

CHAPTER II

LITERATURE REVIEW

This chapter presents reviews of the literature on reading comprehension including students' Difficulties and Strategies in Reading Comprehension in *Takhossus Class (Lughowiah, Ilmu Alat, Tahfidz)* of SMK *UBP (Unggulan Berbasis Pesantren) Nurul Islam* Mojokerto.

A. Reading Comprehension

Reading is an activity to understand the contents of the text. While reading, readers can collect a lot of news and any information that can expand their knowledge. Pan et al. (2003) stated that reading is understanding written text, and comprehension is understanding the meaning of sentences, words, and related texts. The awareness of reading includes perception and thinking. Readers will apply basic knowledge, grammar knowledge, vocabulary, and another strategy that will assist them in comprehending written texts. This means that reading is a process of communication between writers and readers. The author has a message, for example, a feeling, a fact, a thought, and an argument they want to share. In addition, the writer translates the message into language. Therefore, reading is a way of explaining or understanding something. Reading means more than just understanding words or grammar. To read the text of English reading materials well, the reader should think about the meaning of the text.

The process of concurrently constructing and extrapolating meaning from text is known as reading comprehension. "Reading without understanding should not be called reading, as reading necessarily involves comprehending," argue Dalmann et al. in 2002: 25. It implies that reading and comprehension are inextricably linked.

Therefore, if there is no understanding process, it should not be called reading. The process of achieving reading's objective is called comprehension. According to Krashen and Terrel (2009), the purpose and the

content may lead to reading comprehension, which may lead to language learning. Reading a second or foreign language will help the readers improve their language acquisition. However, comprehension is the component of reading that can help readers reach their reading objectives. For everyone, reading comprehension is crucial. Sometimes some learners need help comprehending the text they have read. So the teachers have to be more concerned about the problem. Reading comprehension, according to Snow (2002), is the act of engaging with written material and concurrently deriving meaning from it. In light of the aforementioned definitions, a reader with rounded knowledge and experience must be able to adapt the information's source into a context that is flexible.

For Indonesian students, English is the foreign language they learn. Of course, it is not easy for students to understand the meaning or idea of a written text. Because to comprehend a reading text, the student must have a good ability to understand the importance of sentences, words, and content, and most importantly, to grasp the author's thoughts.

Referring to the above explanations, the researcher concluded that reading comprehension is grasping the meaning of the content and information from the text's themes. Indeed, because English is a foreign language, it is challenging for students to understand English texts. Many readers need help understanding the author's intention due to the limitations of analyzing and thinking about the meaning of words and sentences. Consequently, the reader must understand the author's purpose when reading the text.

B. Factors Influencing Reading Comprehension

Many factors affect reading comprehension. Generally, reading is directed by someone on reading comprehension. According to Rosnariyanti (2010), the factor affecting student reading comprehension are:

1. Intelligence level: Reading is a thinking and problem-solving process. Two different IQs have different results and readability.

2. Language's Ability: When a person is faced with readings in which their language has never been heard, it cannot be easy to understand the reading text. The reason is not other than because of his limited vocabulary.
 3. Interests and Attitudes: Attitudes are often expressed by feelings of fun and pleasure. Attitudes are often latent or stale. While interest is the state of the person who has encouraged them to do something. The interest is more instantaneous.
 4. The state of Reading: Pared difficulty levels, aspects of the typographical arrangement, or design pages, the size of the letters, and the like can also affect the reading process.
 5. Reading Habits: The question of habit is whether the person has a reading tradition. The importance of this tradition is established by the amount of time or opportunity a person offers as a necessity.
 6. Knowledge about How to Read: One's knowledge, for example, quickly finding the main idea, quickly capturing the keywords, etc.
 7. Social, Economic, and Cultural background: Some people will struggle to grasp reading content if they read a background reading culture.
 8. Emotion: Emotional state in which the change will influence reading (i)
- Previous knowledge and experience: The daily process of accumulating capital is essential knowledge to read next.

Furthermore, lacking the ability to read causes youngsters to have low self-esteem, which will limit their possibilities for success in future job searches, according to Richek (1996). One of the language acquisition skills, particularly for foreign languages, is reading, which is frequently difficult for most students. English is frequently used to connect with foreigners and is regarded as one of the key foreign languages in Thailand. English is widely spoken among foreigners who visit Thailand on business or for pleasure. Thus, it is crucial to learn English, especially for Thai people.

