

## **II. FRAME OF THEORIES**

This chapter concerns review of the previous research and review of related literature.

### **2.1 Review of the Previous Research**

When reading the text in our own language, it may frequently have a good idea of the content before the people actually read. Book's cover gives us a clue what in the books, photographs, headlines and articles are about. However, there are some problems in reading comprehension. There are some studies which have been conducted as follow:

First, Dewi, R.A.(2013) has investigated the effect of using pre questioning on students' reading comprehension achievement at second grade of SMPN 1 Seputih Banyak. She got the idea from students' perspective. She found crucial difficulties in their reading comprehension such as comprehending the text with unfamiliar words, determining inferences and finding main idea of the text. This fact was reflected in their minimum completeness criteria results, i.e., below 60, whereas the minimum completeness criteria of English subject in SMP N 1 Seputih Banyak was 65.

In line with the explanation above, the study was aimed at finding out the effects of pre-questioning on students' reading comprehension achievement under certain assumption that the pre-questioning consists of some questions provided before the students read the whole text. This strategy would lead the students' interest and motivation to read the text and develop their prior knowledge to comprehend the text. Furthermore, students might improve their reading comprehension if they know about pre-questioning and it was very important to understand about pre-questioning in order to get good comprehension in reading. That was why this research would investigate the effect of pre-questioning on students' reading comprehension.

Second, Marsiyah (2009) has investigated the reading comprehension of narrative text through SQ3R technique at the first year of SMA Muhammadiyah 1 Kotabumi. According to her research, there are many factors that might influence the students' problems in reading. The students may have difficulties to comprehend a passage because of some problems like unfamiliar code in which text is expressed, the amount of previous knowledge that the reader brings to the text, the complexity of the concept expressed, and vocabulary knowledge (Nuttall, 1985:5-6).

The researcher assumes that one of the important factors is reading media or materials. As the way out of this problem, it is necessary for the teacher to make reading materials more interesting and motivating the students, so that they can make progress in reading. From the problem above, the researcher focused on the activities of reading comprehension of narrative text taught by SQ3R technique in order to the students are expected to be able to comprehend some reading aspect: main idea,

vocabulary, specific information, reference and inference. From the analysis, the researcher draws a major conclusion as follows: applying SQ3R technique can increase students reading comprehension achievement of narrative text significantly. This can be identified from the gained score of students reading comprehension achievement of narrative text within experimental class after being taught using SQ3R technique.

The result of hypothesis testing also proved the increase of students reading comprehension achievement of narrative text. There was a significant increase of students reading comprehension achievement of narrative text after being taught using SQ3R technique. It also refers that SQ3R technique can be used as an alternative tool for the teacher in teaching reading comprehension.

Third, Reti, S. (2012) has investigated reading comprehension achievement through reciprocal teaching technique at the second year of SMPN 21 Bandar Lampung. She studies this from students' perspective. Based on the researcher's pre observation at grade eight of SMPN 21 Bandar Lampung, not all the junior high school are good at reading. In general, students have difficulty in comprehending main ideas of the passage with long sentences, main topics, and explicit and implicit specific information in the reading text. This condition shows that reading is not a simple task to do for some people.

It can be seen from their average score of the final result of the reading test which is 55. It means that the students final test result are still far from the target aimed as the

KKM (Kriteria Ketuntasan Minimal) of the class of that school is 65. Obviously it proves that the reading score of the students is very low. In other words, that most of the students faced the difficulties to comprehend or to understand reading material. Concern with the problem above, the researcher applied reciprocal teaching technique in reading as a technique for the Junior High School students. Reciprocal Teaching was a technique used to develop comprehension of recount text in which teacher and students took turns leading a dialogue concerning sections of a text. The purpose of Reciprocal Technique was to help students to improve their comprehension in understanding the text and their activities in reading class. In line with the result of learning process and learning product in the research, conclusions drawn like the followings: Reciprocal teaching technique can improve students reading comprehension achievement. However, there was not had research related to implementation of reading comprehension ability using questioning technique, therefore the researcher is interested in conducting the research it.

