

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. READING**

Reading is one skill in English language skills. The students must be mastered this skill. Through reading, the students can get more information. According to Pang at al (2003) in Dasrul (2018), reading is about understanding written texts and comprehension is the process of making sense of words, sentences and connected text. Reading comprehension involves both perception and thought. Readers will use the background of knowledge, vocabulary, grammatical knowledge, and other strategies to help them to understand a written text. It means reading is a process of communication between the writer and the reader. The writer has a message such as feelings, facts, ideas, and arguments they want to share. Then, the writer puts the message into the words. So, reading is a way in which something interpreted or understood. Reading does not only mean to understand words or grammar. It is not just translating but reading is thinking, to read well in English reading material text, and the reader must think what the text means.

The readers not only read the text, but they must understand the content of the text. According to Nuttal (1983) in Darwis and Abdul (2014), Reading is an activity done by a reader to communicate with a writer through written words, reading is the transfer of meaning and message from writer to

reader. The goal of reading for students is to understand or comprehend the material of the test because reading comprehension is a bridge to understand the scientific books they read. The ability of the students in reading is very important because by having the ability to read, they will be able to improve their knowledge.

Reading is a crucial skill has to be mastered by students in Learning English. According to Ramelan (1990) in Nurul (2017) said that reading to students is also something crucial and indispensable since and success of his study depends on the greater part of his ability to read. If reading skill is poor, he is very likely to fail in his study or at least he will have difficulty making progress. On the other hand, if he has a good ability, he will have a better chance to succeed in his studies at school.

Reading is the process of creating meaning that involves: (a) the reader's existing knowledge; (b) the text information; and (c) the reading context (Wixson, Peters, Weber, Roeber: 1987 in Narjes: 2016). It indicates that if the students know, they can comprehend the text that they read.

However, poor readers cannot decode quickly and automatically enough and so focus on word recognition and decoding at the expense of higher-level skills (Martino & Hoffman: 2002 in Titin: 2018). The statements indicate that the students who love reading can quickly comprehend what they read.

## B. READING COMPREHENSION

Reading is an activity that makes the readers not only know the meaning of the text but understand what the writer writes. According to Dallmann and Jhon (1982) in Darwis and Abdul (2014) state that Reading, in general, should always involve comprehension. Whenever it does not involve comprehension, it cannot be called reading. Reading without understanding should not be called reading, for reading necessarily involves comprehending. When the readers read the text, it is the writer who transferring his idea to his reader.

### 1. Reading Comprehension Aspects

According to Nuttal (1985) in Nurul (2017), there are five aspects of reading skills that should be mastered by the students to comprehend the text deeply, as follows:

#### a. Determining the main idea

The main idea is the most important piece of information the author wants you to know about the concept of that paragraph. Determining idea is a skill to grasp and find the main point of the passage by summarizing the passage and look for repetition of ideas/ words. There are examples of question-related in determining the main idea:

"What is the main idea of the second paragraph?"

"The main idea in the first paragraph is.."

b. Finding the specific information or part of the text

Finding the specific information or part of text means looking for the information that relevant to the goal in mind and ignores the irrelevant.

There are examples of question-related to finding specific information:

"According to the passage, who were fighting for the conversation in the forest?"

"All of the following are the true except.."

c. Finding reference

Reference is the intentional use of one thing to indicate something else in which one provides the information necessary to interpret the other.

Finding reference means interpreting and determining one linguistic expression to another. According to Sharpe (2005) in Dasrul (2018)

state that Reference is antecedent of a pronoun. The antecedent is a word or phrase to which a pronoun refers. There are example questions

of finding reference:

"The underlined word refers to ..."

"The word 'he' inline 10 refers to.."

"The italic word in line 5 refers to ..."

d. Finding inference

The inference is a good guess or conclusion drawn based on the logic of the passage. Finding inference means the reader implies the

sentence or passage. These questions are often stated in one of the following forms:

"From the passage, we can conclude that..."

"What the meaning of the statement above?"

"What does the second paragraph imply?"

e. Understanding vocabulary

Understanding vocabulary means to comprehend what the words mean. When vocabulary mastery improves, people know deeper about vocabulary. There are question examples that related to understanding vocabulary:

"What the word 'different' inline 9 means.."

"The synonym of 'spirit' inline 4 is.."

In reading comprehension, students must master the knowledge, a lot of vocabulary, and also grammar. According to Broughton et al. (1978) in Fitrika (2013), state that there are two important aspects of reading:

a. Mechanical skills are considered to be in the lower sequence. These aspects include:

1. The introduction of a form letter
2. Introducing linguistic elements (phoneme/ morpheme, word, phrase, clause, sentence,etc);
3. Introduction of relationship or correspondents of spelling sounds patterns (ability voiced or written material)

4. Level reading speed slowly

b. Understanding the skills that are considered to be at a higher order.

