

CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. Theoretical Framework

1. Reading Comprehension

a. The Nature of Reading Comprehension

As one of the basic language skills, reading is important to be learned and mastered by students. Harmer states that reading is not a passive skill¹. To do it successfully, the students have to understand what the words mean, see the picture, understand the arguments and work out if we agree with them. According to Hasibuan, reading is an interactive process that goes on between the reader and the text, resulting in comprehension². Based on definition above, it can be concluded that reading is to understand and comprehend what is written. By reading, the students can get information from what they want to know.

Butler and Silliman state that reading consists of two components, decoding and comprehension³. Decoding is the word recognition process that transforms print to words, whereas comprehension assigns meaning to words, sentences, and texts.

¹ Jeremy Harmer. *How to Teach English*. (London: Longman,1998), p. 70

² Kalayo Hasibuan and Muhammad Fauzan Ansyari. *Teaching English Foreign Language*. (Pekanbaru: Alif Riau Graha UNRI Press, 2007), p. 115

³ Katherin G. Butler and Elaine R. Silliman. *Speaking, Reading, and Writing in Children with Language Learning Disabilities*. (New Jersey: Lawrence Erlbaum Associates publisher, 2002), p. 45

Comprehension is the center of reading⁴. Comprehending what reader reads is more than just recognize and understand words.

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 text⁵. To comprehend, readers must use information they already possess to filter, to interpret, to organise and to reflect upon the incoming information from the page. Snow states that reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.⁶ When an effective reader reads for comprehension and understanding, it is an actively engaged and thoughtful process.

Comprehension does not occur by simply extracting meaning from text. During reading, the reader constructs different representation of the text that is important for comprehension. This representations includes, the surface code (the exact wording of the text), the text base (idea units representing the meaning), and a representation of the mental models embedded in the text.

⁴ Karen Tankersley. *The Threads of Reading: Strategies for Literacy Development*. (Virginia. Association for Supervision and Curriculum Development. 2003), p. 90

⁵ Peter Westwood. *What Teacher Need to Know About: Reading and Writing Difficulties*.(Victoria. Acer Press. 2008), p. 31

⁶ Catherine Snow. *Reading for Understanding: Toward an RBD Program in Reading Comprehension*. (Santa Monica: Rand. 2002), p. 11

Klinger *et. al* states that reading comprehension involves much more than readers' responses to text. Reading comprehension is a multi component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types)⁷.

A reader's comprehension is influenced by a range of internal factors, including perceptions, beliefs, motivation and problem-solving strategies. Karren Tankersley divided four important factors that influence reading comprehension:⁸

1. Command of the linguistic structure of the text
2. Adequate vocabulary in the content area
3. Degree of metacognitive control of the text, and
4. Adequate domain knowledge.

When teaching for comprehension, our challenge is two folds: to understand the complexity of the comprehending process, and to apply this knowledge to our work with students. If the mind cannot formulate questions about the reading, true comprehension is impossible. Smith in Dorn and Soffos states that comprehension

⁷ Janette K. Klinger, *et al.* 2007. *Teaching Reading Comprehension to Students with Learning Difficulties*. (New York: The Guilford Press, 2007) p. 8

⁸ Karen Tankersley. *Literacy Strategies for Grades 4-12: Reinforcing the Threads of Reading*. (Virginia: Association for Supervision and Curriculum Development, 2005), pp. 108-109

cannot occur if a reader is unable to ask questions of the author⁹. In other words, comprehension is the part of reading that is very important to be learned. Therefore, reading comprehension is the ability to take information from written text and do something with it in a way that demonstrates knowledge or understand the information.

b. The Purpose of Reading

Reading has many purposes, one of them 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. Comprehension depends on the ability to get individual word meanings.

