2.1 Concept of Reading Comprehension

Reading is one of the four language skills in English. Reading is a way that can be used to communicate with other people. By reading, students can get knowledge and information that might be useful for them, but it is not easy to be a good reader, moreover if the English text is complicated. The students need more understanding about the main ideas of the reading text.

According to Brown (2004:189), reading is a process of negotiating meaning to the texts for understanding. In the case, reading is a way or process to gain information from a text. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbol correspond to one’s spoken language. Comprehension is the process of making sense of word, sentence and connected text. It is appropriate with McNamara (2007:28) who states that comprehension is the interpretation of the information in the text, the use of prior knowledge to interpret this information and ultimately, the construction of a coherent representation or picture in the reader’s mind of what the text is about.

Based on Klingner (2007:2) reading comprehension is the process of constructing meaning by coordinating a number of difficult processes that consist of word reading, word and world knowledge, and fluency. From the declaration above, it can be concluded that reading comprehension is a kind of skill in reading
which make the readers can create meaning from written text which make them able to understand the information in it.

McNamara (2007:3) states that reading is an extraordinary achievement when one considers the number of levels and components that must be mastered. It means that when the reader read, the reader must understand and master some components of the text. According to Grellet (1981:7), reading is a constant process of guessing and what one brings to the text is often more important than what one finds in it. There are many symbols and writings that must be known in the text that is read. This is why, from the very beginning, the students should be taught to use what they know to understand unknown elements, whether these are ideas or simple words. Therefore, reading is the key to successful language learning, especially in foreign language. By reading the reader can get information about knowledge of technology and science.

Comprehension entails three elements; the reader who is performing the comprehending, the text which is to be comprehended, and the activity in which comprehension is a part. Furthermore, these three elements will influence each other in order to create a good comprehension for students or readers. Klingner et al (2007:8) explains that reading comprehension is multicomponent, highly complex process that involves many interactions between readers and what readers bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types). Similarly, McNamara (2007:111) says that reading comprehension is a product of complex interactions between the properties of the text and what readers bring to the reading situation.
This understanding comes from the interaction between the word that are written and how readers trigger knowledge outside the text. Reading would be empty and meaningless without comprehension because a good reader is someone who understands what he is reading, and the faster he can get meaning from his reading, the more efficient he is.

From the theories above, it could be conclude that reading comprehension is how readers know about the content of reading text that they read and the readers need to comprehend about what has been read. In other words, reading comprehension is a kind of skill in reading which make the readers can create meaning from written text where make them can be able to understand the information and knowledge from it.

2.2 Basic Skills in Reading Comprehension

Reading is very important thing because reading is basic skill before speaking, and writing ability, there is communication between the reader and the writer when someone reads. The writers deliver the message in written from and the readers could understand the content of messages. So, the reading became active in reading.

According to Klingner, et.al (2007:6), there are fundamental skill in reading comprehension as follows:

a. Word Reading

The ability of the reader to get to know the word and understand a reading, and Students must know how to read or decode
b. Fluency

The ability of the reader to recognize the word and understand the reading at the same time.

c. Vocabulary

Understanding vocabulary means comprehend what the words mean. When vocabulary mastery improves, comprehending will be deeper. Since comprehension is ultimate goal of reading. With understanding vocabulary knowing what the words mean in context.

d. Word Knowledge

Having sufficient background knowledge to benefit from reading text. One of them is to make it easier for readers to understand the text.

Based on the explanation above, the researcher concludes that reading needs to be equipped with basic understanding reading skills or fundamental skill in reading to make it easier for readers to understand the texts.

2.3 Types of Reading

According to Harmer (2007:99), there are two kinds of reading. They read extensively and intensively.

