

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Framework

##### 1. The Nature of Reading Comprehension

Reading is not only process in which the reader reads the words, sentence or the text but also the reader gets something from reading materials. In addition Kalayo and Fauzan stated, reading is an interactive process that goes on between the reader and the text, resulting in comprehension<sup>1</sup>. It means reading is the communication between the author and the readers and they can interpret what the author is imagining.

In addition, Nunan stated that reading is a fluent process of readers to combine information from a text and their own background knowledge to build meaning.<sup>2</sup> The readers can integrate their background knowledge with the text to create the meaning. A reader's background knowledge can influence reading comprehension. So, to comprehend the text, background knowledge is one of the important parts to read the text meaningfully.

Linse stated, reading is a set of skills that involve making sense and deriving meaning from the printed word. In order to read, we must be able to decode (sound out) the printed words and also comprehend what we read.<sup>3</sup> Furthermore, Brown said that the process of reading should focus

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<sup>1</sup>Kalayo Hasibuan and Muhammad Fauzan. *Teaching English as a Foreign Language (TEFL)*. Pekanbaru: Alaf Riau Graha UNRI Press, 2007. P. 114-115.

<sup>2</sup>David Nunan. *Practical English Language Teaching*. Sydney: McGraw Hill. 2003. p. 68

<sup>3</sup>Caroline T. Linse. *Practical English Language Teaching Young Learners*. New York: McGraw-Hill companies, Inc, 2005.p. 69

on bottom-up and top down, for processing separate letter, word and phrases. Then the reader must develop appropriate content and schemata (background knowledge) and also cultural experience to carry out the interpretation effectively.<sup>4</sup> As long as the reader knows that the reading process is an activity to read text or passage and they have already known that in text itself, there is letter, word, phrases and sentences and also paragraph. Therefore, they need to recognize each of them in gaining information. To be easier in reading, they need to know the process of reading.

The purpose of teaching reading is to develop students' comprehension of what they read. Reading with comprehension is the important part because the goal of reading itself is to communicate with the text. If the readers cannot understand what has been read is useless. Reading comprehension refers to reading for meaning, understanding, and entertainment. In addition, reading comprehension is a technique for improving students' success in extracting useful knowledge from text. Reading comprehension can be defined as an active thinking process through which a reader intentionally constructs meaning to form a deeper understanding of concepts and information presented in a text.<sup>5</sup> To comprehend, readers must use information they already possess to filter,

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<sup>4</sup> H. Douglas Brown. *Language Assessment: Principles and Classroom Practices*. London: Longman. p. 185

<sup>5</sup> Blanton in Peter Westwood. *What Teacher Need to Know about Reading and Writing Difficulties*. Victoria: Acer Press 2001. p. 31

interpret, organize and reflect upon the incoming information from the page.

Durkin in Klingner stated the typical comprehension to improve reading comprehension. She summarized reading comprehension instruction as in the following three-step procedure: mentioning, practicing, and assessing. That is, teacher would *mention* the skill that they wanted students to use, then they would give them opportunities to *practice* that skill through workbooks or skill sheets, and finally *assess* whether or not they use the skill successfully.<sup>6</sup>

### **Basic Comprehension Processes**

Reading comprehension involves much more than readers' responses to text. Irwin in Klingner described five basic comprehension processes that work together simultaneously and complement one another as follows:<sup>7</sup>

#### 1) Microprocesses

Microprocesses refers to the reader's initial chunking of idea units within individual sentences. "Chunking" involves grouping words into phrases or clusters of words that carry meaning, and requires an understanding of syntax as well as vocabulary. Selective recall is another aspect of microprocessing. The reader must decide which chunks of text or which details are important to remember. When

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<sup>6</sup> Janette K. Klingner, et.al., *Teaching Reading Comprehension to Students with Learning Difficulties*. New York: The Guilford Press. 2007 .p. 2

<sup>7</sup> Ibid., p.8

reading only one sentence, it is relatively easy to recall details, but remembering becomes more difficult after reading a long passage.

#### 2) Integrative Processes

This process of understanding and inferring the relationships among clauses is referred to as integrative processing. Subskills involved in integrative processing include being able to identify and understand pronoun referents and being able to infer causation or sequence.

