CHAPTER II

LITERATURE REVIEW

This chapter presents: (1) the concept of English, (2) the concept of reading comprehension, (3) level of reading comprehension, (4) aspects of reading comprehension, (5) difficulties of reading comprehension, (6) factors of students' difficulties in comprehending English texts, (7) English Text in Madrasah Aliyah, and (8) Previous Related Studies.

2.1 The Concept of English

English is one of the most important languages in the world. It uses for international communication and is not only used by the most native speaker, but also used by non-native speaker. English language is important because it is a shape the balance of power among nations. Lauder says that many people make an interaction to each other by using English language in the world (as cited in Amalia, 2017, p. 1). English is very important to be mastered by people because it can unite them from different countries. In the world, English has been considered as an international language and used as a tool of communication. Crystal explains that there are two main ways that English can be done. First, English language can be made as an official language of a country (either it is as first language or second language), or to be used as a medium of communication in such government, law courts, media, and educational system. Second, English language can be made as a priority in a

country's foreign language in teaching. It must be taught to the children and adult in the school (as cited in Putra & Marzulina, 2015, P. 186). In Indonesia, English is as an addition to the local languages or second language which is used with the different practices for various purposes. English has been chosen as second foreign language to be taught as a compulsory subject to the students at schools from elementary school to university. Lauder explains that English also used as a tool of instruction in schools and university with the subjects such as management, information of technology, and making the characteristic of particular person are using English (as cited in Sadiqin, 2015, p. 87). In short, English has many functions in our life. Not only as a tool to communicate to other people, but also used in government, law courts, media, and educational system.

2.2 The Concept of Reading Comprehension

One of four skills that must be learned by students in English is reading. Reading means a situation where the reader try to get the meaning of text from page through a process of constructing the content of text to their brain until they get what they want to know. Snowling and Hulme (2005) argue that reading is the information of processing which is transforming print of text to speech or content of text to meaning. Moreover, there is some ability which needed in reading. They are the knowledge of words, types of text, grammar in text, parts of text, and information of text. Pardo mentions that reading is a

process which the readers construct the meaning by interacting with text through the combination of prior knowledge, previous experience, information of text, and connect it to the text (as cited in Lestari & Holandiyah, 2016, p. 47). So, there are some matters that have to know by the reader in reading to construct the meaning of text.

Reading is very important because it gives many advantages to life. They are: reading can increase our knowledge and vocabulary which is not known yet, and gives the new information and develops our mind to think more. Harida (2014) states that reading is a way to develop the human's ability through learn about something and get new knowledge from the world in around them. In islamic religion, it also says that reading is important to get new information. This is stated in surrah al-alaq: 1-5, which mentions as:

أَقْرَأْ بِأَسْمِ رَبِّكَ ٱلَّذِ خَلَقَ (١) خَلَقَ ٱلْإِنسَـٰنَ مِنْ عَلَقٍ (٢) أَقْرَأْ وَرَبُّكَ ٱلْأَكْرَمُ (٣)

ٱلَّذِ عَلَّمَ بِٱلْقَلَمِ (٤) عَلَّمَ ٱلْإِنسَـٰنَ مَا لَمْ يَعْلَمْ (٥)

Meaning: "Read the name of God that creating. Creating humans are from clod-blood. Read, God is honor that had preached us. God preached human to read some lesson that they don't know yet".(Al-alaq, verse 1-5).

The word "Iqra" was derived from the word qara'a - yaqrau – iqra which

means "read". The verse 1-5 above states that Allah Swt gives an order to the people in the world to read the name of God that creates the human or pray before they read a book. Allah Swt gives an order to the people to learn some lessons by reading. Because, through reading the human can learn, know, and get the new information about something that they do not know yet. Reading has a function in our life that is as a window of knowledge in which people are able to know much information.

Reading and comprehension is a skill which cannot be separated. It makes a connection to the process of comprehend of text. These two descriptions can be said as making meaning and making sense. It means it involves the readers' words knowledge as well as thinking and reasoning of text. The reader actively engages the words in the text to construct the meaning. It includes making use of prior knowledge, drawing inferences from the words, and expression uses to convey about the information, ideas and viewpoints. Comprehension of text focuses on how readers use their knowledge and reasoning to understand the text.

