

## **EFL Students' Achievement and Affective Factors on Reading Comprehension: A Literature Study**

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### **ABSTRACT**

*Reading is an interactive activity in which readers use successful reading strategies to create a meaningful representation of a text. The purpose of this study was to describe the effects of achievement and affective factors on reading comprehension. The research's goal is to review the national and international literature on reading skills and reading comprehension achievement. The researcher explained the terms reading and reading comprehension as well as the principles for teaching reading. Problems, competencies, techniques, and types of reading comprehension were also discussed. According to a review of the research, teachers and students require wide information specifically in terms of reading comprehension to acquire reading comprehension effectively.*

**Keywords:** *problems, competencies, factors, technique, types, comprehension*

### **INTRODUCTION**

One of the worldwide languages, English, has served as the main language of printed information (Rao, 2019). Reading is the most significant method for acquiring information. Students can gain information and knowledge by possessing the reading skills to comprehend texts, textbooks, and references written in English. English as foreign language students, reading is an important ability. For the majority of students, it is the most critical ability to master to succeed not just in studying English, but also in any substantive lesson that requires reading in English. Learners will make more advancement in all other areas of learning if their reading skills are improved.

Several specific issues must be addressed when teaching and learning reading skills. The first issue is a lack of reading comprehension. Background knowledge, cultural knowledge, and text type knowledge all play a role in the issues. Background knowledge refers to the student's prior understanding of the world. The inadequacy of vocabulary is the second difficulty. The problem is that there are issues with language. Technical vocabulary, super ordinates, synonyms, antonyms, and terms with multiple meanings are

among the issues. Students will struggle to understand the text as a whole due to a lack of vocabulary. They must be able to identify a large amount of the language to be successful (Paren (1996) as cited in Ismail et al. (2017)). The third issue is the use of complicated and extended language. Chawwang (2008) claimed that complex sentences are those that have multiple clauses or shortened sentences as well as those that are abstract. As a result, longer phrases will be more difficult to understand shorter sentences are easier to comprehend (Harmer, 2007).

In addition, one of the research problems related to this study is that there are various students learning weakness and trouble during the learning process. Learning weakness can be classified into unknown leaning strategies, learning target and learning anxiety. In fact, influence the students' achievement of learning. Furthermore, both students and teachers must be aware to some factors which can support the learning target effectively.

The researcher used comprehensive information from some literature reviews in terms of reading comprehension to overcome issues in teaching reading and students' reading comprehension performance. Those are the arguments for doing the study which is titled EFL Students' Achievement and Affective Factors on Reading Comprehension: A Literature Study.

## **LITERATURE REVIEW**

### **Reading Comprehension**

Reading is an active process of deciphering written speech. According to Ziegler and Goswami (2005), reading is the process of comprehending speech that has been written down. The goal is to find a way to access significance. Thus, reading is a process of making sense that includes (a) the reader's prior knowledge, (b) the textual descriptions, and (c) the reading contextual. Grabe (1991) defined that reading is an instructional approach between readers and texts as a result of which language comprehension is achieved. Additionally, reading's primary objective is to extract the proper information from a book that the writer meant for the reader to understand (Gilakjani and Ahmadi, 2011). Reading is defined as the ability to extract information from a physical book and interpret it effectively. Therefore, a good reader can comprehend the text intensively.

During the last two decades, the definition of reading has completely shifted. It was characterized in a variety of ways by different techniques. According to “bottom-up”

approaches, understanding entails deciphering information from a printed text (Tánczikné, 2017). However, he also implied that promote the top-down approach claim that the reader is the most significant player in comprehension since he or she continually generates assumptions while reading, and reading is a psycholinguistic mind game. He also claimed that this perspective focuses on how words are identified and how long they are retained in working memory. Robertson (2017) said that comprehension is defined as "the practice of concurrently building and extracting meaning from printed material through discussions and interactions." The reader, the text, and the action or goals of reading are all included. There are numerous features to reading abilities. These components, according to Robertson (2017), include phonological awareness, phonics, fluency, and vocabulary. The understanding that words are made up of a mix of separate sounds is known as phonemic awareness. It also entails the ability to hang on to those sounds, combine them into words successfully, and then separate them again. Only as it relates to the written word, phonics is the link between a given letter and its sound. In complex orthographies like English, where children must learn the spelling of various words, phonics is very important.

