

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher presents the review of related literature about reading, difficulty of reading, news item text, and review of previous studies.

A. Reading

1. Definition of Reading

Reading is an activity where readers respond to and understand a text that is read in connection with their previous knowledge (Spratt, Pulverness, and William (2005: 21). According to Nunan (1991), reading from a traditional perspective is basically by interpreting symbols that correspond to the aura in a search to understand the text. The definition of reading was also conveyed by Amir and Rukaya (1969) who explained that reading is a process of capturing and understanding ideas accompanied by an outpouring of the soul in experiencing problems, meaning, reasoning and intuition which work together in understanding and appreciating reading.

Additionally, an interactive activity to pick and understand the meaning contained in written material is the meaning of reading according to Samsu Somadayo (2011:4). This activity is carried out by readers because they want to obtain information and knowledge from the text. In the process of obtaining information and knowledge, readers try to connect what they read in written language with what they already know about the text. Understanding a text is done by understanding the meaning of words, sentences, even a text.

The definition of reading according to Nurhadi (2008:13) reading is a complicated and complex process. Complex means that in the reading process various internal factors and external reading factors are involved. Internal factors include interest, talent, intelligence, attitudes, motivation and goals for reading, while external factors include reading facilities, reading texts, environmental factors or socio-economic background factors, reading habits and traditions. Complicated means that external and internal factors are interconnected to form complex coordination to support reading comprehension.

Apart from that, by reading students can open their minds and refresh their knowledge at anytime and anywhere. The function of reading is as a window of knowledge where a person can find out a lot of information that cannot be fully obtained from other skills such as listening, speaking or writing. It can be said that through talking to other people and listening to radio or television a person will gain knowledge or information, but the amount of information will not be more perfect than reading the source of the information. Readers can find out reasons, examples, explanations, summaries and comments from the news they read.

Other experts define reading as an activity where the reader responds to and understands a text he reads in connection with his previous knowledge. Thus, this activity is carried out by readers because they want to obtain information and knowledge from the text. readers have their own background knowledge. They automatically connect their knowledge with new knowledge from what they read. By doing

this, sometimes readers will get new conclusions as new knowledge for them.

From the explanation of the expert above, it can be concluded that reading is a complicated, complex skill, and requires the ability to have a series of responses to obtain the message or information conveyed by the author through the medium of words or written language.

2. Purpose of Reading

The purpose of reading based on Farida Rahim (2008:11) the purpose of reading is pleasure, perfecting reading aloud, using certain strategies, updating the reader's knowledge about a topic, linking new information with information the reader already knows, obtaining information for oral and written reports, confirming or reject predictions, perform an experiment or apply information obtained from a text in some other way, learn about the structure of the text, and answer specific questions about the content of the reading.

Another opinion regarding reading was expressed by Nurhadi (2005) that there are five purposes of reading, namely obtaining information for research purposes (scientific research), capturing the outline of reading, enjoying literary works, filling free time, and looking for information about a term.

From the explanation of the purpose of reading above, it can be concluded that the purpose of reading is so that readers or students are able to obtain information that includes the content and understand the meaning of the reading. By reading, readers or students will gain

additional knowledge and important information. Therefore, reading is a positive thing that should be done by everyone to obtain information and knowledge.

3. The Functions and Benefits of Reading

Reading activities according to Slamet Y.St (2009:68) have the many function, such as intellectual function, creativity stimulation function, practical function, recreational function, informative function, religious function, social function, and lonely killer function.

Based on this explanation, reading will bring many functions, these functions can be used according to individual needs (Irawan, 2020:70).

Based on to Fajar Rachmawati (2008:4), there are several benefits of reading, namely to increase intellectual levels, gain various life knowledge, to have a broad perspective and mindset, to enrich their vocabulary, to find out about various events that occur in various parts of the world, increase faith and to get entertainment.

