

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Descriptions

1. Definition of Reading Comprehension and English Learning Process

Reading is one of the four language skills. Reading is a basic component of someone can have an understanding or more knowledge. Because by reading someone will be richer in knowledge, reading is an activity carried out to obtain information or knowledge that is not known. There are also many ways that can be done, one of which is by reading books to enrich the vocabulary and another important thing for effective reading is to create a comfortable atmosphere.¹ Reading is an essential aspect of knowing how vast are science and the world. If we read a text, we need an understanding of the contents. Therefore, the information obtained is following with what the author intended. If you can not understand the content of the reading, then students can not get important information from it. It is vital to measure students' awareness of the reading comprehension process and to know the student's problems face in understanding what they are reading. In addition, it is useful to identify decoding strategies they may be applying or not using at all. Then, what is meant by reading? The answers to these questions will be very broad and varied, depending on the angle from which we want to review them. Until now, experts generally still provide different limits. As William acknowledged, until now, experts still have differences of opinion in providing a truly accurate definition of reading. However, according to him, there is one thing that all experts agree on about reading, namely that the element that must exist in every reading activity understanding. Because reading activities that are not accompanied by understanding are not reading activities.²

Reading is an activity for information or understanding a text. That is written on paper or in online media. When we are

¹ Sigit Verbrianto Susilo. *Cooperative Learning Make a Match Dalam Pembelajaran Reading Comprehension di Kelas IV Sekolah Dasar*. Jurnal Cakrawala Pendas, Vol. 1, No.1 . 2015. P.80.

² Drs. Kholid A Harras, *HAKEKAT MEMBACA* (Jakarta: Depdikbud PPGLTP, 2011), P. 6.

reading only get information and understanding. Then there must be a further step to reading. Especially reading the English text requires understanding to convey the meaning. The RAND Reading Study Group (RRSG) comes down squarely in the middle of this debate. We define reading comprehension as the process of simultaneously extracting and constructing meaning. In other words, we recognize both challenges: figuring out how print represents words and engaging in the translation of print to sound accurately and efficiently (extracting), at the same time formulating a representation of the information being presented, which inevitably requires building new meanings and integrating new with old information (constructing meaning).

In addition, there are two different kinds of reading, they are extensive reading and intensive reading. *Extensive Reading* is exposing learners to large quantities of meaningful and fascinating materials and activities will have a significant impact on the learners knowledge of L2. According to Carrel and Olshtain, extensive reading activities can be beneficial and aiding learners to become self-directed individuals who are searching for meaning provided that they are based on student selected texts will be done according to content, level of difficulty and length. However, in *intensive Reading* in this type reading, learners read a page to find the meaning and to be familiar with the strategies of writing. Students can get fundamental practice in performing these strategies based on a series of materials.³

Practice in reading builds word knowledge and increased word knowledge supports comprehension skill. Our research has partly focused on these reciprocal ideas:

1. Learning words depends on acquiring information about word forms and meanings from word learning events, and more skilled comprehenders do this better than less skilled comprehenders.
2. Text comprehension depends on understanding words and integrating their meaning into a mental model of the text; more skilled comprehenders do this better than less skilled comprehenders.

³ Abbas Pourhosein Gilakjani. *How Can Students Improve Their Reading Comprehension Skill?*. Journal of Studies in Education vol. 6, No. 2. (2016). P. 230

3. The implications of these twin hypotheses for reading comprehension skill have been explored using various methods. However, “on-line” reading studies are especially important for examining word learning events and comprehension at a level of detail that can be mapped on to processes and the knowledge stores that they act upon. Here, we focus on the second claim that text comprehension depends on integrating words into a mental model of the text.⁴

Thus, we use the words extracting and constructing to emphasize both the importance and insufficiency of the text as a determinant of reading comprehension.

