

## **CHAPTER II THEORY REVIEW**

### **2.1 Theory Review**

Theory review is a description of several theories that are used as a source or reference for researchers in a scientific paper. Researcher can receive reliable and verifiable material and data to serve as a reference when writing scientific paper. The content in a theoretical review is in the form of a discussion of the theory of a research finding or topic. From the discussion of these theories can be used as a theoretical basis in making scientific paper or in conducting research activities. In this study will discuss theories related to reading.

#### **2.1.1 Concept of Reading**

Reading is the action of obtaining knowledge, messages, and information that the author wishes to impart through words or sentences. Reading is a complicated process that requires a variety of skills such as word identification, word study, reading fluency, and conceptual comprehension (Gravois & Gickling as cited in Burns et al., 2004, p.304). In line with this view, Krashen and Brown, 2007; McDonough and Shaw, 1993; Snow et al., 1998 (as cited in Saraswati et al., 2021, p.34) states that reading can have a positive influence on students' linguistic aspects others, as well as preparing them with reading skills. Quick and easy recognition of words presented in isolation is essential for successful reading (Carmine et al. as cited in Burns et al., 2004, p.304).

According to Alderson, 2000; Klinger et al., 2007 (as cited in Samad et al., 2017, p.30) reading is an interaction between the reader and the text. Reading is considered an important thing in education because it is a skill that can provide knowledge for students. Readers, especially students, are often asked to browse documents, select, compare and integrate various sources of information and use complex reasoning about and with documents (Rouet et al., as cited in Eme, 2017, p.91-92). Successfully completing such difficult tasks requires abilities that go beyond basic verbal skills such as identifying letters or decoding words. In other words, efficient reading involves a high meta-level capacity.

According to Ji Sheng (as cited in Dewi & Salmiah, 2019, p.128) reading is the process of receiving, interpreting and understanding written or printed books. In line with this statement, Howel and Nolet (as cited in Dewi & Salmiah, 2019, p.128) stated that reading is an interactive process in which readers use code, situational analysis, prior knowledge, language, and administrative processes to understand a text. Meanwhile, according to Schulz et al. (as cited in Sangia, 2018, p.2) reading is a complex process that begins with the interpretation of symbols to make or bring out meaning.

Based on the explanation of the experts above, it can be concluded that reading is a complex process to understand the meaning of a text. Reading is considered important because it makes a person get a lot of insight. In addition, reading also has a purpose according to the person reading it.

### **2.1.2 Purpose of Reading**

The purpose of reading in general is to seek and obtain information from the sources read. Meanwhile, the main purpose of reading is to understand all the information contained in the text to develop the reader's intellect. Wise (2007, p.341) stated that the main purpose of reading is to get the meaning of the text that is connected. Crucial for this purpose is text recognition to be a smooth process. There are also some experts who explain this.

According to Grabe and Stoller (2002, p.6-10) there are several reading purposes which will be explained as follows:

1. Reading to Search Simple Information

Reading to find information is a process that aims to obtain certain information, by scanning sentences and words related to the information sought without reading every sentence of the text.

2. Reading to Skim Quickly

This goal is similar to reading for simple information. In this goal, readers guess where the information from the text they need is, then they read part of the text until they find the main idea of what is read.

3. Reading to Learn from Texts

Reading to learn from texts usually occurs in academic and professional situations. This goal process usually takes longer than reading to find information and speed reading. Readers need more complex abilities to observe deeper understandings and often need repetition to remember every detail of information from the text.

#### 4. Reading to Integrate Information, Write and Critique Texts

Readers read the text to write some information from the text they have, then they integrate this information and criticize the text they read. Reading to write and criticize requires the ability to select, criticize and organize information from texts.

#### 5. Reading for General Information

Gaining a general understanding of the text is the most basic goal of reading. General reading comprehension is actually more complex than one might think. It takes more to understand the overall big idea than to understand one or two specific ideas in the text.

According to Wallace (1992, p.6-7) there are several reading purposes which are classified as follows:

##### 1. Reading for Learning

Reading is a support for learning in the classroom. The reader needs to translate the text, literally or figuratively, learn vocabulary, identify useful structures, use the text as a model for writing and practice pronunciation.

