

II. FRAME OF THEORIES

In this chapter the researcher uses some concepts related to this research. The concepts are concept of reading comprehension, concept of teaching reading, types of reading text, concept of anecdote, concept of self-questioning strategy, advantages and its disadvantage of using self-questioning strategy, teaching procedure, theoretical assumption and hypotheses.

2.1 Concept of Reading Comprehension

Nuttal (1982: 42) 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 symbols that represent a language, and the knowledge in the world. In this process the reader tries to recreate the meaning intended by the writer.

While, Clark and Silberstein (1987:2) define reading as an active cognitive process of interacting with print and monitoring comprehension to establish meaning. Reading is the instantaneous recognition of various written symbol, simultaneous association of these symbol with existing knowledge, and comprehension of the information and ideas communicated.

Reading is an active process (Mackay in Simanjuntak, 1988:15). The reader forms a preliminary expectation about the material, then select the fewest, most productive cues necessary to confirm or reject that expectation. Reading involves an interaction between thought and language. It means that the reader brings to the task a formidable amount of information and ideas, attitudes and beliefs.

These concepts basically state that reading always deals with printed materials, which stresses on the grasping meaning from the printed language. It means that reading activity is the interaction between the perception of the graphic symbols that represent the language and the readers' language skill, cognitive skills and the knowledge of the world. In this process, the reader tries to create meaning intended by the writer.

According to Doyle (2004), comprehension is a progressive skill in attaching meaning beginning at the same level and proceeding to attaching meaning to an entire reading selection. All comprehension revolves around the reader's ability in finding and determining specific information and main idea from the text.

Smith (1982: 5-6) says that reading certainly implies comprehension, and reading is something that makes sense to the reader. The readers try to understand and get the meaning and information in the written texts in form of symbols, letters, graphs, etc. Thus, they grasp the writers' messages from the texts.

Rubbin (1993: 194) states that reading comprehension is a complex intellectual process involving a number of abilities. The two major abilities involve word meanings and verbal reasoning. Without word meaning and verbal reasoning, there could be no reading comprehension; without reading comprehension, there would be no reading. From these concept basically, it can be understood that reading needs comprehension.

Referring to the explanation above, it can be said that in comprehending the texts the students have to know their technique in reading. It means to make them easy to comprehend the anecdote text. One aspect that becomes essential in students' reading is the reading technique. It has direct "link" in comprehension and strategy or technique. The writer assumed that reading comprehension is students' competence in comprehending the specific information, words and surface meaning in texts is described by students' score with an appropriate technique.

2.2 Teaching Reading

Alyousef (2005: 143) says that *teaching reading*, contemporary reading tasks, unlike the traditional materials, involve three-phase procedures: *pre-, while-, and post- reading stages*. The pre-reading stage helps in activating the relevant schema. For example, teachers can ask students questions that arouse their interest while previewing text. The aim of while-reading stage (or interactive process) is to develop students' ability in tackling texts by developing their linguistic and schematic knowledge. Post-reading includes activities, which enhance learning

comprehension using matching exercises, cloze exercises, cut-up sentences, and comprehension questions.

The aim of teaching reading is to develop students' skills so that they can read English texts effectively and efficiently. To be able to do so the reader should have particular purposes in their mind before they interact with the texts. Effective and efficient reading is always purposeful and tends to focus mainly on the purpose of the activity. Then the purpose of reading is implemented into the development of different reading techniques. These can be real when the students read and interact with various types of texts, i.e. functional and monologue texts.

Suparman (2005: 1) states that there are two major reasons for reading: (1) reading for pleasure, (2) reading for information (in order to find out something or in order to do something with the information readers get). Harmer (1997: 70) states the principles behind the teaching reading:

1. Reading is not a passive skill.
2. Students need to be engaged with what they are reading.
3. Students should be encouraged to respond to the content of a reading text, not just to the language.
4. Prediction is a major factor in reading.
5. Match the task to the topic.
6. Good teachers exploit reading texts to the full.

