CHAPTER II
LITERATURE REVIEW

A. Reading Comprehension

1. Definition of Reading

Reading is one of the most important language skills that should be developed inside and outside the classroom. It is also one of the most common ways to get information. According to Harmer (2007: 130), the reader employs several specific skills when reading, and their success in understanding the content of what they see depends mainly on these specific skills. Reading skills are productive skills, extracting specific pictures, getting specific pictures, extracting detailed information and discourse pattern, and deducting meaning from context.

Reading is the first step in the acquisition of knowledge. Reading is a fundamental issue not only about enjoyment but also a necessity, the primary tool of education. Reading is not an easy subject because, in its study, the reader should discover the ideas from a text based on the writer's point of view. Some assumptions about the nature of reading are that we need to perceive and decode letters to read words (Penny, 1991: 138).

According to Nunan (1991: 70), reading is a dynamic process in which the text elements interact with other factors outside the text through developmental, interactive, and global processes involving learned skills. The process explicitly incorporates an individual's linguistic knowledge. Nonlinguistic internal and external variables can positively and negatively influence it.

According to Nuttal (2000: 2), reading results from the interaction between the writer's and the reader's minds. It is how the reader tries to get the writer's message or intended meaning. In this process, the reader tries to create the meanings intended by the writer. The reader can get the message and the writer's meaning sense.

2. Definition of Reading Comprehension

Reading comprehension is the ability to gain information from the texts to know the complete information deeply. It will force the readers to read the text to gain covert information. However, comprehension is a highly complex cognitive process involving the intentional interaction between the reader and the text to create meaning. Readers must intentionally and purposefully work to create meaning from what they read (Chard, 2008).

Reading comprehension is the act of understanding a text. It is an intentional, interactive process that occurs before, during, and after a person reads a particular piece of writing. Linse (2005: 71) states that reading comprehension is a negotiating process between the writer and the reader. It means the reader can feel what the writers think when reading.

Reading comprehension is a "construction process" because it involves all of the elements of the reading process working together as a text read to create a representation of the text in the reader's mind. Theoretically, reading comprehension is a process of interaction between the reader with the text, or it is a process by which the reader constructs meaning by interacting with the text (Westwood, 2001: 13).

According to Klingner (2007: 2), reading comprehension is constructing meaning by coordinating several complex processes, including word reading, word and world knowledge, and fluency. It refers to the ability to interpret the words and understand the meaning and the relationships between ideas conveyed in a text.

According to Pang (2003: 14), comprehension is making sense of words, sentences, and connected text. Comprehension is the process of deriving one word's meaning from another in a text. Readers typically use background knowledge, vocabulary, grammatical knowledge, experience with a text, and other strategies to help them understand the written texts.

Reading comprehension is the ability to gain information from the texts to know the complete information deeply so that it will force the readers to read the whole text to gain the covert information. However, comprehension is a highly complex cognitive process involving the intentional interaction between the reader and the text to create meaning. In other words, comprehension does not just happen; it requires effort. Readers must intentionally and purposefully work to create meaning from what they read (Chard, 2008).

3. **Purpose of Reading Comprehension**

Jo & Christopher (2003: 90) suggest that there are seven primary purposes for reading:

a. To obtain information for some purposes or because they are curious about some topic.

b. To obtain instructions on performing tasks for their work or daily life.

c. To act in a play, play a game, or do a puzzle.

d. To keep in touch with friends by correspondence or to understand business letters.

e. To know when or where something will take place or what is available.

f. To know what is happening (as reported in newspapers, magazines, and reports).

g. For enjoyment or excitement.

4. **The Factors Influencing Students' Reading Comprehension**

The influential factors of the student's reading comprehension may not be separated from the influence of students in the learning process. Purwanto (2004: 107) states that two significant factors influence students' learning, as follows:

a. The Internal Factors

The internal factor means the factors which come from the reader himself or, usually, personal factors because the factor exists inside the reader. This factor deals with self-motivation and interest.

