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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Reading

According to Grellet (1999), reading is continuous of guessing process. It means reader gets the information depend on what the purpose of the text and the process to understand the text is by guessing. Thus reading, an active or receptive skill rather than passive skills because the reader automatically gets the information or ideas by doing knowledge in his/her brain to get the ideas from the text.

Linse (2005, p.69) points out that reading is a set of skills involved in making sense and deriving meaning from the printed word. However, reading is an achieving meaning from the writer to the reader in order to get new information. The successful reader can identify what the text talking about and reading activity is important because it include message communicated and to understand something that is not found from oral communication.

The successful reading of the students, the students have to understand the text. Good reader can identify by the reader know what the text talking about, making conclusion and taking information from the text. Brown (2003) points the four types of reading performance, for instance:

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a. Perceptive

It is the level that is talking about the letters, words, punctuation and other graphic symbols or Bottom-up processing is implied.

b. Selective

This category, the students can give brief respond from the text that are intended as well. In other words, the combination of bottom-up and top-down processing in teaching reading.

c. Interactive

It is a type of reading that stretches of language of several paragraphs to one page or more in which the reader must, in a psycholinguistic sense, interact the text.

d. Extensive

It is the highest level; the reader has to comprehend text such as; articles, essays, technical reports, short stories, and books.

All four components above can sign for students' reading performances. To achieve these reading performance purposes teachers need to active in kind of text. People cannot imagine that it is same as develop oral language ability.

Reading is an interactive process between what a reader already knows about given topic or subject, and what the writer writes. So, there are two concept of reading comprehension Nunan (1991);

1) Bottom-up

Bottom-up is the process to find out the information only after the act of reading activities. It means that the readers' understanding of

the text will depend on the meaning of the words, sentences, and paragraph. The meaning of the words will contribute to the meaning or a sentence, a sentence to a paragraph and so on.

2) Top-down

Top-down reading is the process where the reader can find out the information of the text, and understanding the text based on their knowledge about the text. Many readers do not fully understand the text, because they have not appropriate background knowledge about the text. In order to read confidently, students should understand what they read.

2. The Concept of Reading Difficulties

a. Definition of Reading Difficulties

Difficulty is the state or quality of being hard to do or to understand (Hornby, 2005). According to Klinger, Vaughn, & Boardman (2007,p.4) students who are less interested in reading, with low motivation use few metacognitive strategies to monitor their learning from the text, and have inadequate vocabulary and background knowledge with which to connect and link new ideas to previous learning are often failed in reading comprehension.

According to Carvalho (2005), many students have difficulties in performing the tasks they are assigned. These difficulties concern mainly three aspects: reading and selecting relevant content, organizing and synthesizing information retrieved from different

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textual sources, and making use of conventional forms adopted by the academic community. Many students are unfamiliar with tasks like this and some of them explicitly admitted, it had been difficult for them to understand what they are expected to do. These difficulties may be related to students' past schooling experience and the literacy practices they had been used to.

In addition, Calvo (2005, p.62) also stated that readers with large vocabularies will be more likely to find in their memory words with which to represent the inference that they are drawing. In other words, the more knowledge of vocabulary that a reader has, the easier it is for the reader to produce inferences. Moreover, Shehu (2015, p.3) stated that the difficulties in reading comprehension occur for many reasons. Some factors why students faced difficulties in reading comprehension text are vocabulary, working memory, absence of extensive reading and type of text.

Based on the explanation above, the difficulty can be seen from the mistakes that students did while working on the questions. The basic questions on the reading test is about the main idea, finding reference, understanding the difficult word and making inference based on the passage. The reading difficulties can occur for many factors such as; limited vocabulary knowledge, working memory, absence of extensive reading and type of text, and so many. The researcher considers that those questions are also the basic difficulties that are faced by the students in comprehending the text.

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b. The Factors of Reading Difficulties

According to Westwood (2008, p.33) the comprehension problems can be caused by a variety of different factors, including those intrinsic to the individual and others related to insufficient instruction or to inappropriate materials. There are :

1) Limited Vocabulary Knowledge

The student may be able to read a word correctly on the page but not know its meaning – for example, in the sentence ‘The farmer inspected his crops growing in the next field’, the child who has never encountered the word ‘crop’ before may think it is a particular type of vegetable or fruit. There is obviously a need sometimes to pre-teach new vocabulary before a text is read in order to enhance comprehension. There is also a need to devote more time to vocabulary development as an integral part of the classroom literacy program.

