

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **2.1 The general overview of Reading**

Commonly, reading is a basic skill to understand a written material. It is also considered as one of the most important skills in today's educational development. According to Mikulecky and Jeffries, reading has the power to help the readers improve their general language skills in English. It helps the readers learn to think in English and enlarge their English vocabulary. Besides that, reading can also help the readers to improve their writing and speaking ability. By reading, the reader is ready to discover new ideas, facts and experiences.

Reading is also essential to all learning; it included both learning in general and acquisition of languages. Braten and Stromso claimed that nowadays society highly depends on knowledge and information. Those can be found in many forms with numerous sources, whether in a traditional printed form such as books, newspapers or magazines or in a modern form such as e-books, e- journals, and others digital sources. Its indeed requires several skills as the ability to manage the text of those numerous sources. The reader is necessary to acquire the ability to read, integrate, combine information and comprehend that written text.

#### **2.2 Definition of Reading**

Reading is a process carried out and utilized by readers to obtain the message that the author wants to convey through the media of words/written language (Henry Guntur Tarigan, 2008). Reading is a unified integrated activity that includes several activities such as recognizing letters and words, connecting them

with sounds and their meanings, and interesting conclusions about the purpose of reading.

According to Soedarso (2005) reading is a complex activity that requires a large number of separate actions, for example, readers must use understanding and imagination, observe, and remember to obtain information in the reading. Reading is a process to understand the meaning of a text. Reading ability is a complex ability that requires cooperation between a number of abilities. To be able to read a reading, a person must be able to use the knowledge they already have.

Reading, the eyes will recognize words while the mind connects them to their meanings. The meanings of words are connected to become the meaning of phrases, clauses, sentences, and ultimately the meaning of the entire reading. Readers will gain a comprehensive understanding of the reading by connecting previously acquired knowledge, for example concepts in the reading about word forms, sentence structures, expressions, and so on. Therefore, when reading, the mind also processes information in the reading so that reading is a complex process.

According to Nurhadi (2010) reading is a complex and complicated process. Complex means that in the reading process various internal and external factors of the reader are involved. Internal factors can be in the form of intelligence (IQ), interests, attitudes, talents, motivation, reading goals, and so on. External factors can be in the form of reading media, reading texts (simple-heavy, easy-difficult), environmental factors, or socio-economic background factors, habits, and reading traditions. Complicated is that internal and external factors are interconnected or related, forming a kind of complex coordination to support understanding of reading.

Based on the opinion above, it can be concluded that reading is a complex and complicated process in understanding the meaning of writing which includes several activities such as recognizing letters and words, connecting them with their sounds and meanings, and drawing conclusions with the aim of obtaining the message conveyed by the writer.

## **2.2 Notion of Reading Comprehension**

Reading comprehension is a complex developmental process that calls on the coordination of cognitive, language, social and text-specific processes (Sparapani, 2018). Based on this statement reading comprehension is the ability to read text, process it and understand its meaning. Although this definition may seem simple, it is not necessarily simple to teach, learn or practice. An individual's ability to comprehend text is influenced by their traits and skills, one of which is the ability to make inferences. If word recognition is difficult, students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read. There are to be improve reading comprehension, including improving one's vocabulary and reading strategies.

Reading is a process when readers learn something from what they read and involve it in an academic context as a part of education (Grabe, 2009). In the classroom, some teachers often use texts or books as media to deliver material of a subject. Furthermore, the teacher asks the students to read the texts to grab information in order that they could understand the material.

Other expert defines reading as an activity in which the readers respond to and make sense of a text being read connected to their prior knowledge. Thus, the activity is done by the readers as they want to get information and knowledge from

the text meanwhile the readers have their own background knowledge. They automatically connect their knowledge with a new knowledge from what they are reading. By doing this, sometimes the readers will get a new conclusion as a new knowledge for them.

Reading consists of two related processes, word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to ones spoken language. Lems, Miller and Soro stated that “Word recognition is a process of accessing and recognizing individual words.” (Hauk, 2012). Comprehension is a process to understand about meaning or information.

According to Cambridge dictionary (2019), Comprehension is the ability to understand completely and be familiar with a situation, facts, etc. Meanwhile, comprehension is the process of making sense of words, sentences and connected grammatical knowledge, experience with text and other strategies to help them understand written text. Reading becomes an involving between a text and the readers background knowledge.