Snow mentions that reading and comprehension has the connection to each other. People need to comprehend the content of text to get the information during the reading activity (as cited in Septiani, 2016, p. 14). Futhermore, to get the goal of reading, the reader have to know about what texts that they read. It will help them to easiest to understand the meaning of

text. Epp, Harrison, and Prentice mentions that the students need to understand the meaning of words to help them to comprehend the content of text in what they are reading. It is important for them to understanding the ideas of text and the words use in the ideas (as cited in Yusthi, 2016, p.133). Although each kind of comprehension has different goals and processes in reading, but they have same function that is to share an important feature. Ruddell states that the most academic goal of reading is text comprehension which has the construction of meaning in some way to corresponds the purpose and meaning of text is written by the author (as cited in Sadiqin, 2015, p.88). So, Comprehension is needed in reading because reading and comprehension has a connection to each other that cannot be separated.

2.3 Level of Reading Comprehension

There are some levels in reading comprehension that must be known by the students. Burt (2004) mentions that there are four levels of reading comprehension. They are as follow:

1. **Literal Level**

Literal responses demonstrate the ability to understand the surface meaning of a text and to select information accurately from the text in answer a question.

2. **Deductive Level**

Deductive responses demonstrate the ability to reach a logical

conclusion through drawing on personal experience from beyond the immediate context of the passage.

3. Inferential Level

Inferential responses demonstrate the ability to reach a logical conclusion on the basis of information which has been given.

4. Evaluative Level

Evaluative demonstrate the ability to appraise, to form judgments and to weigh the evidence and its implications.

In addition, level of reading comprehension also can consider as a way to thinking to get the information what the content of text is about. Jones (2008) mentions that reading comprehension is usually considered to four levels of thinking, they are: literal, inferential, evaluation, and appreciation. Literal comprehension refers to information directly stated in the story or passage. Inferential comprehension requires the reader to draw conclusion and make predictions based on information not explicitly that stated in the passage. Evaluation or critical reading comprehension requires the reader to make judgments, determine fact or opinion, or differentiate reality from fantasy. Appreciation comprehension occurs when the reader becomes aware of writer's purpose, literary style, and uses of language to encourage the identification of the characters and incidents. In conclusion, level of reading comprehension is a way to make the reader easily get the information

of texts.

1.4 Aspects of Reading

There are some important aspects which can be used by the students in reading. Basi, Glass, Matusiak, Rickless, and Upchurch (2017) explain that there are seven aspects which can be used to reading comprehension. They are as follow:

1. Identifying the Main Idea

Basi, Glass, Matusiak, Rickless, and Upchurch (2017) explain that identifying the main idea is a key to understanding what has been read and what needs to be remembered. First, identify the topic of passage or paragraph by asking the question, for example: "what is it about?" once the question has been answered. Then, the other question is "what point is the author making about the topic? If the reader understands the author's message about the topic, the main idea has been identified.

2. Identifying Supporting Details

Basi, Glass, Matusiak, Rickless, and Upchurch (2017) mention that the details provide the interest, visual picture, and examples that sustain a reader's interest. Supporting details give the reader a description, background or simply more information to support the writer's assertion or main idea.

Without these details, the reader will not be able to evaluate whether the writer has written his or her case nor the reader will find whether the passage is interesting or not. Usually the reader can discover clues to help identify the details of text because an author often uses transition words, such as one, next, another, first, or finally to indicate that a detail is being provided.

3. Finding the Meaning of Words in Context

Basi, Glass, Matusiak, Rickless, and Upchurch (2017) say that there are some options the reader can use to find the meanings of unknown words, and this involves using context clues. The context clue refers to the information provided by the writer in the words or sentences surrounding the unknown word.

Some of the easiest context clues to recognize are as follow:

a. Definition

The writer puts the meaning of word in parentheses or states the definition in the following sentence.

b. Synonym

The writer gives another word that means same or nearly same as unknown word.

c. Antonym

The writer gives a word that means the opposite of unknown word.

d. Restatement

The writer restates the unknown word in sentence using more familiar words.

e. Examples

The writer gives examples more clearly to help the reader understand the meaning of unknown word.

f. Explanation

The writer gives more information about unknown word, which better explains the meaning of word.

g. Word Structure

Sometimes simple knowing the meaning of basic prefixes, suffixes, and root words can help the reader make an educated guess about an unknown word.