Comprehension entails three elements:

1. The reader who is comprehending
2. The text that is to be comprehended
3. The activity in which comprehension is a part

In considering the reader, we include all the capacities, abilities, knowledge, and experiences that a person brings to the act of reading.⁵ The *reader* who is comprehending. Reading and Reading Comprehension are different, the difference between them is when we read some text can find knowledge or just information, whereas in reading comprehension we can get information, knowledge, and understanding about text. There is another definition is “Reading Comprehension is the construction of the meaning of the written text through a reciprocal interchange of ideas between the reader and the messages of particular text”.⁶

Understanding a written text involves three main models: Bottom-up, Top-down, and Interactive Models.

a. Bottom – up Model

The readers begin with the smallest elements and build up a comprehension of what is being read. That is, the students start with the fundamental basis of a letter and sound recognition, which allows for morpheme recognition, building up the grammatical structures, the sentence, and longer the text. maintained that bottom-up suggest that a

⁴ Charles Perfetti, Joseph Stafura, Suzanne Adlof. Reading Comprehension and Reading Comprehension Problem. P. 5

⁵ Anne Polselli Sweet, Catherine E. Snow, *Rethink Reading Comprehension* (New York: Guilford Press,2003), P. 1.

⁶ Wayne Tennent, *Understanding Reading Comprehension Processes and Practices* (London: Sage Publications Ltd, 2015), P. 23.

reader takes meaning from the text itself, from each word and sentence and from how that text-only conveys meaning; this model is thus associated with phonics. In this approach, information is first processed in the smallest sound units and then moves to letters, word, phrases and full sentences. This model is supported by a phonics approach in which teachers and researchers suggest that for readers to be successful they must be able to break a word down into its smallest parts and individual sound. It focuses mostly on intensive reading.

b. Top-down Model

The readers begin with the largest elements and work down towards smaller elements to build the comprehension of what is being read. In other words, the reader uses background knowledge, makes predictions, and searches the text to confirm or reject the predictions that are made. The top-down model is supported by a meaning-based/whole language approach to reading. And it is focused on extensive reading. a top-down approach reading is directed by the brain (associated with schema theory) that readers bring their prior knowledge and experiences to the text as they read and that this influence how they understand and interpret a text.

c. Interactive Model

This model combines elements of both bottom-up and topdown models to search comprehension. In others, word reading is an interactive process of bottom-up and top-down processes.⁷

Like other literature, reading comprehension is a complex process that is difficult to define, much less teach and assess.⁸ This gives an understanding that reading comprehension is indeed difficult for students or others who are not used to reading or understanding activities. Therefore, Reading comprehension is one of four skills that must be mastered in reading, because this purpose of skill to know how the students

⁷ M. Farijal Adib, *IMPROVING STUDENTS READING COMPREHENSION ON DESCRIPTIVE TEXT USING SKIMMING TECHNIQUE AT THE TENTH GRADE OF MA NURUL MUTTAQIN WEDI KAPAS BOJONEGORO IN ACADEMIC 2018/2019*. 2019. P. 10

⁸ Elena L. Grigorenko, Robert J. Sternberg, *Metacognition in Literacy Learning: Theory, Assessment, Instruction, and Profesional Development* (London: LAWRENCE ERLBAUM ASSOCIATES, PUBLISHERS, 2005), P. 21.

understanding especially for development and knowledge progress in the schools. When students fail to understand what they read, this affects how well they perform in every academic study area. Moreover, we know in this modern era, English is an international language, and a lot of knowledge has been written in English. This makes it easier for people to learn knowledge from all over the world. Furthermore, since the school days, understanding English through writing needs to start with simple things, namely reading. So that we can improve more in reading comprehension to get the contents of the text.

