

CHAPTER II

LITERATURE REVIEW

A. The Nature of Reading

1. Definition of Reading

Reading is an important learning skill. It is the process to achieve the goal of learning. In addition, this skill must be studied because is used to obtain information in academic or non-academic. In other words, by reading students could get more information and also increase knowledge. Reading makes students understand the text they read and what they read. Furthermore, reading has a positive effect on students in the learning process. The knowledge that already exists, but is improved by reading so that it becomes the breadth of their knowledge (Frankel *et al*, 2016:8). Reading is a basic activity for the students to improve their learning abilities because by reading they get an idea or understand the meaning of the text. And also, it is called an activity that constructed meaning from the text.

On the other hand, Kucukoglu (2013:710) states that the idea, understanding, and information will be obtained when we read something, in written text. The writer usually put the information, certain meaning, or messages into the words as well as it is what can be taken. In addition, the readers can learn new things from the written text, so that they can develop ideas and also get concepts from the reading. In general, writers and readers interact or communicate with each other. The writer provides information through the written text while the reader gets information through the reading of the text. That is how they interact or communicate with them. Therefore, reading is an important point in a life process, it is an opportunity to become a successful person in the future.

The researcher concluded that reading is a basic skill or foundation in a system or process to get information. Moreover, if the reader can take or accept the ideas from the author's written text. The reader comprehends the words used to find out the meaning of the text so that there is an interaction that is carried out unconsciously by the writer and reader. It was giving messages and receiving messages during the reading process.

2. Definition of Reading Comprehension.

Reading ability is important for English students as well as reading comprehension. Mastering it is the same as mastering the language. When students read a lot, the students get a lot of new vocabulary, new information, and new ideas in the reading. And then, students can express the idea in new writing from their creativity. So that they get the results of their reading comprehension. In other words, students can understand the content text and can relate it to their knowledge of a written text.

In addition, reading comprehension is an important part of Language learning. Reading and comprehending are related to the success of learning. The main purpose of reading comprehension is to get information. Comprehension means understanding. Kusuma (2021:2) reading comprehension can improve students' reading ability. In other words, reading comprehension is an important point for students who study language because it is basic to improve knowledge and master language, the better students master it, the easier it is to comprehend. The point is that reading comprehension is a way to improve academic skills.

At the same time, reading comprehension is the main purpose of the reading activity. Where the students easy to interact with the text to create meaning. Lysenko and Abrami (2014) state that reading comprehension is the process of students understanding the text and making students successful in understanding the meaning of the text. In other words, the

students need time to identify and understand the words' meaning. Thus, students successfully understand the text with the process that has been passed.

The process of reading the information is called reading comprehension because reading comprehension is the ability to process or summarize text before getting a message from the text. By comprehending reading, we can determine each main idea of the written text. The process of reading comprehension is complicated, the process of acquiring knowledge through reasoning and understanding the meaning of words involves the reader and the content of the text (Gani *et al*, 2016:2).

From some definitions above. It can be concluded that reading comprehension is comprehending in the understanding of a written text, the level of understanding of the text. That means, reading comprehending is to gain an overall understanding of the explanation in the content text. In other words, the reader's thinking process to get ideas, information, and message from the content text as well as the process of understanding words, sentences, and connected text. By mastering it, a reader can develop their knowledge by giving opinions and even suggestions. That way, a written text becomes an intermediary for interaction or communication between the writer and the reader by transferring information and capturing the information. The most important thing is that reading comprehension is the center of reading that needs a thinking process to understand a written text.

3. Aspects of Reading Comprehension

There are several important aspects of reading comprehension, and these aspects aim to make it easier for students to comprehend text. Mikulecky and Jeffries in Wahyuni (2018) there are five aspects of reading comprehension that are an important aspect in understanding to measure students' ability in reading activities.

a. Main idea

The main idea is an important part of a text is the main idea or specifics topic of a paragraph. In other words, the main idea focuses on a particular message or information developed and conveyed by the author. The finding main idea plays an important role for students in understanding each paragraph and makes it easier for students to remember the contents of each paragraph.