1. Intensive reading

Intensive reading involves close study of the text. As the amount of understanding must be high, correspondently slow reading speed. The text is short, extracting specific information, detailed and accurate to read. Intensive reading refers to the detailed focus on the construction of reading
text that occur usually (but not always) in the classroom (Harmer, 2007:99). Intensive reading is usually accompanied by learning activities. Teachers can ask students to work out what kind of the text they read seductive details meanings, see specific use of grammar and vocabulary and then use the information to switch to other learning activities.

2. Extensive reading

Extensive reading refers to reading the students’ often (but not exclusively) out of the classroom. They may read a novel, web pages, newspaper, magazines, or other reference material. Furthermore, this type of literature (short stories, novels, magazines, and newspaper articles) is usually a private matter. Extensive reading should involve reading for pleasure (Harmer, 2007:99).

Based on the explanation above, the researcher concludes that types of reading can improve the readers’ comprehension. Based on their comfortable, ideas and many others which used by the readers. The readers can choose one of the types of reading which can make they are interested and easier to comprehend reading text.

Additionally reading has some classification such as:

1. Silent Reading

Silent reading is a very important skill in teaching of English. This reading should be employed to increase reading ability among learners. Silent reading is done to acquire a lot of information. Silent reading must be based on students selected text. Silent reading enables the students to
read completely silently without making sound and moving his lips. It helps him read with speed, ease and fluency. It aids comprehension and expands the student’s vocabulary.

2. Reading Aloud

Reading Aloud is basic form of classroom organization and disciplines. In reading aloud, the students are confronted with written sentences which haven’t spoken before. The aim of reading aloud is the achievement or better speaking ability and the pronunciation of the students.

3. Reading Comprehension

Reading Comprehension is one of the reading skills. This kind of skill which makes the reader so they can understand and get information about the content of reading materials.

4. Independent Reading

Independent reading is a kind of reading skill which should be taught by teacher to their students in order their students are able to see the written language and guess the word meaning in the context. It helps the students to be stand-alone reader that can create them also develop their in reading and saying.

Based on the explanation above, the researcher concludes that classification in reading has an important influence in improving students' reading skills. especially in reading comprehension which is one of the
important skills in reading, which makes the reader so they can understand and get information about the content of reading materials.

2.4 Process of Reading Comprehension

In reading, the reader uses five processes in the brain as an information processing organ (Carrel, 1995:15). First is initiation recognition, it is the process by which the brain must recognize the graphic display in the visual field as an initiate reading of written language. Usually these events will be in every act of reading, although it is possible to read will be distracted by other activities, check out the images, for example, and then became already begun. Second is prediction, It is the process by which the brain must predict the meaning of information derived from the text. In the prediction process, the brain makes and answers questions about the text. The answer is based on prior knowledge that already exists in the brain. The third process is confirmation, this is the process when the brain confirms the prediction made by the response to the information from the text. Confirmation is in order to confirm whether this prediction is correct or not in figuring out the meaning of the text is expected. The next process is correction. Correction is a process when the brain corrects inconsistencies or disconfirmed predictions with the expected meaning. The last is contract termination process. it usually occurs when the reader is informed of the expected text.

The processes of reading comprehension is the steps to know the content of reading text. The reading skill is a difficult enough skill because the readers
needs to concentrate a lot get the points of the text he read. The process of reading classifying into three kinds there are:

2.4.1 Bottom-up

In bottom-up process, the reading is measured as the text-driven decoding method where in the only role of the reader is restructure meaning fixed in the smallest units of text. It views the text as a “succession of isolated words”, each of which is to be deciphered separately, and the reader as someone who advances the text by concentrating totally on the grouping of letters and words in a simply linear way.

