

## **II. FRAME OF THEORIES**

This chapter discusses about concept of reading, Concept of Reading Comprehension, Reading in English as a Foreign Language at SMA, Reading Comprehension Materials, Question Types, Type of *wh-questions*, Procedure of Teaching Reading Comprehension through *wh-questions* clarified like the following:

### **A. Concept of Reading**

In conducting the research, the researcher used some theories inconcerning with reading. The theories has supported the research. The theories that are used in this research was the theory that has correlation with reading. Reading is one of the important skills which is needed by the students from elementary school up to university. By reading, the students are able to get a lot of information based on what they require in reading.

Many experts define reading as the process of putting the reader in contact and communication with ideas. Therefore, reading is actually a communication of sorts between a writer and a reader. Clark and Silberteiu (1987) define reading as an active cognitive process of interacting with print and monitoring comprehension to establish meaning. Reading is instantaneous recognition of various written symbols with existing knowledge and comprehension of the

information and ideas communicated. It means that when a reader interacts with his prior knowledge combine with visual (written) information results in his comprehending message.

Nuttal (1984:14) states:

Reading is the meaningful interpretation of printed or written verbal symbols. It means that reading is a result of the interaction between the perception of graphic symbol that represent language and readers' language skills, cognitive skill, and the knowledge of the world. In this process, the readers try to recreate the meaning intended by the writer.

Christian and Mary (1976) mention that reading is the most important skills for the students of English through the word. Based on that statement, the writer assumes that reading is an active process between text and reader. Reading is not passive activity of getting the meaning from printed information. The reader should formulate the brain using his/her previous knowledge in order to comprehend the text easily.

From the description above, it can be seen that reading is not a simple thing.

Emerald (1982:25) states that

Reading is more than a sensory process; it is more than the simple recognition of the graphic symbols of the words. He then states that reading is a progressive comprehension of the meaning of ideas represented by sequence of words. It includes recognizing the words in its context.

It means that reading is not only calling out the names of the words but also knowing the meaning of the words, messages of the text and translating the printed words into spoken words.

Emerald (1982) stated that reading is a passive activity in which the reader just gets the unfamiliar words rather than gains the meaning of the reading materials.

The statement above is refused by Mackay (1988:15) who states:

Reading is an active process. It means that the reader form is a preliminary expectation about material and then selects the fewest, most productive cues necessary to confirm or reject the expectation. This is a sampling process in which the reader takes advantages of this knowledge in syntax, discourse, and the real world.

Moreover, Grabe (1986) states:

Reading is the ability to recognize vocabulary and syntax automatically. Reading is the ability to read at reasonable 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.

The researcher agrees that someone has purpose when he is reading. The purpose of reading passage commonly is to find idea from reading passage. However, reading in foreign language needs reading skill in order to find idea. The reader should comprehend the passage when he is reading.

From those opinions above, it is known that reading is an important skill that enables the readers to bring the meaning which exist both in our mind and in written materials. By reading people get something. We all know that millions of books and findings in science and technology are written in English. So, the ability in reading is needed to get the main point of the written form.

Consequently, we can learn science and technology by reading. Of course to do this one is needed reading ability to comprehend the text being read.

## **B. Concept of Reading Comprehension**

*Comprehension* means relating to what we do not know or new information, to what we already know (Eskey, 1986:15). This opinion shows that in comprehending the text the readers have had previous information which relate to new information from the text she is reading. In relation to this, Finochiaro and Sako state:

Reading comprehension is the ability which depends on accuracy and speed of graphemic perceptions, that is perception of written symbols, control of language relationship and structure, knowledge of vocabulary items and lexical combinations, awareness of redundancy, the ability to use contextual clues, and recognition allusions (1983:131).

According to Simanjuntak (1989:4) The first point to be made about reading process is reading comprehension. Knowledge is the basic element for comprehension.

It means that knowledge related to what we did not know or new information that we have already known. For example, we already knew the word ‘stationary’, there are words denoting the kinds of stationary like: pen, book ruler, eraser, dictionary, etc. And we can imagine those pictures. Furthermore, she also says that to draw new information from a page of print, we must have learned to identify the visual form on the material.

