

Hak Cipta Diindungi Undang-Undang

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## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Framework

Theoretical framework is viewed as the relevant theories related to references cited from various printed documents to provide the researcher and the readers with the alternative answer of the problem theoretically (Syafi'i, 2015, p.103). It means that, theoretical framework explains how the researcher can develop her research project based on the theory through printed document.

##### 1. The Nature of Reading

Reading is one of the English skills that is very crucial to be taught to the students. It is the most useful activity in order to enlarge students' insight. Through reading, students can update their knowledge. Reading means to learn various written symbols, simultaneous association of these symbols with existing knowledge and comprehension of the information. In other words, reading is the combination of word recognition, intellect, and emotion interrelated with prior knowledge to understand the message communicated.

Nunan (2003, p.68), "Reading is a process of the readers to combine the information from the text in order to build a meaning". It means that by reading, learners will make greater progress and development in all areas of learning. By the reading also the reader can catch the meaning and the information about what they read. The learners should gain meanings for them.

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Regarding this, Smith (2004, p.125) concedes that reading is a meaningful purpose and contexts are involved. Reading is not only the process to read the words, sentences or texts but also through reading the readers should be able to get something from the reading materials.

## 2. The Nature Reading Comprehension

Reading comprehension is one of the keys to get knowledge and information because in general a lot of knowledge and information which is written and only by reading it we can get a knowledge of what has been written it either from books, newspaper magazine or other print media.

Reading comprehension is capability that must be owned by a person in obtaining information from a written text. This capability is not difficult for us to have if we read the text using Indonesia language, and a little bit difficult if the text using a language other than Indonesia. Example English language, of course we must have English language skills if we want to understand the reading text in English.

Reading comprehension is essentially defines as the ability to understand the information which has been read. Clarke (2014, p.2) states that reading comprehension is situated within the text itself, a developed understanding comes from the interaction between the text and the reader's response to the text. He states reading is central to teaching and learning and it is vital to consider the circumstance in which the developing students is required to extract and apply meaning derived from text. He also states reading comprehension skills become more important

as children progress through the educational system. However, reading comprehension has focused on the knowledge that the reader brings to the process of understanding. Understanding is important to recognize that reading can be a transformative experience influencing the thinking and learning of the reader. New words, concepts and perspectives can be encountered that challenge and enhance existing knowledge.

According to Grabe (2009, p.310) in “reading in a second language”, Reading comprehension is critically dependent on the reader’s fluency in identifying printed words, as reflected in the reader’s accuracy and speed in identifying words in a passage as well as in his or her ability to read smoothly with appropriate expression. Fluent reading depends heavily on a great deal of practice in reading, spelling and writing. It also depends on reading and reading material at an appropriate level of difficulty.

Furthermore, reading comprehension can be concluded as the ability, process to understand the information that has been read and developed of a text using the reader’s knowledge. In reading text, there is a process that the readers passed. The process of reading comprehension, the readers integrates two kinds; that is text-based knowledge with prior knowledge.

Reading comprehension also defines as comprehending the written text to get information from the text reading. Reading is the process, and

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the result of reading is the comprehension. The process of reading has a big influence in the result of reading comprehension.

Klinger (2007, p.14) adds comprehension is typically measured by requiring students to read a short passage and then answer multiple-choice or short-answer questions or by using a cloze task. It means that reading comprehension has broadly involvement, such as the connection between readers and the text, and the background knowledge.

Reading is used to understand the text, which is called reading comprehension. The first point to be made in the reading process is reading comprehension. Klinger (2007, p.2) has said that reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency. It means that much more the readers read a text, if they comprehend and understand the text, the reader automatically responses to text. The reader would get information, get pleasure, get knowledge, etc.

In conclusion, as a reader, comprehension is very important because without comprehension, reading is nothing. Comprehension will make reader easy to read a text. The reader's background knowledge about the text is very important term of reading comprehension. Thus, the readers will understand and get the point from the passages easily and the writers to get information from the text to draw a conclusion of the information.

