

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents reviews of related literature used in this study. The review of related literature has a goal of providing previous studies and information concerned with the research problems, including overviews of the definition of reading comprehension, the importance of reading, the strategy of reading, teaching reading, reading classroom activity, pre-questioning, and the factors that influence students' reading comprehension.

A. Definition of Reading comprehension

Reading is as a selective process taking place between the reader and text, in which background knowledge and various type of language knowledge interact with information in text to contribute to text comprehension.⁴ Reading comprehension is the ability to understand the texts or passages from what has been read, and then develop prior knowledge. The understanding of reading comes from the interaction between the words that are written and how they get the knowledge outside the text.

Reading comprehension is the activity to analyze the text to get the information from the text. In the eleventh grade students of Senior high school, the students must be competent to comprehend the text to answer the question from the text. The goal of reading comprehension depends on the ability to know the words of the text quickly. If comprehend the words or of the text is difficult,

⁴ Cyril Weir, *Understanding and Developing Language Test* (London: Prentice Hall, 1993), 64.

the students use too much of their processing capacity to read individual word, which disturb their ability to comprehend what they read. Reading is not only saying the words, finish read the text, and answer the question but also reading must get a meaning of the text.

Reading is useful for language acquisition provided that students more or less understand what they read, the more they read, the better they get at it. reading also has a possitive effect on students's vocabulary knowledge, on their spelling and on their writing. Reading text also provide good models for English writing. At different times we can encourage students to focus on vocabulary, grammar or punctuation. We can also use reading material to demonstrate the way we construct sentences, paragraphs nad whole text. Students then have good models for their own writing.⁵ It show that the reading activity give so many knowledge that students need to develop their English capability.

According to Nunan (2003), the goal of reading is comprehension.⁶ Comprehension is the understanding and interpretation of what is read. One big part of comprehension is having a sufficient vocabulary, or knowing the meanings of enough words. Readers who have strong comprehension are able to draw conclusion about what they read are important, what is fact, what caused and event to happen, which characters are funny. Thus comprehension involves combining reading with thinking and reasoning.

It seems easy to read but learning reading comprehension is difficult, so that way we need study reading comprehension. Study reading aims to develop

⁵ Jeremy Harmer, *How to Teach English* (England: Longman, 2007), p 99.

⁶ David Nunan, *Practice English Language Teaching* (New York: Mc. Grow-Hill Company, 2003), p 68.

the reading skills you need to find information quickly, to identify what is important in a text, to compare different sources of information and to read critically.

B. The importance of Reading

Reading is a very important activity in our life. Yet, sometimes students do not realize the value of reading. By reading, they will be able to get information throughout the world. It means they will get anything they want to know. For several reasons, reading is very important for the students. Firstly, by reading we can get a lot of knowledge about many things in the world such as Science, technology, sports, arts, culture, etc written in either books, magazine, newspaper, etc. Secondly, by reading we can get a lot of news and information about something happening in any parts of the world which can we see directly. Another reason, reading can give us pleasure too. When we are tired, we read books, novel, comic, newspaper or magazine on the entertainment column such as comedy, short story, quiz, etc. To make us relaxed. The last, reading can also take us to other parts of the world.

According to Harmer, there are several factors why reading is very important for the students. First, reading is a way to gain information, for example, information from newspaper or magazines. Even, news that is broadcasted on TV sometimes need to be read. Second, according to Richard J. Smith and Dole Johnson that the purpose of reading is to find several facts to support an agreement to learn the major step in laboratory experiment to understand a match problem and analyze an authors' view point about text.

Besides, sometimes we read in order to interpret and sometimes we read in order to transfer the information to another medium.⁷

C. The Strategy of Reading

According to Jill Hadfield Charles Hadfiels, the Strategy of reading is divided became four categories. They are scanning, skimming, reading for gist, reading for detail, and extensive reading.⁸

1. Scanning

Scanning is read quickly to get some information that we need; so we will stop to read if we got the information that we are looking for.

2. Skimming

Skimming is focus on few words, usually in a list or the last sentences in paragraph, because usually there is main idea and conclusion there.

3. Reading for a gift

Reading in a purpose is to answer the questions in the text.

4. Reading for detail

Some texts need more attention to read it. Thus, we have to read carefully to get the meaning of the whole text, and it is usually need re-reading and checking the words to get the meaning accurately.

⁷ Jeremy Harmer, *The Practice English Language Teaching* (New York: Longman, 1991), p 18.

⁸ Jill Hadfield and Charles Hadfield, *Introducing to teaching English* (New York: Oxford, 2008), 92-93.