Eskey in Simanjuntak (1989:9) says that schemata plays major role in reading comprehension. Schemata is concept on reader’s mind of framework on. Furthermore, schemata and new information experience are organized to build up



a new large schemata that can be hold more information and experience for the future.

Dallman (1983:23) says:

Reading is more than knowing what each letter or alphabet stands for, reading involves more than word recognition; comprehension is essential for reading without comprehension no reading takes place.

It means that comprehension is the most important thing in reading text books or written materials. In addition, there are some aspects in reading comprehension that should be considered by the reader. It is included the knowledge of the reader that is related to the content of the message and the knowledge of the reader on language terms. So the reader's background knowledge is absolutely needed.

### **C. Reading in English as a Foreign Language at SMA**

Reading is viewed as the most important skill to be gained by the students besides the other skills. According to the KTSP, the objective of teaching reading comprehension in SMA is to enable the students to read (i.e. to comprehend and interpret) any English reading texts.

It has also explained that teaching of reading should be emphasized on the skill in comprehending various kinds of texts and increase the students' mastery on vocabulary and structure. It is strully understood that reading should be connected to comprehension. Sally (1980:40) says that the problem in teaching reading in foreign language that knowing the word only does not help the students to understand what they read.

It means that it was not enough for the students to master a large number of vocabularies only, without knowing the use and the function of them in sentences.

Furthermore, Simanjuntak (1989:41) explained that

Foreign language students might be fluent readers in their native language but they often could not transfer this skill to read in English. The students tend to focus on the words rather than on entire text, and they depend on dictionaries, therefore they read slowly and word perword. In order to to overcome this problem, as English teachers, we have to help out the students how to relax with reading.

Relating to the statements above, the English teachers could help students by using various techniques and method while they were doing reading activity. Hopefully, it can help the students to overcome their problem in learning how to read.

#### **D. Reading Comprehension Materials**

Reading materials can be divided into fiction and non fiction semantically depending on the discourse of the material. If the content of the reading material refers to the real word, we can say that the passage is nonfiction.

Most of reading materials included in English KTSP of SMA can be categorized as nonfiction because the topics was concerned with real world, such as economy, health, seasons, teenage life, etc.

According to Edhita (1989:31) to prepare materials for the reading lesson, there are three points of view need to be considered. They are readability, suitability of content, and exploitability.

## 1. Readability

Obviously a text should be at the right level of difficulty for the students. Both aspects of reading, linguistic difficulty and semantic relevance, should be weighed before it is selected for use. The combination of structural and lexical (i. e. vocabulary) difficulty is readability. Edhita (1989:32) stated that lexical difficulty is easy to assess if the teacher knows his/her students. If the teacher does not know his/her students well, he/she will need to find out about them as soon as possible. He/she must find out how much language they know if the teacher is to select suitable texts. If the students have all previously used the same books or syllabus, the teacher should make use of any vocabulary lists supplied in the syllabus of the earlier text books.

## 2. Suitability of content

Before the teacher orders many books or selects reading materials, it was really needed to carry out an investigation of what his own students like. The teacher may find the following guidelines useful (Nuttal, 1982:30):

- a) Will the text do one or more of these things?
  - Told the students things they don't already know.
  - Introduced them the new and relevant ideas; make them think about things they haven't thought about before.
  - Helped them to understand the way other people feel think
  - Made them to read for them selves

- b) Did the text challenge the students' intelligence without making unreasonable demands on their knowledge of the foreign language?
- c) If there were new lexical items, are they worth learning at this stage and not too much numerous? (If not worth learning, or if there are too many, consider replacing them with words already known). Are some of them understandable by means of inference from the context?
- d) Did the text lend itself to intensive study? Does it enable the teacher to ask good questions? For example:
  - Making a map, diagram, graph etc. based on information in the text.
  - Reprocessing of information from the text, e. g. functional summary (Write up the incident for the local newspaper')
  - Debate, discussion, role play, etc.