##### 2. Reading for Pleasure

Reading for pleasure implies that reading activities are carried out because activities are needed and are carried out with pleasure.

##### 3. Reading for Survival

Reading for survival is reading texts that are very important for life, such as reading warning signs, instruction signs, and others. Survival reading serves an urgent need.

Based on the explanation above, it can be concluded that the purpose of reading is to get information and increase the reader's knowledge. Reading has several purposes which are certainly very useful for the life of the reader and the reader's environment.

### **2.1.3 Types of Reading**

There are several types of reading based on different purposes. According to Mickuleckey and Jeffries (as cited in Sitanggang et al., 2020, p.201-202) there are several types of reading skill, these types are:

#### **1. Scanning Reading**

It is making quickly a review of the passage, looking for specific information. Scanning is used to find a particular piece of information. Run your eyes over the text looking for the specific piece of the information you need.

#### **2. Skimming Reading**

It is getting the general sense of passage or book fast that could save the reader's time. It is sometimes referred to as gist reading. Skimming may help in order to know what the text is about at its most basic level.

#### **3. Intensive Reading**

It is reading for complete understanding of entire text. Intensive reading is used on shorter text in order to extract specific information. It includes very accurate reading for detail. Intensive reading skills are used to grasp the details of specific situation. In this case, it is important that you understand the details of the text.

#### 4. Extensive Reading

It is rapid reading for main ideas of a large amount of text. Extensive reading is used to obtain a general understanding of a subject and include reading longer.

According to Patel and Praveen (2008, p.117-123) there are several types of reading which will be explained below:

##### 1. Intensive Reading

Intensive reading is linked to further progress in teacher-led language learning. This will provide a basis for explaining structural difficulties and for expanding knowledge of vocabulary and idioms. It will also provide material for developing greater language control in speaking and writing. The material chosen should be parallel to the type of material that advanced students in the native language will enjoy such as novels, short stories, poetry and others.

##### 2. Extensive Reading

Extensive reading is a type of reading that involves the learner reading texts to develop general reading skills. The goal of extensive reading is to train students to read directly and fluently in the target language for pleasure, without the help of a teacher.

##### 3. Aloud Reading

Aloud reading is reading using a loud and clear voice. Aloud reading also plays an important role in teaching English. The teacher must know

that reading aloud practice must be given at the basic level because it is the basis for pronouncing words.

#### 4. Silent Reading

Silent reading is reading without sound. That is, when reading the text, the reader does not pronounce it. This reading should be used to improve reading skills among students.

From the expert opinion above, it can be concluded that there are several types of reading, namely scanning, skimming, intensive, extensive, aloud and silent reading. Several types of reading are done with different techniques that make it easier for the reader to achieve the desired goal. Reading also contributes to influencing other skills such as reading comprehension.

##### **2.1.4 Reading Comprehension**

Reading comprehension is an activity to understand the meaning of what is read based on reading material. Reading comprehension is not just reading text, but reading with the aim of gaining a deep and comprehensive understanding. According to Oakhill et al. (as cited in Prihatini, 2020, p.22) reading comprehension is a complex task that requires the coordination of various skills and cognitive abilities. This means that reading comprehension is the ability to read text, process it and understand its meaning. Ali, 2012; Harrison, 2004; Healy, 2002 (as cited in Samad et al., 2017) states, "Reading comprehension can be defined as the understanding of the written word and of the content being read in a text" (p.30).

According to Meneghetti et al. (as cited in Reza Ahmadi et al., 2013, p.238) reading comprehension is a cognitive ability that makes it possible to combine written information with the reader's basic knowledge to make explanations of mental representations. Ahmadi and Pourhosein (as cited Ahmadi, 2017, p.4) argue that reading comprehension is a mental interaction between knowledge of the reader's language and knowledge of a particular subject. Meanwhile, according to Snow (as cited in Susanto, 2020, p.156) reading comprehension is a complex topic. When students plan to succeed in comprehension, they need information about themselves, such as texts read, assignments performed and social contexts read.