Here are the lists of skills of reading comprehension according to Brown:

- 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 and pluralization), patterns, rules and elliptical forms.
- f. Recognize that a particular meaning may be expressed in different grammatical forms.
- g. Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses (Brown, 2004).

In academic field, reading aims at some things new to learn. Learning will be successful when there is a change in mind by knowing something from unknown. After knowing something, students have to understand the thing so that they can apply the knowledge in a real life or at least they can pass their school exam. To gain this successful process, the students should have a skill to bring them into a good comprehension in reading a text.

According to Brassel, there are three levels taxonomy of reading comprehension, namely 1) literal comprehension, 2) inferential comprehension, and 3) critical comprehension

#### 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. Names of characters and details of the setting are example of literal comprehension. The information required for literal comprehension comes largely from the text itself. Recall comprehension can easily be evaluated. In responding to a literal question, the reader either can recall the information from the text or he/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, the third and highest level in the taxonomy, involves making critical judgments about the information presented in the text. were the characters reputable and honest in their action? Did the selection offer the reader new information, new insights, or added enjoyment? Were the characters authentic? Was the literary quality of the text high? Answer to such question require a high level of interaction between information from the text, the reader perhaps other people with whom the reader has interacted, or even other texts the reader has read. Moreover, in depth analysis and critical thinking are necessary to make informed judgments and evaluation. Due to responses to inferential and critical level question 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.

According to Nuttal, there are four aspects of reading comprehension which the students should comprehend a text well, such as determining main idea, understanding vocabulary, making inference and detail information. These aspects are regards as difficulties that the students encounter in comprehending the text.

### 1. Determining Main Idea

The main idea is a statement that tells the author's point about the topic. According to Longan said that finding main idea is a key to understand a paragraph or short selection. The main idea is usually located in a sentence, it is usually the first sentence but it can be in the middle or in the last sentence. Therefore, this can make the main idea more difficult to find. The students may get confused to see what the main idea of a passage is, and where the main idea is located.

### 2. Understanding Vocabulary

The student expands their knowledge of vocabulary while he is reading a passage, such as by finding out new words meaning in dictionary and guessing the meaning from the context. Context helps students making a general prediction about the meaning. It means that making prediction from the context will help students understand the meaning of a passage without stopping looks up every new word in a dictionary. In fact, one of the problems readers have difficulties in understanding material is that they have lack of vocabularies.

### 3. Making Inference

In making of inference, the students are expected to comprehend the text to find the conclusion of the statements in the text. Readers need to practice combining clues from the text with their background knowledge in order to make inferences. It means that the clues in the text will help students to build assumption and draw conclusion. So they can answer the questions. These questions are often stated in one the following form:

“From the passage, we can conclude that ..”, “It can be inferred from the passage...”, “what the meaning of the statement above?”.

Therefore, sometimes the students are difficult to find the conclusion of the text because the meaning of the statement is not written on the text.

#### 4. Detail Information

The last type of question that is usually found in reading test is detail question or information. This question used to check students' ability to understand material that is directly stated in the text. Some examples of detail question fall in the following pattern:

“According to the passage, who were fighting for the conversation in the forest?”,  
“All of the following are the true except...”, “A person, date, or place is,,,”.

In understanding and answering detail question, the students can use scanning strategy. In addition, to find out the answer of detail question, the reader can note or underline the key word in the question and then scan the passage for that word's synonym.

#### e. Factors of Reading Comprehension

Difficulty is something complicated to analysis. It will be seen from students' mistakes or errors learning process. In fact, many senior high school students often find the difficulties in reading comprehension. These difficulties result the student's poor performance in reading test. Thus, from these factors arise some difficulties in reading comprehension.

According to Rahim, factors difficulties that faced by students divided into external and internal. Internal factor includes physics, intellectual, and psychological. While external factors include family and school environments (Rahim, 2006). Rahim states, there are some internal factors that influence the students in reading comprehension that are generally found by the reader during

reading, namely; difficulty in understanding long sentence in the text, inadequate instruction presented by teacher, difficulty in understanding vocabulary, house environment and school environment.

#### 1. Difficulty in understanding long sentence in the text

In a common problem that most of students finds difficulty in understanding the long sentence with complicated structure. It is supported by report of Barfield (1999) that shows almost 12 percent of students had difficulty in understanding long sentences in graded story and 20 percent in academic text. Therefore, the effect of this problem is the students who cannot comprehending long sentence they fail to understand the main idea presented in the text.