In Reading Comprehension there a lot of strategies such as activating and using background knowledge, generating and asking question, making inferences, predicting, summarizing, visualizing and comprehension monitoring for help reading comprehension activities. Reading is not simple, reading is an active process that requires a great deal of practice and skill, we need strategies for help our study. Reading is a dynamic process in which readers are able to interact with text or writing to build meaning or understanding. Basically a person's reading ability can determine how well he can absorb the information he gets from written texts. Because reading skills are important, we must hone our reading skills. To improve these abilities, we need to practice a lot and understand several strategies. According to Zimmermann and Hutchins identify seven reading comprehension strategies:

- a. Activating or Building Background Knowledge
- b. Using sensory images
- c. Questioning
- d. Making predictions and inferences
- e. Determining main idea
- f. Using fix-up options
- g. Synthesizing⁹

2. Difficulties in Reading Comprehension

Reading is one of the important skills that is taught in English teaching. Through reading, students can get information, knowledge, and values. In addition, students can get the information in a text and make meaning from it. Students have

⁹ Judi Moreillon, *Collaborative Strategies for Teaching Reading Comprehension*. (Chicago: 2007). American Library Association. P. 19

various problems in doing reading comprehension, but students with rich knowledge of vocabulary will find that reading comprehension is easy. For example, a student who is a good reader is more likely to do well in school than a student who is a weak reader. A good reader can understand the individual sentences and organizational structure of a piece of writing.

Text comprehension is a complex task involving many different skills and cognitive process. As a result, there are many different aspects of the reading process where difficulties may arise, which in turn can contribute to children's poor comprehension. Students usually find difficulties in reading comprehension as follows:

1. **The first problem** is the students cannot feel motivated to learn the text because they are not understanding the method that makes them comfortable for study. Referring to the first problem, motivation can indeed affect students' enthusiasm for learning in reading comprehension because not all students like reading activities, and motivation will help encourage students' enthusiasm in reading comprehension activities, when students do have no motivation or lose motivation, what happens is it is difficult to just read, let alone to understand the contents of the reading which results in delays in learning or understanding process.
2. **The second problem** is when students read a text, they tend to think that the text is correct and it has nothing to be questioned.¹⁰

When we see the second problem, the students read a text and they tend to think that the text is correct and it has nothing to be questioned. It means the students read without thinking about whether the content can be justified or not. Things like that can make reading comprehension difficult for students. For example, when reading on social media or a book, they must have understood the contents.

Furthermore, the majority of studies investigating reading comprehension problems in children have examined generally poor readers. Research has indicated that children with reading comprehension problems have a wide range of difficulties. However, because virtually all of these studies have failed to

¹⁰ Lisa Rahayu, Ratmanida, "The Use of QTA (Questioning The Author) in Teaching Reading Comprehension to Senior High School Students". *Journal of Language Teaching*. Vol 2. No. 3. (2014). P. 2.

measure and control for general intellectual differences between normal and poor comprehenders, it is impossible to tell whether the sorts of simply associated with differences in general intelligence. Most previous studies have failed to employ a control group of younger normal children matched to the poor comprehenders for reading comprehension level.¹¹ Students who are still in the learning process, especially in reading foreign languages such as English, are necessary to get used to reading well and need motivation.

According to research from Intan Safitri et al., the difficulties experienced by students in reading comprehension **are limitations in mastering English vocabulary and being unable to conclude the contents of reading correctly** because of difficulties in finding the reading key, and **having difficulty in understanding reading details**.¹² From all of the discussions, regarding the problems and difficulties of students in reading comprehension, the main fact that causes students to have problems with reading comprehension is the position of English as a foreign language. Besides, students are not familiar with English. However, one of the difficulties for most students is the limited English vocabulary which has an impact on reading comprehension and fluency.

In addition, it is undeniable that reading can help students' understanding in the process of learning English. And there is tips for Enthusiastic Students in Reading Comprehension. The steps that students and schools can take are as follows:

a. Providing supporting facilities

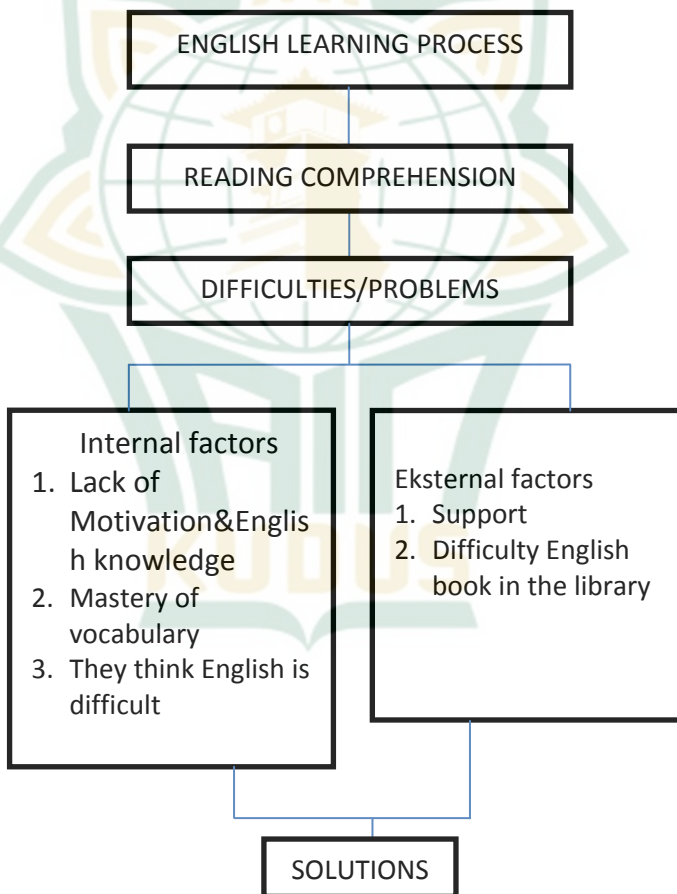
As students, we can prepare what we need to start, the same way when we do reading comprehension, as students we can also adjust. For example: when we study English, we bring books recommended by the teacher and we bring a pen, and notebook, borrow a book from the library, mentoring from people who are more competent and there are still many things that can be done. Besides that, the role of the teacher and the environment also affects increasing enthusiasm for reading comprehension.

¹¹ Cesare Cornoldi, Jane Oakhill, *Reading Comprehension Difficulties Process and Intervention* (New York: Routledge 270 Madison Ave. 2009). P. 14.

¹² Intan Safitri et al., "*Latihan Membaca Bahasa Inggris: Analisis Kesulitan Siswa Kelas XI dalam Memahaminya*". *Jurnal Pendidikan dan Inovasi Pembelajaran Saburai*. Vol. 2. P. 4.

- b. Making interesting things as the first step of habituation
When in school students can follow the method taught by the teacher. However, students can make interesting things according to their version of reading comprehension. Example: students like movies with subtitles. Form a group to continue reading with games, in addition, students can also get used to reading English slowly to get used to it.
- c. Choosing a comfortable place to read
By choosing a comfortable place to read, students will easily enjoy and focus on what they are reading.¹³

B. Theoretical Framework



¹³ Mustangin, “Peningkatan Minat Baca dan Kemampuan Berbahasa Inggris Anak Dirumah Baca Bandung”. *Jurnal Ilmiah Pendidikan dan Pembelajaran PPs Universitas Pendidikan Ganesha*. Vol. 2. (2018). P. 135.

In the learning English learning process, reading comprehension is an important skill for understanding what the teacher teaches to the students. In the learning process, some difficulties can become obstacles when understanding English reading. When they encounter problems with reading comprehension, the student will immediately think to understand what their obstacles are so that they can not understand. Then, students are expected to understand and get solutions to overcome the difficulties they face in reading comprehension.

C. Review of Previous Study

The first previous study refers to previous research conducted by Ratih Laily Nurjanah (2018) in her research entitled “The Analysis on Students’ Difficulties in Doing Reading Comprehension Final Test”. This type of research is descriptive with qualitative methods. Reading comprehension is considered one of the outstanding English skills for learners. In this skill, students are required to capture some implied and explicit information from the text by interpreting or analyzing sentences to get answers to questions. Students have various obstacles in doing the reading comprehension test related to the level of mastery of the English language.

