CHAPTER II
LITERATURE REVIEW

A. Concept of Reading Skills

1. Definition of Reading Skills

a. The Nature of Reading Skills

Reading is an essential skill for learners of English as a second language. It stands out as the most vital skill for them to excel not only in English learning but also in other subjects that necessitate reading in English. Strengthening reading skills will propel learners to achieve more substantial advancements and progress in various learning domains.[1] The act of reading establishes connections between different ideas and is geared towards acquiring information from the material being read.[2] To learn a language, particularly English, acquiring the ability to read is imperative, as it plays a pivotal role in enhancing knowledge during the process of learning English as a foreign language.

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[1] David. Nunan, *Practical English Language Teaching*, Fiirst Edi (New York: McGraw-Hill/Contemporary, 2003). p.69

[2] Doung Dara, „Investigating English Reading Comprehension Problems of Cambodian High School Students", *American International Journal of Social Science*, 8.3 (2019) <https://doi.org/10.30845/aijss.v8n3p8>. p,52

Reading can be described as an individual's total interaction with symbolic information. It is a communication process that requires a set of skills. The activity of reading is carried out to understand ideas, whether explicit or implicit, in a text. As a reader, it is crucial to maintain an objective mindset.[3] Therefore, reading is more of a thinking process than just a mechanical exercise. The ability to read effectively requires a logical sequence of thinking or logical thought patterns, and consistent practice is needed to reinforce it in the mind. In the reading process, individuals not only decipher words into meaning but also organize them into comprehensive understanding. This understanding involves interpretation and analysis of the information presented in the text. An effective reader can connect information obtained from various parts of the text, identify specific patterns, and formulate a profound understanding. Reading skills also encompass the ability to read critically, meaning the capability to evaluate

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[3] Riyanti. P.4

information, question perspectives, and construct arguments based on reading materials.[4]

In the foreign language learning process, reading proficiency is also considered something teachers expect students to possess.[5] Reading occurs when an individual looks at a text and assigns meaning to the written symbols within that text. According to Grabe, reading can be interpreted as a way to extract information from a text and form an interpretation of that information.[6] Reading is not just the act of reading; it involves thinking and proficiency in other language skills, especially when reading texts in English. Without utilizing these skills, an individual may experience misunderstandings in comprehending the message conveyed by the author in the text.

By elaborating on the above definition, it can be concluded that reading is an active activity aimed at building the reader's comprehension. Through reading, readers can understand the content of the text and the

[4] Tarihoran. p.3

[5] H. Douglas Brown, *Language Assessment Principles and Classroom Practices* (San Francisco: Prentice Hall, 2003).

[6] Grabe and others.

ideas the author intends to convey. Reading also plays a crucial role in our daily activities. Through reading, we can access information, acquire knowledge, and gain an understanding of the developments in the world around us.

b. The Aspects of Reading

The students need to grasp five elements of reading to understand a text effectively. These include identifying the main idea, locating references, making inferences, extracting detailed information, and understanding vocabulary. These elements are considered challenges that students often face when trying to comprehend a text.

1) Determining Main Idea

When we talk about the main idea in a text, we are referring to a statement that presents the author's perspective or main concept regarding a specific topic. Generally, the main idea tends to appear in the opening sentence, although there is also a possibility that it may be found in the middle or the final sentence of the text. However, the varying placement of the main idea can pose a

challenge for students. They may encounter difficulty in pinpointing where exactly the main idea is located. This difficulty may arise because students need to actively analyze and identify the core of the text they are reading.

Certainly, mastering this skill requires practice and a solid understanding of how to extract key information from a reading. Bycomprehending where the main idea can be found and how to identify it, students can overcome these challenges and more effectively grasp the essence of a text.

2) Locating Reference

A reference is a noun that precedes a pronoun, and an antecedent is a word or phrase referred to by the pronoun. In the effort to identify references, it is expected that students understand the purpose of using pronouns in sentences, including the use of pronouns that indicate specific people, places, or situations.