#### 2. Inadequate Instruction Presented by Teacher

It is practice includes selecting the wrong skill to emphasize, presenting the skill to rapidly for groups or individuals, to grasp them adequately or neglecting to evaluate progress adequately.

#### 3. Difficulty in Understanding Vocabulary

An excessive vocabularies burden focuses the reader to rely on the dictionary or to bypass many important words. When any appreciable number of words is left out understanding must suffer.

#### 4. House environment

It cannot be neglected that parents play important role in the home. Freeman and Long (1991) stated that every student needs attention from their parents to reach their learning achievement. Since learning English is not the same as learning Indonesia, children's need parents or his/her family attention to learn about English.

Learning reading without family attention will make students feel difficult in learning. They can feel down if no one support them to learn English text.

#### 5. School environment

The school environment also can be a cause of students learning difficulties in reading comprehension, such as school with lack of learning media. The lack of learning media such as English books, magazines or newspapers make reading learning process become ineffective and will be impeding students in understanding the material.

#### f. Reading Comprehension of the Text

Oakhill, Cain and Elbro sates that reading comprehension is important, not just for understanding text, but for broader learning, success in education and employment (Larasati, 2019). Meanwhile, Grellet Francois also stated that reading comprehension is the understanding a written text means extracting the required information from it as efficiently as possible, further, locating the relevant advertisement on the board and understanding the new information contained in the article, demonstrates that reading purpose in each case has been successfully fulfilled. That is the complex task, which requires the orchestration of many different cognitive skills and abilities. The requires comprehension of the individual words and the sentence.

Based on the explanation above, it means that comprehension the text is very important to be achieved by the students because reading is not simply about mechanical skill. It helps the readers to understand the world, learn about the past and plan for the future.

#### g. Concept of Difficulties in Reading Comprehension

The difficulty is the basis of error. It occurs because the students are confused or do not know or understand about the material text. The result, they produce error later. It is the main factor which makes the students producing the error. According to Richards the source of errors or difficulty can be divided into two kinds (Larasati, 2019).

### 1. Interlingual Difficulty

The interlingual difficulty is a significant source of difficulties for all learners. The beginning stages of learning a second language are especially vulnerable to interlingual difficulty from the native language or interference. In these early stages, before the system of the second language is familiar, the native language is the only previous linguistic system upon which the learner can draw. This type of difficulty is caused by interference coming from the student's native language. Possible interference can be predicated partly on the knowledge of differences between first language and second language.

### 2. Intralingual Difficulty

The intralingual difficulty is those which reflect the general characteristics of rule learning, such as factually generalization, incomplete application of rules, and failure to learn conditions under which rules apply.

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 complicated to do. It will be seen from students mistake or error learning process. Difficult is the basic form of error and mistakes which are made by the students in teaching and learning process.

#### a. Reading Comprehension at Senior high school

Reading comprehension problems have been a popular issue in EFL teaching-learning settings for a long time. Numerous studies have shown that most EFL students often have difficulties in comprehending English texts. Vogel as cited in Chen and Chen has said that about 52% of adults with L2 reading comprehension problems had difficulties in learning a foreign language. In this sense, there are a number of reading problems which may be encountered by EFL students. First, they are probably not keen on reading L2 literature because they have to work hard to comprehend it. Second, studies mention several common problems in the EFL reading classroom such as insufficient vocabulary, problems understanding linguistic complexity including lexical and syntactic knowledge, language inaccessibility, poor reading skills and lack of schemata (Grabe, Birch, Alyousef, Rahman, Fitriani).

Those problems are found in several situations. For example, the EFL reader may have difficulty to differentiate between the various meanings of the same word, e.g. to differentiate between homonyms or homophones. The word “left” has more than one meaning and the word pronounced “rite” has four spellings, viz., rite, write, right and wright and a host of meanings. In this sense, the EFL reader who only knows one meaning of the word right may easily misunderstand the meaning of a sentence with right in it. On the other hand, knowledge about collocations, idioms and proverbs is also important to be learned by the EFL reader. The reader will not get the real meaning of an idiom or a proverb if they translate it literally. Nuttal has mentioned that complex noun groups, nominalizations, coordinating conjunctions, participial phrases and prepositional phrases tend to be the cause of many problems in reading comprehension because those elements make texts more complex and

harder to understand by EFL students. In other situations, a reader may not understand a text because she may lack background knowledge about what she is reading. Goodman has said that even the most excellent readers frequently have difficulty to connect what they already know before they read something. Furthermore, reading comprehension problems can be categorized into linguistic and non- linguistic reading problems (Kasim, 2017).