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## a. Components of the Reading Comprehension

When reading the text, students need to know the components of reading comprehension according to King and Stanley (1998) stated five components that many help to read carefully they are as follows:

- 1) *Finding factual information* : In finding factual information, it requires readers to scan spesific detail. The factual information questions are prepared for students and those which appear with WH-question word.
- 2) *Finding main idea*: The main idea of paragraph is what the author wants you to know about the topic. Main idea make particular statements or emphasizes a special aspect of the topic. It is usually expressed as complete though and indicates the author's reasons or purpose for writing and the message he or she wants to share with the reader.
- 3) *Identifying the topic*: A paragraph can be defined as a group of related ideas. The sentence relates to one another in the sentence that each is about common person place, thing, or ideas. This common subject or idea is called the topic. Topic is what the entire paragraph is about .
- 4) *Identifying references* : References is the relationship which holds between word and things : words refer things. This reference can help readers understand the reading.

- 5) *Making inferences* : Inferences is a logical connection that the reader draws between what he/she observes or knows and what he/she does not know, inferences are reasonable guesses made on basis of available information.

### 3. Teaching Reading in Senior High School

Senior high school students or teenagers are categorized into adolescents. In this period, teenagers like to spend their time for hanging around, friends, peers and often disruptive behavior in class. However, they have a great capacity in teaching reading is the teacher can engage them.

Teaching reading to adolescents is different from teaching reading to children because adolescents have wider knowledge than children. Therefore, in teaching reading in senior high school, a teacher must choose some methods which are related to the topic and curriculum.

A teacher should be able to choose effective methods of teaching reading to expose every particular material since all methods have their advantages and disadvantages. Harmer (2001, p.5) states that “a teacher has to be able to perform as controller, organizer, prompter, participant, resource, tutor, observe and model”. Thus, a teacher should be able act in different ways, not only as a teacher, but also guide, controller, even as model. The teacher lets the students do what they should do. In this case, students are the central of the class.

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According to Brown (2003), he suggests that teaching is guiding and facilitating learning, enabling the learner to learn, and setting the condition for learning. The teacher as facilitator should give the facility to learns in learning process. The teacher must select the teaching material related to the learners' need, and arrange them for the simple to the complex item. Therefore in teaching reading process, the teacher has to pay attention to the learners' personalities or individual differences, because students have different abilities and points of view, background and experience.

#### 4. The Purpose of Reading

According to Linse and Nunan (2005, p.68-94), there are two main reasons that people read they are as follows

##### a. Reading for pleasure:

Think about how much fun it is to read or listen to a good story. Stories provide enjoyment for readers of all ages.

##### b. Reading information

It can be as simple as reading this research and the reader can get the information.

Then, Idham (2014, p.122) said, the following skills are classified according to the purpose of reader, they are reading to find main idea and to answer the question.

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## a. Reading finds main idea

According to Dallman, et al in Idham (2014, p.122), that the night be used to help the students to find the main idea of a passage:

- 1) Matching a series of pictures with the paragraph the illustrate
- 2) Stating the main idea of slection
- 3) The form a list selecting the best express the main idea of paragraph
- 4) Following direction such as: find the sentences that give the main idea of the article, draw a line under the words that best describe the character discussed in the selection
- 5) Skimming a series or a group of trade books decided which one to read, either for pleasure or some purposes
- 6) Matching a picture that illustrates a main idea with a paragraph that it illustrates
- 7) Locating topic sentences in paragraph that contain topic series

## b. Reading to answer the question

The following activities might be also to be used to develop learner's skill in answering question. Those are:

- 1) Reading to answer question stated by the teacher
- 2) Indicating which of a series of questions listed by the teacher is likely

- 3) Starting question the reader would expect to find answers in a given selection and the checking the responses after reading the selection
- 4) Indicating which of a series of question that may possibly be answered in a given selection is formulated clearly, and rewording those that are not

In addition, Hurford, Heasley and Smith (2007, p.26), one of the purpose of the reading is for a references.

