

II. FRAME OF THEORIES

This chapter discusses the concepts and findings which are review from previous research, and related literature, and are expected to contribute to the findings of the research.

2.1 Review of the Previous Research

Reading is defined as an active cognitive process of interacting with print and monitoring comprehension to establish the meaning (Clark and Silberstein: 1987). Reading is defined as an active cognitive process of interacting with print and monitoring comprehension to establish the meaning (Clark and Silberstein: 1987). It implies that there are many aspects that should be mastered by students to comprehend the text. In relation to the teaching of reading in the classroom, there are several studies concerning the implementation of particular technique for teaching reading.

First, Developing teachers' and students use of self-questioning strategy in an English as a foreign language (EFL) in Indonesia as proposed by Sunggingwati (2009). She found that the students perceived in which they gained benefits from the application of the self-questioning strategy. The findings of the study reveal that as well as improving teachers' and students'

abilities to generate questions about English passages, the use of self-questioning also promotes the development of a more learner-centred approach in EFL and assists teachers to ask questions in their classrooms that go beyond those provided in the textbooks. The findings suggest that research in self-questioning strategy needs to be expanded and continued because this study has shown the potential of the strategy to enhance students' engagement in learning and potentially to foster improvements in reading comprehension.

Second, Improving the reading comprehension skills of the eleventh grade of MA Nurul Jadid Paiton Probolinggo through PQRST strategy as proposed by Heriyanto (2012). The researcher found that the implementation of PQRST strategy in the teaching-learning of reading comprehension can improve the students' comprehension skill. The data of this research were obtained through (1) observation sheet (2) field notes and (3) test. Based on the findings, it is suggested that teachers use PQRST strategy as one alternative in the teaching of reading comprehension in the classroom. It can be identified that after the implementation of the action there was an improvement on the number of students who got the score of greater or equal to 75.

Based on the previous research above, the following has been found:

1. Developing teachers' and students use of self-questioning strategy in an English as a foreign language (EFL) in Indonesia.
2. The findings in self-questioning strategy has shown the potential of the strategy to enhance students' engagement in learning and potentially to foster improvements in reading comprehension.

3. The research is designed to improve the students' reading comprehension through the use of PQIRST strategy.
4. The data of this research were (1) observation sheet; (2) field notes; and (3) the test.
5. The results show that after the implementation of the action there was an improvement on the number of students who got the score of greater or equal to 75.

However, there is still one issue which has not been investigated, which has been stated in the background of the problem in Chapter 1. Therefore, this research was carried out to overcome that issue, that is, “improving students’ reading achievement through self questioning strategy by using descriptive text”.

2.2 Review of Related Literature

Considering the review of previous relevant research, the writer is going to propose a review of related literature which has a relationship with this research as follows:

2.2.1 Concept of Reading Comprehension

There have been several definitions of reading proposed by several experts. Smith (1982: 166) states that reading is a matter of identifying letters in order to recognize words in getting the meaning from what is read, involving making connection among the words and ideas presented in the text and the

readers' own background knowledge about the texts they read will have difficulties in comprehending the text. Grabe (2009) defines reading as an interaction between reader and text and requires efficient knowledge to world and given topic also an efficient knowledge of the language. Nuttal (1982) in Simanjuntak (1988: 14) says that reading as the meaningful interpretation of printed or written verbal symbol.

Reading is important because it expands the mind, develops the imagination and helps students develop their language skills such as get new vocabularies, builds memory and better communication or language skills. Through reading, students learn about people, places and events outside their own experience.

To achieve students' reading skill, there are steps how to improve it, as follows:

- a. Find something to read., eg; a children's book, a newspaper article, and a short story.
- b. Find a place to read where the students can concentrate. Maybe it will help them to enjoy their reading.
- c. Begin reading by looking at the pictures, the title, or summary and the chapter or section headings. It is related what the teacher choose, she uses a text in which has many picture on it.
- d. Read page carefully. If student don't understand what they are reading, read over the sentence again. Try reading the words out loud. Feel free to use finger as a pointer. It will keep their eyes focus on the line they are reading, and will improve their understanding.

- e. Keep reading, that is because reading will help student in lots of ways; their vocabulary will become larger and more sophisticated and they will notice their grades change for the better in school.

There are many ways to be good at reading such as the readers should know the purpose in reading, they also should have awareness of type of the material they are reading, and kinds of learning strategies can also be used in reading that can help them in comprehending written text. It can be stated that reading is a vital skill, and reading technique are also a part of learning to read. Reading the words of a composition is one thing, but comprehension is the vital point for the reader. It is clear that in making sense of text, the reader relates new information of the text being read his previous knowledge that has stored in students' mind.