Reading comprehension means to understand what has been read. English has been taught as a foreign language in Indonesia. However, it does not mean that the result of teaching English in the school was satisfying, even though the fact is teaching reading process are continuously being taught within three years at senior high school. Reading makes students enjoy their learning process and gives several advantages in finding some information that is needed. It is an unlimited area that makes students learn about many things, such as education, politic, social, culture, religion and health. All of that information can be obtained by reading.

Nowadays, at senior high school, teaching reading intends to develop students' skill in reading comprehension. Based on the basic competence 2013 of the eleventh-grade senior high school, the students are expected to comprehend social function, text structure and language features in reading descriptive, narrative, recount texts, expository texts and so on in oral and written form. However, in a real situation, the students do not achieve the curriculum expectation and have lower ability in reading comprehension. In addition, to overcome the difficulties of students in reading, teachers must first find out or know what difficulties experienced by students during the reading process and factors that cause difficulty in reading.

## b. Genres of English Reading

### 1. Definition of Genre

Saville Troike in Swales (1990:39) in Larasati (2019), states that genre is the type of communicative event and offers the example as follows: jokes, stories, lecture, getting and conversation. Kinds of the genre:

- |                                 |                     |
|---------------------------------|---------------------|
| a. Descriptive text             | g. News item text   |
| b. Recount text                 | h. Report text      |
| c. Narrative text               | i. Anecdote         |
| d. Discussion text              | j. Review text      |
| e. Exposition (analytical) text | k. Procedure text   |
| f. Exposition (hortatory) text  | l. Explanation text |

In Senior high school, especially in the eleventh-grade students, based on syllabus there are two genres like descriptive text and report text. The researcher used the material only focus on descriptive text.

### **2.3 Descriptive Text**

English Curriculum for SMAN 1 Kota Bahagia in eleventh grade students, descriptive text is defined as a text which describes something, someone or places more details. The purpose this text is to tell the reader what the writer feels. According to Hammond the components of descriptive text are:

#### a. Generic Structure of Descriptive Text

The general structure is a system of arranging a written text. The generic structures of descriptive text are:

1. Identification: which identifies the person, place, or thing to be described.
2. Description: describe parts, qualities, and characteristic

## b. Language Feature

1. Descriptive often use “be” and “have”.
2. Focus on specific participants for example: My English teacher, Andini’s cat, My favorite place etc.
3. Using specific nouns, the noun is something that will be described in the text. For example: my home, teacher, cat etc.
4. Using simple present tense
5. Using detailed noun phrase, It is used to give detail information about the subject For example: it has the large open rowboat, a very beautiful scenery, a sweet young lady, very thick fur etc.
6. Using many kinds of adjective, it is used to describe, number, and classify an object. For example: two strong hands, a smart girl, a handsome boy, strong legs, white fangs etc.
7. Using relating verbs, it is used to give information about the subject. For example: my sister is very beautiful, etc.
8. Using action verbs, it is used to tell the condition clearly. For example: my dog licks my foot, it eats grass, it runs fast etc.
9. Using thinking verbs and feeling verbs, they are used to express the writers personal view of the subject. For example: I think he is a kind boy.
10. Using figurative language, descriptive used figurative speech such as simile, metaphor. For example: the young lady is white as a chalk.
11. Using adverbials, it is used to give additional information. For example: at the big house, fast, at tree house etc.

Based on the explanation of descriptive text such as drawing a picture for the reader because the researcher purpose is to paint a picture with words. Therefore, in reading the descriptive text, the reader should be able to imagine what the picture is described in the text, and what the pictures look like by reading the text. However, in reality it is very difficult to imagine something unreal. The students have to understand the entire contents of the text to earn points and be able to answer questions from the text. Therefore, there are many students who have difficulty in comprehending of the descriptive text.

#### c. Example of the descriptive text

Khatmah states the example of descriptive text such as: My Cute Cat, Spot  
I have a cat. Its name is Spot. A Spot is a one-year-old regular house cat. He is an adorable cat. He has orange fur with white and black spots. I like to cuddle him because his fur feels soft. Every morning, I give Spot milk. Spot does not like rice, so I give him cat food. A Spot is an active animal. He likes to run around the house. He likes to chase everyone in my house. When he feels tired or sleepy. A Spot usually sleeps on the sofa in the living room or sometimes under the table.

