

II. FRAME OF THEORIES

2.1 Concept Of Reading

Reading is one of the important skills which needed by the students from Elementary School up to the university. By reading, the students are able to get a lot of information based on what they are required in reading.

Nuttal (1984:14) defined that reading as the meaningful interpretation of printed or written symbols. Christian and Mary (1976) mentioned that reading is the most important skills of all for the most students of English through the world.

Mackay in Simanjuntak (1979) said that reading is an active process. It means that the reader forms a preliminary expectation about the material, and then selects the fewest, productive cues necessary to confirm or reject that expectation. This is a sampling process in which the reader takes advantages of his knowledge of vocabulary, syntax, discourse and the real world.

Moreover, Grabe (1986) stated that reading is the ability to recognize vocabulary and syntax automatically, the ability to read at reasonably rapid rate, the ability to grasp the main idea and scan for piece of information and the ability to adjust rate and adapt strategies for careful analytic reading and critical evaluation.

Mackay in Simanjuntak (1984: 6) stated that the first point to be made about reading process is reading comprehension. It is supported by Dallman (1982: 23)

who said reading is more than knowing what each letter of alphabet stands for: reading involves more than word recognition; that comprehension is an essential of reading; that without comprehension no reading takes place.

Based on the statement above, it can be concluded that comprehension is important in reading process. Reading with comprehension signifies not only understanding the surface meaning of the text but also understanding the purpose or the main idea of reading text.

2.2 Concept of Reading Comprehension

Reading comprehension (Finnochiaro, 1973: 132) is the ability which depends on the accuracy and speed of gramophone perception that is perception of written symbols, control of language relationship and structure, knowledge of vocabulary items and lexical combination, awareness of redundancy the ability to use contextual clues, and recognition cultural allusion.

There are three levels of comprehension, they are:

a. Literal comprehension

Literal comprehension is the process of understanding the ideas and information explicitly stated in the passage. In this level the ability needed by the readers are: knowledge of word meanings, recall of the details directly stated or paraphrased in own words, understanding of grammatical clues subject, pronouns, verb, conjunction, and so forth. Also the readers are required to recall the main idea explicitly sated and knowledge of the sequence of information presented in the passage.

b. Interpretative Comprehension

Interpretative Comprehension is the process of understanding the ideas and information which is not explicitly stated in the passage. The ability needed by the readers are: reason with information presented to understand the author's tone, purpose and attitude, infer factual information, main ideas, comparison, cause effect relationship that not explicitly stated in the passage, and summarization of story content.

c. Critical Comprehension

Critical Comprehension is analyzing and personally reacting to information presented in the passage. The abilities needed by the readers are: personally reacting to information in a passage indicating meaning to the reader, analyzing the quality of written symbol of information in the terms of some standards.

Referring to the statement above, the writer could conclude that reading comprehension means the students will be able to understand the text and interact the printed or written symbols with his/her cognitive skills and his/her knowledge of the world. In the process of comprehension the students need skills related to the purpose of reading and consider the questions to concentrate on the important point.

In the process of reading, both in intensive and extensive reading, there are three models of reading process (Eskey in Simanjuntak 1989: 7):

- a. *Bottom-up process* is a process of reading involving exact, detailed, sequential perceptions and identification of letters, words, spelling patterns and larger language units.
- b. *Top-down model* deals with the general notion of reading as the reconstruction of meaning based on skillful sampling of the text, and such specific notions as the use of linguistic redundancy, the crucial role of prior knowledge in prediction, and the necessity for reading at a reasonable rate in larger, more meaningful chunks of a text.
- c. *Interactive model* deals with a particular cognitive behavior based on certain kinds of knowledge which forms a part of the reader's cognitive structure. To begin with, the reader must know both the written forms and the meaning of the subject matter, structures and words of which this sentence is composed.

Furthermore, Woods (2005: 62) said that reading skill can be seen in terms of bottom-up and top-down skills. *Bottom-up* (or systemic) skills consist of building up meaning from analyzing the form of the language used (e.g. from words to clauses to sentences to paragraph). A text may be partially understood at this level, but it is unlikely that a full understanding can be achieved without top-down skills. *Top-down* (or schematic) skills involve the prior knowledge brought by the reader to the text. This kind of knowledge can be seen as being cultural or word knowledge. Our learners therefore need both types of skill if they to make sense of a text, and our methodology needs to pay attention to both.

