CHAPTER II
THEORY REVIEW

2.1 Concept of Reading Comprehension

Reading is a kind of language skill, which can not be neglected by the students. Reading ability is not only needed in learning language, but it is also in learning other subject or science. Many experts define reading as the process of putting the reader in contact and communicate with ideas. Therefore, reading is actually a conversation of short interaction between a writer and a reader. Thus, to learn of course the students need reading ability. Howart (2006, p.61) states that reading is a course as communicative as any other form of language. It means that there is an interaction between the writer and the readers through the text in reading.

Grellet (1981, p.7), reading is a constant process of guessing and what one brings to the text is often more important than what one find in it. Reading is the key to successful in language learning, especially in foreign language. By reading the readers can get the information about knowledge of science.

Johnson (2008, p.4) defines that reading is constantly developing skill. Reading skill can be better by practicing. Reading also is the act linking one idea to another. Putting ideas together to create a sensible whole is the essential part of reading. Based on the explanation, the researcher assumes that reading is an important skill to enable that readers to bring the meaning exist both in their mind
and the written form. The readers will catch the meaning and finally will be able to understand the information from the writer. Because reading activity is not just a process of understanding a message from a reading text, it is also need a strategy that the students should apply to understand and comprehend the text. Students also should consider the factor of succes in teaching reading. Therefore, in order to increase the students’ ability in reading the foreign language, the students should be interest the materials, familiarly and easy to be understood. Grabe (2009, p.5) Reading also can be defined as a process when readers learn something from what they read and involve it in an academic context as a part of education.

In the classroom, some teachers often use the texts or books as a media to deliver the material of the subject. Furthermore, the teachers ask the students to read the texts to grab the information in order that they read could understand the material. Reading also engages human brain, emotions, and beliefs as Weaver (2009, p.5) states that reading is a process which very much determined by what the reader’s brain and emotions and beliefs, bring to the reading, the knowledge information (or misinformation, absence, of information), strategies for processing text, moods, fears, and joys all of it.

Other expert defines reading is an activity in which the readers responds to and make sense of a text being read connected to their prior knowledge (Spratt, Pulverness, and William, 2005, p.21). The activity is done by the readers as they want to get the information and knowledge from the text meanwhile the readers have their own background knowledge. Automatically their knowledge will connected with a new knowledge from what they are reading.
There are some aspects of reading comprehension from other experts. One of the experts is Mikulecky (1990, p.23-30) explain about the purposes of reading, as follow:

a. The students recognize a word at a glance.

b. The students are able to guess what the text is about by looking at the text quick once over, and to know that usually the students do previewing and predicting aspect.

c. Students are able to know why the text is being read (specifying purpose).

d. Students are able to predict what the form and the context of the text will be (identifying purpose).

e. Students are able to find out the specific information in a text by looking the text very rapidly. Usually the students use scanning technique to find the specific information from the text.

f. Students are able to find out what the text tells about after reading comprehending the text, and to help the students find this purposes the students have to use one of the aspect in reading skill such as recognizing topics. Recognizing topics can help the students to know and to find out what is the content of the text.

g. Students are able to find out a topics sentence in a text.

h. Students are able to paraphrase the text to help them understand the text by using their own words.

i. Students’ are able to put together the information from several parts of the text and induce new or additional ideas or make drawing conclusion.
Having some purpose makes the students can solved any problem in reading a written text. The reading skills also can increase pleasure and effectiveness of reading activity. When the students master skill of reading, they can be helped in all other subjects and in the personal and professional lives.

Comprehension is the complex cognitive process involving the reader and writer to get the meaning in the text. According to Bull (2008, p.86) states that comprehension is ability to understand something in the text. Comprehension also describes the information or knowledge that is acquired through understanding. Comprehension is not something that happens automatically in the mind of the reader as he or she engages with print, even though it may seem that way to adult proficient readers. It can be concluded that comprehension is completely understanding something or grasping a concept intelectually.

Bryness (as cited in Yusuf, 2011, p.4) states that reading comprehension result when the readers knows which skilss and strategies in reading are appropriated for the type of the text and understand how to apply than accomplish the reading purpose. Based on the statement, the researcher assumes that the purpose of reading also determine to appropriate approach to reading comprehension is mostly likely to accur when the students or readers are reading what they want to read, or at least what they see some good reasons to read.