This understanding is crucial in reading and interpreting sentences correctly because grasping references helps readers track the relationship between pronouns and the objects they refer to, making the meaning of the sentence clearer and more contextual. Therefore, developing this skill can enhance students' ability to comprehend texts more effectively.

3) Understanding Vocabulary

In the reading process, students are expected to comprehend every word in the text. They develop their reading knowledge by methods such as looking up the meanings of new words in the dictionary and guessing the meanings from the context. Students also make general predictions about the meanings of words by making predictions based on the context. This approach aids students in understanding the meaning of a sequence of words without having to constantly refer to the dictionary for each new word.

However, vocabulary comprehension often becomes one of the obstacles for readers in understanding the material. Therefore, the development of reading strategies, such as creating predictions from the context, can help students overcome this challenge and enhance their ability to comprehend texts more effectively.

4) Making Inference

Making inferences means that students are expected to understand the text to draw conclusions from the statements within it. As readers, they need to practice combining cues from the text with their background knowledge to make inferences from the text. In this context, the cues in the text will help students form assumptions and make inferences from the text being read, enabling them to answer questions within the text. Nevertheless, in its application, students often encounter difficulties in finding direct conclusions from the text.

5) Detail Information

Detail questions or information questions are typically the last type of questions found in reading tests. The purpose of these questions is to assess students' ability to comprehend material directly stated in the text. In understanding and answering detail questions, students can employ the scanning strategy. Additionally, to locate the answer to detail questions, readers can take note of or underline the keywords in the question and then search for synonyms of those words in the text.[7]

2. Levels of Reading

Comprehension is a mental activity, so comprehension is an active thinking process that relies not only on comprehension itself but also on the experiences and prior knowledge of students. Various levels of understanding can be identified, and higher levels of comprehension will evidently involve higher levels of thinking.

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[7] Nuttal Christine, „Teaching Reading Skills in a Foreign Language", 1982, p. 64 <https://archive.org/details/teachingreadings0000nutt_z9a3> [accessed 27 February 2024].

a) Literal reading

Literal comprehension in reading becomes an essential foundation for achieving a more complex understanding. By comprehending the factual information explicitly presented in the text, the reader gains a strong basis for delving into deeper levels of comprehension. Although literal comprehension provides information directly conveyed by the text, its significance cannot be overlooked.

The reader's ability to capture details such as the main character's name and occupation establishes a solid foundation for engaging in higher levels of comprehension. Literal comprehension not only offers a basic overview of the text's content but also opens the door to interpreting more complex meanings and connecting them to a broader context. Thus, literal comprehension serves not only as an initial step but also as a critical groundwork in the journey of comprehensive and profound reading.

b) Inferential level

The inferential level opens a broader window in the process of reading comprehension. It involves the reader's ability to read between the lines and form a deeper understanding of the situation and emotions of the characters. For example, readers can draw the conclusion that the main character is angry based not only on what is said but also on their actions.

Being able to operate at the inferential level signifies a higher level of reading skills, where readers can integrate explicit information with previous knowledge and experiences to achieve a more comprehensive understanding. By recognizing nuances and meanings that are not always directly stated in the text, readers can enrich their interpretations and gain deeper insights into the story or information conveyed. As a result, the inferential level opens the door to a better understanding of the broader context of a text.

c) Critical reading

Reading critically is an essential step before engaging in critical writing activities. This learning

guide outlines the importance of critical reading and provides suggestions on how to become a more critical reader. In this process, readers have the ability to carefully assess the content of the reading material.