From the explanation above, it can be seen that someone who reads carefully and captures the content of the reading well will be able to broaden their insight. Reading can give someone knowledge about the world so that person does not need to travel around the world to find out what is in the world. The habit of reading can increase brain sensitivity because a person will get used to using his mind to grasp the meaning of the content of what he reads. Someone who likes to read will be more

critical than someone who rarely reads. Reading can also sharpen a person's sensitivity to writing errors contained in reading.

B. Difficulties of Reading

1. The Difficulties of Reading

According to Garrod & Pickering (1999; Pilten, 2009) good readers have automaticity in word recognition and discrimination. It can be said that readers who have difficulty in word recognition and discrimination may miss the meaning of the text. Poor readers experience reading difficulties due to a lack of skills such as understanding the unity of meaning, using strategies and connecting previous knowledge with new information; hence, they experience reading difficulties (Bonds & Bonds, 1992; Jitendra, Hoppes & Xin, 2000; Moddy, Kennedy & Brady, 1997).

Students who had difficulty reading were observed to shift their attention and feel anxious while reading. The main goal of reading is comprehension. When reading difficulties increase an individual's anxiety, they make reading comprehension more difficult; therefore, they have more limited reading experience and this hinders the development of vocabulary knowledge and accumulation of information (Lyon, Shywitz & Shywitz, 2003).

According to Nuttal (1982), there are four aspects of reading comprehension that students must understand well, such as determining the main idea, understanding the vocabulary, making inferences, and detailing information.

1. Determining Main Idea

Statements conveyed by the author with a purpose and regarding a topic are the meaning of the main idea. According to Longan, finding the main idea is the key to understanding a paragraph or short selection. The main idea is usually located in a sentence, usually in the first sentence, but can also be in the middle or last sentence. Therefore, this can make the main idea more difficult to find. Students may be confused about what the main idea of a reading is, and where the main idea is located.

2. Understanding The Vocabulary

Students must expand their knowledge of vocabulary when they read a text, such as by looking up the meaning of new words in a dictionary and guessing the meaning from the context. Context helps students make general predictions about meaning. This means that making predictions from the context will help students understand the meaning of a passage without stopping to look up each new word in the dictionary. In fact, one of the obstacles readers have in understanding material is a lack of vocabulary.

3. Making Inferences

Students are expected to understand the text to find conclusions from statements in the text in making inferences. Readers need to practice combining clues from the text with their background knowledge to make inferences. This means that clues in the text will help students build assumptions and draw conclusions.

4. Detailing Information

The last type of question commonly found in reading tests is detail or information questions. This question is used to check students' ability to understand material stated directly in the text.

2. Factors Causing Reading Difficulties

Learning difficulties, especially understanding and reading, are not only experienced by students with low abilities but also students with average (normal) abilities and even students with high abilities. This is caused by certain factors that hinder the achievement of academic performance that meets expectations. According to Muhibbin Syah (2006:173) factors that cause learning difficulties are student internal factors and student external factors. Student internal factors include students' psycho-physical disorders or deficiencies, namely the low intellectual capacity or intelligence of students, emotional instability and attitudes, and covering the sense organs of sight and hearing.

Student external factors include all situations and conditions of the surrounding environment that do not support student learning activities. This factor can be divided into three types, namely family environment, for example: disharmonious relationship between father and mother, and low family economic life, village/community environment, for example: slum areas, and naughty playmates, and school environment, for example: poor condition and location of school buildings such as near markets, poor quality teachers and learning tools.

English has four aspects, namely listening, speaking, reading and writing. Apart from that, there are three language elements that play an important role in supporting these four aspects, namely pronunciation, vocabulary and grammar. These three elements are the factors causing difficulty in reading English texts. Students who experience difficulties when reading English texts as a foreign language because they do not understand English pronunciation, vocabulary pronunciation, and do not understand the structure of English well (Aslamiah, 2020: 135). According to Westwood 2008, other causal factors cause students to experience difficulty reading English texts (Mardiani et al., 2021:987) namely limited vocabulary knowledge, lack of fluency in reading, less familiar with English subjects because this language is a foreign language which is quite difficult for them, difficulty level in English text, and weak verbal reasoning. This difficulty is caused by students' poor relationship between new information and the knowledge they have.

