

## **CHAPTER II LITERATURE REVIEW**

### **2.1. Reading**

There are four skills of English which should be mastered by the learners, i.e. reading, speaking, listening and writing. It cannot be denied that reading is one of the most important. According to Nunan (1989:17), reading is a process of decoding written symbols, working from smaller units (individual letters) to larger ones (words, clauses and sentences)".

Reading is a selective process. It involves partial use of available minimal language cues selected from perceptual input on the basis of the reader's expectation. As this partial information is processed, tentative decisions are made to be confirmed, rejected or defined as reading progresses (Goodman, 1970:260)

Yorkey (1982:100) also confirmed 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. Reading is also an active process of predicting what is likely to come next. Our brain processes the visual information from our eyes, rapidly forming and revising hypotheses about the form and content of what you are reading.

Besides that, Krashen and Terrell (1988:134) distinguish four types of reading abilities. They are scanning by which a reader is making a quick overview of a passage, looking for a specific information; skimming by which a reader concentrating on specific information; extensive reading by which a reader is doing a rapid reading for main ideas of a large amount of text; and intensive reading by which a reader is reading for complete understanding of an entire text.

Further, Brown (2001:308) defined scanning as a quickly searching for some particular pieces of information in a text. By scanning, the reader lets eyes wonder over the text until finding the information which is needed. Meanwhile, skimming is a technique used to look for the “gist” of what the author is saying without a lot of detail (Kustaryo, 1988:5). There are two purposes of skimming that is to locate a specific word, fact, or idea quickly, and to get a rapid general impression of the material. In the simple word, skimming is used to understand the "gist" or main idea of a passage.

Besides that, Murcia (1978:150) also added about the two of reading skills that is intensive reading and extensive reading. Murcia stated that intensive reading refers to the kind of work done in the reading class, for example studying for exam. Intensive reading consist of short selection which can be read and discussed in one class period. Intensive reading is used on shorter texts in order to extract specific information. It includes very close accurate reading for detail. On the other hand, extensive reading is reading activity outside the class to add the readers' knowledge. Extensive reading is used to obtain a general understanding of a subject and includes reading longer texts for pleasure

Based on the explanation above, the writer concludes that reading is a process of identifying written symbol or word. Reading is also a complex cognitive process of decoding symbols where the written word is received by the retina, processed by the primary visual cortex, and interpreted in human brain.

## **2.2. Reading Comprehension**

It is necessary for the students of Junior High School to have sufficient reading comprehension. Cooper (1986:11) stated that comprehension is a process in which the reader may construct meaning by interacting with the text. In reading comprehension, a reader should have knowledge about understanding the reading passage.

According to Singer (1985) reading comprehension has been defined as an interpretation of written symbols, the apprehending of meaning, the assimilation of ideas presented by the written, and the process of thinking while deciphering symbols.

Rubin (1993:194) stated that reading comprehension is a complex intellectual process involving a number of abilities. The two major abilities involve word meanings and verbal reasoning. Without word meanings and verbal reasoning, there could be no reading comprehension; without reading comprehension, there would be no reading.

Simanjuntak (1984:4) added that the first point about reading process is reading comprehension. 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. Moreover, Gunning (1992:188) stated that comprehension is a constructive, interactive process involving three factors: the reader, the text, and the context in which the text reads.

In reading process, reader utilizes vision, perception, comprehension, and reaction (Brown, 1982:6). As cited by Brown, vision is the ability to see the print with sufficient clarity to be able to read; perception is the ability to construct meaning from the information received through the visual sense; comprehension is the intellectual process to construct meaning as an attempt to understand the authors' message from the printed text; and reaction is the emotional touch.

Kustaryo (1998:12) categorized 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

Literal comprehension level is level of understanding the ideas and information explicitly stated in the passage. 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. Finally, the readers are required to recall the main idea explicitly stated and knowledge of the sequence of information presented in the passage

## 2. Interpretative Comprehension Level

Interpretative comprehension level is level of understanding the ideas and information not explicitly stated in the passage. Inferences are ideas the readers receive when they go beneath the surface to sense relationship, put the facts and ideas together, draw conclusions, and make generalization and also detect the mood of the materials. The abilities needed by readers 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.

## 3. Critical Comprehension Level

Critical comprehension level is level of analyzing and personally reacting to information presented in the passage. Critical reading contains an inquiring mind with active, creative looking for false statements automatically when the reader reads the text. In this category, readers need abilities, such as: (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. In other words, 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.