For example, readers can develop the ability to recognize a writer's effective writing style, discern when certain statements in the text are biased or incorrect, appreciate the author's perspective, and compare and contrast information with other facts they have read elsewhere. Additionally, they can reflect on the extent to which the presented opinions are significant. By understanding these elements, readers can cultivate a deep skill in critical reading, laying a strong foundation for exploring or formulating critical thoughts in their own writing.[8]

3. Reading Techniques

a) Skimming

The implementation of the skimming technique is not just about saving time, but it also provides benefits in understanding and using information more

[8] P. Westwood, *What Teachers Need to Know About Reading and Writing*, First Edit (Victoria: ACER Press, 2008).

efficiently. Choosing the right reading strategy can make the reading process more effective, especially when faced with reading comprehension tests or when searching for key information in the text.

In this context, understanding that not all details in a text need to be deeply digested to answer reading questions or grasp the main ideas can help readers focus on essential aspects. This also addresses the issue of quickly forgetting information that has been read, as focusing on the core message and main ideas helps retain comprehension.

The importance of reading in everyday life to seek information or knowledge from various sources, including English-language textbooks, articles, or magazines, makes the skimming technique a useful tool for efficiently extracting information. By examining the example of applying skimming in writing a book review, it can be concluded that this technique not only saves time but also provides sufficient understanding to compose reviews with a general overview, main ideas, or effective summaries..

b) Scanning

Scanning is a technique of skimming quickly, but carefully with the aim of finding and obtaining certain information or special facts from a reading. Scanning is used to look for certain information or facts that are used to look for certain information or facts that are useful for answering a question or request. Scanning is the act of looking at a text to find specific information. The analogy is like making our eyes see everything but without stopping at one point. The scanning method of reading involves reading quickly to grasp the meaning. We go through the entire text but without delving into too much detail.[9] In everyday life, scanning techniques are used for the following purposes; find a particular topic, select a television show, find a word in the dictionary, look up a phone number, and look up an entry in the index. When scanning, look at the writing marks used, for example numbering, alphabets, words

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[9] Kumkum Bhardwaj, „Professional Communication", 2008, p. 162 <https://books.google.co.id/books?id=cjh1atNuAssC&lpg=PR3&hl=id&pg=PR3#v=onepage&q&f=false> [accessed 21 February 2024].

in bold, italics, or different sizes, printing styles, or colors.

In daily reading activities, scanning techniques can be used for the following things:

1. Look up the phone number in the phone book.

2. Search for a specific word entry in the dictionary.

3. Search for pages in the magazine/book table of contents.

4. Look for information about a term in the encyclopedia.

5. Look for entries or references to something in the book index or glossary.

6. Look for data in a statistical or industry publication.

c) Inference

Inference is the process of gathering clues and reading between the lines of a text. Conclusions can be drawn based on evidence, deduction, and reasoning. Making an inference is often referred to as reading between the lines. It is the process of making a guess

about something you don't know for sure, based on the available information.

An example of inference is as follows "*After coming home from the supermarket, Jane opened her umbrella.*" From the sentence above, we can make an inference that when Jane came home from the supermarket, the weather might be rainy or cloudy, so she needed to open her umbrella. Weather information is not stated directly, but can be inferred from the context of the sentence.[10]

4. Students' Difficulties in Reading Skills

Westwood states that to understand a text, readers must use their prior knowledge to filter, interpret, organize, and reflect on the information obtained from the text.[11] He emphasized that to achieve effective text interpretation, it is important for readers to combine word recognition skills, relate new information to prior knowledge, and apply appropriate strategies such as identifying main ideas, making connections, asking questions, drawing conclusions, and making predictions.

[10] Riyanti. p.161
[11] Westwood. p.31

Reading difficulties refer to problems associated with the activity of reading, leading to challenges in meeting the established reading standards within the classroom environment. In other words, reading difficulties are challenges faced by students in comprehending texts. This problem can have a negative impact on their academic performance, especially in terms of reading comprehension. Meanwhile, the difficulties faced by students in understanding reading include:

1) Limited vocabulary knowledge

Research has confirmed that the ability to comprehend reading is closely linked to a student's level of oral language proficiency. If a student faces difficulty understanding the content of a reading, it is essential to consider whether there is a significant mismatch between the student's knowledge of word meanings and the words used in the text.