In teaching reading, when the teacher teach reading, appropriate and possible technique should be applied based on the purpose of reading in order to get the comprehension. Students may use reading technique to make their reading effective and efficient. Self-Questioning Strategy as one of reading technique is possible to be applied by the Senior High School students in their reading, e.g. students are able to identify and look for the specific information in various types of texts (functional and monologue texts).

2.3 Types of Reading Text

Types of reading texts are divided into two, they are: a) Short Functional Text and b) Monologue Text (Nainggolan, 2010). The text that will be used in this research is Monologue Text. There are nine common monologue texts that are usually used in Senior High School:

1. Descriptive Text

Descriptive text is a text which talks about or describe on a particular person, thing, or place.

2. Report Text

Report text is a text which talks about or describes a whole class of things (general). It describes and tells what the phenomena are like, in terms of parts: their functions, qualities, habits or behaviors.

3. Procedure Text

Procedure text is a text which tells us how something is accomplished through a sequence of action or steps. For example: recipes, appliance manuals, etc.

4. Recount Text

Recount text is a text which tells what happened. The function is to retell events for the purpose of informing or entertaining.

5. News Item Text

News item is a text which informs readers about events of the day. The events are considered newsworthy or important.

6. Explanation Text

Explanation text is a text which explains about the process of what happened in the activity that is connected with science world, natural phenomenon, social-culture, and etc.

7. Spoof Text

Spoof is a text which tells about an event, strange or funny event based on the real activity. The function is to entertain and it is usually ended with something unexpected (twist).

8. Narrative text

Narrative is a text which tells what happened. The functions are to amuse, entertain, and to deal with actual or vicarious experience in different ways. There are some genres of literary text which fit to be classified as the narrative text. Some of them are: folktale, myth, folklore, fairy tale, etc.

9. Anecdote Text

Anecdote is a short and amusing or interesting story about a real incident or person, especially of an interesting or amusing nature.

2.3.1 Criteria for Choosing the Reading Text

The writer used the authentic texts and textbook, since the textbook did not cover the types of texts that students have to read (e.g. advertisement, schedule, etc.). Besides using authentic materials are more suitable for the students to apply as what they find in real life. “Authentic texts can be motivating because they are proved that the language is used for real-life purposes by real people.” (Nuttal, 1996: 172). The students can extract real information from a real text in a new or different language. It also can be extremely motivating, therefore increasing students’ motivation for learning by exposing them to ‘*real*’ language (Guariento & Morley: 2001). Therefore, by using authentic materials, the students can reflect the changes in language use, (again something that does not occur in textbooks, which become very dated, very quickly) as well as giving the learner the proof that the language is real and not only studied in the classroom.

The reading texts are selected based on the following reasons (Nuttal, 1996):

1. Its length is considered appropriate for the Senior High School students-long enough to contain ample testable information, and not too long as to over-task students (number of paragraph is about 3-4 paragraphs for the articles and not more than ten sentences for the functional texts). For the words contain have to be equal each of the texts.
2. The level of difficulty is suitable. The writer takes and uses authentic materials, since the textbook does not provide the various types of text that students need to know. The materials are taken from English magazines and newspaper for Indonesian readers. Therefore, the materials are quite appropriate and familiar for the students.

3. Suitability of content, the materials are chosen for students' interest and the materials that have taught.
4. Readability is used to describe the combination of structural and lexical difficulty of a text, as well as referring to the amount of new vocabulary and any new grammatical forms present. It is important to assess the right level for the right students (i.e. for intermediate level, Senior High School students).

Is the text too easy / difficult for the student?

Is it structurally too demanding / complex?

How much new vocabulary does it contain? Is it relevant?

5. Exploitability refers to how the text can be used to develop the students' competence as readers. A text which cannot be exploited or explored for teaching learning, it cannot be used for the students' materials in learning. Just because it is in English does not mean that it can be useful.