Based on the definitions above, reading can be said as a way to fulfill the reader's eagerness about topic they read. If the reader can read the words but they do not understand what they read, they are not really reading. Dallman (1982).

2.2.2 Aspects of Reading

According to Nuttal (1985), there are five sort reading skills that should be mastered by the reader to comprehend the text deeply, which is as follows:

1. Identifying Main idea

Determining idea is a skill to grasp and find the main point of the passage by summarizing the passage and look for repetition of ideas or words (Kelly, R. 2004). The main idea is important to a reader because it tells what the story is mainly about. There are 3 of main ideas; to inform, to persuade, and to entertain.

2. Identifying details

Identifying details are the facts and ideas that explain or prove the topic sentence or main idea. As stated by Segretto (2002:12) that supporting details provide the reader with more information about the main idea or subject of a passage. They are pieces of information that help you see the big picture in a text. Supporting details give readers the answers to questions they might ask before they ask them.

3. Determining Inference

Inference is an educational guess or conclusion drawn based on logic of the passage. An inference is when the student take clues from a story plus what they already know from our their own experiences to decide what the teacher means. The teacher will not always tell us everything, so need to use inferences to understand and visualize the story. The students will make inferences to help them understand what they are reading. As follow:

- a. Think about the type of information the teacher is giving.
- b. Think about how the topic of the text relates to own life or the experiences of students have had.

4. Understanding vocabulary

The communication will success or not it depends on the accurate vocabulary understanding It means to comprehend what the words mean is important in vocabulary. When vocabulary mastery improves, comprehension will be deeper and apply lettersound correspondence to a pretend word and matching it to a known word in the readers' oral vocabulary. Linan et al. (2007:87) states that the role of vocabulary in reading is clearly understood: vocabulary knowledge, the understanding of word meanings and their use, contributes to reading comprehension and knowledge building.

5. Reference

One of sub process in sentence comprehension is referential representation; this process identifies the references that words in a sentence make to external word. Referential representation is aided by making referents easy to identify. Readers take less tone to identify the referents of a pronoun when the referent has been mentioned recently in the text than when it was mentioned earlier (Young, 2011:146).

2.2.3 Descriptive Text

Descriptive text is a text which used to describe something, someone or a place. Basically, the purpose of a descriptive text is providing information. Descriptive text can be presented as written or spoken texts. According to Gerot & Wignel (1994: 208) the generic structure in a descriptive text are

identification used to identify phenomenon to be described and description used to mention parts, qualities, and characteristics of subject being described. The goal of the text is important to describe a particular person, places, or things. As stated by McKay (1985: 4) when we want to describe something we must be able to make the reader understand what we mean.

Harris and Graham (2007) states that questioning are constructed about important information, rather than about unimportant details, in the descriptive text. It means that question generation allows readers to self-test their understanding of the descriptive text and helps students to identify what is important in the story. In the descriptive text, there are three parts, such as social, generic structure, and significant lexico grammatical features.

Significat Lexicogrammatical Features

1. Focus on specific participants, for examples: father, school, my dog, etc.
2. Use of simple present tense
3. Detailed noun phrase. For examples: an intellegent tall student
4. Use types of adjective that contains describing, numbering, classifying.
For example: three tall buildings
5. Use relational proces, eg; my car has four doors.
6. Figurative language. For example: my throat is as dry as a dessert.

An example of descriptive text is:

Tigers are recognized by their orange, black, and white stripe pattern. A tiger's front paws are large and strong to bring down prey. The tiger is one of the most charismatic and evocative species on Earth. The front paws of a tiger have five toes each. Tigers are famous for their thick, orange-tawny coats, gleaming amber-gold eyes, black to rich brown stripes, and long, whip-like tail. Most cats don't like to swim, but on a hot day Tigers love to swim.

2.2.4 Personal Response

Personal response is the sixth type of comprehension in which gives readers or students an opportunity to explore their evolving thinking or something. This can be an event or another person's perspective. A personal response is important to help students “live” the text and make it their own; therefore, students need to be able to respond in a variety of ways, individually and in groups. Students who have a positive learning responses tend to be more active, creative, and willing to take every opportunity, for example in asking, giving ideas and explain to their friends if there are things that are poorly understood. Kennedy (1937) states that response expresses what readers’ experienced in reading and think about the assigned text and should reflect the background, values, and attitudes in response to the work, not what the teachers’ thinks about it”.

A response expresses what readers’ experiences in reading and think about the assigned text. Personal responses can be found in a variety of places. A response can be a movie review, a text or letter to the editor of a newspaper or magazine, a personal conversation or a journal entry. A personal response can also be about classroom activities and discussions.