On the other hand, the main ide is the core of the story of the whole paragraph, whereas is the main idea usually found in the deductive paragraph and inductive paragraph. The main idea is an important part of reading comprehension. Finding the main idea helps students in comprehending text, in addition, students can find information or messages that the author wants to convey. (Sitohang *et al*, 2021)

b. Detail Information

Detail information aims to answer WH questions. It is 5W+1H, where each question has an answer already in the text. that means, detail information developed in the topic sentences by giving definitions, examples, facts, cause and effect, comparison, and analogy contained in the text. Deny *et al* (2016:131) argue that this detail information is very helpful for students to find information and the most important thing is to understand the entire content of the text.

c. Vocabulary

Vocabulary is the knowledge of words and words' meanings. Vocabulary plays an important role in language learning as well as in reading comprehension. Students can understand the meaning of sentences if students know the meaning of the words in the sentence so that students can understand the entire content of the paragraph. In addition, students could develop a guessing ability the word which was not familiar by related with the close meaning words to the text.

d. Reference

Reference is a word used as a reference word because usually, the author will prefer to write a reference word rather than rewrite a word, students must be able to recognize and also identify reference words because it will help students in comprehending text. In addition. Reference words are usually in the form of pronouns such as she, he, and it. Therefore, students need to identify the word related to the previous words to understand the meaning of the sentence.

e. Inference

After reading and comprehending the text, students conclude the reading based on the information and facts presented in the text. That means students have knowledge that is used to make conclusions from the overall content of the text. In other words, students can observe every word and sentence in the text so that students can make conclusions based of their reasoning on the information and facts presented in the text.

In conclusion, there are five aspects of reading comprehension. Students' difficulties in reading comprehension are taken from the aspects of reading comprehension, namely determining the main idea, find important points in a paragraph. Identifying supporting details, where students look for facts and information in a paragraph. Understanding vocabulary, knowledge about unfamiliar words, and making reference, to where students know about pronouns or identifying pronouns in a paragraph and making inferences, students make conclusions from information or facts in the text.

4. **Levels of Reading Comprehension**

Basaraba *et al* (2012) states that there are three levels of reading comprehension:

1. Literal comprehension

Literal comprehension is the simplest level. The understanding of the content in the written text. Reader response relates to the text content. That means, the reader can get information, messages, and find ideas directly in written text or from the text. This level is the basic level to understand the content of the text directly before the understanding that is stated indirectly. In other words, regulations at this level are the understanding of the reader to remember any information presented in a text. This level is important because it continues for levels of comprehension.

2. Inferential comprehension

Inferential comprehension is the next level after literal comprehension. It means, that after understanding the content of the written text and finding some information and fact in the reading. Readers should be understanding the meaning based on the information and fact that has been in the written text. That means readers should read the overall text content, process information, and facts in the text, and then readers can make a conclusion based on knowledge and understanding of the written text. In other words, the reader requires logical conclusions to find the truth of the contents and information, it is given in the written text.

3. Evaluative comprehension

Evaluative comprehension is at the highest level. Evaluation of the meaning of the text. That is, the reader evaluates every sentence during the reading process. Therefore, readers should provide opinions, and an assessment of the text and also develop an existing idea in the text, especially based on the content and information. Analysis and critical thinking are required to provide an assessment or even evaluate a text. This level is related to the general knowledge of the reader in finding clear information by giving a question about it.

From some definitions above. It is can conclude that literal comprehension is reading comprehension in understanding the facts and finding information in the text, while inferential comprehension, where readers should be understanding the meaning based on information and facts in the text so the reader can make the conclusion based on what is read. The last one, is evaluative comprehension, the process of evaluation from the content of the text. At this level, the reader has a task from starting to opinion, a logical assessment, it can develop an idea of the text and also clarify the facts and information by asking.

B. Learning Style

a. Definitions of Learning Styles

Learning styles is called different ways of learning, the concept that different people prefer to process in different ways. Wahab & Nuraeni (2020:42) states learning styles is a process where there is a combination of absorbing and processing learning information received by students. That means learning styles is the way how students can accept and understand each lesson. In addition, the way students receive learning optimally is by applying learning that is comfortable to use. In the learning process, learning styles play an important role for students because with their learning styles students can interact with their learning environment. Moreover, students can create a pleasant learning atmosphere so that feel comfortable learning.

