

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Nature of Reading

1. Definition of Reading

Reading is one of the skills that must be mastered by students in learning English. Reading is an activity to see written symbols and find out their meaning and food. By reading, students can find out other learning, and it is easier for students to get new information needed from a text, newspaper, magazine, and so on. Reading will also make students better understand the ongoing lesson. Reading is important because students will get many benefits through reading, such as obtaining a lot of information, increasing students' knowledge, solving new problems, and getting new ideas by understanding what they read (Rafi'i, 2016). so reading is something that must be mastered and cannot be avoided by students because reading can help students in other learning.

Reading is something that involves many components, reading is not just memorizing writing, but reading also involves visual, metacognitive, psycholinguistic, and thinking activities. As a visual activity, reading is the process of translating letters into spoken words. As a metacognitive activity, reading involves planning, correction, strategy, and evaluation activities. As a psycholinguistic activity, reading helps to convey and inform the message to be conveyed. And as a thinking activity, reading includes word recognition, creative understanding, and critical reading. Reading is closely related to recognizing symbols that represent speech, and responding emotionally or otherwise to sounds or meanings (Akabuike& Asika, 2012).

Reading is very important learning, reading is not only to obtain information but also to increase the reader's knowledge. According to Bahri, (2018), by reading, students will get a lot of information, because the more students read, the more information they get, and reading also makes students more creative and smart. From the statement above, the researcher

concludes that reading is the process of seeing the writing by knowing the meaning it contains. Reading not only obtains information but also understands the content contained in a text.

2. The purpose of Reading

The purpose of reading is to get the information needed. According to Tarigan (2013), the purpose of reading is as follows:

1. Reading to obtain details or facts (reading as details or fact).
2. Read the main idea.
3. Reading to find out the order or arrangement and organization of the story (sequence of reading or organization).
4. Reading the summary, reading for inference (reading for inference).
5. Classification of readings, classification of readings (reading classification).
6. Reading evaluation, reading to evaluate (reading to evaluate).
7. Reading to compare or contrast.

It can be concluded that reading has a purpose to obtain information from texts, or so on, to understand the intent of the text, to understand writing or pictures, and to convey information to listeners.

B. The Nature of Reading Comprehension

1. Definition of Reading Comprehension

Reading comprehension is a very important part because understanding is the process of finding the meaning of the text. According to Oakhill, *et al.* (2015), reading comprehension is very important, not only for understanding the text but also for wider learning, educational and work success. Because of emails, texts, and social networks, it is even important for our social life. Reading comprehension is a complex task that requires the coordination of multiple cognitive skills and abilities.

Reading comprehension is the skill of listening, and understanding the content of the text. Reading comprehension is not the same as listening

comprehension, reading comprehension is very challenging and requires deliberate instruction. Reading comprehension is a complex task, requiring the orchestration of many different cognitive skills and abilities. meaning that reading comprehension is the ability to understand the text, process it, and understand its meaning (Oakhill, et al. 2015). an individual's ability to understand the text is influenced by their natures and skills, one of which is the ability to make inferences.

In reading comprehension, it can be used effectively to participate in thought processes and internal text comprehension. Reading comprehension has many sub-skills that can be used to better understand texts and follow patterns without memorizing. According to word order, they can develop in other ways. In terms of reading comprehension, students must be able to cover three basic reading comprehension skills, for example: First, reading skills will be carried out. Understanding the meaning Students' understanding of the written page during the guided stage clearly understands the meaning of the stated material. Second, the ability to read between lines refers to understanding what is clearly stated but not stated in the material. Students try to summarize the part proposed by the author. And third, students' ability to read outside the line, where students can develop information about the core of the discussion to state students' conclusions.

