

## CHAPTER II

### LITERATURE REVIEW

This chapter describes the theoretical framework which covers nature or reading, reading comprehension aspect, reading comprehension problems, reading comprehension at senior high school, gender in education and previous strategy.

#### 2.1 Nature of Reading

##### 3.4.1. Definition of Reading Comprehension

The definition based on Oxford Dictionaries explains that reading is an action or skill to get knowledge of literature and an activity where the reader gets the information, comfort or entertainment by reading written or printed text. Healy (2002) in his writing explained that “Reading is a purposeful and active process” when people read, the purpose is to get the information and remember the aim of the context and apply it for personal use such as reading a book, novel, newspaper, magazine and social media. In the reading activity, the reader stimulates their brain to process information of written text and translating the text into speech and direct the meaning.

According to Bojovic (2010), reading is a cognitive ability where the reader makes interaction with written text that involves identifying word meaning behind the context, comprehend the written text and make an evaluation about the passage which is to be conveyed by the writer.

Reading itself is a process of making sense of words in the text to be able to connect with the writer in purpose to get the information and passage of written text. Based on the explanation of Van den Broek, Karlsson & Helder (2014) that reading comprehension is understanding the sentence as representation and connecting to the

meaning of the sentence to process the ideas which are offered from the text.

In Indonesia, English is still a foreign language for students. It is certainly not easy for the students to comprehend the English text and interpret the meaning into Bahasa since grammatical in English is more difficult when compared to Bahasa, because of that students are required to be able to know the meaning of written words.

Based on the explanation above the reading comprehension in this research is about the active process which the reader can understand meaning based on context, and information obtained from the text to conclude from what is read. As in fact, the English language is a foreign language that is not easy to understand by students because of the limitation of thinking and analyzing the meaning of words and sentences. Therefore, in reading comprehension the students need great concentration to be able to understand the author ideas.

#### **3.4.1. Types of Classroom Reading Performance**

Based on Brown, H. Douglas (2000: 312) types of classroom reading performance which expose more about students' ability divided into two types of performances. The first is oral reading when the students asked to make a performance in front of the class to read aloud and then the teacher can check on bottom-up about the process skills. It can require students pronunciations while they read the text, it used as a measurement of the ability of the students' inaccuracy, rate and fluency, unfortunately this performance has disadvantage for the students who listen to their friends' reading it will distract their concentration and difficult to understand the text.

The next is silent reading, silent reading divided into two parts, the first part is an **intensive** reading and the second part is **extensive** reading. Intensive reading is students' activity in the class or

classroom-oriented activity that focus on linguistic, the students read the text given by the teacher.

For extensive reading is the activity of reading a longer text that usually performed outside the class, the advantage of extensive reading is the students read the topic that given by their interest so they can enjoy the context and make them have a tendency to overanalyze the text that they read, it makes them easier to understand.

### **3.4.1. Strategies of Reading Comprehension**

In order to improve reading comprehension, students need to practice reading a lot and use strategies can help in understanding the text. The use of strategies can also help the students comprehend what the writer said. Reading is a receptive skill (Roit, n.d.) which the readers need to practice reading and use strategies to get through the text. Students need to learn strategies to help them solve the problems by themselves and digging into deeper meaning to get the point of text to draw a conclusion.

Hence, the important thing that should remember reading activity supposed to be something that can be a fun activity for the reader. Encourage someone to read is not an easy task especially for EFL learner, they need to distinguish a language that unfamiliar for them and it became boring when the reader does not understand the purpose of why they need to read them, there are several words that have the same name but different meaning based on the location of the words so they should analyze it properly. And note for the teacher to teach corresponding their grade whether it is beginning, intermediate and advance, it should be concerned for example for the beginning students it is important to teach the differentiate short and long vowel to avoid a problem in reading and for intermediate and advance it needs to use silent reading is required where the students focus on the text without pronouncing it.

