

CHAPTER II

THEORETICAL REVIEW

2.1 Theoretical Review

2.1.1 Students' Difficulty

The capacity to read words is necessary for educational excellence, but the ability to interpret words and ideas are more critical (Catts et al., 2016). Only a few studies have looked specifically at the early detection of reading comprehension problems. Nonetheless, studies concentrating on the prediction of language reading ability could be useful in identifying children who are at risk of having reading comprehension problems. The problem is that students make mistakes during the teaching and learning activities. It occurs when students are bewildered, do not know, or do not comprehend the content that the teacher has delivered. In this case, students find it difficult to comprehend English reading is referred to as difficulty. In this case there are some issues encountered by students, those are difficulties the technique of comprehending English written texts (skimming and scanning).

- The Difficulties in Reading Comprehension

Reading difficulties are a subtle and difficult to describe condition. Because some students do not understand or are unaware of what they are reading. It means that some students struggle to understand what they are reading. Many problems that students faced in comprehending English text. The ability to understand or draw conclusions from the text is a common problem that students lack. Among these difficulties are (Oakhill et al., 2014):

- a) Students Difficulties in Skimming of English Written Text

1. Identifying the primary idea of the text

The key idea is a remark that communicates the author's perspective on the topic. Understanding a sentence or shorter selection requires locating the primary concept. The primary idea is typically found in a sentence; it is most

often found in first statement, although it can also be located in the middle or at the conclusion. As a result, locating the key idea may be more challenging. Students may become bewildered as to what a passage's key theme is and where it is positioned.

a. The First Sentence

The most common placement of the topic is the first in the paragraph. In this type of paragraph, the author first states his/her main point and then elaborates the idea. In this type of paragraph, the author employing a deductive thought pattern in which statement is made at the beginning and the supported through the paragraph.

b. The Last Sentence

The second most common position of the topic sentence is in the last paragraph. In this type of paragraph, the author leads or builds up the main idea and then directly states it in a sentence at the very end.

c. Middle of the Paragraph

Another common placement of the topic is in the middle of the paragraph. In this case, the author builds up to the main idea, states it in the middle of the paragraph, and then goes on with further elaboration and detail. In this research, students' difficulties mean when the students cannot find the main idea. Finding the main idea is important information that tells more about the overall concept of a paragraph or section of a text. Without the main idea, the passages would be only a collection of unconnected ideas or thoughts.

2. Drawing conclusions from the text

When making inferences, students are required to interpret the message in attempt to discover the inference of the claims in the text. In order to make inferences, readers must practice connecting textual hints with background experience. This implies that textual information will help pupils make assumptions and drawing conclusions.

b) Students Difficulties in Scanning of English Written Text

1. Using the text to deduce the meanings of specific words

The final type is information or detail questions. It is used to assess students' comprehension of material directly stated in the text. Some of students usually difficult in distinguishing between important and minor details. Lack of concentration while reading could be the matter in comprehend the text. In this case, students' ability to master vocabulary to interpret a meaning in a paragraph.

2. Vocabulary

Vocabulary is acquired both incidentally and intentionally through explicit instruction in specific words and word-learning strategies. The importance of vocabulary in language cannot be overstated. The quotations indicate that vocabulary is the most important aspect of language. Language is the expression created by words or vocabulary. Words are tools for thinking, expressing ideas and feelings, and learning about the world. Vocabulary is an important part of language learning. It is associated with four skills: listening, speaking, reading, and writing.

The students' vocabulary is influenced by two factors. They are classified as intrinsic and extrinsic factors. Intrinsic factors are those that come from within the students, such as motivation, interest, patience, and so on. Extrinsic factors are those that come from students and have an impact on their learning process, such as economic background, learning material, teacher performance, and teaching method. So that, the vocabulary influence the students in making meaning the text. Because if students do not the meaning they will hard to find out or making inference of the words like antonym, synonym, etc.

There are two types of reading difficulties, according to (Lopez & Campoverde, 2018). First, basic reading problems occur when a person struggles to comprehend the connection between audio, words, and sentences. Then, reading poor comprehension occur when a person is unable to absorb the definition of words, sentences, or passages.

