

II. FRAME OF THEORIES

This chapter deals with the followings points: concept of reading, concept of reading comprehension, aspects of reading comprehension, concept of reading comprehension materials, narrative text, question types, WH-questions type, procedures of teaching reading through WH-questions, theoretical assumption, and also the hypothesis of the research.

2.1 Concept of Reading

Reading is one of the important skills which is needed by the students from elementary school up to university. By reading, the students are able to get a lot of information based on what they require in reading.

According to Rubin (1982 : 8), reading is bringing of meaning to and the getting of meaning from the printed page. This view provides a concept that in reading, actually a reader brings his background, experience, and emotion. A reader who is confused or who is physically ill will bring his feeling into the act of reading, and this will influence his interpretation of the text he is reading. If the reader comes to the reading text with good knowledge, good critical thinking, and good interest in reading, he will certainly gain more from the reading materials than those who are lack of knowledge, good critical thinking, and good interest.

Many experts define reading as the process of putting the reader in contact and communication with ideas. Therefore, reading is actually a conversation of sort between a writer and reader. Clark and Silberte in (1987) define reading as an active cognitive process of interacting with print and monitoring comprehension to establish meaning. Reading is instantaneous recognition of various written symbols with existing knowledge and comprehension of the information and ideas communicated. It means that when a reader interacts with his prior knowledge combine with visual (written) information results in his comprehending message .

Mchorter (1989 : 212) also states that reading is a way of taking new ideas and identifying information to be learned. It means that, when one is reading a text, he may find new things that he has known yet. And he may also find information that will help him learn something. Moreover, Nuttal (1987) defines reading as the meaningful interpretation of printed or written verbal symbols. It means that reading is a result of the interaction between the perception of graphic symbol that represent language and readers' language skills, cognitive skills, and the knowledge of the world. In this process, the readers try to recreate the meaning intended by the writer.

From the description above, we can see that reading is not a simple thing. Reading is the most important skills for the students of English through the word. Based on that statement, the writer assumes that reading is an active process between text and reader. Reading is not passive activity of getting the meaning from printed

information. The reader should formulate the brain using his/her previous knowledge in order to comprehend the text easily.

It means that reading is not only calling out the names of the words but also knowing the meaning of the words, messages of the text and translating the printed words into spoken words. Reading is also an activity that is done by a reader to get new ideas, information and knowledge by making use of the schemata of the reader in order to understand or extract the content from the text.

Many people say that reading is a passive activity because the reader just gets the unfamiliar words rather than gains the meaning of the reading materials. But, the statement above is wrong and refused by Mackay who states that reading is an active process. It means that the reader form a preliminary expectation about material, then select the fewest, most productive cues necessary to confirm or reject the expectation. This is a sampling process in which the reader takes advantages of this knowledge in syntax, discourse, and the real world.

Moreover, Grabe (1986) states that reading is the ability to recognize vocabulary and syntax automatically. Reading is the ability to read at reasonable rapid rate, the ability to grasp the main idea and scan for piece of information and the ability to adjust rate and adapt strategies for careful analytic reading and critical evaluation. The researcher agrees that readers should have purpose when he is reading. The purpose of reading passage commonly is to find idea from reading passage. So, reading in

foreign language needs reading skill in order to find idea and the reader should comprehend the passage when he is reading.

From those opinions above, we know that reading is an important skill that enables the readers to bring the meaning which exist both in our mind and in written materials. By reading people get something. We all know that million of books and findings in science and technology are written in English. Consequently, we can learn science and technology by reading. Of course to do that, one needs reading ability to comprehend the text that being read.

2.2. Concept of Reading Comprehension

Comprehension means relating to what we do not know or new information, to what we already know (Eskey, 1986:15). This opinion shows that in comprehending the text the reader have had previous information which relate to new information from the text she is reading.

According to Finochiaro and Sako (1983:131) reading comprehension is the ability which depends on accuracy and speed of graphemic perceptions, that is perception of written symbols, control of language relationship and structure, knowledge of vocabulary items and lexical combinations, awareness of redundancy, the ability to use contextual clues, and recognition allusions

The first point to be made about reading process is reading comprehension. Knowledge is the basic element for comprehension. It means that knowledge related to what we do not know or new information that we have already known. For example, we already knew the word 'stationary', there are words denoting the kinds of stationary like: pen, book, ruler, eraser, dictionary, etc and we can imagine those pictures. Furthermore, she also says that to draw new information from a page of print, we must have learned to identify the visual form on the material (Simanjuntak, 1989:4).