The materials are chosen from authentic sources not only from students' textbook, since the language used is realistic which means it is a mixture of formal and informal language used in daily life. The material is monologue text for Senior High School students. Authentic materials could raise students' awareness and motivation in reading the texts. The material is also adapted from School Based Curriculum (KTSP) based on students' interest and the materials that have been taught.

2.4 Concept of Anecdote

An anecdote is a short tale narrating an interesting or amusing biographical incident. In addition, Daniels (2006) cites that anecdote is prone to the same weaknesses that gossip suffers from: lack of objectivity, exaggeration, distortion through repetition, lying, one-sidedness, etc. Anecdote is a very brief retelling of a true account which can be humorous or interesting. The value of the anecdote is that it lends credibility to you as the speaker. She also adds that students practice oral expression and reading skills and develop vocabulary in a fun, relaxed atmosphere through short reading, humorous stories and studying idioms commonly used in English. Anecdotes in simple English are used to help students boost their reading speed when while maintaining good comprehension.

In writing, anecdote or joke story is known as a narration text. It narrates a series of events. It introduces a number of characters. They can be human or nonhuman characters. It introduces the relationship among the characters. The relationship is realized by their communicative interaction in the events. The punch line in the events is an unpredictable action done by a character(s) for a response to another character(s).

Short story has its origin in the prose anecdote, a fast situation that comes rapidly to its point, with similarities in oral story telling tradition. Stories are the oldest form of education. Stories capture the imagination, engaging the emotions and opening the minds of the readers. The plot are in the middle of the story with open-ended or without resolution.

As we know, anecdote is quite similar to jokes or funny story, it derives from people's experiences or imagination of something happened. Anecdote is a usually short narrative of an interesting, amusing, or biographical incident. In other words an anecdote is a short account of an interesting or amusing incident, often intended to illustrate or support some points.

According to the experts, anecdotes stimulate the students' interest in language work, create a relaxed learning atmosphere and help students to think positively through humor.

Text organization of anecdote text:

- Orientation (giving the reader the background information needed to understand the text or introducing the setting and figures in the story)
- Crisis (Provides the details of the unusual)
- Reaction (Action that taken to respond the problem)
- Coda (Reflection of the incident, usually unpredictable statement)

Language Features of anecdote text:

- Use of exclamation and intensifiers (e.g. really, very, quiet, etc) to point out the significance of the events.
- Use of material processes to tell what happened.
- Use of temporal or time-related conjunctions.

Here are the examples of anecdotes:

Like Father Like Son

Little Johnny returns from school and tells he got an F in arithmetic. "Why ...?" asks the father, in that oh-so familiar warning tone of voice.

"The teacher asked 'How much is 2×3 ?', and I said '6'," answers Johnny.

The father frowns: "But that is right."

So then she asks me, "How much is 3×2 ?"

The father's frown deepens: "What is the *confusing* difference?"

"That is exactly what *I* said to my teacher! That is why I failed the math test."

Uhm ... is there something you are not telling me?

A distraught patient phoned her doctor's office. "Is it true," the woman wanted to know, "that the medication you prescribed has to be taken for the rest of my life?"

"Yes, I am afraid so," the doctor told her.

There was a moment of silence before the woman continued, "I am wondering, then, just how serious my condition is. This prescription is marked '**no refills**'."

2.5 Concept of Self-Questioning Strategy

Self-questioning is simply a process in which students ask and answer questions before, while and after reading. Strategically asking and answering questions before, while and after reading helps students with difficulties engage with text in ways that good readers do naturally, thus "improving their active processing of text and their comprehension" (National Reading Panel, 2003:51). Self-Questioning Strategy also is to help focus their own attention on selecting

appropriate information and to monitor their own understanding. Good readers are actively involved in the reading process.