Reading comprehension is comprised of two components: decoding ability, which is often activated by reading ability, and linguistic ability. Meaning accessibility, reasoning, and coherence were crucial to comprehension. (Zhang et al., 2014). Following this model, it is possible to deduce that problems with reading comprehension might arise as a consequence of poor word comprehension, poor language comprehension, or both. This prediction has been supported by research. Some of the difficulties in determining the root of reading comprehension impairments in children, for example, can be linked back to vocabulary knowledge.

There are some factors affecting of students skill in reading comprehension that make them difficult in reading comprehension, those are :

- a) One of the factors influencing learners' reading comprehension is the complexity of the texts. This aspect be influenced by the readers' grasp of the language and also their perception of its numerous uses and meanings. Because learners hear things and build a broad vocabulary, verbal abilities are vital in establishing as proficient a reader could be. A large amount of vocabulary aids learners in explaining unfamiliar words by utilizing context-based opinions.
- b) The next component is associated with the environmental factors that influence students attempting to read a text. The reader in an unorganized environment may have more difficulty understanding a text than people who read in a quiet and regulated setting. When learners are in risk environment, it is difficult for them to concentrate on their reading. Their reading comprehension abilities will improve when they are in safe environments. When there are noises, readers lose concentration and lose their ability to understand the text.
- c) Then, the third factor is related to the dread experienced in reading apprehension. Exams, classwork, or worksheets might place greater strain on readers' reading than reading with pleasure. Exams have a good impact on certain pupils, while the pressure to complete a reading assignment.

- d) The fourth component is the enthusiasm and desire of the learners. The enthusiasm and motivation of learners are essential for developing reading comprehension. Learners may struggle to concentrate on their comprehension if the reading material is monotonous. As a result, readers' reading comprehension may worsen. Students can understand and retain the reading material if it is engaging to them.
- e) The fifth factor is the speed with which words are decoded or recognized. Students that struggle in decoding and comprehending words read slower and get a more hard time comprehending chapters, than those who do not have decoding difficulties. It has been stated that vocabulary influences reading comprehension because Decode ability are used by readers to determine the sound and definitions of words that never had before. People having an expanding vocabulary can explain the meaning of new words and read passages more quickly than others who must assume the meaning of unfamiliar words.
- f) The last medical-related factors issues. Poor comprehension ability possible linked with medical problem which is not handled until the learners reach a certain age. Untreated neurological condition, cognitive impairments, and deafness are examples of this.
- **The Difficulties in Using Reading Comprehension Technique**

Learners who do not have good reading strategies typically fail to understand the content. Students who really are unfamiliar with reading strategies such as skimming and scanning will be disheartened and dissatisfied since they do not have the tools necessary to pass the practice test.

Based on (Deveci, 2018) students have difficulties with skimming and scanning just as they do with reading in general.

These are few examples of the difficulties in skimming and scanning:

- a) Many students interpret each word they come across in the expectation it will be the only method they will grasp what they will be read. When learning new language structures, several people follow the usual technique. It will be more challenging for students who did not receive enough education earlier to their university studies about how we comprehend during our daily lives including for academic objectives to develop diverse reading abilities. They could just be resistant, or they could be unable to understand the rationale behind skimming and scanning. Language students may also be able to accomplish some abilities in their original language and were unable to apply it to the new language as a result. When presented with English literature, individuals may just forget what they normally do in their L1 and instead attempt to understand every word in the materials they must read.
- b) Learners might read the full material before thinking about the headline, visuals, or issues. Thus inhibits students in guessing the information from the text and from elevating the conceptual frameworks in relation to the subject matter and lexis.
- c) Several learners often fail to establish assumptions even starting to read.
- d) Many students do not read each questions properly during an examination. Learners begin to read the text as soon as they get it. They frequently pay close attention to superfluous details as a result of the inability to first analyze the issues, resulting on strict deadlines. As a result, they will struggle to complete the questionnaires, and a few of their responses will be inaccurate. All of that is exacerbated by the pressure of finishing the exam on time.

