

CHAPTER II THEORY REVIEW

2.1 The Concept of Reading Comprehension

Reading is important to benefit students are not only a source of information and fun activities but also reading is priority to help students improve knowledge of language Patel in Jain (2008, p. 113). However, to get the information needed, students must read from various available sources. Therefore, the importance of reading for students because it is a skill needed by every students in learning or conveying a language. So, reading is one of the basic tasks of developing mental or ideas in the field of the educational process. Furthermore, reading skills become more important if students understand reading well because it can help students get information that is sometimes not conveyed by teachers or lecturers in class. That is, reading is a thought process to understand the text that is being read, and reading skills are skills needed by everyone in learning or conveying language. Therefore, understanding is an important aspect of reading activities.

According to Caldwell (2008, p. 5) comprehension is the ability to fully understand and be familiar with situations and facts. Comprehension is a complex cognitive process that involves intention and the process of interaction between the reader and the text to extract meaning. In understanding involves constructing meaning from what is being read. Comprehension is not a single process but comprehension can start from transferring the words on the page to the meaning in the mind, recognizing individual words using memory and knowledge, matching

the resulting pronunciation with meaning and finally linking the words into a unit. This means a person's ability to be able to understand the context based on what is read. Then, reading comprehension is also a message contained in the text that is read, so that there is a process of language and thought interaction.

In addition, Rubin in Somadoyo (2011, p. 7) stated that reading comprehension is an intellectual process that includes two main abilities, namely mastery of the meaning of words, and the ability to think about verbal concepts. So, this opinion views that in reading comprehension there is two-way concentration in the mind of the reader in reading activities. The reader can actively respond to the sound expressions contained in the writing and the language used by the author. Because of that, readers are required to be able to express the meaning contained in the text, namely the meaning that the author wants to convey. Furthermore, reading comprehension occurs through the process of interaction between knowledge in the reader's schema by using concepts or understanding the facts contained in the reading material. Comprehension of a reading material does not only depend on what is contained in the reading only, but also rely on previous knowledge that the reader already has. This kind of process is where the reader actively builds reading comprehension.

Based on the opinions above, it can be concluded that reading comprehension is a process of acquiring meaning which is actively involves the knowledge and experience that the reader already has and is connected to the content of the reading so that students can know and understand the overall content of the reading material they read.

2.1.1 Factors Affecting Reading Comprehension

According to Snow (2002, p. 11) text, readers, and activities all affect reading comprehension. In terms of how the writer constructs the text, it has an impact on the reading comprehension. Reading comprehension influences students through information they have in their background knowledge. Depending on their prior knowledge, each reader will interpret the word differently. Every reader have different interpretations of meaning depending on background knowledge. Reading activity will affect reading comprehension in a way how to direct Every reader have different interpretations of meaning depending on background knowledge. Reading activity will affect reading understanding in a way how to direct the reader to engage the purpose of reading and reading techniques. According to Brown (2001, P. 299) stated that Reading comprehension is influenced by schemas and background knowledge information. The schemas and background information belong to readers, and they are informed by their own life experiences. They involve an understanding of Knowledge of the world, culture, subject matter, and linguistics (Pang et al, 2007, P. 13). Each reader has a unique schema and hi story and different knowledge. Therefore, the interpretation of the text will vary between readers.

According to Vaughn and Broadman (2007, P. 6) there are several factors from the basic ability of readers that cause students' difficulties in reading comprehension. The factors include little fluency and vocabulary mastery.

a. Fluency

In the definition of reading fluency, several experts correlate the term fluency and understanding. Bouguebs (2007, p. 48) stated that fluency is related to

understanding. The following is a synthesis of definitions based on the National Reading Panel (NRP) 2000 and Literacy Dictionary (Harris and Hodges, 1995) Reading fluency refers to efficient and effective word recognition skills allows readers to construct the meaning of the text. Fluency is manifested in accurate, rapid, and expressive oral reading. Here are some important components that need to be known and applied in reading fluency :