2. Purposes of Reading Comprehension

Reading is an important obligation for students, by reading students can determine the main idea of the text, make conclusions, and get information from the text read. According to Merkury (2012:325), the purpose of reading is to get an overall picture of the text, to learn any information, to learn some vocabulary, and to become familiar with the style of a news article. The researcher concludes that the purpose of reading comprehension is to find new meanings, information, vocabulary, and find the main ideas contained in a text.

3. Aspects of Reading Comprehension

There are several aspects that must be known by the reader in reading comprehension. Juita, *et al.* (2014), Pointed out some aspects of reading comprehension :

a. Find the main idea

The main idea is important information that tells more about the overall idea of a paragraph or part of a text. Each reading has a key concept or main idea. The main idea is the most important that the writer wants the reader to know about the concept of the section. Therefore, this can make the main idea more difficult to find. The students may get confused to see what the main idea of a passage is, and where the main idea is located.

b. Understanding vocabulary

This means that readers can develop the ability to guess unfamiliar words. By connecting the close meaning of foreign words with the context in the text. Words have almost the same meaning if they have almost the same meaning as other words. Meanwhile, students are expected to be able to find and understand the meaning.

c. Making inference

The inference is the process of arriving at a hypothesis, idea, judgment, or conclusion that refers to information that is never clearly stated in the text. This aspect is the most difficult in reading comprehension because the information in the text is never clearly stated. The inference is the process of drawing conclusions based on implied information. In this aspect, the reader must make predictions about what might be said in the text.

d. Detail information

The supporting details of the text can be used as a way for the reader to find the main idea. The proponent details a piece of information in a section explaining the main idea. Generally, supporting details tell

the who, where, what, why, and how of it can be found in the content material.

4. Factors of Reading Comprehension Difficulty

The difficulty is something that is complicated to analyze. This will be seen from student errors or learning process errors. Students often have difficulty in reading comprehension. These difficulties result in poor student performance in reading tests. So, from these factors came some difficulties in reading comprehension. According to Rahim (2006), the difficult factors faced by students are divided into external and internal. Internal factors include physical, intellectual, and psychological. While external factors include the family and campus environment. Rahim stated, there are several internal factors that influence students in reading comprehension which are generally found by readers during reading, namely; difficulty in understanding long sentences in the text, inadequate instructions presented by the teacher, difficulty in understanding vocabulary, home environment, and school environment.

a. Difficulty in understanding long sentences in the text

In general, the problems that most students find difficult in understanding long sentences with complex structures. shows that almost 12 percent of students have difficulty understanding long sentences in tiered stories and 20 percent in academic texts. Therefore, the effect of this problem is that students who cannot understand long sentences fail to understand the main ideas presented in the text.

b. Inadequate Instructions Delivered by Lecturers

This is an exercise including choosing the wrong skills to emphasize, presenting skills too quickly to a group or individual, to understand them adequately or neglect to adequately evaluate progress.

c. Difficulty in Understanding Vocabulary

An excessive vocabulary burden focuses the reader to rely on the dictionary or to bypass many important words. When any appreciable number of words is left out understanding must suffer.

d. House environment

It cannot be neglected that parents play important role in the home. 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.

e. 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 17 reading learning process become ineffective and will be impeding students in understanding the material.

So there are some difficulties in reading comprehension such as lack of understanding of words, not understanding in determining the main idea, and the environment also influences reading comprehension difficulties.

C. Difficulties in Reading Comprehension

In reading habits, students who have difficulty reading often show tension such as biting their lips, restless or frowning. They also feel uncomfortable feelings, misunderstood a text seen in many mistakes in concluding the text that has been read, unable to retell the text that has been read, and reading with inappropriate emphasis. According to Djamarah (2002), difficulty is a condition where students cannot learn properly, because of threats, obstacles or disturbances in learning. It can be interpreted that difficulty is a situation where students cannot learn well, because of threats, obstacles or disturbances in learning. From the statement it is said that students who have learning difficulties will experience obstacles in the process of achieving learning outcomes, so that student learning achievement

decreases. This is also described by Westwood (2001), difficulties at the word level are related to word decoding and identification skills, and involve problems in understanding, using knowledge of phonic and orthographic units in words, and using analogies and the context of sentences or paragraphs.

