

## CHAPTER II

### LITERATURE REVIEW

#### 2.1 Reading

##### 2.1.1 Definition of Reading

Reading has different definition based on different people. According to Grabe & Stoller (2019), reading is the process of determining the meaning of something that has been written or printed by deciphering the characters or symbols that make up the text. Reading is considered to be a second language and is described as the act of acquiring entire linguistic meaning in a new language by means of the symbol that is used to represent it. Reading, as defined by Isaqjon, (2022) "is the process of obtaining information about some words by turning printed symbols into the sounds that make up language." This objective, however, does not define reading in a way that distinguishes it from speaking because the way in which we obtain information from written language is identical to the way in which we obtain information from spoken language. Yasemin (2020), on the other hand, is quoted as saying that "reading is the meaningful interpretation of printed or written verbal symbols which also involves sensing, perceiving, achieving meaning, learning, and reacting in variety of ways." Reading can be understood as an attempt made by students to obtain or transfer the meaning and information from the text by comprehending, acquiring, translating, and providing meaning to the written form. This can be deduced from the

definitions given above. Reading, as a result, entails not only the act of looking at words presented in the form of graphic symbols, but also the process of deriving meaning from one word to the next in order to comprehend the meaning of a text and acquire information from the text.

The act of reading encompasses more than just visual perception, as the reader's contribution of information beyond what is solely presented on the printed page (Cirino et al, 2019). The purpose of this remark is to emphasize the importance of deriving conclusions and extracting information from the products we engage with, such as books that we read. Upon reading, it is common for individuals to subsequently forget the content they have consumed. Relying solely on passive observation and auditory perception for the acquisition of knowledge is an erroneous approach, as the majority of knowledge is documented within textbooks (Mulatu & Regassa, 2022). Furthermore, the learning process for students is simplified since they do not need to personally engage with an expert in order to acquire knowledge. Instead, they have the opportunity to gain insights from various sources such as lectures, textbooks, and other scholarly materials.

Based on the aforementioned remark, the researcher concludes that reading involves deriving meaning from written texts and obtaining knowledge from the material that has been read. The act of reading establishes a connection between the writer and the reader, wherein the writer conveys their ideas and knowledge through statements, and the reader comprehends and accepts the conveyed meaning and information. The act of

reading involves not only the process of perceiving written information, but also the subsequent cognitive task of comprehending and interpreting the intended meaning conveyed by the writer.

### **2.1.2 The importance of Reading**

Reading ability is becoming increasingly significant in today's educational system. Students have the opportunity to acquire potentially useful information by reading that their instructors do not cover in class. Additionally, reading comprehension is responsible for roughly half of the points awarded on the national final examination. Because of this, the kids need to be instructed so that they can develop strong reading skills. According to Rustamova, (2023), reading is beneficial for language acquisition since it is necessary for career, for educational purposes, or simply for enjoyment. Reading can be beneficial for language acquisition. Reading and comprehension are essential skills for us to have in order to function well in our daily lives. Rahooomi et al (2019) argues that the acquisition of speed and skill necessary for practical purposes once leaving school can only be achieved via reading. It is extremely difficult to conceive of any professional occupation in our literate culture that does not require the ability to read.

To put it another way, reading is a skill that is very important for language learners to acquire, particularly for students in university, because it will be helpful for them if they choose to continue their career in the future.

### 2.1.3 Aspects of Reading

Students must comprehend the following five aspects of reading comprehension, according to Xaydarova, L. (2021), in order to do so effectively: determining the main idea, finding specific information, drawing inferences, identifying references, and comprehending the meanings of words. These elements are considered to be challenges that students face when attempting to understand the text.

#### a. Determining the main idea

A statement that conveys the author's stance on the subject is the primary idea. According to Pikulytska (2020), the essence of a paragraph is its primary idea, which excludes all other specifics. Students are required to identify the central concept of the text when determining the main idea; therefore, they must have a thorough understanding of the subject matter presented in the text. The principal idea is typically encapsulated in a single sentence; however, it can also appear in the middle or end (Suggate et al, 2018). As a result, locating the primary idea may become more challenging. Students might become perplexed when attempting to identify the main idea and location of the main idea in a passage.