Dallman (1983:23) says that reading is more than knowing what each letter or alphabet stands for, reading involves more than word recognition; comprehension is essential for reading without comprehension no reading take places. It means that comprehension is the most important thing in reading textbooks or written materials. In other words, there are some aspects of reading comprehension that should be considered by the reader. They include the knowledge or the reader that is related to the content of the message and the knowledge of the reader on language terms. So the reader's knowledge is absolutely needed.

Eskey in Simanjuntak (1989:9) says that schemata plays major role in reading comprehension. Schemata is concept on reader's mind of framework on which new information can be attached. Furthermore, schemata and new information experience are organized to build up a new large schemata that can be hold more information and experience for future.

2.3. Aspects of Reading Comprehension

In this study, the researcher intended to use reading comprehension in macro skills. There are five aspects of reading which help the students to comprehend the English text: main idea, specific information, references, inference and vocabulary.

1. Identifying Main Idea

Main idea refers to important information that tells more about the overall idea of a paragraph or section of a text. Suparman (2011) states the main idea is the most important idea stated in the topic sentence and developed by supporting sentences in a single paragraph. That is the main purpose of comprehension – getting the main idea. He adds that the topic sentence tells what the rest paragraph is about in some paragraph, the main idea is the only idea that should be developed in one paragraph. No reading without understanding the main idea. Example question of main idea can be: (1) *What is the main idea of first paragraph?* (2) *What is the main in last paragraph?*

2. Identifying Specific Information

Supporting sentence or specific information develops or explain the topic sentence by giving reasons, examples, facts, an incidents, comparison, analogy, cause and effect and quotation. For example, after reading story about Bawang Putih and Bawang Merah, general questions related to specific information can be: 1) *Where was Bawang Putih washing some clothes?* 2) *How did Bawang Merah and her mother treated Bawang Putih?*

3. Determining References

Reference is a relation between objects in which one object designates, or acts as a means by which to connect to or link to, another object. According to Reimer (2009) reference is a relation that obtains between expressions and what speakers use expressions to talk about. References are words or phrase used either before or after the reference in the reading material. They are used to avoid unnecessary repetition of words or phrases. It means that, such words are used, they are signals to the reader find the meaning elsewhere in the text. In general questions related to this type of reading can be: 1) *The word “she” in line 5 refers to...* 2) *what was word “her” position?*

4. Making Inference

Inference is about guessing something from the information which have we read or know. Suparman (2011) states that making inference is drawing a conclusion after considering all the facts; one of comprehension strategies to make a conclusion about what is not directly stated in the text based on clues. Sometimes information is not given directly. Example question of making inference can be: 1) *What was first paragraph talking about?* 2) *All of the following statement is true related to the passage, except...* 3) *What is the best title for the passage?*

5. Understanding Difficult Vocabulary

Vocabulary is all the words which exist in a particular language or subject. Harmer (2004:153) states states that the ability to determine the meaning of vocabulary items

from context is one of the most important aspect of successful reading. Concerning with those statements indeed vocabulary is basic for everyone who wants to develop or to produce utterances for reading. Example question of main idea can be: *What is the closest meaning of underlined word?*

Based on explanation above, reading comprehension involve determining main ideas, determining specific information, drawing references, making inference and understanding vocabulary.

2.4. Concept of Reading Comprehension Materials

Reading materials can be divided into fiction and non fiction semantically depending on the discourse of the material. If the content of the reading material refers to the real world, we can say that the passage is non fiction.

Most of reading materials included in English of SMP can be categorized as non fiction because the topics are concerned with real world, such as economy, health, seasons, teenage life, etc.

According to Simanjuntak (1989:31) to prepare materials for the reading lesson, there are three points of view need to be considered. They are:

1. Readability

Obviously a text should be at the right level of difficulty for the students. Both aspects of reading, linguistic difficulty and semantic relevance, should be

weighed before it is selected for use. The combination of structural and lexical (i.e. vocabulary) difficulty is readability. Lexical difficulty is easy to assess if the teacher knows his/her students. If the teacher does not know his/her students well, he/she will need to find out about them as soon as possible. He/she must find out how much language they know if the teacher is to select suitable texts. If the students have all previously used the same books or syllabus, the teacher should make use of any vocabulary lists supplied in the syllabus of the earlier textbooks.

2. Suitability of content

Before the teacher orders many books or selects class reading materials, it is really needed to carry out an investigation of what his own students like. The teacher may find the following guidelines useful (Nuttal, 1982:30)

- a) Will the text do one or more of these things?
 - Tell the students things they don't already know.
 - Introduce them the new and relevant ideas; make them think about things they haven't thought about before.
 - Help them to understand the way other people feel or think
 - Make them to read for themselves
- b) Does the text challenge the students' intelligence without making unreasonable demands on their knowledge of the foreign language
- c) If there are new lexical items, are they worth learning at this stage and not too much numerous? (if not worth learning, or if there are too many, consider

replacing them with words already known). Are some of them understandable by means of inference from the context?