5. Extensive reading

The text is usually longer like a novel, etc. The extensive reading is also important for students when they read long text for pleasure. In this way, we can use the variety of reading like rapidly and read more detail.

D. Teaching Reading

Traditionally, the purpose of learning to read in a language has been to have access to the literature written in that language. In language instruction, reading materials have traditionally been chosen from literary texts that represent higher forms of culture.

For some students, reading is an enjoyable activity because they can get some knowledge or information. On the other hands, reading activity can also be an uninteresting activity for them. The big problem in reading is vocabulary mastery. The vocabulary that cannot be mastered by them, it make the students do not understand what they read and make them bored and forced reading repeatedly to get the meaning and conclusion from the vocabulary that understand.

Thus, to avoid the problems in reading, the teacher should design a set of principle that can help the student to develop the reading skill successfully. Principles of teaching reading are the principles that the teacher should pay attention in teaching learning process of reading. In this case, the writer describes six principles purposed by Harmer.

There are six principles in teaching reading by Harmer⁹. First, Encourage students to read as often and as much as possible. Second, Students need to be engaged with what they are reading. Third, Encourage students to respond to the content of a text (and explore their feelings about it), not just concentrate on its construction. Fourth, prediction is a major factor in reading. Fifth, match the task to the topic when using intensive reading texts. Sixth, good teachers exploit reading to the full.

The six principles will be discussed below:

1. Encourage students to read as often and as much as possible

The more students read the better. Everything we do should encourage them to read extensively as well as - if not more than - intensively. It is a good idea to discuss this principle with students.

2. Students need to be engaged with what they are reading

Outside normal lesson time, when students are reading extensively, they should be involved in joyful reading - that is, we should try to help them get as much pleasure from it as possible. But during lesson, too, we will do our best to ensure that they are *engaged* with the topic of a reading text and the activities they are asked to do while dealing with it.

3. Encourage students to respond to the content of a text (and explore their feelings about it), not just concentrate on its construction

Of course, it is important for students to study reading texts in order to find out such things as the way they use language, the number of paragraphs they contain and how many times they use relative clauses. But the meaning,

⁹ Jeremy Harmer., *How to Teach English* (England: Longman, 2007), p 101-102.

the message of the text, it just as important as this. As a result, we must give students a chance to respond to that message in some way. It is especially important that they should be allowed to show their feelings about the topic - thus provoking personal engagement with it and the language. With extensive reading this even more important. Reading for pleasure is-and should be-different reading for study.

4. Prediction is a major factor in reading

When we read texts in our own language, we frequently have a good idea of the content before we actually start reading. Book covers give us a clue about what is in the book; photographs and headlines hint what articles about; we can identify reports as reports from their appearance before we read a single word. The moment we get these clues - the book cover, the headline, the web-page banner - our brain start predicting what we are going to read. Expectations are set up and the active process of reading is ready to begin. In class, teachers should give students 'hint' so that they also have a chance to predict what is coming. In the case of extensive reading - when students are choosing what to read for pleasure - we should encourage them to look at covers and back covers copy to help them select what to read and then to help them 'get into' a book.

5. Match the task to the topic when using intensive reading texts

Once decision has been taken about what reading text the students are going to read (based on their level, the topic of the text and its linguistics and

activation potential), we need to choose good reading task – the right kinds of questions, appropriate activities before during and after reading, and useful study explanation, etc.

The most useful and interesting text can be undermined by boring and inappropriate tasks' the most commonplace passage can be made really exciting with imaginative and challenging activities, especially if the level challenge (i.e. how easy it is for students to complete a task) is exactly right for the class.

6. Good teachers exploit reading to the full

Any reading text is full of sentences, words, ideas, descriptions, etc. It doesn't make sense, in class, just get students to read it then drop it and move on something else. Good teachers integrate the reading text into interesting lesson sequences, using the topic for discussion and further tasks, using the language for study and then activation (or, of course, activation and then study) and using a range of activities to bring the text to life. Where students have been doing extensive reading, we should use whatever opportunities present themselves to provoke useful feedback.

From the explanations above, we can conclude that, the teaching reading is important to improve their language, especially in Senior High School.

E. Classroom Reading Activity

Reading activity purpose to introduce and develops reading skills that are useful outside the classroom, and introduce our practice language. The students

should read as widely in English as they can, because reading has intensive reading of material such readers is an excellent way developing reading skill and increasing vocabulary.

There are three kinds of activities in relation to reading classroom activities. They are pre-reading activities, whilst-reading, and post-reading activities.

