

Chapter II

A. REVIEW OF RELATED LITERATURE

In this chapter the writer would like to elaborate the theory related to the research which is done by the writer. It is important for the writer and readers to recognize the definition or the meaning of the title of this research in order to make easier for the writer in understanding and analyzing the problems deeply. Follows are the theories that were discussed in this research globally: Students difficulty in reading comprehension.

1. Definition of students difficulties

According the students' development and concealing that a student in difficulty is any student who encounters major obstacles to the successful completion of their educational goals. Students typically experience college as a time of significant transition and adjustment. Stress arising from this period of change may be of an academic, social, financial, work, family, or institutional nature. At times, this stress can become so severe that it poses a serious threat to academic progress. These resources can offer additional support and aid in the development of enhanced coping skills. Timely and effective assistance to address the needs of these students is important in order to increase the probability that they will achieve their educational

goals¹⁶. It means that the students get difficulty because they lack the interest and the intellectual.

Some people says that having reveal personal difficulties, the students may wish/expect to continue to receive further support from them and ask for quite a lot of their time. If they are unwilling to be referred to someone in a more appropriate role, they may experience quite a lot of pressure to provide this support directly. They may feel concern for the student and worry that they may feel rejected if they do not offer support¹⁷. It means that the students' needs are more concentration, if the students do not concentrate for education, the students have difficult with our skill. Therefore, the students should understand with our education, especially, reading is important for students. Because by reading, students can increase their knowledge. If the students do not read, students get really difficult to increase their knowledge.

According to Makar, Students have difficulty correctly reading information. We offer some reasons for why it is important for students to be able to correctly read and offer suggestions for how to help develop this type of reasoning¹⁸. It means that students should increase their information in order students do not get difficult in their education.

¹⁶ BCIT counselling and students development by the university of toronto students crisis response programs, (2003), *Identifying & Referring Students in Difficulty*, page:3

¹⁷ The university of united Nottingham (Kingdom, China ,Malaysia), (2013), *Identifying and Responding to students in difficulty*,

¹⁸ K. Makar (Ed.), (2005), *Using Assessment items to study students difficulty reading and interpreting graphical representations of distributions*, New Zealand: University of Auckland

Carvalho said that many students have difficulties in performing the tasks they are assigned. These difficulties concern mainly three aspects: reading and selecting relevant content, organizing and synthesizing information retrieved from different textual sources, and making use of conventional forms adopted by the academic community. Many students are unfamiliar with tasks like this and some of them explicitly admitted, it had been difficult for them to understand what they are expected to do. These difficulties may be related to students' past schooling experience and the literacy practices they had been used to. As we said above, in Portuguese schools, writing is rarely seen as a learning tool and students are more often asked to use it in knowledge reproduction tasks than in knowledge construction ones¹⁹. It means that students get more difficulty in reading because students feel lazy to read. Reading comprehension is so useful for them to obtain new insight which is called receptive skill, and Writing can help them in productive skill. Therefore, if the students have difficulties in performing task, the students have a lot to read.

2. Kinds of Students Difficulties in Reading Comprehension

According to Joseph when students exhibit difficulty understanding and deriving meaning from text, the explicit instruction on comprehending needs to be provided. Difficulties understanding text can be derived from not knowing meanings of words or concepts, not capturing factual information, not inferring about content, and not

¹⁹ José Brandão Carvalho, *Students' difficulties when facing new literacy practices at post graduate levels*, 17th European Conference on Reading – Proceedings, page: 183

forming relationships among content presented in text. Therefore, the students have difficulties understanding, meaning of word or concepts and inferring information²⁰

According to Oakhill, he shows that one general problem that less-skilled comprehends seems to have is making inferences from text. These difficulties include: a). Inferring information that is only implicit in a text. b). making inferences to connect up the ideas in a text. And c). Inferring the meanings of particular words from context²¹. Three studies discuss about the difficulties in reading comprehension. The above studies about inferring information that is only implicit in a text include main idea.

