

II. FRAME OF THEORIES

A. Concept of Reading

Reading is the process of combining textual information with the information a reader bring to a text (Widdowson; 1979: 220). In this view, reading is viewed as a kind of dialogue between the reader and the text. It means that reading is the process of exchanging information between the writer who bring new information and the readers who combines the new information with the previous information she or he has got before.

Moreover, reading is a process of interpreting or understanding the text in terms of question that the reader formulates about the text. (Smith ; 1987: 123). It means that the reader will understand the text by making some questions in his mind dealing the context. Consequently, the reading process involves what the reader wants to know about the text by consulting questions appear in his head.

Furthermore, Nuttal (1982) in Simanjuntak's (1988: 3) 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 symbol that represent

language and the readers' language skill, and the knowledge of the world. In this process the reader tries to recreate the meanings intended by the writer.

It is commonly acknowledged that reading is an active process, which in it he should formulate the brain by using his previous knowledge in order to understand the text easily. It is supported by Mackay (1979: 86) who says that reading is an active process. The reader forms a preliminary expectation about the material, then selects the fewest, most productive cues necessary to confirm or reject expectation. This is a sampling process in which the reader takes the advantages of his knowledge of vocabulary, syntax, discourse and the real world (Simanjuntak, 1988: 3). Therefore, reading involves an interaction between the thought and the language. In short, reading in this research is a process of understanding the text by giving questions before the students read the text to activate the students' background knowledge about the text.

B. Concept of Reading Comprehension

The first point to be made about the reading process is reading comprehension (Simanjuntak, 1988: 4). Knowledge is the basic element for comprehension. It means that it is relating what we do not know or new information to what we already know. For instance, we already know the word 'fruit' so if there is a word denoting the kind of fruit such as banana, orange, etc, we can imagine those features. It is clear that we need background knowledge or schemata as our crucial element to understand the reading text.

The statement above is supported by Suarez (1983: 65) who says that reading comprehension is to teach the students to read the text and to understand it by understanding and relating its continuants to teach other and to the student's own experience. Furthermore, Dubin, Eskey and Grabe (1986 : 15) state that comprehension means relating what we do not know or new fact to what we already know. In order to be able to relate the text logically, the readers should have schemata.

Considering the statement above, we get an idea that there are some aspects in reading comprehension that should be cared by the reader. One of those factors is the knowledge of readers related to language terms, in this case terminology. For instance, the terminology in population such as "fertility" (the number of children born), "mortality" (the number of children deaths) etc. So the readers' background knowledge is absolutely needed in reading comprehension.

Simanjuntak (1988: 4) says that comprehension is always directed and controlled by the needs and the purposes of individual. It means that the needs and purposes of the reader influence him in comprehending the reading materials. For instance, by reading the science and technology book, the reader expects he will know and understand how to make the plane. This purpose will motivate and make him easier in comprehending the text. Moreover, she adds that reading comprehension is more likely to occur when students are reading what they want to read, or at least what they see some good reason to read.

Brown and Johnson (1978: 65) see comprehension as product and process. Process is what happens to the readers as they read and product involves measuring, in some objective ways, the net result of the process. In this case the writer assumes that comprehension is not only seen as a result of reading but also seen as a way in which the readers can get the result of reading. In this research, what is meant by comprehension is the ability to get information from the text (product) by using their schemata or background knowledge which is related to the text.

C. Concept of Teaching Reading

Hedge (2003: 54) states that any reading component of English language teaching may include a set of learning goals for :

1. The ability to read a wide range of text in English. This is the long-range goal classroom.
2. Building a knowledge of language which will facilitate reading ability.
3. Building schematic knowledge.
4. The ability to adapt the reading technique according to reading purpose.
5. Developing an awareness of the structure of written text in English.
6. Taking a critical stance to the contents of the texts.

It is important to build up the students' ability to adapt the reading technique according to reading purpose as a goal in teaching reading. Alyousef (2005: 143) says that in teaching reading, contemporary reading task, unlike the traditional materials,

involves three phase procedures; pre-, while-, and post-reading stages. The pre-reading stage helps in activating the relevant schema. For example, teachers can ask students questions that arouse their interest and activate the students' background knowledge while previewing the text. In this stage the teacher can apply the pre-questioning technique. The aim of while-reading stage (or interactive process) is to develop students' ability in tackling text by developing their linguistic and schematic knowledge. Post-reading includes activities, which enhance learning comprehension using matching exercises, cloze exercises, cut-up sentences, and comprehension questions.

The aim of teaching reading is to develop students' skill that they can read English text effectively and efficiently. To be able to do so the reader should have particular purpose in their mind before they interact with the texts. Effective and efficient reading is always purposeful and tends to focus mainly on the purpose of the activity. And the purpose of reading can be decided in pre-reading activity by using pre-questioning technique.

In short, in teaching reading the teacher should provide reading technique to his/her students, especially before reading in order to arouse the students' interest and also the students' background knowledge to make the students comprehend the text easier.