1. Pre-reading activities

Pre-reading activities is activities that prepare the learners for what they will read and set the taste for the second stage.¹⁰ According to Marianne Celce and Murcia, some commonly used pre-reading activities including the following:¹¹ previewing the text, skimming the text, answering questioning about information in the text, exploring key vocabulary and reflecting on or reviewing information from the text.

2. Whilst-reading

During reading activities, a reader does while reading takes. to maximize reader interactions to a text, readers should be guided during reading activities. In an attempt to influence how readers process a text to increase comprehension, a variety of intervention can be applied. In this case, Marianne Celce and Murcia suggest to the teacher – what can be done at whilst-reading.¹² The guided the students to focus on considering relationships among ideas or characters in the text, and reading purposefully and strategically. For details activities include

¹⁰ Lindsay Cora and Paul Knight, *Learning and Teaching English* (New York: Oxford, 2006), p 74

¹¹ Marianne Celce and Murcia, *Teaching English as a Second or Foreign Language* (USA: Heinle and Heinle, 2001).p 191.

¹² *Ibid.*, p 191.

outlining key ideas, examining emotions and attitude, determining sources of difficulty, looking for answer the questions and writing the prediction of what will come next.

3. Post-Reading Activities

Post-Reading Activities are the activities conducted by reader after reading. Post-Reading activities can involve other skills, such as writing, speaking, or vocabulary development.¹³ These activities are aimed at rechecking the reader's understanding about the topic has been read in post – reading. The teacher tries to evaluate the students ability with make the post questions with pressured the reader's comprehension.

In Pre-reading activities, there are some techniques such as previewing the text, skimming the text, answering questioning about information in the text, exploring key vocabulary and reflecting on or reviewing information from the text. In this research, the researcher will be discussed pre-questioning technique as Pre- reading activities.

F. Questioning Strategies

Questioning is often considered the basic skill of teaching.¹⁴ Questioning is one of the most important dimensions of teaching and learning. It gives the teacher tries find out what students know and understand, and it gives students to give clarification and help. According to Merle Richard:¹⁵

¹³ Lindsay Cora and Paul Knight, *Learning and Teaching English* (New York: Oxford, 2006), p 80

¹⁴ Anthony Mollica, *Teaching and Learning Language* (Canada: Soleil publishing, Inc. 1998), p 147.

¹⁵ Ibid.

Most general teaching strategies apply in language class. If we are to minimize students' language development, we are require use to adapt those strategies Questioning skills represent one such area.

Some pre-reading activities simply consist of questions to which the reader is required to find answer from the text, Traditionally, this type of question followed the text and was designed to test comprehension, but in more recent materials questions often precede the text and function as scanning tasks. Questions may be generated by the teacher or by the students and should be done before the reading, rather than after the reading.

The most important key to create an interactive learning is the initiation of interaction from the teacher by using question. Appropriate questioning can fulfill a number of different functions, such as:¹⁶

1. Teacher questions give students the opportunity to produce language comfortably without having to risk initiating language themselves. It is very scary for the students to have to initiate conversation or topics for discussion.
2. Teacher questions can serve to initiate a chain reaction of students' interaction among themselves.
3. Teacher questions giving immediate feedback about students' comprehension.
4. Teacher questions provide students with opportunities to find out what they think. As they are nudged into responding to questions about, say, a reading, they can discover what their own opinions and reactions are. This self-discovery can be especially useful for a pre-reading activity.

¹⁶ H Douglas Brown, *Teaching by Principle* (San Francisco: Addison Wesley Longman, Inc. 2001), p 169.

Perhaps the simplest way to conceptualize the possibilities is to think of a range of questions, beginning with display questions that attempt to elicit information already known by the teacher and the students. In this study, the writer interested to use pre-questioning in order to make the general frame of the knowledge.

G. Pre-Questioning

Based on Brown's (2001) explanation of display questions, schema theory and students' background knowledge explanation. 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.¹⁷

H. Kinds of Pre-questioning

According to Harmer, 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.¹⁸ The explanations are as follows:

¹⁷ Ibid., p 173.

¹⁸ Jeremy Harmer, *The Practice English Language Teaching* (New York: Longman, 1985), p 153.

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. *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.

3. *Pre-Questioning* before reading for general comprehension

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

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 only concern two kinds of *Pre-Questioning*, they are *Pre-Questioning* before reading for general comprehension and the *Pre-Questioning* before reading to extract specific information. Related to this study, the writer used *Pre-Questioning* 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 *Pre-Questioning*.

I. Kinds of Questions in Reading Comprehension

In reading comprehension, contains reading passages and questions about the passage. The questions are about information that is stated in the passage and about some of the specific words in the passage.

