

CHAPTER II

REVIEW OF RELATED LITERATURE

There are many research findings which are related to this research about student's difficulties in comprehending English text. In this chapter the researcher presents several previous research findings which are related to this research:

A. Previous Related Research Finding

Frikaputri Imasei in her research, "The Difficulties Encountered by Islamic Education Students in Reading English Text at IAIN Antasari Banjarmasin". The result of her research indicated that the level of student's difficulty in the reading text is in the fair category, and also she found that students difficulties in analyzing the topic of the text, comprehending the supporting idea of paragraphs, finding the factual information from the text and comprehending the reference. The researcher also found that four factors difficulties influence the four semesters of Islamic Education Students IAIN Antasari Banjarmasin, they are: Students' factors: Students likeness towards English lesson is not high, most of the students only sometimes study English at home, they seldom read other English text, students background knowledge is lack, students vocabulary knowledge is lack, they can not comprehend the long /complex sentence in the text. Lecturers' factors: The lecturer seldom speaks English when teaching reading English text, his technique in teaching is less and less motivated students. And the last for the environment' factor, the classroom situation is not conducive.¹

¹Frikaputri Imasei, *The Difficulties Encountered by Islamic Education Students in Reading English Text at IAIN Antasari Banjarmasin*, (Thesis IAIN Antasari Banjarmasin: Banjarmasin, 2016).

Bondan Surya Maulana, "An Analysis Study of Students' Difficulties on Reading Comprehension at Seventh Grade of SMP N 1 Baturetno 2018/2019 Academic Year". The type of this research is descriptive qualitative, in which the subject of the research is 6 students in two classes from seventh grade will become the participants of this research. The objectives of the research are to investigating difficulties in learning reading comprehension and strategies used by the students' to overcome their difficulties in reading comprehension. The researcher was used observation, interview, and document review to collect the data from the students, teacher and school. The result of the study shows that 67% of the students faced difficulties because of their unfamiliar words, complex, syntax, and lack of background knowledge, while the strategies used by the students' to overcome their difficulties in comprehending reading text are making a connection and making inferring.²

The last research, Rizki Amalia Permatasari "The Difficulties in Reading Comprehension of Thailand Students of English Education Departement at IAIN Surakarta in Academic Years 2016/2017". Her research found that Thailand students have some difficulties in reading English texts. The difficulties are mostly in spelling, identifying the main idea, recognizing plot and generic structure, word analyses, translation, even though they like reading because of the difficulties they feel bored and cannot enjoy their reading class. The result of the analysis shows that Thailand students have strategies to influence their difficulties. The most strategy they used is preparation followed by relaxation, positive thinking, peer seeking, and resignation.

²Bondan Surya Maulana, *An Analysis Study of Students' Difficulties on Reading Comprehension at Seventh Grade of SMP N 1 Baturetno 2018/2019 Academic Year*, (Thesis Universitas Muhammadiyah Surakarta: Surakarta, 2019).

They studied reading lessons although not every day. They also asked their friends if they got a difficulty. Even though they were difficult in reading class, they tried to calm down and to enjoy the tension. Sometimes, they played their phones as their resignation.³

Based on the research previous finding from some researchers explain above, the researcher can conclude that difficulties that faced by the students in comprehending English text are different with one and other students, like the factors influence between the students also different. The similarity between this research and the previous research finding is the same infinding out the students difficulties in comprehending English text, while the differences are in the population, location of the research and in the previous research findings above, the researcher also wants to find what are the strategies used by the students to face their difficulty in comprehending the text. Meanwhile, the population of this research is students at school who focused at the second grade in comprehending explanation text, and this research also wants to know the factors causing students to face difficulty in comprehending English reading text.

The researcher hopes this research can give a good impact on students in learning reading and also give information to the teacher about the students' difficulties, so the teacher can provide a way to overcome the students' difficulties.

³Rizki Amalia Permatasari, *The Difficulties in Reading Comprehension of English Education Departement at IAIN Surakarta in 2016/2017 Academic Year*, (Thesis Institut Agama Islam Negeri (IAIN) Surakarta: Surakarta, 2017).