Meaning is understood through analysis of personality parts of the language and the reader processes language in a chronological manner, “combining sounds or letters to form words, then combining words to form phrases, clauses, and sentences of the text”. In addition Nuttal (1996:17) stated in bottom-up processing, the reader build up meaning from the black marks on the page: identifying letters and words, working out sentence structure. Meanwhile, brown by goodman’s job said in this process the reader must recognize a variety of linguistic signs (letters, morpheme, syllables, words, phrases, grammatical cues, discourse markers) and use their linguist data processing mechanism to impose some sort of order on these signal. The bottom-up location was well suited to the aural lingual method of a second language instruction in the 1960s and 1970s, which considered the decoding of sound symbols associations as an important part of the language learning routine. In a exacting bottom-up model, the graphemic, syntactic, lexical,
semantic, and pragmatic codes were considered consonant with the meaning of the textbook.

2.4.2 Top-down

While bottom-up process cares for the reading as a making out activity with an accent placed on the structure of the text, top-down process take the opposite position and think about the reader and his/her interest, world knowledge, and reading skills as the driving power behind reading comprehension. In addition according to Nuttal (1996:17) in top-down processing or theoretically driven, the reader draw on their own intelligence and experience to understand a text. Meanwhile, Goodman in Brown (2004:359) stated that top-down or abstractly driven, processing in which we draw on our own intelligence and experience to comprehend. Harmer in top-down processing, the reader gets a common view of reading passage by, in some way, interesting the general picture.

Finally it can be concluded that the “top down” process underlines readers bringing meaning to the text based on their practical background and making text based on their previous knowledge.

2.4.3 Interactive

The most modern set of reading process is the interactive, in which knowledge is considered the result of bottom-up and top-down fundamentals working in concert; a communication between the reader and the text. In addition according to Nuttal (1996:17) this process, the both bottom-up and
top-down processing are joined together. This process is almost always a primary component in doing good teaching methodology because both processes are important. Although interactive advanced acknowledge the effect of textual information on the reader’s mental activities, many assign slight importance to top-down factors such as metacognition, the compensatory competence of interest and background knowledge, and schema.

2.5 Teaching Reading Comprehension

The aim of teaching reading is to develop the students’ reading skill so that they can read English texts effectively and efficiently. To be able to read effectively and efficiently, readers should have a particular purpose in there mind before they interact with the text. Thus, effective reading is always purposeful.

According to Harmer (2007:101), there are some principles for teaching reading. The first principles is that teacher should give motivation for students to read as often and as much as possible, because by having much motivation, students will read more so that they will have a better comprehension in reading. The second principles is that students must be engaged with the topic of a reading text and be made to enjoy in reading a text. Moreover, during the lessons teacher should ensure that students have gotten much pleasure from the reading activity as much as possible.

The next principle is that students must be encouraged to explore their ideas about the message of the text. It is very important for students to learn about reading text in order they can get new information. Furthermore, the message of the text is also important to be known by students in order that they can share their
feelings and responses about the topic of the text. The fourth principle is that making prediction before reading. For example, by looking the books cover, students can guess the content of the book, so it can make them be interested in selecting which the book that they want to read.

The last principle is that teachers should be choose any good reading tasks for their students such as the appropriate activities before, during, and after reading: besides, making the right kind of the questions based on the level of students and the topic of the text. The last principle is that a good teacher can integrate the reading text into in an interesting lesson by giving a reading text which is full of sentences, words, and ideas in order to bring the text to be more life.

Based on some principles above, it can be concluded that a good teacher is a teacher who can improve students’ reading comprehension by giving students’ motivation to read as much as possible and they have been engaged with the topic of reading, so they understand what they are reading.

2.6 The Significance of Reading Comprehension

Reading is the main key in forming a smart, broad-minded person, because by reading, someone unconsciously develops himself into an intellectual person. With reading, someone gets information from reading while getting knowledge that was previously unknown to the reader. Reading is very important, by reading it makes the reader become a broad-minded reader because the knowledge found in reading. Reading develops imagination, by reading makes the reader assume or imagine in accordance with what is read. For example, someone who reads about
tourist attractions on the island of Bali, Bali which save a lot of beauty. While the reader has never visited Bali. So by reading about Bali’s attractions, readers can assume or imagine and invite readers to feel the beauty of the island of Bali.