Additionally, Kasim and Raisha (2017) defined reading texts in a second language as not the same as reading texts in your native language. Reading in a first language is a challenge. EFL readers have most likely had a lot of experience with the language. Reading in their first language is a valuable experience for them. When it comes to reading, we must recognize a variety of linguistic skills while creating English content elements. When reading materials in the English language, the reader may come across linguistic features that are not present in their native tongue. Non-linguistic factors, like as socio-cultural backgrounds, for example, while reading first-language content, kids will usually have no problems understanding the socio-cultural context of the subject. While reading foreign-language content, EFL students will virtually always come across socio-cultural difficulties. This occurs since each language has its own social and cultural characteristics. As a result, reading foreign language material is frequently thought to be more challenging than reading first language lessons.

### **Reading Problems**

Several years, reading poor reading comprehension skills have been a common

difficulty in EFL classrooms. According to various researches, the majority of EFL students have difficulty comprehending English texts. Several EFL students may face a variety of reading difficulties. First, they are unlikely to enjoy reading L2 literature because they have to put forth a lot of effort to understand it. Second, research cites a few prevalent issues in the EFL reading classroom, like as a result of a lack of vocabulary and linguistic difficulties understanding lexical and syntactic complexity (Grabe (1991) and Alyousef (2005)).

Kasim and Raisha (2017) said that these issues can be seen in a variety of cases. For instance, the EFL reader may find it difficult to distinguish between the numerous options. Multiple meanings of the same word, for example, to distinguish between homonyms or homophones. The term "left" has multiple meanings, as does the word "right." The word "rite" has four different spellings: rite, right, write, and wrights, and a slew of other implications. In this way, an EFL reader who only understands one definition of the word right could easily mistake the meaning of a phrase using the word right. But at the other hand, the EFL reader should learn about collocations, idioms, and proverbs. If a reader translates an idiom or a proverb literally, they will miss the true meaning.

Furthermore, Cohen (2011) claimed that in other cases, a reader may be unable to comprehend a book due to a lack of previous knowledge regarding the subject matter. Even the best readers also have difficulties connecting what they already know with what they are reading. Reading comprehension issues can also be divided into linguistic and non-linguistic reading issues. Linguistic knowledge is the implicit assumption of the linguistic system of sounds, structures, meanings, and words, as well as the methods for integrating them all. Semantic, lexical, and syntactical reading issues are among the linguistic reading difficulties. Lack of vocabulary knowledge, particularly concerning appropriate collocations, is one of the semantic problems. Lack of understanding of derivations and word classes is a lexical complication. The lack of understanding of acceptable sentence form and syntax is another example of syntactical complexity (Fromkin, Rodman, and Hyams, 2003). Additionally, Cohen (2011) also mentioned that any reading problem that is not linguistic is referred to as a non-linguistic reading problem. This has nothing to do with the reader's linguistic skills. They include the following: problem integrating ideas in the text, difficulty identifying the important ideas a lack of a good reading strategy, a lack of a great reading strategy, a lack of an effective study

strategy, a lack of a good reading approach, lack of cultural awareness, the length of the text, and a lack of prior information working memory deficit.

### **Teaching Reading Principles**

Teachers should establish clear reading classroom objectives by considering that reading is a purposeful activity. Knowing the reader's objective is crucial since it will aid students in comprehending the material and achieving excellent reading results (Hizriani: 2014). Teachers can use the reading objectives to help them choose the correct materials. This also defines the best reading comprehension strategy.

According to Harmer (2007), there are six basic elements of teaching reading:

#### **a. Reading is not a talent that can be learned passively**

Reading is a physically demanding activity. To provide it effectively, one must first comprehend the meaning of the words, see the image that the words are creating, comprehend the reasons, and determine whether or not one agrees with them. If you don't do these things – and if your pupils don't do these things - you'll barely touch the material and forget it quickly.