B. Some Pertinent ideas

There are some theories related to the topic of this research, the theories are needed to be presented so this research can be done as well and effective. The theories about the students' difficulties in comprehending English text as follows:

1. Difficulties

Difficulties are the quality of something that makes it hard to do. Difficulties also defined as problem, thing or situation that causes problem or quality of being difficulties to do or understand.⁴ Besides, Hornby states that difficulty is a state or quality of being hard to do or understand.⁵

Difficulties are the problem faced by the students in following the teaching and learning process. It happens because the students are confused or do not know or understand the material which their teacher explained. In this case, the difficulty is the problem that the students are hard to comprehend the English reading text, especially in comprehending explanation text.

2. Students Difficulties in Comprehending English Text

Student's difficulties are some conditions from students who can not understand and handle the process of learning in the class, so the students have resulted not good.⁶ The difficulties faced by students in comprehending English text for example: finding the main idea, understanding vocabulary, detailed

⁴Oxford University Press, *Oxford Learners' Pocket Dictionary*, (The Fourth Edition, Oxford University Press, 2008), p.124.

⁵A.S Hornby, *Oxford Advanced Learners' Dictionary of Current English Sixth Edition*, (New York: Oxford University Press, 2001).

⁶Yuni Kartika Sari, *An Analysis of Students' Difficulties in Comprehending English Reading Text on the MTS Negeri Mlinjon Klaten in Academic Year 2016/2017*, (Thesis IAIN Surakarta: Surakarta, 2017), p.10.

information, and another problem. For more explanation, there will be a sub that will explain the difficulties faced by the students in comprehending the English text below.

3. Concepts of Reading

a. Definition of Reading

Reading is an important skill in learning. Reading is comprehending process to understand and get information of the text that can improve our knowledge. The fundamental objective of the reading activity is to find specified and detailed information, to understand and to comprehend a passage. There are many definitions of reading by some experts as follows:

Jeremy Harmer stated that "Reading encourages the reader to focus on vocabulary, grammar or punctuation and also use reading material to demonstrate the way to construct the sentence, paragraphs and whole texts".⁷

Besides, Haris and Sipay stated that "Reading is the meaningful interpretation printed or written verbal symbols". Reading (comprehending) is a result of the perception of graphic symbols that represent language and the reader's language skills and knowledge of the world.⁸ Reading is about understanding written text. It is a complex activity that involves both perception and thought which consist of two related processes: word recognition, and comprehension.⁹

⁷Jeremy Harmer, *How to Teach English*, (New York: Pearson Education Limited, 2007), p.99.

⁸Harris, Albert J & Sipay, Edward R, *How to Increase Reading Ability*, (USA & London Seventh Edition Revised and Enlarge, Longman: 1975), p.8.

⁹Elizabeth, Pang S, *Teaching Reading Educational Practice*, (Switzerland: International Academy of Education: 2003), p.6.

Reading is useful for another purpose too: any exposure to English (provided students understand it more or less) is a good thing for language students. At the very least, some of the language sticks in their minds as part of the process of language acquisition, and, if the reading text especially interesting and engaging, the acquisition is likely to be even more successful.¹⁰

Based on the explanation from some experts above, the researcher can conclude that reading is a process or an activity by the reader to understand what the writer writes and to find out the meaning and information from the text.

b. Kind of Reading

In language teaching, there are three kinds of reading, namely: reading aloud, silent reading, and speed reading.

1) Reading Aloud

Reading aloud requires a reader to investigate the meaning of the text with their limited cognitive resources. In this case, the reader has to deal with both pronunciation, intonation, at the same time to extract meaning from the text. Reading aloud is one of the most important things teachers can do with their students. Reading aloud builds many foundational skills like introduces vocabulary, help to improve speaking ability and the pronunciation of the students.