Reading comprehension means understanding something that is read and not just read through. Whenever they read something, there may be instances when they just browse through paragraph which they are reading. On the contrary, at times, they may try to understand what the content is. The latter is actual way of reading comprehension. They must be able to recollect, assimilate and reproduce whatever they have read. In other word, this is the most important skill for success in academics and career.

In conclusion, reading requires reading comprehension, because if reading without understanding, the process of developing insight itself will be difficult to absorb by the brain. Resnick in Sumaryono (1991) said that reading is an activity that involves processes such as seeing, paying attention, recalling memories of words and letters, understanding meaning, examining, absorbing, and processing the contents of readings, storing them in memory, and even recalling memories for some purpose.

2.7 Elements Involved in Reading Comprehension

The main aim of reading is to understand what we read. Reading comprehension is a dynamic and an interactive process. Catherine Snow, 2002 proposes that comprehension entails three elements: The Readers, The Texts, and The Activities.
1. The Readers

The first element is readers. The readers who are comprehending to the text must have a wide range of capacities and capabilities. These include cognitive capacities (attention, memory), motivation (a purpose for reading, self-efficacy as a reader), and various types of knowledge (vocabulary). The capacities, abilities knowledge and experiences of the readers determines how reading acts happen (RAND, 2002:11). The same text will be understood differently depends on the characteristics of the readers. The attributes of the readers determine how texts are comprehended. The meaning of the texts is constructed. As a reader begins to read and completes whatever activity is at hand, some of the knowledge and capabilities of the reader change. For example, a reader might increase domain knowledge during reading. Similarly, vocabulary, linguistic, or discourse knowledge might increase.

2. The Texts

The second element is the texts. The features of the text have a large effect on comprehension (RAND, 2002:14). Comprehension does not occur by simply extracting meaning from text. During reading, the reader constructs different representations of the text that are important for comprehension. These representations include, for example the surface code (the exact wording of the text), the text base (idea units representing the meaning), and a representation of the mental models embedded in the text. Text can be difficult or easy, depending on factors inherent in the text, on the relationship between the text and the knowledge and abilities of the reader, and on the activities in which the reader is engaged. For example, the content presented in the text has a critical bearing on
reading comprehension. A reader’s domain knowledge interacts with the content of the text in comprehension. In addition to content, the vocabulary load of the text and its linguistic structure, discourse style, and genre also interact with the reader’s knowledge. When too many of these factors are not matched to reader’s knowledge and experience, the text may be too difficult for optimal comprehension to occur.

3. The Activity

The third element is the activity. Reading comprehension activity is a short of process which is done to obtain the meaning of the text (RAND, 2000:11). The reading activity involves one or more purposes or tasks, some operations to process the text, and the outcomes of performing the activity, all of which occur within some specific context. The initial purpose for the activity can change as the reader reads. That is, a reader may encounter information that raises new questions and makes the original purpose insufficient or irrelevant. Processing the text involves decoding the text, higher-level linguistic and semantic processing, and self-monitoring for comprehension, all of which depend on reader capabilities as well as on the various text features. Each element of text processing has varying degrees of importance depending on the type of reading being done, such as skimming (getting the gist of the text) or studying (reading the text with the intent of retaining the information for a period of time).

Finally, the outcomes of reading are part of the activity. The outcomes can include an increase in knowledge, a solution to some real-world problem, and/or engagement with the text. However, these outcomes may or may not map directly to the reader’s initial purpose in reading. The long-term outcomes of reading
improved reading comprehension ability, increased knowledge, and engagement with the text.

2.8 Factors that Influence Reading Comprehension

Factors that influence reading comprehension are something that causes the reader difficult to comprehend the passage or the problem of the reader to find the main idea to understanding the passage. Mc Whorther classifies factors that influence reading comprehension into two general categories: text characteristic and reader characteristic (Mc Whorther, 1986:345). She said that text characters are the features of the printed material that influence how easy or difficult it is to read.