- d) Does the text lend itself to intensive study? Does it enable the teacher to ask good questions? For example
- Making a map, diagram, graph etc. Based on information in the text
 - Reprocessing of information from the text, e.g. fictional summary (write up the incident for the local newspaper)
 - Debate, discussion, role play, etc.

By varying the tasks students are expected to perform, the teachers not only make classes interesting but also show students that skills can be used with wide range of materials and that the same reading might profitably be attacked several ways.

3. Exploitability

Exploitability is arguably the most important after interest. A text that the teacher cannot exploit is no use for teaching even if the students enjoy reading it. The term ‘exploitation’ means ‘facilitation of learning’. When the teacher exploits a text, he/she makes use of it to develop his students’ competence as readers.

As the students read the course, they will improve their knowledge of the Foreign Language. But this ought to be considered an incidental bonus; it is not

the purpose of the reading lesson. In a reading lesson the teacher is setting out to teach language, he is not giving a reading lesson.

The focus of interest in the reading lesson is language and content. The teacher wants his/her students to learn how language is used for conveying content. The teacher wants the students to develop the skills needed to extract the content from the language that expresses it. These are the skills the students need in order to become effective independent readers.

2.5. Narrative Text

Based on curriculum in SMPN 8 Bandar Lampung, the text types for the second grade in the second semester were narrative, spoof and hortatory exposition texts. In this research, the researcher focused in improving students reading achievement in narrative text.

A narrative is kind of story that is created in a constructive format (as a work of writing, speech, poetry, prose, prose, pictures, song, motion pictures, video games, theatre or dance) that describes a sequence of fictional or non-fictional events. Narrative text is a sequence of events, which is based on life experiences in difference ways. Narrative always deals with some problems which lead to the climax and then turn into a solution to the problem. The researcher hopes that the use of this text will help the students comprehend the narrative text easier.

The examples of genres that fit the narrative text structure:

- Folktale is very old traditional story from a particular place that was originally passed on to the people in a spoken form, e.g., The Mighty.
- Fairy tale is an old story about magic things happened intended for amusing and giving lessons meanings and moral values, e.g., Cinderella.
- Fable is a traditional short story that teach moral lesson, especially one with the animals as characters: this story is considered as one group of animal stories, e.g., The Lion and the mouse.
- Myth is a story from ancient times, especially one that was told to explain about natural events or to describe the early history of place or people, e.g., Tower of Babel.

The organization of narrative text:**(a) Orientation**

It tells the audience about who is in the story, when the story is taking place and where the action is happening.

(b) Complication

It denotes a crisis arises. It comprises initiating event, subsequent event and climax aspects when the characters face the problems.

(c) Resolution

It shows that the crisis is resolved. In this part, the character does the act of solving or settling the problem for better or for worse one.

(d) Re-orientation

It indicates the optional point. This means that a story not always uses this, and usually, it states the conclusions of the event based on the writer point of view.

Languages Features of narrative text:

The language features of narrative text can be described as follows:

- a. Focus on the specific and individual participants.
(A Beautiful princess, a huge temple)
- b. The use of noun phrases.
(First, before that, then, finally)
- c. The use connectives.
(First, before that, then, finally)
- d. The use of adverbial phrases of time and place.
(In the garden, two days ago)
- e. The use of simple past tense.
(He walked away from the village)
- f. The use of action verbs.
(Walk, sleep, wake up)
- g. The use of saying verbs.
(Say, tell, ask)
- h. The use of thinking verbs feeling verbs, verbs of senses.
(She felt hungry, she thought she was clever, she smelt something burning)

Here is the example of narrative text:

**The Legend of Nyi Roro Kidul
(The Queen of South Ocean)**

Once upon a time, there was a beautiful princess named Kadita. Because of her beauty she was called Dewi Srengenge. It meant the goddess of sun. Her father was King Munding Wangi. Although he had a beautiful daughter, he was unhappy because he always expected to have a son.

The king decided to marry Dewi Mutiara. He had a son from her. Dewi Mutiara wanted her son to become a king in the future. She asked the King to send his daughter away. The king did not agree.

Dewi Mutiara called a black wizard to curse Kadita. She wanted Kadita's beautiful body full of ulcer. Then, Kadita's body was full of ulcer. It smelled bad. The beautiful princess cried.