2) Silent Reading

Silent reading is believed to be a mode that prepares learners for life-long reading. Furthermore, Mc-Callum found that silent reading in the

¹⁰Jeremy Harmer, *How to Teach English*, (1998), p.68.

context of an individual assessment of reading comprehension leads to greater efficiency. Silent reading is frequently done by a reader who wants to comprehend the text in the reading comprehension process. Silent Reading needs a reading much attention to what is they read. The reader should have a full concentration.¹¹

3) Speed Reading

Speed reading is a way that required by the teacher for the reader to be read text rapidly and comprehend it at once. Between reading comprehension and speed faster but also how to understand the idea that expresses in the passage. Speed reading involves selecting the appropriate pace to support students learning and being able to efficiently skim their readings for important information.¹²

c. The Purpose of Reading

The purpose of reading is to connect the ideas on the page to what we already know. Grabe and Stoller state the purpose of reading as follows:¹³

1) Reading to search for simple information

Reading for specific information involves understanding what information or what kind of information the students looking for.

¹¹Mohsen Jafari, *A comparison between Reading Aloud and Silent Reading Among Iranian EFL Learners*, (Gazimagusa: 2013), p.20.

¹²Waterloo Students Success Office, *Speed Reading Study Guide*, (University of Maryland & Coles Notes: 2010).

¹³William Grabe, Fredricka L. Stoller, *Teaching and Research Reading*, (London Pearson Education Longman, 2002), p.13.

Sometimes, reading for specific information also involves reading to see if the information is contained in a text.

2) Reading to skim quickly

Reading to skim is a common part of many reading tasks and useful skill in its own right. It involves, in essence, a combination of strategies for guessing where important information might be in the text until a general idea is formed.

3) Reading to integrate information, write and critique text

Reading to integrate information requires an additional decision about the relative importance of complementary, mutually supporting, or conflicting information and the likely restructuring of a rhetorical frame to accommodate information from multiple sources. These skills inevitably require critical evaluation of the information being read so that the reader can decide what information to integrate and how to integrate it for the readers' goal. In this aspect, both reading to write and reading to critique text may be task variants of reading to integrate information.

4) Reading for general comprehension

The notion of general reading comprehension has been intentionally saved for last in this discussion for two reasons. First, is the most basic purpose of reading, underlying and supporting most other purposes for reading. Secondly, general reading comprehension is more complex than commonly assumed.

4. Concepts of Reading Comprehension

a. Definition of Reading Comprehension

Comprehension is the ability to understand something, based on the definition by the oxford dictionary.¹⁴ Reading comprehension is believed to be an automatic outcome of accurate word recognition.¹⁵ Reading with comprehension is variously defined in both practice and theory.

Garry Wolley stated that reading comprehension is the process of making meaning from text. The goal is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. In understanding the information of the text the children's developmental models, or representations of the meaning of the text ideas during the reading process.¹⁶ While Klinger explains, reading comprehension as the process of constructing meaning by coordinating the number of complex processes that include word meaning, word, and world knowledge, and fluency.¹⁷

Based on the explanation from some expert about the definition of reading comprehension, the researcher can conclude that reading comprehension is a process of understanding the text is deep, not only to get the

¹⁴Victoria Bull, *Oxford Learner's Pocket Dictionary* (Oxford New York: Oxford University Press, 2008), p.86.

¹⁵Albert J. Harris and Edward R. Sipay, *How to Increase Reading Ability* (Longman Inc New York and London 1940), p.6.

¹⁶Garry Wolley, *Reading Comprehension Assisting Children with Learning Difficulties*, (London: New York: 2011), p.15.

¹⁷Jannette K. Klinger, dkk, *Teaching Reading Comprehension to Student with Learning Difficulties*, (New York: The Guilford Press, 2007), p.2.

information of the text that we read but also to create a piece of new information from the text, interpret the meaning and to reducing the text into the main idea.

b. Strategies in Comprehending English Text

In improving reading skills, the students have to practice reading a lot and use some strategies. The students' ability to comprehend the text depends on their ability to use strategy to understand the writer's write. It means that strategies take an important place in comprehend the text well. There are four types of strategies in comprehending English text According to Nuttal (1982), they are skimming, scanning, extensive reading, and intensive reading.¹⁸

1) Skimming

Skimming is a useful skill to be applied in reading. Skimming is taking the most information from the page without reading all the words. Besides, Brown stated that skimming is a technique used to look for the gist of what the author saying without a lot of details. We can say that the skimming strategy is reading rapidly to get a general overview of the material. Skimming may help to know what the text is about at its most basic level. This strategy is often used when the reader wants to know a preview or an overview of the material and only wants to see the most important or the main ideas of the reading material in a hurry or a short time so the reader to find the important items. This information might be a short and simple one.