#### 3) Macroprocesses

Ideas are better understood and more easily remembered when the reader is able to organize them in a coherent way. The reader does this by summarizing the key ideas read. The skillful reader also uses a structure or organizational pattern to help him or her organize these important ideas. More proficient comprehenders know to use the same organizational pattern provided by the author to organize their ideas.

#### 4) Elaborative Processes

When the reader reads, they tap into our prior knowledge and make inferences beyond points described explicitly in the text. They make inferences that may or may not correspond with those intended by the author. When making these inferences, they may draw upon information provided earlier in the text or upon our own previous experiences. (e.g., perhaps at some point the reader was followed home and hurried inside and quickly shut and locked the door). This process is called elaborative processing.

### 5) Metacognitive Processes

Much has been made of the importance of metacognition, that is, thinking about thinking. Metacognition is the reader's conscious awareness or control of cognitive processes. The metacognitive processes the reader uses are those involved in monitoring understanding, selecting what to remember, and regulating the strategies used when reading. The metacognitive strategies the reader uses include rehearsing (i.e., repeating information to enhance recall), reviewing, underlining important words or sections of a passage, note taking, and checking understanding.

### **Teaching Reading Comprehension**

Penny stated that there are three principles in teaching reading as follow, exploit the reader's background knowledge, build a strong vocabulary base, and Teach for comprehension. In addition Reading is a way to understand what the writer conveys to the reader. Reading is centrally a comprehension process.<sup>8</sup> Reading is a way to understand what the writer conveys to the reader. Reading is centrally a comprehension process. The important point that in comprehending text is related to the goal, it means that the teacher must teach it. Therefore, the student will understand the text.

The important point that in comprehending text is related to the goal, it means that the teacher must teach it. Therefore teaching reading comprehension include as follow;

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<sup>8</sup>William Grabe,. *Reading in Second Language; Moving from Theory to Practice*. Cambridge : Cambridge University Press [*Electronic Book*]. 2009. p. 15

- a. Identify Information
- b. Built Vocabulary
- c. Understand about the text.

Beside Hughes explains that teaching reading must teach about as follows; Identify pronominal references, main ideas, what kind text involve, topic, supporting details, recognize writer's intention, and making references.<sup>9</sup>

In this study, the writer uses principle from Hughes. Therefore, it will be foundation and indicators variable x because it more completely than the others.

### **Reading Comprehension in Descriptive Text**

There are various kinds of text learned by the students. One of them is descriptive text. It tells how person or thing appeared to the senses that are how it looked, felt, smelled, tasted, and sounded.<sup>10</sup> Descriptive texts present ideas by providing extensive details about the characteristics of people, event, or place. Usually, the descriptions are provided to help the writer accomplish a specific purpose. So, descriptive text purpose to describe a particular person or thing. The text organization of descriptive text is as follows:

- a. Identification

Identification refers to identify phenomenon to be described.

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<sup>9</sup>Hughes, Arthur. *Testing for Language Teacher; 2<sup>nd</sup> edition* . Cambridge; Cambridge University, 2003, p. 13

<sup>10</sup>Alice Savage and Patricia Mayer. *Effective Academic Writing 2*. New York: Oxford University Press. 2005. p. 33

b. Description

Description refers to describes parts, qualities, characteristics.

Language feature of descriptive text includes:

- c. Using present tense
- d. Using detailed noun phrase
- e. Adjective phrase
- f. Using relating verbs
- g. Using action verbs
- h. Using adverbial

### **Students' Reading Comprehension in Descriptive Text**

Students him/herself is the reader. The reader actively interacts with the text. Thus, the students as the reader will absolutely interact with the text. While interacting with the text, the reader commonly uses some reading comprehension strategies. Active readers apply some reading comprehension strategies to comprehend the text including descriptive text. Descriptive text is one of the texts that is commonly taught in classroom. Brown maintained some principal strategies for reading comprehension as follows<sup>11</sup>:

- a. Identify the purpose in reading a text
- b. Apply spelling rules and conventions from bottom up decoding
- c. Use lexical analysis (prefixes, roots, suffixes, etc) to determine meaning

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<sup>11</sup> H. Douglas Brown. Practice, *Teaching by Principles*, San Francisco State University, new jersey, p . 292-293

- d. Guess at meaning (of words, idiom, etc) when the reader is not certain
- e. Skim the text for gist and for main ideas
- f. Scan the text for specific information (names, dates, key words)
- g. Use silent reading techniques for rapid processing
- h. Use marginal notes, outlines, or semantic maps for understanding and retain the information
- i. Distinguish between literal and implied meaning
- j. Capitalize on discourse markers to process relationship

In the learning process, the role of teacher in teaching reading comprehension basically teaches students how to use some certain reading comprehension strategies. Modeling step by step to implement those strategies by the teacher will help the students easily comprehend descriptive text. Teaching descriptive text will become easy if the teacher teaches the students to apply the reading comprehension strategies. The teacher gave test with multiple choice test to measure the effect of using Before, During, After (B-D-A) Questioning Chart Strategy toward reading comprehension in descriptive text.