According to Hurford, Heasley and Smith (2007, p.26), references is any expression used an utterance to refer to something or someone (or a clearly delimited collection of things or people). In addition, refernces is a speaker indicates which things in the world (including persons) are being talked about. In fact, there is very constancy of references in language. in everyday discourse almost all of the fixing of reference comes from the context in refence. At the first, sight the notion of references as a relation between expression used in utterance and people and object in the world seems straightforward enough. But stating simple generalization about when an expression actually a referring expression and when it is not, is to say least, difficult.

In short the following skills are classified according to the purpose of the reader. Study the discussion of each classification carefully. Reading can not be separated with comprehension, because if the reader want to understand about the information, the reader must read.

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## 5. The Concept of Difficulties

The difficulty is the basic from error. It occurs because the students are confused or do not know or understand about the material which the teacher is explained. The result, they produce error later. On the seminar words, it is the main factor which makes the students produce the error.

According to Peter Westwood (2001, p.33), the difficulties for most poor readers are compounded by the fact that they do not possess, and are not aware of, effective strategies to help them extract meaning. They do not have any mental plan of action to help them find main points, important details and key concepts or to form conclusions. They just tackle the print head-on. They do not think deeply about what they are reading and do not interact cognitively with the information. This makes any progression above the literal level of understanding difficult to achieve.

Cullingford (2001, p.15) says, 'Children learn to read from the moment that they make sense of language, for reading brings together the abilities of visual and auditory discrimination that children explore from birth, and the sense of meaning that language engenders'. However, reading is acknowledged to be a complex skill, and it is not surprising that some students encounter learning difficulties in this area.

Peter Westwood (2001, p.26) mentioned three factors contribute as the cause of difficulty in learning to read 'Some factors are located within the learner's background, some within the teaching approach, some within the learning environment'.

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### a. Learners' Background

The learner's background means something which comes from the learners themselves. It was related to the learner's attitude toward reading, such as interest and motivation in reading and the prior knowledge that the learner has known before.

#### 1) Interest and Motivation

Students who have low motivation in learning will make their achievement low because motivation is an essential factor to make teaching and learning process more effective and efficient. Motivation is one of the most important factors in second language acquisition. Harackiewicz & Hulleman (2010, p. 43) write that motivation is often thought of as a process that contributes to learning and achievement.

#### 2) Learners' prior knowledge

Carnegie (2013) stated that "students usually come into the class with the prior knowledge gained from the class or outside the class. It influences how they filter and interpret what they are learning." Furthermore, Jacob ovits believes that the student's prior knowledge influences the student's ability in learning a foreign language. Students who have a lot of knowledge will be easier to learn the new lesson. It means that students with a lot of knowledge about reading will quickly understand about something they read. On the other hand, students who have little knowledge (grammar or

vocabulary) may have some difficulties in understanding something they read.

b. Teaching Technique

Teacher is one of the school environmental factors who has important role to increase students' learning achievement. Teacher is a subject in education who has duty to transfer the knowledge to the students. A teacher is an important person in teaching learning process, especially for teaching reading, because the teacher also determines whether the students are good readers or not. Teacher also will become source of learning difficulties if he/she cannot choose the right technique to teach the material. It means that the teacher should be careful in choosing the technique to teach because it is related to the students' understanding of the material.

c. Learners' Environment

School achievement, which is complete equipment, facilities and added by good way in learning will make student easier in learning process. The environment in which opportunities take place also affects language learning. A supportive environment effects directly to learners' language competency. According to Parcel & Dufur (2001, p. 885), environment is a form of social capital that can enhance children's learning, school environments reflect the social ties and interactive styles embedded in the schools, also enhancing learning.

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For instance, school environment is important to learners when they are supported from their parents with careful attention.