¹⁸Nuttal C, *Teaching Reading Skill in a Foreign Language*, (London: Heinerman Educational Books, 1982).

2) Scanning

Scanning is a reading strategy to finding specific information without reading the entire selection. It means that scanning is the ability to read a text quickly to find specific information that is needed. When the readers need to locate specific information might read carefully to find the information that they read. The reader simply their eyes wander off the text until they are looking for whether it be a main idea, a date, or less specific information. Scanning helps the reader find information quickly without reading the whole text.¹⁹

3) Extensive Reading

In extensive reading, the reader usually faces a longer text. In reading, the reader, need a total understanding of what the writer writes. According to Brown, extensive reading is carried out to achieve a general understanding of a text. In extensive reading, the students are made comfortable in reading because in this strategy the students read a high-interest material, concentrating on meaning, reading for gist, and skip unknown words. So, the purpose of this strategy is to build enjoyment and student's confidence in the reading activity.

4) Intensive Reading

Intensive reading is a reading strategy for detail. It is usually has a shorter text. A reader usually wants to get some specific information in the text. The specific information that may look for by the students is looking at

¹⁹Douglas Brown, *Teaching by Principle and Interactive Approach to Language Pedagogy*, (San Francisco: Longman Inc, 1989), p.82.

main ideas, detailed information, understanding of what the text about, making inferences, identifying words that have to connect the idea with the other words, etc. The researcher can conclude that intensive reading is a strategy in reading for looking at the specific detailed information in the text.

c. Aspects of Comprehending in English Text

According to Nuttal, there are five aspects in comprehending English text which the students should comprehend a text well, such as determining the main idea, understanding vocabulary, making an inference, locating reference and detail information.²⁰ These aspects of comprehending are categorized as student's difficulties in comprehending English reading text. These difficulties are as follows:

1) Determining the Main Idea

Finding the main idea of a paragraph or longer passage of text is one of the most important reading skill to master, along with concepts such as making an inference, finding the author's purpose, or understanding vocabulary words in context. According to Kelley Roell, the main idea of a paragraph is the primary point or concept that the author wants to communicate to readers about the topic.²¹ It means the main idea is a statement that tells the author's point about the topic. Sometimes the main idea of a text is to find in the topic sentence which is usually put in the first, middle, or last paragraph. Therefore, the students still difficult to find the

²⁰Nuttal C, *Teaching Reading Skill in a Foreign Language*, (London: Heinerman Educational Books, 1982).

²¹Kelley Roell, <https://www.thoughtco.com/how-to-find-the-main-idea-3212047>, (Accessed on 15th, 2020).

main idea and where is the main idea located because they do not understand the text well.

2) Understanding Vocabulary

The students have used their vocabulary knowledge when they do reading activities of an English text, such as finding the meaning of the text in the dictionary or guessing the meaning from the grammatical structure context of the text. According to Sharpe (2005), context help students making a general prediction about the meaning.²² We can say that context of the text will help students predict the text they read whether than look for the meaning of words in the dictionary one by one. It concludes that vocabulary is one of the aspects that affect students ' reading comprehension of text. But nowadays, many students still lack vocabulary.

3) Making Inference

In making an inference, the students are expected to comprehend the text to find the conclusion of the text. To conclude, the students need their background knowledge so, it can help the students to make an inference from the text. Kopitski (2007), stated that readers need to practice combining clues from the text with their background knowledge to make an inference.²³ So they can answer the questions from the text. But sometimes, the students are still difficult to answer the question because the conclusion of the

²²J. P. Sharpe, *How to Prepare the TOEFL Test*, (11th Edition: Ohio, 2005).

²³M. Kopitski, *Exploring the Teaching of Inference Skills (A Capstone submitted in partial fulfillment of the requirements for the degree of Master of Arts in English as a Second Language)*, (Minnesota: Hamline University, 2007).

statement is not written in the text. Below are the questions that often stated in the following form:

“From the passage, we can conclude ...”