Reading comprehension happens when readers extract and create meaning from written language through interaction and engagement (Snow as cited in Rønberg & Petersen, 2016, p.72). This necessitates reading abilities and comprehension of the text's words (Tunmer & Chapma as cited in Rønberg & Petersen, 2016, p.72). Furthermore, efficient memory and high-level processing, such as inferring and monitoring, are required for reading comprehension (Perfetti, Landi, & Oakhill; Perfetti & Stafura as cited in Rønberg & Petersen, 2016, p.72).

According to Kintsch, 1998; Van Dijk and Kintsch, 1983 (as cited in Pourhosein Gilakjani & Sabouri, 2016, p.230) reading comprehension is a process of generating meaning from text. The result of reading comprehension is a conceptual understanding of the meaning of the text combined with the reader's knowledge. Gough and Tunmer (as cited in Zhang et al., 2014) state that reading

comprehension consists of two separate components, decoding skills which are usually acquired from reading words, and language comprehension which focuses on access, inference and integration of meaning. Meanwhile, Alderson and Lukmani, 1989; Hughes, 2003; Jang, 2009; Lumley, 1993; Munby, 1978 (as cited in Baghaei & Ravand, 2015, p.1) states that reading comprehension in a foreign language is a complex process with many underlying cognitive components.

According to Burn et al. (as cited in Sitanggang et al., 2020, p.202-203) there are four levels of comprehension that must be attained in reading comprehension. The following are the four degrees of reading comprehension:

1. Literal Comprehension

Recognizing main ideas, details, causes and effects, and sequences is the foundation of literal comprehension. It is significant since it is a requirement for higher-level comprehension. That is, the literal comprehension question assesses the readers capacity to think within the text and consider what has been stated both literally and explicitly. There is no underlying meaning, so the reader can accept what is provided on the surface.

2. Interpretive Comprehension

Interpretive comprehension consists of (a) inferring main ideas from passages where the main ideas are not explicitly stated; (b) inferring cause-and-effect relationships when they are not explicitly stated; (c) inferring pronoun referents; (d) inferring adverb referents; (e) inferring omitted words; and (f) drawing conclusions. It indicates that interpretive meaning

is frequently hidden throughout the text and necessitates the use of inference as well as a grasp of the relationship between events and characters or causes and effects.

### 3. Critical Comprehension

Critical reading is an activity in which students accurately evaluate or draw conclusions from a text and compare the concepts in writing. A critical reader must be an active reader who constantly asks questions and examines the facts included in the text to comprehend the meaning of the text itself.

### 4. Creative Comprehension

Going beyond the material supplied by the author is an example of creative reading. It necessitates that readers think as they read. It can also assist students in exploring their reading skills creatively, in which case the teacher should be able to serve as a model in the teaching learning process.

Based on the explanation of the experts above, it can be concluded that reading comprehension is a complex skill to read, process and understand the intent of the text as a whole. Reading comprehension has four levels, namely literal comprehension, inferential comprehension, critical comprehension and creative comprehension.

#### **2.1.5 Reading Comprehension Aspects**

Reading comprehension is a complex skill. A long enough process will be experienced by someone to be able to reach the level of understanding. Therefore,

it is necessary to master several aspects of reading comprehension. According to Nuttal (as cited in Pahamzah & Viona, 2021) there are several aspects of reading comprehension that students need to understand well. These aspects, namely:

1. Determining Main Idea

The main idea is a statement that shows the author's opinion about the topic in a text. The main idea is the key to understanding a paragraph (Longan as cited in Pahamzah & Viona, 2021). The main idea is located in a sentence, usually in the first sentence, but can also be in the middle or at the end of the sentence (Vener as cited in Pahamzah & Viona, 2021). Therefore, it can make main ideas hard to find. Students are sometimes confused to see what and where the main idea is in a text.

2. Locating References

Reference is the antecedent of the pronoun. The antecedent is the word or phrase that refers to the pronoun (Sharpe as cited in Pahamzah & Viona, 2021). When identifying references, students need to understand which pronouns are used in sentences, such as which pronouns are used to refer to people, places, or situations.

