



### Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Framework

##### 1. Reading Comprehension

###### a. Concept of Reading Comprehension

In reading activity, students should be able to comprehend the meaning of the text to acquire the information and also knowledge from the text. The process of learning reading has widely spread from junior level of education through university levels. Especially in Senior High Schools, reading has been a compulsory comprehension and part of overall evaluation of English learning.

Based on Klingner, et. al. (2007) making meaning, learning, and enjoyment are the ultimate goals of reading. Reading is a set of skills that involves making sense and deriving meaning from the printed word. Linse in Ali Akbar (2014), by reading we can get a information from the book, newspaper, magazine, etc. There are four skills in language learning speaking, listening, writing and reading. According to Maxom (2009), reading is one of the key skill in language learning. Spratt, et. al, (2005) said that reading is receptive skill which means it involves responding to the text rather than producing it.

#### Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

The students are not only read the text, but they have to know what the text talking about more-deep by their comprehension. Comprehension involves constructing meaning that is reasonable and accurate by connecting what has been read to what the reader already knows and thinking about all of this information until it is understood. It also refers to the ability to synthesize information from multiple texts or from a longer chapter or book Murcia (2001).

Reading comprehension is the process of making meaning from text G. Woolley (2011). The goal is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. In understanding read text information children develop mental models, or representations of meaning of the text ideas during the reading process

Patel & Jain(2008) stated that reading comprehension involves understanding the meaning of context, vocabulary, grammatical structure and concepts. It means that in reading comprehension the readers need to understand about meaning of context, vocabulary, grammatical structure and concept of the text.

Indeed, the use of effective reading comprehension methods and strategies is perhaps the most important means to help readers improve comprehension and learning from text. Linsein Ali Akbar (2014) mentioned that reading comprehension refers to reading for meaning, understanding,

#### Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

and entertainment. Here the readers have to know what the meaning and can understand well what the text they read.

Before the researcher continues to other subtitle, the researcher want to conclude reading comprehension it is not only read the text, but also the way the reader can got a meaning and understand about the text. When the reader read the text they can made a relationship with they background knowledge and what the information they get from the text. Here the readers have to know and understand about meaning of context, concept, grammatical structure and vocabulary. So, the reader can have good reading comprehension.

#### b. Types of Reading Comprehension

Reading comprehension also can be differed by its purpose. According to Richards & Schmidt (2010) there are four types of reading comprehension based on its purpose:

- a. Literal comprehension: reading in order to understand, remember, or recall the information explicitly contained in a passage.
- b. Inferential comprehension: reading in order to find information which is not explicitly stated in a passage, using the reader's experience and intuition, and by inferring.
- c. Critical or evaluate comprehension: reading in order to compare information in a passage with the reader's own knowledge and values.
- d. Appreciative comprehension: reading in order to again an emotional or other kind of valued response from a passage.

Based on the statements above, there are four types of reading comprehension which have different purposes of each type. Literal

comprehension means reading to know information in general. At inferential comprehension, the reader aims at findings specific information of texts. At the critical comprehension, the readers compare and conclude their own knowledge and values of texts. Meanwhile, appreciative comprehension brings the reader to go within an emotional response from a text.

### c. Assessing of Reading Comprehension

Hughes said in Rahma (2016) that there are some possible techniques to assess reading comprehension as follows:

#### 1) Multiple Choice

The candidate provides evidence of successful reading by making a mark against one out of a number of alternatives.

#### 2) Unique Answer

Here there is only one possible correct response. This, might be a single word or number, or something slightly longer.

#### 3) Short Answer

When unique answer items are not possible, short items answer may be used.

#### 4) Guided Short Answers

The danger with short-answer questions is of course the one referred to above: a student who has the answer in his or her head after reading the relevant part of the passage may not be able to express it

#### Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

well. Even without knowing the intended answer one suspects that it may create problems of production unrelated to reading ability.

#### 5) Summarize Close

A reading passage is summarized by the tester, and then gaps are left in the summary for completion by the candidate. This is really an extension of the guided short answer technique and shares its qualities. It permits the setting of several reliable but relevant items on a relatively short passage.

#### 6) Informing Transfer

One way of minimizing demands on candidates' writing ability is to require them to show successful completion of a reading task by supplying simple information in a table, following a route on map, labeling a picture, and so on.

#### 7) Identifying order of events, topics, or arguments.

#### 8) Identifying referents

#### 9) Guessing the meaning of unfamiliar word from context.

## 2. Narrative Text

### a. Concept of Narrative

According to Zainil (2006) Narrative is a text focusing on specific participants. Its social function is to tell stories or past events and to entertain the readers. Narrative articles and essays tell a story; they review

#### Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

#### Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

events that have happened. Usually the events are presented in the order in which they occurred.

As a writer had limited in the research that she used narrative text in reading comprehension, the writer will discuss briefly about narrative text. Narrative text tells about what is happening or what has happened. Narration is usually written in chronological sequence. A narrative text gives an account of one or more experiences and typically contains action, dialogue, elaborate details and humor.