## **2.2 Review of Related Literature**

In review of related literature, there are talk about concept of reading comprehension and concept of reading aspect.

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

Before going to the concept of reading comprehension, it is better to know what reading is. (Rayner2001:18) Reading comprehension is defined as the level of understanding of a text/message. This understanding comes from the interaction

between the words that are written and how they trigger knowledge outside the text/message.

According to (Adams, 1994:12), Proficient reading depends on the ability to recognize words quickly and effortlessly. If word recognition is difficult, students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is reading.

Reading comprehension is the act of understanding what you are reading. While the definition can be simply stated the act is not simple to teach, learn or practice. Reading comprehension is an intentional, active, interactive process that occurs before, during and after a person reads a particular piece of writing.

Reading comprehension is one of the pillars of the act of reading. When a person reads a text he engages in a complex array of cognitive process. He is simultaneously using his awareness and understanding of phonemes (individual sound “pieces” in language), phonics (connection between letters and sounds and the relationship between sounds, letters and words) and ability to comprehend or construct meaning from the text. This last component of the act of reading is reading comprehension. It cannot occur independent of the other two elements of the process.

The goal of all reading comprehension is to help the students become expert readers so that they can achieve independence and use literacy for lifelong learning and enjoyment. Learning to use strategies effectively is an essential to constructing meaning. Readers who are not strategic often encounter difficulties in their reading

(Paris, Wasik, at all, 1991:25). These early difficulties in reading may influence the way readers learn throughout the rest of their lives (Anderson, Hiebert, at all, 1985:15).

The important of reading helps in mental development and known to stimulate the muscles of the eyes. Reading is an activity that involves greater levels of concentration and adds to the conversational skills of the reader. It is an indulgence that enhances the knowledge acquired consistently. The habit of reading also help readers to decipher new words and phrases that they use in daily conversations. The habit can become a healthy addiction and adds to the information available on various topics. It helps us to stay in-touch with contemporary writers as well as those from the days and makes us sensitive to global issues.

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### **2.2.2 Concept of Reading Aspect**

Referring to the concept above, in order to know the students' reading comprehension ability, the teacher must involve some aspects that really essential in reading comprehension ability. The reading aspects should not only understanding of the surfaces meaning of the text but also the purposes of the main idea of the reading text.

### **1. Identifying a Main idea**

Main idea is called the topic sentence. Topic sentence tells what the paragraph is about. In some paragraphs, the main idea is not explicitly stated in any one sentence. Instead, it is left to reader to infer or reason out. The main idea is the most important idea that the author develops throughout the paragraph (Mc. Whother, 1986:36)

The first thing you must be able to do to get at the main idea of a paragraph is to identify the topic - the subject of the paragraph. Think of the paragraph as a wheel with the topic being the hub - the central core around which the whole wheel (or paragraph) spins. Your strategy for topic identification is simply to ask yourself the question, "What is this about?" Keep asking yourself that question as you read per paragraph, until the answer to your question becomes clear. Sometimes you can spot the topic by looking for a word or two that repeat. Usually you can state the topic in a few words.

### **2. Categorizing Information**

Supporting sentence or categorizing information develops the topic sentence by giving definition, examples, facts, an incidents, comparison, analogy, cause and effect statistics and quotation (Mc. Whother, 1986:36).

### **3. Making Inference—Visual Clues**

Reading comprehension by using visual strategies understands the text through the use of pictures, imagery, and graphic organizers. This means the reader connects their thoughts into visual representations to better understand the literature. How can these

strategies help? ,There is an old saying that a picture is worth a thousand words. When it comes to comprehension, this saying might be paraphrased, a visual display helps readers understand, organize, and remember some of those thousand words.

#### **4. Making Inference—Word Clues**

Inference is an educational guess or prediction about something unknown based on available facts and information. It is the logical connection that the reader draws between they observe or know and what they do not know.

