

II. FRAME OF THEORIES

This chapter explains some theories that are relevant to this study. In detail, this chapter will discuss the review of the related literature (concept of reading, concept of comprehension, concept of reading comprehension, concept of macro and micro skills of reading comprehension, the components under concept of reading comprehension, concept of reading comprehension achievement, concept of pre-questioning, concept of prior knowledge, the nature of narrative text, the effect of pre-questioning on reading comprehension achievement, the procedures of teaching reading comprehension using pre-questioning and the practical teaching learning procedures), theoretical assumptions and hypothesis.

2.1 The Concept of Reading

Reading is the one of four main skills in English. It is very important to get information that can not completely people find from the other skills. Therefore, it is called as the window of the world. By reading a book, the reader can know more about information and knowledge in the whole of world without visiting the places.

Reading is a process in which the reader makes sense of the written text in order to get information and knowledge from the text. By reading, the reader will know what they read and challenged to response the ideas of the author in order to make

the messages or information that comes from the author can be understood and comprehended easily by the reader.

According to Afflerbach (2007:12-13), reading is a dynamic and complex process that involves skills, strategies and prior knowledge. Reading is a “social event” and that reading is socially situated. We read, using skills and strategies in relation to intellectual and social goals. Definition of reading includes the ideas that we read to construct meaning and that we must use particular skills and strategies to do so. Yorkey (1982:100) also confirms that reading is not only a visual activity. It is more than simply running your eyes accumulating information as each words, phrase and sentences is progressively recognized.

For many language learners, reading is ranked first among the academic skills that they wish to gain mastery over (Grabe & Stoller, 2001). For students who are learning a Second Language/Foreign Language, reading is the most crucial skill to be mastered due to several reasons. First, students can usually perform at a higher level in reading than in any other skills. They can quite accurately understand written materials that they cannot discuss orally or in writing with equivalent accuracy or thoroughness. Such condition will undoubtedly enhance their motivation to learn. Second, reading necessitates very minimum requirements. Different from speaking which requires opportunities to interact with sparring partner, or from writing which needs a lot of guidance and time to practice, reading necessitates only a text and motivation. Third, reading is a service skill. After learning how to read effectively, students will be able to learn effectively by reading.

Based on Cohen and Cowen (2008:43), there are three cues systems of reading in getting information those are: (1) Graphophonic cues; the using phonic to decode a word depends on alphabetic knowledge of letters, letter clusters and corresponding sounds, (2) Semantic cues; it is derived from the context of the sentence which provides the reader with essential information to unlock unknown words and (3) Syntactic cues; it allows the reader to decode words from the grammar and sentence structure. Moreover, Harris (2006:22) states that graphophonic cues is the process of decoding the text and pronounce all the words. Semantic cues is the process of identifying nouns, verbs and other grammatical words; that is get a sense of the word order of the sentences. Syntactic cues are the process of gaining the meaning from the text that the author intended.

In line with the Afflerbach's statement (2007:12-13) which said that reading is a dynamic and complex process that involves skills, strategies and prior knowledge, it can accordingly be concluded that reading includes the ideas that the reader reads to construct meaning (comprehend the text) and that they must use particular skills and strategies to do so and in this case, this study focused this research on macro skills which cover finding main idea, finding supporting detail, finding inference meaning, understanding vocabulary and finding reference in five aspects of reading and in levels of comprehension, the skills cover literal, interpretative and critical comprehension.

In reading, there are two processing models; they are top down and bottom up processing models (Farrell, 2009:18). The explanations of both models are as follows:

a. Top Down Processing Model

This model argues that reading is directed by the brain (associated with schema theory) that readers bring their prior knowledge and experiences to the text as they read and that this influences how they understand and interpret a text. In fact the extreme version of this model suggests that readers will only continue to read a text as long as it confirms their prior expectation. It can be explained. After looking at a passage or text, readers guess or predict what it will be about based on this prior knowledge and experience of the topic. They can do this after reading the title, the headings and the subheading and glancing quickly through the text. They then continue to read the text seeking confirmation of their understanding of the topic. So readers using a top down approach will try to fit the text into the knowledge and experiences they already have.

b. Bottom Up Processing Model

It suggests that a reader takes meaning from the text itself, from each word and sentence and from how the text is organized, in order to construct meaning from that text only; this model is thus associated with phonics. In this approach, information is first processed in the smallest sound units and then moves to letters, words, phrases and full sentences. Understanding or comprehension of the text will ultimately depend on the readers knowledge of vocabulary and syntax. The bottom up process can be explained like this: When we read, one thing we do is extract the prepositions from the text. How? By breaking sentences into their constituent parts and constructing the prepositions we have extracted and recall. This can be seen as the opposite of the top down approach; instead of working from meaning to text (top down),

this model has a reader working from text to meaning (with a focus at word and sentence level).

Reviewing the explanation above, this research used top down processing model of reading comprehension, in which the students bring their prior knowledge and experiences to the text as they read and that this influences how they understand and interpret a text.

2.2 The Concept of Comprehension

Comprehension is the complex cognitive process involving the intentional interaction between reader and text to extract meaning. Comprehension involves constructing meaning from what is being read.

