

CHAPTER II FRAME OF THEORIES

This chapter consists of some concepts related to this research. The concepts are concept of reading, concept of reading comprehension, concept of narrative text, concept of self-questioning strategy, teaching procedures, advantages and disadvantage of using self-questioning strategy, theoretical assumption and hypotheses.

2.1 Concept of Reading

Nuttal (1982:12) defines reading as the meaningful interpretation of printed or written verbal symbols. It means that reading is a result of interaction between the perception of graphic symbols that represent language and the readers' language skills, cognitive skills, and the knowledge of the world.

Meanwhile Clark and Silberstein (1987:2) define reading as an active cognitive process of interacting with print and monitoring comprehension to establish meaning. Reading is the instantaneous recognition of various written symbol, simultaneous association of these symbols with existing knowledge, and comprehension of the information and ideas communicated.

Mackay (1979) says that reading is an active process. It means that in the process of reading the reader forms a preliminary expectation about the material, then select the fewest, most productive cues necessary to confirm or reject that expectation. Reading involves an interaction between thought and language. In other words the reader brings to the task a formidable amount of information and ideas, attitudes and beliefs.

From the definitions above, it can be inferred that reading is an active process that is always dealing with printed materials, stressing on grasping meaning from the printed language. Reading is a result of the interaction between the perception of graphic symbols that represent language and the reader's language skills, cognitive which refers to our faculty of knowing or thinking (Larkin, 2010:3), and the knowledge of the world.

2.2 Aspects of Reading

There are five aspects of reading namely main idea, specific information, reference, inference, and vocabulary.

Main Idea

Finding the main idea of a paragraph is one of the most important specific comprehension skills. Hancock (1987: 54) defines that the main idea is the essence of the paragraph, or rather what the author is trying to get across to the reader. In other words, that is what the author wants a reader to know about. So, the main idea is the important idea that the author develops throughout the paragraph.

Specific Information

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

Reference

According to La Tulipe (1986:20), references are words or phrases used either before or after the reference in the reading material. When such words are used, they are signals to the reader to find the meaning elsewhere in the text.

Inference

Kathleen (1986:31) states that an inference is an educational guess or prediction about something unknown based on available facts and information. The reader will be able to do this by making use of the context in which the word occurred, in order to give him a rough idea of its meaning.

Vocabulary

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

2.3 Reading Comprehension

Snow (2002) defines reading comprehension as the process of simultaneously extracting and constructing meaning through Interaction and involvement with written language. Furthermore, Pang et al. (2003: 14) define comprehension as the process of deriving meaning from connected text. It involves word knowledge (vocabulary) as well as thinking and reasoning. The reader actively engages with the text to construct meaning.

Heilman, Blair, and Rupley (1981:242) say that reading comprehension is a process of making sense of written ideas through meaningful interpretation and interaction with language. Moreover, they categorize reading comprehension into three levels of comprehension, i.e. literal comprehension, interpretative comprehension, and critical comprehension.

Literal comprehension

Literal comprehension is the process of understanding the ideas and information explicitly stated in the passage such as: knowing the meaning of the words, recall of details directly stated or paraphrased in own words, understanding of grammatical clues, subject, verb, pronouns, conjunction, so forth.

Interpretative comprehension

Interpretative comprehension means understanding of ideas or information not explicitly stated in the passage. For example, to understand the author's tone, purpose and attitude, infer factual information, main ideas, comparisons, cause-effects relationship and also summarize the story content.

Critical comprehension

Critical comprehension is analyzing, evaluating and personally reacting to information presented in a passage. For example, personally reacting to information in a passage, indicating meaning to the reader, analyzing the quality of written symbol or information in the terms of standards.

From the explanation above, it can be inferred that comprehension is important in reading. In comprehending the text the readers should be able to interpret what they read and associate with their experience, not only see and identify the symbols. By comprehension, readers process deeply the information, so that they can make a meaningful interpretation of it.

2.4 Narrative Text

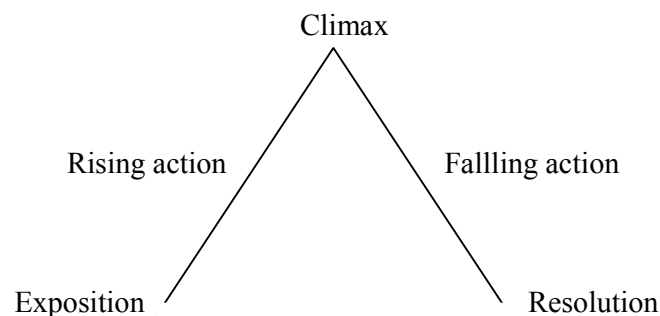
Meyers (2005 : 52) states that narrative is one of the most powerful ways of communicating with others. A good story lets your reader response to some event in your life as if it were own. They not only understand the event, but they can almost feel it. The action, details, and dialogue put the readers in these seem and make it happen for them. Moreover, Anderson (1997 : 8) states that narrative is a piece of text tells a story and, in doing so, entertains or informs the reader or listener.