2) Lack of Fluency

Students who read very slowly – or much too fast – often comprehend poorly. Slow reading tends to restrict cognitive capacity to the low-level processing of letters and words rather than allowing full attention to be devoted to higher-order ideas and concepts within the text. But very fast reading may result in inaccurate word recognition, and important details being overlooked. In reading a text, the students must focus to give attention in their reading.

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3) Lack of familiarity with the subject matter

The school textbook, as the medium for first introducing new information for the students, is not usually the most effective method of delivery. It is better to provide information first by other means (e.g. video, posters, mini-lecture, discussion) to build firm background knowledge before students are expected to read about that theme in printed texts.

4) Difficulty level of the text (readability)

To ensure the difficulty level of the texts they are required to read is compatible with their current reading ability. Books that are too difficult will cause a reader to make too many errors. In other words, the weaker reader need the easy one to read in ensure the success.

5) Inadequate use of effective reading strategies

Pressley (2006) in Westwood argues that the goal of literacy teaching should be to develop fully self-regulated readers who are skilled and strategic in reading for meaning. Pressley suggests that strategy training to enhance comprehension and study skills should be an essential part of any balanced approach to literacy teaching.

6) Weak verbal reasoning

To some extent, the ability to reason is determined by an individual's level of intelligence; but guided reading activities in

which a teacher uses effective questioning to challenge students to think more deeply about the text they are reading are helpful in developing their ability to reason from the information given. Deliberately guiding students to make connections between new information in text and their existing bank of knowledge is beneficial.

7) Problems with processing information

The implications for teaching are that slow readers should be encouraged to re-read material, several times if necessary, in order to process the information successfully. It is also necessary to reduce factors that may be causing a reader to be anxious or distracted and to ensure that the student is giving due attention to the task.

8) Problems in recalling information after reading

Recall is dependent partly upon factors such as vividness and relevance of the information in the text; but it is also dependent upon a student giving adequate attention to the reading task and knowing that it is important to remember details.

Based on the explanation above, there are some factors that make students are difficult in answering the question especially in reading comprehension text. It is depend on students' situation when they answer the questions.

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3. Reading Comprehension

a. Definition of Reading Comprehension

The activity of reading is to analyze or interpret written text, whereas comprehension is necessity in reading. According to Klinger, Vaughn, & Boardman (2007, p.8) stated that reading comprehension is a multicomponent, highly complex process that involves many interactions between reader and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types).

Moreover, Linse (2005, p.71) found that reading comprehension refers to reading for meaning, understanding, and entertainment. It involves higher-order thinking skills and is much more complex than merely decoding specific words. There are two main reasons that people read: first is for pleasure which think about how much fun it is to read or listen to good story and second is for information which as to get information.

In addition, Brassell (2008) stated that reading comprehension is the ability of the way to demonstrates knowledge or understanding of the information from written text . The comprehension occurs when a reader able to act, respond, or transform the information from the text.

Besides that, there are also five components of reading comprehension:

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1) Main Idea

Main idea is called the topic sentence. The main idea of a paragraph is what A paragraph is a group of sentences about the same topic. The main idea is usually given in the first sentence, called the topic sentence. The main can usually be located if we can determine what the topic sentence is. The topic sentence is a sentence that develops a single controlling idea within the paragraph. The function of the topic sentences are to support an essay's thesis statement, unify the content of paragraph, and how the paragraph will discuss (Husein, 2017).

2) Factual of Information

The reader is able to recognize the factual or certain information in details such as person, reason, and comparison. The factual of information question are preceded by WH questions (where, why, what, who, how).Husein (2017) stated that identifying what is important in a text depends on good sampling but it also depends on knowing what to separate them from the less important less.

3) Generic Structures

Generic structures refer to the way a text is organized and guide the readers to identify the information (Klinger, 2007, p.76). There are many texts are organized in different ways. This is very important to divide the text into some strands in order to ease the reader interpret the text. In learning narrative text, the students should know generic structure.

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4) Language Features

The grammatical order of the text is language features are the rules in a language of the text to look for the similarities of the words in the text.