An EAP (English Academic Purpose) reading curriculum must account for how students learn to read for multiple purposes, including reading :¹⁰

1. To search information
2. For general comprehension
3. To learn new information
4. To synthesize and evaluate information

⁹ Linda J. Dorn and Carla Soffos. *Teaching Reading for Deep Comprehension*. (Portland: Stenhouse Publisher. 2005), p. 43

¹⁰ Marrienne Celce Murcia. *Teaching English as a Second or Foreign Language, 3ed.* (Boston: Heinle Thomson Learning. 2001), p. 187

c. The Indicator of Reading

The National Reading Panel (NRP) in Danny Brassel identified five factors that could be taught as essential components of reading and learning to read, they are :¹¹

1. Phonemic awareness

Phonemic awareness refers to the ability to conceptualize, think about, and manipulate the sounds of language.

2. Phonics

Understand the relationship between written letter and spoken sounds. Knowing the relationship between letters and sound help students to recognize familiar words accurately and automatically and decode new words

3. Fluency

Fluency refers to two distinct competencies. First, fluency is the ability to process the printed text automatically and effortlessly that a reader can devote a maximal amount of his or her attention to construct the meaning of the author's message. The second aspect of fluency is the ability to read a text orally, with expression that reflects the syntactic and semantic nature of the written text.

4. Vocabulary

Vocabulary is the ability of readers to grasp the meaning of individual words and phrases used in written texts.

¹¹ Danny Brassel and Timothy Rasinski. *Comprehension That Works: Taking Students Beyond Ordinary Understanding to Deep Comprehension*. (Huntington Beach: Shell Education. 2008), pp. 19-21

5. Reading comprehension

Acquiring strategies to understand, remember or communicate what is read.

According to Hughes, indicators of reading comprehension must be taught are as follows¹²;

- a. Interpret topic sentences
- b. Outline logical organisation of a text
- c. Identify discourse markers
- d. Identify addressee or audience for a text.

There are seven types of comprehension that enable readers to grasp or make meaning from written text, they are:

1. Graphic and semantic organizers

The use of graphic representations of written material can aid readers in making meaning.

2. Question answering

Readers are more likely to understand what they read when they are asked questions about the reading by their teacher and receive immediate feedback about their answers.

3. Question generation

Readers are more likely to understand what they read when they ask questions of themselves about various aspects of their reading before and during the reading itself.

¹²Arthur Hughes, *Testing for Language Teachers; 2nd Edition*, (Cambridge: Cambridge University Press, 2003), p. 139.

4. Text structure

Helping readers understand the underlying organization or structure of a written text has been found to aid them in understanding and recalling the information from the passage.

5. Summarization

Readers are better able to understand what they read when they engage in distilling, integrating, and generalizing the information from a passage into its key ideas in the form of a brief summary.

6. Cooperative learning

Students are more likely to make meaning from a text when they engage in the process of making meaning with other students.

7. Comprehension monitoring

Successful comprehenders monitor their own comprehension and make strategic decisions to employ certain strategies or processes, depending on how successful they feel in making meaning from their reading.

d. Assessment of Reading

Reading comprehension assessment has different purposes¹³. One of these is to compare students' comprehension levels in a norming sample. Another is to find out if students have met preestablished criteria for their grade level. A third purpose is to

¹³ Janette K. Klingler. et al. *op. cit.*, p. 14

inform instruction by determining when students understand what they read and how efficiently they use the comprehension strategies

There are several reasons for assessing reading and the skills and knowledge that are involved in reading. They include assessing to encourage learning, assessing to monitor progress and providing feedback, assessing to diagnose problems, and assessing to measure proficiency.¹⁴ Nation points out that comprehension test can use a variety of question forms, such as:¹⁵

1. Pronominal Questions, Imperatives

These questions require learners to make a written answer which can range in length from a single word to several paragraphs. Usually for comprehension, short answers are required and these forms of questions are called short answer questions.

2. True/False, Yes/No, Alternative Questions and Multiple-Choice

These question forms are all grouped together because the answer to the question is contained within the question or instructions, and thus the learners do not have to compose their answer.

3. Information Transfer

Incomplete information transfer diagrams can be used to measure comprehension of a text.