The main purpose for reading is to comprehend the ideas in the material. Without comprehension, reading would be empty and meaningless. In order to comprehend text, a reader must actively and intentionally think about and analyze meaning while reading. Good comprehension requires strong abilities in all four of the other fundamental literacy skills. Students must consider many bits of information while reading to comprehend the text such as genre, text structure, the author's purpose and familiar and unfamiliar words. Strong comprehension encourages self-directed learning and lifelong reading.

Schumm (2006:223) says that comprehension process involves an understanding of words and how these words are used to create meaning. On reading comprehension, a reader should have knowledge about understanding the reading passage. The common questions on the passages are primarily about the main

ideas, details, and an inference that can be drawn from the passages. In comprehending a topic, the readers interacts with the text relates to the pre-questioning of the text to prior knowledge of construct meaning which can be found in the text.

Comprehension entails three elements as follows:

1. The reader who is doing the comprehending

To comprehend, a reader must have a wide range of capacities and abilities. These include cognitive capacities, motivation and various types of knowledge.

2. The text that is to be comprehended

The features of text have a large effect on comprehension. Comprehension does not occur by simply extracting meaning from text. Texts can be difficult or easy, depending on factors inherent in the text. When too many of these factors are not matched to a reader's knowledge and experience, the text may be too difficult for optimal comprehension to occur.

3. The activity in which comprehension is a part.

A reading activity involves one or more purposes, some operations to process the text at hand, and the consequences of performing the activity. The consequences of reading are part of the activity. Some reading activities lead to an increase in the knowledge a reader has. Another consequence of reading activities is finding out how to do something.

Rasinski and Brassell (2008:17) categorize comprehension into three level, they are literal comprehension level, interpretative comprehension level and critical comprehension level. The explanations are as follows:

1. Literal Comprehension Level

It is the lowest of the level and simplest form of locating information in texts because the information is stated directly in the text. Questions assessing literal comprehension skills examine how well students can identify and understand information that is directly stated in a text. In this level, the abilities needed by the readers are: (1) knowledge of word meanings, (2) recall of the details directly stated or paraphrased in own words, (3) understanding of grammatical clues subject, pronouns, verb, conjunction and so forth. In general questions related to this type of reading can be: (1) *How does the author summarize what she/he is saying?* (2) *Outlining the first paragraph of the story!* (3) *What happened first, second and last?* (4) *How are these things alike?* (5) *How are they different?* and (6) *What things belong together?*

2. Interpretative Comprehension Level

It is the level of understanding the ideas and information not explicitly stated in the passage. The abilities needed in this level are: (1) reason with information presented to understand the author's tone purpose and attitude (2) infer factual information, main idea, comparison, cause effect relationship that not explicitly stated in the passage, (3) summarization of the story content. Thus, relevant questions are: (1) *What does the author value?* (2) *What is the theme?* (3) *What effect does this character/event have on the story?* (4) *How do you think this story will end?* and (5) *What words state the main idea of the story?*

3. Critical Comprehension Level

It is the level of analyzing and personally reacting to the information presented in the passage. In this level, the abilities needed are: (1) personally reacting to information in a passage indicating meaning to the reader and (2) analyzing the quality of written symbol of information in the terms of some standards. The readers must be able to differentiate the text, whether it is important or meaningful for them or not and whether it is fact or just opinion. Therefore, the following questions are usually asked: *(1) Could this possibly happen? (2) Is this argument logical? (3) What alternatives are there? (4) Is this a fact or an opinion? (5) Do you agree or disagree with the author? and (6) What is the best solution to this problem?*

In line with the explanation above, it could be concluded that comprehension was a process in which the reader might construct meaning by interacting with the text. Without comprehension, reading would be empty and meaningless. Thus, this study would be focused on three levels of comprehension, literal, interpretative and critical comprehensions.

2.3 The Concept of Reading Comprehension

The purpose of reading process is to get the understanding or meaning which is trying to be informed by the writer to the reader. The reader tries to interpret word per word, sentence per sentence based on its context and clues (i.e. punctuation) given by the writer on the text. In the process of getting idea of the text, the reader uses his skills to recognize the language or genre of the text and activates his previous knowledge to be linked to the information given through the text, which

can extend his knowledge to be used for further learning. Thus, certain techniques is needed in the process of reading, that is involving his skills, knowledge of the word meaning and experience or background knowledge to anticipate the author's ideas.

Reading comprehension is the ability to understand a written passage of text. Reading comprehension is what allows the reader to interact with the text in a meaningful way. It's the bridge from passive reading to active reading -- from letters and words to characters and contexts. Reading comprehension is the crucial link to effective reading -- a strong factor in our educational and professional lives. For many, reading comprehension also unlocks the door to a lifetime of reading recreation and enjoyment. It is supported by Caldwell (2008:4) who states that reading comprehension is the process of extracting and constructing meaning through interaction and involvement with written language. Furthermore, Kamil et al. (2011:91) state that in reading comprehension, the students tend to understand more when it is in the language they know better and when the text they are reading deals with culturally recognition context.

Rubin (1993:194) states that reading comprehension is a complex intellectual process involving a number of abilities that are word meanings (the accepted meaning of a word) and verbal reasoning (how a person works with words to get their full meaning). Comprehension is a process in which readers use their formal schemata (rhetorical structure of language knowledge) and content schemata (background knowledge of context) in order to get meaning of printed symbol.