5) Making Inference

Making inference help students use their own background knowledge to find out what they do not know. In this type, use the evidence that make an inference. It means after evidence from the reading a passage, you can make logical conclusion based on the evidence. It can be about the author's viewpoints.

Based on the explanation of the five components of reading comprehension above, the students must be mastery in the components of reading comprehension to understand and comprehend the text. Reading comprehension is the ability to understand the text in written form and the readers are able to act on based on the information of the text. In learning English the students must comprehend the texts such as narrative text, descriptive text, report text, analytical exposition and procedural text that it is suitable with curriculum. Hence the students should respond meaning in short functional text in reading.

b. Categories of Reading Comprehension

Brown (2001) stated there are two categories of reading comprehension, as follows:

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1) Microskills for reading comprehension:

- a) Discriminate among the distinctive graphemes and orthographic patterns of English.
- b) Retain chunks of language of different lengths in short-term memory.
- c) Process writing at an efficient rate of speed to suit the purpose.
- d) Recognize a core of words and interpret word order patterns and their significance.
- e) Recognize grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, pluralization), patterns, rules, and elliptical forms.
- f) Recognize that a particular meaning may be expressed in different grammatical forms.

2) Macroskills for reading comprehension

- a) Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.
- b) Recognize the rhetorical forms of written discourse and their significance for interpretation.
- c) Recognize the communicative functions of written texts, according to form and purpose.
- d) Infer context that is not explicit by using background knowledge.
- e) Infer links and connections between events, ideas, etc; deduce causes and effects; and detect such relations as main idea,

supporting idea, new information, given information, generalization, and exemplification.

- f) Distinguish between literal and implied meaning.
- g) Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.
- h) Develop and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.

So, there are two categories of reading comprehension. Skilled reader may employ one type of process more than the other when the situation allows them to do this without affecting their comprehension. However, less able readers may tend to rely too much on one type of processing with the results of poorer comprehension. Unfortunately, some students have the idea that knowledge-based processing is not appropriate reading activity, so that they fail to use knowledge they have.

c. Levels of Reading Comprehension

According to Danny Brassell (2008) the success students' reading it's depending on the level of the text. Therefore, there must be a balance between the material and the ability of students. There are some levels of reading comprehension:

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1) Literal Comprehension

Literal comprehension, the lowest of the three levels, requires a reader to be able to retell or recall the facts or information presented in a text. The information required for literal comprehension comes largely from the text itself. In responding to a literal question, the reader either can recall the information from the text or he or she cannot.

2) Inferential comprehension

Inferential comprehension, the next level, refers to the ability of a reader to take in information that is inferred or implied within a text. If a text indicates that a character is carrying an umbrella while walking down a street on a cloudy day, you can infer that the character is expecting rain. Inferential comprehension is more sophisticated than literal comprehension because it requires the orchestration and manipulation of information from the text as well as information that resides within the readers their background knowledge.

3) Critical comprehension

Critical or evaluative comprehension, involves making critical judgments about the information presented in the text. In-depth analysis and critical thinking are necessary to make informed judgments and evaluations. Because responses to inferential and critical-level questions are highly dependent on the reader's own background, interest, and disposition, determining a reader's level and the quality of a reader's inferential and critical comprehension is not easy.

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So, all three levels of comprehension are important and need to be fostered. However, it has generally been the case that inferential and critical comprehension are not sufficiently addressed in many classrooms and reading programs. These levels are not easily evaluated and do not lend themselves to the “teacher asks and student answers” type of comprehension discussions that follow many reading lessons. Nevertheless, a focus on inferential and critical comprehension is appropriate, and nurtures the high-level thinking that one would expect to find in high-performing classrooms.

d. Assessing Reading Comprehension

According to Richards & Schmidt (2010) stated that assessment refers to a systematic approach to collect information and make inference about students’ ability which can be done by test, interview, observation, questionnaires etc. In addition, Brown (2004) stated that assessment is an ongoing process that encompasses a much wider domain. Thus, assessment is a process to know students’ ability by using test, interview, observation, questionnaires etc. In assessing reading comprehension for Senior High School students, Brown (2004) also mentioned some possible activity which can be done in term of selective reading, they are:

1) Multiple-Choice

The most popular method of assessing the reading comprehension is multiple-choice format. Its purpose is to make it easier to administer and can be scored quickly.