“What the meaning of the statement above?”

4) Locating Reference

Reference is antecedents of a pronoun. The antecedents are word or phrase to which a pronoun refers. In identifying the reference, the students are expected to understand for what the pronoun in the sentences is used such as the pronouns that are used to show people, place, or situation.

5) Detail Information

The last type of question that is usually found in reading tests is detailed questions or information. The question is used to check the students' ability to understand the material that is directly stated in the text. In understanding and answering questions from the text, the students can use a scanning strategy and they can take notes or underlined the keywords in the questions. Some example of a detailed question is in the following pattern:

"All of the following are true, except ..."

"According to the passage, who was traveling in the Asian?"

d. Factors of Difficulties in Comprehending English Text

Many different factors contribute to the cause of student's difficulties in understanding text. Some of those factors are located within the learner's background, some within the teaching technique, and some within the learner's

environment. According to (Westwood, 2001: 16), below are the causes factors of students difficulties in reading comprehension:²⁴

1) Learner's Background

The learner's background means something which comes from the learners themselves. It was related to the learner's attitude towards reading, such as interest and motivation in reading and the prior knowledge that the learner has known before. It means that student's background knowledge affects students ability in comprehending or understanding an English text.

To help the students understanding reading text they need their prior knowledge, they can use it and compare it with their new knowledge to understand the text they read. Therefore, student's interests and motivation also give contribute to student's ability in English, especially towards students reading comprehension.

2) Teaching Technique

The teacher is one of the school environmental factors who have an important role to increase students learning achievement. The teacher is a subject in education who has to transfer the knowledge to the students. A teacher is an important person in the teaching-learning process, especially for teaching reading, because the teacher also determines whether their students to be good readers or not. The teacher also will become the source of learning difficulties if the teacher does cannot choose the right technique to teach the material. Therefore, the teacher should be careful in choosing

²⁴Peter Westwood, *Reading and Learning Difficulties a Process of Teaching and Assessment*, (Australia: Acer Press, 2001), p.16.

the technique to teach because it is related to the students' understanding of the material.

3) Learner's Environment

The environmental factors also can influence the students in mastering and in learning English. Therefore, someone who lives in an environment that has reading habits will be supported by her environment indirectly. And it happens not only in learning reading but also in learning English, without practice and applied it outside school he will not understand English perfectly. Home and school are two kinds of learners' environment that can influence their learning reading achievement.

Based on the explanation above, the researcher can give a conclusion that there are three main points factors causing students to face difficulties in comprehending English text. These factors are connected in supported students to get achievement in understanding English, especially reading text. It means the students do not only need their prior knowledge but also needs support from their teacher technique in teaching reading beside the students' motivation and interest in follow up teaching and learning English process.

5. Concepts of Explanation Text

Explanation text is an important text that should be learned by senior high school students. By learning this text, it may train the students to think scientifically and academically.²⁵ It means that the students should learn this text

²⁵Meladina, *Students' Ability, Problems and Causes of Problem in Writing Explanation Text at the First Grade of SMAN 1 Batusangkar*, (Journal of Teaching Learning, Vol.4 No. 1 , 2019), p.8.(Accessed on September, 9 2020)

to add their knowledge about anything that happen in this world and the causes it happens. Below is more explanation about explanation text.

a. Definition of Explanation Text

Explanation text types tell how or why something occurs. It looks at the steps rather than the things. According to Mark Anderson and Kathy Anderson, "Explanation text type is often used to tell how and why things (phenomena) occur in nature."²⁶ Some examples of explanations are: how something occurs, why something happened, why things are alike or different, how to solve a problem, etc.

Besides, Agung and Rahayu stated, "Explanation text is the text that describes a phenomenon that contains identification, cause and effect, and the interpretation or response of the author."²⁷ Phenomena in explanation text can be natural phenomena, social phenomena, and culture. The study of texts on the expansion of natural events includes landslides, floods, volcanic eruptions, and earthquakes. And the text study explores social phenomena, such as unemployment, poverty, garbage, and corruption. last, culture includes cultural developments, regional arts, etc.

b. Purpose of Explanation Text

An explanation text is one of the text types in English which is written to explain to the reader about how and why something (natural or socio-cultural

²⁶M. Anderson & K. Anderson, *Text Type in English*, (Australia: Macmillan Education Australia, 1997), p.82.