D. Concept of and Kinds of Pre-questioning

1. Concept of Pre-questioning

Based on Brown's (2001: 176) explanation of display questions, schema theory and students' background knowledge. He also 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, also their cognitive factors and pre-questioning is very useful to activate the schemata, thus the students can predict what will be faced by them in the reading text.

Ringler and Weber (1984) in Helmi (2009: 13) call pre questioning enabling activities, because they provide a reader with necessary background to organize activity and to comprehend the material. These experiences involve understanding the purpose(s) for reading and building a knowledge base necessary for dealing with the content and the structure of the material. They say that pre questioning technique elicit prior knowledge, build background, and focus attention.

2. Kinds of Pre-questioning

According to Harmer (1985:153), there are some kinds of pre-questioning, they are: Pre-questioning before reading to confirm expectations, pre-questioning before reading to extract specific information, pre-questioning before reading for general

comprehension, and pre-questioning before reading for detail comprehension. The explanations are as following:

2.1 Pre-questioning Before Reading 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.

2.2 Pre-questioning Before Reading to Extract Specific Information

Pre-questioning 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.

2.3 Pre-questioning Before Reading for General Comprehension

In this case pre-questioning used to help the students to find the main idea of the text they read. By answering the pre-questions given, the students can take the main point of the text since the pre-questions help them to relate every information they got from the text before make a conclusion.

2.4 Pre-questioning Before Reading for 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, in this study the writer will concern with the four kinds of pre-questioning, they are: Pre-questioning before reading for general comprehension and the pre-questioning before reading to confirm expectations. In order to deal with students' background knowledge and activating schemata. Thus, the students can predict easily what will be discussed on the text, after they read and answer the pre-questioning.

E. Procedure of Teaching Reading Through Pre-Questioning

In increasing students' participation during reading class the writer would like to present the application of Pre questioning technique. The writer's purpose is to make it easier for the students to improve the students' reading achievement by upgrading the students' active participation first. The writer will take some steps in presentation pre-questioning:

1. Pre-Activity

1.1 Teacher greets the students.

1.2 Teacher checks the students' attendance list.

1.3 Students are shown some pictures related to Cinderella story by the teacher.

1.4 Students are asked some questions by the teacher to make them ready to learn, for example:

- a. Do you know Cinderella story?
- b. Belong to what kind of text Cinderella story?

2. Whilst-Activity

2.1 Students are explained about the genre of the text that will be read (i.e. narrative text).

2.2 Students are given the instructions and procedures of pre-questioning technique.

2.3 Students are given the text with the pre-questioning by the teacher.

2.4 Students are asked to read the pre-questioning first before read the text.

2.5 Students are led to connect their schemata about the text with the text read.

2.6 Students are led to decide their purposes in reading before read the text.

2.7 Students are asked to read the text given.

2.8 Students are asked to answer the questions given based on the text.

2.9 Students' work sheets are collected by the teacher.

3. Post-Activity

- 3.1 Students are asked about what they have learnt by the teacher to check their understanding.
- 3.2 Teacher summarizes the materials that have been learnt.
- 3.3 Teacher closes the meeting.

F. Advantages and Disadvantages of Pre-questioning

1. Advantages of Pre-questioning

The advantages of Pre-questioning are:

- 1.1 Pre-questioning provides students a situation where they can make connections between what they have already know and what is being discussed in the reading text.
- 1.2 Help the students to comprehend the text easier by activating and building the schemata.
- 1.3 It enriches subject matter and increases students' mastery of subject matter.
- 1.4 Pre-questioning technique motivates the students to understand the reading text as they know their purpose in reading.
- 1.5 Help the students to predict what will be discussed latter in the text by connecting between what they are already know with the text they read.

2. Disadvantages of Pre-questioning

The disadvantages of Pre-questioning are:

- 2.1 If the teacher did not choose appropriate material based on the students' level the pre-questioning technique would not work since the students did not have background knowledge about the text.
- 2.2 It forces the teacher to make special preparation before teaching in the class because the teacher needs appropriate reading material.
- 2.3 It spends much time during the teaching learning process because the students are required to answer the question not only after reading but also before reading.

G. Theoretical Assumption

Based on the frame of theories, the writer assumes that Pre-questioning is a good technique to be used in teaching reading because pre-questioning technique can build and activate the students' background knowledge about the text they read. Building and activating background knowledge is critical to teaching reading. Building and activating the students' background knowledge can help the students to predict what will be discussed in the text. So the students will know their purpose in reading. By knowing the purpose in reading and connecting their schemata with the text being read the students will comprehend the text easily. Besides that, in Pre-questioning, the student are also asked to construct their own sense of learning from what they are learning based on prior knowledge and motivates the students to connect their

schemata with the topic being discussed by asking them several questions to be answered using their own words so that the students can actively involved in teaching learning process. Therefore, the researcher assumes that after pre-questioning technique has been applied in teaching learning process, the students' reading comprehension achievement and the students' participation in teaching learning process will improve.