2.1.2 Definition of Reading

Reading is the fundamental skill that underpins all others, including writing, speaking, and listening. In order to gain better results in the learning process, students must read extensively and comprehend the reading material.

Like in Holy Quran surah *Al Alaq* verse 1-5:

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (١) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (٢) اقْرَأْ وَرَبُّكَ الْأَكْرَمُ (٣)
الَّذِي عَلَّمَ بِالْقَلَمِ (٤) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (٥)

Meaning: “Read: In the Name of your Lord who created (1). Created man from a clot (2). Read: And your Lord is the Most Generous (3). He who taught by the pen (4). Taught man what he never knew (5).” (Itani, 2016)

According to (Qrquez & Ab Rashid, 2017) reading is essential to our educational, occupational, recreational, and social lives. Reading is highly regarded and essential for social and economic advancement. According to (Peter, 2017) reading is a skill that is learned through conscious effort, and the process usually begins in the first language (L1) around the start of formal education, with a very high proportion of the population succeeding in the task. (Hassan, 2016) Like in hadiths *arba'in nawaiyah* 36:

وَمَا اجْتَمَعَ قَوْمٌ فِي بَيْتٍ مِنْ بُيُوتِ اللَّهِ يَتْلُونَ كِتَابَ اللَّهِ وَيَتَدَارَسُونَ بَيْنَهُمْ إِلَّا نَزَلَتْ عَلَيْهِمُ السَّكِينَةُ وَعَشِيَتْهُمُ الرَّحْمَةُ وَحَفَّتْهُمُ الْمَلَائِكَةُ وَذَكَرَهُمُ اللَّهُ فِيمَنْ عِنْدَهُ، وَمَنْ بَطَأَ بِهِ عَمَلُهُ لَمْ يُسْرَعْ بِهِ نَسَبُهُ. رَوَاهُ مُسْلِمٌ بِهَذَا اللَّفْظِ

Meaning: “From Abu Hurairah *radhiyallahu 'anhu*, from the Prophet *sallallahu 'alaihi wa sallam* said: No people gather together in one of the house of Allah, reciting the Book of Allah and studying it among themselves, without tranquility descending upon them, mercy enveloping them, the angels surrounding them, and Allah making mention of them amongst those who are with Him. Whosever is slowed down by his actions will not be hastened forward by his lineage.” (HR Muslim no. 2699).

The process of processing textual information in order to recover the intended meaning of each word, phrase, and sentence is often defined as reading. There are genres of literature in which the author purposely leaves some room for interpretation. Authors generally want their readers to understand what they're trying to communicate and to comprehend every word in the text (Rayner et al., 2016).

In comprehend a phrase, one must visually scan its constituent words, identify and access their phonological, orthographic, and semantic representations, then connect various representations to produce a comprehension of the underlying meaning of the sentence. Similarly, in addition to understanding a book as a whole, the reader must process and connect separate concept units, which should result in the formation of a coherent mental image of the text (assuming everything goes well). (Kendeou et al., 2014).

2.1.3 The Purpose of Reading

Reading is a purposeful activity. Reading's objective is to relate the ideas in the text to what you already know. Reading can be used to discover new knowledge or to reaffirm previously held beliefs. Reading can also be done for enjoyment or to increase one's grasp of the language being read. Reading is essential in public life. Reading keeps a person informed about his country's political, social, economic, and cultural challenges. What we read influences our attitudes, beliefs, norms, morality, perceptions, and general conduct. It has an impact on our ideas and actions.

There are some purpose in reading, such as (Grabe & Stoller, 2013):

1) Reading for basic information

Reading, in general, seeks to provide information in a straightforward manner. Some experts regard this process to be a reasonably separate cognitive function. This is frequently used as a criterion for determining a person's reading aptitude. Text scanning is used to find information, specific meanings in a sentence, paragraph, or phrase.

2) Text-based learning through reading

Reading to learn is most common in academic and professional settings where a person must learn a substantial amount of knowledge from a text

3) Reading for data integration

Additional decisions must be made concerning the relative importance of complementary, mutually supportive, or contradicting information, as well as the anticipated reorganization of a rhetorical frame to accommodate information from numerous sources, in order to integrate information.