This mismatch can be a significant factor hindering reading comprehension, and therefore, strategies to enhance students' vocabulary may be necessary. Mastering a broader vocabulary can assist

students in constructing a better understanding of the texts they read, creating opportunities for deeper and more effective comprehension. Through a better understanding of word meanings, students can improve their reading comprehension and overcome potential barriers resulting from vocabulary limitations.

2) Difficulty in making inference

Making inferences means that students are expected to be able to understand the text and draw conclusions from the statements in the text. As readers, students need to practice combining instructions from the text with their background knowledge to draw conclusions from the text. This implies that instructions in the text will assist students in forming assumptions and drawing conclusions from the text being read. Therefore, students can answer questions in the text. However, in its application, students often have difficulty finding conclusions in the text.

3) Inadequate use of effective reading techniques Students who lack reading techniques often fail to comprehend the text. Students who are not familiar with reading techniques such as skimming and scanning will feel low and frustrated because of the lack of tools necessary to succeed in reading comprehension tests. There are characteristics of students who lack the use of reading strategies. Firstly, students read word by word within the text, relying too heavily on their visual information, which significantly hampers their reading speed and impedes their reading comprehension. Secondly, students pay too much attention to details, resulting in them often missing the main idea of the text. Thirdly, they focus too much on the form of the expenditure meaning. Furthermore, students who do not possess effective reading strategies may have difficulty dealing with reading tests.

4) Problems with processing information

Every individual possesses a distinct working memory capacity. Some students may quickly grasp

and process the information they receive, while others might be slower in comprehending their readings, necessitating additional time to reread the material. Moreover, if students experience stress, anxiety, or disruptions due to other issues, it can diminish their working memory capacity. This serves as a factor in the difficulty of understanding reading texts.

5) Low reading interest

The issue of low reading interest in Indonesia stems from two main factors, namely internal and external elements. Internal factors involve laziness and personal habits, while external factors encompass the influences of television, games, and smartphones. Although smartphones can have a positive impact when used wisely at the right times, excessive usage can be detrimental to eye health. Despite the emerging opportunities in fields like esports, students must still prioritize their learning activities. Additionally, family support is crucial; however, the lack of attention to

improving reading interest within the family can pose a significant obstacle.[12]

5. The Cause of Students' Difficulties in Reading Skills

The causes of students' difficulties in reading can be categorized into internal and external factors. Internal factors involve physical, intellectual, and psychological aspects, while external factors encompass the family and school environment. Some internal factors influence students' reading comprehension commonly encountered during reading, such as difficulties understanding long sentences and texts. These challenges stem from limited background knowledge, struggles in applying reading strategies, and concentration issues.

1) Difficulty in understanding long sentences

Difficulty in understanding long sentences is a common challenge encountered, especially among students. This phenomenon reflects the struggles faced by learners when confronted with sentences that possess complex structures. In the learning process, the ability to comprehend and construct sentences

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[12] Westwood. p.34

becomes a crucial skill. Moreover, complex sentence structures can pose additional obstacles. Students may encounter difficulties in grasping the core of a sentence or connecting its parts coherently. In this regard, a learning approach that focuses on analyzing sentence structures, introducing clauses, and utilizing punctuation can contribute positively to enhancing students' understanding of complex sentences.[13]

2) The lack of access to reading materials

This can be a serious cause of students experiencing difficulties in reading. This factor has a significant impact on the development of literacy and reading abilities in students. With the advancement of technology and changes in societal lifestyles, some students may face limitations in terms of accessibility to diverse and quality reading materials.