By varying the task students was expected to perform, the teachers not only make classes interesting but also show students that skills can be used with a wide range of materials and that the same reading might profitably be attacked several ways.

### 3. Exploitability

Exploitability is arguably the most important after interest. A text that the teacher cannot exploit is no use for teaching even if the students enjoy reading it. The term 'exploitation' is used to mean 'facilitation of learning'. When the teacher exploits a text, he makes use of it to develop his students' competence as readers. As the students read, they will improve their knowledge of the FL but this ought to be considered an incidental bonus; it is not the purpose of the reading lesson. In

a reading lesson the teacher is not setting out to teach language but the teacher will teach how to read the text.

The focus of interest in the reading lesson is language and content. The teachers want his/her students to learn how language is used for conveying content. The teachers want the students to develop the skills needed to extract the content from the language that expresses it. These are the skills the students need in order to become effective independent readers.

### **E. Question Types**

The use of question in teaching is to provide purpose, elicit and focus discussion and to check. It is also used to attract the students' attention to the topic faced. This is supported by Lukito (1990) who said that question is used to ask information for certain problem.

Furthermore, the use of question is very useful in reading. Nuttal (1987) says that developing types of question and techniques for them are essential to teach reading. It means that the teacher in teaching reading is suggested to use question to help students to comprehend the passage.

Arts (1972) distinguished the question into two types; Yes/No Question and *wh-question*. Yes/No Question is formed by putting the first auxiliary in front of the subject. If the corresponding declarative sentence does not contain an auxiliary, periphrastic "do" must be used.

e.g. : Is Indonesia one of developing countries?

Did Ir. Soekarno proclaim the Indonesian Independence day?

In *Wh- questions*, a wh item occurs in initial position; the subject follows the first auxiliary except when the wh item functions as subject.

e.g. : When was first modern Olympic Games begun?

What does the first paragraph tell about?

In addition, in items of reading comprehension, Burn, Roe Rose (1982) stated that seven major types of question are generally useful in guiding reading. They are:

1. Main ideas ask the students to identify the central theme of the passage.
2. Detail; ask for bits of information conveyed by the material. For example, “Who” question asks for the name or identification of a person, “what” question asks for a thing or event
3. Vocabulary; asks for the meaning of words used in the passage.
4. Sequence; require knowledge of events in their order of occurrence
5. Inference; ask for information that is implied but not directly stated in the material
6. Evaluation; ask for judgment about the material.
7. Creative response; ask the students to go beyond the material and create new ideas based on the ideas they have.

Referring to the types of the questions above, in *wh-question* technique, the students asked to construct *wh-questions* which ask the main idea, details or specific information in the text, vocabulary, and inference.

## F. Type of WH-Questions

In order to answer questions correctly, at the first we have to know the type of question words, those are question words which are popularly started by the letter wh (e.g. How, How long, How many, How Much, Old, etc). According to Dallman (1983: 25), there are nine question type in *wh-question* as follows:

### 1. *What*

“*What* is used to ask question about the *Subject or Object*

e.g. “*What* does the first paragraph tell about? The first paragraph tells about main islands in Indonesia.

Besides that “*What*” can be used in a *general category for things*

e.g. - What time does Shinta goes to school? A half past six a.m.

- What did Shinta want to buy in the bookstore? he wanted to buy a dictionary.

### 2. *Which*

“*Which*” is used to ask the speaker wants someone to make a choice and the speaker is offering alternative.

e.g. – Which paragraph tells bout the weather in Indonesia? Paragraph Three.

### 3. *When*

“*When*” is used to ask question *about time*.

e.g. – When did Ir. Soekarno proclaim the Indonesian Independence day? Ir. Soekarno proclaimed the Indonesian Independence Day on 17<sup>th</sup> August 1945.

#### 4. **Where**

“Where” is used to ask question *about place*.

e.g. – Where can you find rain forest in Indonesia? We can find rain forest in Papua and Kalimantan islands.

