

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the writer explained the theory related to this research. It is important for understanding the definition and the meaning of this research to make it easier and analyzed the problem deeply.

2.1 Reading

2.1.1 Definition of Reading

Reading is an crucial skill for English learners as a second language. Reading is an important skill to be master to ensure success in learning anything. With reading, readers can understand the text that we have read. By reading, all of us can get more information and knowledge around the world. Concerning the importance of English skills, reading is a key that should be a concern because the success of language learners is stimulated through their reading practice. Reading has a different meaning for each other. According to Nunan, “reading is a fluent process of readers that is combining some informations from a text and their knowledge to build a meaning” (Nunan, Practical English Language Teaching, First Edition, 2003). As good learners, students should learn everything to try their ability and get many pieces of information. According to Ulmer cited by Estika Satriani, reading is an interactive and complex procedures. The procedure is between readers’ interaction, a background of knowledge, and

constructing the meaning. The readers should understand what they have read.

Chamot & Kupper stated that “reading is the ability for readers to transfer written symbols to meaning and using them communicatively and effectively” (Bhlool, 2013). From these definitions, it means that understanding the content of a text is the most important aspect of reading activity. Therefore, the conclusion is reading activity not only just looking at a word but also getting meaning from word and understanding the content to get information from the text. From this statement, the researcher gives data information that reading activity is getting meaning from written text and get the information from the text. Not only that, the goal of the reading activity is comprehending the text. By reading, the students will be able to know more information from any sources.

2.1.2 The Importance of Reading

Reading is important for the education world. Because we can get more information around the world that is not given by the teacher when we studying in the class. Most of the questions in English tests or examinations consist of reading text. So, from these conditions, the students should be trying too hard to have a good ability in learning English. Because it will be useful for the students of junior high school when they decide to continue their study in the future.

2.2 Reading Comprehension

2.2.1 Definition of Reading Comprehension

Reading has an important function in our life, especially in education. Without reading we will never know and understand everything in this world. According to the first revelation (Q.S Al-Alaq) that was sent to our Prophet Muhammad SAW “*Iqra’ (bacalah)*”. From these sentences, reading is indicated as a dominant activity for understanding the knowledge. Comprehending the text means making a sense about the reader have read and connecting the main ideas in the text. It is important because when the readers feel difficult to read a text, it means they are not understand the text.

According to Nunan (Nunan, Language Teaching Methodology, 1991), the reading comprehension is a process to get, to understand, and to catch the content of the text. It means that reading comprehension is a process in understanding the text efficiently. Grabe and Stoller (William & Stoller, 2002) stated that reading comprehension is the ability in drawing the meaning from the text and translated the information precisely.

Comprehending is thinking and understanding the text. It needs a good concentration to understand all of the words, remembering the context and connecting the main idea. According to Brown, stated that reading comprehension is primary in a matter of developing an efficient comprehension strategies (Brown, 2000, p. 306). Reading

comprehension is technique of connecting the text. The readers use their background of knowledge, vocabulary mastery, and other strategies to help them understand the text. English as a foreign language is certainly difficult for the students to get the idea and the meaning from written text. Because some of them feel difficult to catch the meaning and the writer's ideas. From the explanation above, the researcher conclude that reading comprehension is a process of understanding and focusing to get the meaning of the words and information from the text.

2.2.2 Difficulties in Reading Comprehension

According to Djamarah as cited by Suci (Putri S. S., 2020) difficulty is a condition when the students cannot learn spontaneously and there is a disruptions in learning. So, it will disturb their learning outcomes. Another word explained that difficulty as the problem in understanding a word, sentences, or paragraph. From the explanation above, the researcher concludes that the difficulty is a situation where the students cannot learn spontaneously because they have a problem in understanding word, sentences, or paragraph. This condition can disturb the process of achieving the learning outcomes.

2.2.3 Reading Comprehension Strategies

The students' ability in comprehending the text depends on their ability to understand about content of the text. In the reading activity, the students should have a good strategy. Because for improving

reading the students should practice a lot. According to Nuttal, cited by Sri Wahyuni (Wahyuni, 2018), classifies the reading strategies into four types. The four types of strategies are known as :

a. Skimming

Skimming helps the students to understand the primary concept or main idea before reading. It is used to develop the students' confidence and knowledge that is feasible to gain the meaning without analyzing every word. Also, the reading activity can do in several ways such as looking at the picture, reading the title, and reading the first and the last paragraph.

b. Scanning

Scanning is the ability in reading a textual content quickly to find the specific information such as name, date, place, or figure and ignore all unimportant information based on the text above. The purpose of scanning is knowing the location of specific words efficiently. Scanning involves transferring our eyes right away to look the particular information. For example, the student scans the list of the contact name in their smartphone to find a phone number. It can helps the reader to find the information without reading the complete textual content more quickly.

c. Extensive reading

Extensive reading is an activity that asked the student just read a text. Sometimes in extensive reading, the students

generally face a longer text. According to Brown (2001), extensive reading is carried out to reach a general understanding of a text. It means when the students read a large text they are able to skip the unknown words.

d. Intensive reading

Intensive reading is also known as reading for detail. Generally, it has a shorter text. It involves the readers to read a text in detail and requires a good concentration. This technique can be exhausting because the readers are required to analyze and understand all of the text.

