CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 the Nature of Reading

Reading is one of most important skills in learning language beside listening, speaking, and writing. It gives a great contribution to the reader who are willing to gain information and increase their knowledge from the contains of the text.

Reading is a process of getting information and knowledge from written text. According to Collins (2002: 9) said that reading is an essential skill, perhaps the most important skill taught in school. It means reading is one of language skill beside speaking, listening, and writing which is important skill to taught in the school to improve student’s knowledge and get the information from what the readers read. Meanwhile, Pang et al (2003:6) Reading is about understanding written texts. It means Reading is a thinking process from the reader interacts with the written text from articel, book, magazine, journal etc to get information and ideas of their preception.

According to Mikulecky (2008: 1) in Resti (2015:8) says that reading is a conscious and unconscious thinking process. It means which requires the reader applies many strategies to get the meaning that the author has. The readers can it by comparing information in text to his or her background knowledge and prior experience. The goal of reading is comprehension.
Reading is a complex cognitive process of decoding symbols for the intention of deriving meaning and construction meaning. It is mastery of basic cognitive process to the point where they are automatic so that attention is freed for the analysis of meaning.

In other word, Nunan (2006:69) reading is a set of skills that involves making sense and deriving meaning from printed word. It means that reading is a process to erect the reader’s comprehension which involves making sense and found the meaning from printed word with different purposes. Meanwhile, Patel and Jain (2008:13) state the reading means to understand the meaning of printed word i.e written symbols. Reading is an active process which consists of recognition and comprehension skills. Moreover, Palani (2012:92) continues that reading is a process of thinking, evaluating, judging, imagining, reasoning, and problem solving. Therefore, reading is an active process which involves making sense, found, deriving meaning from printed or written word as a means of understanding what has been read.

In other explanation, Patel and Jain (2008:13) clearly state that reading is an important activity in life with which one can update his or her knowledge. Moreover, reading is regarded as the most dominant skill in learning any subject because the ability to read is not only performance to pronounce the passage but also the understanding of the message from a passage or text. Meanwhile, Schoenbach, et.al (2012:19) state that it is a complex process of problem solving in which the reader works to make sense of a text not just from the words and sentences on the page but also from the ideas, memories, and knowledge evoked.
by those words and sentences. As a means of problem solving, reading is considered as an important skill to be taught.

Additionally, Alderson JC (2000) states that reading is built from two components: word recognition and comprehension. These two components gained through reading will foster learner’s language competence. Furthermore, Krashen and Terrell (1989:131) point out that reading enables learners to comprehend better which is an important factor that can develop language competence.

Based on theory the description above, it can be known that reading means a process of getting information and knowledge from written text, pronouncing the words, identifying the words and finding the meaning from a text in order to get the information from text. Reading can develop a person’s creativity because reading consist of activities, sensation, perceptions, psychomotor movements, cognitive activities and emotional responses. Reading is also the way to interact with the research from a book or text.
2.2 Kinds of Reading

The kinds of reading, there are extensive reading and intensive reading.

1. Extensive Reading

This is definition for extensive reading. Hedge (2003) described it as skimming and scanning activities. The reader read a text with faster.

Hedge (2003) mentioned the benefits of extensive reading as follows: Students can make their language proficiency, advance in their reading skill, become more independent in their learning, learn cultural knowledge, and expand confidence and incentive to continue their own learning. Advantage of extensive reading, it improve their language competence, reading skill, their confidence and their learning, especially for the students.

2. Intensive Reading

In this type of reading, learners read a page to find the meaning and to be familiar with the strategies of writing. Through this reading, students can get fundamental practice in performing these strategies based on a series of materials. These strategies can be either text-related or learner-related. The first involves recognition of text organization and the second involves strategies such as linguistic, schematic, and metacognitive strategies (Hedge, 2003).

Intensive reading is type of reading can helps the learners to find the meaning and strategy of writing through this reading. This strategy can relate with text or learners. First, involve recognition of text organization, and then the second, involves linguistic strategy, schematic strategy, and metacognitive strategy.
In the research, intensive reading appropriate to the students, because the students are given text. The text should be according to the wishes and the things that suit them. So that the text can increase their motivation in reading. Thus, they will show more in-depth curiosity in searching for detail information from text because the text and topics what they read that they like and know.