Kame'enui & Simmons (1990) state that there are some factors cause of reading comprehension failure: (1) Inadequate instruction; when the instruction is not too clear or less, the reader will face difficulty in comprehending the text, (2) Insufficient exposure and practice; exposure helps students in predicting information from the text and practice helps them in comprehending the text since the text contains some difficult words or unfamiliar words, (3) Deficient word recognition skills; word recognition is a manner of reading based upon immediate perception of what word a familiar grouping of letters represents. Word recognition is an essential component in the mastery of reading (Spencer and Hay, 1998), (4) Deficient memory capacity and functioning; memory is the process by which information is encoded, stored, and retrieved. The higher students' memory capacity, the higher information gotten, and memory functioning should be optimized in order to comprehend the text, (5) Significant language deficiencies; language is important in communicating the writer's purposes. When the significant language is less, the reader will be difficult in comprehending the text, (6) Inadequate comprehension monitoring and self-evaluation; comprehension monitoring and self-evaluation are needed to monitor the own self while reading the text whether there is problem or not then people can evaluate their mistake by own self, (7) Unfamiliarity with text features and task demands; the text features and the task given should be clear and familiar for the reader so the reader can comprehend the text well, (8) Undeveloped attentional strategies; the readers should be able in developing their attention in reading. If they cannot develop their attentional strategies, their comprehension reading will fail and (9) Inadequate cognitive development and reading experiences; the higher readers'

cognitive, the higher their comprehension, since the readers' cognitive helps them in getting information. Reading experiences are also needed in comprehending the text because other readers' experiences in reading help them to recognize the unfamiliar words so they will be more able to comprehend the text.

After all, it came to the conclusion that reading comprehension was a complex construction process in which reading comprehension ability was needed.

2.4 The Concept of Macro and Micro Skills of Reading Comprehension

Reading comprehension means the process of extracting and constructing meaning involved in the text. It is needed a variety of intellectual skills to comprehend the text. According to Troschitz (2005:4-6), the intellectual skills are divided into two terms and they are explained as follows:

1. Micro Skills

Micro skills are in contrast to low level skills intellectual operations. They can be subdivision into two groups as follows:

- a. Word recognition; it is an essential part of reading comprehension since it includes all processes which are necessary to give a word of meaning in its context. Word recognition means the ability to understand the meaning of the language items context.
- b. The understanding of syntax; includes the identification of syntactical key element such as subject, predicate, etc, the determination of antecedent, which means to find referents of pronouns or to identify the subject of participle constructions.

2. Macro Skills

Macro skills are not only skills, but much more do they define strategies a reader is supposed to develop for reading in the foreign language as well as in the mother tongue. They are included as follows:

- a. Scanning; it is the ability to extract specific information out of a text. In this case, the readers roughly know what they are looking for. They search for details in a text and pay no attention to any kind of other information given.
- b. Skimming; it is the ability to read quickly through a text and get a general picture of it. This includes being able to determine the main idea of the text, its target group (general public, professional, etc.), type (letter, report, etc.) and purpose (to inform, instruct, persuade, etc.).
- c. Deep understanding of the text; it is the ability to detect the construction of the discourse or argumentation. The reader concentrates on details concerning structure and content which form the basis for a critical evaluation or interpretation of the text.
- d. Recognising the tone of the text and the author's attitude. This incorporates the reader's ability to detect stylistic devices such as irony or sarcasm as well as to understand their function in the text.

According to Hughes (1989:116-117), macro skills directly relate either to needs or to course objectives: (1) scanning text to locate specific information, (2) skimming text to obtain the gist, (3) identifying stages of an argument and (4) identifying examples presented in support of an argument while the underlying micro skills are: (1) identifying referents of pronouns, etc., (2) using context to

guess meaning of unfamiliar words and (3) understanding relations between parts of text by recognising indicators in discourse, especially for the introduction, development, transition and conclusion of ideas.

Furthermore, Brown (2004:187-188) divided micro and macro skill of reading as stated below:

1. Micro skills, the skills are as follows:

- a. Discriminate among distinctive graphemes and orthographic patterns of English. Grapheme is a letter or letter pattern that spells a phoneme (speech sound). It can be one, two, three or four letters in English. The examples are as follows: letter *a* as in *strap*, letter *ough* as in *through*. Then, orthographic is the set of symbols used and the rules about how to write these symbols. The example of this pattern is *c-a-t*.
- b. Retain chunks of language of different lengths in short term memory.
- c. Process writing at an efficient rate of speed to suit the purpose.
- d. Recognize a core of words, and interpret word order patterns and their significance. A core word is a set of words that a student is expected to be able to read and spell such as *go*, *stop*, *like*, and *more*.
- e. Recognize grammatical word classes (nouns, verb etc.) systems (e.g. tense, agreement, pluralisation), patterns, rules, and elliptical forms.
- f. Recognize that a particular meaning may be expressed in different grammatical forms.
- g. Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

2. Macro skills, the skills are as follows:
 - a. Recognize the rhetorical forms of written discourse and their significance for interpretation.
 - b. Recognize the communicative functions of written texts, according to form and purpose.
 - c. Infer context that is not explicit by using background knowledge.
 - d. From described events, ideas, etc. Infer links and connections between events, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
 - e. Distinguish between literal and implied meanings.
 - f. Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.
 - g. Develop and use a battery of reading strategies such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts

Reviewing Brown's explanation above, the research was focused on macro skills which cover finding main idea, finding supporting detail, finding inference meaning, guessing meaning of the words (understanding vocabulary) and finding reference for five aspects of reading and for levels of comprehension, they cover literal, interpretative and critical comprehension levels.