#### **b. Students must be involved in the material they are reading**

Students who are not involved with the reading text, who are not interested in what they are doing, are less likely to support it, just like they are less likely to profit from everything else in the class. They get a lot more out of what's in front of them when they're extremely excited about the topic or work.

#### **c. Students are expected to respond to the substance, not only the language, of reading material**

It's crucial to look at reading texts to see how they utilize language, how many sentences they have, and how often they utilize relative clauses. However, the meaning of the text, or its message, is vital, and teachers must allow pupils to respond to that message in a certain way. It is especially critical that kids be permitted to share their thoughts on the subject, as a result, personal engagement with it and the language is generated.

#### **d. In reading, preparation is essential**

When reading books in one's language, one often has a fair sense of the content before beginning to read. Before reading a single word, book covers give him/her an idea of what's inside; images and headlines give him/her an idea of what articles are about, and

reports appear like reports before he/she reads a single sentence. When a person receives this cue, such as a book cover, headline, or word-processed page, his or her brain begins to predict what he or she will read, expectations are created, and active reading begins. Teachers should provide students with "hits" so that they might anticipate what will happen. They will become better and more engaged readers as a result of it.

**e. Make sure the task is appropriate for the topic**

Teachers have to choose relevant reading tasks—the correct kind of quizzes, intriguing and useful challenges, and so on—once a decision has been made regarding what reading content the students will read. By asking uninteresting and unsuitable questions, even the most intriguing literature can be degraded; by giving students inventive and challenging activities, even the most boring section can be transformed into something very exciting.

**f. Educators get the most of reading texts**

Any reading material is a mess with sentences, words, ideas, and descriptions, among other things. It is incomprehensible to expect pupils to read it and then leave it to go on to anything else. Educators incorporate the reading text into engaging class routines, employing the topic for further topic and assignments, and utilizing the language for subsequent study and activity.

**Effective Strategy of Reading Comprehension**

Reading strategy is one of the main factors that influence students' reading comprehension achievement. Each student consciously has specific reading strategies in the process of comprehending the reading text. Some experts claimed variations of reading strategies. According to Xiao-hui et al. (2007), reading strategies consisted of four types of schema, namely; formal schema, content schema, cultural schema, and linguistic schema. The first is formal schemata, which consisted of background knowledge of rhetorical, organizational, and formal constructions of various types of texts. The knowledge of how different genres are accessed is referred to as formal schema. Schema, according to Davies (2007), refers to the basic structure that allows a text to be constructed.

Second is the content schema, prior knowledge of the text content area is referred to as content schema. It includes conceptual knowledge on what happens in a given topic regularly. It also contains information on how these tasks are related to one another to

build coherence. For a specific occasion, it is an unconstrained set of typical events and units (Xiao-hui et al., 2007). Additionally, Ping and Sha (2016) claimed that the background knowledge about the content is referred to as the content schema. It contains details such as cultural background knowledge, prior experience, and text-related information.

According to several researches on second-language and reading comprehension, the first technique includes prior cultural experiences, which are particularly significant in comprehension. Third, the cultural schema is the strategic cultural schema that defines the extent to which humans understand literary structures and rhetorical patterns, as well as how this information may be effectively taught (Lin, 2004). As a result, the content schema is mostly culture-specific, whereas cultural schema is frequently included in content schema (Xiao-hui et al., 2007). The last is the linguistic schema, which according to Jarrah and Ismail (2018), vocabulary and grammatical understanding are linked to the linguistic schema. It makes a major contribution to reading comprehension. Linguistic schema, according to Zhao and Zhu (2012), relates to readers' earlier linguistic knowledge, which combines mainly the understanding of phonetics, grammar, and vocabulary.

Additionally, the letters FIVES at the same time similar to the number of 5 (five) that also indicate proficiency or aptitude for comprehending textual concepts, messages, and language. It also shows how she constructs personal meaning and accurately expresses it by establishing connections with her previously acquired knowledge. Figure 1 shows two different visual reminders of the FIVES elements.