In addition, Nuttall (1984: 4) stated that reading involves communication process between encoder and decoder. The encoder is the process of the writer sends the message to the readers. It means that a message in his/her minds which he/she wants somebody else to share. To make it possible he/she must first put it into words: that is he must encode it. Once it is encoder, in either spoken or written form, it is available outside his mind as a text. The text is accessible to the mind of another person who hears or reads it, i.e. who decodes the message it contains.

Once it is decoder, the message enters the mind of the decoder and communication is achieved. In other words, reading means getting out of the text as nearly as possible the message that the writer put into it.

The description above leads a reader to view very crucial aspect of text, i.e. vocabulary. This happens because comprehension (the ultimate goal of reading) improves when the learners know what the words mean.

2.3 Approach Categories Of Reading Comprehension

Smith (1982: 5) mentioned that *comprehension* is not a quantity of anything and therefore cannot be measured. Comprehension can be regarded as a condition where no uncertainty exists that, therefore, results in the attempt of someone to make sense of something, in this case the content of a text. Therefore, students' attempt to understand the text in term of questions of what are stated in the text is able to be defined as a process of comprehension.

The first point to be made about reading process is that reading comprehension and the knowledge of the language meaning are the basic element for comprehension (Silberstein in Simanjuntak, 1988: 4). In line with her, Smith (1982: 6) mentioned that comprehension in reading as a matter of making sense of text, of relating written language to what we know already and to what we want to know. It is a correlation between reader's background knowledge and the information stated in the text. The reader tries to get something based on her or his background knowledge while reading the text. Therefore, comprehending a text, as it is mentioned earlier, is an active process between reader's background knowledge and the text (Silberstein in Simanjuntak, 1988: 4).

According to Nuttall (1984: 146), reading approach can be categorized into two:

1. Intensive Reading

Intensive reading program deals with assignment of reading lesson in the classroom to students guided by teachers. It is sometimes labeled as reading for accuracy while the extensive reading is labeled as reading for fluency. In the classroom, students' role is as a reader. It demands that he should make sense of the text for himself. Then, the teacher has to take the responsibility to find out what students can or cannot do, work out on the program aimed at giving them the skills they need, choose suitable texts to work on and the activities, prepare the class undertake the tasks, make sure everyone in class works productively and improve steadily according to his capabilities.

2. Extensive Reading

Extensive reading program is a private world of reading for reader's own interest. Reader reads what they want to read for their own pleasure. This program should be encouraged to do because by reading extensively, a reader will find the best way to improve his knowledge of a foreign language. The more students read in the foreign language, the better result in their progressing at increasing speed of productive skill's improvement, for example they can read novel, magazine, article and short story.

In addition, Smith (1982: 54) implied that the purpose of intensive reading program is to understand and remember the content of reading text. There are seven stages cover the program for very effective reading focused for detailed comprehension and long retention:

a. Overview

The teaching reading activity that implies intensive reading method is preceded by overview stage. At this stage, the teacher makes the students explore the content of the text. Next, the teacher asks them to obtain some news, messages and information from the text.

b. Planning Purpose

After conducting the overview stage, the teacher should formulize the target of his teaching reading activity. He should analyze the elements of students' reading comprehension that must be increased after the students pass the teaching reading activity.

c. Questioning

After conducting the overview stage and plan the purpose his teaching reading activity, he should arrange several questions for the students about the content of the text. The questions should reflect the whole content of the context in order to ease the students in comprehending the content of the text in the next stage.

d. Reading

Reading is the core of intensive reading program because at this stage the students' reading comprehension is really trained to be increased.

e. Summarizing

After the teacher conducts the reading stage, he asks the students to summarize the content of the text.

f. Testing

At this stage, the students' reading comprehension is tested.

g. Understanding

The end of intensive reading is to be sure that the students understand the content of the reading text in details. They have to be able to answer every important question that asks about the content of the reading text.

It is important that intensive reading can lead students to have an exposure to a text which deal with anything difficult vocabulary in the text. Stahl (1986: 56) said that vocabulary mastery has a significant correlation to reading comprehension. By understanding the vocabulary well, learners will mostly have better comprehension to the content of the text. In other word,

vocabulary should be prerequisite before students are given the exposure to the text so that students will have better reading comprehension.

2.4 Concept Of Narrative Text

Narrative text is the form of writing used to relate the story of acts or events. The story can be fiction or it can be non-fiction. (Stahl: 1997). The purpose of narrative text is to entertain or amuse the readers with actual and imaginary experiences. Narrative text is written based on life experience and organized focusing at character oriented. It is built using descriptive familiar language and dialogue.