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2) Matching Tasks

In this type, the students are simply for responding correctly by matching it with the appropriate format, thus, the students are required to observe the pragmatic interpretations of a signed and labeled things.

3) Editing Tasks

In term of editing task, it refers to a method for assessing linguistic competence in reading. In this type, the students are required to edit and detect the errors in the written passages.

4) Picture-Cued Tasks

In this term, the students look at picture-cued tasks for perceptive recognition of symbols and words. They read a sentence or passage and choose one of pictures to be described.

5) Gap-Filling Tasks (Fill in the Blank)

In this type, the students are required to complete the sentence by filling the blank.

Based on explanation above, there are some activities can be done in assessing students' reading comprehension. Thus, in this research, the researcher will use multiple choices to measure students' reading comprehension, consists of 20 questions.

4. Teaching Reading

Teaching reading is one of the important parts in Indonesia's curriculum. All of the educational circles also teach their students about reading even in elementary school, junior high school, senior high school,

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and also in the university. Teaching reading is one of the important skills that students should have, because when they are able to read effectively, the students will be able to catch and understand the meaning of the text.

As commonly, teaching reading would better if the teacher tough students by using reading aloud, but the most typical use in a foreign language class were to teach the language itself.

Based on the definition above, the writer can conclude that teaching reading is more efficiency when the teacher has known how to give the best strategies to the students in teaching and learning process.

According to Nunan (2003, p.74) , there are several principles in teaching reading:

a. Exploit the reader's background knowledge

Background knowledge includes all of the experiences that a reader brings to a text: life experiences, educational experiences, knowledge of how texts can be organized rhetorically, knowledge of how one's first language works, knowledge of how the second language works, and cultural background and knowledge.

b. Build a strong vocabulary base

Basic vocabulary should be explicitly taught and L2 readers should be taught to use context to effectively guess the meanings of less frequent vocabulary.

c. Teach for comprehension

Monitoring comprehension is essential to successful reading. It means, in order to teach for comprehension, the readers must monitor their comprehension processes and be able to discuss with the teacher

and/or fellow readers what strategies they use to comprehend. By doing this, the readers use both their cognitive and metacognitive skills.

d. Work on increasing reading

Often, in teacher efforts to assist students in increasing their reading rate, teachers overemphasize accuracy which impedes fluency. The teacher must work towards finding a balance between assisting students to improve their reading rate *and* developing reading comprehension skills. It is very important to understand that the focus is not to develop *speed* readers, but *fluent* readers.

e. Teach reading strategies

Students need to learn how to use a range of reading strategies that match their purposes for reading. Nunan, use a good technique to sensitise students to the strategies to get them to verbalize (or talk about) their thought processes as they read. Readers can listen to the verbal report of another reader who has just read the same material, and it is often revealing to hear what other readers have done to get meaning from a passage. It can make students become more aware of their reading strategies and be able to describe what those strategies are.

f. Encourage readers to transform strategies into skills

As learners consciously learn and practice specific reading strategies, the strategies move from conscious to unconscious; from strategy to skill.

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g. Build assessment and evaluation into your teaching

Assessing growth and development in reading skills from both a formal and an informal perspective requires time and training.

h. Strive for continuous improvement as reading teacher

The quality of the individual teacher is integral to success of second/foreign language readers. Reading teachers need to be passionate about their work. They should view themselves as facilitators, helping each reader discover what works best.

5. Narrative Text

a. Definition of Narrative Text

According to M.Syafi'i (2014) a narrative text is a text telling the readers about a true or fiction story. He also mentioned that the narrative text tells a story for making a point or explaining an idea or event.

b. The Generic Structure of Narrative Text

According to Grace and Sudarwati (2006, p.154) the generic structures of narrative text are:

1) Orientation

Sets the scene: where and when the story happened, introduces the participants of the story: who and what are involved in the story

2) Complication

Tells the beginning of the problem which leads to the crisis (climax) of the main participants

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3) Resolution

The problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending.

c. Language Features of Narrative Text

Grace and Sudarwati (2006, p.154) state the language features of narrative text are:

- 1) Nouns: *travelers, bundles, tree, road etc.*
- 2) Pronouns: *they, their, its, it etc.*
- 3) Noun phrase: *the dusty and rough road, a big old tree etc.*
- 4) Time connectives and conjunctions: *one day, a week later, then, a long time ago, when etc.*
- 5) Adverbs and adverbial phrases: *angrily, in horror etc.*
- 6) Material processes (action verbs): *arrived, ate, went, laughed etc.*
- 7) Verbal processes (saying verbs): *asked*

B. Relevant Research

Relevant research means some previous researcher conducted by other researchers which relevant to the research will be conducted, as shown to support the research in same context.