Reading is a source of knowledge in addition to spelling and pronunciation. It is a tool that enables us to make new connections between learned concepts and the meaning of the alphabet. comprehend, and absorb

the concept. According to Chanida's 2003 research, Thai youngsters at all reading levels struggle with issues including reading without context cues and challenges with undergraduate students' reading comprehension. They require assistance understanding the significance, conveying meaning, assessing the material, and synthesizing concepts. Essentially, it was discovered that Thai youngsters at all reading levels still need to work on issues like reading without context and having difficulties understanding what undergraduate students read. They require assistance understanding the significance, conveying meaning, assessing the material, and synthesizing concepts. Fundamentally, it does not lead to relatively poor scores on national exams. Students that struggle academically tend to develop a negative attitude about learning English and become disinterested in their studies.

Reading to get information from a different view point entails Writing the conceptual framework, concept map, and summary, as well as understanding the direct and implicit meaning to capture the significance and specifics of what is read, all help comprehension. As a result, it is a key objective for curriculum creation and reading comprehension.

It's crucial to study reading to comprehend other cultures. Because reading requires knowledge of the material being read. As a result, information from other types of reading, such as analysis and critique, can be digested (Hock and Mellard, 2005). Researchers from the University of Kansas have discovered that asking questions (self-questioning) and using pictures (visual imagery) are two powerful ways to improve reading comprehension, particularly in adults. Using a diagram organizer or graphic organizer and a range of forms to build the reading capacity for comprehension through the development of multiple processes/skills is the approach or technique of teaching reading consistent with this research's findings. It's okay to finish every step for every component at a time. How to use or not use them naturally depends on the learners, the characteristics of the text they read, and the purpose of that reading.

Needed assistance with reading the significance, interpreting the tale, reading or analyzing the article, and communicating the story so that others might comprehend it. The researcher also noticed that most students need more interest in reading throughout the class. Sometimes, students covertly evaluate the article's meaning using a translation program, forcing them to exercise reading comprehension without developing their analytical or summarizing abilities. This is a significant reason kids' English reading proficiency needs to catch up to the standards. Supaporn Yimwilai's (2008) research examined English-major students' reading skills and issues at Srinakharinwirot University's Department of Western Languages, Faculty of Humanities. Students majoring in English in a BA program and those in a B. Ed program had their reading skills compared.

Regarding the above reading comprehension factors, the researcher concludes that these elements are complex, including perception and thinking. Reading comprehension involves two interrelated progressions, word recognition, and comprehension. Word recognition is the understanding process of how written symbols communicate with spoken language. Comprehension is the compassionate process of meaning words, phrases, and related texts.

C. The Indicator of Reading Comprehension

Many components of reading comprehension have their characteristic. King and Stanly stated six elements that may help to read carefully, they are:

1) Finding factual information

In finding factual information, it requires readers to scan specific detail. The real information questions are prepared for students and those which appear with WH-question word.

2) Finding the main idea

The main idea of a paragraph is what the author wants you to know about the topic. The main idea makes a particular statement or emphasizes a specific aspect of the case. It is usually expressed as complete thought and indicates

the author's reason or purpose for writing and the message they want to share with the reader.

3) Identifying the topic

A paragraph, in Kathleen's opinion, is a collection of connected thoughts. Because each one refers to a common person, location, thing, or idea, they are related to one another. The term "topic" refers to this prevalent subject or idea. The paragraph's full focus is on the subject.

4) Finding the meaning of vocabulary

In finding the meaning of vocabulary, readers can develop their guessing ability to the word unfamiliar to them by relating the close meaning of unknown words to the next and the topic of the text. The word has been nearly equivalent when it has almost the same meaning as another word.

5) Identifying reference

The relationship between words and things is known as reference. Readers may find these references helpful in comprehending the text.

6) Making inferences

According to Kathleen, Inference is a logical connection between what you observe and know and what you do not know; inferences are reasonable guesses based on available information.

D. The Difficulties in Reading Comprehension

According to Nuttal, students should comprehend a text well in four aspects of reading comprehension: determining the main idea, understanding vocabulary, making inferences, and detailed information. These aspects are regarded as difficulties the students encounter in comprehending the text.

1. Determining the Main Idea

The main idea that expresses the author's position on the subject is the major theme. In Longan's opinion, finding the core concept in a paragraph or short selection is essential. Although it can be amid the final line, the essential idea is typically found in the first sentence. Consequently, this may make it more challenging to identify the key theme. The pupils may need clarification to understand a passage's primary idea and where it is located.