In general, narrative text is organized by the story of grammar. There will be beginning, middle and end of the story. To build this story grammar, narrative text need plot. This plot will determine the quality of the story. Plot is a series of episodes which hold the reader's attention while they are reading the story. Conflict is the main important element of the plot. This conflict among the characters will drive the story progress. In this conflict, readers will be shown how the characters face the problem and how they have ability to handle that problem.

A narrative text generally consists of the following structure:

1. Orientation is usually introducing the characters and informing the time and place.
2. Complication is usually describing the rising crises which the participants have to with.

3. Resolution is the phase where the participants solve the problem aroused by the conflict. It doesn't matter whether the participants succeed or fail. The point is the conflict becomes end.
4. Re-orientation indicates optional point. This means that the story not always uses this, and usually, it states the conclusions of the event based on the writer's point of view.

Language features of narrative text:

- Focus on the specific and individualized participants
- The use of noun phrases (e.g. a beautiful princess, a huge gate)
- The use of connectives (e.g. first, before that, then, finally)
- The use of adverbial phrases of time and place (e.g. in the kitchen, yesterday)
- The use of simple past tense (e.g. she ate the poisonous apple)
- The use of action verbs (e.g. walk, sleep, run)
- The use of saying verbs (e.g. say, tell, ask)
- The use of thinking verbs, feeling verbs, verbs of senses (e.g. she felt hungry, she thought that she was right)

2.5 Teaching Reading Comprehension

Reading skills are often regarded as receptive skills and likened to listening skills. There are similarities, but one important difference is that the reader can take control of the input more easily. Woods (2005: 62) said that a listening input is often taped with pauses built in or controlled by teacher. When reading, however, a reader determines the speed of the activity by himself so that this becomes one of the positive things to stress to students in the teaching of reading.

When trying to gauge how difficult a particular text will be for students, teachers need to bear in mind not only the inherent difficulty of the text, but also the nature of the tasks they plan to set and whether they require students to attempt such task before, during or after students have studied the text. Woods (2005: 63) classified the activities in reading class into three as follows:

1. Pre-reading task

This task can be in form of vocabulary games, word searches and matching synonyms. These activities can help students to approach a text in a more confident way. Other pre-reading activities that can help readers related to the full meaning of a text are ones which activate top-down skills, or schematic knowledge. All of them enable students to familiarize themselves with the content of a text. The activities can be systematic (such as vocabulary exercise) or schematic (such as thinking of the purpose of a text or predicting the content from its title).

2. While reading tasks

These kinds of task, as Hedge in Woods (2005: 63) stated, have become more used since the adoption of the idea of reading as an interactive process. These encourage learners to be active as they read. Students can be given activities which require them to do any of the following: follow the order of the idea in a text; react to the opinion expressed; understand the information it contains; ask themselves questions; make notes; confirm expectations of prior knowledge or predict the next part of a text from various clues.

3. Post reading tasks.

These tasks follow up the work covered and seek to extend candidates. Such activities are directed writing activities, or role play and group discussion activities.

The activities above are a part of a structured program of learning probably chosen by teachers when teaching reading. All the above kinds of activity can be undertaken on an individual or group basis. Reading is frequently taught as being a solo and quiet activity, but group pre- and post-reading activities can motivate the crucial while-reading activities. The task of the teachers in class is to go beyond course books and to introduce the students to a challenging element of the target language which can add a new dimension to their learning and which can give them some autonomy.

2.6 Concept of Self-Questioning Strategy

Self-questioning strategy is the ongoing process of the reader asking questions before, during, and after reading to understand text (Algozzine, et al, 2009: 134). The questions are based on clues that are found in the text and are generated to spark curiosity that focuses the reader's attention on investigating, understanding, and connecting to the text. *Self-questioning strategy* is a set of steps that students follow to generate, think about, predict, investigate, and answer questions that satisfy curiosity about what is being read.

According to Lenz (2005), self-questioning required a reader to look for text clues that make them wonder, think about possible meanings, ask questions about the

meanings, make predictions about the answers, read to find the answers, evaluate the answers and their predictions, and reconcile differences between their questions, their predictions about answers, and the information actually provided by the author in the text.