Tarin in Noviana (2011) explains, the necessary skills in reading comprehension include:

a. Understand the vocabulary used in common language and can infer the meaning context.
b. Understand the forms of syntactic and morphological traits found in reading written.

c. Can take a conclusion and a valid response from the material being read.

Based on the explanation above, reading comprehension is the process of making meaning from the text. Reading is very important thing because reading is basic skill before speaking and writing ability, there is communication between the readers and the writer when someone reads. The writers deliver the message in written form and the readers could understand the content of messages. Therefore the readers become active in reading.

Klingner (2007, p.6) there are fundamental skills in reading comprehension as follows:

a. Word reading (knowing how to read or decode),

b. Fluency (accuracy and speed of reading),

c. Vocabulary (knowing, that the words men in context), and

d. Word knowledge (having sufficient background knowledge to benefit from reading text).

Moreover, reading is an important skill and enables that readers to bring the meaning exist both in our mind and from the written. The readers will catch the meaning and finally will be able to understand the information given by the writer.
2.2 The Types of Reading Performances

In learning reading skill usually every teacher has different ways for developing learners’ reading ability. The type of reading performance can be determined from the variety of the text. It means that the teacher should consider about the type of text used in teaching reading to support the process. It is stated in Brown (2001, p.312) that there are two type of reading performances. First is oral reading and the second is silent reading. Oral reading the teacher ask the students to read orally. There are some advantages in the oral reading, such as in oral reading the students can evaluative check on bottom-up processing skills, a pronounciation check, and extra activity for students to help the teacher to highlight a certain short segment of a reading passage.

The second is silent reading, it is subcategorized into intensive and extensive reading. However, intensive reading focuses on linguistic or semantic detail of a passages in the text. The students are demanded to pay attention to grammatical forms, discourse markers, and other details. Intensive reading refers to the detailed focus on the construction of reading text that occur usually in the classroom.

Teacher can ask students to work out what kind of text that they read with detail meaning, see specific use of the grammar and vocabulary. But to achive general understanding especially when the students are asked to read longer text, such as magazines, novels, and essay it can compatible if use extensive reading. Because extensive reading also can help the students get away from their tendency to over analyze or look up words they do not know, and read for understanding.
Hamer (2007, p.99) Extensive reading also should involve reading for pleasure.

Based on the explanation above types of reading performance can be differentiated between oral reading and silent reading, wherever in silent reading we can see extensive and intensive reading from the previous explanation. According to Jain (2008, p.113), the types of reading performance can be defined into:

a. **Intensive Reading**

   Related to further progress in language learning under the teacher’s guidance.

b. **Silent Reading**

   Read a discourse or text without sound is also an activity that is necessary reading skill at the higher grade levels. It trains the students to read silently to understand the content of the text.

c. **Extensive Reading**

   The purpose of extensive reading will train the students to read directly and fluently in the target language for enjoyment, without the support of the teacher.

d. **Reading Aloud**

   The activity in reading aloud is intended to train the students can read with the correct punctuation or speech. Based on the explanation, the type of reading performances can help the students to understand and comprehend the content of the text.
Type of reading above usually used by students when do teaching learning activity in the class, based on the explanation above type of reading performances can influence the students’ reading comprehension.

2.3 Factors Affecting Reading Comprehension Skill

Lamb & Arnold (1976, p. 205) state that there are three factors which influence or affecting the reading comprehension of the students such as physiological factors, intellectual factors, and psychological factors. According to Dennis (2008, p.3), reading comprehension is a complex process between identifying printed symbols and interpreting the meaning behind the symbols. Some factors that affect reading comprehension skill such as complexity of the reading text, environmental influences, anxiety during reading comprehension, interest and motivation, decoding or word recognition speed, and medical problems.

a. Complexity of the Reading Text

This factor is influenced by the readers’ strength and fluency in language and their comprehending of its applications and different meanings. Oral abilities have a significant part in identifying how skilled a reader can be because learners hear words and obtain a lot of vocabulary. A lot of vocabulary assist learners in explaining the unknown words through applying the opinions of context (Dennis, 2008, p.182).