First and foremost, the lack of suitable and engaging reading materials can result in boredom and a loss of interest among students in the reading

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[13] Neneng Widya Septia and others, „An Analysis of Students‟ Difficulties in Reading Comprehension‟, *EEdJ: English Education Journal*, 2.1 (2022), 11–22

<https://doi.org/10.32923/eedj.v2i1.2519>.

process. Without adequate stimulation, students may lose the motivation to read, hindering the optimal development of their reading ability. Limited access to varied reading materials can also impede the expansion of vocabulary and comprehension of content. Furthermore, restricted access to libraries or reading resources can have a negative impact on reading habits at home. Many students may not have easy access to quality books or reading materials in their home environment. This can disadvantage them because good literacy often requires consistent reading practices both inside and outside the school environment.[14]

3) Difficulty in concentration during reading

Difficulty in concentration during the reading process can be a serious obstacle to students' ability to comprehend the text effectively. Focused and precise attention is a key element in achieving a profound understanding of the reading material. When students

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[14] Eddie Clifton Knnedy, „The Method of Teaching Development Reading", 1981 <https://archive.org/details/methodsinteachin0000kenn_w5d7/page/n9/mode/2up> [accessed

27 February 2024].

struggle to maintain their concentration, the results may not be optimal, especially when facing reading exams.

The importance of attention in reading cannot be overlooked, particularly because the reading process involves complex and continuous information processing. Difficulty in concentration can create barriers for students to construct meaning from the texts they read. When attention is divided or misplaced, students may lose the thread of the narrative or fail to capture essential information.

As students encounter reading exams, the level of concentration difficulty may increase. Time pressure and a focus on assessment can make students more susceptible to attention disruptions, which can adversely affect their comprehension of exam texts. Consequently, students' ability to respond correctly to questions and present in-depth analyses may be negatively impacted. Difficulty in concentration is not only a challenge in understanding texts academically but can also affect students' interest and desire to read

overall. Students who consistently experience concentration difficulties may develop a negative perception of the reading process, which, in turn, can hinder their overall literacy development.[15]

In addition to internal factors, there are also

external factors that play a role in influencing students' reading comprehension, namely the reading environment. The influence of this environmental factor is also capable of affecting students' abilities in understanding and learning English. Both home and school are two types of learning backgrounds that have the potential to influence the learning process and reading achievements of students.

1. House environment

The crucial role of parents at home should not be overlooked. Every student requires attention from their parents to achieve optimal learning outcomes. In the context of learning English, the differences from Bahasa Indonesia highlight the increasing importance of parental or familial

[15] Hung, D. M., & Ngan, V. P. T. (2015). *Investigating reading strategies used by EFL students at Dong Thap University*. Asian Journal of Educational Research, 3(4), 10–20.

attention. The process of learning to read without family support can pose challenges for students in comprehension. The absence of support can make them feel discouraged when studying English texts.

2. School environment

Students' learning difficulties in understanding reading can also be influenced by the conditions in the school, such as a lack of learning resources. Limited educational materials, such as a shortage of English books, magazines, or newspapers in the school, can result in ineffectiveness in the learning process and hinder students' understanding of the material.

6. Strategies to Overcome the Difficulties in Reading Skills

In improving reading skills, it is important for students to actively practice reading and apply specific strategies. The students' ability to comprehend the text is influenced by their proficiency in using strategies to understand the author's intent. Therefore, these strategies play a crucial role in assisting students in understanding the texts they read. Many

of the reading comprehension strategies that have the greatest positive impact on students with learning difficulties are thosethat teach students to monitor and reflect before, during, and after reading. In these strategies, students are required to (1) consider their background knowledge on the topic being read,

(2) summarize key ideas, and (3) ask themselves questions during the reading process. Therefore, it is essential for students to consistently practice reading and implement specific strategies to enhance their reading skills.

    a) Cognitive Strategies

Cognitive strategies are generally specific to various learning activities and involve the use of operations or steps in the learning process or problem-solving that require direct analysis, transformation, or synthesis of learning material. Examples of cognitive strategies include inference, which is guessing the meaning from context, and elaboration, which is connecting new information to other concepts existing in memory.[16]

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[16] janette et al K. Klingner, *Teaching Reading Comprehension to Students with Learning Difficulties* (New York, 2007).