2.3 Models of Reading Process

According to Alderson (2005:16-20) that reading process models were divided into three general categories. There are bottom-up model, top-down model and interactive model.

a. Bottom-up model

A bottom-up model is a reading model that emphasizes the written or printed text, it says that reading is driven by a process that result in meaning (or, in other words, reading is driven by text) and that reading proceed from part to whole.

b. Top-down model

A top-down model is a reading approach that emphasizes what the reader brings to the text, it contends that reading is driven by meaning and proceeds from whole to part. It is also known as concept-driven model.

The top-down approach emphasized the importance of reader’s existing knowledge and contribution over the incoming text. It means that readers activate what they consider to be the relevant prior knowledge and draw on incoming information to relate to this. If the readers’ existing knowledge is relevant, reading is successful.
c. Interactive model

An interactive model is recently the popular model in analysis of the reading process, and it can be as the most comprehensive description. It combines two models of reading: bottom-up and top-down models. Goodman’s model is often characterised as a top-down model, and Smith’s popularisations acted as useful correctives to excessively bottom-up approaches in the 1970s, Goodman himself (1982) rejected the label and claimed that his model assumed that the goal of meaning is the construction of meaning which requires interactive use of graphophonetic, syntactic and semantic cues to construct meaning. Readers are not passive identifiers of letters and words but active constructors of their own knowledge. He saw reading as a complex process of sampling the text for graphic clues, predicting grammatical structures and meaning, confirming the validity of the hypotheses advanced and correcting the hypotheses as necessary as text sampling proceeds.

2.4 The Nature of Reading Comprehension

Reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences.

Reading can not separate from comprehension. Moreover, the purpose of reading activity is to comprehend what they read. Reading without understanding what has been read is useless.
According to Department of Education and Skill (2005:2) states that reading comprehension is an essential part of the reading process. It means reading comprehension is a thinking process to ability of the reader to find the meaning of the text what their read. Reading comprehension want different reading skill such as word recognition, fluency, lexical knowledge, and pre-existing knowledge to be undertaken quickly. the reader gets information and knowledge from text. Moreover, Nunan (2006:71) adds that reading comprehension refers to reading for meaning, understanding, and entertainment. It involves higher-order thinking skills and is much more complex then merely decoding specific word. Therefore, as the students read they have to understand what the have read as a part of their reading process because the aim of reading is comprehension.

In addition, Tateum (2007:7) states that reading comprehension is the process of the construction of meaning while reading. Everything that the writer writes to the text. The reader make uses their prior knowledge to get the information and understanding the meaning. It means reading comprehension is complicated process, the reader have an important role to making the meaning from the text. Furthermore, Woolley (2011:15) states that “reading comprehension is the process of making meaning from the text. It means reading comprehension is thinking process of the reader to making meaning from the text what he or she read.

Moreover, Kintsch (1998) states that reading comprehension is the process of the creating meaning from the text. The aim is to understand a text rather than to acquire meaning from individual words and sentences. It means that reading comprehension is the process of the developing meaning from the text order to be
success to the purpose of comprehension. Furthermore, Snow (2002:11) describes reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. It consists of three elements: the reader, the text, and the activity or purpose for reading. It is the process of extracting and building meaning by means of interaction and complicity with written language. There are three elements of reading comprehension such as the reader, the text, and the activity or purpose for reading.

Likewise, Pardo (2004) states that reading comprehension is the process of meaning construction as a result of blending content and message of the text with the readers existing knowledge and skills during reader text interaction. It means that the process of result reading to make the meaning from the text through interaction between the reader and the text.