The first important component in reading fluency is accuracy or accuracy in reading text. This accuracy component means that we are required to be able to recognize and identify most of the words in the text correctly. Most, not necessarily all words, because in a text we may find new words or terms that were not previously known. In addition to recognizing and identifying words, accuracy also means understanding the meaning of these words in sentences or texts that are read. The second, in the rate component in reading fluency there are two influencing factors, namely automaticity and speed. Automation here means that we can identify words in the text automatically and quickly. By identifying and understanding words automatically, it will further expedite our English reading skills. While speed means how fast we read the entire contents of the text at the appropriate speed, not too fast and not too slow. If it is too fast, we may not be able to understand the content of the text as a whole, while too slow will also make us not understand the text until the end. The third, Comprehension, which is a thorough understanding of what is read. Comprehension expects us not only to read quickly and precisely, but also to understand well the contents of the text that is read. It is almost useless if we only read quickly and can correctly identify

words and sentences in the text, but do not understand the contents of the text as a whole.

2. Vocabulary mastery

Vocabulary of mastery It is very important for students to master a large number of foreign languages especially English. Without mastering it, of course, students will have difficulty in reading. According to Hiebert (2010, p. 2-3) vocabulary mastery is a continuous process carried out by a person must understand, remember, pronounce correctly, read and use the terms in sentences. Students must recognize and pronounce and spell the word correctly. In reading vocabulary mastery plays an important role because it can facilitate reading in sentences and can help students read well. Without have more vocabulary students cannot give ideas or opinions about what they understand or what they read because they think that their vocabulary is very low.

Vocabulary mastery refers to a list or collection of words for a particular language or a list of words used by individual speakers of that language. Since vocabulary is a list the only system involved is the alphabetical order of it. Choices in vocabulary selection and methods used in teaching vocabulary are important factors. It takes a learning process in context in mastering vocabulary because it is a fundamental component of second language skills, one of the main goals of language learning is knowing the meaning of words. Vocabulary is the number of words with their meanings and with the rules for combining them to form sentences.

Readers struggle to decode or decipher words, and they find it challenging to understand the meaning of the text. It can also hinder students' reading

comprehension if they read slowly and inaccurately. Reading comprehension is also influenced by knowledge of words in various contexts and prior knowledge of the problems presented. Despite the excellent reader fluency, understanding the text will be a challenge without adequate knowledge of the vocabulary in context.

From the explanation of the influencing factors above, it is briefly concluded that there are several factors that affect reading comprehension. These factors are mastered word, fluency, and vocabulary mastery. These aspects vary between so that each reader has a different stage of understanding.

2.1.2 Learning Problem in Reading Comprehension

According to Westwood (2001, p. 31) in order to comprehend a book, the reader must filter, analyze, arrange and reflect on the information they have already learned from other sources. He contends that effective text interpretation requires a combination of word recognition abilities, connecting new words and information to past knowledge, and using the right tactics, including identifying core concepts, establishing connections, asking questions, inferring and predicting. As a result, it might be difficult to understand English reading texts, which is why many pupils have trouble doing so.

According to Oberholzer (2019, p. 119) reading problems are problems that result in the need for reading in the classroom to be left behind. In other words, reading is a challenge that students face when trying to understand a text. Problem in understanding long sentences and texts, problems caused by limited background knowledge, problems in using reading strategies and problem in concentration. So, this problem can affect their capacity to read and interpret texts. Basic reading comprehension questions focus on the main topic, look for

references, elaborate on difficult language, and draw conclusions from the reading. These questions are also at the heart of the difficulties students face when trying to understand a text. Some of the causes of students' problems in understanding the text according to Reis (2019, p. 113).

1. Teacher's Willingness to Lecture on Reading Materials

Reading content area is reading that is typically done by a student who must finish and comprehend a specific topic area. Students assume that the teacher's job is to explain the text to them once they deem the content to be too challenging for them. The tasks and challenges kids need to develop as readers will be taken away from them because teachers frequently engage in this practice.

2. Failure to Adjust Reading Strategies for Different Purposes

Inexperienced readers are also ignorant of the significant differences in a skilled reader's reading process based on the reader's objectives. While some reading assignments merely call for a quick skim to get the concept, others demand the close attention to detail. Good readers read at various speeds. While inefficient readers do not prioritize their reading time, based on the reader's intent.