b. Environmental Influences

Environmental conditions that impact the learners who try to read a passage. Readers may have a lot of problems to understand a text in an
unorganized environment than those who read in a calm and controlled place. If learners are in an unsafe place, they find it difficult to focus on their reading. When they are in safe environments, their reading comprehension ability will better. Readers will lose their concentration in understanding a text when there are noises like televisions or radios (Dennis, 2008, p.182).

c. Anxiety During Reading Comprehension

Examinations, class work, or homework situations can put more pressure on readers’ reading than reading for enjoyment. Some learners react positively to examinations while others are overwhelmed by the pressure to carry out a reading activity. Learners who experience this anxiety may not completely understand the instructions and this may lead to confusion and poor comprehension of the reading task (Dennis, 2008, p.183).

d. Interest and Motivation

According to Dennis (2008, p.183), learners’ interest and motivation are very important in developing reading comprehension skill. If the readers find the reading material monotonous, they will have a lot of problems in concentrating on their comprehension. This can lead to a lowering of reading comprehension among readers. If the reading material is interesting for learners they can easily understand it and can remember it clearly. EFL teachers should motivate their learners through providing interesting reading materials during their class time.
e. Decoding or Word Recognition Speed

Readers who have problems in decoding and recognizing words read slowly and find it more difficult to understand the meaning of passages than those without decoding problems. She expressed that vocabulary influences the reading comprehension skill because readers apply decoding skills to understand the pronunciation and meaning of words they have not seen before. Persons who have enough vocabulary can clarify the meaning or reading passages faster than those who should guess the meaning of unfamiliar words according to the clues of context (Dennis, 2008, p.183).

f. Medical Problems

According to Hollowell (2013, p.5), poor reading comprehension skill may be related to the medical difficulty that does not get addressed until the child is older. This involves undiagnosed ADD (attention deficit disorder), speech problems, and hearing impairments. She emphasized that learners with speech and hearing difficulties are less likely to take part in oral reading and class discussions. These are the two activities that help learners improve their reading comprehension skill. Therefore, factors affecting reading comprehension skill can influences the result of the students’ reading ability. Gardner (1993) state that the anxiety was an emotion similar to fear or happiness and this emotion can affect learners’ reading comprehension. According to Vazalwar (2011, p.272), higher anxiety can affect the development of reading comprehension negatively.
Based on the explanation above so many factors which can affect reading comprehension. And the factors can give the negative effect for learners especially for their reading skill.

2.4 The Psychological Barrier

In teaching learning process the teacher has inhibition to achieve success in teaching. But there are some problems for reading skill that teacher can come across in helping learners to read in the classroom. One of the problem is from psychological factors or psychological barrier. Psychological barrier is a factor that come from the condition of physics of the students’, and the condition can influences the study process of the students (Suryabrata, 1993, p.156).

Rahim (2007, p.3) states that psychological factor influences reading comprehension of the students’. Psychological barrier or emotional barriers refers to the psychological state, like attitudes, status consciousness or anxiety. Badran (2005, p.5) state that anxiety is strong emotion that caused from a feeling of apprehension which predict something bad will be happened and it can disturb the feeling of someone. Psychological barrier is often felt by the students. Because psychological barrier is the factor that influence the students’ achievement. There are some psychological barriers that often found especially in reading comprehension, such as:

a. Lack of attention

When the person is pre-occupied by some other things and do not listen carefully what the other person is speaking, then arises the psychological barrier in the communication. When the person does not listen to others, then he won’t be
able to comprehend the message as it was intended and will not be able to give proper feedback. Ramayulis (1994, p.175) state that attention is one of psychological factor that can help the students to do the interaction in reading comprehension but it can be a big problem when the students loose of their attention.

b. Poor Retention

The retention refers to the capacity of a brain to retain or save things in the memory. Retention is the process to remember something about the text and the content that people read (Bandura, 1997, p.55). But the problem will arise when the students have the problem with their retention process or they feel difficulty to remember something from the text that they read. Therefore, much of the information gets lost during the students have poor retention, and this acts as a barrier to the effective reading.

c. Loss of Confidence

According to Swary (2014, p.35) the important key to increase our reading comprehension is self confidence. When the learners try to read in front of the class, they should have big confidence because it will help them at least to still stand up and trying to continue their reading as well as they can. No matter how bad their reading, but when they have high confidence it would help them.