#### **5. Identify Reading Purpose**

Every texts have the purpose when the author write it. The purpose setting can be greatly enhanced by activating prior knowledge, previewing and utilizing text structure. Although purpose setting is sometimes set by the teacher or assignment, skilled readers incorporate and internalize external purposes. Purposes can be for entertainment, to get information, to persuade the readers, giving information, or to learn how to perform a task.

### **2.3 The Nature of Short Functional text**

In the nature of short functional text, there are talk about definition of short functional text and function of short functional text.

#### **2.3.1 Definition of Short Functional Text**

Short functional text is a text to give information or warning to the listener or reader that something is important to be known.



Short functional text is a short text containing the command, direction, something to be done which may be prohibition, announcement, invitations, greeting cards, messaging, shopping list, warning (notice) and others that contain the meaning that are used in daily communication.

### **2.3.2 Function of Short Functional Text**

The function of short functional text is to provide complete and clear information about certain events or occasion.

Some characteristics of short functional texts are straightforward and ease the readers to get information quickly, keep it short, inviting, and to the point, clear and complete, make a direct and no nonsense statement.

### **2.4 Concept of Question**

*Question is a part of study process, intended to make the reader think about his purpose in reading and what he wants to get out of the text.* It means that the question will help the readers understand the content of material easily (Nuttal, 1985: 5).

Questions are the evaluate which means the students are learning to think more critically and not just repeating literal information. Routman, (2003: 128) say that questions assist students to develop thinking skill and increase their comprehension. It is important to model for students the kinds of question it want them to ask themselves as they are reading.

A question may be either a linguistic experience use to make a request for information, or else the request itself made by such an experience. Mckanzie, (2007: 27) states questions use from the most elementary style of learning to original research. Students of all argues use question in their learning of topic, and the skills of reading. From the questions students respond may be used by a teacher to lead the students towards the truth without direct instruction, and also help the students to form logical conclusion.

The questions have three levels, they are:

1. The literal level (“right there on the page”) is the type of question most often use in the classroom. Literal question are those in which the words use for the answer are usually located in the same sentences.
2. The inferential level (“think and search”) it is a type of question in which the answer requires reading between the line. The words use in the questions and the words use for the answer are not in the same sentence. The students must find information in different part of the text.
3. The applied level (“on your own”) it is the type of question in which the answer relies mainly on the readers’ background knowledge and experience. The reader to perform such tasks and analyze, synthesis, and evaluate.

It means that the question helps the reader to understand the content of material easily, related to make the students to think critically from the text in reading.

## 2.5 Concept of Questioning Technique in Reading

Nuttal, (1987: 124) says that developing types of question and technique for using them are essential to teach reading. In this case, question technique is a way to manage the questions by a teacher or a bookmaker for the students. In general, the writer will divide the questions into two ways of questioning as below:

1. The questions are mostly *who, what, where, when, and how* questions, which do not require the students to give their interpretations or evaluation, or if there any “why” questions at all, these “why” questions can be answered easily since the answers are already give in the text. In short, the questions are in the literal comprehension level.
2. The questions are used to ask to elicit their own opinions. Even the *who, what, when, where, and how* questions can be used to ask for their interpretations and evaluations. Thus, it is no wonder that the students certainly become very critical in reading any text given to them. It means that the students are free to express their answers by considering the text in practice the questions refer to inferential: comprehension level and critical comprehension level.

The researcher used this questioning technique hopefully for giving the questions format in reading that the students have opportunity to express more their own opinions and interpretations about the topic discuss.

Here, usually student’s interpretation about the content of text may be different from the teacher. This technique gave enforcement to the students when they answered the

questions. In addition, they have a big opportunity to be active or critical since they have much time to think and answer reasonably or description through the formatted questions.

In this research, questioning technique refers to question management for students that invites them to express their feeling. In the practice, questioning technique requires informative questions as a warming up for the students before answering the questions using questioning technique.