3. Problem in Perceiving the Structure of an Argument as They Read

Readers who are less experienced are less likely to break up complex material into distinct components with clear functions. They do not, for instance, state to themselves, "His contribution is providing proof for a novel rationale," "This section maps out an upcoming section," or "This part summarizes an opposing view." These kids are viewing the material from the perspective of an ant, crawling through it. Rather than from above, viewing the overall structure

word by word focusing on the paragraph topic, section titles, and mapping statements sentences, among others.

4. Seeing Themselves in Conversation with the Author

This issue may arise from their perception of texts as informational sources rather than as arguments meant to alter their point of view. The books they read are frequently not discussed by inexperienced readers. They don't inquire as to how they, as readers, vary or like the target audience described by the author. They are unaware that texts are out to get them and that they must choose, using their own critical thinking, whether to submit to the text's influence or oppose it.

5. Problem with Vocabulary and Syntax

Many students struggle to comprehend what they read because of their inadequate vocabulary. While using a dictionary greatly aids in learning, students frequently fail to recognize how context influences word meanings. Additionally, the writings they read typically include technical phrases, uncommonly used terms, terms that require in-depth contextual understanding, or terms that have undergone meaning develops with time. Students also struggle to understand complex phrase forms. Students may be competent readers of syntactically straightforward materials, but they frequently struggle with the sentence structure of primary sources or academic publications.

Akbari, Z. (2014, p. 122-126) found some comprehension problems from insufficient or lack of knowledge of grammar.

- a. Recognizing and understanding different kinds of phrases and determining their head noun.
- b. Recognizing and understanding different kinds of clauses and determining their grammatical function.
- c. Recognizing the main sentence in a complex sentence and consequently failing to recognize the main verb of the sentence.
- d. Recognizing the role of conjunctive adverbs.
- e. Recognizing the reference of the pronouns.
- f. Recognizing and understanding the tense of the verb.
- g. Understanding the passive sentences.
- h. Lack of knowledge of collocations.
- i. False generalizations or stereotyping about words with similar spelling or pronunciation.

Besides, according to Linane (2004, p. 84) the problems in learning reading are :

- a. The students need to be able to decode and comprehend what they are reading.
- b. The students do not understand what they read.
- c. The difficult language in historical texts and poor question design in the book.
- d. The students are struggling readers. They cannot correctly identify the main idea when they read.

Based on the theories above, in this research the researcher concluded that the problems in learning reading are, the students have not good vocabulary mastery, the students have problems to decode the text and sentence, the students

have habit of slow reading, the students have problem in making inference, the students have problems in working memory to remember about the text.

2.1.3 Strategies of Reading Comprehension

Zhang (2010, p. 21) stated that reading comprehension is a obtained through the integration and application of several strategies and skills. These strategies include cognitive, metacognitive, and socio-affective. First, cognitive processes are tactics, according to Bouchard (2005, p. 5) where the reader manipulates the text to understand it. The manipulation can take the form of a mental or physical learning process. Temporary visualization techniques that physically record or construct a graphic arrangement are mental processes for studying a text. examples of cognitive strategies They anticipate using previous information, recognize patterns to determine the arrangement of texts, ask questions, summarize, note important ideas and specific points, translate, conclude, and convey.

Second, metacognitive strategies, according to Zhang (2010, p. 22), are strategies in which readers think about their learning process, plan their learning, monitor tasks, and evaluate their performance level. Bouchard (2005, p. 4) adds elements of metacognitive thinking strategies into their learning process, which is characterized by the process of choosing a way of thinking and incorporating problem-solving solutions as needed. Learning planning activities The process is characterized by determining the purpose of reading the text. Finally, According to Bouchard (2005, p. 5) socio-affective strategies are strategies in which readers

rely on other people to help them understand the text. Cooperative learning and clarification through questions are examples of this strategy.

Based on the explanation above, reading comprehension can be done with the help of reading strategies. Based on the paradigm of thinking, these tactics can be divided into three broad groupings, namely Cognitive, metacognitive, and socio-affective strategies that affect the students' reading comprehension process in order to find new ideas and can make solutions to students' problems in students' reading comprehension in the classroom.