After all, it comes to the conclusion that reading comprehension is a complex construction process in which reading comprehension ability is needed. Actually, the researcher tries to cover all those level.

### 2.3. Schema Theory

Schema Theory is the source of some questions like: How do readers construct meaning? How do they decide what to hold on to, and having made that decision, how do they infer a writer's message? The reader brings information, knowledge, emotion, experience, and culture that is schemata (plural) – to the printed word. (Brown, 2001: 299).

Schema is a hypothetical mental structure for representing generic concepts stored in memory. Schemata are created through experience with people, objects, and events in the world. Schemata can be seen as the organized background knowledge, which leads the readers to expect or predict aspects in their interpretation of printed.

Cook (1989:69) stated that the mind stimulated by key words or phrases in the text or by the context activates a knowledge schema. The readers are not necessarily dealing with conscious processes, but rather with automatic cognitive responses given to external stimuli. This few clarifies that schemata are activated in one of two ways that is new information from the outside world can be cognitively received and related to already known information stored in memory through retrieval or remembering. In this case, new concepts are assimilated into existing schemata which can be altered or expanded; and new information can be represented by new mental structures. In this case, in absence of already existing schemata, new knowledge builds up new schemata.

There are two categories of schemata, that is content schemata and formal schemata. Content schemata includes what we know about people, the world, culture, and the universe, and formal schemata consists of our knowledge about discourse structure.

In line with the explanation above, it can be inferred that the use of pre-questioning is to build readers' content schemata which are related to the background of knowledge. Schemata help students to relate new information to prior knowledge; to determine the importance of information in the reading; to make inferences, and to remember information. Schema is like the filing cabinet of the mind. Within the schemata filing cabinet, there are files. The number of files and the thickness of the files depend upon the knowledge or experiences of the reader. Enriching schemata requires the students to add files, contribute information to these files, and to contribute information to existing files. Schemata must be built and activated throughout the reading process.

#### **2.4. Some Factors that Influence Students' Reading Comprehension Achievement**

In this research, the writer focused on the internal factor of the students. The internal factor means the factor which comes from the reader himself. It is usually known as personal factor because the factor has existed inside the reader. This factor deals with self-motivation and interest.

### **2.4.1. Motivation**

Motivation plays an important role in comprehending the text. The students will be motivated to read when they feel that they need something from the text. Brown (2001:75) divided the motivation theory into two kinds, they are: intrinsic and extrinsic motivation. He further defined intrinsic motivation, as follows:

“Intrinsically motivated activities are ones from which there is no apparent reward except the activity itself. People seem to engage in the activities for their own sake and not because they lead to an extrinsic reward.

In other words, intrinsic motivation is usually defined as motivation which is guided by an interest in the task itself in which one is engaged, whereas extrinsic motivation is said to be guided by external stimuli, such as offer of a reward, threat of punishment, a good grade, and so on.

### **2.4.2. Interest**

Interest is being one of the important factors in order to increase the students' comprehension achievement in reading. If the reader has interest to read, it means that he or she will get a good achievement. On the other side, if the reader has no any interest to read, it can influence his or her achievement.

In line with the explanation of motivation and interest above, in this study the writer interested to use pre-questioning to build up the students' motivation and interest, and also want to see the effect of using pre-questioning in relationship with the students' reading comprehension achievements. Because, it is impossible for the student to understand the text if he or she has no interest and motivation to



read. So, it can be concluded that the good interest and motivation result the good achievement of the students.

## **2.5. Concept of Pre-questioning**

Brown (2001) defined pre-questioning implicitly as some questions which are provided before the students read the whole text in order to build the students' interest and motivation, their cognitive factors. Pre-questioning is very useful to activate the schemata, thus the students can predict what will be faced in the reading text.

According to Harmer (1985:153), there are four functions of pre-questioning, i.e. (1) to confirm expectations, (2) to extract specific information, (3) to obtain general comprehension, (4) to gain detail comprehension. The explanations are as follows:

### **1. To confirm expectations**

The use of pre-questioning as a tool for placing great emphasis on the lead-in 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.

### **2. 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.

3. To obtain general comprehension

In this case pre-questioning used to build up the students' prior knowledge.

4. To gain 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.

Based on the explanation above, it can be concluded that the purpose of the pre-questioning is to make students aware of the way language is used to convey meaning. The form of pre-questioning is only to deal the students' background knowledge. Thus, the students can predict easily what will be discussed on the text, after they read and answer the prequestions.