2. Understanding Vocabulary

The learner increases their vocabulary while reading a piece by, for example, looking up new terms in a dictionary and inferring their meaning from context. Students can develop a general prediction about the importance of context. Making inferences from the context will assist students in understanding the definition of a passage without stopping to look up every new word in a dictionary, argue Brassel Danny and Rasinski Timothy in *Comprehension That Works: Taking Students Beyond Ordinary Understanding to Deep Comprehension* (Shell Education: Huntington Beach, 2008). One of the problems with which readers seek assistance is the need for greater vocabulary.

Students will learn unknown terms more quickly with a strong vocabulary, expertise in discovering synonyms, and solid background knowledge (Ewers and Brownson, 1999). But according to Goerss et al. (1999), readers can only mix reading text information if their skills are enhanced. You can tell the difference between ignorance and rich knowledge. According to (Schoenbach, 2000), based on a study they conducted, they discovered that the unfamiliar words and structures of language components and complicated features of the language would make it difficult for students to understand the reading and will negatively affect their capacity to process the words and structure of reading. It suggests that pupils will require assistance interpreting and understanding words in a paragraph or text if they are unfamiliar with the vocabulary and some linguistic patterns. Various elements, including a lack of reading motivation, a limited vocabulary, poor reading habits, etc., may bring on this problem. Three primary theoretical approaches to reading comprehension issues were also categorized (Oakhill, 1993). The first claims that issues with single words are the cause of comprehension issues. The second is that instruction in syntactic and semantic text analysis is required for pupils. Third, kids require assistance with higher-order comprehension abilities, such as drawing conclusions from the text, integrating its ideas, and keeping track of their understanding.

3. Making Inference

In making inferences, the pupils are expected to understand the text to determine the conclusion of the statements while drawing inferences. Readers should practice concluding by fusing textual hints with prior information. It means pupils can make assumptions and come to conclusions thanks to the textual hints. To be able to respond to the inquiries. These inquiries are frequently posed in one of the following ways:

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

"It can be inferred from the passage...",

"What the meaning of the statement above?".

Therefore, sometimes the students find the text's conclusion difficult because the statement's meaning is not written in the text.

4. Detail Information

Detail information is question or piece of information is the final question type that is frequently seen in reading tests. The knowledge of the stuff that is explicitly presented in the book is tested by this question.

Following is a sample of a detailed question that fits this pattern:

"According to the passage, who were fighting for the conversation in the forest?",

"All of the following are true except.",

"A person, date, or place is"

The students can use a scanning strategy to understand and answer detailed questions. In addition, to find out the answer to the complex question, the reader can note or underline the keyword in the question and then scan the passage for the synonym.

According to Oakhill's theory (2015, p. 3), Finding the text's core idea, drawing conclusions from it, and deducing the meanings of specific words are among these challenges. Joseph's hypothesis additionally offers additional support for these results (2018: 59). According to Joseph, reading comprehension challenges might result from unfamiliarity with words or concepts, failure to comprehend factual information, failure to infer about the

material, and failure to connect the many pieces of information in the text. content, and not forming relationships among content presented in the text.

E. Teacher Reading Comprehension Strategies

To improve reading comprehension skills, one needs to practice reading a lot and apply specific strategies. Some strategies in reading comprehension to follow as:

1. Semantic Mapping

Harvey et al. (2000: 25), Semantic mapping techniques are effective teaching aids. Semantic Mapping is versatile and has limitless applications, unlike many organizations with a single goal. The order and comprehensiveness of a student are displayed through semantic mapping techniques, and via this procedure, a student's strengths and limitations of comprehension are made very visible.

Ward and Annita's (1998: 80) study, Semantic mapping improved brain development and cognitive functioning. Semantic mapping was recommended as a pre-reading, pre-writing, or post-reading comprehension stimulus. They concluded that Semantic Mapping's primary objective is to introduce students to a method they might frequently employ to organize the material they had read, connect it to prior information, and broaden their knowledge base through reading. Semantic mapping has often been employed for:

- a. General vocabulary development
- b. Pre and post-reading
- c. Technique of a study skill
- d. A link between reading and writing instruction
- ,e. An assessment technique

The researcher make the conclusion that Semantic Mapping was a strategy that could be applied to enhance students' skills based on the definition provided above. Semantic mapping can be used to improve students' pre- and post-reading comprehension as well as their vocabulary.