The cognitive strategy of activating background knowledge can be considered as a tool owned by learners. It refers to the efforts made by students to activate their own background knowledge. When a teacher brings a new book into the classroom, they often provide background information about the topic and content of the book. For example, if students will be reading about an octopus, most teachers introduce the topic by discussing what an octopus looks like, where it lives, and its unique features. While this approach holds significant value in the learning process, it is not the activation of background knowledge by students. Instead, the process of activating background knowledge by students is a support system they provide for themselves, both before and during the reading process. Teachers can facilitate this process by asking students, "What do you know about this topic?" and thus helping students initiate their activation process. It is important to remember that ultimately, only

students can perform the process of activating background knowledge in reading.[17] This emphasizes the active role of students in preparing themselves before reading and engaging in building connections between existing knowledge and new information encountered during reading. This process is not just about teachers providing content but more about how students use their background knowledge to understand and relate information.

b) Metacognitive Strategies

Reading as an ability includes primary interest and passion, imagination and ingenuity. This requires vocabulary expert and prior experience with books. In reading primarily, students should be able to become informed of the extraordinary metacognitive strategy that is most suitable for them. Metacognitive requires within self-control that includes self regulated thinking. It

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[17] John T. Guthrie, Allan Wigfield, and Kathleen C. Perencevich, *Motivating Reading Comprehension: Concept-Oriented Reading Instruction*, *Motivating Reading Comprehension: Concept-Oriented Reading Instruction*, 2004 <https://doi.org/10.4324/9781410610126>.

is important because it contributes to strategies and practice on how to complete a task, track the fulfillment of oneself, reflect and self evaluate the outcomes of the completion undertaking.[18]

Metacognitive techniques are higher abilities for analytical thinking that allow readers to be conscious of whether or not they understand a reading text. Learners define available resources through the use of these techniques, determine which of these resources are essential for the particular role they perform, and set goal for learning them. And the metacognitive strategies are as follows:

1. Imagine, using a variety of senses

   This strategy enables readers to visualize the scenes in the texts and refer to their senses to predict the features of substances.

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[18] Kartika Septianingrum, Siti Mariam, and Siti Tarwiyah. *A Portrait of Learner"s Autonomy Through Metacognitive Strategy on Reading Comprehension*, Vision:Journal For Language and Foreign Language Learning Vol.7 No.1,2018, p.68

2. Make connections

   Readers connect their background with the information from the text

3. Analyze text structure

   This strategy involves readers to discover the genre and also use other specific features in text such as linking devices, table of contents, and subheadings.

4. Recognize words and understand sentences

   It refers to the familiarity with the lexical and grammatical knowledge and contextual cues to understand the sentences.

5. Explore inferences

   Readers are expected to recognize cause and effect relationship by using this strategy.

6. Ask question readers

   Readers question themselves for instance on the author"s message, or its relationship with the real life.

7. Determine important ideas and themes

The introductory and concluding parts are the most important parts that readers need to pay attention in order to determine important ideas and themes.

8. Evaluate, summarize and synthesize

This strategy contains the importance of pausing while or after reading to construct meaning.[19]

7. Reading Assessment

Teachers must use a variety of methods to assess students' reading. According to Douglas Brown, the following assessments can be used to assess reading:

1) Gap filling

A single word, phrase, sentence, or paragraph is removed from text or diagrams in this type of reading comprehension test. This fill-in the-blanks task can also be used to assess grammar and vocabulary.

