

## **II. FRAME OF THEORIES**

This chapter discusses the following points: review of previous research, review of related literature (concept of reading comprehension, concept of narrative text, concept of self-questioning strategy, procedure of teaching reading comprehension through self-questioning strategy, theoretical assumption, and the hypothesis).

### **2.1. Review of Previous Research**

In relation to this research, there are several previous studies which have been conducted by some researchers, (see, e.g. Forsten, 2006; Hartman, 2007; and Fetrisia, 2011).

Forsten (2006) conducted his study for Students College in Missouri. As the result of his study about self questioning strategy, he found that the students can be more active during the learning process. During the process, this strategy can be motivation for the learners' interest and trigger the learners to become actively involved in the lesson. It was lead the students to be better in comprehending the reading text by producing some questions by themselves.

Hartman (2007) conducted his study for primary students in New Orland. He has found that when students generate questions by themselves, the students were covertly asking themselves for the questions that they have formulated.

Meanwhile, Fetrisia (2011) has conducted the research at MA Ma' Arif 4 Kalirejo using self-questioning strategy to investigate whether it can be used to increase students' reading comprehension or not. As the result, she found that the students' scores were increased significantly after she implemented the self-questioning strategy. She convinces that self questioning strategy carries benefits toward students' reading comprehension.

However, there was still one issue which has not been studied, that was self questioning strategy related to the study about comprehending the narrative text for the junior high school students. In short, based on the explanation above, the researcher proposed her research by implementing self-questioning strategy in order to increase students' reading comprehension of narrative text and also their achievement in reading comprehension.

## **2.2. Review of Related Literature**

For further explanation about the implementing of reading technique for successful reading, the researcher explains some related literatures about the reading comprehension and the techniques towards the students' achievement in reading comprehension.

### **2.2.1. Concept of Reading Comprehension**

There are two kinds of reading activity, namely reading aloud and silent reading. Reading aloud is to change the written sign (form) into oral sign giving the meaning. The most important characteristic of reading aloud (oral reading) are pronunciation, tone, speed and pause. Meanwhile, in silent reading is use the eyes and ability to understand the meaning of the written sign, thus comprehending the text will be given more emphasizes in silent reading which will be conducted in this research.

Reading comprehension is the process of constructing meaning from the text. The goal of all reading instruction is ultimately targeted at helping a reader comprehend the text. Reading comprehension involves at least two people: the reader and the writer. The process of comprehending involves decoding the writer's words and then using background knowledge to construct an approximate understanding of the writer's message.

As Willingham (2006) defines reading as an active process of getting the information by using prior knowledge, students are encouraged to apply what they know from their own lives to the text, or to consider the theme of the text. In reading, the students are encouraged to use background knowledge to make educated guesses about the information from the text.

Meanwhile, reading as one of the language skills to be taught is a process of constructing or developing meaning for printed text (Cooper et al., 1988:3). This

definition implies that the reading process includes an interaction between the reader and the prints. The reader tries to understand the ideas presented by the writer in the text.

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

Reading is an active process (Mackay in Simanjuntak, 1988:15). The reader forms a preliminary expectation about the material, and then selects 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, attitude and beliefs.

Meanwhile, comprehension can be said as a crucial aspect of reading, in fact, it has been emphasized that true reading is reading with understanding, that is, comprehension. As Simanjuntak (1988:4) states that the first point to be made about reading process is comprehension and the meaning is the basic element for comprehension. She also adds that comprehending a text is as interactive process between the readers' background knowledge and the text itself.

From the previous statement, 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 identify the specific information in the texts. One aspect that becomes essential in students' reading in the reading strategy. It has direct "link" in comprehension and strategy or technique. The researcher assumed that reading comprehension was students' competence in comprehending the specific information, word and surface meaning in texts is described by students' score with an appropriate strategy.

### **2.2.2. Teaching of Reading**

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

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 (1987:70) 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.

Based on the explanation above, the researcher assumed that in teaching reading, appropriate and possible techniques and strategies should be applied based on the purpose of reading in order to get the comprehension better. There were many kinds of reading techniques and strategies that can be applied in teaching reading.

In this research, the researcher proposed self-questioning strategy because this strategy gave the students opportunity to produce some questions such as, finding main idea and the specific information based on their background knowledge from the text given by the teacher. This strategy also develops students' understanding and stimulates the students to be engaged with the text.

### **2.2.3. Aspects of Reading**

In reading there are five aspects which help the students to comprehend the English text, there are:

### **1. Identifying Main Idea**

In line with Mc Whorter (1986:36) the sentence with that states this main idea is called the topic sentence. She adds that the topic sentence tells what the rest paragraph is about in some paragraph, the main idea is not explicitly stated in any one of sentence. Instead, it is left to the reader to infer, or reason out. In other words, the main idea is the most important idea that author develops throughout the paragraph.