2.5 The Components under Concept of Reading Comprehension

According Davenport (2007:61), common types of questions found in the reading comprehension are included as following:

1. Identifying main idea, main point, author's purpose or an alternate title for the passage.
2. Recognizing the tone of the passage or identify the style.
3. Comprehending information directly stated in the passage (finding supporting detail).
4. Answering relational questions about the author's opinion or idea, even if not stated directly.
5. Recognizing the structural methodology employed to develop the passage, for example sequences, vocabulary, and represent pronoun (reference).
6. Extending limited information given by the author to a logical conclusion using inference (inference meaning).

This research was focused on main idea, supporting detail, inference meaning, vocabulary and reference. They are explained as follow:

1. Main Idea

Segretto (2002:12) states that main idea of a reading selection is what the passage is mostly about. The author often states the main idea in the first or last few sentences of the first paragraph. However, the author may state the main idea anywhere in the passage. Sometimes the author only suggests the main idea by leaving clues within the passage. Longer reading passage can

have more than one main idea. Sometimes the main idea of a literary passage is called theme.

The example question about main idea can be: *What words state the main idea of the story?*

2. Supporting Details

Supporting details are the facts and ideas that explain or prove the topic sentence or main idea. Furthermore, Sagretto states 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 the reader to see the big picture in a text. Detail in a fictional story also support main ideas about the setting, characters and events in the story.

The question of finding supporting detail is as follow: *Who are the characters of the story?*

3. Inference Meaning

By definition, inference requires that each reader construct a meaning that makes the text a reflection of her experience (Moreillon, 2007:77). The question containing inference meaning can be: *What is the moral value of the story?*

4. Vocabulary

According to Machado (2012:56), a child's vocabulary is strongly related to his comprehension and ease of learning to read. Reading comprehension involves applying lettersound correspondence to a pretend word and

matching it to a known word in the readers' oral vocabulary. Many studies agree that reading ability and vocabulary size are related. Considerable study suggests that a small vocabulary is one major determinant of poor reading comprehension. Furthermore, 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.

The question consisting vocabulary aspect can be drawn as follow: "*The leaf **carried** the ant to the side of the river.*" (paragraph 2). *The bold word is the synonym of...*

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). In addition, Martin (2003:123) states that pronouns are unique in that they have no inherent meaning; they can be understood only in relation to their referents. The following question is the example: "...*but **she** was so hungry...*" (paragraph 3). *The bold word refers to...*

2.6 The Concept of Reading Comprehension Achievement

Every student gets equal chance to learn English in the class, but the achievement, particularly on reading comprehension considerably differ from each other. Schmorrow et. al. (2011:434) states that the acquisition and development of reading depends on two types of factor: internal factor and the external factor.

2.6.1 The Internal Factors

Schmorrow et. al. states that internal factors refer to the development of certain cognitive processes that facilitate reading. This factor deals with perception, beliefs, motivation and problem-solving (Dorn, 2005:6). This research will focus on motivation. Motivation plays an important role in comprehending the text. The students will be motivated to read when they felt that they need something from the text. Brown (2001:75) divided the motivation theory into two kinds; they are intrinsic and extrinsic motivation. The most basic distinction is between intrinsic motivation, which refers to doing something because it is inherently interesting and enjoyable and extrinsic motivation, which refers to doing something because it leads to a separable outcome.

When people are motivated intrinsically, they have fun and look for skill development and competency, personal accomplishment and excitement. When people are motivated to behave, achieve, learn or do based on a highly regarded outcome, rather than for the fun, development or learning provided within an experience, they are being extrinsically motivated.

2.6.2 The External Factors

The external factors refer to the presence of a tutor/teacher conducts sequential reading instruction. The example of this factor is text complexity or irrelevant and uninteresting materials (Woolley, 2011:136). The students' achievement in reading depends on the level of the difficulty of the text. Thus, it can influence students' achievement if the text given is not at the right level of the difficulty of the readers or the students

2.7 The Concept of Pre-Questioning

When instructing the readers, it is important to ask questions before the reading begins. The reader should have enough knowledge to comprehend the elements of the written material. It is why the teacher should give pre-questioning. It aids the students in comprehending the text by activating their prior knowledge through the pre-questioning given.

2.7.1 Questioning Strategies

The most important key to create an interactive learning is the initiation of interaction from the teacher by using question, Brown (2001:169). Appropriate questioning can fulfill a number of different functions, such as:

1. Teacher questions give students the opportunity to produce language comfortably without having to risk initiating language themselves. It is very scary for the students to have to initiate conversation or topics for discussion.
2. Teacher question can serve to initiate a chain reaction of students' interaction among themselves.

3. Teacher questions giving immediate feedback about students' comprehension.
4. Teacher questions provide students with opportunities to find out what they think. As they are nudged into responding to questions about, say, a reading, they can discover what their own opinions and reactions are. This self-discovery can be especially useful for a pre-reading activity.

