

## **CHAPTER II**

### **THEORITICAL FRAME WORK**

This chapter discusses about the definition of reading, the types of reading, the objectives of reading, definition of Teachers' Questioning, the objectives of Teachers' Questioning, Definition of Narrative, the types of narrative text, and the generic structures of narrative text.

#### **A. Reading**

Reading is one of essential skills that should be mastered by every English learner. Because by reading, the readers try to understand about the idea or the information that the writer wanted to deliver. Mastering reading will help the students to understand and even comprehend well about the language. Here the researcher presents the definition of reading, the types of reading, and the objectives of reading.

##### **1. Definition of reading**

Reading is an important skill in learning language especially learning English. According to Jeremy Hammer as cited by Azinul (2015) Reading is a receptive skill, receptive skills are the ways people take the meaning from a discourse that they are see or hear. Language learners should master all of language skill especially this skill. According to Azinul (2015) reading is an ability of cognitive process or interaction between graphic symbols and the language skills of a reader. According to those definition the researcher can conclude that reading is an activity that takes a meaning of a literature that using eyes and will be process by brain.

A good reading skill can give a big influence in student's achievements. Having a good reading skill can help the students understand the content and the message of the text. But, it is not only for teaching learning in reading subject but it is also important to do by the teacher who teaches other subject. To increase the student's achievement in reading, teachers need to find a strategy in order to help the students achieve the goals. One of the strategies that can be used by teachers in teaching their students is using teacher questioning strategies.

## **2. The types of reading**

According to brown as cited by Azinul (2015) there are 3 types of reading, they are:

### **a. Extensive reading**

Brown explains that extensive reading is carrying out to achieve a general understanding of a longer text (book, article, essay, etc). for longer reading text, it is include to extensive reading. Extensive reading can improve general knowledge of the students.

### **b. Intensive reading**

Brown explains that intensive reading is a classroom-oriented activity in which students will focus on the linguistics or semantic details of a passage. Intensive reading pays attention to grammatical form, discourse markers, and other surface structure details for to understand the meaning, implication, literal meaning

(azinul, 2015).

### **3. The objectives of reading**

Everything that is done surely has their goals/objectives. According to Rivers and Temperaley as quoted Nunan said that second language learners will have an intention in reading when their purposes are:

- a. Obtaining information for some purposes or because of their curiosity about the topic.
- b. Obtaining instruction on how to perform some task for our work or daily life (e.g. knowing how an appliance works).
- c. acting in a play, play a game, do a puzzle.
- d. To keep in touch with friends by correspondence or to understand business letter.
- e. To know when or where something will take place or what is available.
- f. To know what is happening or has happened (as reported in newspapers, magazines, reports).
- g. For enjoyment or excitement.

### **B. Teachers' Questioning Strategy**

Here, the researcher discusses the definition of Teachers' questioning strategy, types of questioning, the components of questioning, and also the objectives of questioning.

#### **1. Definition of teachers' questioning strategy**

Many researchers have shown that teacher questioning can give a

high influence to the students achievement and they believed that questioning is a vital component to help the student to achieve their goals in learning. The skills of questioning are as old as the instruction itself. They are the basis of the method of the teaching developed by Socrates in the fifth century B.C. Despite this long history of the use of questions, it is surprisingly difficult to define precisely what a question is. Brown (1975, p. 103) has given a general definition of question. He states that a question would be any statement which tests or creates knowledge in the learner. Cotton (2001, as cited in Sarlita, 2014) stated a question is any sentence that has an interrogative form or function.

The use of questions in the class can come up the activeness of the class, so that the teacher can use it to improve the students understanding. Teacher questioning is a strategy that is used by the teacher in the teaching learning process, this strategy uses question in the process. The question that is used by the teacher is for set the understanding of the learners about the text. In addition questions have many types. There are many studies about the use of Questioning to help the students improve and maintain their knowledge. Because of that the researcher is interested in carrying on the study about the implementation of teacher questioning to improve the understanding of the students to the material so it can improve the student's achievement.