The purpose of narrative text is to entertain or amuse the readers with actual and imaginary experiences. It is built using descriptive familiar language and dialogue. There are some kinds of narrative text, they are: (1) Folktale, i.e. very old traditional story from a particular place that was originally passed on to people

in a spoken form e.g., *Malin Kundang*. (2) Fairy tale, i.e. an old story about magic things happened intended for amusing and giving lessons, meanings, and moral values, e.g., *Cinderella*. (3) Fables, i.e. short stories, especially with animals as characters, which teach a lesson, e.g., *The Smartest Animal?*. (4) Myth, i.e. a story from ancient times, especially one that was told to explain about natural events or to describe the early history of place or people, e.g., *Tangkuban Perahu*.

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 holds the reader' 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.

Neo (2005: 2) states that a narrative has a structure, a shape or a pattern. It can be represented graphically in this way.



That picture is known as the Freytag pyramid. The idea of the Freytag pyramid is to serve as a kind of blue print or map which can be used to guide us systematically.

The Freytag pyramid consists of:

- a. The exposition, it establishes the characters and situation.
- b. Rising action, it refers to a series of complication leads to the climax.
- c. The climax is the critical moment when problems/conflicts demand something to be done about them.
- d. Falling action is the moment away from the highest peak of excitement.
- e. The resolution consists of the result or outcome.

(Neo, 2005: 2)

Andeson (1997) states that language features of a narrative text are:

1. Specific characters
2. Time words that connect events to tell when they occur
3. Verbs to show the actions that occur in the story
4. Descriptive words to portray the characters and settings

Example of narrative text:

The Smartest Parrot

Exposition:

Once upon time, a man had a wonderful parrot. There was no other parrot like it. The parrot could say every word, except one word. The parrot would not say the name of the place where it was born. The name of the place was Catano.

Rising Action:

The man felt excited having the smartest parrot but he could not understand why the parrot would not say Catano. The man tried to teach the bird to say Catano however the bird kept not saying the word.

Climax:

At the first, the man was very nice to the bird but then he got very angry. “You stupid bird!” pointed the man to the parrot. “Why can’t you say the word? Say Catano! Or I will kill you” the man said angrily. Although he tried hard to teach, the parrot would not say it. Then the man got so angry and shouted to the bird over and over; “Say Catano or I’ll kill you”. The bird kept not to say the word of Catano.

Falling Action:

One day, after he had been trying so many times to make the bird say Catano, the man really got very angry. He could not bear it. He picked the parrot and threw it into the chicken house. There were four old chickens for next dinner “You are as stupid as the chickens. Just stay with them” Said the man angrily. Then he continued to humble; “You know, I will cut the chicken for my meal. Next it will be your turn, I will eat you too, stupid parrot”. After that he left the chicken house.

Resolution:

The next day, the man came back to the chicken house. He opened the door and was very surprised. He could not believe what he saw at the chicken house. There were three death chickens on the floor. At the moment, the parrot was standing proudly and screaming at the last old chicken; “Say Catano or I’ll kill you”.

2.5 Concept of Self-Questioning Strategy

Self-questioning is the ongoing process of the reader asking questions before, during, and after reading to understand text (Algozzine, O’shea, Obiakor, 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 is a set of steps that a student follow to generate questions based on the text, think about the answers, predict the answers , investigate the answers in the text, and answer questions that satisfy curiosity about what is being read.

Self-questioning strategy focuses on knowledge acquisition and concept comprehension by the learner generating questions. This strategy slows down the reading process, focuses students' attention on details in the text, and makes them aware of gaps in the story and/or breaches with their own expectation (Janssen, 2002). This strategy may promote students' personal engagement in reading. By generating questions, students actively and purposefully engage in the reading and comprehending the text. Some general questions that can be asked as an example of how self questioning is used are: "What do I already know?", this is a question that would be asked before the task begins, "Do I understand what is going on thus far?", this is effective to ensure comprehension during the task, and finally, "What new information did I learn?", this can be asked after the task is complete.

The predicted effectiveness of self-generated questions is based on three theoretical perspectives: the active processing perspective, metacognitive theory, and the schemata 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 (Singer, 1978). In support of this, Wittrock as cited in Miciano (2002) observes 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.

According to Carrell & 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 schemata, thereby facilitating the connection between what is already known and the new information in the text.