4. Identifying the Writer's Purpose and Tone

Basi, Glass, Matusiak, Rickless, and Upchurch (2017) state that more information can be found by the reader to determine the writer's purpose by identifying specific words used within the passage. Words are biased, or words that have positive or negative connotations, will help the reader determine the writer's reason for writing. Connotation refers to the emotions or feelings that the reader attaches to words.

5. Distinguishing Between Fact and Opinion

Basi, Glass, Matusiak, Rickless, and Upchurch (2017) argue that to distinguish between fact and opinion, the reader must understand the

common definitions of words. A fact is considered as something that can be proved (either it is right or wrong). For example: at the time Columbus sailed for the new world, it was considered a scientific fact that the world was flat. Columbus proved the scientists wrong. An opinion is a statement that cannot be proved. For example: "I think the movie of boyhood is the best movie ever made" is a statement of opinion.

6. Making Logical Inferences

Basi, Glass, Matusiak, Rickless, and Upchurch (2017) explain that an inference is an educated guess or conclusion drawn by reader based on the available facts and information. Determining inferences is a skill that refers to as reading between the lines. It is a logical connection based on the situation, facts provided, reader's knowledge and experience.

7. Summarizing

Basi, Glass, Matusiak, Rickless, and Upchurch (2017) mention that identifying the best summary of a reading selection is a skill that some students may find frustrating. Summary questions will typically take the longest for the student to answer because to answer them correctly the student must go through each summary choice and locate the related information or main idea in the passage itself.

2.5 Difficulties of Reading Comprehension

Many students in the school faced on some difficulties when they read.

In many cases, students get difficulty to understanding vocabulary, for example: the words which have the same letter or word structure, they also make a meaning of word with the familiar word for word that they do not recognize. Donald, Lazarus, and Lolwana explain that a learner may have difficulty in perceiving visual differences between similar letter shapes (as cited in Hlalethwa, 2013, p.16). While, Glynn (2005) mentions that students who have low comprehension in English texts may also reflect on their limited vocabulary or limited experience about the characters and events within stories is relating to their own knowledge. In addition, Chuenta explains that the problems in reading are inability to grasp main idea, inability to read quickly because limited vocabulary, inability, to summarize the text, and lack of appropriate reading strategies (as cited in Thomas, 2016, p.32).

Another type of difficulty which faced on by students' in reading comprehension is the existence of various meanings within same word or words have more than one meaning. Westwood (2001) states that children with limited vocabulary has difficulties in comprehension for some reasons, they do not know the meanings of many words on the page, and unless of text is very simple.

The students' difficulties may appear because they have limited memory that gives an influence to their ability to effectively comprehend texts. Cain, Oakhill, Hulme, and Snowling explain that many students with reading

comprehension difficulties have poor skills, cannot use the effective strategies to facilitate their memory and recall it (as cited in Wooley, 2011, p. 35). However, the students' problems in comprehension may also the result from lack of background knowledge, vocabularies, limited knowledge of text structure, limits of self-regulatory skill needed to their comprehension, and repair their misunderstanding of texts. Haager says that reading comprehension difficulties have many signs, for instance: inability to connect ideas in a passage, lack of concentration during reading, confusion about the meaning of words and sentences, omissions or glossing over detail and difficulty distinguishing significant information from minor details (as cited in Yaseen, 2013, p. 10).

Vocabulary is one of all fundamental which is very important to be known by students to comprehend the texts. Nagy says that vocabulary is fundamental in comprehending text (as cited in Thomas, 2016, p.21). It is supported by Cain argues that leisure time for reading can help the reader in growing their vocabulary stock which helps in better comprehension skill (as cited in Sultana, 2016, p. 15). Vocabulary and reading cannot be separated. If a student has lack of vocabulary knowledge, it will be difficult for them to understand the text and also it makes ineffective reading because they need extra effort and time to look for the meaning of vocabulary in dictionary. Donald, Lazarus, and Lolwana mention that when a student has difficulty with

vocabulary or wider concepts and meaning, the reading progress becomes severely restricted (as cited in Hlatethwa, 2013, p. 17).