## **2.6. Types of Reading Text**

According to school based curriculum for junior high school, there are five types of text that must be learnt by the students, as follows:

1. Narrative : it is to amuse, to entertain and to deal with actual or vicarious experience in different ways. Narratives deal with problematic events which lead to crisis or turning point of some kind, which in turn finds a resolution. The generic structure of the text is orientation (sets the scene and introduces the participants), evaluation (a stepping back to evaluate the plight), complication (a crisis arises), resolution (the crisis is resolved, for better or for worse), re-orientation (optional).
2. Procedure : it is to describe how something is accomplished through a sequence of actions or steps. The generic structure of the procedure text is

goal, materials (not required for all procedural texts), steps oriented to achieving the goal.

3. Description : it is to describe a particular person, place or thing. The generic structure of the descriptive text is identification (identifies phenomenon to be described, and description (describes parts, qualities, characteristics).
4. Recount : to retell events for the purpose of informing or entertain. The generic structure of the text is orientation (provides the setting and introduces the participants), events (tell what happened, in what sequence), re-orientation (optional-closure of events)
5. Report : to describe the way things are , with a reference to a range of natural, man-made and social phenomena in our environment. The generic structure of text is general classification (tells what the phenomenon under discussion is), description (tells what the phenomenon under discussion is like in terms of parts, qualities, habits or behaviors, if living; uses, if non natural)

Concerning the types of reading text above, the researcher chose narrative text as the focus of the research. Because, based on the curriculum, the students of the second year of junior high school at the second semester have to be able to comprehend short text in form of narrative.

## 2.7. The Procedure of Reading Teaching With Pre-Questioning

The procedure of teaching reading with pre-questioning is as follows:

### Pre Activities

The teacher

1. Greets the students
2. Checks the students' attendance list
3. Asks the students to make some groups

### While Activities

The teacher

1. Shows the picture to the students
2. Encourages the students to predict what the author will discuss next in the text. The leading question can be:
  - From the picture, can you predict the topic of the text?
3. Asks the students to write their prediction
4. Checks their predictions to see whether it makes sense or not
5. Writes some of the difficult words to the students on the board
6. Asks the students to predict the meaning of words (if the words are not adequately defined, it is defined through class discussion)
7. Gives a one-sentence oral summary about the content of the text, such as: this text contains a story about a son who felt in love with his own mother
8. Asks the students 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?

(can be: main idea, supporting details, reference, vocabulary, and inferential questions)

9. Asks the students to write their questions
10. Delivers the reading passage
11. Asks the students to read the text
12. Asks several questions to check their comprehension

#### Post Activities

The teacher

1. Asks the students to discuss whether they have some difficulties on lesson or not
2. Closes the meeting

### **2.8. The Procedure of Reading Teaching Without Pre-Questioning**

The procedure of teaching reading without pre-questioning is as follows:

#### Pre Activities

The teacher

1. Greets the students
2. Checks the students' attendance list
3. Distributes the text

#### While Activities

The teacher

1. Asks the students to listen the text carefully
2. Reads the text carefully and fluently twice or more

3. Asks the students randomly to read the text fluently
4. Explains the content of the text clearly
5. Gives the students a chance to ask questions or ask difficult words of the text
6. Gives the multiple choice questions to the students to know their comprehension
7. Asks the students to submit and deliver the result of the test to others randomly after finishing it
8. Chooses some students to answer the questions in turn
9. Asks the others when the answer is wrong
10. Clarify the difficult questions

#### Post Activities

##### The teacher

1. Asks the students to discuss whether they have some difficulties on lesson or not
2. Closes the meeting

### **2.9. Theoretical Assumption**

Considering the discussion of the literature review, the writer would like to know whether pre-questioning can facilitate student's reading comprehension achievement. The researcher believes that reading is the most important skill that should be mastered by the students. So the student needs comprehension, because without comprehension no reading takes place.

The researcher tried to use pre-questioning as a strategy in reading teaching to improve student's reading achievement. The researcher assumed that pre-questioning can help the students to comprehend the reading text.

### **2.10. The Hypotheses**

Based on the theories and the theoretical assumption, the researcher formulated the hypotheses as follows:

$H_0$  : There is no significant difference between pre-questioning and without pre-questioning on the reading comprehension achievement

$H_1$  : There is significant difference between pre-questioning and without pre-questioning on the reading comprehension achievement

$H_0$  : Teaching reading comprehension with pre-questioning is not more effective than without pre-questioning

$H_1$  : Teaching reading comprehension with pre-questioning is more effective than without pre-questioning