### **2. Specific Information**

Supporting sentence or specific information develops the topic sentence by giving definitions, examples, facts, an incidents, comparison, analogy, cause and effect and quotation.

### **3. References**

According to Latulippe (1986:20) references are words or phrase used either before or after the reference in the reading material. They are used to avoid unnecessary repetition of words or phrases. It means that, such words are used, they are signals to the reader find the meaning elsewhere in the text.

### **4. Inference**

In relation to inferences, Kathleen (1983:31) states that an inference is an educational guess or prediction about something unknown based on available facts and information. It is the logical connection that the reader draw between his observes or unknown and what he does not know.

## **5. Vocabulary**

According to Wallace (1987:30) vocabulary is the stock of word used by the people or even person. Concerning with those statements indeed vocabulary is fundamental for everyone who wants to speak or to produce utterances for reading.

### **2.2.4. Concept of Narrative Text**

Based on English curriculum 2006 that was applied in junior high school in Indonesia, that is KTSP, the students were expected to comprehend the meaning of materials from various texts. One of them was narrative text. Why it was important because the students had to have the ability to look at and get the meaning of written text, that was called reading comprehension. Because of that, reading was very important to be taught to the students.

Laurence (2008) said a narrative was a story created in a constructive format (as a work of writing, speech, poetry, prose, pictures, song, motion pictures, video games, theatre or dance) that describes a sequence of fictional or non-fictional events. Narrative text was a sequence of events, which is based on life experience and is person-oriented using dialogue and familiar language.

The purpose of narrative text was to amuse or entertain the readers with actual or imaginary experiences in difference ways. Narrative always deals with some problems which lead to the climax and then turn into a solution to the problem.

The examples of genres that fit the narrative text structure:

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

Text organization of narrative text according to Beverly (2010):

1. Orientation (Refers to the characters, problem, place and time, such as: “Who is the character in the text?”, “What is the problem in the text?”, and “Where does it happen in the text?”)
2. Complication (Denotes a crisis arises. It comprises initiating event, subsequent event and climax aspects when the characters face the problems).
3. Resolution (Shows that the crisis is resolved. In this part, the character does the act of solving or settling the problem for better or for worse one).
4. Re-orientation (Indicates the optimal point. This mean that a story not always uses this, and usually, it states the conclusions of the event based on the researcher point of view).

Language Features of narrative text:

1. Focus on the specific and individualized participants.
2. The use of noun phrases (e.g. *a beautiful princess, a huge temple*).
3. The use of connectives (e.g. *first, before that, then, finally*).
4. The use of adverbial phrases of time and place (e.g. *in the garden, yesterday*).
5. The use of simple past tense (e.g. *he walked away from the village*).
6. The use of action verbs (e.g. *walks, sleep, wake up*).
7. The use of saying verbs (e.g. *say, tell, ask*).
8. The use of thinking verbs, feeling verbs, verbs of senses (e.g. *she felt hungry, she thought she was clever, she smelt something burning*).

(LKS Star Idola Bahasa Inggris KTSP 2006)

### **2.2.5. Concept of Self-Questioning Strategy**

In this research, the researcher proposed self-questioning strategy because this strategy would give the students opportunity to attend to the clues as they read the text, say some questions, keep prediction in mind, identify the answer, and talk about the answer. This strategy also develops students' understanding and stimulates the students to be engaged with the text. Why it was important because the researcher thought that there should be the solution to be given to the students to improve their knowledge about reading strategy and to overcome the problems that the researcher explained in the background of the research.

Self-questioning strategy was strategy which focused on knowledge acquisition and concept comprehension by learner while generating questions from the text. Self-questioning strategy would help the readers to focus on their reading to select

the information and to monitor their own understanding. This strategy slows down the reading process, focuses students' attention on the text, and makes them aware of gaps in the story and braches with their own expectation (Janssen, 2008).

Meanwhile, self-questioning was a process which students ask and answer questions before, while and after reading. Strategically asking and answering questions before, while, and after reading so that the students engage with their text (National Reading Panel, 2007:51).

This strategy can be used to promote students' personal engagement in reading. By generating questions, students actively and purposefully engage in the reading and comprehending the text. Some general questions can be asked as an example of how self questioning is used to be, such as "*What do I already to know?*", this was a question that would be asked before the task begins, "*Do I understand what is going on this far?*", this effective to ensure comprehension during the task, and finally, "*What new information did I learn?*", this can be asked after the task was complete.

According to Maxwell (2010) *self-questioning strategy* involves the readers' own questions, their predictions, and finding the answers to their own questions in the passage while they're reading about something and to make sure the readers understand and remember it. In addition, Maxwell was divided seven types of questions that would be used during the process of self questioning strategy:

**1) “What” Questions**

Use when readers wonder about a thing-something that is not a person.