4) General Comprehension

Comprehension ability is carried out using the most fundamental reasons for reading, which underpin and support the majority of other reasons for reading. Furthermore, most people assume that general reading comprehension is more difficult than it is.

2.1.4 Types of Reading

According to (Rashid, Wang Hui, 2021) there are some types of reading, such as:

a) Intensive Reading

Intensive reading is a style of reading that concentrates on idioms or language taught by the instructor and can be found in poems, novels, or sources. Intensive reading is a type of reading in which readers who do not have language knowledge must be aware and focus on the text, semantics and context understanding because the goal is to gather such information. To put it another way, intensive reading requires students to find words, identify their contents, and eventually identify an appropriate reading. Under the supervision of the teacher, engage in reading activities, namely linked to further language learning. Control from a teacher is required in this type of reading, and will supply a safe environment for elucidating structural problems and the expanding one's vocabulary.

b) Extensive Reading

Extensive reading is a bilingual education technique in which learners are encouraged to read a huge amount of literature in order to attain wide knowledge.

The goal is to like the text while learning; many educators, scholars, and reading professionals have described comprehensive reading in different ways. In terms of language instructions “extensive reading” refers to a certain type or forms of reading. As a result, significant reading is required to get a comprehensive comprehension of a language.

At this moment, the teacher does not have complete control over the activity. Students must read independently of the teacher. Extensive reading exercises aim to educate children how to read freely and fluently without the assistance of a tutor. He will be familiar with the test's format, and new terminology will be taught progressively so that its meaning may be deduced from context.

c) Aloud Reading

Aloud reading is defined as reading in a loud and clear voice. Aloud reading prevents students from self-pacing their reading, which involves freely regulating their reading speed and navigating freely across the text to reread a passage or read ahead. Instead, students in the aloud reading condition must adhere to a set pace, namely the one imposed by reading aloud for peers (the reader must articulate clearly and smoothly in order for his/her peers to properly follow the reading).

d) Silent Reading

The aim of the silent reading activity is to train students to read without using their voices so that they can concentrate their attention or thought to comprehend the texts. Silent reading allows students to read at their own pace. As a result, silent readers can control the speed of their reading.

2.1.5 Reading Comprehension

Reading comprehension is a difficult undertaking that requires the synchronization of several cognitive skills and abilities. The ability to read text, process it, and comprehend its meaning is referred to as reading comprehension. An individual's ability to grasp a text is influenced by their natures and capabilities, one of which is the ability to draw inferences (Oakhill et al., 2014).

Learners that enjoy reading and devotes a significant amount of time to read will be able to write well. Reading helps students enhance their vocabulary and writing skills. A pupil who is unable to read, on the other hand, would fight with the learning experience. According to (Robinson et al., 2019) this includes a lack of vocabulary, problems in education fields, and general issues in mastering English. As a result, reading comprehension should be given more emphasis, particularly in EFL classes.

Reading comprehension is a vital skill that helps students enhance their various academic assignments. It helps individuals decode a text, analyze, explain, and communicate their own ideas regarding written materials. In order to struggle with the academic responsibilities imposed to them by their teachers, students should develop a solid ability to interpret textual materials. The major purpose of reading comprehension is to assist children in improving their reading skills and comprehension so that they can become skilled readers. (Pourhosein Gilakjani & Sabouri, 2016).

Reading comprehension is critical not only for understanding the material, but also for wide learning in academics and in work. SMS, email, social networks, and even our own social lives are examples. Reading comprehension necessitates adequate cognitive abilities. Of course, every reader must be able to recognize each reading that is read in terms of decoding the words in the text. Similarly, strong reading comprehension will be dependent on general language understanding.

Language comprehension entails more than just understanding individual words, it also entails active engagement with the content in order to form a mental representation. To extract and construct meaning, successful comprehension necessitates the coordination of skills at multiple levels. The complexity of a reading is determined by the completeness of the language utilized. The primary distinction between the two is the use of language in formal and informal contexts, which has different structures and uses. Originally, daily dialogue was used to fulfill daily activities and convey personal information.