The King was sad. No one could cure his daughter's illness. The king did not want her daughter to be a rumor so he sent her away.

The poor princess did not know where to go. However, she had a noble heart. She did not have any bad feeling about her step mother. She walked for almost seven days and seven nights. Then, she came to the south Ocean. The ocean was so clean and clear. She jumped into the water and swam.

Suddenly, there was a miracle. The ocean water cured her illness. She became more beautiful than before. She also had a power to command the whole South Ocean. She became a fairy called Nyi Roro Kidul or The Queen of South Ocean.

(source: <http://virdamufida.blogspot.com/2011/06/example-of-narrative-text.html>)

2.6 Question Types

The use of question in teaching reading is to provide purpose, elicit and focus discussion and to check. It is also used to attract the students' attention to the topic faced. This supported by Lukito (1990) who said that question is used to ask information for certain problem.

Furthermore, the use of question is very useful in teaching reading. Nuttal(1987) says that developing types of question and techniques for them are essential to teach

reading. It means that the teacher in teaching reading is suggested to use question to help the students to comprehend the passage.

Aarts as quoted by Suwigati (2008 : 13) distinguished the question into two types; yes/no question and WH-question. Yes/No question is formed by putting the first auxiliary in front of the subject. If the corresponding declarative sentence does not contain an auxiliary, periphrastic “do” must be used.

e.g : Is Bambang going to watch television?

Do they agree with your opinion?

In WH-Question, a WH-item occurs in initial position; the subject follows the first auxiliary except when the WH-item function as subject.

e.g. : When was the first PON (Pekan Olahraga Nasional) begun?

What does the first paragraph tell about?

In addition, in terms of reading comprehension, Burn, Roe and Rose (1982) stated that seven major types of question are generally useful in guiding reading. They are:

1. Main idea; ask the students to identify the central theme of the passage.
2. Detail; ask for the name or identification of a person, “what” question asks for a thing or event.
3. Vocabulary; ask for the meaning of words used in the passage.
4. Sequence; require knowledge of events in their order of occurrence.

5. Inference; ask for information that is implied but not directly stated in the material.
6. Evaluation; ask for judgement about the material.
7. Creative response; ask the students to go beyond the material and create new ideas based on the ideas they have read.

Referring to the types of the question above, in WH-Question technique, the students were asked to construct WH-Question including; the main idea, details or specific information in the text, vocabulary, and inference.

2.7 Procedures of Teaching Reading through WH-Questions

The researcher modifies the activities of teaching reading comprehension process suggested by Medina (2008). The procedures are as follow:

Pre-Activity:

These stages are intended to construct background knowledge. The teacher becomes a bridge builder between what students already know about a concept - schemata - and what they need to know in order to understand a particular text, that is, the interaction between those schemata and the input coming from the text.

1. The teacher greets the students.
2. The teacher checks students' attendance list

3. The teacher leads the students to the topic by asking their background knowledge about the topic.

While Activity

The aims of this stage are to help students to understand the specific content and to perceive the rhetorical structure of the text. With these tasks teacher takes the learners through the reading and they interact in the text.

1. The researcher distributes the reading text.
2. The teacher asks the students to do questions scanning.
3. The teacher asks the students to discuss about some questions
4. The teacher explains about WH-Questions and the uses of them.
5. The researcher guides the students how to find the main idea of each paragraph and how to locate the details or specific information in the text by using WH-Questions.
6. The teacher asks the students to do the task by reading the text carefully.
7. The teacher monitors the students.
8. The teacher checks the students' answer.

Post Activity

Post-activities are tasks in which learners, after interacting with the reading, reflect, argue and give their points of view.

1. The teacher asks the students whether there are some difficulties about the topic or in understanding the lesson.

2. The teacher gives summary of the lessons.

In this research, the researcher implemented this procedure of teaching for three meetings with different topic of reading texts.

2.8 Theoretical Assumption

In teaching reading, there are many techniques that can be used by teachers to reach the goal of teaching learning process. Based on the frame of theories presented above, the researcher assumes that WH-Questions can be used to overcome the difficulty of comprehending the reading text. If the text can be understood easily, then it can be a motivation for them to pay more attention and active in teaching learning process. It means that WH-Question can be used to improve students' reading comprehension ability.

2.9 Hypothesis

Based on the frame of theories and the theoretical assumption above, the researcher proposes the hypothesis as follows:

Ho : There is no significant difference on reading comprehension ability of the students who are taught through WH-Questions technique.

Ha : There is a significant difference on reading comprehension ability of the students who are taught through WH-Questions technique.