#### 5. **Why**

“Why” is used to ask question about *reason*.

e.g. – Why do people chop down trees in the forest? They chop down the trees for the wood industry.

#### 6. **Who**

“Who” is used to ask question about *people as subject*

e.g. – Who is the inventor of telephone/ Alexander Grahambel.

#### 7. **Whom**

“Whom” can be used as *the object in a question*

e.g. – Whom did Annie see at the hospital? She saw her old friend, Rita.

#### 8. **Whose**

“Whose” is used to ask about *possession*? The speaker of the question may omit the noun (book) if the meaning is clear t the listener.

e.g. – Whose car did John borrow to go travel? John borrowed his uncle’s car.

#### 9. **How**

“How” have many uses. One uses of how is to ask about *The means (ways) of transportation*.

e.g. – How does rose go to school? By bus

“How” is often used with *adjective* (e.g. old, big) and *adverb* ( e.g. well, quickly)



e.g. - How old is Rudy's sister? She is ten years old

- How hungry was Rudy? He was very hungry.

"How often" is used to ask a question about *frequency*

e.g. - How often Rudy goes fishing? Three times a week

"How much" is used to ask question about *price and frequency in uncountable noun*.

e.g. - How much is Shinta's dictionary? it is Rp. 50.000

"How long" is used to ask about *frequency of time*.

e.g. - *How long is the dry season in Indonesia? It's about six month, April to September.*

### **G. Procedure of Teaching Reading Comprehension through WH-Questions**

According to Dallman (1983: 32), the procedures of the teaching reading comprehension consist of pre-reading activity, while reading activity and post activity. In doing the research, the writer uses some texts, one of the example as follows:

#### **Pre-reading activity:**

##### **Indonesian Archipelago**

Indonesia is an archipelago of more than 13.600 islands. It extends from Sumatra to Papua. There are five main islands, Sumatra, Java, Kalimantan, Sulawesi and Papua. The biggest island is Kalimantan. Many of the islands have volcanoes. The highest volcano is Mount Api on Sangir island, to the north of Sulawesi.

The Indonesian Archipelago lies to the south of the South China Sea and the Pacific Ocean of the Indian Ocean, east of the straits of Malacca and west of New Guinea.

Jakarta is the Capital of Indonesia. The official language is Bahasa Indonesia, Javanese is also widely spoken.

Many of the islands have inhabitants. Java has more than half of the entire population. Nearly all Indonesians are Muslim but Christianity, Buddhism and Hinduism have many followers to.

Indonesia has a hot and humid equatorial climate. The dry season is from April to September. The rainy season is from October to March. The average temperature is 27<sup>0</sup> C.

Indonesia is rich in natural resources. The most valuable resources are oil and rubber. But tin, bauxite nickels are also important for the national economy. The researcher leads the students to the topic by asking some questions related to the topic presented, and then asks them to answer those questions together.

e.g. : How long the dry season happened?

What do you know about Indonesia archipelago?

Its purpose is to see the students' background knowledge of what we are going to teach.

### **While reading activity**

1. The researcher asked the students to understand the question first.

e.g. : a. Where was Indonesia located?

b. How large was Indonesia's land area?

c. How many islands did Indonesia have?

d. How many languages were there in Indonesia?

e. Where did Yaping traditional dance come from?

2. The researcher asked the students to discuss about some questions above.

3. The researcher explained about *wh- questions* the type of *wh- questions*, and the uses of them

4. The researcher guides the students how to find the main idea of each paragraph by using *wh- questions*.

5. The researcher guides the students how to locate the detail of specific information in the text by using *wh- questions*.
6. The researcher asked the students to do the task by reading the text.
7. Monitor the class
8. Checked students' answer.

**Post Test reading activity:**

Asked the students to answer the questions based on the text.

1. What was the main idea of each paragraph of the text?
2. What was the highest island in Indonesia?
3. What was the official language in Indonesia?
4. Which island has the largest population?
5. What religion has the largest number of follower?
6. What was the climate in Indonesia?
7. When was the dry season?