The researcher concludes from the explanation above the process of receiving the meaning of the content as well as all information about the issue in the text is known as reading comprehension. In reality, because English is a foreign language, students find it difficult to read an English text. Many readers are unable to grasp the author's intention due to limitations in thinking and interpreting the meaning of words and sentences. As a result, in order to understand the author's idea, the reader must pay close attention while reading the text.

2.1.6 Reading Comprehension Process

Reading is a psychological activity that is active and dynamic, as opposed to a passive and mechanical one in which the reader utilizes what he has learned to comprehend the reading information (Zhao & Zhu, 2012) as follow:

a) The Nature of Reading Comprehension

Theorists disagree on the nature of reading in this example, with some interpreting it as a passive (bottom-up) decoding process. Reading is primarily thought of as a decoding process in which the author's intended meaning is reconstructed by identifying printed letters and words and constructing a meaning for a text from the smallest textual units at the bottom (letters and words) to larger and larger units at the top (phrases, clauses, intersectional linkages). This is referred described as a bottom-up or text-based view. Reading is a decoding process. As a result, the teacher concentrates on word analysis when instructing. It can surely help pupils memorize new words or phrases while reading, creating a firm basis for students' reading and learning English.

b) Schema

Schema is a term used in psychology and cognitive science to describe a systematic pattern of thought and action. Schemas influence attention and absorption of new information. People use schemas to organize prior information and offer a foundation for future understanding. Language comprehension is heavily reliant on the reader's past knowledge. The text itself has no meaning; rather, it refers the reader to previously learned

knowledge that is required to extract meaning from the text. A schema is a collection of previously acquired knowledge.

Reading comprehension is a remarkable achievement of balancing and combining multiple abilities in a very complicated and quick set of processes that appear easy and joyful to the fluent reader. In fact, unless there is a comprehension difficulty, all of the activities outlined here take place in working memory and are quite quick (Grabe & Stoller, 2013).

The reading processes that occur every two seconds as we read. Fluent readers, on average, do the following in every two seconds of reading:

1. Pay close attention to and recall the meanings of eight to ten words.
2. Extract information from a clause and create a meaning unit by parsing it.
3. Figure out how to include a new meaning unit into the growing text model.
4. As needed, double-check the information's interpretation based on their goals,
5. Feelings, attitudes, and underlying assumptions.
6. Monitor their comprehension, make appropriate inferences as needed, adjust
7. Strategies as needed, and clarify misunderstandings as needed.
8. Resolve ambiguities, correct issues, and analyze text information as appropriate

Talk about the models of reading comprehension process, those are; bottom-up, top-down, and interactive reading models, particularly in second language discussions. These models are metaphorical generalizations derived from four decades of comprehension research. As a starting point for thinking about reading. These models are useful in terms of comprehension; however, they do not not clarify more recent research breakthroughs

- a) According to bottom-up models, all reading follows a mechanical pattern in which the reader generates a piece-by-piece mental translation of the information in the text with little interference from the reader past

knowledge. In the worst-case scenario, the reader goes through each word letter by letter, each sentence word by word, and each paragraph sentence by paragraph.

- b) Top-down models assume that reader goals and expectations drive the majority of reading. Again, this is a broad and metaphorical viewpoint. Top-down models show the reader as having a set of assumptions about text information and sampling enough text information to validate or reject these expectations. To do this efficiently, the reader focuses his or her sight to the most likely locations in the text where relevant information might be obtained.
- c) As a general metaphorical explanation, interactive reading models are used. The essential notion behind this point of view is that helpful bottom-up ideas can be blended with key top-down ideas. As a result, word recognition must be swift and efficient, and background information, as well as inferencing and predicting what will happen next in the text, are critical for text comprehension.

2.1.7 Reading Comprehension Technique

a) Skimming

Although we have demonstrated that many aspects of speedreading training are unlikely to be effective, some aspects may be used adaptively to process text more efficiently. Reading faster necessarily entails skimming rather than reading a text in its entirety. One goal of skimming a text is to get a general idea of what in it and to extract the important information (Rayner et al., 2016). Skimming refers to looking solely for the general or central ideas, according to (Beale, 2013). When a person is concerned in locating vital facts and essential details rather than entire comprehension, they use skimming.