Based on theory the description above, it can be known that reading comprehension means a process of activating the prior knowledge of the reader that cooperates with his appropriate cognitive skills and reasoning ability to find out the concept from a printed text. In the words, the reader must be able to understand, to interpret and to select actual information from text. Moreover, reading comprehension is a thinking process to gets information and knowledge from text.
2.5 Components of Reading Comprehension

According to King and Stanley (1998:330) states that reading has five components contained in reading text, which are appropriate for senior high school curriculum. They are:

1. Finding factual information

The readers must be able to recognize the Factual information or certain information in detail and requires reading to scan specific details of text. The types of question can be about reason, purposes, instruction of step in process, seasoning and ingredients in with most of the answer can be found in the text. The factual of information question are preceded by WH-Question (where, why, what, who, how, etc)

2. Finding main idea

The Main idea is the main topic that is being discussed in paragraph. Main idea will help the students to guess what the paragraph is about. The main idea is usually expresses as complete thought, and the main idea usually indicates the author reason or purpose for writing and the message he or she wants to share with the reader. The main idea is not only in the beginning of the paragraph, but also in the middle and the end of the paragraph.

3. Finding the meaning of vocabulary in the text context

It means that the students could develop students’ guessing ability to the word which is not familiar with them by relating the meaning of the unfamiliar words in the information. The word have nearly equivalent meaning when it that or nearby the same meaning as another word.
4. Identifying reference

Reference words will help students to understand the reading reference words are usually short. In this item, the readers have been asked to find antecedent of a pronoun, and antecedent is a word or phrase to which a pronoun refers. The pronoun such as it, is them etc, and the readers has been asked to locate the reference word or phrase in the passage the meaning of the sentence in the context of the passage will not change when readers substitute the correct antecedent.

5. Inference of reading text

The problem concluding in the test of English such as foreign language is making inferences. Inferences are a skill where the reader has to be able to read between the lines. In this question type, the readers need to use the evidence the readers have to make an inference. It means that after the readers have evidence from reading a passage, the readers can make a logical conclusion based on the evidences, it can be about the author view points.

From the explanation above, it can be known that the components of reading are main idea, supporting ideas, inference, grammatical features, detail, excluding facts not written, vocabulary and expressions. These components should be learned by the students to help they understand the paragraphs.
2.6 Strategies for Reading Comprehension

There are ways in which the categories of language-learning or language-use strategies developed in other areas might be relevant to an understanding of reading. For example, monitoring one’s developing understanding of text, preparing in advance how to read and selectively attending to text are clearly relevant to reading. Paraphrasing what one has understood in order to see whether it fits into the meaning of the text or deductively analysing the structure of a paragraph or article in order to clarify the author’s intention might prove to be effective metacognitive strategies in order to overcome comprehension difficulties.

According to Wenden and Rubin (1987) in Alderson (2005:309-310) strategy research in reading is the work of Hosendfeld, who identifies contextual guessing as distinguishing successful from unsuccessful second-language readers. She also identifies a metacognitive strategy where readers evaluate the appropriateness of the logic of their guess. Rubin cites the following strategies identified in Hosendfeld’s study of Cindy: how to be a successful contextual guesser.

a. Keep the meaning of a passage in mind while reading and use it to predict meaning
b. Skip unfamiliar words and guess their meaning from remaining words in a sentence or later sentences
c. Circle back in the text to bring to mind previous context to decode an unfamiliar word
d. Identify the grammatical function of an unfamiliar word before guessing its meaning

e. Examine the illustration and use information contained in it in decoding

f. Read the title and draw inferences from it

g. Refer to the side gloss

h. Recognize cognates

i. Use knowledge of the world to decode an unfamiliar word

j. Skip words that may add relatively little to total meaning

(Hosenfeld, 1987:24)

The ability to infer the meaning of unknown words from text has long been recognised as an important skill in the reading literature. According to Thompson (1987) nevertheless list reading strategies, which he says can be taught in order to improve comprehension in L1, and which he implies can lead to efficient L2 reading. These are:

a. Identifying text structure, via a flow-chart or a hierarchical summary

b. Providing titles to texts before reading

c. Using embedded headings as advanced organisers

d. Pre-reading questions

e. Generation of story-specific schema from general problem-solving schema for short stories (questions readers ask themselves)

f. Use of visual imagery

g. Reading a story from the perspective of different people or participants.
2.7 Some Factors that Influence Students’ Reading Comprehension