On the other side, there are students who prefer to learn by seeing, hearing, and doing. Students explore learning characteristics and choose the most comfortable to learning. Kolb in Cabi and Yalcinalp (2012:4460) learning style is present as differences in approach to learning or process of receiving, processing, and responding about information or knowledge during learning activities More or less, learning style is closely related to personality.

In general, learning styles are an approach used to support the learning process. In other words, the styles used to acquire new knowledge, and how well the learning styles encourage learning and improve learning outcomes. However, the learning styles used can change depending on the learning environment itself and that can change the learning styles are students. It can happen based on their comfort in learning as seen from their learning environment. In addition, by choosing an appropriate learning style, students can master learning materials, especially language learning for students learning English. Therefore, the selection of learning styles is chosen according to the conditions and learning situations of students and the most important is to choose the preferred learning styles.

Furthermore, if students know their learning style, it will make it easier for students to absorb, receive, comprehends, and process information to improve learning outcomes. Every student has a different learning style. That means students learning styles depend on cognitive, emotional, and environmental factors. Therefore, the learning styles used are the learning styles that they know and choose the preferred learning style because it creates fun learning activities, making it easier to accept learning. Learning styles have a good impact on mastering learning if used properly. (Salam, 2020:112).

From some definitions above. It can be concluded that learning styles are a way of the learning process. It starts from absorbing, receiving, organizing, and information. In other words, the way used to receive knowledge is by remembering, thinking, and understanding so that it can solve problems. Understanding the learning style used can make it easier to learn activities and can increase students learning potential and also good impact on the future. In addition, learning styles can also be called key to success in achieving learning goals.

b. Types of Learning Styles

There are three types of learning styles that are visual learning style, auditory learning style, and kinesthetic learning style. Vaishnav and Chirayu (2013) state that there are three types of learning styles that can be used to motivate learning so that it is easy to accept lessons and also can be responsible for student differences in receiving learning.

a. Visual learning style

The visual style refers to persons who prefer to process knowledge through visions. In other words, a learning style that focuses on vision or learning style that is easier to understand the material, and remember things that are written or seen. Thus, it is made easier for students to understand the lessons. Learning styles by using pictures so that it is easy to remember and imagine. That means usually, students learn by seeing the object (Chieke J. C. *et al*, 2017: 30). The pictures used usually have clear shapes, colors, and lines like charts, and also the use of visual media such as PowerPoint and video explanations for learning media.

Moreover, it is all to understand new information. Making students more interested in learning, is not monotonous and boring. In addition, learning style by using colorful pictures, a variety of stationery, or other interesting media will provide motivation and an even better stimulus for learning. Visual learners need imagination in acquiring knowledge. Therefore, visual learners are more focused on the visual.

b. Auditory learning style

The auditory style refers to persons who prefer to process knowledge through hearing. In the auditory style, the learning process will be easily understood by memorizing or remembering what is heard. In other words, learning through sounds is an explanation by the teacher or media that support learning activities. This style prefers to listen to get information and understand an

explanation. That means a learning style that is easier to remember a lesson from what is heard than seen.

Moreover, auditory learners use this style likes to listen to music while studying. Moussa (2014:21) background music that suits your needs will make concentrate when experiencing learning disorders ranging from tired even less focus. Nevertheless, auditory learners can retain their ideas, and knowledge when listening to music even if can get new ideas. In addition, students with this learning style are known to be good listeners. Auditory learners store information by sounds and also more understand spoken instructions than written ones.

c. Kinesthetics learning style

The kinesthetics style prefers to process knowledge through movement, practice, and touch. In kinesthetics style, learning style that often uses physical. It means, that students will be more active in interacting in learning activities. Furthermore, with active interaction and communication in the learning process, it will be easy to master the subject. Usually, for someone who uses this style, it is easy to master the learning material by practicing. In other words, students prefer to demonstrate their understanding directly or do something to appear to master a concept or material rules. The characteristics of kinesthetic learning style that are physically busy or related to the physical such as usual underline the reading, take small notes when listening to the explanation Nevertheless, it makes more active in learning activities.

From some definitions above that, each learning style has it is own advantages and the use of learning styles according to the needs of each student. There are three types of learning styles. Namely: (1) Visual learning style, learning style that uses vision, stimulated by colorful picture media to make it more interesting and learning materials to be easy to remember and understand. (2)

Auditory learning style, this style is related to listening. Students like to learn by listening to explanations because it makes students easier to understand the material even students can master the learning material. (3) Kinesthetics learning style. Learning style by using physics, not just seeing, reading, writing, and listening. This style prefers to demonstrate its understanding directly to appear to master the concept or material. Knowing the learning styles personally will make students know the strengths and weaknesses in the process of receiving learning.