²⁷Harits Agung Wicaksono & Rahayu Pristiwati, *Analysis of Learning Implementation Plan (LIP) of Explanation Text in Class XI Senior High School for Curriculum 2013*, (International Journal of Active Learning, Vol.5 No. 1, 2020), p.38.(Accessed on September, 9 2020)

phenomena) in the world happens. In other words, the purpose of this text is to explain to the reader the reason or the process of something occurs.

c. Features of Explanation Text

According to Mark Anderson and Kathy Anderson (1997).²⁸ There are at list two features or components of explanation text namely: Language features in explanation text and Generic structure of explanation text. For more explanation, we can see it as follows:

d. Language Features of Explanation Text

Four language features usually found in an explanation text, below are the explanation:

- 1) Featuring generic participant: sun, rain, etc
- 2) Using chronological connection: to begin with, next, etc
- 3) Using passive voice patterns
- 4) Using simple present tense.

e. Generic Structure of Explanation Text

According to Anderson & Anderson (1997), The generic structure of explanation text consists of three components, they are General statement, Series of sentences that tell hows and whys, and a Conclusion paragraph. Below are the more explanation, as follows:

²⁸M. Anderson and K. Anderson, *Text Type in English*, (Australia: Macmillan Education Australia, 1997), p.82.

1) General statement

This can serve as an introduction to the explanation, and it gives the audience a description of the event or thing and a preview of what the rest of the text will be about.

2) Series of sentences that tell hows and whys

There should be a sequence so that the audience is told of the process that causes the event or thing to happen.

3) Conclusion paragraph

If this is included, it signals to the audience that the explanation is finished. Some explanation texts do not have a conclusion.

4) Example of Explanation Text

For more understanding about explanation text type, you can see the following example of a short text of explanation text and the place of the components of the generic structure in the text entitled "Getting Sleepy" describes below:²⁹

a) Title

Getting Sleepy.

b) General Statement

Scientists know we need sleep, but it is not easy to find that what exactly makes us sleep. Here is some explanation.

²⁹<http://englishadmin.com/205/112/7-contoh-explanation-text-bahasa-inggris.html>, (Accessed on September 27th, 2020).