1. The Readers Characteristics

There are several aspects of characteristics that influence reading comprehension. The first aspect is the readers' experience of the text they read. Otto, et al., (1979) states that familiarity with concepts and vocabulary in the text is very influential on reading comprehension. Heilman, et al. (1981) wrote that reading comprehension is influenced by the conceptual background and the development of vocabulary mastery. The second aspect is how readers set reader goals (motivation). Readers who read the text only to know what the contents of the text in general will get a different understanding with readers who from the beginning want to explore the contents of the text.

Besides, there are cognitive factors, emotional factors are also found to have an influence on reading comprehension. Ellis et al. (1997) in his experimental study found that the mood or atmosphere of negative feelings
apparently reduced the reader's ability to understand reading. Reading comprehension is also influenced by aspects of the reader's attitude towards reading activity itself. Readers who view reading as an activity of spelling letters will get another understanding from readers who respond to reading as an activity to gain new knowledge (Otto et al., 1979).

There are several aspects of readers characteristics that affect reading comprehension such as:

a. Interest

Interest is a tendency and high desire or a big desire for something. Because of a great desire for something, and a great interest in something, it will focus more on something. So that intensive attention will allow readers to be more active in achieving what they want.

Slameto in Djaali (2011:121) interest is a sense of liking and a sense of connection to a thing or activity without being told. Interest related to one's feelings. The feeling itself is a subjective feeling of liking or disliking something. Interest influences in the process of reading and reading comprehension. With the interest or excessive interest from within to continue reading will affect the high ability of students to understand reading

Students who like to read and are accustomed to reading will enrich their vocabulary continuously with the words and ideas they get from reading. With this, students who are accustomed to reading will have or master a new vocabulary that can facilitate reading comprehension. While students who do not like to read, hinder to learn vocabulary and fail to develop vocabulary and hinder the increase in reading comprehension. Another thing related to the problem of
reading interest is motivation. Motivation arises as a support for increasing reading interest.

b. Motivation

Motivation is a driving factor and encouragement that triggers a sense of enthusiasm and is also able to change the behavior of individuals or humans to get things better for themselves. Motivation is a theoretical construct used to explain the initiation, direction, intensity, persistence, and quality behavior, especially goal-directed behavior (Maehr & Meyer, 1997:371).

Motivation is power, both from within and from outside which encourages a person to achieve certain goals that have been predetermined. In other words, motivation can be interpreted as a mental impulse towards individuals or people as members of society (Sumantri, 2015:375).

Therefore, motivation as an inner process or psychological process that occurs in a person is strongly influenced by external factors (environment), and internal factors that are inherent in each person (disposition), level of education, past experience, desires, and future expectations. Based on the above understanding, researchers can conclude that motivation is a process of change in the individual through internal and external encouragement that gives strength to the individual to act (with active learning) in an effort to achieve his learning goals. In other word, motivation is the strategies used to encourage someone to like reading activities. Besides that, motivation is also has a function for a person, because it could made a person’s motivation to change for the better. Motivation functions according to Sardiman (2008:85), namely:
1. Encourage people to do, so as a driver or a motor that releases energy.

2. Determined the direction of action, i.e., in the direction of the goal.

3. Selecting action, which determine which action should be undertaken in order to achieve the goal of matching by setting aside the deeds that are not useful for that purpose.