d. Emotions

Darwis (2016, p.18) state that emotion can cause the bad effect especially for students’ attitude. When they can not manage their emotion. Furthermore, it
can influence their personal quality and ability especially for the learners. Several other emotions such as anger, nervousness, confusion and another. And it can influence the result study of the students’.

e. Shyness

Nakhalah (2016, p.102) stated that shyness is emotional thing that many learners suffer sometimes when they are required to read the text. Indicates that shyness could be source of problem in learners’ learning activities in the classroom especially in reading class. Some shy learners are caused by their nature that they are very quiet. Most of English learners feel shy when they read hardly the text because they think they will make mistake when they read.

f. Motivation

Motivation become the important aspect for the students to achieve their achievement. But motivation also can influence the process of the study. Because if the students have low motivation, it can give the negative effect and it can influence the result study of the students’. Brown, (2007, p.341) state that motivation and high concerns, and then the necessary effort will be expanded in pursuit of goals. It means that motivation is very important in teaching reading. According to Ginting (2008, p.88), there are some factor of students’ motivation in learning process. The first is come from internal factor, Furthermore internal factor come from the students themselves, such as their awareness about they study result. And the second is come from external factor, this factor come from the students’ environment such as the teacher, family, parents, and the other.
According to Purves & Beach (as cited in Harris & Sipay, 1980) psychological barrier also can be define as personal barrier which can disturb the learning process for the students. Psychological barrier based on Purves & Beach (as cited in Haris & Sipay, 1980) such as age, the attitudes, interest and motivation.

a. Age

Geeslin & Wilson (as cited in Haris & Sipay, 1980) state that the ability of the people influenced by their age, if the students get older it can influence their reading comprehension, because they will have lower interest in reading. It can conclude that reading comprehension is really related with the age of the learners that affect the reading skill of the learners self.

b. The Attitudes

In the context, the attitudes of the students can influence their reading comprehension, because from their attitudes it can reflected their personal ability. When the students have a good ability in reading comprehension, they will feel more confident than others students, and when the students have low ability in reading comprehension they will show or feel afraid when the lecturer ask them to read the text (Harris & Sipay, 1980). According to Inal et al (as cited in Susanti, 2019) states that “attitude refers to our fellings and shape our behaviors towards learning” (p.16).it means that attitudes have important role for students to learning foreign language especially in reading comprehension.
c. Interest and Motivation

The last factors which influencing of psychological barrier based on Harris & Sipay (1980) is interest and motivation. The students who have low interest and motivation in reading comprehension it can affect their study result in reading comprehension, because the students who have low interest and motivation in reading they do not have the passion to understand the content of the text.

Umar (2002, p. 12) state that there are many psychological factors which influence the comprehension of the students in reading such as self efficacy, motivation to learn, and self concept.

1. Self Efficacy

According to Branden (as cited in Ratna, 1996) Self Efficacy is the condition where the students want to get the information that they want. But if the students have low self efficacy certainly the students will have low comprehension especially in reading skill.

2. Motivation to Learn

Wlodkowski & Jaynea (as cited in Arini, 2004) state that motivation to learn have the correlation with the study result of the students, because motivation to learn influence the students achievement. The students who have low motivation to learn they will poor of the information and knowledge.

3. Self Concept
According to Hurlock (1980), explain that self concept also can influence of learning achievement, it is looking by the definition about self concept which have the meaning that self concept is the picture about the condition of someone such as from psychology, social, emotion, and anothers. When the students have a good self concept in their life, the will easier to comprehend the information from the text that they read.

Based on the explanation above there are some psychological barriers in students’ personal, such as poor of attention, lack of attention, loose of confidence, shyness, nervous, emotions, motivation and another. Meanwhile, it can make the big problem especially for students themselves. And it can influence the study result of the students.

Psychological barriers in reading comprehension certainly felt by each students. Furthermore, the teacher have to understand the characteristics of the students and if the teacher find the students who have some psychological barriers in the class, the teacher have to change and resolve the condition or the strategies of the study to make the students more comfortable and relax. Furthermore, if the students feel comfortable and relax when learners do the study process, certainly the students will get the best achievement.