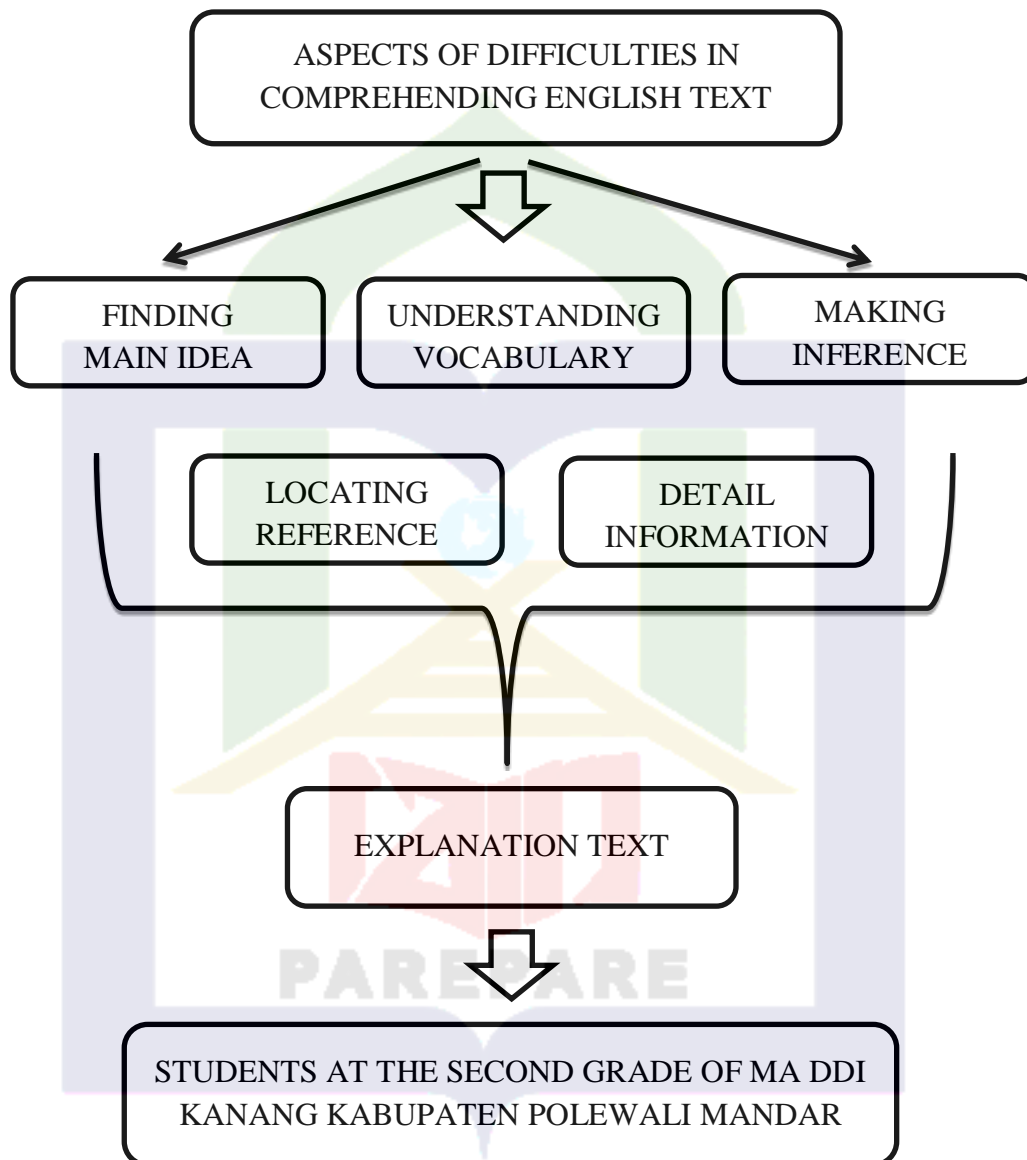
c) Sequenced Explanation

The brain cells called astrocytes fuel the urge to sleep by releasing adenosine, a chemical known to have sleep-inducing effects that can be inhibited by caffeine. The longer a person or animal is awake, the stronger the urge to sleep becomes. This is known as sleep pressure. Prior studies pointed to adenosine as a trigger for sleep pressure. The chemical accumulates in the brain during waking hours, eventually helping to stimulate the unique patterns of brain activity that occur during sleep.



C. Conceptual Framework

The conceptual framework of this research is designed as follow:



Picture 2.1 Conceptual Framework

A conceptual framework is a description of the pattern of relationships between concepts and variables coherently which is a complete picture of the focus of the research.³⁰ So, the conceptual framework is created to provide an overview of the relationship between the concepts and theories used in the process of achieving the result of the research focus.

The conceptual framework of this research explained as follow:

There are some aspects of difficulties in comprehending English text that encountered by some of the students in understanding English text. The problem faced by the students in comprehending English reading text is variety. In this study, the researcher used theory from Nuttal C, about aspects of difficulties in comprehending English text, they are: Determining Main Idea, Understanding Vocabulary, Making Inference, Locating Reference, and the last aspect is detailed information.³¹ These five aspects are sometimes faced by the students in comprehending English text. To analyze which aspects are the most difficult for students to comprehend is focused in the form of explanation text, which focused study is to analyze the difficulties faced by the second grade students of MA DDI Kanang Kabupaten Polewali Mandar in comprehending explanation text.

³⁰Tim Penyusun, *Pedoman Karya Ilmiah (Makalah dan Skripsi)*, (Parepare: Sekolah Tinggi Agama Islam Negeri Parepare, 2013), p.26.

³¹Nuttal C, *Teaching Reading Skill in a Foreign Language*, (London: Heinerman Educational Books, 1982).