

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter will present the references from the experts which are useful to give relevant knowledge in the field of the study in the next chapter. The researcher is going to describe some theories and review some relevant research findings.

2.1 The Essence of Reading

According Harmer in *The Practice of English Language Testing* “. Reading is an exercise dominated by the eyes and the brain.” Specially, Nunan in his book also said that “Reading is a process of decoding written symbols, working from smaller units (individual letters) to larger ones (words, clauses and sentences).”

According Edward David Allen, reading is a development process. “The first stage is learning sound-symbol correspondences, either directly or by reading aloud sentences and words that have been mastered orally.”

Meanwhile, J. Charles Anderson, defined reading as an interaction between a reader and a text. It means that reading involves between the reader, the written materials, and the interaction. Sandra Silberstein in book *Technique and Resource in Teaching Reading* gives the definition of reading as follows: “Reading is an active process. The student worked intensively, interactively with the text in order to create meaningful discourse.”

There are four skills in English which should be mastered, they are: reading, speaking, listening and writing and it cannot be denied that reading is one of the most important. Based on explanation above, the writer concludes that reading is a process to convey the message or information. By reading, the reader will know what they read and challenged to response the ideas of the author. In order to make the messages or information that comes from the author can be understood and comprehended easily by the reader.

2.2 The Type of Reading

Several types of reading may occur in a language classroom. As suggested by Brown types of reading can be outlined as follows:

1) Oral Reading

Nuttall (1996) argues that, when reading aloud, learners may focus their attention on pronouncing the words correctly but not on the meaning of the text. She also argues that it is not a practical classroom strategy because only one learner can read at a time. Oral reading also serves a very valuable source of assessment information for teachers and for students themselves. When they read aloud, students become aware of any word identification problems and look for ways to correct them. By listening to a student's oral reading, a teacher can gain valuable insights into the student's word identification strategies and the degree of that student's fluency.

2) Silent Reading

Several benefits of silent reading have been highlighted. Hopkins (1997), for example, argues that silent reading offers learners opportunities to read texts at their own speed. In addition, silent reading can also build learners' confidence in their abilities to work through and understand a text independently. In this sense, silent reading is seen as a strategy that prepares learners for life-long reading. The silent reading is divided into two kinds, those are:

a. Intensive Reading

Brown explains that intensive reading is to call attention to grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implications, rhetorical relationships, and the like. Intensive reading is used to teach or practice specific reading strategies or skills. The text is treated as an end in itself.

Intensity is a condition or state of a high degree or extreme state of something. For example Intensive reading involves reading in detail with specific learning objective and tasks requiring high degree or extreme concentration. It can be contrasted with extensive reading whereby the reader reads widely for pleasure with no particular objective. (www.ask.com/question/definition-of-intensive-reading accessed on September 23th, 2013)

b. Extensive Reading

Brown (1989) explains that extensive reading is carried out to achieve a general understanding of a text. Extensive reading involves reading of large quantities of material, directly and fluently. It may include reading simply for pleasure or reading technical, scientific, or professional material. This latter type of text, more academic, may involve two specific types of reading, scanning for key details or skimming for the essential meaning. A relatively quick and efficient read after scanning or skimming, it will give a global or general meaning.

Extensive reading is reading as much as possible, for your own pleasure, at a difficulty level at which you can read smoothly and quickly without looking up words or translating to English as you go. In other words, instead of spending a half hour decoding a tiny part of one book (also known as intensive reading), you read many simpler books that are at or slightly below the level at which you read fluently. This lets you get used to reading more complex sentences with ease, reinforces the words you already know, and helps you learn new words from context. (www.joechip.net/extensivereading/what-is-extensive-reading accessed on September 23th, 2013)

This technique is always applied when there are longer books (fictional or non-fictional) to be read. In this case not every aspect is to be discussed, but the general ideas or contents. In this case the reader can decide to skip certain passages or to read others more thoroughly, depending on their own interests.

2.3 Reading Comprehension

It is necessary for the students of Junior High School to master reading comprehension. Cooper (1986:11) stated that Comprehension is a process in which the reader may construct meaning by interacting with the text. In reading comprehension, a reader should have knowledge about understanding the reading passage. The common questions on the passages are primarily about the main ideas, details, and an inference that can be drawn from the passages.