¹⁴ I.S.P Nation. *Teaching ESL/EFL Reading and Writing*. (New York: Routledge, 2009), p. 75

¹⁵ *Ibid.*, p. 77-79

e. Teaching Reading

Reading can be seen as an interactive process between the reader and the text which leads automatically. The aims of teaching reading is to develop the students' ability, so that they can read and understand the English text effectively and efficiently. According to Nunan (1985) in Fitri, teaching reading has three activities, they are:¹⁶

1. Pre - reading activity

Pre reading activity is the activity before reading process. The aims of this are:

- a. To introduce and arouse the interest of the students to the topic.

In this case, teacher introduce to the students about the topic which they will discuss in English class.

- b. To motivate the students to give a reaction for reading text.

Teacher can ask the students some questions related to the topic.

- c. To provide some language reparation for the text. In this term, teacer can show some language preparation such as: the words, phrases or sentences that can be used to lead the students' attention the material.

2. While - reading activity

Whiles reading activity is the core of the lesson. What need to be done is to develope students' reading skill by scanning and skimming. Skimming is reading to get general information, while

¹⁶ Fitri Wilmi. The effect of Using Question Answer Relationships (QAR) Strategy toward Reading Comprehension at the Second Year Students of SMP N 1 Kampar Kiri Hulu of Kampar Regency. (Pekanbaru: UIN Suska Press, 2011), p. 13

scanning in reading rapidly to find special information. According to Nation, skimming is the reader read goes through a text quickly, not nothing every word but trying to get main idea of what is text about¹⁷. While scanning means reading involves searching a particular piece of information in a text, such as looking for a particular name or a particular number.

3. Post reading activity

Post reading activity can be done in various activities related to the passage than has been read. An oral or written follow up activity, the students can be asked to describe a situation related to the passage or an incient similar to the passage.

According to Sadoski, there are two main goals of teaching reading that balance affective domain and cognitive domain¹⁸.

1. Affective goals

a. Developing positive attitudes toward reading

The term attitude, as used here, applies to readers' perceptions of their competence and their disposition toward their future performance. The development of a positive attitude toward reading means progressing in our confidence in our own ability as a reader. Ideally, students should experience the success regularly and approach reading confidently, with a "can do" spirit, rather than avoiding it because it is painful and frustrating

¹⁷ I.S.P Nation. *op. cit.*,p. 70

¹⁸ Mark Sadoski, *op. cit.*, p. 47

b. Developing personal interests and tastes in reading

Having a positive attitude is not enough. Lifelong readers choose to pursue their life interests through reading, at least in part and in doing, so they develop value judgments about what they read. Having an interest in reading means having the motivation to read and to respond affectively, to seek to enlarge our self understanding and our sense of self-worth through reading.

2. Cognitive goals

a. Developing the use of reading as a tool to solve problems

Reading weighs heavily in the tool belt of a working, technological society. It helps to solve a broad array of personal and social problems in a complex, literate world. Reading is a way to deal with everyday problems where printed language is a feasible or requisite solution.

b. Developing the fundamental competency of reading at succeeding higher levels of independence.

Developing the fundamental competencies that comprise reading is the most basic goal.

Briefly, teaching reading is not only just asking students to read the text, but also comprehend the message of the text and answer the question from the text.

f. Narrative Text

Narrative texts are stories involving a sequence of related events.¹⁹ It tells about what is happening or what has happened. Narration is usually written in chronological sequence. A narrative typically contains action, dialogue, elaborate details and humor. The basic purpose of narrative text is to entertain, to gain and to hold a readers interest. Narrative sequences people or character in time and place but differs from recounts through the sequencing, the story sets or more problems which must eventually find a way to be resolved. The text organization of narrative text is as follows:

1. Orientation is a set of the scene, introducing the participants, characters, setting, time, and place of the story established.
2. Complication or problem
Describing the rising crises in which the participants have to face. It is usually any character often mirroring the complication in real life.
3. Resolution is a series of event in which the main character attempts to solve the problems. Showing the way of participant to solve the crises, better or worse, happily or unhappily.
4. Re-orientation is a closing remark to the story. It consists of moral lesson, advice or teaching from the lesson.