According to Syafi'i (2007) Narrative is storytelling whether tells a true story or fiction. A narrative text gives an account of one or more experiences. It tells a story to make a point or explain an idea or event.

#### b. The Generic Structure of a Narrative Text

##### 1) Orientation

This stage 'alerts' the listener and/ or reader to what is to follow, usually by introducing the main character/s in a setting of time and place.

##### 2) Complication

In this stage a sequence of events, which may begin in a usual pattern, is disrupted or changed in some way so that the pattern of events becomes a problem for one or more of the characters.

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

## 3) Resolution

The problem or the complication is resolved or attempted to be resolved in the resolution a pattern of normalcy is restored to the events, but the main character/s has changed as a consequence of the experience.

## 4) Coda

This stage is optional, it makes explicit how the character/s has change and what has been learned from the experience.

**c. Language Features of Narrative Text**

- 1) Particular nouns are used to refer to or describe the particular people, animals, and things that the story is about.
- 2) Adjective are used to describe people, and things in the story.
- 3) Time connectors and conjunction are used to sequence events through time.
- 4) Adverbs and adverbial phrases are used to located particular of events.
- 5) Past tense action verbs are used to indicate the action in a narrative.

The writer concluded that narrative texts focus on a pattern of events with a problematic and the purpose of the text is to entertain and educate the reader.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

### 3. Student Reading Comprehension

Reading is not only when the student read the text, but also the student can understand about what the text talking about. Good readers use pre-reading strategies like previewing the text and use post-reading strategies like summarizing in addition to the many strategies they use to make meaning during 'reading' itself. By dividing instruction into pre-reading, during reading and post-reading, teachers can design activities for each stage that will improve student's comprehension and also provide opportunities for teachers to demonstrate strategies that readers can use at each stage Pardo (2004).

Based on Patel (2008) Reading is most useful and important skill for people. This skill is more important than speaking and writing. Reading is a source of joys. Good reading is that which keeps the students in reading which provide them both pleasure and benefit.

Furthermore, Murcia (2001) stated that comprehension refers to the ability to go beyond the words, to understand the ideas and the relationships between ideas conveyed in a text. It also refers to the ability to synthesize information from multiple texts or from a longer chapter or book. Indeed, the use of effective reading comprehension methods and strategies is perhaps the most important means to help readers improve comprehension and learning from text.



#### Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

## 4. Self-Questioning Strategy

### a. Concept of Self-Questioning Strategy

Self-questioning strategies typically require students to ask themselves a series of self-generated questions or teacher-provided questions before, during, and/or after reading a passage using self-questioning strategies is a way to monitor one's understanding of text: helping one focus on the critical information in the text e.g., Crabtree, et.al(2010) & Hagaman & Reid (2008). Furthermore, Mahdavi & Tensfeld(2013) said self-questioning teaches students what questions they should ask while reading, and how to determine where to stop reading and ask these specific questions in order to improve comprehension .

Janssen (2002) in which he examined the self-questioning strategy as a means of enhancing students' understanding of texts, especially literary texts. Students create questions, predict the answers to those questions, search the answers to those questions as they read, and paraphrase the answers to themselves. Self-questioning as a reading strategy enhances reading comprehension and equips readers to become more involved in the reading (particularly of literary texts) and develop deeper understanding needs continued investigation in and out of classrooms. In addition, training students to ask questions is an advantage in reading comprehension improvement.



Self-questioning prompts students to stop periodically while reading the text and ask and answer questions related to what they were reading Taylor, Alber, & Walker (2002). Self-questioning not only requires students to monitor learning of the reading, but it also increases students' metacognition Mahdavi & Tensfeldt (2013). In addition Rouse (2014) stated Self-questioning is a skill that is classified as a self-management strategy and often utilized to change behaviors, complete tasks, guide instruction, gain understanding, and much more.

Finally, the researcher wants to conclude that self-questioning strategy is the strategy used by the student to make the question about what the text that they have read. They implement the self-questioning strategy at the beginning of reading, while reading and end of reading, in this strategy the students can made the question by the think that they wonder about the text.

#### **b. The Effect Teaching Reading Using Self-Questioning Strategy**

Researchers believe that using such strategies help students to become metacognitive readers, so they will be able to monitor their own comprehension. One of such strategies is self-questioning. The Self-questioning strategy is presented as a reading or study strategy, that is used by students individually while reading texts about specific content matter (history, for instance). Rosenshine,et..al.(1996) said that researcher agree that training self-questioning skills improves students' text comprehension and learning performance and can be more effective than responding to

#### **Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengummumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

teacher-made questions. Also, Rosenshine,et..al.(1996) suggested that instructing self-questioning is effective in improving comprehension so that the instructional effect has been evident in students' accuracy in answering test questions, better free recall of text, and identification of main ideas.

