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.

2.1   Reading

2.1.1 Definition of Reading

Reading is the ability to draw meaning from the printed page and interpret this information appropriately. (Grabe & Stoller, 2002: 9).

Braunger and Lewis (2006: 8-9) suggested that reading is the process of constructing meaning as the reader interacts with the various cue systems – graphophonics, meaning, language structure, and purpose – available in the text. In this view, both the reader and the text contribute to the process of comprehension. It is an active, cognitive, and affective process.

Grabe and Stoller (2002: 18) reinforced that reading is also an interactive process in at least two ways. First, the various processes involved in reading are carried out simultaneously. While we are recognising words very rapidly and keeping them active in our working memories, we are also analysing the structure of sentences to assemble the most logical clause-level meanings, building a main-

idea model of text comprehension in our heads, monitoring comprehension and so on. Combining these skills in an efficient manner makes general comprehension a time-consuming ability to master.

Reading is also interactive in the sense that linguistic information from the text interacts with information activated by the reader from long-term memory, as background knowledge. These two knowledge sources (linguistic and background) are essential for building the reader's interpretation of the text. (Grabe and Stoller, 2002: 18).

Similarly, reading is an evaluating process in that the reader must decide if the information being read is coherent and matches the purpose for reading. This evaluation also extends to the reader's motivations for reading, the reader's attitudes toward the text and topic, the reader's feelings of likely success or failure with text comprehension, and the reader's expectation that the information from the text will be useful (or interesting, or enjoyable).

2.1.2   The Purpose of Reading

According to Grabe and Stoller (2002: 13), there are many purposes for reading, those are:

1. Reading to search for simple information and reading to skim

Reading to search for simple information is a common reading ability, though some researchers see it as a relatively independent cognitive process. It is used so often in reading tasks that it is probably best seen as a type of reading ability.

2. Reading to learn from texts

Reading to learn typically occurs in academic and professional contexts in which a person needs to learn a considerable amount of information from a text.

3. Reading to integrate information, write, and critique texts

Reading to integrate information requires additional decisions about the relative importance of complementary, mutually supporting or conflicting information and the likely restructuring of a rhetorical frame to accomodate information from multiple sources.

4. Reading for general

The notion of general reading comprehension has been intentionally saved for last in this discussion for two reasons. First, it is the most basic purpose for reading, underlying and supporting most other purposes for reading. Second, general reading comprehension is actually more complex than commonly assumed.

According to the explanation above, the researcher can conclude that the purpose in reading for Students of Junior High School are reading to search for simple information and reading to skim and reading to learn from the texts because they still learn and get the information from the texts. They are belong to adolescent students so, it is better if they often get many information from the texts to sharpen their knowledge. So, they can build their knowledge by their selves because of their habitually. Also, the way to deliver the meaning or the

information from the texts, it depend on their ability because each student has different ability and different way to do it.

2.1.3 Models of Reading

(Grabe and Stoller, 2002: 31) stated that there are three models represent metaphorical generalisations that stem from comprehension research conducted over the past three decades. As an initiation into thinking about reading comprehension, these models serve useful purposes, those are:

1. Bottom-up models

Bottom-up models suggest that all reading follows a mechanical pattern in which the reader creates a piece-by-piece mental translation of the information in the text, with little interference from the reader's own background knowledge.

2. Top-down models

Top-down models assume that reading is primarily directed by reader goals and expectations. Again, such a view is general and methaphorical. Top-down models characterise the reader as someone who has a set of expectations about text information and samples enough information from the text to confirm or reject these expectations.

3. Interactive models

The simple idea behind this view is that one can take useful ideas from a bottom-up perspective and combine them with key ideas from a top-down view.

Bottom-up models is a modelof the study for Students of Junior High School because when reading the text they still translate the words one by one with their own words and their background knowledge that they have.

The Students of Junior High School are appropriate to use Bottom-up models because as a beginner, they will translate all the materials into one by one that they have get it. In other words, they will translate each word to make them easier to get the knowledge and information within the texts. So, it will be the effective model for Students of Junior High School.