¹⁹ Martin Montgomery et al. *Ways of Reading. 3rd edition*. (New York: Routledge. 2007). p. 251

Language feature of narrative text includes as follows:

1. Using part of speech

Nouns: home, travelers, stone and etc. Pronouns: they, their, its and etc. Adverb: angrily, in horror, etc. Verbal process: asked, told, spoke, etc.

2. Using temporal connection and conjunction: one day, a week later, then, a long, etc.

3. Using simple past tense.

2. Thick and Thin Questions Strategy

a. The Concept of Thick and Thin Questions Strategy

According to Preszler, Thick and Thin Questions is a strategy that requires learners to differentiate between global questions (thick questions) and clarification of questions (thin questions)²⁰. In addition, Boke said Thin questions help students with the basic of what they are reading, while thick questions get a bigger topics and often begin with words like “why”, and “wonder”²¹. Thin questions are asking about facts in the story, such as the characters and the setting. Thick questions are inferential – addressing the “how” and the “why”. Briefly, thin question is a question that requires limited information, while thick question is a question that requires elaboration or details. These types of questions can be used to increase the understanding of

²⁰ June Preszler. *On Target: Reading Strategies to Guide Learning grades 4-12*. (Rapid City: ESA Region. 2006), p. 22

²¹ Nick Boke. *Reading to Learn: Classroom Guide to Reading Strategy Instruction*. (Vermont Strategic Reading Initiative, 2004), p. 76

any content outside of a reading task. Students can be taught to identify thick and thin questions and begin to ask more about thick questions.

According to Kozisek, in *Thick and Thin Questions Strategy*, the students can also create their own questions for each type and bring them for discussion²². In addition, Preszler states the goal of Thick and Thin Questions is to help students reach a point where they are not only responding to questions but also generating their own questions²³. Teacher can help students develop the skill of asking questions as they learn. Teacher can encourage students to look beyond the superficial yes and no questions to a higher level of questions that requires them to synthesize, analyze, and evaluate as they learn.

Harvey and Goudvis in McIntyre said, Thick and Thin question strategy encourages children to distinguish between types of questions as a way to help them focus on the most important aspects of a text²⁴. Based on the theories of the experts above, it can be concluded using thick and thin questions strategy will improve students reading comprehension.

²² Julie Kozisek. *Using Strategy Groups to Help Your Students Become Better Readers: Practical Differentiation*. (Medina: Institute for Educational Development, 2010), p. 73

²³ June Preszler, *loc. cit.*, p. 22

²⁴ Ellen McIntyre, et al. *Reading Intervention for Diverse Classroom*. (New York: The Guilford Press. 2011), p. 124

b. Procedures of Thick and Thin Questions Strategy

According to Preszler, how to teach reading by using thick and thin questions includes :²⁵

1. The teacher introduces the idea of thick and thin questions, and explains the differences in the two kinds of questions.

Traits of Thick Questions:

- a. Often begin with “Why?”, “How Come?”, “I wonder....”.
- b. May address large content areas.
- c. Require answers that are often long and involved.
- d. Frequently require further discussion and research.

Traits of Thin Questions:

- a. Asked to clarify information and ideas.
- b. Specific to the text.
- c. Related to key vocabulary and can be answered with a short definition.
- d. Can usually be answered with a number, a yes or no, a single word, or a short sentence.

²⁵June Preszler, *loc. cit.*, p. 22-23

Table II.1
Thick and Thin Questions Example

Thick questions	Thin questions
1. Why does water boil at 212 degrees?	1. At what temperature does water boil?
2. Are people today becoming more at risk for dangerous diseases?	2. What was the Spanish flu outbreak in 1918?
3. Why does the moon have no gravity?	3. Who was the first person to land on the moon?