Self-questioning strategy focuses on knowledge acquisition and concept comprehension by learner generating questions. This strategy slows down the reading process, focuses students' attention on details in the text, and makes them aware of gaps in the story and/or breaches with their own expectation (Janssen, 2002). This strategy may promote students' personal engagement in reading. By generating questions, students actively and purposefully engage in the reading and comprehending the text. Some general questions that can be asked as an example of how self-questioning is used are: "*What do I already to know?*", this is a question that would be asked before the task begins, "*Do I understand what is going on this far?*", this is effective to ensure comprehension during the task, and finally, "*What new information did I learn?*", this can be asked after the task is complete.

According to Bryant, et al. (1999) good readers will involve these activities in their reading:

- Before reading,
 1. consider what they already know about the topic, and
 2. use text features (e.g., headings and illustrations) to get a sense of what they will read.
- While reading,
 1. monitor their reading,

2. use “fix-up” strategies to repair meaning when comprehension problems occur,
 3. use context clues to help them figure out the meanings of unknown vocabulary and concepts,
 4. identify the text, and
 5. use their knowledge of text structure to help them understand what they are reading.
- After reading,
 1. mentally summarize what they have read,
 2. reflect on content, and
 3. draw inferences to help them make connections to themselves, the world and other texts.

Meanwhile, according to Lenz (2005), self questioning requires a reader to look for text clues that make them wonder, think about possible meanings, ask questions about the meanings, make predictions about the answers, read to find the answers, evaluate the answers and their predictions, and reconcile differences between their questions, their predictions about answers, and the information actually provided by the author in the text.

Lenz also subdivides self-questioning into three phases in teaching reading as follows:

1. Before Reading Self-Questioning. It focuses on teaching students to use the self-questioning process as a way of previewing text before reading begins and

creating a set of guiding questions (e.g. “*Why is the title of the story Magic Mirror?*” and “*What will it talk about?*”) to check comprehension during reading.

2. During Reading Self-questioning. It focuses on teaching the students to use a self-questioning process, by leading and giving them example how to make questions using What, Why, When, Which, Where and How as they read paragraphs and sections of text.
3. After Reading Self-Questioning. It focuses on teaching students to generate questions and answer questions after they have read the text.

It seems that self-questioning as an active strategy to increase the readers’ reading ability; the active processing theory posits that since readers have to interact with the text longer and more deeply, in order to formulate questions about it, they develop deeper understanding and longer retention of the text (Singer, 1978).

This strategy also helps students determine a motivation for reading by getting them to create questions about the material they will be reading, form predictions about what the answers will be, and locate their answers in the text. (Biancarosa et. al.; 2006:16)

Considering the statement above, it can be inferred that self-questioning is more than just asking question. It is an active process of students learning to pay attention to textual clues that they found in the text. Then the students use their

background knowledge to generate questions and make predictions based on the clues.

2.6 Advantages and Disadvantages of Self-Questioning Strategy as a Teaching Resource

Reading through Self-Questioning Strategy has some advantages and disadvantages, they are:

Advantages:

1. By this self-questioning strategy, it can motivate learners' interest and trigger learners to become actively involved in the lesson.
2. This strategy is also used to develop learners' critical thinking skills and inquiring attitudes. Related to critical thinking, by guiding the students' to let them make their own question about the text, it can stimulate them to pursue knowledge of their own.
3. A student does not have to constantly rely on the teacher to gain understanding of a subject. It is a great way to take learning into students' own hands.
4. It can be used in all academic subjects.

Disadvantages:

1. For the poor readers, it will be hard for them to develop their skill in this strategy; the students do not know what questions are best to ask themselves. Teacher needs "extra-work" to give them example about the use of this strategy before the lesson is started.