Perhaps the simplest way to conceptualize the possibilities is to think of a range of questions, beginning with display questions that attempt to elicit information already known by the teacher and the students. In this study, the writer interested to use pre-questioning in order to make the general frame of the knowledge.

2.7.2 Pre-Questioning

Pre-questionings are questions asked in order to assess what the student already knows. Once instructors learn what the student knows, they can understand which areas may require more focus in order to allow the student to further develop their existing knowledge.

Pre-questioning is some questions which are provided before the students read the whole text, in order to build the reading schemata and prior knowledge of the students and also to rise their interest, and their cognitive aspect to predict what will faced by them in the next whole text. The philosophy of pre-questioning is building the students' prior knowledge and motivation before students read the text. Prior knowledge has a large influence on student performance, explaining up to 81% of the variance in posttest scores (Dochy, Segers & Buehl, 1999).

Pre-questioning is taught by having the instructor ask questions about a passage and the students answer the questions, through pre-questioning students set purposes for reading. Based on Brown's (2001:176) explanation of display questions, schema theory and students' background knowledge pre-questioning is defined implicitly as some questions which are provided before the students read the whole text in order to build the students' interest and motivation, also their cognitive factors and pre-questioning is very useful to activate the prior knowledge, thus the students can predict what will be faced by them in reading text.

Pre-questioning is as enabling activities, because it provides a reader with necessary background knowledge to organize activity and to comprehend the material. These experiences involve understanding the purpose(s) for reading and building a knowledge base necessary for dealing with the content and the structure of the material. They say that pre-questionings elicit prior knowledge, build background, and focus attention. By giving pre-questioning on reading comprehension, the students will know their purposes in reading because before reading the whole text there will be several questions related to the topic given by the teacher and they are required to answer the questions first. After answering the questions, the students will be more focus in reading that can help them in comprehending the reading text easily.

2.7.2.1 Kinds of Pre-Questioning

According to Harmer (1985:153), there are some kinds of pre-questioning, they are:

1. Pre-questioning before reading to confirm expectations

The use of pre-questioning as a tool for placing great emphasis on the leading stage (where students are encouraged to become interested in the subject matter of the text), encourages students to predict the content of the text, and gives them an interesting and motivating purpose for reading. The question related to this type of pre questioning can be: *Have you ever seen cat and dog fight each other? Do you know why they always fight?*

2. Pre-questioning before reading to extract specific information

Pre-questioning is as a tool to force the students to extract specific information from the text. They are going to answer before reading the text. If they do this, it will be possible for them to read in the required way, they should see the text only to extract the information the questions demand. The relevant question can be: *Who are the main characters of the story?*

3. Pre-questioning before reading for general comprehension

In this case, pre-questioning used to help the students to find the main idea of the text they read. By answering the pre questions given, the students can take the main point of the text since the pre questions help them to relate every information they got from the text before make a conclusion. The following question is usually asked: *What is the main idea of the story?*

4. Pre-questioning before reading for detailed comprehension

This kind of pre-questioning intends to give the students some detailed information that should be found by them in the whole of the text. The question given for the students can be: *What is the best solution to this problem?*

2.7.2.2 The Advantages of Pre-Questioning

The advantages of pre-questioning are as follows:

1. Pre-questioning influences students' performance (Dochy, Segers and Buehl, 1999)
2. Pre-questioning builds students' interest and motivation (Brown, 2001:176)
3. Pre-questioning activates students' prior knowledge therefore the students can predict what will be faced by them in reading text (Brown, 2001:176)
4. Pre-questioning helps students to get specific information from the text (Harmer, 1985:153).

2.7.2.3 The Disadvantage of Pre-Questioning

In other hand, pre-questioning has disadvantage as follows:

1. In applying pre-questioning, the class becomes noisy because the students have to answer the questions given by the teacher. Therefore, the teacher should be able to control the class so the teaching learning process will run well.

Based on the explanation above, it could be concluded that the purpose of the pre-questioning was to make students aware of the way language was used to convey meaning. The form pre-questioning was to deal the students' prior knowledge. Thus, the students could predict easily what would be discussed on the text, after they read and answered the pre-questioning.

2.8 The Concept of Prior Knowledge

According to schema theory, prior knowledge provides a schema—a framework or structure—that helps thinking. Prior knowledge has an important role on reading comprehension. Because comprehension and communication are so dependent on prior knowledge, the students whose knowledge of a topic is limited have difficulty comprehending much of what they read. Prior knowledge is the information that the students already have about a subject before they read.

There are four types of prior knowledge; they are: (1) World knowledge: student's experiential knowledge about the world. This helps them link the text they are reading to themselves; (2) Text knowledge: student's knowledge about how texts are built and organized. Different knowledge is needed to look at a poem than a math problem; (3) Discipline knowledge: what students know about the subject, class or discipline and how ideas are communicated in that subject area and (4) Language knowledge: how words and sentences are put together, this includes vocabulary and specific vocabulary needed for the subject area and the text (Schoenbach, et al., 2012).

Prior knowledge is necessary to retaining information from a text. Activating prior knowledge before reading helps students' brains get ready to read and be open to new information. It focuses students' reading and helps them read for a purpose. Having a purpose and inquiring about the subject before reading helps students take ownership of their own reading experiences. Activating students' prior knowledge can be done by giving pre-questioning.