1) Motivation

Motivation plays an essential role in comprehending the text. The students will be motivated to read when they need something from the text.

2) Interest

Interest is one of the crucial factors in increasing students' reading comprehension. If one is interested in reading, they will get good comprehension. On the other hand, if the readers are not interested in reading, it can influence their comprehension.

b. The External Factors

The external factor is closely related to the reading material and teacher.

1) Reading Material

The students' reading comprehension depends on the text's difficulty level. Thus, it can influence students' comprehension of the text/paragraph given, not at the right level of the difficulty of the readers or the students.

2) Teacher

The reading teacher should be careful in choosing and giving the texts because they relate to the student's reading comprehension.

5. **The Major Components of Reading Comprehension**

According to Donald (1987: 30), the following components are thought to contribute in meaningful ways to reading comprehension:

a. Decoding Knowledge

Decoding knowledge refers to the knowledge readers use to determine the oral equivalent of a written word. Decoding knowledge is essential for comprehension when determining the oral equivalent of a word helps a reader identify the meaning. It is frequently true for beginning readers.

b. Vocabulary Knowledge

Vocabulary knowledge is the knowledge one has about word meanings used to determine the appropriate meaning for a word in a particular context. Helping students develop vocabulary knowledge is essential at all grade levels. However, reading instruction is essential as students develop and explore less familiar subject areas with somewhat specialized vocabularies.

c. Syntactic Knowledge

Knowledge of sentence syntax, or word order, is also crucial for comprehension. Syntactic knowledge includes understanding word order rules that exist within sentences and permit you to determine the grammatical function and often the meaning and pronunciation of words.

d. Discourse Knowledge

Discourse knowledge is language organization at units beyond the single sentence level. It includes knowledge of the structural organization of different types of writing. Discourse knowledge often receives greater instructional emphasis at higher grade levels.

e. Readiness Aspects

Readiness refers to two different concepts. Traditionally, reading readiness is the ability of students to benefit from initial reading instruction. Reading readiness describes the abilities required to read and comprehend any particular printed material piece. The level of reading readiness will influence how students comprehend written text.

f. Affective Aspects

Reading is a language process, but it is also an effective process. Affective aspects of comprehension include a reader's attitude and interest in reading. These increase motivation and facilitate reading comprehension. Affective aspects are essential to consider at all ages and grade levels.

B. Reading Strategy

1. Definition of Reading Strategy

A reading strategy refers to a conscious reading behavior that a reader employs to comprehend a text. There is no clear-cut definition of reading strategies, and the term has been used differently in various contexts such as first language (L1), second language (L2), or foreign language (FL) learning. In summary, a reading strategy is a conscious behavior that a reader employs to understand a text (Raftari, 2012).

Reading strategies are techniques or methods used to assist an individual in comprehending and retaining the information they read. Reading strategies can be employed to read various types of texts, including books, articles, and other documents (Bu'ulolo, 2021).

2. Types of Reading Strategies

Some commonly used reading strategies are:

a. Speed Reading

The technique of speed reading can help an individual read more information in a shorter amount of time. This technique involves reading multiple words or phrases at once and avoiding reading each word separately (Amelia, 2010).

b. Intensive Reading

Intensive reading technique involves reading a text slowly and carefully, aiming to understand every detail and meaning contained in the text (Bu'ulolo, 2021).

c. Skimming

Skimming technique involves quickly reading a text to get a general overview of its content, without paying attention to every detail (Bu'ulolo, 2021).

d. Scanning

Scanning technique involves searching for specific information within a text by quickly reading and looking for keywords or relevant information (Bu'ulolo, 2021).

To enhance reading skills, reading strategies can be taught and practiced regularly. Additionally, factors such as motivation, conducive learning environment, and support from teachers or parents can also help improve an individual's reading abilities.