According to Wilawan, he found explicitly main idea is not a difficult reading task for many people due the fact that they can search for main points of text at specific locations of paragraphs (i.e. the first, second or last sentence) but explicit included local main idea, it is Explicit connective has two types of text require readers to infer the underlying structure of the text, which is a difficult task for students. Determining implied main idea is much more difficult and can be problematic for most readers. Main idea comprehension, as noted earlier, is a difficult task which involves the simultaneous application of bottom-up, top-down. Determining a main idea of a text is one of the most difficult tasks in reading comprehension. It is a complex process which concerns the application of various

²⁰ Laurice M. Joseph, *Best practices on interventions for students with reading problems*, The Ohio State University, Best practice in school psychology V, page : 1172, Chapter 71 volume 4

²¹ Jane Oakhill, (1993), *Children's Difficulties in Reading Comprehension*, Educational psychology review, Vol. 5, No.3 page: 227

reading strategies²². Students have difficulty in comprehension, particularly in identifying main ideas and important details²³.

The main idea is generally stated in the topic sentences, which is often the first sentences in paragraph. The main idea is easier to identify when it is first or the last sentences in the paragraph. It is more difficult to find when it is located in the middle of a reading. And it is perhaps most difficult to identify when it is inferred and not actually stated²⁴.

Inference making is understanding language, it is often necessary to make inferences to go beyond what is stated explicitly in the text or discourse to infer the intended message. Even very straightforward texts require inferences to be drawn²⁵. Therefore, if the reader does read in text, they will infer the text that they have understood. Besides, main idea is important in text, so that, main idea must look for firstly. After that, they do making inference in text.

Spivey shows that most all texts have one sentence within a paragraph or passage stating the author's message, or main idea. The main idea can appear at the beginning, middle, or end of a paragraph or passage. Finding the main idea becomes more difficult in the upper grades where the main idea may be *explicit* (a complete sentence taken directly from the text) or *implied* (summarized by evaluating the

²² Sujunya Wilawan ,(2012) , *Fostering main idea comprehension among EFL Learners through cognitive and metacognitive strategies* , International Journal of Humanities and Social Science, page : 46,51,52

²³ Asya K. Jitendra, Mary Kay Hoppes, Yan Ping Xin, *Reading Intervention and Educational Consulting*, Winsor Learning, page 1-3

²⁴ http://www.sample/docs_media/Smart_Reading/6_Main%20Idea%20Supporting%20Details.pdf

²⁵ Kate nation. (2004) , *children's reading comprehension difficulties*, page : 258

details in the text). The sentences in the text may have too much detail to pick one main idea or so little information that there is no obvious message²⁶.

The main idea helps readers recall important information. Locating the main idea helps the reader understand the points the writer is attempting to express. Identifying the relationship between these will improve comprehension²⁷.

Whorter writes in his book entitled “Topics, Main idea, and Topics sentences” State that the students learned earlier that the *main idea* of a paragraph is most important point. The main idea is also the most *general* statement the writer makes about the topic. In this brief paragraph, the main idea is expressed in the first sentence. This sentence, known as the topic sentence, is the most general statement in the paragraph. All the other sentences are specific details that explain this main idea²⁸. In addition, Williams noted the importance of identifying main ideas as essential to successful reading comprehension in terms of drawing inferences from text, studying effectively.

The researcher concludes that main idea is important in reading comprehension because main idea is important information that tells more about the overall idea of a paragraph or section of a text and most paragraphs have a main idea that is either contained in general sentences or else suggested by several specific

²⁶ Becky L. Spivey, M.E.d, (2011), *what’s the big idea? Finding and understanding the main idea*, free Educational handouts for teacher and parents

²⁷ NSW Centre for Effective Reading, *comprehension main idea*, page : 1
<http://www.cer.education.nsw.gov.au/documents/249903/250184/Main%20Idea.pdf>

²⁸ Mc whorter, *Topics, Main idea, and Topic Sentences* , Page : 150

sentences and making inferences make the students difficulty in a text. So that way, if the students do not find the inferring information that is only implicit in a text included main idea, the students will difficult to read some books especially in reading comprehension.