Skimming comprehension may be improved by paying attention to headings and spending more time at the beginning and finish of paragraphs. Each professional field has a plethora of materials; students must be trained to be selective.

There are some steps of skimming by (Cullen, 2015) that would be prepared by the students in the text, such as:

- a. Read the title.
- b. Read the introduction.
- c. Students should read the subheadings and consider how they relate to one another and the title.
- d. Each paragraph's first sentence should be read by the students.
- e. The students reread the text in search of clues about its content and significance. Words that answer who, what, when, why, and how are examples of such clues.
 - Appropriate nouns
 - Numbers Adjectives like best, worst, most, good, and nice.
 - Font changes such as italics, underlining, and boldface
 - The last paragraph was read by the students.
 - Students should finish reading as soon as possible.

Students will be able to choose what is worth reading using skimming strategies.

Methods of skimming include:

1) Pre-view

By preview, the learner can judge whether a book or article was written by a professional in a certain topic and whether it provides the information he or she is seeking for.

2) Overview

Overviewing allows the learner to learn about the material purpose and breadth, as well as areas of particular interest to them.

3) Survey

The survey will provide the student with an overview of the material. Skimming, in a nutshell, is the capacity to read rapidly and selectively in order to obtain a general knowledge of the subject.

b) Scanning

Based on (Ways, 2014) scanning is a method of triggering and extracting critical information and ideas such as names, numbers, and specific facts. When individuals scan a text, they're usually looking for organizers like strong print, writing, numbering, colours, and signal words like first, second, etc. Students will understand the content quickly and fast using this strategy. The students will concentrate on the core idea and specific details, which will assist them in quickly comprehending the book.

A decent scanning technique necessitates a few steps in order to achieve an efficient and effective reading result. Scanning consists of five steps, which are as follows (Sinaga, 2003):

1. Keep in mind all of the facts or pieces of information about what you want to find.
 - Make a list of all the information you want to look into.
2. Begin at the beginning of the selection and move the eyes in a systematic and quick manner:
 - Draw a bow in the middle and run down to the page.
 - In a S or Zigzag pattern.
3. Use any headings or subheadings, bold type, and italicized words to quickly locate the section of information that contains the specific information.
4. Once key words or phrases have been identified, read around them to see if the information is present.
5. Make a mental or written note of the information you've discovered. Choose another piece of information to look for and repeat the process.

Making questions about the text in a certain number of minutes helps students improve their scanning skills. The role of the teacher is also important in this process, particularly in guiding students to achieve the best, most effective, and efficient results.

In other side Cullen also told how to scan a passage. There are steps of scanning that would be prepared by the students in reading the text, such as:

1. After reading the text, the students must look study the questions at the end.
2. Students must search for key words or ideas.
3. Students go back and look up each vocabulary term and reread the definition from the book.

For specific pieces of information (for example, when we seek for a phone number, what's on TV at a specific time, or quickly scan through an article looking for a name or other detail). This skill implies they don't have to read every word and line; in fact, doing so would hinder them from effectively scanning. When scanning, students hunt for detailed information within a text, such as dates, names, and locations, among other things, and is characterized as the capacity to quickly identify certain facts and details (Aritonang et al., 2019). It is a valuable reading ability that is taught in the vast majority of development reading courses. Scanning enables students to quickly locate specific information from the material, such as the definition of a word in a dictionary, the heading under which requested information occurs in an index, statistical data in tables, charts, or graphs, and responses to detailed questions from the text.