If students had the characteristics and function of motivation above, the students would always had high motivation. In the process of learning, the students would have successful, and the students diligent to do the task, finding problems and its solution.

c. Prior Knowledge

Prior knowledge is the same knowledge that someone has and is ready to use. Initial knowledge includes all experiences of information or ideas, perceptions and concepts and imagination stored in the reader's brain. The quality and strength of one's knowledge of readers varies. He depends on the background of knowledge, experience, and age. According to the schema theory, all knowledge is stored in one unit. A person's schema will change or increase if he has many experiences in his life. The more experience, the higher the schema someone has. In other words, prior knowledge can provide convenience in reading or in understanding the contents of the reading. The high or low level of initial knowledge in the reader will also influence the level of success in reading activities. According to Fisher and Frey (2010:4), background knowledge is the most important aspect of acquiring new knowledge. A study of students’ reading comprehension discovered that the two strongest predictors of success in reading
comprehension are background knowledge and vocabulary, and the two have indirectly paved a way to pursue ways in which a learner would employ problem-solving strategies when they lose the meaning (Fisher & Frey, 2010). They further argue that the most well-known impact of background knowledge is its effective influence on one’s ability to understand the text.

d. Concentration

Concentration is one of the factors that is believed to be able to bring success to students in achieving their learning goals. Vernacchia in Shawn Zeplin et.al (2003:1) defined concentration simply as “the ability to perform with a clear and present focus”. By concentrating, everything can be recorded properly in the memory of the brain and then can easily be released when needed. In this world of competition, concentration has a very important role. To obtain maximum learning outcomes a person must focus on the mind of a matter and eliminate things that are not needed. Thus, Concentration is a way of focusing attention on a particular object. All activities require concentration, especially in the process of learning to read and understand reading texts that require more concentration. Concentration makes it easy for readers to understand the reading text. By concentrating training the reader to improve memory, concentration makes the memory sharper.

e. Age

Age is the variable that has been most frequently considered in discussion on individual differences. This is due in part to the ease with which age is measured. Strum (2003:7) suggested that age and gender do indeed affect reading preferences and these preferences change as a child grows older.
It’s difficult to compare children with adults as second language learner because of the possible biological differences and different conditions for language learning. An adolescent or adult’s formal language is related to cognitive development of an older learner’s brain. Older learners are in situations which require much more complicated language. They can go about learning linguistic rules by consciously studying. They have to pay more attention to some rules when they use the language, on the other hand, meta-awareness as younger children do not wholly lack in, they often use informal language and they have little care about the correctness of language use because they think language is only a tool to convey meaning. These differences may help explain the reason that older children and adults usually learn faster initially than young children, and also why the advantage is more evident in grammar and vocabulary rather than in pronunciation. Learning grammar and vocabulary involves many learning strategies, which are at adults’ disposal more flexibly.

f. Education Background

According Wallace in Knoll Christopher L (2000:5) understanding the written word is one of the most essential of all academic skills. It is an ability as vital to the student in first grade as to the high school senior. Comprehending the reading material is applicable in almost every subject area at every grade level and is one of the life-long skills needed for success. Since reading has always permeated the curriculum to such an extent, improving reading comprehension has long been a goal of many educators. Indeed, since high achieving students are generally good readers, and poor achievers are generally poor readers, any
approach towards improving school achievement must focus in a substantial part on increased reading comprehension.

Educational background can influence reading comprehension, because in the process of reading comprehension will discuss reading experience, if the reader contains a lot of experience about text that has been read, it will make it easier for readers to read to understand the contents or meaning of reading. For readers who have a good and high educational background, the readers' reading experience is automatic and adequate. For example, 2 people who have different educational backgrounds, the first person who completes junior high school and the second person is completing studies at one of the colleges, and reads the same reading text, reading texts related to things about subjects in high school. Then the easy to read contents of the reading are the second person because they have a much higher educational background and have more knowledge or experience of reading than the first person who does not have experience sitting in a high school building and sharing subjects in high school. Related, educational background, is very important in understanding reading.