3. Comprehension

According to Snow, comprehension of longer texts is very difficult, because the construction of meaning is disrupted by the difficulty and slowness of word recognition.²⁹ Therefore, comprehension needs understanding meaning in a text because comprehension is longer text.

Comprehension means making sense of what one reads. A reader who comprehends text is an active reader. Comprehension is complex, yet reading researchers have developed approaches to teach students to be active readers.³⁰ This study defines that comprehension has developed for students in reading skill.

According to Kirby, comprehension involves the *relating* of two or more pieces of information. Those pieces of information can come from long-term memory (prior knowledge), but in reading comprehension at least one piece must come from the text. The pieces of information can be simple or quite complex ideas³¹.

Comprehension is the ability to actively listen to, read, and understand language. To comprehend text, one's decoding skills must allow for fluent reading

²⁹ Catherine E. Snow, (1999), *Lessons from Preventing Reading Difficulties in Young Children for Adult Learning and Literacy*, Volume 1: Chapter Two

³⁰ Mc.Graw Hill, *Reading Comprehension*, Research base Comprehension ,page: 2

³¹ John R.Kirby, *Learned about reading comprehension* , Faculty of Education, queen's university, page: 2

(reading that is as smooth and full of expression as when we talk), thus allowing a reader's cognitive energy to be used to draw connections, ask questions, make predictions, and employ other comprehension strategies used by strong readers. Thus, fluency is often called the "bridge" from decoding to comprehension. In addition to fluency and effective application of comprehension strategies, other key ingredients to comprehension include vocabulary knowledge and background knowledge³². Therefore, comprehension text needs one's decoding skill for reading. Comprehension is the reason for reading. If readers can read the words but do not understand what they are reading, they are not really reading.

According to Snowball defines Comprehension is a process in which readers construct meaning by interacting with text through the combination of prior knowledge and previous experience, information in the text, and the stance the reader takes in relationship to the text³³. In addition, comprehension is important aspect of all of the definition and meaning, if readers cannot understand the definition and meaning, they do not know information in text.

Comprehension does not occur by simply extracting meaning from text. During reading, the reader constructs different representations of the text that are important for comprehension. Texts can be difficult or easy, depending on factors inherent in the text, on the relationship between the text and the knowledge and

³² <http://teachingasleadership.org/>, *Identifying the source Reading Difficulties* , chapter 1

³³ Diane Snowball,(2005), *Comprehension overview*, page: 1

abilities of the reader, and on the activities which the reader is engaged³⁴. It means that a reader's must be domain knowledge interacts with the content of the text in comprehension because it is important for our knowledge. If the readers feel difficult in text, its' mean that the readers are not enough to comprehend in a text.

Comprehending what you read is more than just recognizing and understanding words. True comprehension means making sense of what you read and connecting the ideas in the text to what you already know. It also means remembering what you have read. In other words, comprehending means thinking while you read³⁵. it means that comprehension needs understanding words, connecting the main idea in text and remembering context. Comprehension is the reason for reading; it encompasses the learning, growing, and evolution of ideas that occur as one reads.

Comprehension is a process in which readers construct meaning by interacting with text through the combination of prior knowledge and previous experience, information in the text and the stance the reader takes in relationship to the text³⁶. This means that the readers look the construct meaning in text that they found information in text.

³⁴ <http://www.rand.org/>, *Defining comprehension* , Chapter 2, page:14

³⁵ Beatrice S.Mikulecky , *Linda Jeffries, Advanced Reading Power (Extensive reading, Vocabulary Building, Comprehension Skills, Reading Faster*, Pearson: Longman, Page:73

³⁶ pardo, (2004), , *Guiding Comprehension Teaching for meaning*, professional development service for teacher

4. Reading Comprehension

According to Woolley, 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 read text information children develop mental models, or representations of meaning of the text ideas during the reading process³⁷. Therefore, reading comprehension has process of making meaning in a text.

According to Scoot, Reading comprehension is a complex undertaking that involves many levels of processing. One of the most fundamental aspects of comprehension is the ability to deal with unfamiliar words encountered in text. Readers who struggle with word-level tasks use up valuable cognitive space that could be allotted to deeper levels of text analysis. It is not enough to rely on context cues to predict the meaning of new words³⁸.