Based on the above definition, the researcher concludes that the difficulty is a certain situation or condition where students cannot learn naturally, or something that becomes an obstacle, disturbance or problem in understanding words, sentences, or paragraphs in learning.

D. Previous Studies

To conduct this research, researcher obtain sources of information from several journals, the first journal was written by Teni Lestari, Setia Muljanto, Amir Hamzah with the title *An Analysis of Students' Difficulties in Reading Comprehension*, Vol. 3, No. 1, 2020. The result found that the most difficulties often faced by students in reading comprehension is lack of relevant vocabulary. It caused the students do not understand the meaning of the whole passage. Furthermore, the students strategies to improve their reading comprehension abilities are comprehension monitoring, predicting, generating and asking questions, activating and using background knowledge, making inferences, summarizing, and visualizing. the dominant strategy used by the students is comprehension monitoring.

The second article write by Susi Suryani dan Evie Kareviati entitled *The Students' Difficulties in Learning Reading Comprehension Using Cooperative Learning Through Jeopardy Game*, Vol. 4, No. 1, 2021. From the results of the pretest and posttest, there were 20 pretest results from 36 students or 56% who succeeded in achieving the minimum completeness criteria. While in the posttest there was an increase to 28 of 36 students or 78.85% who succeeded in reaching the KKM. So it can be concluded that the use of games in learning improves abilities students in reading

comprehension. However, there are some students who still find it difficult to learn to use this method because their vocabulary mastery is still lacking.

The Third article was written by Sulih Okta Prihatini entitled *An Analisis of Students' Difficulties in Reading Comprehension at SMA Negeri 1 Sukodadi Lamongan*, Vol. 7, No. 1, 2020. The results showed that some students had difficulty in reading comprehension and they had difficulty in reading comprehension different levels, namely literal understanding, inferential understanding, critical understanding, and creative understanding. The most difficulty experienced by students is at the level of creative understanding. The factors are the difficulty of understanding students in grade ten, the teaching delivered by the teacher is inadequate, students' interest is lacking, and vocabulary difficulties.

The fourth article written by Estika Satriani entitled *Reading Comprehension Difficulties Encountered by English Students of Riau Islamic University*, Vol. 5, No. 2, 2018. Based on the results of data analysis from questionnaires and interviews, the researcher found that most of the students had difficulty in reading comprehension because they did not have the motivation to read. reading habits, they read little or nothing. This is considered a problem for students to understand the reading text. Another student's difficulty in reading comprehension is low reading skills. The students complain about the facts they find, they need to study hard to remember the information they have just read. They also need a lot of time to read the text to solve their problems. Reading material that is too difficult is also one of the obstacles for students in understanding the reading text. The reading material that is familiar to them and the complexity of grammar are also the reasons why students fail to understand the text properly. Sentences in the reading text are too long or use complex sentences. Related to this problem, new words and long texts are seen by students as the main obstacles to understanding a reading text.

The fifth article was written by Hamza Al-Jarrah and Nur Salina Binti Ismail entitled *Reading Comprehension Difficulties Among EFL*

Learners in Higher Learning Institutions, Vol. 8, No. 7, 2018 The findings of the test indicate that the main difficulties encountered by Arabic EFL learners are the inability to recognize text types. This study concludes that reading comprehension difficulties faced by EFL Arabic learners at the chosen institution may affect their English language skills and academic achievement.

Therefore, in this study, researcher conduct research on student difficulties in reading comprehension at IKIP PGRI Pontianak, second semester students majoring in English. The difference between this research and previous research is that this research focuses on analyzing students' difficulties in reading comprehension through questionnaires and interviews. Second, this the research was conducted in a campus environment. Furthermore, this study used a sample of second semester English students.