2.2 Related Studies

There are many researcher conducted research about students' difficulties in reading comprehension. The reason is to know the students' factors in reading English text and how the process that teacher guide in the class. Here are some researchers who have done conducted research about texts analysis and errors analysis, for example:

- 1) The first related study from (Yulianti, 2014) with the title "*Improving the English reading comprehension ability of grade 8 students at SMPN 3 Gedangsari in the academic year of 2013/2014 through extensive reading activities*", who investigated students in reading comprehension through extensive reading activities. The text written by the eight grade in SMP Gedangsari. The aim of the study is to increase grade eight level reading comprehension at Gedangsari. The research design used in this study was action research, and the main instrument of data collection are class observation, interview, and some test (pre-test and post test) to get the result of students ability in reading comprehension through extensive reading activities. The author used Burns theory in analyzed the data by assembling, coding, and comparing the data main finding of the research is extensive reading activities were used successfully to improve students' reading comprehension. Extensive reading activities, such as book flood activity, sustained silent reading, quick book report, star box activity, and group work, were effective in improving students' reading comprehension. As a result, the students were able to better understand the text as a result of those activities. The use of the book flood activity and the star box activity were effective in terms of piqueing the students' interest and attention. The difference both of the research is Yuliantis' research try to attract and motivate students to like reading and proficient in vocabulary to improve reading comprehension whereas this research focus on students faced in reading comprehension.

- 2) The second related study by (Torppa et al., 2020) with the title “*Reading comprehension difficulty is often distinct from difficulty in reading fluency and accompanied with problems in motivation and school well-being*”. It investigated whether difficulty in reading comprehension (PISA) differs from difficulty in reading fluency, and whether the two forms of reading difficulties are connected with learning motivation, school burnout, and school enjoyment in different ways. This research was conducted by qualitative with 1324 Finnish-speaking ninth graders. The outcomes of the study indicate that reading difficulties do not always occur and are not always connected with learning motivation concerns. Only reading-related learning motivation was linked to the single reading fluency issue, whereas reading comprehension issues were associated with worse overall task-focused behavior, math and science task values, and challenges with student well-being at school. The difference with this research is the variable. This research only focus on difficulties in reading comprehension, while Torppa in two research focus such as difficulties in reading and fluency comprehension.
- 3) The third related study from (Collins et al., 2018) with the title “*Comparing Students With and Without Reading Difficulties on Reading Comprehension Assessments: A Meta-Analysis*”, the origins of diversity in reading comprehension test scores were explored, with an emphasis on learners who struggled with reading. The purpose of this meta-analysis was to examine if the achievement gap between learners with reading difficulties and typically developing learners differed depending on the reading comprehension answer type used. In her investigation, the author employed a variety of techniques. According to the research, utilizing alternative response formats may cause variability in reading comprehension test scores, as indicated by oscillations in the achievement gap between learners with reading difficulties and their typically developing classmates across response styles. Despite the constraints of the study and the potential influence of reader.

The reader characteristics and evaluation methodologies, the researcher findings provide persuasive evidence for differences in student outcomes across answer styles. The difference between both of research is Collins' research using two characters in sampling with the different cases. In other side I just use one case that is difficulties in reading comprehension.

- 4) The fourth related study from (Clemens et al., 2017) with the title "*The Prevalence of Reading Fluency and Vocabulary Difficulties Among Adolescents Struggling With Reading Comprehension*". The goal of this research was to find out more about the incidence of concurrent and particular reading fluency and vocabulary issues in teenagers with low reading comprehension. In this investigation, the randomized controlled trial approach was applied. The findings show that a considerable number of teenagers with reading comprehension challenges require help in core skill and knowledge areas that secondary educators may not consider instructional priority. The findings add to a growing body of evidence suggesting the majority of teenagers who struggle with reading comprehension have inadequate reading fluency, vocabulary knowledge, or both. The difference both of the research is the source data in sampling or key informan of the research.
- 5) The fifth related study come from (Catts et al., 2015) with the title "*Early prediction of reading comprehension within the simple view framework. Reading and Writing*". The study sought to determine how well kindergarten word reading antecedents and oral language predicted third-grade reading comprehension. In this study, the researchers employed the basic view framework to evaluate the early prediction of reading comprehension ability. Multiple measures were used in the research design for this study. The research focuses on first-year kindergarten and third-grade students in elementary school. This research has significant implications for the early diagnosis of reading comprehension problems.

Simple view components in kindergarten, as well as second-grade word identification, accounted for approximately 90% of the variance in third-grade reading comprehension, according to the research. The distinction between the two types of research is the purpose of the research and the methods of the investigation.