Information on the grammar structure also needs to be understood, especially the written language and its grammar. Donald, Lazarus, and Lolwana mention that information from the meaning of material helps the learner to recognize the words of text, to put phrases and sentences together and to comprehend all of what he/she is reading (as cited in Hlatethwa, 2013, p. 17).

The reader read to gain knowledge, for personal enjoyment, and to facilitate their ability to learn freely. Individuals who read rapidly and comprehend the text is refer to choose to read more and frequently. On the other hand, the readers who have difficulties in comprehend the texts avoid it. Wooley (2011) says that the students who have trouble in reading avoid their difficulties because they don't understand what they read, in turn they often lack to expose the text, and they leave in the behind without knowing about anything from the text.

Reading difficulty is usually marked by the readers who have inability to grow or which want not to know more about something. Lovett, Steinbach and Frijters explain that reading difficulty is characterized as individual inability to grow (as cited in Sultana, 2016, p. 14). It is supported by Lerner says that children who have a weak understanding of text is very rarely to

obtain information from the text (as cited in Sultana, 2016, p. 14).

Students who have difficulties in reading comprehension will gives an effect to their study because reading comprehension is a tool to help them comprehend the content and meaning of text. Perfetti makes clear that there is room for lots things to go wrong when comprehension fails (as cited in Snowling & Hulme, 2005, p. 252).

2.6 Factors of Students' Difficulties in Comprehending English Texts

Students' difficulties in comprehending English texts can cause by some factors that influences their comprehension in reading. Westwood (2008) explains that students' difficulties in comprehension English text can be caused by different factors. The factors that can influence the students' comprehension in English text are as below:

1. **Limited Vocabulary Knowledge**

Westwood (2008) argues that the students may be able to read a word correctly on the page but do not know its meaning. For example: the sentence "the farmer inspected his crops growing in the next field". The word 'crop', the student may think that the meaning of 'crop' is a particular type of vegetable or fruit.

2. **Lack of Fluency**

Westwood (2008) mentions that student who read very slowly or much

too fast will often comprehend poorly. Slow reading tends restrict cognitive capacity to the low processing of letters and words rather than allowing full attention to higher ideas and comprehend the content of text. But very fast reading may result in inaccurate word recognition and important details being overlooked.

3. Lack of Familiarity with the Subject Matter

Westwood (2008) explains that it is better to provide the information first about the subject matter to build the background knowledge before the students read about the texts. This is important for weaker reader.

4. Difficulty Level of the Text

Westwood (2008) says that the difficulty level of text is a major factor that influencing whether or not the material can be read with understanding. Text is very complex in the terms of concept, vocabulary, sentence length and structure is difficult for readers to process comprehend.

5. Weak verbal reasoning

Westwood (2008) states that the ability to understand English text. Particularly, to go beyond the words on the page in order to make relevant connections among facts and critique the ideas reflects the operation of verbal reasoning.

6. Problems with Processing Information

Westwood (2008) argues that limited working memory is a factor in poor comprehension. Working memory capacity can be reduced if the students are stress or anxious. But, slow word by word reading can also make working memory impossible to store information long enough to maintain the meaning in the brain.

7. Problems in Recalling Information after Reading

Westwood (2008) explains that recall is a factor to vividness and relevance of information in the text. But, it is also dependent to the students himself in giving the attention to the reading task and knowing that it is important to remember details.

Reading difficulties that faced by students, sometimes is the result of unrecognized, it can influence the students' conditions within the child, but the most part that can cause the students' difficulties in reading is the elements of the child's environment at home, at play and in school. Mukminin, Sofyan, and Habibi (2017) state that there are some cause that influences the student difficulty in learning. They are: school facilities, parents, school management, and school environment (as cited in Muazzomi, Sofwan, & Muslim, 2017, p. 14). In short, reading comprehension difficulties can cause by poor input and output students themselves. Poor input such as lack of vocabulary, lack of concentration, confuse in the meaning of words and

sentence, etc. Poor output such as environment at home, school, etc).