Out of strategies skimming and scanning are the most valuable. Skimming and scanning both have similar in technique yet different in purpose to speed reading which enables to get information faster (Oumlekhir & Wafa, 2016). Skimming and scanning are two different strategies based on the purpose of reading whether they need to find specific information or to get the main ideas of the text

Brown (2000) in his book explained Skimming as a strategy that let the students read quickly in the paragraph to get the main idea while they get a limited time of reading. Skimming is reading as fast as possible with a high degree of concentration in the purpose to get the information that related to what reader is searching for (Yan Shem, 2009; Chris 2012; cited by Oumlekhir & Wafa, 2016).

In other paragraphs Brown (2000) explained for Scanning is a technique that let students find a word they should focus on to get specific information. The reader read the text at high speed to find a specific word that matches with information. In scanning, the reader asked to focus on a particular name or particular number to be able to answer specific question of the text (Nation, 2009 cited by Meza, 2017)

## **2.2 Reading Comprehension Aspect**

Comprehension is something that needed in every skill especially reading. The success of reading is understanding the written text and comprehend the reading material. Students who lack in comprehending the material usually has limited words or too complicated that they cannot understand the whole context, stumble into unfamiliar words make a reader stop in the middle and it causes misunderstand the whole sentence that leads into failure in comprehending the text. Also in reading time will determine the success of it, disable to manage the time cause a lot of trouble in understanding the text. Thus are many factors in reading that will cause a lack of understanding in reading the material.

According to Nuttall (1982 cited by Hidayati, 2018), there are five aspects to comprehend a reading text well. Those aspects are determining the main idea, locating reference, making inference, detail information and understanding vocabulary.

a. Determining Main Idea

Main idea is a point or topic sentence in every paragraph (Wulandari, 2019) it tells the content of the paragraph that explains about important ideas that developed by the writer. In the main idea there is always available keywords and explicit or implicit message to explain the rest of the sentence.

It said finding the main idea is a key to understand the whole paragraph. The main idea usually located in the first paragraph but also it can be in the middle or last paragraph that can be a little bit tricky for students to get the point.

b. Locating Reference

According to Marsiyah (2009, cited by Wulandari, 2019) reference is words or phrases used to prevent words repetition in the sentence. It used either before or after a reference in reading material. Based on Helpforyouenglish (2011) it is really important to understand the reference to know the meaning of those words refer to.

Words that usually used is pronoun as a signal to the reader to find the meaning. Beside pronoun, vocabulary is also used as reference especially in a question for example *The US President Barack Obama said, "I spent two hours this morning talking to my French counterpart."* Question: *Who does the word 'counterpart' refer to?* To find reference of the text needs thorough fully in reading the text.

c. Making Inference

In reading drawing conclusion refer to information that is implied. According to Cuesta (2019), the writer usually gives a reader a hint between the lines in every text to go a deeper understanding of the story. When the reader infers to every sentence and implies the detail information that not stated in the text it called inference.

Inference in other words is conclusion or judgment of a reader of the text. It also stated by Richards (2019) inference in reading means the reader take a clue that given in the text and draw a conclusion based on their experiences and worldview without all the information being spilt out. It will be hard for a student who is not careful enough in reading because the inference is not written in the text.

d. Detail Information

Detail information in reading is almost the same with inference, but detail information in here the information directly stated in the text. Based on Verner (2007) in her article detail information means reading carefully to get information but not every single word need to know every single meaning of it. Students should be able to understand eighty percent of the text to get more specific information, usually, the question that comes up with inference like “according to the passage, what is the main reason of their fight?”

e. Understanding Vocabulary

According to William and Mary (2015) understanding the nature of vocabulary is important for the learner, choose the proper instructional in the vocabulary will enable students to understand the whole context. Vocabulary has strongly affected in reading ability of the reader. Based on Moghdam, Zainal and Ghaderpour (2012) the relationship between vocabulary and reading comprehension is “robust” where breadth and depth vocabulary understanding is the point of reading, breadth of the

reader in vocabulary allow learners understand the meaning behind the text which leads the reader in better comprehension in reading by remembering vocabulary as much as they can. Depth of vocabulary which more deep is the content understanding of pronunciation, spelling and grammar where it links into wide knowledge from the context that possible for the reader to get the message of the paragraph and form of idiom which has a lot of possible meaning..