According to Vaughn reading comprehension understanding of text that has been read, that is a complex skill that requires the use of various strategies to activate one's prior knowledge, monitor understanding, self-question, distinguish between the main idea and supporting details, and summarize³⁹. Therefore, the students require

³⁷ G. Woolley, (20011), *Reading Comprehension: Assisting Children with Learning Difficulties*, Chapter 2

³⁸ Ruth McQuirter Scott, Ed.D. *Word Study and Reading Comprehension*, Brock University, Faculty of Education, page: 1

³⁹ Sharon Vaughn ,(2003), *Reading Instruction Grouping for Students with Reading Difficulties*, Volume:24, page:303

instruction in the development of strategies that can be used before, during, and after reading text.

According to Ulmer, Reading is an interactive and complex process. The process through which the dynamic interaction of the reader's background knowledge, the information inferred by the written language, and the reading situation context is constructing meaning⁴⁰. This research shows that the readers must found background knowledge, information inferred in reading context. Besides, the researcher wants to show about the strategies in reading especially students difficulty in reading comprehension.

5. strategies in reading comprehension

Reading is a thinking process. Effective readers know that when they read, *what* they read is supposed to make sense. They monitor their understanding, and when they lose the meaning of what they are reading, they often unconsciously select and use a reading strategy (such as rereading or asking questions) that will help them reconnect with the meaning of the text. Reading skills and strategies can be taught explicitly while students are learning subject-specific content through authentic reading tasks⁴¹. In addition, Students were encouraged to use three comprehension strategies: previewing prior to reading and connecting with known information, identifying the main idea, and generating and answering questions as a form of

⁴⁰ Constance Ulmer, *Creating Games as Reader Response and Comprehension Assessment*, page:1

⁴¹ Reading strategies , think literacy Cross Curricular Approaches grade 7 – 12, page: 7
<http://www.edu.gov.on.ca/eng/studentssuccess/thinkliteracy/files/reading.pdf>

summarization. These strategies are associated with improved outcomes in reading comprehension.

Some research said that Good readers use comprehension strategies to facilitate the construction of meaning. These strategies include previewing, self-questioning, making connections, visualizing, knowing how words work, monitoring, summarizing, and evaluating⁴². In addition, all readers, no matter what their skill levels, benefit greatly from direct instruction in how to interact with a text and process information.

Yusuf and Amanda says that in the proses of learning, learning strategies take an important role. The appropriate use of learning strategies can result in increased second language proficiency. Applying certain strategies in language learning including reading skill is prominent because they are tools for active and self-directed involvement. Appropriate learning strategies result in improving proficiency and self-confidence which become prerequisites for communicative competence as the main goal of language learning. Therefore, the strategies are regarded as an important aspect of language learning since they can help students to overcome reading problems⁴³. Classify learning strategies into three types as follow.

⁴² McLaughlin & Allen, (2002), Research-based Reading Comprehension instruction focus on Reading Strategies,

⁴³ Fazri Nur yusuf & Ridha Azka Amanda, Learning Strategies Towards Reading Skills Development, Indonesia University of Education , page: 3

1. Metacognitive Strategies

Baker and Boonkrit says that metacognitive strategies in reading include looking at the pictures provided in text, reading the question before read whole passage and other strategies which provided a way for students to coordinate their own learning process. In addition, metacognitive strategies have control over their reading. Before reading, they might clarify their purpose for reading and preview the text⁴⁴.

2. Cognitive Strategies

O'Malley says that Cognitive strategies, in which the learner interacts with the material to be learned by manipulating it mentally (as in making images, or elaborating on previously acquired concepts or skills) or physically (as grouping items to be learned in meaningful categories, or taking notes on important information to be remembered). In addition concerning cognitive strategies, rereading took place as a familiar strategy used in reading⁴⁵.

According to oxford (1990:70), the technique of rereading or repeating is to read a passage several times, each time for different purpose such as to get the general drift or the main idea, to predict, to read for detail⁴⁶.