#### b. Finding Specific Information (Scanning)

According to Khasawneh (2021), scanning is the process of rapidly locating a specific piece or sections of information within a text. The students must locate the specific information by locating the notion or

detail that was alluded to in the text. For this reason, students may encounter challenges when attempting to discern critical from irrelevant details within a given text, particularly when seeking to locate specific information such as a person's name, date, words or phrases, or references.

c. Drawing inferences

Students are expected to comprehend the text in order to deduce the conclusions of the statements in the text when drawing inferences. For instance, the inquiry pertains to the significance of the aforementioned statement. This requires the students to derive the conclusion from the given statement. In order to draw conclusions, readers must also practice integrating clues from the text with their prior knowledge, according to Barus (2021). As a result, students may encounter challenges in locating the conclusion of the text due to the absence of explicit indications of the statement's meaning.

d. Identifying references

The term "reference" denotes the connection between two grammatical units, typically a noun or noun phrase, with which one is represented (or substituted for) through the use of a pronoun (Yaminfirooz et al, 2019). When it comes to identifying reference, it is expected that students comprehend the purposes for which the pronouns in the sentences are employed, including pronouns that denote individuals, locations, or circumstances. For instance, the text contains the

following simple sentence: For example, in the text there is a simple sentence like “The boys in class 7 go outside to play football. They play in the school hall.” And the question is “The word they refer to?”, so the students should find that the word they refer to whom.

e. Comprehending the meanings of words

To comprehend the meaning of words, students must first determine the appropriate meaning of a challenging word based on the context of the text, which they can do by first comprehending the meaning of the sentence or the text. According to Perdue et al (2020), vocabulary is an additional significant element of reading proficiency that language learners often encounter challenges in comprehending. As a result, prior to perusing the material, students must be instructed in any unfamiliar vocabulary associated with it in order to facilitate comprehension.

## **2.2 Reading Difficulty**

According to Chandran & Shah (2019), in order to get a comprehensive understanding of a texts, readers are required to employ their pre-existing knowledge to effectively process, analyze, structure, and contemplate the incoming information derived from the text. The individual thinks that the effective comprehension of written text requires cognitive abilities, including the recognition of words, the integration of new information with existing knowledge, and the implementation of suitable methods such as identifying the central theme, establishing connections, posing inquiries, making inferences, and formulating predictions. Hence, the task of interpreting English reading material poses a

significant challenge, resulting in numerous pupils encountering difficulties in this regard. Reading difficulty is a word used to describe the challenges individuals face when engaging in the act of reading, resulting in a failure to meet the necessary reading standards within an educational setting (Romly et al, 2018). Reading difficulty refers to the challenges encountered by students in their ability to grasp textual material. This issue may potentially have adverse consequences on students' academic performance, particularly in relation to their reading proficiency.

According to Moses and Mohamad (2019), the main sources of language difficulty for EFL students are:

1. Illegibility EFL

Students may have problems that are caused solely by the fact that what they are trying to understand has been poorly printed or copied, is badly set out or is in a very small type-face.

2. Unfamiliar Words

Comprehending a written message may pose challenges for students due to the presence of numerous unfamiliar words inside the text.

3. Lack of Background Knowledge

An additional challenge occurs in situations where there is a lack of requisite foundational knowledge. For instance, it is of limited value for the individual to search for unfamiliar terms in the given excerpt, as the provided meanings are improbable to enhance understanding.

4. Difficult Concepts

The subsequent challenge becomes apparent in textual examples such as the following:

*The appeal of view that a work of art expresses nothing unless what it expresses can be put into words can be reduced by setting beside it another view, no less popular in the theory of art, that a work of art has no value if what it expresses can be put into words.*

The vocabulary employed in the text does not possess an excessive level of complexity, nor does it necessitate any specialized prior knowledge. However, the underlying concept conveyed within the section is intricate.

#### 5. Poor Writing

A text may be challenging to comprehend due to a lack of logical organization of ideas, improper, absent, or ambiguous punctuation, or unclear cohesion. For instance, consider the following sentence from a recent International Baccalaureate Computer Science examination, which demonstrates poor cohesion: “Barcodes are often found on products sold in supermarkets and, using a barcode reader, a computer can directly identify the item.” Here, students may not understand that “the item” refers to a product. The revised sentence that enhances cohesion is: “Barcodes are often found on products sold in supermarkets. By using a barcode reader, a computer can directly identify the product.” This revision clarifies the antecedent of “the

item” by explicitly stating that it is a product. Moreover, the sentence is more concise and easier to understand.

## **2.3 Reading Comprehension**

### **2.3.1 Definition of Reading Comprehension**

Reading comprehension, according to Torppa (2020), is the process of deriving meaning from text. The objective is to acquire a comprehensive comprehension of the content as described in the text, as opposed to deriving meaning from individual words or sentences. Throughout the reading process, children construct mental models, which are representations of the concepts and meanings of the texts they are attempting to comprehend. Reading comprehension is thus the process of deriving meaning from a given text.

Satriani, (2018) asserts that reading comprehension is a multifaceted endeavor requiring numerous levels of processing. The capability to operate with unfamiliar words that are encountered in text is a fundamental element of comprehension. Word-level difficulties consume readers' valuable cognitive resources, which could otherwise be allocated to more profound levels of text analysis. Merely depending on contextual clues to deduce the meaning of unfamiliar words is insufficient. Reading comprehension, according to Hidayati (2018), is the most important factor to consider when developing effective comprehension strategies. It signifies that comprehension is the capacity to grasp information and enables learners to respond to and comprehend forms of descriptive reading questions.