According to the explanation above, it could be inferred that the use pre-questioning was to build readers' prior knowledge which was very important on reading comprehension since it could help the reader to predict the information about the text by using their own knowledge.

In this case, there are relation between reading dealing with prior knowledge and pre questioning dealing with prior knowledge. Both of them can be explained as follows:

a. Reading Dealing with Prior Knowledge

A person with more prior knowledge is able to comprehend better than a person with less (Johnston, 1984). Shapiro (2004) found that prior knowledge is more important than reading ability in determining learning outcomes. Lipson (1982) explained that authors expect readers to connect information in predictable ways. The only way the new information is understood is with reference to information already there. At the time of recall, students use what they know the information. In order to connect, readers must use prior knowledge along with the data given and information inferred from within the text. a reader who brings adequate prior knowledge can make the inferences required to construct meaning from the text with less effort than a reader with a weak prior knowledge base.

Anderson and Pearson (1984) explained that prior knowledge affects reading comprehension in three ways. First, it helps students make inferences about their reading. Second, it directs attention to information that is important in a knowledge domain. Last, prior knowledge provides a plan for recall. Students

who lack prior knowledge are going to have a difficult time through their school careers. Students with high prior knowledge will recall information in a more coherent manner, will make more knowledge-based inferences and will have an idea of which ideas in the text are important and which are not (Stahl et al, 1991).

Zakaluk and Cohorts (1986) found that for poor readers, it is important to activate prior knowledge before reading to make students aware of what they know and do not know and to help them realize the importance of comprehending what they already know compared to the new information. Activating prior knowledge before reading can assist students in reading for comprehension. these strategies include reading headings, titles, visuals and making predictions (Widmayer, 2005).

b. Pre-Questioning Dealing with Prior Knowledge

Prior knowledge is the information that the readers already have about a subject before reading. Activating prior knowledge before reading helps the readers' brain get ready to read and be open to get the new information. Thus, the readers will know the purpose of the reading and they more focus on their reading activity. Activating the prior knowledge can be done by giving some pre-questioning. In term of helping students activate prior knowledge, texts that contain familiar content should be used. These folowing questions can be given for the students:

- *What do you already know about ____?*
- *Have any of you ever experienced?*
- *What have you read before about?*

In addition, Coiro (2006) gives example questions can be asked to the student in order to activate the prior knowledge. The questions are as follows: *What do you think of when you hear the word _____?* and *What do the words ____ mean to you?* the purposes of for these questions are to help predict students' comprehension level on the realted passages and give the idea of how familiar or unfamiliar concepts in the passage are to the students.

2.9 The Nature of Narrative Text

Text is a semantic unit that is realized in the form of word, clause, and sentence. It is not only a group of words of sentences. Derewianka (1992:17) says that text is any meaningful stretch of language – oral – written. Not all texts are the same. One factor which accounts for differences in texts is the purpose for which the text is being used. Texts are structured in different ways to achieve their purposes. The structure of such of a text would typically move through the following stages: (1) orientation; (2) events and (3) re-orientation.

Narrative text means classification of literature containing stories that could happen in the real world, in a time and setting that is possible, and with characters that are true to life, yet drawn from the writer's imagination. It is categorized as historical or contemporary based upon the time period of publication (Contemporary begins at 1960). Experts define categories of realistic fiction using aspects of theme (e.g., survival friendship diversity, tolerance, environmental preservation, courage, freedom, justice).

Priyana, et al. (2008:91) says that narrative text entertains and instructs the reader. It entertains because it deals with the unusual and unexpected development of events. It instructs because it teaches readers that problems should be confronted, and attempts made to resolve them. The text incorporates patterns of behavior that are generally highly valued. Moreover, the purposes of narrative are to entertain or enlighten, help understand problems and issues that might be encountered in their own lives empathize with characters engaged in resolving problems and recognize the complexity of human relationships. However narratives can also be written to teach or inform, to embody the writer's reflections on experience, and perhaps most important to nourish and extend the readers' imagination.

The themes of narrative text can be reflecting realistic human and life experiences. Narrative elements include characters, setting, a plot involving conflict or tension revolving around a problem, and a resolution providing the conclusion. Furthermore, narrative can be humorous, adventurous, romantic and/or imaginative. The characters in the narrative text can be: (1) True to life, vivid, imaginary characters seem real and behave in realistic ways, (2) Fictional characters (animals, people) that are confronted with challenges, (3) Protagonist (main character's problem causes tension), (4) Characters and conflict are interrelated, (5) Realistic fiction often includes antagonists, who are the opposing force in the main character's conflict, and (6) Vivid, detailed descriptions and dialogue help the reader understand the thoughts, feelings, values and personalities of characters. Then, the setting of narrative usually takes place in the present. Location, season, weather, and time period are important to the plot,

characters, problem, and theme. Vivid, detailed descriptions help the reader envision the places encountered.

In a traditional narrative, the focus of the text is on a series of actions:

1. Orientation: (introduction) in which the characters, setting and time of the story are established. Usually answer who? When? Where? e.g., *Mr. Wolf went out hunting in the forest one dark gloomy night.*
2. Complication or problem: the complication usually involves the main character(s) (often mirroring the complication in real life).
3. Resolution: there needs to be a resolution of the complication. The complication may be resolved for better or worse/ happily or unhappily. Sometimes there are a number of complications that have to be resolved. These add and sustain interest and suspense for reader.
4. Re-orientation indicates optional point. This means that stories not always use this, and usually, it states the conclusions of the events on the writer point of view.