3. Understanding Vocabulary

Students increase their knowledge of vocabulary by reading passages, such as finding the meaning of a new word in a dictionary and inferring meaning from the context. Context helps students make general predictions about meaning (Sharpe as cited in Pahamzah & Viona, 2021). In other words, predicting from context helps students to understand the

meaning of a passage without having to look up new words in the dictionary. In fact, one of the problems that causes difficulties in understanding the material is the lack of vocabulary.

#### 4. Making Inferences

When making inferences, students must understand the text to draw conclusions from the statements in the text. Sometimes it is difficult for students to find conclusions because the meaning of the statement is not written in the text. Kopitski (as cited in Pahamzah & Viona, 2021) stated that readers must match the clues from the text with their background knowledge to make inferences. That is, the clues in the text will help students to form ideas and conclusions, so they can answer questions.

#### 5. Detailed Information

The last type of questions that are often found in reading tests are detailed or informational questions. This question is used to assess students' ability to understand material stated directly in the text. To understand and answer questions in detail, students can use a scanning strategy. Also, to find answers to detailed questions, readers can mark keywords in the question and scan the synonym parts of those words.

According to Koda (as cited in Saraswati et al., 2021, P.35) aspects of reading comprehension can be categorized as follows;

##### 1. Decoding

Decoding is associated with an early language skill called phonemic awareness which is part of a larger skill called phonological awareness.

Phonemic awareness allows children to hear individual sounds. It also allows them to “play” with sounds within words and at the level of the alphabet (Lee as cited in Laily, 2018, p.256).

## 2. Vocabulary Knowledge

To understand what is said in a text, one must understand many words in the text. Having a large vocabulary is an important part of reading comprehension. students may learn words through lectures, but they often learn the meanings of words through everyday experience and through reading (Lee as cited in Laily, 2018, p.256).

## 3. Syntactic Processing

Each word form (lexeme) in the mental lexicon is associated with syntactic word information. This last type of information is called lemma information. Lemmas determine the syntactic properties of words, such as their word classes (nouns, verbs, adverbs, propositions, etc.) (Hagoort et al., 2012, p.274).

## 4. Text-Structure Knowledge

According to Graesser (as cited in Kendeau & Broek, 2007, p.1567) the factor that influences the information in the text is the structure of the text. Readers' understanding is influenced by the structure of the text used to convey the message (Meyer as cited in Kendeau & Broek, 2007, p.1568).

## 5. Main Idea Detection

One of the things that is spent for students to understand the text they have read is identifying the main ideas (Shelton et al., 2021, p.222).

## 6. Background Knowledge

Most readers make connections between what they read and what they know. Therefore, it is important for students to have prior experience or knowledge when they read (Lee as cited in Laily, 2018, p.256).

## 7. Comprehension Strategies

Understanding is not always quick and easy. When readers struggle with individual words, reading becomes slower and deeper levels of comprehension are seriously compromised (Graesser as cited in Danielle, 2007, p.4).

Based on the explanation above, it can be concluded that there are several aspects of reading comprehension that students need to understand, such as determining the main idea, locating a reference, understanding vocabulary, making inference, detail information, decoding, syntactic processing, text-structure knowledge, background knowledge and comprehension strategies. Some of these aspects are considered as students' difficulties in understanding reading.

### **2.1.6 Reading Comprehension Models**

Reading comprehension models have been developed to describe the ways readers use language information to construct written meaning. There are several models in reading comprehension. According to Eskey, 2005; Grabe, 2004 (as cited in Reza Ahmadi et al., 2013, p.238-240) there are three important models

that must be emphasized in the process of reading comprehension. These models make reading comprehension easier and help readers understand texts so as to overcome their reading difficulties. Some of these reading comprehension models are as follows:

1. The Bottom-Up Model

In this model, the whole reading process is word-based and the learner builds context by understanding each word. Individual words are emphasized separately and fast word comprehension is important in this model. This model assumes that readers who benefit from this process quickly become more experienced readers. In addition, readers who know vocabulary well become advanced readers whose skills are enhanced by their ability to decode. Advanced decoders can easily understand letter combinations, prefixes, suffixes and words. Therefore, this skill can provide more storage capacity in the brain for reading comprehension.