Based on the explanation above, it is can concluded that visual learners focus on an image or remember by seeing. Meanwhile, auditory learners focus on hearing, students easily accept lessons by listening to explanations. Then, kinesthetic learners focus on doing or practicing, because to make it easier for students to remember what students learned. In other words, students have different learning styles, it all depends on the comfort of the students, and how students learn, receive, and process information or knowledge during learning activities.

c. Characteristics of Learning Style

Characteristics are a description of an element. Learning style, there are certain characteristics in each learning style as follow:

a. Visual Learning Style

Visual learners tend to exhibit these characteristics:

- 1) Visual learners are organized and take care of appearance.
- 2) Understanding things faster through visuals, such as pictures, portraits, charts, graphs, and videos.
- 3) Remembers what is seen rather than heard.
- 4) Visual learners prefer to read than to be read.
- 5) Visual learners prefer to write in full or imagine for information.

(Deporter, 2014 cited in Sari. A.K., 2014:8).

b. Auditory Learning Style

Auditory learners tend to exhibit these characteristics:

- 1) Easily distracted by noise.
- 2) Speak in a rhythmic pattern.
- 3) Learn by listening. Auditory learners have difficulty with related matters with visualization.
- 4) Make a sound when reading.
- 5) Dialogue internal and external. Auditory learners find it difficult to write but have competence in the present or convey.

(Deporter, 2014 cited in Sari. A.K., 2014:9).

c. Kinesthetics Learning Style

Students with kinesthetics learning style exhibit the following characteristics:

- 1) Kinesthetic learners enjoy to touch, and action in interaction with other people.
- 2) Learning through moving, doing, and touching to convey information.
- 3) Learn by manipulating, practicing, or concept demonstrations.
- 4) Kinesthetic learners use more body language.
- 5) Difficult to sit silently because the passion for exploration and activity is strong.

(Deporter, 2014 cited in Sari. A.K., 2014:9).

From the statements above, the researcher states that learning styles have different characteristics, which are signs, traits, attitudes, and also the daily way of students in learning. In other words, students have characteristics in learning. Indirectly, these characteristics give signs or indicate students' learning styles.

In addition. There are some approaches to learning style in the learning process. Approaches are the point of view of the learning

process. Views or actions about the occurrence of a process that is still in general to be achieved. Zagoto, M.M, and Yarni, N. (2019) There are approaches to assist the learning process of students with learning styles.

- a. Approaches to assist the learning process of students with visual learning styles.
 - 1) Take advantage of picture books, objects, diagrams, and charts as visual materials that is to get information and increase knowledge.
 - 2) Take advantage of color to make it easier to understand important material, so that is not boring in learning.
 - 3) Reading with animated visuals such as pictures books and animations.
 - 4) Utilizing digital media such as computers and videos as instructional media.
 - 5) Present ideas in pictures, charts, diagrams, or media PowerPoint to make it more interesting.
- b. Approaches to assist the learning process of students with auditory learning styles.
 - 1) Engage in discussion activities.
 - 2) Give motivation or instruction to read the lesson material aloud.
 - 3) Provide varied music when teaching materials.
 - 4) Familiarize auditory learners to discuss or explain ideas orally or verbally.
 - 5) Suggest auditory learners record the explanation of the lesson and then replay it to remember the lesson.
- c. Approaches to assist the learning process of students with kinesthetic learning styles.
 - 1) Does not require students to study for hours.

- 2) Invite kinesthetic learners to learn by exploring, demonstrating, and moving.
- 3) Learning using real objects in understanding material or concepts.
- 4) Put a mark on important material notes such as underline bold, italic, or circle.
- 5) Familiarize students with learning in a pleasant atmosphere such as listening to music, studying while standing, sitting *et al.*

From the statements above, students have different characteristics or different learning styles. Therefore, students need a different approach so that students can easily feel comfortable in learning activities. That is, the approach given to students with different learning styles aims to facilitate the learning process to achieve competency success.