Example, “What is he carrying in his backpack?”

**2) “Who” Questions**

Use when readers wonder a person or characters in the passage.

For example, “Who are the characters in the story?”

**3) “Where” Questions**

This type of a question is about a place.

For example, “Where is the boy going?”

**4) “When” Questions**

Use when you wonder about time.

For example, “When is the swamp monster going to pop out again?”

**5) “Why” Questions**

Use when readers wondering about the reasons for something or cause of something.

For example, “Why did he do that?”

**6) “Which’ Questions**

Use when there are two choices, and you wonder which one will happen.

For example, “Which road will she take?”

**7) “How” Questions**

Use when readers are wondering about how something to be done or how someone is going to get something done

For example, “How is she going to get the popularity?”

From the explanation above, the researcher proposed self-questioning strategy because this strategy would give the students opportunity to attend to the information in reading text, produce some questions, keep prediction in mind, identify the answer, and talk about the answer. This strategy also develops students' understanding and stimulates the students to be engaged with the text.

### **2.2.5.1. Procedures of Teaching Reading Through Self-Questioning Strategy**

#### **a. Pre-Activity**

1. The students are motivated by the teacher asking them about the materials e.g. *“ Do you know narrative text?”, “What do you know about narrative text?”, “Have you ever read narrative text before?”*.

The questions are aimed to activate their background knowledge about narrative text.

2. The students are listened to the explanation about the purpose of learning strategy presented by the teacher before they are explained the concept of self-questioning strategy.
3. The teacher are intended to introduces the students self-questioning strategy applied in the treatments.

#### **b. While-Activity**

1. The students are given an example of how self-questioning strategy is used while the learning process. The steps can be described as follows:
  - a) The students should understand the 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 are looking for the specific information by underlining or highlight them.
  - c) Then, the students are asked to read the passage to answer each questions generated by using self-questioning strategy. Corder (1979:26) mentions that the students are taught to ask WHO? WHAT? WHERE? WHY? HOW? “*Who is the main character in the story?*”, “*What did the character do in the story?*”. The students are asked to answer the questions by paraphrasing sentences in the first paragraph. They are taught to get the answer in the opening paragraph. It is usually easy enough to see how the questions are answered.
  - d) The students are asked to underline the events and actions they find in the text. This helps them to make questions about specific information stated in the text.
  - e) Students are asked to review the specific information, the questions and answers.
2. The teacher are distributed the text to the students and they asked to write 5 questions based on the text.
  3. The students are instructed how to make common questions those are usually found in the text by giving the example how to create questions.

### **c. Post-Activity**

1. The students exchange their questions with their partners and should answer each others questions.
2. The students discuss their answers with their partner and check their exercises with the teacher.

3. The students are asked about their common problems in comprehending the text, then discuss the problems with the teacher.

#### **2.2.5.2. Advantages and Disadvantages of Self-Questioning Strategy**

There are some advantages and disadvantages of self-questioning strategy, they are:

##### **1. Advantages:**

- a. Self-questioning strategy can be used to motivate the students learn how to produce the questions and they would be also learning how to understand the text.
- b. Self-questioning strategy can be used to develop learners' critical thinking skills and inquiring attitudes. Related to critical thinking, by guiding the students to let them make their own questions about the text, it can stimulate them to pursue knowledge of their own.
- c. Self-questioning strategy can be used to motivate the learners' interest and trigger the learners to become actively involved in the lesson.
- d. By self-questioning strategy, the students do not have to constantly rely on the teacher to gain their understanding of the subject. It would be a good way to take learning into students' own hands.
- e. Self-questioning strategy lead the students to be better in comprehending the reading text by producing some questions by themselves.

##### **2. Disadvantage:**

- a. For the poor readers, it would be hard for them develop their skill in this strategy. Sometimes, the students do not know what kinds of questions were

best to asks for them. So, the teacher needs to work hard in order to give them example about this strategy more clearly before the lesson was started.

- b. The teacher needs a lot of energy and should be more active in the teaching learning activities in order to make the students active and do participate in the classroom activities.

### **2.3. Theoretical Assumption**

Based on the frame of theories above, self-questioning strategy can be used to increase students' reading comprehension achievement in narrative text. It was an effective strategy used to increase students' comprehension achievement of narrative text. This strategy was also used to develop learners' critical thinking skills and inquiring attitudes which related to the students' problem with their attitudes to English lesson. Moreover, self-questioning strategy can increase learners' interest and trigger them to become actively involved in the lesson.

### **2.4. Hypothesis**

Based on the frame theory above, the researcher formulates the hypothesis as follows: self-questioning strategy can be used to increase students' reading comprehension achievement in narrative text.