

## **Chapter Two**

### **Literature Review**

This chapter presents several points related to the topic of this study. Several theories are needed to support the study. The points will explain a review on reading comprehension, the difficulties of reading comprehension, and the strategies in reading. The researcher also presents conceptual framework of this study in this chapter.

#### **Reading Comprehension**

Reading comprehension is a complex process that involves many different variables and factors (McKee, 2012). “We define reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language” (Snow, 2002, p. 11). The definition shows that many aspects have relations with reading comprehension. The students might have significant difficulties comprehending written text (Zein, Solis, Vaughn, McCulley, 2012). The lack of vocabulary can be the source of the problem. According to Nosratinia, Gaurabsari, and Sarabchian (2014), vocabulary learning strategies and autonomy significantly predict reading comprehension.

Reading, and specifically comprehension, is a complex endeavor that requires a variety of skills (Nayton, 2013). Further, Nayton asserts that comprehension is fundamentally the goal of both reading and listening. He mentioned that numerous theorists have sought to explain the specific skills that are most essential to reading comprehension.

### **Process of Reading Comprehension**

According to Griffiths, Sohlberg, and Biancarosa, (2011) comprehension process is the result from three levels in representation of the text's meaning. The first level is the sentence level representation. This level is sometimes called surface level. In this level words are literally written to make a text being read. The second level is the proposition level of representation. In this level, the reader takes the main ideas from the literal text. The third is the level of situation model. This is the highest level. In this level, the readers construct their understanding of the text and integrate and update what they already know about the topic into more complex and holistic conceptualization of the text.

Meanwhile, according to Perfetti and Stafura (2014), the components of comprehension involve the role of memory, the use of inferences, and the updating of mental models. Related to the comprehension process, Kulesz (2014) asserted that creating a coherent mental representation of the text and employment of comprehension processes depend on limited attentional as well as working memory resources.

### **Difficulties of Reading Comprehension**

Reading comprehension difficulties can be identified early in students' school careers, and that this may be the best time to intervene (Beach & O'Connor, 2014). Many factors that may have a role in problems related to reading comprehension, adopting an appropriate strategy of reading practice may have some effects in

improving the reading activities of the students and making the practices more appealing to the students (Erfanpour, 2013).

Nathan, Laurent, Sarah, Lee, Adam, and Nathasa, (February, 2016) said that “Comprehension relies on mastery of decoding; children who struggle to decode find it difficult to understand and remember what has been read. Because their efforts to grasp individual words are so exhausting, they have no resources left for understanding”. The following are the signs of difficulties in reading comprehension.

**Confusion about the meaning of words and sentences.** Some aspects can be the sources of confusion. They are as follow:

**Word.** The readers might have difficulties with words that have similar lexical forms, and they might mix between the meanings of pairs of words because they seem to be the same (Mehjadi, 2015).

**Sentences.** “*Many students* have comprehension problems because they have difficulty interpreting the meaning in sentences” (Boroughs, 2012, p.3 ). “Sentence complexity can create comprehension problems for struggling readers” (Scott, 2009, p.185). Many children spell to read with silent process, but after read they do not understand the meaning of the new sentence in the reading (Supriasmoro, 2013).

**Inability to connect ideas in a passage,** “Personal need for structure and reading comprehension skill may be connected to schema theory” (Munková, Stranovská, Schuller, & Mügllová, 2014, p.201).

**Lack of concentration during reading.** Students have weaknesses to pay attention to many controls, when they approach a reading task very passively (Boroughs, 2012).

The other difficulties that the readers have when reading text is they do not understand new sentences when reading the text. According to Boroughs (2012, p.6), “One reason they might have difficulty is because they are unfamiliar with the complex sentence structures that occur in written language that do not occur in oral language”. According to Sanahan, Mejer, Salvadore (2015) said that “Some students might have difficulties in reading comprehension such as phonological, and/or language processing”.

**Phonological processing.** Many poor readers have a specific weakness in phonological processing even through their other processing skills (auditory and language processing) are strong.

**Language processing.** Language processing includes a variety of language abilities including reading and writing. It is a broader term than phonological processing.

### **Metacognitive Strategies in Reading**

Reading strategies improve reading (Karami, 2008). According to Texas Reading Agency (2004, p.9), “A strategy is a general set of steps used to solve problems”. In beginning reading and literacy, problems can include learning how to decode unfamiliar words, how to read with sufficient fluency to maximize comprehension, and how to identify main ideas in narrative texts. In reading text,

students usually use metacognitive strategies. Metacognitive strategies refers to the process of considering and regulating one`s own learning (Reading with metacognition). The strategies can be used when they face problem in reading. They can use strategies to overcome better with the information to interact and assess which ones for use in the most appropriate times (Garcia, Ramayan, Sepe & Silor, 2014).

According to Timothy Shanahan (2010) there are metacognitive strategies that can help the students learn from the text. The strategies are:

**Activating prior knowledge/ predicting.** Students think about what they already know and use that knowledge in conjunction with other clues to construct meaning from what they read or to hypothesize what will happen next in the text. Activities related to the strategy are:

***Pulling out main ideas.*** Pull out a main idea from the text and relates the idea to their experience. Students` predict whether a similar experience might occur in the text.

***Halfway through the story.*** The Students predict what will happen at the end of the story. The students` explain how they decided on their prediction, which encourages them to make inferences about what they are reading and to look at the deeper meaning of words and passages.

**Questioning.** Students develop and attempt to answer questions about the important ideas in the text while reading, using words such as *where* or *why* to develop their questions.

A technique of practices for questioning strategies are for example, by putting words that are used to formulate questions (e.g., *where*, *why*) on index cards. The students` answer questions using these words.