C. Previous Studies

Some previous studies relate to the comparison between reading comprehension and learning styles. Firstly, Gilakjani (2012) about “Visual, Auditory, Kinaesthetic Learning Styles and Their Impact on English Language Teaching”. There are three learning styles. It is used to improve reading comprehension. The learning style that the frequently used by students is a visual learning style. The learning style that is related to the image will make it easier for students to understand and remember. In addition, the learning styles give a positive effect and benefits to help students in terms of concentration and focus on learning activities, so successful in education.

Secondly, Saputri *et al* (2019) with the title “An Analysis of Students’ Reading Comprehension with Different Learning Styles”. The students have different learning styles. Therefore, students’ difficulties in several aspects of

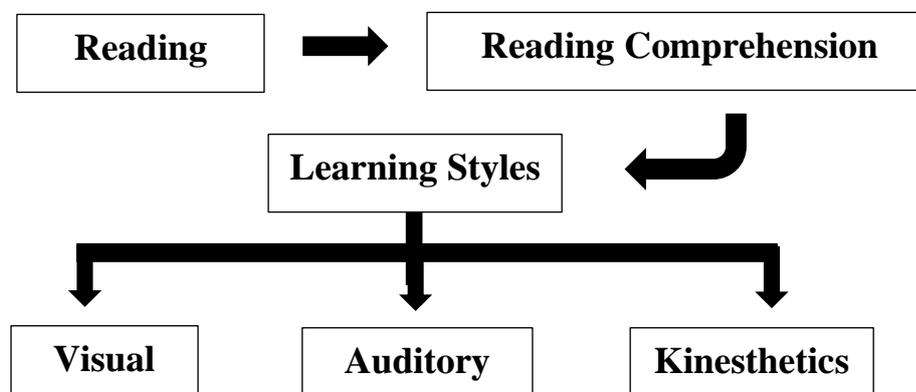
reading comprehension can also be different. Students who have visual learning styles have more difficulties in inference. While students who have auditory learning styles have more difficulties with vocabulary as well as students who have kinesthetics learning styles have the same difficulties with vocabulary.

Third, Suaib (2017) about the use of visual auditory kinesthetic learning styles to increase students' vocabulary. Vocabulary is one of the common difficulties for students in learning English, especially in reading comprehension. The researcher found that learning styles affect the level of students' achievement. The students' vocabulary increased significantly because of the application of learning styles that were of high interest to students for the way of learning.

Fourth, Astri & Wahab (2018) about the Effect of Reading Teaching Material for Different Learning Styles in Improving Students' Reading Comprehension, there are some influential factors in reading comprehension such as students' low motivation in learning English and learning styles factors and then Students can improve language skills after the prevision of teaching materials.

Fifth, Yang (2016) about a study on factors affecting learning strategies in reading comprehension. visual and auditory learners like to read extensively with concentration because it is not easy to find the main idea and answer questions about facts that are given in the reading material. Kinesthetic learners who learn alone, practicing knowledge with an action or practice. Difficulty in comprehending the meaning of a phrase, making it difficult to draw conclusions from reading material.

D. Conceptual Framework



Reading is the first step in education. In addition, the key to the success is academic as well as non-academic. Therefore, reading plays an important role in learning a language. In general, reading is a foundation in skills and abilities that will be related to the success of other things. When reading, we must understand the meaning or content of the text. In other words, comprehending in reading. However, there are still students who do not like reading even though it reads it matters. Therefore, students need a fun learning style for themselves to increase the spirit of learning. That way, students can improve their understanding of reading comprehension. Furthermore, learning styles are also a way for students to understand, process, and consider information or learning materials. Based on the discussion above. There are three types of learning styles, namely (1) visual learning style, and learning styles related to the object. Where students learn to use media of color images. Learning like this is done because it looks interesting to learn. (2) auditory Learning style, this learning style is focusing on hearing. Students prefer to listen to direct discussion. In addition, this type can also use media such as video explanations about learning materials. While (3) kinesthetic learning style, learning style related to the physical. This type demonstrates directly students' knowledge or students' mastery of material discussion. Every student has a different learning style but there are some students who have the same learning

style. It depends on each student. Likewise, students who already know the learning style will use it in the learning process. Students will be easy to accept and understand learning as well as overcome difficulties in reading comprehension.