives were to identify the difficulties encountered by first-grade students at SMAN 1 Darussalam in Aceh Besar, as well as the factors causing difficulties in reading comprehension. The descriptive quantitative method was used in this study, with the test and questionnaire serving as data collection instruments. The test included 20 question items divided into five types: main idea, detail information, making inferences, locating reference, and vocabulary. The test results revealed that the majority of the first grade students at SMAN 1 Darussalam, Aceh Besar struggled with answering main idea, making inference, and locating reference questions. Finding main idea questions was the most difficult aspect that the students of SMAN 1 Darussalam, Aceh Besar encountered, because the located main idea was difficult to find. Furthermore, based on the responses provided by the students in the questionnaire, they mostly had difficulties understanding vocabulary, poor mastery of grammar, difficulty understanding long sentences, lack of media learning, less support from the family, and a lack of knowledge of reading comprehension strategies.

In this study, the researcher conducted the research to know students' difficulties in reading comprehension descriptive text. To collect the data the researcher use documentation, and interview. The subject of this study is the students in SMPN 1 Ngadiluwih especially the students eight grade.