2) Multiple choice questions

This is the most common type of reading assignment for students. It is made up of text of any type, accompanied by

[19] Ceyhun Yukselir, An Investigating into The Reading Strategy Use of EFL Pre-
Class Students, Procedia-Social and Behavioral Sciences(158),2014, page.67-68

one or more multiple choice items. A statement, a question with an answer, or an incomplete statement with a choice of phrases or words are all options. In most cases, there are three or four options, and only one is correct.

3) True or false questions

This is another type of reading test that most students are familiar with. It is made up of text that is accompanied by a series of statements. Students must decide and state whether the given statements are true or false based on the text

4) Open-ended questions

These questions are used in standardized tests. They are useful in assessing comprehension component skills such as learners' ability to draw inferences from texts.

5) Matching

A matching task requires students to select from a list of prompts. Statements, headings, or question completion may be used as prompts. Learners may be asked, for example, to match a description to the suitable paragraph or to match phrases and words to their meanings.

6) Scanning Task

Scanning is a strategy used by all readers to find relevant information in a text. Assessment of scanning is carried out by presenting test - takers with a text (prose or something in a chart or graph format) and requiring rapid identification of relevant information.

7) Skimming Task

Skimming is the process of rapid coverage of reading matter to determine its gist or main idea. It is a prediction strategy used to give a reader a sense of the topic and purpose of a text, the organization of the text, the perspective or point of view of the writer, its case or difficulty, and its usefulness to the reader. Of course skimming can apply to texts of less than one page, so it would be wise not to confine this type of task just to extensive texts.[20]

B. The Previous Research

Many researchers have reported the results of their research on problems of reading comprehension and the teaching strategies

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[20] Brown.

to overcome reading comprehension problems faced by students. Some of the findings are presented in the following sections:

The first research is Saraswati (2021), in the title "An Analysis of Students' Reading Comprehension Difficulties of Eight Grade Students," found that 8th-grade students at SMPN 4 Tegallalang had difficulties in all five aspects of reading comprehension: determining the main idea, locating references, understanding vocabulary meaning, making inference, and finding specific information.[21]

The second research is Dwi Pundi Lestari (2022), in the

title "Analysis of Students Perception in Reading Comprehension of English Texts at Junior High School," found that students experienced difficulties in determining the main idea, understanding vocabulary, making conclusions, and finding specific information in their English reading comprehension. The results of interviews about the factors causing these difficulties include difficulty understanding long sentences in texts, inadequate teacher intervention, and difficulty understanding vocabulary in the home and school environments.

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[21] N.K.R Saraswati, P.E Dambayana, and N.P.A Pratiwi, „An Analysis of Students‟ Reading Comprehension Difficulties of Eighth Grade Students‟, *Jurnal IKA Undiksha*, 19.1 (2021), 1829–5282 <https://doi.org/10.23887/ika.v19i1.31826>.

The third research is Buhari Muslim (2020), in the title "Students' Problems in Reading Comprehension at Junior High School in Indonesia," found that students have problems in reading comprehension in Indonesian Junior High Schools. The analysis shows that the students' issues are in the areas of prior knowledge, interest, decoding, text types, vocabulary, literacy instruction quality, self-practice, answering questions in reading, understanding questions in Reading, interest in the text, and being an active reader.[22]

And the last research is "Reading Comprehension

Obstacles in English Students at Universitas Islam Riau" by Satriani. Based on the data analysis from the research, the researcher found that the majority of students face difficulties in understanding readings due to a lack of motivation in reading activities. They read very little or even not at all.

The similarity between previous research and this research are discussed students' difficulties in reading skills. Then, this research and the first, second, third previous research conducted research in Junior High Schools. There are also differences between previous research and this research. In previous

[22] Buhari Muslim, „The Students" Problems in Reading Comprehension at Junior High School in Indonesia", 2020 <https://doi.org/10.4108/eai.23-11-2019.2298393>.

research, there were no solutions to overcome students' difficulties in reading skills, whereas in this research there are solutions or strategies to overcome students' difficulties in reading skills.