2.1.4 Strategy of Reading

Reading strategies that have been identified as critical to learning from text include the following (Braunger and Lewis, 2006: 91) :

1. Inferencing : The process of reaching conclusions based on information within the text, the cornerstone of constructing meaning.
2. Predicting : Frequently setting forth an expectation of what is to come, based on understanding of the text so far.
3. Reading selectively : Making decisions about what to read carefully and what to skim, what not to read, what to reread.

4. Identifying important information : The process of finding critical facts and details in narrative or expository text.

5. Monitoring : A metacognitive or self-awareness process. Efficient readers know how to adjust their speed or process as needed.

6. Summarizing : A process that involves determining significant information in a log passage of text and creating a synthesis that accurately represents the original.

7. Question generating : A process that involves readers asking themselves questions they want answered from reading that require them to integrate information while they read.

From those strategies above, the strategy which appropriate in reading descriptive text to Students of Junior High School are interferencing, predicting, summarizing, and question generating because interferencing and summarizing are the way to make a conclusion after the students reading descriptive text but in summarizing the students has two analysis that they should compare their analysis in their own words and the original text to make sure that their conclusion are true.

Whereas, predicting and question generating are the way to make some expectations and questions from their selves that they should answer because within descriptive text consist of the characteristics and description. So, each students has different expectation and answer. It will be useful for the students as a beginning to know the descriptive text.

2.2   Reading Comprehension

2.2.1   Definition of Reading Comprehension

Reading comprehension is often taken to mean merely that students should be able to retell text they have in their own words. The actual aim is to have the reader create a deeper relationship between literature and strategic thinking. (Braunger and Lewis: 2005)

In other side, based on (Grabe and Stoller, 2002: 17) reading for general comprehension is the ability to understand information in a text and interpret it appropriately.

Reading comprehension abilities are quite complex and that they vary in numerous ways depending on tasks, motivations, goals, and language abilities. (Grabe and Stoller, 2002: 19)

So, the researcher conclude that reading comprehension is the way to understand the information in the texts and the students can deliver it with their own words, but it is depend on their ability. Moreover, this study focus on descriptive text which consist of the characteristic and description. So, the students should explore their knowledge to express their ability in comprehend the information from the text because the students has different ability to do it.

2.2.2   The Processes Involved in Fluent Reading Comprehension

No one process defines reading comprehension by itself, but together they provide a fairly accurate account of the processes required for fluent reading. (Grabe and Stoller, 2002: 17) stated that fluent reading is:

1. A rapid process : A good L1 reader will read almost all texts at rates between 200 to 300 words per minute.

2. An efficient process : The various processes involved in comprehension must be coordinated and certain processes need to be carried out automatically.

3. An interactive process : It has two ways, first, the text interacts with information activated by the reader from short-term memory, as recognising words. Second, the text interacts with information activated by the reader from long-term memory, as background knowledge.

4. A strategic process : The reader requires balancing many skills for comprehension. The reader needs to recognise processing difficulties, address imbalances between text information and reader knowledge, and make decisions for monitoring comprehension and shifting goals for reading.

5. A flexible process : Being a strategic reader means being able to read flexibly in line with changing purposes and the ongoing monitoring of comprehension.

6. An evaluating process : The reader must decide if the information being read is coherent and matches the purpose for reading. It extends the reader's motivations for reading, the reader's attitudes toward the text and

topic, the reader's feelings, and the reader's expectation that the information from the text will be useful (or interesting, or enjoyable).

7. A purposeful process : The sense that readers read in different ways based on differing reading purposes, but also in the sense that any motivation to read given text is triggered by some individual purpose or task, whether imposed internally or externally.

8. A comprehending process : The aim of comprehending is both obvious and subtle. It is obvious in that any person could say that understanding a text is the purpose for reading.

9. A learning process : This aspect of reading should be evident to anyone who works in academic settings where the most common way for students to learn new information through reading.

10. A linguistic process : This aspect of reading is often downplayed (as is the visual aspect). It makes little sense to discuss or interpret a text without engaging with it linguistically.