2. The Top-Down Model

The top-down model is "from brain to text" based on the overall focus of the reading process. In this model, learners start with certain expectations about the reading situation presented in the initial information, then use the verbal information they have in decoding the vocabulary to confirm and modify these initial expectations. The top-down model process is also called "text sampling", that is, the reader does not need to read all the words and phrases in the text or read the context of the

text, but selects a few words and phrases to understand the meaning of the text and a few key words can help the reader understand the text quickly.

### 3. The Interactive Model

The interactive model is defined as a combination of bottom-up and top-down models that emphasize the relationship between the reader and the text. The interactive model shows that there is a bottom-up and top-down relationship and this model shows that the bottom-up or top-down model cannot explain the entire reading process. The purpose of this model emphasizes that the proficient reader simultaneously synthesizes the information available to him from several sources of knowledge, either bottom-up or top-down, during the reading process.

Based on the reasoning above, it is possible to conclude that readers use a variety of reading comprehension models when processing information and building reading meaning. In these models, the reader's knowledge, experience, and intelligence are required as a foundation for understanding the reading.

#### **2.1.7 Difficulties in Reading Comprehension**

Difficulty is a condition that shows the characteristics of obstacles in an activity to achieve a goal, so that more active efforts are needed to overcome these obstacles. Many students also face difficulties in participating in learning. Difficulty in reading comprehension definitely has an impact on academic achievement and daily activities (Taraban, Rynearson, & Kerr, 2000; Meneghetti, Carretti, & De Beni, 2006, as cited in Carretti et al., 2009, p.248). There are several things that make students difficult in reading comprehension.

According to Perfetti, 1988; Shankweiler, 1989; Swanson and Siegel, 2001; Torgesen, 2001 (as cited in Lesaux & Kieffer, 2010, p.598) there are weaknesses in basic skills that cause difficulties in reading comprehension. these skills are word reading and phonological processing. This will be explained as follows:

1. Word Reading

Word reading is a process of spelling or pronouncing, understanding and obtaining the meaning of a word.

2. Phonological Processing

Phonological processing is a sound change that occurs when two morphemes are connected or pronounced after the other, causing a change in the phoneme or the intersecting phonemes.

Difficulties or problems in reading comprehension at high levels of integrating skills include working memory, information in text, making inferences and metacognitive strategies (Cain & Oakhill, 1999; Cain et al., 2000; Oakhill, 1993; Oakhill, Yuill, & Parkin, 1986; Yuill et al., 1989, as cited in Lesaux & Kieffer, 2010, p.598).

1. Working Memory

Working memory makes it possible to store information and use it to derive meaning and construct knowledge from what is read.

2. Integrating Information in Text

In the process of reading, readers integrate or link information in the text with the knowledge they already have. In this process, the reader uses skills including physical and mental skills.

### 3. Making Inferences

Inference is making conclusions based on the expression and the context of its use. In making inferences, it is necessary to consider implicatures. Implicature is the indirect or implied meaning that is generated by the explicature.

### 4. Metacognitive Strategies

Metacognitive strategies are one of the language learning strategies used by foreign language learners which are related to a focus on learning, planning and evaluation.

According to Oakhill (1993, p.224-227) there are some difficulties or problems in reading comprehension. These difficulties will be explained as follows;

#### 1. Difficulties in Integrating Ideas of Text

This difficulty occurs for several reasons, such as a lack of interest in reading, sentences or paragraphs that are too long and a person's inability to understand the contents of the paragraph. Thus, this makes it difficult to integrate ideas in a text.

#### 2. Difficulties at the Level of Sentences

This difficulty means that people with poor comprehension tend to read word-by-word, rather than processing text in meaningful units. In addition, people who lack comprehension have difficulty understanding pronouns or references. They are very bad at understanding what or who

is meant by a pronoun, even when the pronoun is completely unambiguous.

### 3. Difficulty at the Single-Word Level

This difficulty may arise because of problems with vocabulary. Readers will not be able to understand the text if they do not know the meaning of a word. The efficiency of word-level processing is a potential source of individual differences in comprehension skills.