### **The Factors Influencing Students' Reading Comprehension in Descriptive Text**

Kahayanto in Mubarok stated that there are some factors influence students' reading comprehension in descriptive text; those are internal and external factors. It will be explained as follows:

a. Internal factors

Internal factors means which comes from the reader himself, or usually known as personal factor. In addition, these factors are also classified into intelligent (IQ), motivation, attitude, and the purpose of reading.

b. External factors

External factors are the factors that come from the outside of the students. These factors are an achievement, social economic, reading facilities and reading habits. The external factor can cause by two things, such as: reading material and teacher of reading.

In addition, Westwood said that there are eight factors in students' reading comprehension, such as:<sup>12</sup>

- a. Limited vocabulary knowledge
- b. Lack of fluency
- c. Lack of familiarity with the subject matter
- d. Difficulty level of the text
- e. Problems with processing information
- f. Problems in recalling information after reading

Based on the explanation above, using Before, During, After (B-D-A) Questioning chart strategy is one of the external factor toward students reading comprehension in descriptive text

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<sup>12</sup> Blanton in Peter Westwood. *What Teacher Need to Know about Reading and Writing Difficulties*. Victoria: Acer Press. p. 33-37

## 2. The Concept of Before, During, After (B-D-A) Questioning Chart Strategy

This strategy incorporates pre-reading and post reading activities, as well as comprehension monitoring activities during reading. It can be used as an assignment or as a student study aid.<sup>13</sup> B-D-A Questioning chart strategy is List what students know about the topic before reading, take notes during reading, and summarize after reading. In other words High school students need guidance in effective reading comprehension strategies when working in varied content areas. Pre reading, during reading, and post reading comprehension monitoring strategies are an essential component of reading instruction that should be explicitly taught. Using the B-D-A (before-during-after) Questioning Chart comprehension strategy while reading provides students with a structure to take notes, summarize, and state main ideas that may facilitate comprehension.<sup>14</sup>

The B-D-A teaching tool is used because it effectively takes students through advocating background knowledge, note taking during reading, and summarizing the new information. Basically it helps students focus on the non-fiction text in front of them before, during and after reading.<sup>15</sup> Students use the B-D-A Questioning chart as a reading strategy. The “B” stands for before reading; “D” stands for during reading, and “A” stands for after reading.

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<sup>13</sup>Catherine Laverick. “*The Journal of Adolescent and Adult Literacy*”, October 2002 issue. [www.bigthought.org/LinkClick.aspx?fileticket=E4x0XxMOQ4U](http://www.bigthought.org/LinkClick.aspx?fileticket=E4x0XxMOQ4U). Retrieved on March 10, 2013

<sup>14</sup>Irving Zola. *Understanding Kids Who Are Different: Activities for Teaching About Disabilities*. [http://www.education-world.com/a\\_lesson/lesson115.shtml](http://www.education-world.com/a_lesson/lesson115.shtml). p.10. retrieved on March 10, 2013.

<sup>15</sup><http://www.google.com/b/d/a/QuestioningChart>. Fdownload.bmk. retrieved on March 8, 2013.

Students start by brainstorming and listing on the chart everything they know about a topic before reading the text. While reading the text students write brief notes on the new information they find. When the statement agrees with the “before” column they place a check beside it to indicate their prior knowledge was correct. After reading students summarize the new information they learned and come up with three questions to ask other students. This also helps to make sure students comprehend what they have read. Finally, students write a main idea statement as a class.