2.2.3 Components of Reading Abilities

The way that reading comprehension processes are likely to work for skilled readers, assuming a purpose of general of a longer text (like when we read a book at night before going to bed). Based on Grabe and Stoller, (2002: 19), components of reading abilities divided into two parts:

1. **Lower-level processes**

The most fundamental requirement for fluent reading comprehension is rapid and automatic word recognition. Fluent L1 readers can recognise almost all of the words they encounter (98-100 percent of all words in a text), at least at some basic meaning level. They also recognise four to five words per second (about 230 miliseconds per word on average). The lower-level processes represent the more automatic linguistic processes and are typically viewed as more skills orientated.

2. **Higher-level processes**

The most fundamental higher-level comprehension process is the coordination of ideas from a text that represent the main points and supporting ideas to form a meaning representation of the text. The higher-level processes generally represent comprehension processes that make much more use of the reader's background knowledge and inferencing skills.

Components of reading abilities for Students of Junior High School are belong to higher-level process because from the explanation above, as the adolescent students they still do not recognise all the words like the explanation

of lower-level processes but they still learn the main points and support their ideas to comprehend the text.

2.2.4   Types of Reading Activities

Three types of reading activities according to (Teopnho: 2011) :

1. **Skimming reading** is reading for confirm expectations; reading for communicative tasks.
2. **General reading or scanning** is reading to extract specific information; reading for general understanding.
3. **Close reading or searching reading** is reading for complete understanding; reading for detailed comprehension (information; function and discourse).

2.3   Descriptive Text

Descriptive text is a text which focuses on the characteristic features of particular thing. The purpose of descriptive text is to describe the fact about the person, place, or thing and say what a person or a thing is like. It means that descriptive text is to give information or deliver message to people about particular subject by describing it. It can be person, animal or place in detail.

Descriptive text has two general structures; identification and description. Zakhari, Roza and Yandri (2014) stated that the characteristics or language features of descriptive text are: using the Simple Present Tense, using an

adjectives and compound adjectives, using of linking verbs or relating verbs, using of degree of comparison and, and focus on specific participants or objects.

2.4   Three Questioning Strategy

Three questioning is a kind of strategy which is considered can resolve all the conditions about reading. Three Questioning or Questioning is a strategy of reading comprehension which directs the students into an active learning. It is an effective reading strategy that can boost students' reading comprehension by emphasizing self-questioning.

From the explanation above, it tries to describe that Questioning is truly the nature of children. Questioning is among the social competencies that children bring with them to their daily activities. Since, they have got a level skill of language, they build new knowledge by asking and answering, they learn and develop in this way to be adult. In the term of EFL education, Three Questioning Strategy or Questioning mediates the children and their nature. So far, studies have shown that the most common discourse pattern in U.S. classroom is Q-A-E (question-answer-evaluation) pattern or the IRE (imitation-response-evaluation) in which the teacher initiates a question, one student respond and the teacher evaluates the answer. Teacher initiated question are usually asked after students exposed questioning to new information; they are less often used before or during students' encounters with texts. Teacher initiated questions are most often at the knowledge level; they only need students recall information. The questioning

required to deepen reading comprehension is significantly different in purpose and in application.

It is a strategy of reading comprehension which underlines critical thinking, curiosity and command the students into an active learning by emphasizing self-questioning. (Moreillon, 2007: 59).

2.4.1 The Benefit of Three Questioning Strategy

Three Questioning Strategy is a powerful way to rebuild the background knowledge or pre-existent knowledge. A lot of previous studies suggest that the first thing to do by the teachers in reading comprehension is activating the background knowledge of the students. The background knowledge or pre-existent knowledge will be useful by the readers to predict the relevant content texts both before and during of it.

In Questioning strategy, teachers can be a model and students can practice using the simple sentence questions that can be answered in the text, questions that need thinking or research beyond the text, and questions that seem to have no answers at all can invite the reader to enter into the story or informational source. Thinking beyond the text and exploring other informational source are seem to be the beginning of contextual learning situation and process of activating background knowledge. When the teacher to be a model and instructs the simple "sentence starter" in pre-reading activity, at the same time, contextual learning happens in present activity, there are several interactions between teacher and student, such as instruction which is closely pointing at classroom activity (contextual learning).

During whilst-reading and post-reading activity, teacher can do monitoring comprehension of each student by comparing their questions. It determines how significant their own questions help them to comprehend the text. This assessment will illustrate the level of comprehension of each student, and of course it measures the strenght and the weakness of each student. It is important for teacher for next activities dealing with serving the right treatment for students.

Questioning, a lifelong skill should be taught across the curriculum. Questioning is an essential component of reading comprehension of conducting research and of critical thinking. In short, questioning is a key to learning. In the highly change of our information-rich 21st century, questioning may be more important than ever by providing readers with a path to follow. Instead of being students who has information, students can focus on asking and answering questions that are relevant to their purposes. In the context of classroom instruction, asking and answering questions while reading texts related to curriculum as well as texts of personal interest are essential to developing information literacy. (Moreillon, 2007: 64).

2.4.2   The Procedure of Teaching Reading Comprehension by using Three

Questioning Strategy

- On pre-teaching activities

  - Educator activate the background knowledge of the students by

    giving questions to predict the content of the texts.

- On whilst-teaching activities

  - Educator ask them to find three main ideas, select two most

    important from three main ideas, and find an idea as the most that

    cover the content of the text.

  - Monitoring the students' comprehension by comparing their

    questions to determine their comprehension during reading texts.

- On post-teaching activities

  - Reviewing and giving feedback by the teacher. (Moreillon, 2007: 62).

2.5   Previous Study

There are some studies conducts in the implementation of collaborative

learning in classroom. For instance, a study by Kumoro (2011) that investigated in

the use of three questioning strategy to teach reading of narrative texts to the tenth

grader of Senior High School, Nuraini (2011) that focused on the implementation

of three questioning strategy in teaching reading descriptive text students of

Senior High School and a study by Alsamadani (2011) that investigated in the

effect of 3-2-1 reading strategy on EFL reading comprehension for students of

University. The study concludes that the technique was able to motivate the student's learning and they got improvement in comprehend the text.

The result of those studies shows that collaborative learning can be applied to teach in all skills of English lesson and give contribution, increase the ability in mastering the skill. Therefore, the researcher will conduct the research on collaborative learning. To avoid the repetition study with other researchers, she chooses Three Questioning Strategy but in different kind of text and different subject, so the researcher investigate this strategy used by reading descriptive text for students of Junior High School. Here, the researcher will investigate the process and the effect of the technique, the students' reading comprehension and the problem faced by the teacher during implementing it in the class. Therefore, the result of the study can be viewed for the teachers and other researchers who will do collaborative learning technique in classroom.

The researcher use Three questioning Strategy because the researcher want to try the effectiveness of this strategy. In previous studies that explained above, this strategy can boost the students to comprehend the text through asking and answering to build their new knowledge.

A lot of previous studies suggest that the first thing to do by the teachers in reading comprehension is activating the background knowledge of the students. The background knowledge will be useful by the readers to predict the relevant content texts both before and during of it. Then, monitoring comprehension by comparing the students' questions to show their comprehension on reading the text.

In this study, the researcher want to apply this strategy for students of Junior High School level because some researcher had been applied this strategy for students of Senior High School and Students of University. The result for students of Senior High School, it is useful for them and had been contributed a positive result because they need to build their new knowledge, also they can think slowly before answer the question and response the problem that they faced before they go to the University. It means that they start to build their self-confidence and already compete to face the problem which appear in the present.

On the other hand, in previous study for students of University, there is no effect for them after they had been given three questioning strategy. During the treatment, they only collect the information and formulate the questions from the topic of study but, cannot summarize their ideas which they had gotten because they still difficult to manage the way to learn. So, the researcher want to know the result of this strategy for students of Junior High School level, there is an effect for them or not because they belong to adolescent learners, so they should already to start activate their background knowledge before they will be adult learners. Usually, different focus it means that different result, the researcher hope that her study can be useful for students of Junior High School after she give the treatment to them by reading comprehension of descriptive text.