3. **The Ways Reading Strategies Improve Reading Comprehension**

Reading strategies can help improve reading comprehension by providing readers with a set of techniques to process and understand information more effectively. Here are some ways in which reading strategies can improve reading comprehension:

a. Teaching Comprehension Strategies

Explicitly teaching comprehension strategies can enhance learners' comprehension and metacognitive abilities (Nasri, 2017). Research has shown that students' expository reading comprehension can improve with the help of text structure instruction (Roehling, 2017). Teachers can align an intervention with a specific area of difficulty, such as teaching prefixes and suffixes to increase reading vocabulary (Watson, 2012).

b. Using Multiple Strategies

Effective readers consciously or unconsciously use reading strategies to help them process information on what they read. Using multiple strategies can be more effective than using a single strategy (Yapp, 2021).

For example, a pretest-posttest quasi-experimental study found that integrating fixed and multiple instructional techniques significantly improved intermediate EFL learners' reading comprehension ability and lexical knowledge (Nasri, 2017).

c. Improving Reading Speed

Skimming and scanning strategies can improve reading speed rates and comprehension (Fauzi, 2018). Skimming involves reading quickly to get a general idea of the text, while scanning involves searching for specific information (Nasri, 2017). However, it is important to note that reading speed should not come at the expense of comprehension.

d. Macthing Strategies with Individual Needs

Teachers can match specific strategies with the individual needs of students with problems in reading comprehension. Whatever strategy is selected, it should be structured, explicit, scaffolded, and intense (Watson, 2012).

Overall, reading strategies can be effective in improving reading comprehension by providing readers with a set of techniques to process and understand information more effectively.

C. Previous Related Study

Several studies have been conducted related to this research. The previous research that became a reference in writing this research was as follows:

Hasibuan (2022), under the title "An Analysis of Reading Strategies Used by the Fourth Semester Students of English Education Study Program in Muhammadiyah University". The result shows that the fourth-semester students of the English Education Study Program at Muhammadiyah University used the four reading strategies in reading: cognitive, metacognitive, compensation, and testing strategies. The dominant reading strategy was metacognitive. Among the four strategies, metacognitive strategies (3.2) were the most frequent strategies used by the fourth-semester

students. It was followed by testing strategies with an average score (of 3.0), compensation strategies with an average score (of 2.9), and finally, cognitive strategies with an average score (of 2.8). The four reading strategies were categorized at a moderate level. The students were using the four reading strategies quite well. They use metacognitive strategy mostly when they do a reading activity in the classroom, such as thinking about the learning process, planning for learning, monitoring the learning task, and evaluating how well one has learned.

Dewi (2019), under the title "Students' Reading Strategies at English Educational Department". The results show that students' reading comprehension is initially shallow when reading texts with great vocabulary difficulties. However, the results of reading comprehension increase when given texts or discourses with lower vocabulary difficulties. The students' strategies were similar, though they were given different types of text. Each student had their reading comprehension strategy, but most used the bottom–up strategy. A bottom-up strategy will significantly help the reader understand if it is used for texts with low vocabulary difficulties so that the reader will quickly translate the text or discourse. However, if applied to texts or discourses with high vocabulary difficulties, this will result in time running out wasted because it has to translate every difficult word found in discourse or text. The top-down strategy looks more appropriate if applied to all levels of text or discourse difficulties. It can be seen in the first comprehension text. The informants who apply this strategy get more correct numbers than those using bottom-up. However, this still needs further research.

Banditvilai (2020), under the title "The Effectiveness of Reading Strategies on Reading Comprehension". The findings of this study showed that reading strategies significantly impact the students' reading comprehension ability. Students have revealed that skimming, scanning, making predictions, and questioning strategies have helped the students' reading comprehension. The students had positive attitudes toward these strategies. Students needed to be trained or guided on the use of different

reading strategies to know how to apply these strategies for successful comprehension of academic materials. Teachers will require the skills to teach reading strategies that will assist students in understanding and applying the appropriate strategies to become skilled readers.