According to Merle Richard, there are some kind of questions in reading comprehension, they are:¹⁹

a) Factual questions

Factual question is the most often teachers use to check that students have learned content, understood their reading, acquired vocabulary, etc. Such questions form the basis for most language lessons.

For example:

Who is the main character in the story?

What does miller do?

What did the Little Red Hen say when no one would help her?

b) Convergent questions

Convergent questions require reasoning toward a right answer. This question is used to guide students through the steps to right answer.

For example:

Why did the Little Red Hen take the grain to the Miller?

What must you do to subtract 7 from 11?

c) Divergent questions

Divergent questions suggest a more creative response. Any justifiable answer may be accepted.

¹⁹ Anthony Mollica, *Teaching and Learning Language* (Canada: Soleil publishing, Inc. 1998), p 148-149.

For example:

What are some other ways this story could have ended?
What might you do if you see that your friend is headed for trouble?

d) Evaluating questions

Evaluating question is demand a judgment or opinion. The question requires reasoning about characteristics and values.

For example:

Which story did you prefer?
What made the story better than the other one?

Besides, according to J.A. Bright and G.P. McGregor, usually the questions in reading comprehension are:²⁰

a. To direct attention to what is there

For example:

What are the first two words of the passage?
What is he dressed in?

b. Questions to make clear the situation as a whole

For example:

What country is the passage about?
What is our first impression of the coolie?

J. The Factors that Influence Students' Reading Comprehension

Mostly, all of the students think that activity to read the whole of reading text is boring. Besides, if the students find material uninteresting, they will have a more difficult time focusing on reading. Thus, the students are difficult to comprehend the text.

²⁰ J.A. Bright and G.P. McGregor, *Teaching English as a Second Language* (Singapore: Longman Group Ltd. 1970), p 87.

There are some factors that influence the students' reading comprehension and they are related one another, they are:

1. Prior Knowledge

Prior knowledge is the most important component in the reading process. Prior knowledge can stimulate ideas already in readers' heads. The good readers automatically bring prior knowledge to bear on new, related content, but poor readers may not do so. This strategy also can help students retrieve what they already know about a topic.²¹ Thus, the role of prior knowledge in comprehension is students activate their world and literary knowledge to link what they know to what they are reading. Therefore, this strategy is very important to increase students' reading comprehension in text.

2. Vocabulary

Word knowledge also correlates with comprehension. Vocabulary development is importance for all students. In the other words, the size of students' vocabulary bank predict them level of reading comprehension. Unfamiliar key words need to be taught to students before reading so that new words, background information, and comprehension can improve together. Vocabulary also has effects that benefit to students in the reading of materials that is new to them.²² In the other words, the role of vocabulary is Students can recognize the meaning of familiar words and apply word-learning strategies to understand what they are reading.

²¹ Margarita Calderon, *Teaching Reading to English Language Learners* (London: Corwin Press, 2007), p 18.

²² Ibid.,

3. 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 divided the motivation theory into two kinds; they are intrinsic and extrinsic motivation.²³

Edward Deci in Brown (2001:76) defined intrinsic motivation, as follow:²⁴

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. It is aimed at bringing about curtaining internally rewarding consequences, namely, feelings of competence and self-determination.

On the other one, extrinsic motivation defined by him as extrinsically motivated behaviors that carried out in anticipation of a reward from outside and beyond the self. Such as; money, prizes, grades, and even certain of positive feedback.²⁵

4. Teacher of Reading

Teacher is not only a person who facilitates the students to get knowledge, but also as motivator who has to motivate students to do learning process.

The teacher of reading should be careful in choosing the text and giving the tasks because they are related to the students' reading comprehension. Besides, teacher's attitude towards students can also affect the quality and

²³ H Douglas Brown, *Teaching by Principle* (San Francisco: Addison Wesley Longman, Inc. 2001), p 75.

²⁴ *Ibid.*, p 76.

²⁵ *Ibid.*

quantity of the learning which takes place.²⁶ Thus, the teacher should create the interactive activities of reading in the classroom to make the students interest to learn and comprehend the text.

In conclusion, improving reading comprehension through Pre-Questioning is more affective in teaching learning process, because the students can predict easily what will be discussed on the text after they read and answer the Pre-Questioning. Besides, improvements of the students based on some factors, such as: prior knowledge, vocabulary, motivation and the teacher.

The writer is interested to use Pre-Questioning to build up the students' motivation 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 students to understand the text if they have no motivation and interest to read. Therefore, it can be concluded that pre-questioning can build the prior knowledge, vocabulary, and motivation of the students when they comprehend the text.

²⁶ Diane Larsen-Freeman and Michael H. Long, *An Introduction to Second Language Acquisition Research* (New York: Longman, Inc. 1991), p 179.