**Visualizing.** Students develop a mental image of what is described in the text. A practice for visualizing is, first, students visualize what is described in the text and remember what they read. Second, the students examine objects placed in front of them, and later a picture depicting a scene. The students *visualize and describe what they saw*.

**Monitoring, clarifying, and fix up.** Students pay attention to whether they understand what they are reading, and when they do not, they reread or use strategies that will help them understand what they have read.

A practice for doing strategies are first, relate each strategy to a traffic sign (e.g., stop sign—stop reading and try to restate in your own words what is happening in the text; U-turn—reread parts of the text that do not make sense). Reading comprehension strategies on cards with their signs, and have students work in pairs to apply the strategies to text they do not understand.

**Drawing inferences.** Students generate information that is important to constructing meaning but that is missing from, or not explicitly stated in the text.

Activities to make students to practice these strategies are, looking for key words that help them understand text, and drawing inferences from such words. For example, a passage mentions “clowns” and “acrobats” is probably taking place in a circus. Second, students` identify key words in a sample passage of text and learn about the passage from those words.

**Summarizing/ Retelling.** Students briefly describe, orally or in writing, the main points of what they read. The strategy to practice summarizing is, the student describe the text in his or her own words to a partner or a teacher.

### **Advantages of Reading Comprehension**

“Positive associations formed from being read to be able lead to an increasing interest in books” (Crook, 2010, p.3). it was told that the system of education is not ready for employing other strategies and in the present condition intensive reading is more effective, because the final goal for the students` was getting a good mark and to be prepared for university entrance exam (Erfapour, 2013). Reading also helps to build concentration and attention skills

**Reading builds vocabulary.** In elementary school the students learned how to infer the meaning of one word by reading the context of the other words in the sentence. The students get the same benefits from reading a book. While reading books, especially challenging ones, the students will find themselves exposed to many new words e.

**Reading helps self-esteem.** The key reading benefits is that the more the students read, the more knowledgeable they become. With more knowledge comes

more confidence. More confidence builds self-esteem. So it's a chain reaction. Since the students are so well read, people look to them for answers. The student's feelings about themselves get better.

**Reading improves creativity.** Reading about the diversity of life and expose the students to new ideas and more information helps to develop the creative side of the brain as it imbibes innovation into reader thinking process, perhaps the best reading benefit of all.

### **Review of Related Studies**

There are some researches similar to the current research. Garcia, Ramayan, Sepe and Silor (2014) studied the students' difficulties in reading comprehension and their metacognitive strategies in analyzing the lesson in technology and livelihood education in the college of education. The method of the research used random survey to 30 respondents who were identified by putting their names on the bowl and were chosen by picking up. The Findings revealed that comprehension is very important to the Technology Livelihood Education students (TLE students). Reading comprehension is incredibly complex and multifaceted and TLE students used of metacognitive strategies to be aware of their thinking processes in reading comprehension.

The second study was conducted by Sideridis, Mouzaki, Simos, and Protopapas (2006) who deliberated the classification of students with reading comprehension difficulties: the roles of motivation, affect, and psychopathology. The method of research used quantitative research design with 87 students as the research



participants. The researcher used linear discriminant analyses. The results of this study is the students with reading comprehension difficulties could be accurately predicted by low cognitive skills and high competitiveness. The conclusion of the study is that motivation, emotions, and psychopathology play a pivotal role in explaining the achievement tendencies of students with reading comprehension difficulties.

The third study was conducted by Wise, Sevcik, Morris (2010) who studied the relationship between different measures of oral reading fluency and reading comprehension in second-grade students who evidence different oral reading fluency difficulties. The participants were second-grade students who were recruited for participation in different reading intervention studies. Data analyzed were from measures of nonsense-word oral reading fluency, real-word oral reading fluency, oral reading fluency of connected text, and reading comprehension that were collected at the pre-intervention time point. The result of the study is correlational and path analyses indicated that real-word oral reading fluency was the strongest predictor of reading comprehension performance in both samples and across average and poor reading comprehension abilities.

The fourth, Febriani (2011) carried out a study on improving reading comprehension through reciprocal teaching technique. It was conducted through action research. The instruments used in this research involved the English test sheet, observation sheets, and interview guidelines. The result shows the comprehension of the students in the text through reciprocal teaching technique has been improved, the post test result of the study in second cycle added 30 students who had been passed

the KKM or 81.08% students and derived mean score is 75.57. This means learning is generally positive.

Several previous related studies above were conducted in reading comprehension scope that show that reading comprehension bring many difficulties. The current research in EED of UMY also studied reading comprehension which focused on difficulties and strategies in reading. Similar method was applied in the current research which used quantitative design. The one with qualitative method added the wider scope in reading comprehension.

### **Conceptual framework**

Reading comprehension is process to understand about main idea in text which is read by someone. Reading comprehension needs concentration to understand idea, opinion, and theory from textbooks. This process is very important for increasing the level of reader, because reading is one part in English language learning. Reading comprehension needs strategies to overcome the problem.

Many people have difficulties in reading comprehension. The difficulties in reading comprehension probably deal with confusion of the meaning of words and sentences, inability to connect ideas in a passage, and lack of concentration during reading. Moreover, the other difficulties in reading comprehension are complex sentence structure, phonological, and language processing.

Strategies are solution for reader when they face difficulties in reading activities. The readers needs some methods to solve their problem in reading. The strategies which might comfort the reader for increasing their ability in reading are

activating prior knowledge/predicting, questioning, visualizing, monitoring, drawing inferences, and summarizing/retelling. The conceptual framework is presented in the following chart.

Table 2.1. Conceptual framework of the study