Figure 1. Visual reminders of the FIVE's elements

According to Shea and Roberts (2016) the FIVES strategy is made up of five elements, namely:

1. The letter *F stands for facts*. Working with facts, according to Anderson et al., (2001) it is the source for engaging in further levels of meaning-making. Rather than knowing, *the Fact* component is described as remembering (a verb) (a noun). The word fact is used to describe a cognitive process that ranges from recalling facts to higher levels of understanding. The Facts (F) informatively on absorbing the core of information offered in reading the text, ensuring that readers do not quickly dismiss ideas that differ from their prior knowledge, and researching old and new concepts.
2. The letter *I stands for inferences*. The term "inferences" refers to reading between the lines. The conclusions construct by combining the text content [tc] with what they already know (prior), [bk] (knowledge), and [e] (experience). A considerable amount of clearly stated in the text supports text-based inferences. Therefore, when a student generates inferences, a reader personalizes her knowledge of the text (Shea and Roberts: 2016).
3. *The letter V stands for vocabulary*. Understanding is significantly related to vocabulary knowledge and understanding the written text. The reader's capacity to understand the text is closely linked to their ability to comprehend meanings. Being able to use a word differently in various circumstances for different purposes, understanding its various meanings, noticing and knowing the syntactic constructions it uses and could use, being able to recognize synonyms and antonyms for it, and understanding how it relates to other words in the sentence are all parts of completely knowing a word.
4. *The letter E stands for experiences*. Based on students' experiences, readers expand, develop, assess, and find connections (from background knowledge and life). Readers evaluate how new information connects to their existing knowledge and experiences to integrate and assimilate reading that involves active thought throughout the process of engaging with the text. Effective literacy training includes encouraging them to think analytically, convey their thoughts clearly, and use their conclusions to get a better comprehension of the text's substance.
5. *The letter S stands for the summary*. When readers self-monitor comprehension, producing brief mental highlights as they pass through difficult text, summarizing becomes a continual metacognitive behavior. The reader re-reads the text's basic



material, with a few conclusions thrown in for good measure. Effective summaries include a lot more text details. When the author does not give or expressly specify a subject sentence, a summarizer will select significant concepts, set aside uninteresting and superfluous data, rephrase material, convey ideas in a suitable sequence, and produce a topic sentence.

### **Reading Process Models**

Reading, according to Goodman (1988) as cited in Alyousef, (2005), is a receptive language activity. He describes it as a psycholinguistic process that begins with a writer's linguistic surface representation and concludes with the reader's construction of meaning. According to this author's assertion, there is an important interplay between language and mind in this process. The reader's function during the reading process is to provide meaning to the words and phrases he reads to acquire knowledge. The reader constructs meaning by linking information from the written text with prior knowledge to arrive at a conclusion or interpretation. It is required to go more into the main models given for describing how individuals process texts, with a particular focus on the one chosen for this study research. Reading models are frequently classified as bottom-up and top-down. (1) Bottom-up model is closely associated with top-down reading methodologies.

He claims that readers bring a lot of information, expectations, assumptions, and questions to the text and that if they have a basic understanding of the vocabulary, they will keep reading as long as the text confirms their expectations. According to the top-down school of reading theory, readers integrate the text into their existing knowledge (cultural, syntactic, linguistic, and historical) and then keep checking when unusual or unfamiliar information arises. The most important feature of the top-down approach is that reading is considered a subcategory of problem-solving rather than a simple automatic matching of linguistic replies to linguistic stimulus. Interactive reading theories developed from the assumption that both top-down and bottom-up processing are significant elements of competent reading behavior. Suraprajit (2019) mentioned that this method is based on making educated guesses about the meaning of the intended reading content. This model is used when readers need to comprehend assumptions and making conclusions, or when they need to figure out what the text's overarching aim is or what the text's primary concepts are. Furthermore, the top-down paradigm recognizes that the

processing of a text begins in the mind of the reader under a cognitive process.

(2) The top-down model.