From the explanation 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. Self-questioning requires students to look for text clues that make them curious, think about possible meaning, ask question about the meaning, make prediction about the answer, read to find the answer, evaluate the answer and their prediction and reconcile difference between their questions, their predictions about the answer, and the information actually provided by the author in the text.

2.6 Teaching Reading Comprehension Through Self-Questioning Strategy

The researcher proposed procedure of teaching reading through self-questioning by adapting Hartman (2002) as follows:

Pre Activity

1. The procedure begins with the teacher motivates the students by asking them about narrative text e.g. *“Do you know about narrative text?”*, *“What do you know about narrative text?”*, *“Have you ever read narrative text?”*. It functions to activate their background knowledge of narrative text.
2. Before the teacher asks students to apply self-questioning strategy to a passage, the teacher explains to the students the purpose of learning this strategy. It is intended to introduce the students to self-questioning strategy applied in the treatment.
3. The teacher describes the strategy and makes a list of steps on the board; the teacher gives the model of how the strategy is used in the text, meanwhile the students see 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 he or she reads the passage in order to answer questions about its content.
 - 2) The students locate all main idea in the passage underlines or highlight them.
 - 3) For each main idea that students has highlighted, he or she generates a question. The students read through the passage again to answer each question that he or she has generated by using self-questioning strategy. Corder (1979: 26) mentions that students are taught to ask WHO? WHAT? WHERE? WHEN? WHY? HOW? For example, *“Who is the main character in the story?”* *“What is the main idea of the first paragraph?”* Students

answer those questions by paraphrasing sentences in the first paragraph. They are taught to get the answer to these questions in the opening paragraph; it is usually easy enough to see how the questions are answered.

- 4) The students underline events and actions they found in the text. This helps them to make questions about specific information stated in the text.
- 5) The students circle all pronoun i.e. *she, her, him, them* in the text and think about whom the pronouns refer to. Then they should make reference questions based on them.
- 6) The students make an inference or prediction about meaning in the text based on available facts and information. They make questions based on the specific information they found in the text.
- 7) The students review the main idea, the questions and the answers.

Whilst Activity

1. The teacher distributes the text to all students and instructs them to write 10 questions based on the text.
2. The teacher asks the students to go through the text in order to get an overview of the whole text.
3. The students underline the main idea they found in the text and make questions i.e. “*Who is the main character in the story?*”, “*What is the main idea of the first paragraph?*”
4. The students write the answers on a piece of paper.
5. Next, students circle the pronouns they found in the text. They make questions about reference by using WHAT or WHO. For example, “*Although he tried hard to teach, the parrot would not say it*” (paragraph 2). The possible question

is “*What does the underlined word refer to?*” and possible answer is “*It refers to the word Catano*”.

6. The students underline events they found in the text and make questions based on them. For example, “*He picked the parrot and threw it into the chicken house*” (paragraph 3). The possible question is “*Why did the man pick and throw the parrot into the chicken house?*” and the possible answer is “*because the man got very angry to the parrot*”.
7. The students write the answers on a piece of paper.
8. The students make an inference or prediction about the meaning of the story that are not explicitly stated in the text. For example, “*What would probably the man do after knowing the parrot saying ‘Say Catano or I’ll kill you’ to the old chicken?*”
9. Students answer those questions based on their prediction.

Post Activity

1. The students write 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 discuss their answers with their partner.
3. After the students have discuss 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 makes reinforcement by discussing the answer with the students.
6. The teacher closes the meeting.

2.7 Advantages and Disadvantages of Self-Questioning Strategy

The researcher believes that there are some advantages and disadvantages to self-questioning.

2.7.1 Advantages of Self-Questioning Strategy

1. 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.
2. The strategy allows students to test each other.
3. It can help students to categorize, anticipate exam questions and allow for more effective preparation.
4. Another advantage of self-questioning is that it can be used in all academic subjects.

2.7.2 Disadvantages of Self-Questioning Strategy

1. If students do not know what questions are best to ask, then they will not gain the correct or necessary information that can prove that they actually learn the material.
2. Students do not pay attention to the structure.

2.8 Theoretical Assumption

Based on the frame of theories, it is assumed that self questioning is an effective strategy to be used in teaching reading in order to improve students' achievement in reading comprehension of narrative text. Its main goal is to develop the student's metacognitive skills. Self-questioning may be very effective for metacognition 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 self-questioning 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 acquired information. A student's ability to combine new information with old information is also essential to their ability to transfer knowledge from one context to another.

Hence, the researcher assumed that self-questioning is an effective strategy that may activate students' prior knowledge during reading, develop metacognition and, consequently, leads to better comprehension.

2.9 Hypothesis

Based on the theoretical assumption above, the writer formulates the hypothesis as follows: there is significant improvement in students' reading comprehension achievement of narrative text taught through self-questioning strategy.