Teachers can also use the B-D-A questioning chart for lesson planning. In the “before” column teacher lists examples of activities to activate prior knowledge before reading. In the “during” column teachers list a few activities to help students during the reading process (graphic organizers). In the “after” column teachers list activities that they will use to assess the students comprehension of the reading material. The main idea box teachers would write one sentence that they hoped students would learn from the lesson. The B-D-A questioning chart strategy helps teachers provide a guide to keep students focused on the reading at hand.<sup>16</sup>

The *B-D-A Questioning Chart (Before, during, and After) Strategy* encourages students to:<sup>17</sup>

- a. List everything they know about the topic before  
reading/viewing/listening

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<sup>16</sup>Larry Vandergrift. <http://mbolin.wordpress.com/category/article-summary/>. Retrieved on March 8, 2013.

<sup>17</sup>Saskatchewan Ministry of Education. [http://prezi.com/dtnnus\\_g-ls3/bda-questioning-chart/](http://prezi.com/dtnnus_g-ls3/bda-questioning-chart/). P 11. Retrieved on March 10, 2013.

- b. Note briefly new information that they find during reading/viewing/listening
- c. Write a summary, three key questions, and a main idea statement.

### **Using Before, During, After (B-D-A) Questioning Chart Strategy toward Reading Comprehension in Descriptive Text**

This strategy incorporates pre-reading and post reading activities, as well as comprehension monitoring activities during reading. It can be used as an assignment or as a student study aid.<sup>18</sup> B-D-A Questioning chart strategy is List what students know about the topic before reading, take notes during reading, and summarize after reading.

Reading comprehension refers to reading for meaning, understanding, and entertainment. In addition, reading comprehension is a technique for improving students' success in extracting useful knowledge from text. So, this strategy appropriate to help students' reading comprehension in descriptive text.

Advantages of B-D-A Questioning Chart strategy are:<sup>19</sup>

- a. Students experience a significant and valuable role reversal where they become the questioners themselves.
- b. Students gain essential practice with and feedback and becoming question posers rather than merely question responders.

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<sup>18</sup>Catherine Laverick. "The Journal of Adolescent and Adult Literacy", October 2002 issue, [www.bigtought.org/LinkClick.aspx?fileticket=E4x0XxMOQ4U](http://www.bigtought.org/LinkClick.aspx?fileticket=E4x0XxMOQ4U). Retrieved on March 10, 2013

<sup>19</sup>Boug Buehl, *Classroom Strategy for Interactive Learning, Third Edition*. Chicago, Library of Congress Cataloging in Publication Data. 2009. P 54

- c. Students are encouraged to be curious and critical readers who wonder about what a text is telling them.
- d. B-D-A Questioning Chart strategy provides students with a visual reminder of the progress of their thinking as they explore a new text.

The procedure of Before, During, After (B-D-A) Questioning Chart strategy in reading comprehension can be described as follows<sup>20</sup>:

- a. Students begin by brainstorming and listing on the B-D-A worksheet (see attached) everything they know about a topic before reading. This step can be done individually, with partners, in small groups, or the whole class can participate at once; however, it is important to always have students share and debate the information as a group before moving on to the next step.
- b. While students read the selection, they write brief notes on the new information they find. This can also be done individually, with partners, or in small groups, depending on your class dynamics and objectives. When students locate information in the text that agrees with statements they wrote in their “before” columns, they place a checkmark next to those statements to indicate their background knowledge was correct.
- c. After reading, students briefly summarize the new information they have learned and write three questions to quiz other readers or to use for later study. The teacher should stress to students that the

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<sup>20</sup>Catherine Laverick. *The Journal of Adolescent and Adult Literacy*. International Reading Association. October 2002 p. 144.. [www.jstor.org/stable/40015436](http://www.jstor.org/stable/40015436)

questions should be phrased so that only readers of the text could answer them.

- d. Group or whole class discussion should take place to revisit the “before” statements that were listed on the worksheets and to share and answer questions students wrote.
- e. Last, students write a main idea statement, either as an individual, with small groups, or as a whole class. The teacher may need to clarify the difference between a summary and a main idea statement.

## **B. The Relevant Research**

To avoid the same title used in the research, then the writer shows the relevant researches, which were done by two previous students of English Education of UIN SUSKA RIAU, they are:

1. This research has relevance with other research: a research from Egis Fajruna El Mubarak, 2009. He conducted a research entitled “ The Effect of Pre-Questioning toward Reading Comprehension of the Second Year Students at Integrated Islamic Junior High School Arroyan Attaqwa Pekanbaru. There was significant influence of using pre-questioning toward reading comprehension of the second year students at junior high school Arroyan pekanbaru. It can be seen that the result of T-test calculating is 8.26. it is bigger than the standard on the critic table of the T-Test that is 2.68 in 1% or 2.01 in 5%. It can be read  $2.01 < 8,26 > 2.68$ .