## 2. Types of Question

Actually question has many types. According to Bloom (as cited by Sarlita, 2014) question is divided into 6 points, they are: Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation. But based on Brown opinion, there are 2 question types only such as lower order cognitive questions and higher order cognitive questions.

### a. Lower order cognitive question

Cotton (2001, as cited by Sarlita, 2014) lower cognitive questions are those questions which ask to the students merely to recall verbatim or in student's words material previously read or thought by the teacher. In addition, Brown (1975, as cited in Sarlita, 2014) defined this is a question that creates correct single answer. Lower level questions are questions which require the students to remember, or find the information that is in the text (Tienken, et al., 2010, as cited by Remark, 2015). According to those definition so, lower order cognitive question is a kind of question to create answer using his/her own words based on the previous knowledge.

Lower order cognitive question is divided into some types according to Brown (1975, as cited in Sarlita 2014). The types of questions are:

- 1) Compliance: the students are expected to comply the command worded as a question.

- 2) Rhetorical: the student is not expected to reply the question.
- 3) Recall: the question aimed at checking are the students remembered what they have read.
- 4) Comprehension: the question aimed at checking are the students understood what they have remember related to the text.
- 5) Application: the question aimed at asking the students to apply rules and techniques to solve a problem.

b. Higher order cognitive question

Cotton (2001, as cited in Sarlita, 2014) says higher order cognitive question is defined as a question which ask to the student to mentally manipulate bits of information previously learned to create an answer or to support an answer with logically reasoned evidence. In addition according to Brown (1975) high order questions are used to create new knowledge in the students. High level questions are most infrequently used by teachers but it is extremely beneficial for students learning. The different thing between high-level question and low level question is the answer of high level question do not have one correct answer.

For this higher order cognitive questions, the questions also has some types as follows:

- 1) Analysis: this question aimed at asking the students to identify motives and causes, made inferences and giving examples to support their statement.
- 2) Synthesis: this type of questions to direct the students in making predictions, solving problems or drawing an idea related to the topic.
- 3) Evaluation: this kind of question to direct the students in judging the quality of ideas, problem solutions related to the topic rationally.

### **3. The Components of Questioning**

According to Brown (1975, as cited in Sarlita 2014), there are some components in Questioning Technique which should be mastered by the teachers, they are:

#### **a. Clarity and Coherence**

Clarity and coherence here means that the teacher when they give a questioning should be clear, not confusing, and coherently expressed. If the students did not give any respond to the questions, the teacher should be repeated it especially for high level questioning questions.

#### **b. Pausing and Pacing**

When the teachers are giving a question, the teacher should vary it with a pacing. The speed of questions is depended to the level of questions which the teacher delivered.

### **c. Directing and Distributing**

Directing and distributing here means the teacher should direct some questions to individual students and also distribute questions among the groups around the class. It can controlled the class and if a students did not know the answer the teacher should give a pause and distribute it to another students.

### **d. Prompting and Probing**

Prompting means when the students utter a questions to the teacher, the teacher should not answer it directly. The teacher should give any hints to help the students to formulate their answer related to the questions. Prompting which followed by encouragement can help the students to be confident in giving their opinions. For the probing question here can direct the students to think more deeply about the initial answer.

## **4. The Objectives of Teachers' Questioning**

Every strategy that is used in teaching learning activities has their own objectives. Teacher questioning also has many objectives/purposes. According to Kerry (2002, as cited in Lila, 2006) Questions is important in teaching and learning process, because children's achievement and their level of engagement depend on the types of questions that the teachers use in a classroom. In addition Brown and Edmondson (1985 as



cited in Patricia, 2010) also state that teachers use questioning is to check student's understanding and knowledge to aid teaching, to diagnose student's difficulties, to recall facts, to test student's knowledge, to direct attention, and to maintain control. Beside that in my opinion a question is a sentence that is in an interrogative form it can make the students interested to read and to know the content and create knowledge related to the topic. It also in the same line with the opinion of Sarlita (2014).

