

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter involves: definition of reading, types of reading, definition of reading comprehension, types of reading comprehension, definition of descriptive text, definition of teacher questioning, types of teacher question strategy, procedures of teacher questioning strategy and previous study.

#### **2.1 Definition of Reading**

Reading is an activity to read a text. Based on Fleming, Kathleen (2006) reading is the ability to derive meaning from text accurately and efficiently in order to get the information from the text. According to Weaver, Connie (2009) reading is a process very much determined by what the reader's brain. It means that about the students' thought of the text and understands the mean of the text. That statements also supported by Leipzig (2001) that reading is coordinate identifying words and making meaning of the text. So, reading is a skill that understands the means and the content of the text.

##### **2.1.1 Types of Reading**

According to Beale, Abby Marks (2013) there are two important types of reading that can improve student's ability in reading. They are:

a) Skimming

Skimming refers to looking only for the general or main ideas. It is possible for you to quickly evaluate and understand the message of the reading by looking at the main aspects. The main aspects are:

1. Read the title of the text
2. Read only the first sentence of each paragraph

By looking at the main aspects you are able to get a general understanding of what the reading is about.

b) Scanning

Scanning is used when you know exactly what you are looking for. When scanning, you look only for a specific fact or piece of information without reading everything. The specific aspects are:

1. Name
2. Date
3. Places

In scanning process, we will easier to get the answers of the text quickly without read all of the content of the text but we only read specific information that related to the questions.

## **2.2 Definition of Reading Comprehension**

Reading comprehension is the understanding of the written word, the understanding of the content that is being read, and the construction of

meanings of the text, Healy, Cathy (2002). So, the readers not only read the text that given by the teacher but also they can understand the text well. This statement is also supported by Wooley, G (2011) that reading comprehension is the process of making meaning from text. Therefore, it is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. According to Hayden, Kellie (2012) reading comprehension is related to the students understand what they read, and they can make meaning from the words on the page. It means that the students can be able to explore their understanding of the text correctly.

### **2.2.1 Types of Reading Comprehension**

There are some types of reading comprehension that presented by one of an expert. According to Day, Richard R. & Park, Jeong-Suk (2005) there are six type of comprehension. They are:

a) Literal comprehension

Literal comprehension is refers to an understanding of the straightforward meaning of the text, such as facts, vocabulary, dates, times and locations. So, the answers are directly in the text. The example of literal comprehension is:

*How many rewards that Syahrini ever got?*

b) Reorganization

Reorganization is based on a literal understanding of the text. Here, the students must use information from various parts of the text and

combine them for additional understanding. It is a difficult part for the students because they must be able to combine the answer from one sentence to another sentence. So, they must understand the text well to get the right answer. An example of reorganization:

*In the first paragraph told that Nike Ardila was born on 27<sup>th</sup> December 1975 but in the last paragraph told that she died in 19<sup>th</sup> March 1995.*

*The question is: How old was Nike Ardila when she died?*

From the example above, we know that the answers are not directly from the text and the students must be able to combine the answer from the first and the last paragraph. So, they will get the right answer because they can understand and combine the sentences well.

c) Inference

Making inferences involves more than a literal understanding. Students may initially have a difficult time answering inference questions because the answers are based on material that is in the text but not explicitly stated. An inference involves students combining their literal understanding of the text with their own knowledge and intuitions. An example of inference:

*Did Nike Ardila is the only popular singer at that time?*

From the sentence above, the answers is not directly in the text but the students must think it by themselves because in the text did not say if Nike Ardila is the most popular singer at that time. So, they must be

able to answer it by their background knowledge of the text and can summarize the main of the text.

d) Prediction

The fourth comprehension type is prediction, involves students using both their understanding of the passage and their own knowledge of the topic and related matters in a systematic fashion to determine what might happen next or after a story ends. In this case the students will predict the next story of the text. For example:

*The students will read the first paragraph, while reading the first paragraph they will predict what will happen in the next paragraph and if they do not understand the paragraph they will ask to the teacher and after get the answer they will continue the next paragraph and they will predict the ending of the story.*

In this part, the students must make a prediction about the story happen and they can ask to the teacher if they cannot understand the paragraph well. The students also predict the last ending of the story whether the prediction is correct or not. They will get the answer of their prediction after they read all of the text. It is an activity that allows students to realize how much they know about the topic of the text.

e) Evaluation

The fifth type of comprehension, evaluation, requires the learner to give a global or comprehensive judgment about some aspect of the

text. It related with their critical thinking. The students must give positive or negative statements based on their background knowledge. For example: *What do you think of Syahrini's song?* (The students will give positive or negative statement to answer the question).

f) Personal response

Personal response requires readers to respond with their feelings for the text and the subject. The answers are not found in the text. They come strictly from the readers.

For example: *Do you like Syahrini as your favourite singer?*

From the example above, the students have to use both their literal understanding and their own knowledge to respond.

### **2.3 Definition of Descriptive Text**

Here will be discuss about the definition of descriptive text. According to Emilia (2011) in Nurlaila (2013), descriptive text is a kind of text that has a purpose to give the information about something or someone. This text describe about people, animal, place or thing. Based on Rahmaniah (2012) The description of descriptive text includes parts, physical appearance and characteristics of the object being described. Students are expected to be able to write this text.

According to Rahmaniah (2012) the generic structure of descriptive text consists of two, they are:

- a. Identification is needed to introduce the object to be described in the descriptive text
- b. Description presents the detail characteristics of the object such as parts, physical appearance and characteristics of the object. It explains the object in detail.

#### **2.4 Definition of Teacher Questioning Strategy**

Here will be discussed about the definition of teacher questioning strategy. According to Cotton, Kathleen (1988) teacher questioning strategy are defined as instructional cues or stimuli that convey to students the content elements to be learned and directions for what they are to do and how they are to do it. Here, the teacher will guide the students to make sure their understanding by giving some questions that related to the text. According to Ma, Xiaoyan (2008) teacher questioning is interaction between teacher and students in the classroom by giving some questions related to the text to get student's response to answer the questions. The teacher will give some questions to the students related to the text after the students read the text to get their understanding of the text. The statements above also supported by Fattahi, Rosa (2013) that teacher questioning can encourage students to question their own thought process or reasoning. So, the students must be able to answer the questions from the teacher whether the answers are directly in the text or based on their background knowledge.

### 2.4.1 Types of Teacher Questioning Strategy

In teacher questioning strategy there are some types that presented by one of an expert. According to Raphael, T. (1982), there are two type of teacher questioning strategy. They are:

a) Explicit Question

In this stage, the teacher use explicit questions to help the students understand well the text. Here, the questions can be answered by information that is explicitly stated in the text and the students can find directly in the text easily. When the answers are right in the text it called “right there “because the answer is in the one place in the text. The answers are easily found in the text. The exact words for the questions and answers are located in the same sentence. For examples:

1. Who is....?
2. Where is...?
3. What is...?
4. When is...?
5. How many...?
6. When did...?

From some examples above, the answers are in a short phrase – responses and it is usually in one word. There is usually only one right answer to right there questions.



b) Implicit question

Implicit question means that the answers to think and search questions are not directly stated in the text. Information that is there needs to be interpreted, or linked together to reach an answer. These questions are called “think and search”. It means that the answers are found in several parts of the text. It is usually in the different sentence and the students must be able to think the answers by combine the first sentence to another sentence by combining the sentences and summarize the right answers. For example:

1. For what reason...?
2. How did...?
3. Why was...?
4. What caused...?

From the example above, the students need to think the possible answers from different sentences that already read from the text.

## **2.5 Procedures of Teacher Questioning Strategy**

According to Bacon & Tompkins (2010), there are some procedures to implement teacher questioning strategy. The procedures are below:

1. Read the questions first.

The teacher asks the students read the questions as a preview before reading the text to give them an idea of what to think about as they read.

2. Read the text.

After that, the teacher gives a text and the students read the text while thinking about the questions they will answer afterward.

3. Answer the questions.

Students reread the questions, determine where to find the answers, locate the answers, and write them.

4. Share answers.

Students read their answers aloud and explain how they answered the questions. Students should again refer to the type of question and whether the answer was explicit or implicit questions.

## **2.6 Previous Study**

In teacher questioning strategy, there are some experts found some result of their study about teacher questioning strategy. As conducted by Carianne Capalongo – Bernadowski (2006) that teacher questioning strategy was implemented in middle school teachers. In this study were able to increase student engagement with the text, the teacher and their classmates. In this finding, the teacher also can make sure the students understanding and also the students response of the questions that given by the teacher. Based on Kinniburgh, H. Leah & Prew, S. Sandra (2010), teacher questioning strategy can be successfully implemented. They found that this strategy is effective to implement because it can help the students easier to mastery reading comprehension. It is also supported by Kinniburgh, Leah H. & Prew, Sandra

S. (2010) questioning strategy can be taught effectively to students for the purpose of laying a strong foundation for reading comprehension.

According to Omairah (2009) there are still many issues pertaining to teachers' questioning related to the questions that given by the teacher. It happened because of the questions are too difficult for the students to understand. So, they could not answer the teacher questions.

From some findings above, teacher questioning strategy are good to implement for teaching reading comprehension but the teacher have to know the student's ability in learning because it will help the teacher to give right questions for the students based on the text in order to make sure the student's understanding from their response when answering the questions.