2.7 English Texts in Madrasah Aliyah

A text is a few word that can build a sentence or thousands sentences that can bring the message to the reader. Aebersold and Field (2011) mention that a text is anything from a few words become one sentence, to thousands of words that consist of thousands of sentences. A text also gives any advantages to the reader, they are it can inform, develop the reader's knowledge, and gives many new vocabulary to the reader. Clarke, Truelove, Hulme, and Snowling (2014) state that the texts can inform and develop the knowledge, provide us with new vocabulary and provoke us with new ways of thinking. So, it concludes as a text is anything of few words that can build a sentence that has any advantages to the reader.

Based on the syllabus, there are three levels that used at MAN 3 Palembang and each class had different topic of texts. The texts that used at MAN 3 Palembang are as follow:

- Class 10th

In the class 10, the teacher and students use descriptive text, recount text, and narrative text as their topic in English Text.

- Class 11th

In the class 11, the teacher and students use analytical exposition and explanation text as their topic in English Text.

-      Class 12th

In the class 12, the teacher and students use procedure text and news item as their topic in English Text.

      MAN 3 Palembang is Islamic high school. There are two kinds of Madrasah Aliyah, the state Madrasah Aliyah and private Madrasah Aliyah. All these two kinds of MAdrasah Aliyah is under the supervision of Ministry of Religious Affairs of the Republic of Indonesia. Madrasah Aliyah is a unique institution in which it has special characteristics. Madrasah Aliyah teaches its students not only the general subject, but also Islamic subjects. For example: fiqh, aqidah akhlak, Arabic language, etc. These specifications are encouraged to provide the students with deeper understanding in Islamic norms, values, and understanding.

2.8 Previous Related Studies

There are some previous studies which are related with this study. The first study was conducted by Yaseen (2013). It showed that the students was reading difficulties faced by the students in learning English resulting from the students' reading behavior were very high. It indicated that lacking of self-motivation, inability to correct the errors, stuttering in the pronunciation of words, and having little knowledge of English vocabulary. In addition, the content (textbook), teaching aids, and teaching methods of teaching reading during the lesson, for example: paying little attention to the students' weakness in reading and giving little opportunity for the students to practice reading. It had a significant effect on reading difficulties.

The similarities are to know what the students' difficulties in reading. The instrument uses interview. However, the differences are the instrument of questionnaire, population, and place. Questionnaire was used to know about the students' perspective towards the reading difficulties in English and how to deal it. Population was the tenth grade students in the public schools at the academic year 2012/2013, and the English language teachers. The sample of this study is 43 males and females, and 447 males and females of

students are chosen as stratified random sample from the whole population. Place of research study was in the public school in Nablus District.

Second, the study was carried out by Puspita (2015). It showed that the students' difficulties in reading were in vocabulary, tenses, did not interest in English, did not understand when the teacher gave the explanation about reading text, did not understand the meaning of text, difficulties on grammatical, did not understand the meaning of the text, difficulties in vocabulary and text is too long. And the factors that caused them difficult to comprehend English reading text was vocabulary, difficulty in vocabulary when not using the vocabulary, difficulty in English text did not learn, did not like English lesson and did not attention, cannot differentiate verb 1 and verb 2. So, it could say that the factor that cause the students difficulties were word meaning, grammar, vocabulary and less attention.

The similarities are the problem of the study that is to know the factors that cause students' difficulties in comprehending English reading text. And also the instrument uses interview. Meanwhile, the differences are the instrument of observation, population, and place. Population was 30 students SMPN 2 Ponorogo.

Third, the study was written by Yusuf and Fauzan (2016). It showed that the students found difficulties to answer correctly in main idea, finding details/supporting ideas, phrase questions, vocabulary, analyze the text (an

inference) and also to learn about new words. In addition, the students' difficulties were also caused by some factors, they were reading time was limited, the form of texts taught was not varied, because it lacked variety therefore it was bored in learning reading English texts, lack of vocabulary also made them fail in extracting the important information within the text, limited experience in dealing with a variety of texts because different texts such as narrative and expository had different concepts.

The similarities are to know the challenging areas of difficulty in comprehending English texts by EFL students and to know the students face the difficulties in those areas. The instrument uses interview. The differences are the instrument of reading test, population, and place. Reading test was used to find out the most challenging part of reading comprehension for these students. Population was 52 of students in a senior high school in Banda Aceh.