### 4. Difficulties in Making Inferences

People with poor understanding will find it difficult to answer questions related to making inferences, while those with good understanding will do better on the questions overall.

### 5. Difficulties in Inferring Implicit Information of Text

This arises in someone who faces difficulties in understanding information that is not conveyed directly in the text. To find implied information, this is done by connecting data or information in the text to inferring the contents of the text.

According to Joseph (as cited in Saraswati et al., 2021, p.35) the main problem students often face in reading comprehension is that their first language is not English. Reading comprehension problems will be explained as follows:

#### 1. Difficulty in Understanding and Deriving Meaning of Text

Determining the meaning of a text must have complete information. The completeness of the information helps the reader to understand and

determine the meaning of the text correctly. In this case, there are still some students who are still experiencing difficulties.

## 2. Difficulty in Making Inferences

Making accurate inferences requires a deep understanding of the text and the ability to read between the lines of what is written. This resulted in many students still experiencing difficulties.

## 3. Difficulty in Understanding Vocabulary

One of the obstacles that is often faced is the limited vocabulary. If students do not know certain words in the text, they will have difficulty understanding the meaning of the text as a whole.

## 4. Difficulty in Identifying Sentence Structures

Some of the texts in the reading comprehension questions have complex sentence structures, so that some students experience difficulties. Understanding the structure of the text and the way ideas are connected can help in understanding the text as a whole.

## 5. Difficulty in understanding the context of words in the text

Things to consider in determining the meaning of words is to understand the content and context. A word may have many meanings. However, each word meaning has its own meaning when associated with a particular context. In fact, there are still many students who experience difficulties in this regard.

According to Cornoldi and Oakhill (as cited in Carretti et al., 2009, p.248) there are some problems in reading comprehension, which will be described as follows:

### 1. Visual Problem

There are various kinds of visual disturbances that a person can experience. When students have visual impairments, reading is bound to be ineffective. The function of vision is very important for processing visual data. Because they find it difficult to read, students often make mistakes while reading and don't even want to be asked to read.

### 2. Socio-Economic Factors

Students' reading ability is related to their economic background. Students with high socioeconomic levels have better reading skills than students with low economic levels. Given that books are expensive for people with low incomes and that you also need to have a supported electronic device to access the internet. Socio-economic is a factor that causes difficulties in reading comprehension because of this.

### 3. Cultural or Linguistics Differences

One of the factors that causes students' difficulties in reading comprehension is language and cultural differences. Students have to work harder to study, especially for students who live in countries where English is not a primary or second language, but a foreign language.

### 4. Lack of Motivation

Students will have a desire to read if they have the motivation, but their enthusiasm will be weakened if they don't have it, which will also have an impact on their learning outcomes.

## 5. Ineffective Teaching

Teachers have an important role in determining the quality of learning carried out in class. If the teacher does not provide the right theories and methods, learning will be less effective. Students will face problems and difficulties in learning to read.

Students with reading comprehension problems have difficulty decoding, language comprehension difficulties, or difficulty with both skills (Gough & Tunmer, 1986; Tunmer & Hoover, 1992, as cited in Cartwright et al., 2017, p. 5-6).

### 1. Decoding Difficulties

Reading will be difficult for students who have difficulty decoding. They may not be able to hear and distinguish the phonemes from the words they see.

### 2. Language Comprehension Difficulties

This difficulty occurs in students and arises in certain aspects, especially in the aspect of understanding language. Students usually show verbal skills with limited vocabulary and imprecise articulation.

According to Nation, et al., 2010; Oakhill and Yuill, 1986; Yuill and Oakhill, 1988 (as cited in Cartwright et al., 2017, p.6) Students who have difficulty understanding reading have significant problems with grammatical understanding and the ability to resolve ambiguity in language.

1. Grammatical Understanding

Understanding grammar for some students is not an easy thing. Not a few also give up because of difficulties in this matter. This difficulty occurs due to several factors such as wrong learning methods, lack of study time, and others.

2. The Ability to Resolve Ambiguity in Language

Ambiguity can be caused by inappropriate phrase and sentence structures or inappropriate word formation changes. This becomes a challenge for students when reading a text that contains an ambiguity.