According to Priyana, et al. (2008:91), the narrative text is organized to include:

- 1) A stage that introduces the main character/s in a setting of time and place;
- 2) A sequence of events, which may begin in a usual pattern, is changed in some way so that the pattern of events becomes a problem for one or more of the characters. The events are evaluated by the character/s, thus making it clear to the reader that a crisis has developed;
- 3) The problem is resolved or attempted to be resolved;
- and 4) A stage which makes explicit how the character has changed and what has been learned from the experience.

The grammatical features of narrative text include: (1) Use of particular nouns to refer or to describe the particular people, animals and things that the story is about; (2) Use of adjectives to build noun groups to describe the people, animals or things in the story; (3) Use of time connectives and conjunctions to sequence events through time; (4) Use of adverbs and adverbial phrases to locate the particular events; (5) Use of past tense action verbs to indicate the actions; and (6) Use of saying and thinking verbs to indicate what characters are feeling, thinking or saying.

There are many types of narrative. They can be imaginary, factual or combination of both. They may include; (1) Folktales, i.e., very old traditional story from a particular place that was originally passed on to people in a spoken form, e.g., *Abu Nawas*, (2) Wonder Tales, i.e., a story tells about something amazing, human's imagination, e.g., *Harry Potter*, (3) Fables, i.e., traditional short stories that teach moral lesson, especially one with animals as characters; these stories are considered as one group of animal stories, e.g., *Winnie The Pooh*, (4) Legend, i.e., a story from ancient times, especially one that was to explain about natural events or to describe the early history of a place or people, e.g., *Tangkuban Perahu*, (5) Mystery, i.e., a story about something that difficult to understand or to explain which crimes and strange events are only explained at the end, e.g., *Sherlock Holme*, (6) Science fiction, i.e., a story that science oriented, e.g., *Time Machine*, (7) Fantasy, e.g., a story about pleasant situation that people imagine but it is unlikely to happen, e.g., *Alice in Wonderland*, (8) Historical Fiction, i.e., a story about people and events that is in or connected to the past, e.g., *Bumi Manusia*.

For the detail, the example of narrative text can be seen as follow:

Beauty and The Beast



Once upon a time, there was a girl named Beauty. She lived with her father and her sisters in a small village. Beauty was a beautiful girl. She was also hard-working. She always helped her father on the farm.

One day, her father set out for the city. He saw an old castle and went in. No-one was in but there was food on the table. Then he walked around the castle. He picked a rose from garden for Beauty. Suddenly an angry Beast appeared. He wanted to kill Beauty's father unless Beauty was brought to him.

Beauty's father told her daughters what had happened. Beauty's sisters ordered her to see the Beast. Beauty went to see the Beast and had to stay at the castle. She felt scared, lonely and sad. She tried to run away but was stopped by the Beast. The Beast treated Beauty well. Soon, Beauty began to like the Beast.

One day, through the Beast's magic mirror, Beauty saw that her father was sick. The Beast allowed her to go home. Her father was happy to see her.

One night, Beauty had a dream. A fairly told her that the Beast was sick. Beauty hurried back and saw the Beast dying. She began to cry. Tears fell onto the Beast. Suddenly, the Beast changed into handsome prince.

Beauty and the Beast got married and lived happily ever after.

(taken from <http://narrative-text.blogspot.com/2009/05/beauty-and-beast.html>)

Concerning to the explanation of narrative above, narrative text was chosen as the focus of the research since on the curriculum, the students of the second year of junior high school had to be able to comprehend short text in form of narrative.

2.10 The Effect of Pre-Questioning on Reading Comprehension Achievement

Pre-questioning helped students to build their prior knowledge which had correlation with students' reading comprehension achievement. It also risen their interest and their cognitive aspect to predict what would be faced by them in the

next whole text. The students' achievement, particularly on reading comprehension considerably differed from each other. Therefore, the students were given pre-questioning to build their prior knowledge, motivation and interest in order to comprehend the text. When the students were able to comprehend the text, their reading comprehension achievement would increase. It was supported by previous research cited in Franzen and Wade (2011:354) who found that adding pre-questioning before students read informational text benefited students with reading difficulties.

2.11 The Procedures of Teaching Reading Comprehension Using Pre-Questioning

Basically, lesson materials used in this class was taken from junior high school handbook and added from the network entitled The Legend of Nyi Roro Kidul.

The procedures were taken from Balajthy (2003:112) who states that there are four stages of teaching reading comprehension: (1) Preparation; teacher selects an appropriate story and chooses key terms/words, (2) Pre-reading; students are asked to think about the story predictions they are making, (3) Reading; the students read the story to find out the author told the story, and (4) Post-reading; the students discuss and compare their probable passage version of the story with the author's version.

The steps could be cited like the followings:

Pre activities

1. The teacher greets the students
2. The teacher checks the students' attendance list
3. The teacher gives apperception by giving some questions such as:
 - Have you ever gone to Yogyakarta?
 - What is the famous beach on there?
 - Do you know the myth of the place?