Based on the theory above the researcher concludes that using self-questioning strategy can improve students reading comprehension. The procedure of using Self-Questioning Strategy in reading comprehension:

1. Teacher prepares the material and prepare what the text the student must be read
2. Teacher gives some information what the Self-Questioning, how the way to use this strategy.
3. The students start looking the text, but they do not read the text to find out the clues that can help them to create their questions.
4. After students find a clue and start wondering about it, they say one or more questions to themselves. Ask questions about something they haven't learned already.
5. Keep predictions in mind. An educated guess about what is going to happen. It's the best guess students can make based on what they know. For this strategy, the students will be making predictions about the questions they asked in Say Some Questions. The predictions should contain information that the author has NOT given them.

#### Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

#### Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

6. Identify the answer. The students have looked for some clues, the students have asked some questions, and the students have made a prediction about the questions. As they read, they now need to look for and find the answer to their question. The students may not always find the answer but they keep the question and prediction in mind as they read.
7. Talk about the answer. The students first think about the answer and compare it to their prediction. They need to decide whether their prediction was right or wrong.
8. The last, the teacher give the question to the students, what the text talking about? What the main idea in the text? What the purpose of the text? What the kind of the text? What kind of the text?

#### B. Relevant Research

1. A research from Leila Safarpour, Saeed Ghaniabadi, and Asghar Moulavi Nafchi

In 2015, they conducted a research “The Effect of the Self-Questioning Strategy as a Generative Learning Strategy on Iranian Intermediate EFL Learners’ Reading Comprehension”. In this research they found, using Self-Questioning Strategy did have a significant effect on the readers’ comprehension performance and the learners in the experimental group outperformed the learners in the control group.



#### Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

## 2. A research from Rizca Try Wicaksono and Ahmad Munir

In 2014, they conducted a research “Applicability of Self-Questioning Strategy on Comprehending Narrative Text”. In this research, using Self-Questioning Strategy is able to be applied to Indonesian EFL students. Since the self-questioning strategy helps the students to comprehend narrative text, it is better for the students to apply the strategy to help them increase their score in reading comprehension. It is also useful for students to understand a story when they read a novel or book, so they will understand about the story for free time. The teacher is better to teach their students about this strategy to help their students comprehend some text to help the students increase their score.

Based on the relevant research above, the self-questioning strategy can improve the reading comprehension of the students and can be use in Indonesian EFL student and same like the researcher want to look there are effect of self-questioning strategy to improve their reading comprehension.

### C.Operational Concept

The operational concept is derived from related theoretical concepts on all of variables that should be practically and empirically operated in academic writing Syafi“i, (2014). In order to clarify the theories used in this research, the researcher would like to explain briefly about variable of this research. This research is experimental research which focuses on gaining the effect of Using Self-Questioning Strategy on Students’ Reading Comprehension. Therefore, in

analyzing the problem in this research, there are two variables used, they are variable X and variable Y. Variable X is Self-Questioning Strategy is an independent variable. Self-Questioning Strategy refers to the teacher's media in teaching reading. Then, variable Y is Reading Comprehension. Reading comprehension is the dependent variable. So, the operational concept of this research can be seen in the following indicators:

Variable X:

- 1) Teacher prepares the material and prepare what the text the student must be read
- 2) Teacher gives the some information what the Self-Questioning, how the way to used this strategy
- 3) The students start look the text, but they not read the text to find the clues that can help them to create their questions.
- 4) After students find a clue and start wondering about it, they say one or more questions to themselves. Ask questions about something they haven't learned already.
- 5) Keep predictions in mind. An educated guess about what is going to happen. It's the best guess students can make based on what they know. For this strategy, the students will be making predictions about the questions they asked in Say Some Questions. The predictions should contain information that the author has NOT given them.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- 6) Identify the answer. The students have looked for some clues, the students have asked some questions, and the students have made a prediction about the questions. As they read, they now need to look for and find the answer to their question. The students may not always find the answer but they keep the question and prediction in mind as they read.
- 7) Talk about the answer. The students first think about the answer and compare it to their prediction. They need to decide whether their prediction was right or wrong.
- 8) The last, the teacher give the question to the students, what the text talking about? What the main idea in the text? What the purpose of the text?

Variable Y:

- 1.The students are able to find the generic structure of the text
- 2.The students are able to find the specific information of the text
- 3.The students are able to know the meaning of the words in the text.
- 4.The students are able to identify what the moral value of the text
5. The students are able to know the reference word of the text

**D. The Assumption and Hypothesis****1. Assumption**

In this research, the writer assumed that the students who are treated with Self- Questioning Strategy achieve better reading comprehension than those

who are not treated Self-Questioning Strategy, and the better Self-Questioning Strategy is applied, the easier students comprehend the text will be.

## 2. Hypothesis

Based on the assumption above, the writer also formulates a hypothesis as follows:

### a) The Null Hypothesis ( $H_0$ )

There is no significant effect of using Self-Questing Strategy on reading comprehension of the Tenth Grade Computer Engineering at Vocational High School Muhammdiyah 2 Pekanbaru.

### b) The Alternative Hypothesis ( $H_a$ )

There is a significant effect of using Self-Questioning Strategy on reading comprehension of the Tenth Grade Computer Engineering at Vocational High School Muhammdiyah 2 Pekanbaru.

### Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.