2.2.4 Reading Comprehension Aspects

According to Nuttal (C, 1982) stated the students should comprehend the text well in five aspects, but the students often feel difficult in these aspects such as:

a. Determining Main Idea

The main idea is a statement from the author that tells a point about the topic. Sometimes, the main idea generally find in the first sentences. But, it can be in the middle or last of sentence. This reality usually makes the students confused and feel difficult to find the main idea. Because they don't know the location of main idea.

b. Locating reference

Reference is the antecedent of a pronoun. It is a word or a phrase which a pronoun refers. In identifying references, the students are asked to understand for what the pronouns within sentences are used. Such as the pronoun are used to reveal human being, places and locations, or situations.

c. Understanding vocabulary

The students need to be mastered in vocabulary. Because, even as reading activity it is always find new words and guess the concept of the text. Context helps the students make a general prediction. With predicting the context can help students to more understand the meaning of the text without look every word inside the dictionary. The big problem of the students are having difficulties because of lack of vocabulary.

d. Making inference

The students are expected to comprehend the text in making an inference to find the conclusion of the statement. Usually, some students should be able to combine between clues from the text and their background knowledge to make inferences. The clues will help the students to get an assumptions and draw a conclusion, so they will answer the question correctly. The questions are following :

“ What is the meaning of the statement above?...”

“ From the passage, we can conclude that...”

However, the students feel difficult to find the conclusions because the meaning of a statement is not written in the text.

e. Detail information

The last type of question that is usually found in the reading text is a detailed information. This question is used to check the students' understanding of the material. In answering some questions, the students can use the scanning strategy. Also, they can give underline the key of word in the question and looking at the passage.

2.2.5 Reading Comprehension Challenges

Oakhill (Oakhill, 1993) stated that the most commonly problems is the students lack of skill in understanding and making a conclusion form the text. The difficulties such as finding the main idea, making inferences, and inferring the meaning of words. As cited by Wahab (2012) in Sri Wahyuni research, the difficulty is complicated to do (Wahyuni, 2018). We can see it from the students' mistakes or errors in the learning process. Most students often feel difficulties in reading comprehension. The factors difficulties are internal factors and external factors. The internal factors include physics, intellectual, and psychological. While the external factor includes family, and school environments. The internal factors that influence the students in reading comprehension, such as :

a. Difficulty in understanding long sentence

It is the most commonly problem for the students in understanding long sentence with complex structures. Therefore, this problem makes the students who can not understand the long sentence will fail to find the main idea.

b. Difficulty in using reading strategies

The students who can not choose and have lack of reading strategies sometimes failed in understanding the main idea based on the text. The students who are not know with reading strategies, such as scanning and skimming will feel difficult while doing reading activities.

c. Difficulty in concentration

It can be caused by a psychological factor. The students who have an awful attention will fail to comprehend the text. The reason for students' poor reading is difficult in concentration. Whereas, concentration is an important aspect for the students as good learners and effective reading.

According to Peter (2001), as mentioned by means of Sri Wahyuni(Wahyuni, 2018), the external factor that affects the students while reading comprehension is the environment. However, environmental factors can influence the student's mastery in learning English. Home and school are the types of students' environments that can influence their achievement during reading activities. Learning

English from home need attention from their parents because without the attention the students feel difficulty in understanding the material. But, in this era, the students are smart because when they do not know about the answer they can open their smartphone to search for more explanations. Not only in the home but also school environment can be a cause of students learning difficulties because of lack of learning media. Such as books, computers, and e-book. It will make the learning activity become not ineffective.

2.2.6 Cause of Students' Difficulties in Reading Comprehension

Alderson stated there is some factors that causing the students' difficulties in comprehending the text. Such as: (1) Learner's background, it means a something that come from the learners itself. It is related with the learner attitude toward reading, such as interest and motivation in reading and their knowledge before. (2) Language knowledge, knowledge of word is an important aspect for reading comprehension. Sometimes the reader can not understand the text because got unfamiliar word and do not know the meaning. (3) Learner's background knowledge, it is define as the prior knowledge for students, it used to get new information from a text into their previous information. (4) Motivation, the motivation can affect the reading achievement. The motivation of reader can affect the reading outcome and the reader will understand the content. On the other hand, when the readers are not interested in the text they will fail do

read. (5) The lack of reading strategies, it is a step how to the readers understanding a text and how they can process to read. If the reader lack in reading strategies they will not have a good ability in reading activity. (6) Reading process, it is the interaction between text and reader familiar as reading process. During reading activity there are many things that happening in mind. While looking a text, the reader predicting what to come next.