### **2.3.2 Definition of Comprehension**

Reading comprehension is a useful skill that can help students learn more about what they read. Reading can also help students test their knowledge, and then they can figure out what it all means. In this study, reading comprehension is described as the process of making sense of a text, which is used for one type of reading: reading to learn something specific. It's something you do to try to get the main idea of the text, as well as detailed information like what details are said or implied, and textual references. A good reader thinks about a lot of different things while reading. Al-Jarrah & Ismail (2018) said that comprehension is a complicated task where the printed page itself doesn't mean anything; what it means is what the reader thinks it means. Banditvilai (2020) say that comprehension is the process of making sense of text by seeing how its parts fit together.

A lot of recent research has looked at how readers use what they already know and how they think to understand what they're reading. There are times when the process of thinking is called "comprehension strategies." People who are good at reading know how well they understand what they are reading. Good readers also do things to help themselves when they have trouble understanding or using what they read.

### **2.3.3 The Major Components of Reading Comprehension**

In order to gain insight into matters pertaining to reading comprehension and the development of reading ability, it is believed that the subsequent

elements significantly contribute to reading comprehension (Castek et al, 2023).

- a) Decoding knowledge. Understanding the decoding process entails the ability of readers to ascertain the meaning of a written word in its spoken form. Understanding decoding is crucial for comprehension, as it enables the reader to ascertain the meaning of a word by determining its oral equivalent. This is often the case with novice consumers.
- b) Vocabulary knowledge. Knowledge of vocabulary consists of the definitions of words that are utilised to ascertain the suitable meaning of a word within a given context. It is crucial to assist students in expanding their vocabulary at every grade level, but it becomes an especially critical component of reading instruction as they delve deeper into unfamiliar subjects that require somewhat specialised vocabularies.
- c) Syntax knowledge. Additionally, understanding sentence syntax, or the order of words, is vital for comprehension. Comprehending the word order principles that exist within sentences and enabling one to ascertain the grammatical function, and frequently the meaning and pronunciation of words, constitutes syntactic knowledge.

#### **2.3.4 Strategies In Reading Comprehension**

According to Banditvila (2020), the researcher provide the following strategies for enhancing reading comprehension, such as:

a) Scanning

Scanning involves rapidly navigating through a text in order to locate a specific piece of information. While attempting to locate particular details (e.g., name, date), the reader deviates from the passage's linear structure.

b) Skimming

Skimming involves scanning a text rapidly in order to grasp its essential points. A more comprehensive understanding of the text and a certain level of reading proficiency are prerequisites for the activity.

c) Intensive Reading

Reading shorter texts in order to derive specific information constitutes intensive reading. This is a more precise exercise that requires careful reading. The instructor may assign brief functional texts, such as advertisements, invitation letters, or announcements. It is anticipated that readers will fully comprehend the material and be capable of responding to comprehensive vocabulary and comprehension assessments.

## **2.4 Relevant Previous Research**

There are papers that investigate the difficulties that Indonesian students face in comprehending English reading texts by Qismullah Yusuf and Fauzan (2023) in "reading comprehension difficulties in Indonesian EFL students", this study used a descriptive qualitative method and collected data from 98

students of Basic Reading Class at English Education Program in University of Indraprasta PGRI. The study found that the most common reading difficulties faced by the students were distinguishing between main ideas and supporting details, getting the main idea between paragraphs, understanding the topic of texts from other cultures, relating the topic and background knowledge, understanding vocabulary, and inferring the text. Another paper that explores the challenges of reading comprehension teaching for English proficiency test preparation classes in Indonesia is "Exploring the Challenges of Reading Comprehension Teaching for English Proficiency Test Preparation Class in Indonesia" by Siti Nurul Azkiyah and Dwi Anggani Linggar Bharati (2019). This study aimed to explore the challenges of teaching reading comprehension for English proficiency test preparation classes in Indonesia. The data were collected through classroom observations, interviews, and document analysis. The study found that the main difficulties in teaching reading comprehension were related to time management, using appropriate reading strategies, working out the meaning of lexical items from the context, and dealing with unfamiliar vocabulary. Reading difficulties can have an increasingly detrimental impact on a student's ability to succeed in the workplace and in postsecondary education as reading requirements become more demanding and comprehensive. This is because reading requirements are becoming more and more thorough. As a result, the researcher has come to the conclusion that it is necessary to do research on this subject, working on the premise that various students may struggle with

different aspects of comprehending English reading text. When university lecturers are aware of the challenges that their students face, they will be better equipped to determine the instructional approach that will best help those students develop their reading skills.