Regarding to the result above  $H_a$  is accepted and  $H_0$  is rejected.<sup>21</sup> So, he can be concluded that there was significant difference between students' reading comprehension taught by using Pre-Questioning strategy and those who were not taught by using Pre-Questioning strategy of the second year students at Integrated Islamic Junior High School Arroyan Attaqwa Pekanbaru.

2. The second research was conducted by Mardia Putri, 2012 entitled the effect of graphic organizers method toward reading comprehension of the second years students at SMP Negeri 15 pekanbaru. Her research was an action research which was done to her students. As she found the significant effect of graphic organizers method toward reading comprehension of the second year students at SMP Negeri 15 Pekanbaru, it can be seen from the result of T-test calculating is 4,04. It is bigger than standard on the critic table of the T-test that is 2,65 in 1% or 2,00 in 5%, it can be read  $2,00 < 4,04 > 2,65$ . Regarding the result above,  $H_a$  is accepted and  $H_0$  is rejected.<sup>22</sup>

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<sup>21</sup> Egis Fajruna El Mubarak. Effect of Pre-Questioning Toward Reading Comprehension of the Second Year Students at Integrated Islamic Junior High School Arroyan Attaqwa Pekanbaru. Pekanbaru : State Islamic University of Sultan Syarif Kasim Riau 2009. Riau [Unpublished]

<sup>22</sup> Mardia Putri, "The Effect of Graphic Organizers Method Toward Reading Comprehension at the Second Years Students of SMP Negeri 15 Pekanbaru". Pekanbaru: State Islamic University of Sultan Syarif Kasim Riau. 2012. [Unpublished]

### C. Operational Concept

The operational concept, the writer would like to explain briefly about variable of the research. There are two variables that are used. The first is B-D-A Questioning Chart strategy to the teacher' technique in teaching reading comprehension, the second is students' ability in reading. B-D-A Questioning Chart strategy is an independent variable and reading comprehension is a dependent variable. To operate the investigation on the variable, the researcher works based on the following indicators.

1. The indicators of B-D-A Questioning Chart strategy ( X ) are as follows:<sup>23</sup>
  - a. The teacher explains the B-D-A Questioning Chart Strategy.
  - b. The teacher asks the students to begin by brainstorming and listing on the B-D-A worksheet (see attached), everything they know about a topic before reading.
  - c. The teacher asks the students to write brief notes on the new information they find while they read the text.
  - d. The teacher asks to the students locate information in the text that agrees or was mentioned in their brainstorm list, they place a checkmark next to those statements.
  - e. The teacher asks the students briefly to summarize the new information they have learned and write three questions after reading.

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<sup>23</sup> Buehl, Boug . Op. Cit. 52

- f. The teacher asks the Students to write a main idea. This should be the objective of the reading—what you, the teacher, want the students to learn from the reading.
2. The indicators of Variable Y ( Reading Comprehension )<sup>24</sup>
    - a. Students are able to identify the description of information from the descriptive text clearly.
    - b. Students are able to identify the pronominal reference on descriptive text.
    - c. Students are able to recognize the generic structure on descriptive text.
    - d. Students are able to identify communicative purpose on descriptive text.
    - e. Students are able to identify language feature on descriptive text.

#### **D. Assumption and Hypotheses**

##### **1. Assumption**

- a. Students' reading comprehension in descriptive text taught by using Before, During, After (B-D-A) Questioning Chart strategy is various.
- b. Students' reading comprehension in descriptive text taught without using Before, During, After (B-D-A) Questioning Chart strategy is various.
- c. The better using Before, During, After (B-D-A) Questioning Chart strategy, the higher reading comprehension in descriptive text will be..

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<sup>24</sup>Sillabus for the Second Year Students of SMPN I Tambang. 2011/2012.(Kampar: SMPN I Tambang, 2011), Unpublished

## 2. Hypotheses

$H_0$  : There is no significant effect of using Before, During, After (B-D-A) Questioning Chart strategy toward reading comprehension on descriptive text of the second grade students at SMPN I Tambang.

$H_a$  : There is significant effect of using Before, During, After (B-D-A) Questioning Chart strategy toward reading comprehension on descriptive text of the second grade students at SMPN I Tambang.