2.2.5 Self Questioning Strategy

Self-questioning is the ongoing process of asking questions before, during, and after reading that are used by a reader to understand text (Algozzine et al, 2009: 134). A self-questioning make the students to generate, think about, predict, investigate, and answer questions that satisfy curiosity about what is

being read. It can improve the students' awareness and control of their thinking. Questions can promote thinking on a number of levels. As Guthrie & Anderson (1999: 68) states that students want to raise questions about literature and life, and teachers who encourage the questions will improve students' reading achievement. Self-questioning is important at all times in reading. If students do not know or use self questioning strategy during reading, they are likely to have trouble with before and after use of the strategy.

According to Richek et al (1996: 156), activities that reading teachers should employ to help students improve reading abilities. As follow:

1. Before Reading

Teacher helps students relate background information to reading, introduce the students to the text in order to build students' background information, gently correct misperceptions, and mention something students might enjoy or learn from the material.

2. During Reading

Teacher encourages silent reading, ask students to predict what will happen next, and encourage students to monitor their own comprehension while reading.

3. After Reading

Teacher checks comprehension and encourage active responses. Similarly, the above activities can be well applied to teaching students to read descriptive texts. That is, the activities divided into three stages: before, during, and after.

In self questioning allows that the learners to create their own information diagram (Franken in Nation, 1991: 58). This can be done by letting the learners to ask themselves the questions in order to get the information from the text. By generating the questions, students actively and purposefully engage in their reading and comprehending the text. This technique may help improve students' comprehension and empower students to become active learners who are more able to learn how to guide their own learning. It can be concluded that self questioning strategy is an active process that more than just asking question.

2.2.6 Procedures of Teaching Reading through Self Questioning Strategy

Hartman (2002) proposed procedure of teaching reading through self questioning as follows:

Pre activity

1. Teacher greets students
2. Teacher checks students' attendance list
3. Teacher asks some question related to the topic to activate their background knowledge, such as;
 - a. Do you have favorite star?
 - b. Who is he/she?
 - c. Why do you like him/ her?
 - d. What does he/she look like?
4. Teacher describes the strategy and the steps.

The steps can be described as follows:

- Students are shown a picture
- Students must understand the questions such as “*What do you study this passage for?*” with self-reminder that he or she reads the passage in order to answer the questions about its content
- Students locate the main idea of the passage
- For each main idea that students has highlighted, he or she generates a questions. The students read through the passage again to answer each question that he or she has generated by using self questioning. For example, “*Who is she/he?*” “*What does he/she look like?*” “ *What is the main idea of the first paragraph?*” then, students answer those questions by paraphrasing sentences in the paragraph.
- Students underline the characteristics, this helps them to make question based on specific information in the text.
- Students review the questions and answer.

While Activity

1. Teacher distributes the text to all students and instructs them to write 10 questions based on the text.
2. Students read the text about an idol or famous person by themselves

3. Students underline main idea and characteristic they found in the text and make questions, i.e. *“How old is she? “What does he/she look like?” What is her weight? Where is he graduated from?*
4. Students write the answers on paper, exchange with their partner and answer each other.

Post activity

1. Students discuss their answer with their partner
2. After the students discuss their answers of their questions, the teacher administers questions and discusses it with the students.
3. The students are given homework structured form about famous person or an idol as the evaluation by the teacher

2.3 Advantages of Self Questioning Strategy and Disadvantages of Self Questioning Strategy

The research believes that there are some advantages and disadvantages to self-questioning.

Advantages of Self Questioning Strategy

1. A student does not have to constantly rely on the teacher to gain understanding of a subject. It is a good way to take learning into your own hands.
2. The strategy allows students to test each other.
3. It can help students categorize, anticipate exam questions and allow for more effective preparation.

4. Another advantage of self-questioning is that it can be used in all academic subjects.

Disadvantages of Self Questioning Strategy

1. If students do not know what questions are best to ask, then they will not gain the correct or necessary information that can prove that they actually learn the material.
2. Students do not pay attention to meaning of the structure.

2.4 Theoretical Assumption

The use of question in teaching reading is to provide purpose, elicit and focus discussion and to check. 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 students comprehend the text.

Based on the frame of theories, the researcher use self-questioning strategy to improve their reading comprehension achievement because the researcher assumes that self-questioning is useful for increasing students' better. Its main goal is to develop the students' metacognitive skills. Hence, the writer assumes that self-questioning is an effective strategy that may activate students' prior knowledge during reading, develop metacognition and consequently, leads to better comprehension.

2.5 Hypothesis

Referring to the related literature presented earlier, the writer states the hypothesis as follow:

H_0 : There is no significance difference on students' reading achievement by using self-questioning strategy using descriptive text.

H_1 : There is significance difference on students' reading achievement by using descriptive text.

(Hatch and Farhady, 1982:11)