1. The Internal Factor

The internal factor means the factor which come from the reader himself. According to Kahayanto (2005:13) usually known as personal factor, because the factor has existed inside the reader. This factor dealt with self-motivation and interest.

a. Motivation

Motivation plays an important role in comprehending the text. The students will be motivated to read when they fell that they need something from the text. According to Brown (2001:75) the students will be motivated to read when they fell that they need something from the text. He divides the motivation theory into two kinds, there are intrinsic and extrinsic motivation. The definition of intrinsic motivation is ones from which there is no apparent reward except the activity itself. People seem to engage in the activities for their own sake and not because they lead to an extrinsic reward. It is aimed at bringing about curtaining internally rewarding consequence, namely, feelings of competence and self-determination. Furthermore, extrinsic motivation is defined by him as extrinsically motivated behaviours that carried out in anticipation of a reward from outside and beyond the self. Such as: money, prizes, grades, and even certain of positive feedback.

b. Interest

Interest is being one of the important factors in order to increasing the students’ comprehension in reading. Moreover, if a student has interest to read. It
means that if she or he will get a good reading comprehension. Except if the student has no any interest to read, it can influence to she or he a good reading comprehension. Thus, the students will get to understand the text if the student has interest and motivation to read. So the good interest and motivation result the good achievement in reading comprehension of the students.

2. The External Factor

The external factor has a close relationship to reading material and teacher of reading. They are related one another.

a) Reading Material

The students’ achievements’ in reading depends on the level of the difficulty of the text. Thus, it can influence students’ achievement if the text given is not at the right level of the difficulty of the readers or the students.

b) Teacher of Reading

The teacher of reading should be careful in choosing the text and giving the tasks because they are related to the students’ reading comprehension achievements.

c) Questioning Strategies

Question strategy is a very important external factor to teaching reading comprehension. Every teacher should know how to motivate students by using a
strategy of questioning the text. According to Brown (2001:169) appropriate questioning can fulfil a number of different functions, such as:

1. Teacher questions give students the opportunity to produce language comfortably without having to risk initiating language themselves. It is very scary for the students to have to initiate conversation or topics for discussion.

2. Teacher question can serve to initiate a chain reaction of the students interaction among themselves.

3. Teacher questions giving immediate feedback about students comprehension.

4. Teacher questions provide students with opportunities to find out what they think. As they are nudged into responding to questions about, say, a reading, they can discover what their own opinions and reactions are. This self-discovery can be especially useful for a pre-reading activity. If the teacher lacks the above points, the results will not be at a satisfactory level.

2.8 Models of Comprehending Text

According to Onukago (2003) he said that the levels of comprehending text include three levels. There are literal, intreprative, and critical. Literal indicates that the skill of understanding directly stated facts, ideas and details as well as the understanding of how a term or a word is used in a context. Intreprative indicates that reading between the lines to understand or figure out what an author implies
but which is not directly stated in the text, and then critical indicates that the students begins to criticize, evaluate and question the techniques used by the author in the text (Enyi and Ereke, 2011). It means that the students is assumed to have understood all the information or massage presented in the text by the writer.

In addition, Barret’s Taxonomy in Defita Dwi Lestari (2015:15) in his book is organized the levels of comprehending into four levels which Barret defines as follows:

1. Literal: literal comprehension requires the recognition or recall of ideas, information and happenings that are explicity stated in the material read.

2. Inference: inferential comprehension is demonstrated by students when they use a synthesis of literal content of a selection, their personal knowledge, intuition and imagination as a basis for conjectures or hypothesis.

3. Evaluation: evaluation is demonstrated by students when they make judgement about the content of a reading selection by comparing it with external criteria, for example, information provided by the teacher on the subject, authorities on the subject or by accredited written sources on the subject, or with internal criteria, for example, the readers’ experience, knowledge, or values related to the subject under consideration.