2. Group work

One method utilized in teaching, particularly reading instruction, is group work. With the help of the group work technique, students can collaborate with friends to discuss ideas and interpret texts. In line with Nuttal's observation that "in the group work mode of organization, much of the guidance comes from fellow students," this statement is accurate. Working together can result in excellent motivation, and as long as it doesn't get out of control, a little healthy competition amongst groups can be beneficial (Nuttal, 1982, p. 160). Consequently, group work is a strategy to help students learn and solve problems together.

Reading requires ongoing inference, and what the reader brings to the text is frequently more significant than what they discover (Grellet, 1981, p. 7). According to Grellet's assertion, background knowledge about shared topics in a text is vital since the reading activity demands the readers to make educated guesses and predictions about what the text will be about. Reading additionally entails comprehension. In this sense, reading differs from what a foreign language learner means when they claim to be able to read words but need help understanding what they mean. Simply put, they are turning textual symbols into their matching sounds through decoding (Ur, 1991, p. 138).

Reading may be described as a process that calls for people to read and comprehend what they read based on the aforementioned definitions of reading. Reading is a difficult skill that requires interaction in order for the reader to replicate or produce an engaging conversation.

3. Plan and Monitor

The teaching methods are outlined in Controlling One's mental activity, according to Moore (1999). It is metacognitive and focuses on readers' awareness and control of their cognition. Youth are taught planning abilities to preview materials, determine a reading purpose, and make predictions using this technique. They are also taught how to use word-level fix-up strategies to explain ideas and use context cues and other tools to clarify terminology.

4. Pre-Reading Strategy

Brainstorming is a key component of this method and is widely popular (Wallace, 1992: 91). Accordingly, Crawford et al. (2005: 29) define brainstorming as a technique for coming up with numerous thoughts regarding a subject. Students are asked to call out words, ideas, and experiences that are pertinent to the text, appropriate language, and an expected meaning throughout this activity (Hood et al., 2005: 73; Wallace, 1992: 91; see also Barnett: 1988). Another activity that might be developed in this stage is the generation of text type or structure (Barnet, 1988; Wallace, 1992). The goal of discussing text type when teaching reading comprehension is to acquaint students with the key contextual elements of a text or text structure and demonstrate how these elements can assist them in determining the text's primary purpose and potential content (Hood et al., 2005: 76; Tierney et al., 1999: 255).

Sequencing pictures is the next exercise that can be used (Hood et al., 2005; Gibbon, 2002; Barnett, 1988; Wallace, 1992). Providing an image that relates to the text and giving background information that is pertinent helps to create an expectation of meaning (Hood et al., 2005: 75; Gibbon, 2002). Additionally, as it will help students in understanding the text at this point, teachers should go over new terminology with them. When pupils struggle with unfamiliar words, the teacher can suggest that they consult a dictionary. The notion that teachers can encourage pupils to utilize diction at the pre-while stage is consistent with Wallace's (1992: 86) theory. Predicting is another task. According to Anderson (1999); Pelinscar and Brown (1984), this tactic should be used.

E. Student's reading comprehension strategies

1. Use of the dictionary

When the context does not allow for meaning extraction, the dictionary is employed. Therefore, it is crucial to emphasize that students become accustomed to inferring as much of the vocabulary's meaning from context during reading comprehension exercises. They should be advised to

resort to the dictionary, but only when necessary (Fernández de Bobadilla, 1999).

Studies have revealed the benefits and drawbacks of using a dictionary when reading, although utilizing dictionaries in academic settings raises questions. Language teachers should instruct their pupils to pay attention to terms associated with the primary themes of reading, according to Grabe and Stoller (2004). Indeed, certain words are more crucial for reading comprehension than others. For instance, a term that appears in a heading or subtitle instead of a paragraph's body may have more significance. It might be a good idea to forgo using the dictionary when a reader understands the gist of a chapter despite just knowing a few words.

2. Vocabulary learning strategy

Vocabulary learning strategies is techniques have been a popular subset of language learning techniques. A vocabulary strategy is a unique teaching tool and method for explicitly or directly addressing the independent word-learning abilities needed to learn words independently.

Nation (2001) asserts that vocabulary acquisition techniques let students take greater ownership of their education. He thinks that vocabulary acquisition techniques can help people learn various vocabulary. According to Fan (2003), all vocabulary learning techniques are somehow related to the Brown and Payne (1994) defined five processes for acquiring vocabulary in a foreign language: having access to sources for learning new words, getting a distinct mental or aural image of the words' forms, learning the meanings of the words, forging a solid memory link between the words' forms and meanings, and employing the words.