According to Singer (1985) reading comprehension has been defined as an interpretation of written symbols, the apprehending of meaning, the assimilation of ideas presented by the written, and the process of thinking while deciphering symbols. Further, reading comprehension is related closely to the cognitive competence of the readers, because this will produce comprehension. This idea also supported by Parera in Kahayanto (2005:9), he states is, *“Memahami adalah memperhatikan naskah tertulis dengan maksud memahami isinya. Proses ini dilakukan dengan mata diam atau membaca dalam hati. Hasil pemahaman disebut pemahaman bacaan. Cara membaca yang demikian disebut cara membaca pemahaman”*.

In comprehending a topic, the readers interacts with the text relates to the pre-questioning of the text to prior experiences of construct meaning which can be found in the text. Skimming and scanning are two very useful techniques that will help the reader become a better reader.

2.3.1 Pre-Questioning Strategy

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.

2.3.1 .1 Kinds of Pre-Questioning Strategy

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:

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. The examples are reading the fairy book, and comic.

2. Pre-questioning before reading to extract specific information

Pre-questioning is 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 seen the text only to extract the information the questions demand. The examples are reading the contents of vitamin in a supplement, reading the substance in book recipe.

3. Pre-questioning before reading for general comprehension

In this case pre-questioning used to build up the students' prior knowledge. The examples are reading the holy Qur'an, reading the sport magazine.

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. The example is reading the story book. 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 confirm expectations, in order to deal with students' background knowledge and activating schemata. Related to this study, the writer used pre-questioning with Indonesian version, because the form of pre-questioning is only 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.

2.4 Level of Reading Comprehension

According Smith in Elistiowaty (2011:14) there are four different levels of thinking applied to reading comprehension, namely literal, inferential, critical comprehension, and creative reading.

First, literal comprehension refers to getting the primary, literal meaning that has been explicitly stated. Skills of this level include: recognizing and organizing main ideas, organizing and distinguishing details, realizing sequence of paragraphs, and distinguishing reason and result.

Second, inferential refers to drawing conclusion and predicting outcome based on information in using text, e.g. guessing motivation of a character in a text using the dialogue or description; generalizing ideas presented in the text, identifying the title, the type, the generic structure, the purpose of the text, and getting the implicit information.

Third, Critical reading refers to evaluating and passing of personal judgment. Skills of this level are, Logical skills: the reader's ability to negotiate, convince, organize, demonstrate the problem, organize the paragraph and distinguish between opinion and truth. Confidence skills: making sure of the information, comparing information with other related information, testing the writer's proficiency and using trustworthy sources of knowledge. Creative reading linked to reading what is beyond the printed lines and going further as to exceed the limits of knowledge and find new methods of demonstrating thoughts and explaining them, in other word applying ideas read to new situation.

2.5 Previous Study

Many studies have shown that the learners-centered in teaching and learning process assists learners to improve and comprehend every aspects of teaching English than teacher-center. A study in Jakarta, at MA Manaratul Islam found, that the use of pre-questioning method in teaching reading can affect the student reading comprehension achievement.

A study in Siliwangi Bandung, at SMP 1 Chihapelas found, that showed that the students' understanding about pre-questioning technique influenced the students' ability of reading comprehension. In the teaching reading comprehension by using pre-questioning technique, the writer get some conclusions that the students who are taught reading comprehension by using pre-questioning technique understand the text better.

A study in SMAN 1 Natar found that, Pre-questioning Technique is applicable to improve the students' English achievement especially in reading ability because Pre-questioning Technique can improve students' reading achievement in learning product because Pre-questioning technique provides some questions before the students read the text which enables the students to connect their schemata or background knowledge related to the topic of the text. Building and activating the students' background knowledge can help them to predict what will be discussed in the text, so the students will know their purpose in reading so that they can comprehend the text easily.

In learning process, the improvement also occurs in students' participation. By implementing Pre-questioning technique, the students become

more active to follow the class and they become more comfortable in learning reading. Since Pre-questioning technique stimulated the students to be more active by asking them questions and they were asked to answer based on their schemata about the topic being discussed in the text and share their ideas to other friends in their group, so that they enjoy the class during the teaching learning process.

The study in Palangka Raya at SMAN 2 Jekan Raya found, that there is significant effect of treatment with pre-questioning on the reading comprehension achievement. The student' knowledge and learning style are increases.