### **2.3 Reading Comprehension Problems**

Reading is one of four important skill that should be mastered by students to be able to understand the English language especially reading comprehension. Reading comprehension means the students comprehend the written text into new information. Information is really important for students that might be useful to gain new knowledge. But it happened that students faced many problems in reading comprehension.

According to some researchers the common problem that occurs in reading comprehension is to get information from the text (Hasibuan, 2018; Jarrah & Salina, 2018; Jaya, 2014 cited by Genie, Delina and Rangkuti 2019) the students cannot understand what the writers tried to deliver. It happened that lack of vocabulary is one of the factors especially for EFL students because to get the information students to need to know the meaning behind that vocabulary. Also, the problems that happened in reading comprehension it can be motivation and concentration based on Anmarkrud & Braten (2009).

#### **1. Motivation**

Motivation is part of reading comprehension. When students have no motivation they become not interest with reading material and it will make the students not understand the reading text at all. According to Hairul, Ahmadi, and Pourhosein (2012 cited by Ahmadi, 2017), one of the most important in reading

comprehension factor is motivation, it gives impacts in all of aspect in reading and students expected to read more and wider their knowledge. In motivation, it will give a positive idea for a reader and it create exciting atmosphere around them about the topic and find reading as a pleasurable activity.

## 2. Concentration

Good concentration will lead to a good memory and stored more information. Based on Virginia Tech (2019) concentration bring more mental power or efforts towards a particular activity. In reading activity students who good at concentrating get better in understanding and it will lead them in to gain more information and comprehending the text.

A special case that face by EFL students especially Indonesian students is the language barrier. Based on Suryanto (2017) to get in touch with international field English is needed but it will be a little bit difficult because of the language barrier in Indonesia. Indonesian students struggle in reading is the overlapping problem of understanding written and spoken system of their first language and English as foreign language. It can be seen from the difference in pronunciation and also grammatical since the Indonesian language has no grammatical rule.

It's really important for the teacher and other educators to overcome the problem in reading comprehension for students especially Indonesian students. Although they learn English since kids the problems will not go away because it takes more effort since English is not the first language. It also really important to create a habit in reading to make it easier for students understanding the reading material text.

### **1.4 Reading Comprehension at Senior High School**



Students of senior high school have learned English for more than six years and it is as expected that every student can understand English. But on the contrary, the students have many issues regarding English especially reading. Based on Susanti and Amir (2014) many students have no idea what they read. Many of the teachers ask the students to read the text and answer the question. The students need to understand the context and comprehend the text. It is really important for the teachers in implementing proper strategies for the students.

Basic Competence 2013 which is issued by *Kementerian Pendidikan dan Kebudayaan* the second grade of senior high school emphasize the students in reading to be able to comprehend social function, texts structure, and language features in reading text (personal letter, expositions, report text, and explanation text) which has the step started from observing, questioning, exploring, associating and communicating.

Reading comprehension plays a really important role in students' education according to Himes (2007 cited by Susanti and Amir, 2014) it means reading comprehension is a fundamental basic in education. The students need to understand what they learn to know the information they received.

### **1.5 Gender in Education**

Gender or sex is cultural, educational and social reference divided into male and female. In education, gender is one of challenging issue because each gender has a different perspective. According to Decore (1984), male and female has a slight difference in intelligence and achievement. Male students tend to be superior in mathematical and scientific areas and female students are more superior at humanities and social science, but it doesn't mean each sex cannot beat each other achievement.