Students with good vocabulary knowledge will think that reading comprehension is easy. Likewise, those who have a good knowledge of grammar. Each student may face different difficulties from the others, causing the need for different teaching methods and learning activities from one student to another. The problem from previous research is that lecturers often do not realize the difficulties faced by students in doing reading comprehension tests. To solve the problem, it is crucial to know the cause of the difficulty. Learning a language involves four skills: listening, speaking, reading, and writing. Speaking is the mental aspect of putting thoughts into speech, and pronunciation is the physical aspect, as stated by Boehme. They have to memorize everything from vocabulary to grammatical rules. This can cause some difficulties for students: moreover, the language being studied is not their first or second language. Several games related to reading comprehension specifically aim to help students enjoy reading class activities more.

The subject of the first previous study was 8 second – semester students of English Literature at Universitas Ngudi Waluyo. The study adapts the explanatory multi-method strategy proposed by Creswell. From the research of the previous study, it can be

concluded that all the student's difficulties in reading comprehension tests are caused by vocabulary, especially the limited knowledge or mastery of vocabulary. To overcome the problems, students propose interactive learning for reading activities, both in form of audio-visual and games. Teachers as the provider of facilities should be aware of these needs and become more creative in terms of providing and involving students in interactive techniques or methods or teaching activities.¹⁴

The second previous study by Kate Chain&Jane Oakhill in the research entitled "Reading Comprehension Difficulties". The children need to develop two broad skills to become successful and depend on readers. They must be able to recognize and decode the individual words on the page and they must be able to comprehend the text. Although good word-reading skills are generally considered a requisite for adequate reading comprehension. Accurate and fluent word reading does not ensure good reading comprehension. The focus of this research is a group of children who show a separation between these two skills: children who have developed age-appropriate word reading skills but whose reading comprehension skills. These children are not simply poor readers: they have a specific comprehension deficit. We refer to this group as "poor comprehenders".¹⁵

The third previous study by Kate Cain in Profiles of "Children With Specific Reading Comprehension Difficulties" in December 2010. Children with fluent and accurate word reading in the presence of poor text comprehension are impaired on a wide range of reading-related tasks. This study investigated the consistency of skill impairment in a sample of poor comprehenders to identify any fundamental skills weakness that might be associated with poor text comprehension. These findings indicate that a single underlying source of poor comprehension is unlikely. Poor comprehenders are at risk of generally poor educational attainment, although weak verbal or cognitive skills appear to affect the reading development of poor comprehenders in different ways.¹⁶

To find out the differences and also the similarities between the three previous studies, can be seen in the following table:

¹⁴ Ratih Laily Nurjanah. *The Analysis on Students' Difficulties in Doing Reading Comprehension Final Test*. Metathesis. Vol.2, No. 2. (2018). P. 255.

¹⁵ Kate Chain, Jane Oakhill. *Children's Comprehension Problem in Oral&Written Language*. (New York: 2007, Guilford Press). P. 41.

¹⁶ Kate Chain, Jane Oakhill. *Educational Pshychology*. 2010

Table 2.1
Differences Previous Study

	This Research	Previous Study 1	Previous Study 2	Previous study 3
Subject	Eleventh grade Students of MA Sholahuddin Wonosalam Demak	8 second – semester Students of English Literature at Universitas Ngudi Waluyo	Children who are poor comprehender comprise up to 10% of 7 to 11 years olds in U.K Schools	Twenty-three poor comprehenders with age-appropriate word reading accuracy were assessed when aged 8 years
Method	Qualitative Research	Qualitative Research	Qualitative Research	Qualitative Research
Location	MA Sholahuddin Wonosalam Demak	Universitas Ngudi Waluyo	U.K School	In the schools
Focus	Difficulties in Reading Comprehension and solutions	find out what difficulties were experienced by students when facing the final exam and what methods were appropriate for lecturers to use when teaching	poor comprehender	investigated the consistency of skill impairment