Home and school are the two kinds of learners' environment that can influence their learning reading achievement.

a. Home condition

It cannot be neglected that parents play important role in the home. Every student needs attention from her/his parents to reach her/his learning achievement. Since learning English is not the same as learning Indonesian, children need parents' guidance to learn about English especially reading English text because they will read something with different sound, vocabulary and structure from Indonesia. Learning reading without parents' guidance will make students feel difficult in learning. They will have difficulties in understanding something they read or they will misunderstand about the texts they read. Family situation affects the success of children in the family. Parental education, economic status, residence, percentage of parents relationship, words and parental guidance. Affect the achievement of child learning outcomes.

b. School condition

The school condition also can be the cause of students' learning difficulties. School which has lack of learning media, such as English books will influence the students' ability in learning reading. The lack of learning media such as English books, magazines or newspapers

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makes the learning reading process become ineffective and will be hamper students' understanding about the material.

When seeking explanations for a student's problem in learning to read, Richek et al. (2002) suggest that we should consider factors in three domains:

- a. The school environment (including the teaching methods and materials);
- b. Factors within the home environment and social or cultural context; and
- c. Factors within the student.

Richard (1974, p. 174) stated that the source of errors or difficulty can be divided in two kinds:

- a. Interlingual Difficulty

This type of difficulty is caused by interference coming from the students' native language. Possible interference can be predicated partly from the knowledge of differences between first language and second language.

- b. Intralingual Difficulty

This type of difficulty is these which reflect the grammar characteristic of rules of learning.

Based on the explanation above, it can be concluded that difficulty is something that is complicated to do. It will be seen from students' mistake or error learning process. Difficulty is the basic from

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of error and mistakes which are made by the students in teaching and learning process. The mistake can be known from two factors that caused it, they are interlingual and intralingual.

## 6. The Concept of Report Text

Report text is a text which presents information about something, as it is. It is a result of systematic observation and analysis. Beside this definition, there are some experts who explain definition of report text. Barker (2000, p.23) states report text is a piece of writing which aims to describe something in general way. Often it is non-chronological and written in the present tense. This theory implies that report text refers to kind of text that describes the information by explaining the general information which is used to report the information. Furthermore, it is kind of text which is written in chronological order and constructed in present tense.

Report text is to describe the way things are related to history, science, geography, natural resources, man-made and environment phenomenon. It is explained that report text must include important information that is considered to write as a report form.

### a. Generic Structure of Report Text

Lehman (2011, p.76) defines that the generic structures of report text:

- 1) Title, a title states a subject to be described.

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- 2) General identification or classification of subject, this part as an introduction to the main discussion.
- 3) (Series of) descriptions, the phenomena in whole paragraph involved.

Based on the topic opinions above, the researcher can conclude that generic structure of report text consists of two main points, they are; General Classification, and Description. General Classification to state classification of general aspect of thing like; animal, public place, plant, etc. then, Description is to describe a thing that will be discussed in detail part per part, customs or deed is for living creature and usage for materials.

#### b. Language Feature of Report Text:

According to Steven & Christino (2014, p.6) state report text has language characteristic state below;

- 1) Use of general nouns, that is, an object (be it alive or dead) of a general nature.
- 2) Use of relating verbs to describe features, the grammar is also called linking verb. As to be (is, am, are: present), seem, look, taste, etc.
- 3) Some use of action verbs when describing behavior.
- 4) Some use timeless present tense to indicate usualness, is one time in the simple present markers such as “often, usually, always” and others.

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- 5) Use of technical terms.
- 6) Use of paragraphs with topic sentences to organize bundles of information; repeated naming of the topic as the beginning focus on the clause.

Language feature is something that related to the text. In report text there are some of language feature, beginning from use general noun to describe object, use relating verb to describe features, action verbs to describe behavior, use technical terms, and use paragraph topic sentences to organize the information.

- c. Purpose/ Social Function

Everyone knows that each article certainly have a purpose why the article was written. As well as a report text Steven & Christino (2014, p.5) state that report text has purpose, the social purpose is presenting information about something. They generally describe an entire class of things. Whether natural made: Mammals, the planets, rocks, plants, countries of religion, culture, transportation, and so on.