## **2.6 Advantages and Disadvantages of Questioning Technique**

In this technique the teacher controls the situation. Generally informal lesson is developed by means of questioning technique.

### **2.6.1 Advantages of Questioning Technique**

There are several advantages of questioning technique :

1. It can be used in all teaching situations.
2. It helps in developing the power of expression of the students.
3. It is helpful to ascertain the personal difficulties of the students.
4. It provides a check on preparation of assignments.
5. It can be used to reflect student's background and attitude.
6. It is quite handy to the teacher when no other suitable teaching technique is available.

### **2.6.2 Disadvantages of Questioning Technique**

There are disadvantages of questioning technique:

1. It requires a lot of skill on the part of teacher to make a proper use of this technique.
2. This method generally is quite embracing for timid students.

### **2.7 Procedure of Teaching Reading Comprehension through Questioning Technique**

The researcher proposes procedure of teaching reading through questioning technique by adapting Harman, (2002: 17) as follows:

#### **Pre Activity**

1. The procedure began with motivating the students by asking them about short functional text in form announcement e.g. *Do you know about announcement text?, What do you know about announcement text?, Have you ever read announcement text?*, it functions to active their background of announcement text.
2. Before the teacher asks students to apply questioning technique to a passage, the teacher explains to the students the purpose of learning this technique. It is intend to introduce the students to questioning technique applied in the treatment.
3. The teacher describes the technique 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 saw and sometimes participate in following the steps. The steps can be described as follows:

- 1) The students must understand question *what do you study this passage for?* With self reminder that she/he reads the passage in order to answer questions about its content.
- 2) The students located all main idea in the passage underlines or highlight them and the students read through the passage again to answer each questions by questioning technique *Who, What, Where, When, Why, and How*. For example, *what is the announcement text about?*
- 3) The students underline the information and events they found in the announcement text. This helps them to make questions about specific information stated in the text.
- 4) The students review the main idea, the questions and the answer.

### **While Activity**

1. The teacher distributed the short functional text in form announcement text to all students and instructs them to write 6 questions based on the text.
2. The students underlined the main idea they find in the text and make questions i.e. *What is the announcement text about?, How to get for further information about the English speech Contest?*
3. The students wrote the answers on a piece of paper.
4. Next, students circled the pronouns they found in the text. The student's make questions about reference by using what or who. For example, we announce

*English speech contest.* (in line 3). The possible question is *who is the underline word refer to?*

5. The students underlined the time and the place that they found and make questions about it. The possible questions are *When the contest will carry out?*, *Where the contest will carry out?*
6. The students wrote the answers on a piece of paper.
7. The students made an inference or prediction about the purpose of the announcement text.

### **Post Activity**

1. The students wrote down the questions they have made on a piece of paper. They exchange their questions with their partner and answer each other.
2. The students discussed their answers with their partner.
3. After the students discussed their answers to their own questions, the teacher administers questions and let the students answer.
4. The students submit their work to the teacher.
5. The teacher made reinforcement by discussing the answer with the students.

### **2.8 Theoretical Assumption**

Based on the frame of theories, it is assumed that questioning technique is an effective strategy to be used in teaching reading in order to increase the students' ability in reading comprehension of short functional text in form an announcement text. Its main goal is to develop the students metacognitive skills. Questioning

technique was very effective for metacognitive because in order to formulate the appropriate questions for the planning, monitoring, and evaluating of a task, one must be very conscious and aware of the task at hand.

Because questioning technique requires students' to make up their own questions regarding the materials they are using. This strategy forces students' to pay closer attention to what they are doing. And incorporate existing knowledge with newly acquire information. A students' ability to combine new information is also essential to their ability to transfer knowledge from one context to another.

The researcher assumed that questioning technique is an effective technique that make activate students' prior knowledge during reading, developed metacognition and, consequently, leads to better comprehension.

## **2.9 Hypothesis**

According to the theoretical assumption above, the researcher formulates the hypothesis as follows: there is any significant difference of students' reading comprehension ability after being taught by using questioning technique.