Sometimes students still have difficulty in solving this problem.

According to Fajar (as cited in Hidayati, 2018, p.14-15) there are several internal factors that affect students' reading comprehension, namely difficulty in understanding long sentences and texts, difficulty in using reading strategies and difficulty in concentration.

1. Difficulty in Understanding Long Sentences

Many students have difficulty understanding long sentences with complex structures. The effect of this problem is that students who cannot understand long sentences will not understand the main ideas expressed in the text.

2. Difficulty in Using Reading Strategies

Students who lack good reading strategies will have difficulty understanding reading. There are several characteristics of students who have problems in reading strategies. First, students who read word for

word and rely heavily on visual information. This will greatly interfere with their reading speed and reading comprehension. Second, students are too focused on details so they often miss the main ideas in the text. Third, students are too focused on the form of the expense meaning.

### 3. Difficulty in Concentration

Difficulty concentrating while reading can be caused by psychological factors. Poor concentration will greatly interfere with students understanding the text. Difficulty concentrating is another cause of poor reading skills, because concentration is essential for effective and efficient reading.

According to Peter (as cited in Hidayati, 2018, p.15-16) external factors that affect students' reading comprehension are the environment. Environmental factors can also affect students' English proficiency and learning. Home and school are two types of environments that can affect student learning outcomes.

#### 1. House Environment

It cannot be denied that parents play an important role in the family. Every student needs the attention of their parents to achieve their educational goals. Because learning English is not the same as learning Indonesian, children need their parents or family to learn English. Learning to read without family support will make it difficult for students to learn. Maybe they feel sad if no one helps to learn English texts.

## 2. School Environment

The school environment can also be a factor for students' difficulties in reading comprehension, such as a school without adequate teaching materials. The lack of learning materials such as books, magazines or newspapers in English makes the reading process ineffective and makes students unable to understand English material.

From the explanation of the experts above, it can be concluded that difficulties are obstacles experienced by students in the learning process which causes them to get less than optimal results. One of the problems faced by students during learning activities is reading comprehension. The difficulties described above are problems students face in reading comprehension. In this research, the focus is on the theory put forward by Oakhill (1993, p.224-227), to look for difficulties in reading comprehension faced by fourth semester students in the English education study program at Muhammadiyah Kotabumi University Academic Year 2022/2023 .

### **2.2 Previous Related Research**

There are several previous studies that examine students' difficulties in reading comprehension. The following are some relevant studies that examine students' difficulties in reading comprehension.

First, research conducted by Saraswati et al. (2021). This research is to find out the reading comprehension difficulties of the eighth graders of SMP N 4 Tegallalang. To carry out this research, 129 eighth grade students of SMP N 4 Tegallalang for the 2020/2021 academic year were selected as the sample. The

results show that students experience difficulties in the five aspects of reading comprehension which include determining main idea, locating reference, understanding vocabulary meaning, making inference, and finding specific information.

Second, research conducted by Hebert et al. (2018). The current study aims to examine performance times during text reading and answer questions of students with and without a history of reading difficulties. 43 university students with a history of reading difficulties were compared to 124 university students without a history of reading difficulties on measure of word and nonword reading rate, text reading rate and comprehension and question answering times. The results showed that students with a history of reading difficulties demonstrated slower word, nonword and text reading rates than their peers, but had comparable reading comprehension scores.

Third, research conducted by Syafutri Lisiana & Mega Putri (2021). This study aims to find the dominant difficulty factors faced by class X OTKP students at SMK N 3 Padang in reading comprehension. The samples taken in this study amounted to 26 students. Students are asked to take tests and fill out a questionnaire consisting of 10 statements. Based on the test results, the most dominant factor in reading comprehension difficulties is vocabulary mastery.

The results of the previous research above can be used as a reference and evidence that underlies this research as well as a comparison between existing and future research. If in the previous study it was to find out the difficulties of students at the junior high school level, the performance times and the dominant

difficulty factors faced by students in reading comprehension, this research has a difference, namely to find out what difficulties students face in reading comprehension at the university level.