These aspects include:

1. Understanding the simple meaning (lexical, grammatical, rhetorical)
2. Understand the significance or meaning (intent and purpose of the author, or the state of cultural relevance and reader reaction)
3. Evaluation of assessments (content, form)
4. Flexible reading speed, which is easily adapted to circumstances

Based on the statements above, it indicates that to comprehend reading text, students must master in grammatical. According to Crystal in Sharaf (2011) in Titin (2018), defines grammar as the structural foundation of people's ability to express themselves. The more students know and understand the language grammar, the more structural and grammatical their language is. The grammar mastery is not only to construct sentences but also to avoid misunderstanding among people of what they say or read.

### **C. STUDENTS' DIFFICULTIES**

The difficulty is the mistakes that are faced by the students in the teaching and learning process. It occurs because the students are confused or do not know or understand the material which the teacher has explained. According to Oakhill, Barnes, & Bryant(2001) in Zuhra(2015), found that students commonly failed in inference-making because they were poor at selecting the relevant information in the text or they did not know how to integrate one piece of information to another piece to make an inference. Here the students failed to recall information in the text because they could not comprehend the text which in turn was caused by their weaknesses in

vocabulary. The statement indicates that the students should have a lot of vocabulary, so students can understand the information in the text.

In comprehending the text, the students do not only comprehend the content but also students must understand the language structure or grammar. According to Schoenbach (1999) in Siti, Mansur, Abdul (2018), found that the readers will face difficulties in reading when they are unfamiliar with the particular language structure and features of the text and then their language processing ability will break down. Students who are less interested in reading, with low motivation use few metacognitive strategies to monitor their learning from the text and have the inadequate vocabulary and background knowledge with which to connect and link new ideas to previous learning are often failed in reading comprehension. The statements above indicate that students must have the grammatical ability, besides vocabulary.

When the students read the text, they must have the grammatical ability and have a lot of vocabulary to comprehend the text. According to Shehu (2015) in Faiza (2017) explained that "this difficulty in reading comprehension occurs for many reasons, the three most important ones are listed as follows: (1) Vocabulary. New words are seen by students as a great obstacle to comprehend a text. It is necessary for students to properly comprehend the words or the vocabulary of a written passage to be able to decode the message, thus comprehend a written text; (2) Working memory. The students often complain about the fact that they cannot recall the information they just read. They need to hold the information in working

memory long enough for the information to be more extensively processed, and often some of them lack it; (3) Type of text. The type of text is another factor that influences a lot of reading comprehension. It is considered to be one major barrier. Some texts are easy to be perceived some others are very difficult." To solve the problem, teachers need to provide an appropriate method to help students. Based on the statement, to comprehend the text the students still cannot remember the information in the text, so the students, besides must have a lot of vocabulary; they must have a reading habit to practice the ability to remember information that has been read.

#### **D. Review of Related Researches**

There are two previous kinds of research that similar to this current research:

##### **1. Students Difficulties in Reading Comprehension at the First Grade of SMAN 1 Darussalam Banda Aceh by Dasrul (2018)**

★ The purpose of her study was to find out the difficulties faced by students and to find out the factors of difficulties in reading comprehension.

The result of the test showed that the majority of the first-grade students of SMAN 1 Darussalam, Aceh Besar found difficulties including answering the main idea, making the inference, and locating reference questions. The most difficult aspect that encountered by the students of SMAN 1 Darussalam, Aceh Besar was finding main idea questions, because the located main idea was difficult to find. Besides, based on the

students' responses in the questionnaire, they mostly got difficulties in understanding vocabulary, poor mastery of grammar, the difficulty in understanding long sentences, lack of media learning, less support from the family, lack of knowledge of strategies in reading comprehension.

## **2. Senior High School Students' Difficulties in Reading Comprehension by Zuhra (2015)**

The purposes of her study are to find out the most difficult types of reading comprehension questions faced by students in reading comprehension and why they face these difficulties in national examinations.

Her study was conducted in the 12th grade of senior high school Lhokseumawe. She used a test, a questionnaire and an interview guide as her instruments.

Based on her result, she found some factors that caused difficulties for the students in answering the test. First, the students did not comprehend the questions asked due to their weaknesses in differentiating between the natures of different types of reading comprehension questions. Their difficulties were also influenced by their weaknesses in mastering a wide range of vocabulary and sentence structures.

### **E. Basic Assumption**

Reading is one of the important skills in learning English. The purpose of reading is to get the information. Background knowledge, vocabulary and

grammar are important to reading the text well. To get the information in the text, not all of students get the point of what they read.

When read the text, students not only read the text, but they have to understand the content of the text. If the students do not understand the content, they cannot get the point of the text.

There are not all of the students can comprehend the text, because their vocabulary is not enough. They should open the dictionary to comprehending the text