First, the title is “Students’ Difficulties in Comprehending the Analytical Exposition texts at Grade XI A of Science Program in SMAN 3 Sungai Penuh” conducted by EfaSilfia, Mohs. Ansyar, M.Zaim (2013). Background of this research to find out the students’ difficulties in comprehend an analytical exposition.

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In their research, they used only one class as the sample which consisted of 27 students. The finding of their research was students' difficulties in comprehending the analytical exposition at SMAN 3 Sungai Penuh.

And the result of this research is the students had some problems in reading comprehension aspects. They are identifying the topic, identifying the main idea, finding the meaning of vocabulary, identifying reference and inference, identifying communicative purpose, identifying generic structure, and identifying language feature of analytical exposition text based on eight indicators in comprehending analytical exposition text.

Second, the title is "Senior High School Students' Difficulties in Reading Comprehension" conducted by Zuhra (2015). Background of this research to find out the most difficult type of reading comprehension faced by students in reading test and why they face the difficulties in the national examinations.

In this research, used 24 students at twelfth students of senior high school Lhoksumawe. The research questions are 1) what is the most difficult type of reading comprehension question for the students from SMA 2 Negeri Lhoksumawe? , 2) why did the students face difficulties in that type of reading comprehension question?

This research used questionnaire and interview to analyze the data. And the result from analyzing the questionnaire of this research students most failed to answer the inference questions correctly because they do not fully understand what was being asked and because of weakness in understanding the reading comprehension questions. From the interview, the interview the

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researcher found that students had an inadequate knowledge of vocabulary and sentence structure but they lack knowledge about different types of reading comprehension questions.

Third, the title is “students’ perception toward their reading difficulties of different genres” conducted by Rima Andriani Sari (2013). Background of the research to find out the students’ perception toward their reading difficulties of different genres. In this research, the data collected through a descriptive research conducted in 2009/2010 at the English Department of FBSS, State University of Padang. This research used reading test as an instrument, which was to determine the level of the students in genre awareness and reading comprehension, and interview to gain students’ perception on their reading difficulties.

The result of the test, the students thus are categorised into high, middle and low achievers. The result of the interview showed that students with different level of comprehension had different difficulties in understanding texts with different genres because of some factors. Thus, improving the syllabus on Reading courses and other related courses such as Writing, TEFL and Linguistics are considered important.

C. The Operational Concept

The operational concept is used to avoid misunderstanding and misinterpreting in scientific study. To avoid miss understanding and misinterpreting it should be interpreted into particular word in order to make it easy. This research is descriptive quantitative that are two main focuses; the difficulties are faced by students and find the factors contribute students

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difficult in reading comprehension of narrative text. Considering the reading for comprehension, especially for grade tenth of senior high school students, the researcher uses questionnaire to analyze the problem in this research. In operations investigating these problems, researchers work based on the following indicators:

The Indicators of Students' Reading Comprehension based on the syllabus ;

1. Students difficult in identify the main idea in narrative text.
2. Students difficult in identify the factual information in narrative text.
3. Students difficult identify the generic structures in narrative text.
4. Students difficult in identify the language features in narrative text.
5. Students difficult in identify the inference in narrative text.

The Indicators of Students' Reading Difficulties Factors ; (westwood 2008)

1. Students have limited vocabulary knowledge in reading narrative text.
2. Students have lack of fluency in reading narrative text.
3. Students have lack of familiarity with the subject matter in reading narrative text.
4. Students have difficulty level of the text (readability) in reading narrative text.
5. Students have inadequate use of effective reading strategies in reading narrative text.
6. Students have weak verbal reasoning in reading narrative text.
7. Students have problems with processing information in reading narrative text.
8. Students have problems in recalling information after reading in reading narrative text.