## **B. Relevant of The Research**

According to syafi'i (2005, p.103), relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to the research to the current research itself. It means that in the relevant research we focus on finding some of the previous researches related to our research. The followings are some relevant research related to this research project:

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### 1. Researcher from Risky Gustina Sandika Ayu Masri

Her research entitled “ Students’ Difficulties in Reading English Recount Text at Eight Grade Students of SMPN 11 Mataram in Academic Year 2015/2016” This study was about students’ difficulties in reading recount text. This study used a descriptive method. The population of this study was all Eight Grade students consisting of 202 students. The data were collected and analyzed from 30 students by using purposive cluster random sampling technique. Based on the data, 96,6 % students got the minimum standard of passing grade. The problems concerned to difficulties in decoding (45,02%), comprehension (28,43%) and retention (26,58%) of students. The students were difficult to decode recount text, thus it caused them difficulties to answer question in reading recount text. This research provided the test and questionnaire which indicated students’ problem in getting the standard of passing grade in reading English recount text. This research showed that the students could not comprehend the text very well as a result of inadequate ability in decoding recount text.

Based on research finding the researcher gave suggestion to the teacher that he always motivates students to do lots of exercises inside and outside class in teaching learning process. Second, the teacher should provide some contextual teaching and learning reading materials.

### 2. Research from Aryani Puspita

Her research entitled “Students’ Difficulties in Comprehending English Reading Text at the Second Grade Students of SMAN 2 Metro In

Academic Year 2016/2017 ”The objective of this research was to find out the students’ constraints in comprehending English reading text. This research used qualitative method and it was conducted at the second grade students of SMA N 2 Metro. The XI IPA 1 class was chosen as the sample. The data were collected through reading test and interview. The descriptive method was used to expose the result in this research. The results showed that 80% of the students had constraints with respect to five aspects of reading; determining main idea, finding specific information, making inference, identifying reference, and understanding the meaning of words in comprehending English reading text. The finding from the interview revealed that the students had five problems in comprehending English reading text namely unfamiliar vocabularies, unfamiliar contents of the text, ambiguous pronouns, reading techniques, and sentence patterns. This indicated that students’ capability of comprehending English reading texts needed to be improved.

Based on all the title above thesis the researcher just researched about students’ difficulties in report text. The researcher found that the highest of the rate of all difficulties was caused by having lack of vocabularies which the total number of difficulties was 55 or (38,18%) and factors caused by learners’ background which the total number difficulties was 131 or (53,685). The researcher focused on An Analysis of The Tenth Grade Students’ Difficulties in Reading Comprehension of Report Text at State Senior High School 2 Pekanbaru.

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## C. Operational Concept

An operational concept is the concept which is used to avoid misunderstanding and missinterpreting in scientific study. Syafi'i (2013, p.104) says "operational concepts are derived from related theoretical concepts on all of the variables that should be practically and empirically operated in an academic writing-a research paper".

Westwood (2001, p.26) mentioned that three factors contribute as the cause of difficulty in learning to read or learning problem. They are located within the learner's background, the teaching technique, and the learner's environment.

### 1. Learners' Background

#### a. Interest

- 1) Students have lack of interest in learning reading of report text.
- 2) Students do not have desire to read report text.
- 3) Students are lazy to read report text.

#### b. Motivation

- 1) Students are afraid of reading report text.
- 2) Students have lack of motivation to learn reading report text.
- 3) Students feel learning reading report text is boring.

#### c. Background Knowledge

- 1) Students have lack of background knowledge about report text.
- 2) Students do not know about generic structure of report text
- 3) Students have lack of English vocabulary

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2. Teaching Technique
  - a. Technique of teaching report text is uninteresting.
  - b. There is no media used in teaching report text.
  - c. The activities are boring in learning report text.
3. Learners' Environment

- a. The school has lack of facilities.
- b. The class has lack of English reading materials
- c. There is no help from parents to learn reading report text

Then, the components of students' difficulties in reading report text

can be seen as follows:

- a. The students get difficulties to identify main idea report text
- b. The students get to difficulties to identify language feature report text
- c. The students get difficulties to identify references report text
- d. The students get difficulties to identify vocabulary report text
- e. The students get difficulties to identify generic structure report text