### **3. Related Study**

The third research, Entailed A Descriptive Study of Students' Difficulties in Reading Narrative Text (A research at eleven grade students of XI IPA SMA Model Kabila). The research conducted by Sepdian Ningsih Paituntu 2009 of English Education, Letter and Culture Faculty in Gorontalo State University. This result of this research showed that the students' difficulties in reading narrative text are categorized into the low level.

The second research is an analysis of students' difficulties in Reading Comprehension at SMAN 1 Sukodadi Lamongan (Sulih, 2020). This research aims to know the students' difficulties in reading comprehension at SMA Negeri 1 Sukodadi and to know the factors of students' difficulties in reading comprehension at SMA Negeri 1 Sukodadi. This research is descriptive qualitative research. The research was conducted in March 2020. The subject of research was the tenth-grade MIPA 5 of SMA Negeri 1 Sukodadi who were detected that they had difficulties in reading comprehension. The techniques for collecting the data were interviews and documents. The researcher collected the data such as students' worksheet. The second was data reduction. The researcher classified and reduced the data based on focus. The researcher deleted several data that did not relate to the difficulties in reading comprehension. The third was the data display, the researcher arranged the information to conclude. The researcher presented the data from the difficulties in reading comprehension, and the last is the conclusion. The result of the research showed that some students had difficulties in reading comprehension and they had difficulty in different levels, namely literal comprehension, inferential comprehension, critical comprehension, and creative comprehension.

The third research is An Analysis of Students' Obstacles in Reading Comprehension at SMA NEGERI 1 KOTA JAMBI (Utami, 2021). The objective of this research is to identify the obstacles in reading comprehension faced by the twelfth-grade students at SMA Negeri 1 Kota Jambi, to identify the obstacles using Google Classroom faced by the twelfth-grade students at SMA Negeri 1 Kota Jambi. This research is qualitative research with phenomenological approach. The subject of research was the twelfth-grade students at SMA Negeri 1 Kota Jambi in

Academic Year 2020/2021. The techniques of collecting the data is Reading test. The researcher uses the technique of analyzing the data are data reduction, data display, and conclusion drawing/verification. The researcher presents the data from the obstacles in comprehending English text. The result of the researcher shows that there are 21,9% students who have obstacles in understanding to look for the main idea of the text with the total of incorrect is 47. Then, there are 20% students who have obstacles in understanding vocabulary of the text with the total of incorrect is 43. Then, there are 20,4% students who have obstacles in understanding making inference of the text with the total of incorrect is 44. Next, there are 37,7% students who have obstacles in understanding to look detail information of the text with the total incorrect is 81.

The fourth one is entitled *An Analysis of Students' Difficulties in Understanding English Reading Text* (2013) by Mashula (2012). The research is coming to Mashula of English Education Department. Faculty of Education Department, Faculty of Educational and Teacher Training in State Islamic University of Sunan Ampel Surabaya. This result of this research showed that the majority of the students find difficulties in identifying the main idea of the text, more than half of the students' made mistakes in identifying the specific word in the text and many cannot understand the structure of the text. While the factor causing the students difficulties in understanding English reading descriptive text.

The last research, Entitled *Student's Ability and Problem in Reading Comprehension* (Nurina, 2014). The research conducted by Nurina Elvandari of English Education, Islamic Education and Teacher Training Faculty in The State Islamic Institute of Surakarta. The result of this research showed that the student

problem in reading comprehension at the eighth-grade students and difficulties in reading comprehension.

#### **4. Conceptual Framework**

From third studies reviewed above, the researcher can conclude that difficulties in understanding the reading text are very important to be known by the students and the teacher. Since every student probably has different difficulties in understanding the reading text, the researcher got an inspiration to do a research based on this topic.

However, the problems faced by the students in one school might be different from the other schools. This research will differ from all of those previous researches from some aspects. First, in this research the researcher emphasized on the difficulties in understanding reading text faced by senior high school students. This is important to help the teachers be aware of the problems and consequently try to solve the problems in the earlier level of study and improve the students' reading competence.

Second, this research will focus on the students' difficulties in understanding descriptive text. This was based on the preliminary study result that there are many students who still face difficulty in understanding the descriptive text. Moreover, the differences are also about data collection technique and the data analysis used in this research. Teaching or learning English must be fun, enjoyable, and entertaining for both teacher and students. Because teaching reading comprehension should use interesting, amusing and entertaining material to attract the students in teaching learning process. The teacher and the students must be cohesive in the learning process, in order to get the expected goals.