While activities

1. The students are shown a picture.
2. The students are encourages to predict what the author will discuss next in the text. The leading questions can be:
 - From the picture, can you predict the topic of the text?
(finding main idea, vocabulary and interpretative comprehension)
 - Who are the characters of the story?
(finding supporting detail, reference and literal comprehension)
 - Is the story is fiction or nonfiction?
(finding inference meaning and critical comprehension)
 - What does the picture tell you about the story?
(finding inference meaning, reference, understanding vocabulary and interpretative comprehension)
 - According to the picture, where does the story happen?
(finding supporting detail and literal comprehension)

- What background do you bring to the story?
(finding inference meaning, understanding vocabulary and interpretative comprehension)
 - How might this story relate to your life?
(finding inference meaning, understanding vocabulary and critical comprehension)
3. The students are asked to make some group consisting five people of each.
 4. The students are asked to write their predictions
 5. The teacher checks their prediction to see whether it makes sense or not.
 6. The teacher writes some difficult words to the students on the whiteboard
 7. The students are asked to predict the meaning of words
 8. The teacher gives a sentence oral summary about the content of the text, such as this text contains a story about The Queen who had a power to command the whole South Ocean.
 9. The students are asked to formulate some questions that they thought the passage might answer, for example, what questions do you have that you think the story might answer? (it can be main idea, supporting details, reference, vocabulary and inferential questions)
 10. The students are asked to write their questions
 11. The teacher delivers the reading passage
 12. The students are asked to read the text
 13. The teacher gives several questions to check their comprehension

Post activities

1. The students are asked to discuss whether they have some difficulties on the lesson or not
2. The teacher closes the meeting

2.12 The Practical Teaching Learning Procedures

To be clearer, here is lesson material of narrative text entitle The Legend of Nyi Roro Kidul:

*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.

In accordance with the lesson material above, the practical teaching learning procedures in the real classroom activities can be drawn as follows:

Pre activities

- Teacher* : Good morning, students, how are you today?
Students : We are fine, thank you. How are you, Miss?
Teacher : Allright, I will check your attendance list. Who is absent today?
Students : There is no one, Miss.
Teacher : Good.. I believe that most of you like to do the trip. But, have you ever gone to Yogyakarta?
Student 1 : (some of them say yes and the rest says no)
Teacher : Then, do you know what the famous beach on there is?
Student 2 : Is it Parangtritis, Mam?
Teacher : Yes, you right. Do you know about the myth of the beach?
Student 2 : I have heard that there is a beautiful girl safe the beach.
Teacher : You are right. It is good. Then, do you know who is her?
Student 3 : She is Nyi Roro Kidul, Mam.
Teacher : All right. It is excellent.

While activities

- Teacher* : Fine, let's continue our lesson.
 I have some pictures on my hand. From the pictures, can you predict the topic of the text?
Student 4 : It is about a girl on the beach.
Students 5 : It is about a girl and the horses.
Teacher : Yes, it is. Who are the characters of the story?
Student 6 : It is a girl.
Teacher : Yes, you are right. Then, what do you think about the story? Is it fiction or not?
Student 7 : I think it is a fiction story.
Teacher : Now, what does the picture tell you about the story?
Student 8 : The pictures are about a girl and the sea.
Teacher : Yes, it is right. According to the picture, where does the story happen?
Student 9 : The story happens in South Ocean or Parangtritis.
Teacher : Good. What background do you bring to the story?
Student 10 : I have ever read that story.
Teacher : Fine. How might this story relate to your life?
Student 11 : I think we should not do the wicked trick to the others.
Teacher : Yes, it is right. Now, I will give you five minutes to write your prediction concerning to the picture and I will check it.
Teacher : (After checking the students' work) Your work has been good enough but there are some difficult words on your works. I will write it on the white board and you have to predict the meanings of each word.

Students : (pay attention and write down the words then predict the words' meaning)

Teacher : Now, we will discuss about the picture I give you before. I will give you a text. This text contains a story about The Queen who had a power to command the whole South Ocean.

Your task is to write some questions that you think the passage might answer, such as about main idea, supporting details, reference, vocabulary and inferential question.

Students : (write some questions then collect it to the teacher)

Teacher : Then, I will give you the text about The Legend of Nyo Roro Kidul. Read it carefully, and then answer the questions.

Students : (read the text then answer the question)

Post activities

Teacher : Allright, that's our entire lesson today about The Legend of Nyo Roro Kidul as an example of narrative text. Please, ask or discuss your difficulties in this lesson. Just raise your hand.

Teacher : If there is no any question, I think it has been clear for you. Thank you for your attention today and don't forget to study at home. Good morning, class.

Students : Good morning, Miss. We will see you soon.

2.13 Theoretical Assumption

In accordance with the theories previously presented, this research was focused to investigate whether pre-questioning had effect on students' reading comprehension achievement or not. Reading was very important skill should be mastered by the students, so they had to be able to comprehend the text since reading would not take place without comprehension. Pre-questioning was applied on reading comprehension to improve their reading comprehension achievement because it was assumed that giving pre-questioning on reading comprehension had effects on students' reading comprehension achievement by activating students' prior knowledge also developing students' interest and motivation.

2.14 The Hypothesis

In relation to the previous frame of theories, the hypothesis is formulated as follow:

There is significant difference on students' reading comprehension achievement before and after giving pre-questioning.