2. The Texts Characteristics

The second factor that influences the process of reading comprehension is the texts characteristics. Various studies have proven that the characteristics of the text affect the results of understanding. Readings that are easier for the reader to understand are usually readings that contain concepts, vocabulary, sentence order (grammar), technical terms, and special understandings that are familiar to the reader (Otto et al., 1979).
There are several aspects of the texts characteristics that affect reading comprehension such as:

a. Vocabulary

Vocabulary is one of the important component in learning every language. And vocabulary is one of the keys to success in comprehending English text since the content of the text is dominated by words. Without vocabulary it is impossible for people to communicate with other people because vocabulary is the important component in communication. Nation in Brown (2006:361) support a strong relationship between vocabulary knowledge and later reading ability. Furthermore, it needs serious attention from both student and teacher. Teaching is challenging task for teacher. Teacher should be able to create a good technique in teaching vocabulary for making student easy to remember the new words or vocabulary.

Supported by National Institute of Child Health and Human Development and RAND in Klingner (2007:46) investigated vocabulary as an essential part of reading for understanding. It means that vocabulary is one thing that influence on reading comprehension. The student have master vocabulary and skill in English, because the factor will help the students to succeed in learning the foreign language, and vocabulary is the dominant factor.

Vocabulary is one of the language aspect which should be learn. Nation (2000:9) states there are three kinds of information to help resolve how much vocabulary needs to be learned when we plan the vocabulary goals of long-term course of study, they are the number of words in the language, the number of
words known by native speakers, and the number of words needed to use the language.

b. Grammar

Another important factor is the knowledge of grammar. The knowledge of grammar intersect and overlaps with the four language skills. The lack of knowledge grammar will result in grammatically incorrect sentences which can lead to misunderstanding of what one is saying or writing. According to Crivos and Luchini in Jahansouz (2016), grammar constitutes a crucial concept of the language, and it is a device for constructing and expressing meaning without which effective communication would be impossible. Further, knowledge of grammar is important in comprehension because complexity of grammar can cause difficulty. Baldwin (1985:4) states that reading a text is an interactive process of the grammar competence owned by the reader. It is also to say that grammar gives high contribution to students’ reading comprehension as well. Regarding to the explanation above, it is reasonable because reading comprehension is naturally different skill to achieve, because of some crucial factors such as grammar, vocabulary, reading interest, etc. Successful reading is dependent on the grammar the reader knows, that is grammar plays a very important role in understanding text, both for the first language and for the second language.

c. Themes

Reading topics can also influence reading comprehension, especially for the reader. Reading topics that are familiar to readers will make it easier for readers to understand the contents of the reading. While the topic is not familiar to
the reader, it will make it difficult for readers to understand the reading. Therefore, the readers’ experience of the text they read, and readers are familiar with vocabulary will make it easier for readers to understand the reading text.

Reading is the act of linking one idea to another. Putting ideas together to create a sensible whole is the essential part of reading (Johnson Andrew P, 2008:4). The more texts someone reads, the much knowledge he gets. Probably, when someone reads a text, there are some things that he cannot understand. Then, when he reads other texts related to the texts he had read before, he will gain some new information that will make him understand more about certain topic.

3. Environmental Factor

In addition there are factors that can influence reading comprehension is environmental factors. These environmental factors can be social factors such as the number of noisy people around the reader, will influence the reader's concentration in understanding reading. Then there are non-social factors such as temperature, weather and sound. In fact, some researchers are considering the contextual factors in classrooms as possible influences on what readers deem interesting and important (Jetton and Alexander in Knoll 2000). Temperature and weather can affect the reader in terms of the mood of learning. Which occurs in students' reading comprehension of the third semester of the English Education Study Program in University of Muhammadiyah Kotabumi, that temperature or hot weather makes them moody in learning. If in learning only students are lazy, especially to understand the contents of reading. Lukito (1993) in his experiment
tried to present two kinds of music namely rock music and classical Javanese music to accompany the activity of reading the subject of his research. However, the results of his research prove that the presentation of the two types of music has a negative effect on reading comprehension. This is because the music that enters the subject's brain interferes with memory traces of reading.

Based on the explanation above, the researcher concludes that some of the factors described above can influence student understanding in reading. So that after knowing the factors that can influence students' reading comprehension, researchers hope that students and lecturers supporting reading subjects can minimize these factors.