Lenz (2005) subdivided self-questioning into three phases in the reading as follows:

- a. Before reading Self-Questioning. It focuses on teaching students to use the self-questioning process as a way of previewing text before reading begins and creating a set of guiding questions to check comprehension during reading.
- b. During reading Self-Questioning. It focuses on teaching the students to use a self-questioning process as they read paragraphs and sections of text.
- c. After reading Self-questioning. It focuses on teaching students to generate questions and answer questions after they have read the text.

The predicted effectiveness of self-generated questions is based on three theoretical perspectives: the active processing perspective, metacognitive theory, and the schema theory (Wong, 1985). The active processing theory posits that since readers have to interact with the text longer and more deeply, in order to formulate questions about it, they develop deeper understanding and longer retention of the text. In support of this, Wittrock in King (1984) observed that generative learning and study strategies, such as self-questioning, would be more conducive to learning.

Metacognitive theory further explains why self-questioning is predicted to help reading comprehension. According to Wong (1985), metacognition refers to one's awareness of one's own cognitive processes and products and self-regulation. As

a metacognitive strategy, questioning makes a reader stop to assess if a piece of information is significant and, in the process, monitors the state of his/her own reading comprehension (Wong,1985).

The schema theory is another basis for the predicted efficacy of self-questioning. According to Carrel & Eisterhold (1983) in Miciano (2002), comprehending a text is an interactive process between the reader's background knowledge and the text. Formulating questions about the text activates the reader's schema, thereby facilitating the connection between what is already known and the new information in the text.

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

2.7 Procedure of Teaching Reading in Narrative Text by Using Self-Questioning Strategy

Procedure of teaching Reading in narrative text by using self-questioning strategy from Lenz (2005) as follows:

1. First, the teacher explains the purpose of learning self-questioning and describes the strategy.

2. The teacher distributes the reading text to the students. Then, the teacher asks to go through the text. It is better for the students to go through the text to get an overview of the whole text.
3. After that, the students make some questions relating to the title of the text. It is better for the students to use: Who, What, Where, When, Why, and How to question the text.
4. Students observe the teacher's model of *self-questioning strategy* by using pre-written questions about the story, for example:
 - a. What is the title of the story?
 - b. What will it talk about?
 - c. What does the picture tell me about the story?
 - d. What do I know about Snow White?
5. Students read the story of the narrative text to get an overview of the whole text.
6. Students write down the answer of the previous questions on their notes if they find it on the first paragraph.
7. Students write down their questions coming to their minds based on the clues after reading the first paragraph, for example:
 - a. Who is the little girl?
 - b. With whom did Snow White live?
 - c. Where would her aunt and uncle go?
 - d. What did Snow White do after knowing that she would be left?
 - e. Where did she go?
 - f. What did she find there?

- g. What are dwarfs?
 - h. How did they look like?
 - i. Who is Doc?
 - j. What did the dwarfs do to Snow White?
8. Students answer the “look back” questions about the reading and write any additional questions that might arise.
 9. Next, the students read the first passage of the text. Then if they find the answer of their questions before, they should keep the answer in their notes. If the answer is not found, they may make prediction of the answer and keep it in mind and write it on their notes.
 10. The students write some questions based on the passage they read before.
 11. Then, the students read the next passage. If they find the answer of their questions before, they should keep the answer in their notes. If the answer is not found, they may make prediction of the answer and keep it in mind and write it on their notes.
 12. Those steps are continued until the end of the text.
 13. The students review what they know and read on. They restate what they know from their questions, they must focus on what they learned from the information that the author actually state.
 14. Finally, the students summarize the main ideas and details that are critical to understanding the author’s message.

2.8 Advantages and Disadvantages of Self-Questioning Strategy

The researcher believed that there are some advantages and disadvantages to *self-questioning strategy*.

A. Advantages of Self-Questioning Strategy

1. When it comes to self-questioning, the fact that it is supposed to be effective for greater comprehension is an overall advantage.
2. Once the skill is mastered, a student does not have to constantly rely on the teacher to gain understanding of a subject. It is a great way to take learning into your own hands.
3. Another advantage of self-questioning is that it can be used in all academic subjects.

2.9 Disadvantages of Self-Collection Strategy

1. If students do not know what questions are best to ask them, then they will not gain the correct or necessary information that can prove that they actually learn the material.
2. Also, because everything is done covertly, the teacher does not know when to interfere and correct a student's thinking process. Therefore, if a student does not know an appropriate question to ask but does not answer it correctly, one will never know.
3. A student who knows how to self-question may know the right question to ask but may not know how to go about answering them.