4. Appreciation: appreciation has to do with students’ awareness of the literary techniques, forms, style and structured employed by authors the stimulate emotional responses in their readers.
2.9 the Students’ Problems in Comprehending English Text

Comprehending English text is difficult thing to do, because students have the problems to good reader. According to Irena Shehu (2015:93), there are four problems in comprehending English Text:

a. 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 in order to be able to decode the message, thus comprehend a written text.

b. Working memory

The students often complain of 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.

c. Absence of extensive reading

Students read a little or nothing. This is considered to be a great obstacle for students to comprehend a written text. These were the aims of the study, and the results will be presented in the following. If a breakdown occurs in one of the aspect mentioned above then the students usually fail to decode a text, and analyze its meaning, which often results in reading comprehension problems and failure.
d. Type of text

The type of the text is another factor that influences a lot reading comprehension. It is considered to be one major barrier. Some texts are easy to be perceived some others are very difficult. Which are these so called easy and difficult text according to students? why are they called so? These are two other questions which will be answered on this paper.

Moreover, Gunning (2002:356-359) said that are five problems in comprehending English text:

a. Problems of language knowledge

Limited knowledge of vocabulary and sentence structure. The students must acquire language knowledge before they can read in second and foreign language because the word knowledge is the most important element for reading comprehension. The students can not comprehend the sentence without attaching the meaning to the word. The students know vocabulary, the more comprehension they will achieve.

b. Problems of background knowledge

It means the students lacks prior knowledge in reading a text. They can not follow and understand it because they do not know what the text is about.

c. Problems of motivation

It means the students did not have motivation in reading and they did not have interest the topic from the text. It give influence their reading achievement.
d. Problems of the lack of reading strategies

The students did not have the reading strategies with the result that the students have problems in how they perceive or comprehend, how they can process to read and do what they do when reading comprehension become difficult.

e. Problems of reading process

It means the students fail to interacting with the text. The students can not decode the text, deciding what it means and how parts relate to each other.

2.10 Past Studies

To have more references and make aware of the value of this research, a review of the previous findings is obviously needed. There are some studies that were conducted on analysis of student’s problem in comprehending English text.

In 2009, Ikah Atikah conducted a research entitled “an analysis on the students’ linguistic problems in reading comprehension” (a case study at second grade students of mts. Baiturrahmah sukabumi). She found the most of students’ problem, they are vocabulary, structure, and spelling is low. It can be known from the explanation 38,13% students who find difficulties in the use vocabulary under the students’ comprehension in reading. 48,33% students who find difficulties in the use of structure under the students’ comprehension in reading. 31,25% students who find difficulties in the use of spelling under the students’ comprehension in reading.
In 2011, Anie Susany Soemantri conducted a research entitled “reading comprehension problem encountered by the students of higher education” (STMik Mardira Indonesia, Bandung). She found the students’ problems. There were reading strategies, weaknesses of vocabulary mastery, bad habit, regressing to read, reducing the speed reading when the sentence read is main idea, accelerating the speed reading when the sentence read is not main idea, and searching for key word and main idea.

In 2015, Zuhra conducted a research entitled “Senior high school students’ difficulties in reading comprehension” (a case study at XIIth year of SMAN 2 Lhokseumawe). She found the students’ problem. They are their vocabulary was poor, and so was their grammar. They had no prior knowledge about the different types of reading comprehension questions. As the result, most of the students failed to answer or gave failed answers to the reading comprehension question that were asked. Most of the questions were also classified as difficult questions based on the formula for indexing difficulty in the questions.

In 2017, Ariyanti Puspita conducted a research entitled “students’ difficulties in comprehending English reading text at second grade students of SMAN 2 Metro”. She found the students’ problem in comprehending procedure text, there were unfamiliar vocabularies which were used in the text, unfamiliar content of the text which make the students are not interested to read, the appearance of an ambiguous pronoun which was confusing for the students, and the sentence pattern which was too complicated to be understood by the students. While the students’ problems that appear from the students’ ability, that was; the students
did not apply the appropriate reading techniques while reading. They read the whole passage more than once and found the meaning of every word in the text first before answering the questions.