In education, some factors emerge between male and female students. In the previous researcher, Saveriens and Dam (2012) found that male students pay less attention in teaching and learning process, for female students they found that school is a fun activity where it led into their socialization pattern.

For English education male and female students has a different way of learning. Based on Sabra (2018) study explained that female pay attention more than male in class and they tend to be shy, and for male students they felt more comfortable learning extramural English where they learn from YouTube or game. The result shows that male students extent their reading and listening comprehension, for female students they are better in writing because it less in communication.

How about the single-sex classroom that differentiates between male and female students? Surprisingly it has a great effect on each gender. According to O'Gorek (2018) in her article in the single-sex classroom, the style of teaching would be different which is adjusted to the needs each gender. It was shown from the result how female students are braver in expressing their opinion and work more critically, for male students it helps them to stay focused during class where male students assume female students as distractions that one of the single-sex class benefits.

### **1.6 Previous Study**

There are many previous kinds of research that analyzed the problems in reading comprehension faced by students at senior high school. The researcher finds some research relevant in this research as a study material.

Zuhra (2015) entitled *Senior High School Students' Difficulties in Reading Comprehension* located at SMAN 2 Lhoksumawe. In her research, she used mix-method approach. This means she used both quantitative and qualitative design. For quantitative she takes the result

based on test and questioner and takes the interview result to discuss qualitatively. The data took in the class 12<sup>th</sup> or third grade the sample was one class consist of female and male in a total of 24 students. For the sampling, she used purposive sampling. Based on her research students faced difficulties in reading comprehension mostly was inference question, the researcher also stated that the most difficult type of reading comprehension for second-grade students there was comprehension question type. Only 27% of the students who correctly answer in inference category.

Another research conducted by Hidayati (2018) entitled *Students Difficulties in Reading Comprehension at The First Grade of SMAN 1 Darussalam Aceh Besar* also talk about this problem about reading comprehension. This researcher used descriptive quantitative as a research design. This research used a total sample of first-grade students consist of 19 female and male students, it took only one class of IPA. The data collected by reading the test and distribute questioner. After taking the result from test and questioner the researcher concludes that the most difficult problem in reading comprehension in that school is in answering the main idea. Difficulty in answering the main idea hit 74% among 19 students of first grade and for the mean score is 70 for a reading comprehension test.

Puspita (2017) with the title *Students' Difficulties in Comprehending English Reading Text at Second Grade Students of SMA N 2 Metro*. The researcher used a qualitative method in her research, it applied in the second grade of high school XI IPA 1 and collected the data by reading test and interviewing the students also the teacher. The sample of this research was purposive sampling. And the result showing that in reading comprehension is the students are lack in vocabulary. She also did further research that based on her statement the students did not apply an appropriate technique in reading learning process, it has shown from how the students read more than once for reading text to answer the question.

The research conducted by Erdina, Fitriani and Lestari (2017) with the title *Reading Comprehension Difficulties Encountered by Senior High School EFL Students at SMAN 4 Banda Aceh*. The research told about the difficulties in reading. As for the method they used mix method that was collected by test and interview. The data were analyzed quantitatively and qualitatively. The researchers found students' difficulties in reading comprehension are mostly in understanding vocabulary in context for 27% and the easiest type of question was finding detailed information for 14%. For the reason why reading comprehension is difficult for students because of the absence of extensive reading, inadequate vocabulary, type of text, type of questions, the absence of the use of reading strategy, and the uncertainty of students' reading levels. They did the research at the coed class consist of 30 students.

From the explanation of previous studies above the difficulties of reading comprehension in each research are different depending on the grade of research subject and school. The finding of reading comprehension problem based on the previous study are inference, main idea and mostly understanding vocabulary. Among those previous studies, there is no researcher mention about gender and it made the write took interest to include gender in reading comprehension problem. The perspective between male and female are different, how about their reading comprehension?