C. News Item Text

Pardiyono (2007) states that a News Item is a type of factual text that has the main function or communicative purpose of informing readers about events that day that are considered newsworthy or important. News items are an important type of text for students because they can lead students to become professional journalists.

1. Generic Structure of News Item Text

a. Headline or Title

it expresses the point to be reported to readers or listeners. It must be eye-catching.

b. Newsworthy Event or Summary of Events

Contains a summary of the phenomenon or event that will be reported.

c. Background of Event

It contains the elaboration of what happened, to whom, and in what circumstance (how it was like). The event or phenomena must be in the past, or happened in past time

d. Source

It directly follows each of background events. It contains a comment given by person or participant, or authority on the subject

2. Grammatical Features of News Item Text

a. Short telegraphic information about story captured in headline.

b. Use of material processes to retell the event (in the text below, many of the material processes are nominalized)

c. Use of projecting verbal processes in sources stage.

d. Focus on circumstance (in the text below, mostly within qualifiers).

e. Using declarative sentences in form of past tense, past perfect, past continuous tense.

f. Need of conjunction.

- g. Using reported speech, especially in element source.

D. Previous Studies

The researcher found three previous studies that are related to content analysis on reading difficulties. The first previous is from Adriyani Adinda, 2020, UM Makassar, has conducted research on student perceptions of the difficulty and ability to reading English at the Muhammadiyah University of Makassar. The purpose of this research is to find out the difficulties faced by students in learning to read and to find out student strategies that can improve their skills in learning to read. The population of this study was one of the classes at Muhammadiyah University of Makassar for the 2018/2019 academic year which consisted of 35 students. This research uses a qualitative descriptive research method, researchers use two types of research instruments, namely questionnaires and interviews. Based on the research finding, the result showed that students have a several difficulties in reading. Researchers found that students experienced more difficulties in grammatical confusion, had difficulty understanding the vocabulary in the text, were unable to translate foreign sentences, and analyzed the paragraphs in each sentence they read. It can be concluded that students have difficulty in reading English text.

The second previous is from Larasati Dwi (2019) has conducted research on an analysis of difficulties in comprehending English reading text at the eleventh grade students of MA LAB UIN-SU Medan. The purpose of this research is to find out the difficulties faced by the eleventh grade students of MA LAB UIN-SU Medan and to know the

factors of contributing to the students difficulties in reading English text. The population of this research is the 11st grade students at MA LAB UIN-SU Medan in academic year 2019/2020. This research uses a qualitative descriptive research method. Based on the research finding, the result showed that there are students experiencing problems in finding determining main ideas, understanding vocabulary, making inferences and detailed information. Then many students have difficulty understanding the structure of the text. They have limited vocabulary. Students cannot understand the material. They don't understand when they encounter long texts. Students have problems visualizing text or material. And researchers found five factors that cause students to have difficulty understanding English reading texts. Namely: Difficulty in Understanding Long Sentences in Texts, Inadequate Instructions given by Teachers, Difficulty Understanding Vocabulary, Home Environment and School Environment.

The third previous is from Prayitno Eko, Sartika Dewi, & Asmara Rekha (2021) has conducted research on an analysis of tenth grade students' difficulties in comprehending recount text. The purpose of this research is to analyze students' problems in reading comprehending recount text and some factors that influenced it. Based on the reseaech finding, the result showed that Students' have problems in six aspects of reading recount text, namely the generic structure of the text, understanding vocabulary, determining the main idea, determining detailed information, finding references, and finding the purpose of the text. It was happened because of several factors such as materials,

vocabulary, learners' background, and environment. In terms of reading materials; students were lazy to read the long passage so that made them difficult to find the answer or to get the information from the text.

Based on the three previous studies above, they are similar to the study written by the author in terms of research objectives, namely to find out the difficulties faced by students in learning to read English, but the difference between the three previous studies and the researcher's study is that the previous research focused on reading difficulties, while researchers will be more specific in understanding news item text. Among previous studies, researchers have similarities in the method of using qualitative descriptive methods.