Based on Turney et al. (1973 as cited from Wragg, 2001, and cited by Mehmet, 2006) the purpose of teacher questioning are:

- ✓ To arouse interest and curiosity concerning a topic
- ✓ To focus attention on a particular issue or concept
- ✓ To develop an active approach to learning
- ✓ To stimulate pupils to ask questions for themselves and others
- ✓ To structure a task in such a way that learning will be maximized
- ✓ To diagnose specific difficulties inhibiting pupil learning
- ✓ To communicate with the group that involvement in the lesson is expected and that overt participation by all members of the group is valued
- ✓ To provide an opportunity for pupils to assimilate and reflect upon information
- ✓ To involve pupils in using an inferred cognitive operation on the assumption that this will assist in developing thinking skills,
- ✓ To develop reflection and comment by pupils on the responses of other members of the group, both pupils and teachers
- ✓ To afford an opportunity for pupils to learn vicariously through discussion.

In addition, Morgan and Saxton (1991, as cited in Masitah, 2013) said that usually teachers ask questions in order to:

1. Keep students actively involved in lesson;
2. Give opportunities to express the student's idea and thoughts;
3. Enable other students to hear different explanations of the material by their peers;

4. evaluate student learning and revise their lessons as necessary.

### **C. Narrative Text**

Narrative text is one of the genres of any text. Here, the researcher divides it into some explanation parts.

#### **1. Definition of narrative text**

According to Pardiyono (2007, Siti, 2016), narrative text is a kind of text that tells about past activities which focus on problematic experience and resolution and this text also give moral message to the reader. So narrative text is a text to retell activity in the past that has problematic experience, resolution to solve the problem, and also has moral messages inside from the writer to the reader.

The purpose of narrative text tells a story using series and events. The scene of this text is set in a time, place, and characters are conducted. Usually narrative text has a problem that is addressed. This text also contains moral messages from the writer to the reader. A narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. An important part of narrative text is the narrative mode. Narrative text is a type of text which has been employed since the very old times throughout the history. Even if time and cultural differences have caused various changes, narrative text genre has elements, which can be determined in a concrete manner and also people have the same expectations in terms of text structure (Coşkun, 2005). There are some example of narrative text, they are: picture books, cartoons, mystery,

fantasy, adventure, science fiction, historical fiction, fairy tales, myths, legends, fables, plays

## **2. The types of narrative text**

According to Siti (2016) narrative text is divided into some types, such as legend, fable, and fairy tale.

### **a. Legend**

Legend is a narrative text of human actions that are perceived both by teller and listeners to take place within human history. The examples of this story are Sangkuriang, Sura and Baya, Malin kundang, and Toba Lake.

### **b. Fable**

Fable is a story that the character of the story is animal. The examples of the story are Mouse Deer, Crocodile, The Ants and The Grasshopper, and Kancil.

### **c. Fairy tale**

According to Wikipedia, fairy tale is a kind of narrative text which typically features such folkloric characters, as fairies, trolls, giant, etc. the examples of this story are, Cinderella, Tinker bell, and Frozen.

### 3. Generic Structures of Narrative Text

Narrative text consists of generic structure that can be provided as follow:

#### 1) Orientation

Orientation is set of the scene, where and when the story happened and introduces the participants of the story: who and what is involved in the story.

#### 2) Complication

Complication tells the beginning of the problems which leads to the crisis (climax) of the main participants. In the middle of the story the writer shows the complication. It makes the story more interesting. Azinul (2015) states that complications are the description of real life and it tells the readers that every issues or problems can be solved.

#### 3) Resolution

Resolution tells the resolving, either in a happy ending or in a sad (tragic) ending. In this stage, it tells the resolution of issues or the problems. Resolution is the part of resolving problem.

#### 4) Re-orientation/Coda.

Re-orientation is the optional in the narrative text. Sometimes the narrative text has re-orientation and sometimes not.