More focus should be placed on vocabulary learning strategies because a more recent qualitative study examined them concerning reading comprehension. A few of these research projects on reading comprehension will be mentioned here. Gu (1999) used a vocabulary learning strategies questionnaire, a vocabulary size exam, and the college English test to research vocabulary learning strategies and their relationship to English language

outcomes in Chinese university students. In this study, reading comprehension correlated less with vocabulary size than vocabulary acquisition methodologies. In his opinion, using different vocabulary size exams or other types of testing will significantly change the correlation results.

3. Story grammar strategy

According to Kimly A. Murza (2010), the tale Grammar Strategy is a framework for teaching students to examine a tale's primary character, setting, conflict, events, and resolution. Therefore, story grammar can improve reading comprehension. All pupils, from kindergarten to university level, are required to read. They must read their assigned readings or other course-related materials. Reading is one of the skills that language learners need to develop. It is regarded as the most crucial because it can affect other language abilities (hearing, speaking, and writing). Presenting English reading to Indonesian pupils, whose language system is undoubtedly complex, demands labor, claims Kustaryo (1988:2). The intricate process of reading includes reading the text and their experience to comprehend it.

According to Dimino et al. (1990:21), the story grammar strategy is a draft to help the students analyze the main characters, setting, problems, events, and solutions and help students in outlining a story. Story grammar strategy is one of the reading skill strategies of a graphic organizer to comprehend narrative texts. Story grammar is a guideline to aid pupils in reading the text. Students can more easily understand the story grammar. Additionally, story grammar can serve as a base for addressing issues with the account (Dimino et al., 1990:21).

After that, Mahmoud and Nazal (2010:32) added an explanation of the advantages of the story grammar technique. This method can improve kids' vocabulary, writing, and imaginative abilities while also improving their reading comprehension. It is applicable to all levels. It can then inspire kids to feel justifiably proud of their work. It is suitable for use with students who

work alone, in pairs, or in groups, or during the whole class discussion. In conclusion, story grammar is very helpful.

The Story Grammar Strategy is a manual designed to make it easier for pupils to read texts and comprehend stories. Schmitt (1986) defined a grammatical approach for stories as a reading technique that uses organizational frameworks to help students identify important information in stories. In addition, story grammar can serve as a foundation for responding to inquiries about level (Dimino et al., 1990).

According to the aforementioned definitions, a story grammar method is a reading comprehension technique that aids students in analyzing the characters, events, settings, and issues in a work. Students can find the specific information they need from the written text and improve their reading comprehension by employing this technique.

4. Scanning and Skimming

Based on the Cambridge Advanced Learner's Dictionary (2008), skimming and scanning are two familiar strategies students usually use to read English textbooks. Mikulecky and Jeffries (2003: 15&132) also developed a skimming and monitoring process in reading.

a) According to Mikulecky and Jeffries (2003:132), skimming is a form of high-speed reading that can help readers save time. Skimming is the process of quickly reading or thinking about something to grasp the essential ideas without thoroughly studying it (Cambridge Advanced Learner's Dictionary, 2008).

b) According to Mikulecky and Jeffries (2003:15), scanning is a very quick reading technique used to determine the text's main topic. Aslam (2018) claims that scanning is helpful for locating solutions to basic queries and enables the eyes to scan quickly down the page in search of the solution.

G. Reading Comprehension at Vocational High School

Reading comprehension means understanding what has been read. In Indonesia, English is the language taught as a foreign language. Though, it does not mean that the results of teaching English at school are acceptable,

even if teaching reading is conducted continuously for three years in high school. Homework allows students to benefit from their learning and offers a number of advantages in finding needed information. It is an endless field that enables students to learn many things, for example, education, politics, culture, society, health, and religion. By reading, we can get a lot of information.

In high schools, teaching reading aims to improve students' reading comprehension skills. For the 2013 basic Competencies of 17 first-grade senior high schools, students must understand social functioning, the structure of the text, and language characteristics by reading narrative, descriptive, recount texts, expository, etc., in spoken and written form. Nevertheless, in real-life, students fail to meet curriculum expectations and have poor reading comprehension. Moreover, to overcome student dyslexia, teachers must first research or know the student's difficulties in reading and the factors that cause dyslexia.