According to Westood(Westwood, 2001), the difficulties in reading comprehension come from many reasons such as: (1) Learner's background knowledge, it means something that come from the learners. It was related to their attitude toward reading, such as motivation, interest, and their prior knowledge. (2) Teaching technique, it is the important factors in the students achievements. Teacher become the source of learning difficulties if they cannot create the right strategy to deliver their knowledge. Therefore, teacher should be careful in choosing the strategy because it related to the students understanding. (3) Learner's environment, this factorsinfluenced the students in learning English. When the students lives in environment that has reading habits, it will be supported by their environment. Their home and school are two kinds of environment factors that can influence reading achievement.

According to Kennedy (Klingner, Vaughn, & Boardman, 2007) stated that the difficulties in comprehending reading text are produced

by some factors, such as: (1) Inadequate instruction presented by the teacher, it is include selecting the wrong skill to emphasize. (2) Lack of pupil interest, it is difficult factors but the readers should concentrate on material that related to their interest. (3) Unsuitable material, when the reading material is not suitable with the topic discussion or may be too difficult it has little relationship to be pupil interest. (4) Vocabularies, it refers to something burden, the students should remember and understand with many important words.

2.3 Descriptive Text

According to the limitation of the problem, the researcher choose Descriptive text to search the data from the students. Descriptive text is defined as a text which described things, animal, someone, or places in detail information. As cited by Abrar, Alderson stated that descriptive is a text which describes a particular person, place, or things. The purpose is to inform about the subject by describing its features without personal opinion. The other experts are Gerot and Wignel in Rohmat and Sadikin cited by Abrar stated that descriptive text has a purpose to describe a particular thing, place, or people which shows the reader about the physical appearance of something clearly (Rianda, 2020). Based on the definition above, it can be concluded that descriptive text describes things in general information. Then, the purpose of this text is to tell the reader about the written text that has been created by the writer.

1. Here is the generic structure of the descriptive text :

a. Identification

It is introduced anything or phenomenon described. The characteristics is to bring the reader to know what will be discussed in the text.

b. Description

It is used to describe some parts, qualities, and characteristics of the part of the object in general. This location after identification or the next paragraph of identification until the last paragraph.

2. Language features

a. Using specific nouns

b. Using simple present tense

c. Using detailed noun phrase

d. Using many kinds of adjective

e. Using relating verbs

f. Using action verbs

g. Using thinking verbs and feeling verbs

h. Using figurative language

i. Using adverbial

Therefore, while reading descriptive text the students should imagine what the pictures describe on the text or what the pictures look like through reading a text. But, the difficulty is imagining something which is not real in our eyes. The students should comprehend the text to get a point and be able

to answer the questions correctly based on the text. Therefore, many students have difficulties comprehending the descriptive text.

2.4 Previous Study

In this research, the researcher choose some studies that have been done by another researcher before. There were relevant researches that have relevancy with this research. First, a research has done by Saraswati (Saraswati, Dambayana, & Pratiwi, 2021). This study used the quantitative method and using reading comprehension test to collect the data. The result showed the the eight grade students of SMP N 4 Tegallalang have difficulties in five aspects of reading comprehension. The ones had been figuring out the main idea, locating references, understanding the meaning of vocabulary, making inferences, and finding specific information. the most difficult aspect faced by students was determining the main idea which got 72% of the percentage of difficulty. Those results found that eighth-grade students of SMP N 4 Tegallalang have difficulties in five aspects of reading comprehension.

The second from Ratih's research entitled "The Analysis on Students' Difficulties in Doing Reading Comprehension Final Test (Nurjanah, 2018). This study used an explanatory multi-method strategy. In this research used test and questionnaire to collect the data. The result showed that students had problems related to vocabulary knowledge or mastery. Those problems are associated with the habit of reading and less interesting in reading comprehension courses. Students need more interactive learning activities to

be implemented inside the classroom. So, the teachers ought to be more extra aware about problems faced by students and provide more interactive teaching techniques.

The last research was conducted by Inkholisatun (Nafsiah, 2019), entitled “An Analysis of Student’s Difficulties in Reading Comprehension on Narrative Text”. The research design was descriptive quantitative and used a reading comprehension test as the instrument. The result confirmed that 75% of the students feel difficult in finding inference meaning. Yet, the students have been able to determine the reference that means without difficulty. It became proved by their score on the reading comprehension test. There is the most difficult aspect is finding inference meaning of reading comprehension faced by the students of MIT Muhammadiyah Bandar Lampung.

Based on the explanation above, all of the researches had similarities with this research. However, the content is the same as talking about the reading difficulties, but it will be different because the problem and subject chose from another places. In this research, the researcher find out the difficulty aspects and some factors caused by students’ in comprehending English descriptive text.