2.1.4 Types of Reading

According to Patel and Jain (2008, p. 117-123) there are some types of reading, some of these types can help students in the learning process especially in reading.

a. Intensive Reading

Intensive reading is reading texts carefully and specifically in terms of learning aims and tasks. Reading texts that are included in intensive reading, such as the short stories, novels, plays, and poems, articles on scientific discoveries, artistic achievements, political development, and aspects of contemporary community life in a country where the language is spoken.

b. Extensive reading

Extensive reading is which involves learners, reading texts for enjoyment and to develop general reading skills. Extensive reading can be made based on oral reports, to the rest of the class, or full class discussion.

c. Reading Aloud

Reading aloud is the type of reading in a loud voice. Aloud reading must be trained from the ground up, because it is based on words pronunciation.

d. Silent Reading

Silent reading is the type of reading quietly or with quiet voice, so students will concentrate fully and get a lot of information.

Based on the explanation above, the researcher concludes that classification in reading has an important influence in improving students' reading skills and is able to make the reader understand and get information about the content of reading materials.

2.1.5 Process of Reading

The process of reading comprehension is the way to know the content of reading text. The process of reading comprehension can help students better understand the contents of the reading in the text. According to Patel and Jain (2008, p. 114-116) the process of reading can be divided into three stages :

a. Recognition Stage

At this stage the learner simply recognizes the graphic image of the phonological items. Difficulty at this stage depends on the difference between the script of the learners mother tongue and english, the spelling conventions of two language.

b. Structuring Stage

The learners sees the syntactic relationship of items and understands the structural meaning of syntactical units.

c. Interpretation Stage

This is the highest level in the process of reading. The learner comprehends the significance of a word, a phrase, or a sentence in the overall context of the discard.

Based on explanation above the researcher concludes that the process of reading has three stage that are recognition stages, structuring and interpretation. The three stages must be passed by students so that they can find out how to read the correct one.

2.1.6 Technique of Reading Comprehension

According to Grellet (2003, p.87) there are two techniques for reading comprehension such as scanning and skimming. Both of these techniques are both providing information in the text, both only ideas or specific information from text.

a. Scanning

According to Brown (2007, p. 368) scanning or searching quickly for some pieces of information in a text. The purpose of scanning is to extract specific information without reading through the whole text.

b. Skimming

Brown (2007, p. 368) state that skimming is a consists of quickly running ones eyes across a whole text (such as essay, article, or chapter) for its gist. The purpose of skimming is to give the reader the advantage of being able to predict the passeege, the main topic. Or message, and possibly some of the ideas of developing or supporting ideas.

Based on the explanation techniques, both skimming and scanning are specific reading techniques needed to read quickly and efficiently such as scanning is a technique to read specifically to get information, while skimming is a reading technique to get information just by reading main ideas.

2.2 Previous Related Research

There are several previous studies that discussed the same topic as the researcher, namely the problem of reading comprehension in education. The first research was conducted by Abetia Rahma Jenis Pratiwi (2020) with the title "Students' Problem in Reading Comprehension Narrative Text at SLBN Prof. Dr. Sri Soedewi Ms. HS Jambi" This research tries to identify the difficulties faced by students in comprehending English reading as a whole.

The second research, Shabrina Tara Ernanda (2019) with the title "Students' Reading Comprehension Problem in Understanding Report Texts: A Case Study at SMPN 1 Banyubiru" This research aims to find out students' problems in understanding report texts at SMP Negeri 1 Banyubiru. Third research, Amelia (2014) is entitled "The Implementation Of Questioning Technique to Increase The Students Reading Comprehension Ability Using Short Functional Text At The Second Year of SMPN 2 Natar Lampung Selatan". This study concentrated more on the significant differences between students' reading comprehension skills before and after using the questioning strategy to teach them.

Based on the research related above, it appears that there are several studies that examine problems in Reading Comprehension entitled "An Analysis Students' Problems in Reading Comprehension at the Seventh Semester of English

Education Study Program in Muhammadiyah Kotabumi University Academic
Year 2023/2024"