I. Previous Studies

Several researchers have conducted research involving learning activities in reading difficulties, namely: Masri, R. (2016) has researched "Students' Difficulties in Reading English Recount Texts." The researcher concludes with the test results, 17 instruments used, and a list of questions, and this study used a descriptive method. Every student needs help in the recount text process: retention and comprehension in reading recount text. The problem is that students need help understanding and analyzing the contents of the reading text. Some students still need clarification about understanding English texts, especially recount texts. Sometimes students need prior knowledge as a basis for understanding reading texts. Thus, students need help completing reading the recount text. Students also need help memorizing vocabulary caused of low motivation in learning to read English texts.

Laily, R. (2018) has researched "The Analysis of Students' Difficulties in Doing Reading Comprehension Final Test." The researcher concludes that

this finding shows that most students have problems related to knowledge or vocabulary proficiency. This problem is related to poor reading habits and a lack of interest in the reading comprehension courses they take in class. Students need more interactive learning activities to be applied more deeply in class, such as games or audiovisual media, to keep them attentive during lessons or reduce anxiety.

Ayu Sonia Fisher Habibah (2018), "Students Reading Techniques Difficulties In Recount Text." This study needs help to show that inferences are the most difficult reading technique. It was found that 53% of students get lower scores. Based on the results, English teachers should emphasize developing students to be good readers and provide hands-on instruction in the techniques. The study by Jeffries and Mikulecky (2004) about reading techniques; skimming, previewing and predicting, summarizing, scanning, and making Inferences.

Tina Fidunya H. (2022), "An Analysis on Students' Difficulties In Learning Reading Comprehension At The Seventh Grade Of Mts Bustanul Ulum Krai Lumajang." This research focused on students who also had difficulty understanding the text they read because they could not visualize it. Therefore, students need to be more active in reading texts, affecting the ability of students to read. The present study focuses on analyzing students' difficulties in reading comprehension in grade 7 of MTs Bustanul Ulum Krai. The researcher applied triangulation and triangulation techniques. The research results are as follows: 1) the seventh grader at MT Bustanul Ulum has difficulty learning to read. Their problem is analyzing and understanding the reading text. 2) English teachers ask students to improve their vocabularies and practice Reading to improve reading skills.

Ziauddin Khand, 2018, The difficulties in this research show ways to teach independent reading habits to students. Research has strategies that everyone knows reading is a skill that comes from experience and must always be improved through various reading materials. But this effective

reading involving many skills that should be encouraged in a classroom setting is a new idea.

Khadijah (2022) This research uses Gall & Borg model. It has been modified into six phases: potential and problem, data collection, product design, design validation, resignation evaluation, and usability testing. Research results show that: (1) building educational games (word trees) is valuable to improve the reading ability of 5-6-year-old children, and (2) developing an educational game tool (word tree) that is very effective in advancing the reading capability of 5-6-year-olds. This study recommends that teachers, readers, and other researchers be innovative and creative in designing learning activities, one of which is to develop a product that makes a real contribution to a student's abilities. This study has established an educational game tool in the form of a word tree that improves children's reading skills and creates learning fun.

Noor Aziz Kurniawan (2017), this research resulted in the observation in the tenth year of SMK Islam Sudirman 2 Ambarawa. This research concentrated on the strategies used to improve students' reading skills and the Technique most commonly used by teachers in teaching Reading in the SMK Islam Sudirman 2 Ambarawa. This study is a descriptive qualitative study. Data is organized from observations, documentation, interviews, questionnaires, and descriptions. The strategies applied to progress students' reading skills is to continue applying Jeremy Harmer's principles of teaching reading; Reading is not a passive skill. Students need to be involved in what they are reading. The student feedback is good. Most of them are interested and enjoy the strategies to teach reading. Strategies are divided into 4, such as Memorization, Feedback relationships, Using games, and Discussion. The most used is the use of Game.

Narjes Sabouri Banou (2016), "How Can Students Improve Their Reading Comprehension Skill." This study is about students' understanding of reading skills, and there are many strategies for reading comprehension. These strategies are described in detail in this section. Activate and Use

Background Knowledge, Generate and Ask Questions, Inference, Predict, Summarize, Visualize, and Monitor Comprehension. Concluded that reading materials and activities should be highly engaging for students to understand the text easily and must be related to the skill level of students. Teachers have a great responsibility to motivate students to read this material, be sensitive to students' comprehension difficulties, and help students change their views about reading and attitudes towards Reading positively to reading so that they can learn to understand various texts better.

Based on the research above, the researcher has similar and different aspects in conducting research. Previous investigation suggests that this research is similar in analyzing the problem of reading comprehension of reading texts that have become the research focus. Based on previous research, the researcher is concerned with exploring which focuses on students' difficulties and strategies in comprehending English reading texts.