2.7 Teaching Reading Comprehension through Self-Questioning Strategy

The steps of teaching reading through self-questioning strategy are:

a. Pre- Activity

1. The procedure begins with the teacher motivates the students by asking them about anecdote text e.g. *“Do you know about anecdote text?”*, *“What do you know about anecdote text?”*, *“Have you ever read anecdote text?”*. It functions to activate their background knowledge of anecdote text.
2. Before the teacher asks students to apply self-questioning strategy to a passage, the teacher explains to the students the purpose of learning this strategy. It is intended to introduce the students to self-questioning strategy applied in the treatment.
3. The teacher describes the strategy and makes a list of steps on the board, the teacher gives the model of how the strategy is used in the text, and meanwhile the students see and sometimes participate in following the steps. The steps can be described as follows:
 - a) The students must understand question *“what do you study this passage for?”* with self-reminder that he or she reads the passage in order to answer questions about its content.
 - b) The students locate all specific information in the passage underlines or highlight them.
 - c) For each specific information that the students have highlighted, he or she generates a question. The students read through the passage again to answer each question that she or he has generated by using self-

questioning strategy. Corder (1979: 26) mentions that the students are taught to ask WHO? WHAT? WHERE? WHEN? WHY? HOW? For example, “*Who is the main character in the story?*” “*What did the character do in the story?*” Students answer the questions by paraphrasing sentences in the first paragraph. They are taught to get the answer to these questions in the opening paragraph, it is usually easy enough to see how the questions are answered.

d) The students underline events and actions they found in the text. This helps them to make questions about specific information stated in the text.

e) Students review the specific information, the questions and answers.

b. While- Activity

1. Teacher distributes the text to all students and instructs them to write 5 questions based on the text.
2. The teacher asks the students to go through the text in order to get an overview of the whole text.
3. Teacher teaches the students about how to make common questions that usually found in the text by giving the example how to arrange a question.
4. Next, the students underline the main idea they found in the text. They make questions, for example, “*What is the main idea of the first paragraph?*”
5. The students write the answers on a piece of paper.

6. The students underline some of the specific information they found in the text and make questions by using WHAT or WHO i.e. *“Who is the main character in the story?”*, *“What is the character do in the text?”*
7. The students underline events they found in the text and make questions based on them, for example, *“But you shouldn't use this to wash your dog.”* The possible question is *“What was the grocer’s reason for forbidding the boy washed his dog?”* and the possible answer is *“The dog could be sick even kill him.”*
8. The students make an inference or prediction about the meaning of the story that are not explicitly stated in the text, for example, *“What does this statement mean: Darn! This one doesn't have any shoes either...”*
9. The students make prediction about the answers of those questions and write the answers on their own paper.

c. Post- Activity

1. The students exchange their questions with their partner and answer each other, and then they discuss their answer with their partner.
2. The teacher administers students’ questions and let the students answer.
3. The students submit their work to the teacher.
4. Students try to express their problems in comprehending the text.
5. Teacher summarizes the materials.
6. Teacher gives homework to the students.

2.8 Theoretical Assumption

Based on the frame of theories, it is assumed that self questioning is an effective strategy to be used to increase students' reading ability in comprehending the anecdote text. By this self-questioning strategy, it can motivate learners' interest and trigger learners to become actively involved in the lesson. This strategy is also used to develop learners' critical thinking skills and inquiring attitudes. Related to critical thinking, by guiding the students' to let them make their own question about the text, it can stimulate them to pursue knowledge of their own.

This learning strategy forces students to pay closer attention to what they are doing, and incorporate existing knowledge with newly retained information. A student's ability to combine new information with old information is also essential to their ability to transfer knowledge from one context to another.

Based on the literature review and the explanation above, it can be assumed that self-questioning strategy can be used to increase students' reading comprehension in comprehending the anecdote texts for Senior High School students. It makes the students aware of their purpose of reading and can motivate them, and also makes them enjoy the reading activity.

2.9 Hypotheses

Based on the theoretical assumption above, the writer formulates the hypothesis as follow: