

CHAPTER II

THEORETICAL FRAMEWORK

A. Reading

1. Definition of reading

Reading is one of four skills in reading.¹ Reading is defined as the process of receiving and interpreting information encoded in language form via the medium of print (urquhart & weir, 1998:22). In another definition reading is also associated with comprehension, i.e. comprehension occurs when the reader extract and integretes various information from the text and combines it with what is already known (koda,2005:4)²

Reading is something many of us take for granted. We read with what appears to be little effort and little planning. And it is remarkable that so much of the world's population can read a little more than 80 percent of the world's population can read to some extent (elley,2001; Tucker,2000;UNESCO,2007). They can read basic form,

¹ Neil J. Anderson, *Exploring Second Language Reading : Issue And Strategies*, (Brigham Univercity:Heinle&Heinle Publisher, 1999).p.1

² Ila amalia, *Promoting Critical Reading Skills:The Use of Authentic Text Materials in EFL Class*. (FTK Banten press & LP2M IAIN,2014). P.7

read advertisements, read newspaper, and use basic reading skill in their work and daily lives when needed.³

Meanwhile Hilman states that reading is a process of contrasting meaning from written text in relation to experience and knowledge to the reader.⁴ It means that reading is a process of interpreting information when reading activity occurs, a student does not only receive what is written on the texts passively, but there is a process of matching information and then interprets what students read based on their knowledge and experiences.

From explanations above, the writer concludes that the definition of reading, reading is one of the skills on language skill, reading is a process of receiving and interpreting information, a process of contrasting meaning from written text in relation to experience and knowledge to the reader.

³ William. Grabe, *Reading I Second Language Moving From Theory To Practice*, p.cm-(The Cambridge Applied Linguistics series).p.4

⁴ Hilman, et al, *Principle and Practice of Teaching Reading*, (Toronto: Charles E. Merrill Publishing, Co, 1981).p.2

a. The Types of Reading

There are five type of reading:

1) Scanning

Scanning is a part of reading strategy is presumed to help students in overcoming difficulties in reading and improving their reading comprehension. For English teacher, developing strategy in the teaching reading will help students to increase their reading skills and also to prevent the students to get bored easily. Therefore, the teacher should give the trick to acquire the scanning technique in reading a text to students, especially in identifying the specific information. The students have to know that it is not necessary to read to whole text.

2) Skimming

Faster canonical reading, traversal is still linear, but comprehension is sacrificed for speed. The aim is to get the gist of the text.

3) Glancing

Pages are turned very quickly, the reader spends almost as much time turning pages as looking at them. The aim is to detect important

4) Seeking

Reader scans quickly for particular page element (e.g. proper nouns) with an aim orthogonal to full comprehension

5) Rereading

Rereading is a meta-type that is include in the table as a reminder that any type of reading may be occur multiple times.

From definition above, the writer conclude that type of reading are five type they are: scanning, skimming, glancing, seeking, and rereading.

B. Reading comprehension

1. The definition of reading comprehension

Reading comprehension is one of the pillars of the act of reading when a person reads a text he engages in a complex array of cognitive processes. He is simultaneously using his awareness and understanding of phonemes (individual “pieces” in language), phonics (connection between letters and sound and the relationship between sounds, letters and words) and ability to comprehension or construct meaning from the text.

There are some definition of reading comprehension. comprehension is understanding a written text means extracting the required information from it as efficiently as possible.⁵ Reading comprehension is read accurately and efficiently, so as to get the maximum information from a text with the minimum of misunderstanding.⁶

The whole purpose of learning to read is to understand and learn from text. While phonics and word reading are the beginning building blocks of reading, reading for pleasure and knowledge are the ultimate point. Comprehension is particularly important with English language learners (ELLs). There is considerable research showing that the foundation skills in reading are acquired by English language learners, but there is often a breakdown with reading comprehension. This breakdown may be attributed to many reasons, including failure to understand word meanings; inadequate background knowledge; lack of interest in text; or disconnect between instruction, text, and learner. All of these can be considered when providing reading comprehension instruction for English language learners. Reading comprehension Help

⁵ Francoise Grellet, *Developing Reading Skills*, (Cambridge University Press, 1986).p.3

⁶ Michael Swam, *Inside Meaning Proficiency Reading Comprehension*, (New York: Cambridge University Press, 1975).p.1

English language learners enjoy reading more, and will do much to improve their reading comprehension. Following are some guidelines for selecting reading materials for English language learners.⁷

from definition above, the writer concludes that reading comprehension is act of reading, can be actual words of the text, as well as his or her knowledge.

C. Narrative

1. The definition of narrative text

Narrative text is a story that is created in a constructive format (written, spoken, prose, image, song, theatre or dance) that describes sequence of fictional or non-fictional events. It derives from the latin verb *narrare* which mean ‘to recount’, and is related to the adjective *gnarus* which meaning ‘knowing’ or ‘skilled’. The word ‘story’ may be used as a synonym of “narrative”, but can also used to refer to the sequence of events described in narrative. A narrative can also be told by character within a large narrative.⁸

⁷ Sylvia Linan & Thompson Sharon Vaughn, *Research Based Method of Reading Instruction For English*, (Alexandria: Virginia USA, 1959)

⁸ Christopher Johns, *Guided Reflection A Narrative Approach To Advancing Profesional Practice Second Addition*, (USA: Wiley-Blackwell, 2010),p.1-2

An another definition, a narrative text is a textttt in which an agent or subject conveys to addressee ('tells' the reader) a story in a particular medium, such as language, imagery, second, buildings, or a combination thereof.⁹ A narrative text is a story that is 'told', conveyed to recipients, and this telling requires a medium; that is, it is converted into signs.

From definitions above, the writer concludes that narrative text is basically text that tells about something that does not really happen, but only written by the writer. Narrative text aims to entertain, to find and maintain the attention of the reader of listener the stories. And to educate, inform, convey the author's reflections on the experience, and to develop the imagination of the reader or listener. The purposes of narratives are amuse or entertain the reader with actual or imaginary experiences in difference ways.

⁹ Mieke Bal, *Narratology: Introduction to the Theory of Narrative*, (Canada: Univercity of Toronto Press Incorporated, 2009),p.5

2. Generic structure of narrative text

According to surdawati and eudia grace's book, narrative texts has generic structure and language features of narrative.¹⁰

1. Generic structure of narrative

a. Orientation

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

b. Complication

Tells the beginning of the problem which leads to the crisis (climax) of the main participants.

c. Resolution

The problem (the crisis) is resolved, either in happy ending or in a sad (tragic) ending.

d. Re-orientation

This is closing remark to the story and it is optional. It consists of a moral lesson, advice or teaching from the writer.

¹⁰ Th. M. sudarwati and Eudia Grace, *Look Ahead 2 An English Course For Senior High School Students Year XI Science And Special Study Program*, (Jakarta: Erlangga, 20016),p.154

3. Language features of Narrative Text

- a. Used of nouns (travellers, bundles, tree, road, etc)
- b. Use of pronouns (they, their, its, it, etc)
- c. Use of noun phrases (a beautiful princess, a huge temple, etc)
- d. Use of adverb and adverbial phrase (angrily, in horror, etc)
- e. Use of simple past tense (ate, walked, saw, slept, etc)
- f. Use of connectives and conjunctions (one day, a week later, then, long time ago, when, a long, etc)
- g. Use of verbal processes (saying verbs): (asked)

From explanations above, the writer hope the students can make a narrative text by using generic structure and language features of narrative. And can help the in their reading

4. Kind of Narrative Text

Gorys keraf devided the kind of narrative text into two¹¹, they are:

¹¹ Gorys keraf, *Argumentasi Dan Narasi*, (Jakarta: PT. Gramedia Pustaka Utama, 2001),p.136

a. Expository Narrative

Expository narrative as a narrative from that just the purpose to give information the readers, to know what told so their knowledge expands.

b. Suggestive Narrative

Suggestive narrative is a series of events organized all kinds, so as to cause the imagination of the reader. Its main purpose is not to expand one's knowledge but trying to give meaning or the event as an experience.

Based on kinds of narrative above the writer used expository narrative for students, students should make an expository narrative has the purpose to give information so that the reader has extensive knowledge.

D. Pre-questioning

1. Definition of pre-question

Questions is 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.

it is also instructive to reflect on why a specific question is being asked and indeed, why this specific question is being put to a particular individual or group¹²

2. Kinds of Pre-questioning

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.

¹² G. Brown & E. C. Wrag , *Questioning In The Secondary School*, (Routledge/Falmer, London New York, 2001). P.8

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 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.

3. Kind of Questions in Reading Comprehension

According to Loughed and TOEFL Information Bulletin in Djiwandono (2002:97), usually the questions in reading comprehension tests are about:

1. Main idea
2. Supporting details
3. Inferring meaning
4. Passage structure
5. Author's aim
6. Knowledge about certain vocabulary
7. Defining vocabulary based on the context

In this study, the writer only concerns on main ideas and supporting details, because two kinds of reading comprehension test above are most important specific comprehension skills.

a. Main Ideas

The question about main idea asks the reader to determine the main idea or topic from a reading text, and commonly it is signed by

words such as: *main point; mainly discussed; main idea; best title; main purpose; mainly concerned; main topic.*

Here are some examples of questions to ask about main idea:

1. What is the main idea of the passage?
2. With which of the following is the passage mainly concerned?
3. What is the main part of the passage?
4. Which of the following would be the best title?

b. Supporting Details

The question about supporting details asks the reader to find detail information that is printed explicitly in the text. It is commonly signed by words such as: *according to the author...; according to the passage...; who, what, when, where, why, how, which.*

Here are some examples of questions to ask about supporting details:

1. Which of the following question does the passage answer?
2. According to the passage, which statement is true?
3. When did 'something' happen?
4. Who did 'something'?

4. Types Of Questions

There are many ways of categorising questions, some of which we shall now explore. The content of many questions that are to do with learning a particular subject, rather than procedural issues, may be classified as predominantly one of three types:

1. Conceptual questions concerned with eliciting ideas, definitions and reasoning in the subject being studied.
2. Empirical questions requiring answers based on fact or on experimental findings.
3. Value questions investigating relative worth and merit, moral and environmental issues.¹³

¹³ G. Brown & E.C. Wrag, *Questioning In The Secondary School*, (Routledge/Falmer, London & New York, 2001), p.17