Top-down reading methodologies are closely associated with Goodman (1982) as cited in Alyousef (2005). He claims that readers bring a lot of knowledge, predictions, ideas, and questions to the text and that if they have a basic understanding of the word, they will keep reading as long as the text matches their expectations. Reading is not understood as bottom-up word processing in the top-down approach, and meaning is not entirely contained in the text. The reader's schemata, or information, experience, and conceptions that he or she brings to the text, play a significant role in the process. Reading is seen as a subcategory of problem-solving rather than a simple automatic matching of linguistic responses to linguistic stimulus, according to the top-down theory. Interactive reading theories originated from the assumption that both top-down and bottom-up processing are important factors of effective reading behavior.

## **METHOD**

This article was created utilizing a literature study to investigate EFL students' achievement and affective factors on reading comprehension descriptively. The author investigates a number of related themes, including reading comprehension, reading problems, teaching reading principles, effective strategy of reading comprehension, reading process models. The following report explains on critical analysis.

## **RESULTS AND DISCUSSION**

Reading is an active process of deciphering written speech. According to Ziegler and Goswami (2005), reading is the process of comprehending speech that has been written down. The goal is to find a way to access significance. Thus, reading is a process of making sense that includes (a) the reader's prior knowledge, (b) the textual descriptions, and (c) the reading contextual. The main objective from reading activity is to achieve information from the book that is written by the writer for the readers. Thus, reading is meant as the ability to acquire information from a physical book and interpret the information effectively.

Several EFL students may face a variety of reading difficulties. First, they are unlikely to enjoy reading L2 literature because they have to put forth a lot of effort to

understand it. Second, research cites a few prevalent issues in the EFL reading classroom, like as a result of a lack of vocabulary and linguistic difficulties understanding lexical and syntactic complexity (Grabe, 1991) and Alyousef (2005). The ability in comprehending the reading information intensively can be said as a good reader. Achieving to be good reader need support both from teachers and students. Besides, teachers should know the individuals' process the reading texts. A good teachers also must use appropriate reading material and determine the objective of reading earlier. In other words, teachers should aware to the students' reading comprehension strategy.

According to Xiao-hui, Jun, and Wei-hua (2007) reading strategies consisted of four types of schema, namely; formal schema, content schema, cultural schema, and linguistic schema. In addition, the letters FIVES indicated proficiency or aptitude for comprehending. textual concepts, messages, and language. Furthermore, teachers also must keep practicing the principle of teaching reading. According to Harmer (2007), there are six basic elements of teaching reading, namely; reading is not a talent that can be learned passively, students must be involved in the reading material they are reading, students are expected to respond to the substance, not only the language, of reading material, in reading, preparation is essential, make sure the task is appropriate for the topic, educators get the most of reading texts.

In addition, reading models are frequently classified as bottom-up, top-down. Bottom-up model is closely associated with top-down reading methodologies. Readers bring a lot of information, expectations, assumptions, and questions to the text and that if they have a basic understanding of the vocabulary, they will keep reading as long as the text confirms their expectations. Then, top-down model is readers bring a lot of knowledge, predictions, ideas, and questions to the text and that if they have a basic understanding of the word, they will keep reading as long as the text matches their expectations. The concept underlies interactive reading theories is that both top-down and bottom-up processing are key components in good reading behavior.

## **CONCLUSION**

Knowing the reader, the content being read, and the task being completed is necessary for predicting comprehension performance. Unfortunately, many second language students appear to be lacking in reading comprehension. They may get irritated

and even scared of reading as a result of their incompetence. Fortunately, this study offers a set of pedagogical approaches that educators can use in their classes to teach and improve the skill of reading comprehension in English as a second language. According to the following explanation, reading comprehension skills are greatly influenced by reading strategies. Successful readers aim to use a variety of skills to comprehend the meaning of the texts. Teachers, as the model or facility suppliers, should become more innovative in terms of delivering and integrating students in interactive approaches, techniques, and educational activities. Therefore, teachers who are responsible for presenting resources for reading comprehension should have a strong understanding of schema theory.

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