According to Carrell, reading strategies are traditionally recognized reading behaviors as skimming a text to get the general idea, scanning a text for a specific

⁴⁴ Baker, William, and Kamonpan Boonkit. *Learning Strategies in Reading and Writing: EAP Contexts*. In *Regional Language Centre Journal* 35.3 (299-328, 2004.),

⁴⁵ O'Malley M. J. and Anna Uhl Chamot. *Learning Strategies in Second Language Acquisition*. Cambridge: Cambridge University Press, 1990.

⁴⁶ Oxford, Rebecca L. *Language Learning Strategies: An Update*. Available at <http://www.cal.org/resources/digest/oxford01.html>, 1994

piece of information, making contextual guesses about the meanings of unknown words, skipping unknown words, tolerating ambiguity, making predictions, confirming or disconfirming inferences, identifying the main idea, rereading, and using cognates to comprehend, to more recently recognized strategies such as activating prior background knowledge and recognizing text structure. Good readers proceed generally from front to back of documents when reading. They are selectively attentive. They sometimes make notes. They predict, paraphrase, and back up when confused. They try to make inferences to fill in the gaps in text and in their understanding of what they have read. Good readers purposely try to integrate appropriate the text. They do not settle for literal meanings but rather interpret what they have read, sometimes constructing images, other times identifying categories of information in text⁴⁷.

B. REVIEW OF PREVIOUS STUDIES

There are some previous studies related to this research. For example children's in reading comprehension difficulties by Nation says that the population of children identified as having reading comprehension difficulties forms a heterogeneous group. This is focus on children's in reading comprehension difficulties⁴⁸.

⁴⁷ Carrell, Patricia L. *Can Reading Strategies be Successfully Taught?*. In <http://www.jalt-publications.org/tlt/files/98/mar/carrell.html>, 1998.

⁴⁸ Nation Kate. (2004) *children's reading comprehension difficulties*, Page: 249, 258

Oakhill's focus on comprehension differences arises because of problems at the single-word level and poor comprehenders have difficulties at the sentences level and fail to understand certain syntactic constructions. And discussed about the difficulties experienced by children who have a specific comprehension problem: those who have educated word recognition skills and have difficulty understanding text⁴⁹.

Another research entitled *Reading in English as a Foreign Language: Problem and Strategies* by Badria al Brashi from the University of UK, this study was designed to yield data that would contribute to our understanding of the nature of problems our students encounter in comprehending English texts and the way the process such text⁵⁰.

Wilawan says that focuses mainly on the combined application of cognitive and metacognitive processing strategies to improve EFL readers' main idea comprehension. Additional support in knowledge and skills in the foundational elements of text understanding at the lower level is often necessary in the process of constructing main ideas. And they focus on main idea, global and local comprehension, connectives, word relationships, self-monitoring⁵¹.

⁴⁹ Jane, Oakhill (1993), *Children's Difficulties in reading comprehension*, Educational Psychology review, page: 227, 231

⁵⁰ Badria Al brashdi (2000) *Reading in English as a Foreign Language: Problem and Strategies*, Badria al Brashi from the University of UK.

⁵¹ Dr. Sujunya Wilawan (2012), *Fostering Main idea Comprehension among EFL Learners through Cognitive and metacognitive strategies*, Department of Foreign Languages Faculty of Humanities, Kasetsart University

Shepherd and Selden wrote entitled “Difficulties first-year University students have in reading their mathematics textbook” it is focus on students has difficulty correctly reading information from histograms and identifying what the horizontal and vertical scales represent. They offer some reasons for why it is important for students to be able to correctly read and interpret histograms, and offer suggestions for how to help develop this type of reasoning⁵².

On the other hand, this research was being different from the study above. But the researcher was focus on students’ difficulties in reading comprehension. There are Inferring information that is only implicit in a text, making inferences to connect up the ideas in a text include implied main idea, and Inferring the meanings of particular word from context in reading comprehension and students to overcome reading problems include metacognitive and cognitive.

⁵² Shepherd and Selden , (2009), Difficulties first-year University students have in reading their mathematics textbook