2. Give example with a short piece of text. Share a newspaper article, a short story, or a section of a textbook chapter.
3. As teacher read aloud, stop and share with students the thin questions that come to mind as students read. For example, share a newspaper article on the outbreak of mumps in several Midwestern states during the spring and summer of 2006.
 - a. Where are most of the cases?
 - b. How old are most of the people who became ill with the mumps?
 - c. Have most of the victims received MMR shots?
 - d. When was the last mumps outbreak?
4. Point out that although most thin questions can be answered from information in the text, some thin questions may require students to make inferences or think beyond the text. For example, the text may not define MMR, requiring students to look up or search for the acronym's meaning.

5. As students read aloud, also demonstrate thick questions that come to mind. These questions should go beyond the text and expand students thinking.

Thick questions:

- a. What has caused the mumps to reappear at this point in time?
 - b. In what ways, besides an MMR shot, can people protect themselves?
 - c. Why are so many of the mumps cases among people who actually received two MMR shots?
 - d. As a nation, what additional steps should be taken to help prevent the spread of this virus and other viruses?
6. Provide students with a content area reading. Assign them to work in pairs or groups, generate questions, and code questions as they read.

B. Relevant Research

According to Syafii, relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to our research²⁶. The relevant research of this study was conducted by Fitri Wilmi (2011) entitled “The Effect of Using Question Answer Relationship (QAR) Strategy Toward Students Reading Ability of the second year students of SMPN 1 Kampar Kiri Hulu of Kampar Regency”. The type of this research was quasi experimental research. The writer used two classes as sample that

²⁶ M. Syafii S. *From Paragraph to a Research Report. A Writing of English for Academic Purposes*. (Pekanbaru: Lembaga Bimbingan Belajar Syaf Intensif. 2011) p.122

consisted of 61 students. The technique of data collection was observation and test. Observation was used is strategy QAR and test was used in order to find out the difference of students' mean score between experimental class and control class by using SPSS v.16. The mean score of result post test in experimental class was 69.06 and in control class was 55.33. Based on data analysis, she concluded that there was significant difference of reading comprehension by using QAR and those who were not taught by using QAR strategy with consideration $t_0=8.201$ is higher than T-table either in significant $5\%=2.00$ or in significant $1\%=2.65$ which shows $2.00 < 8.201 > 2.65$

A research by Meri Gusti Ayu (2011) entitled "The effect of Using QtA (Questions the Author) Approach toward Students Ability in Reading Comprehension at Junior High School 1 Tambang" She concluded that there was a significant effect of using QtA (Questions the Author) approach towards students ability in reading copenhension at SMPN 1 Tambang with consideration $t_0=12.000$, is higher than t-table either in significance $5\%=2.01$ or in significance $1\%=2.68$. which shows $2.01 < 12.000 > 2.68$.

C. Operational Concept

Operational concept is a concept as a guidance used to avoid misunderstanding. It should be interpreted into particular words in order to make it easy measure. Operational concept used to clarify the theory used in research, to know the student' ability in reading comprehension of the second year students of SMA N 001 Kampar Utara. The research consist of two

variables, variable X is the effect Thick and Thin Questions Strategy and Y variable is reading comprehension. The indicators as follows:

1. Variable X is Thick and Thin Questions strategy as the independent variable:
 - a. The teacher introduces the idea of thick and thin questions, and explains the differences in two kinds of questions.
 - b. The teacher gives example with a short piece of text. Share a newspaper article, a short story, or a section of a textbook chapter.
 - c. The teacher reads aloud, then stop and share with students the thin questions that come to mind as students read.
 - d. The teacher points out that although most thin questions can be answered from information in the text, some thin questions may require students to make inferences or think beyond the text.
 - e. The teacher asks students to read aloud, also demonstrate thick questions that come to mind.
 - f. The teacher provides students with a content area reading. Assign students to work in pairs or groups, generate questions, and code questions as students read.
2. Variable Y is students' reading comprehension in narrative text as the dependent variable:
 1. The students are able to find the main idea of narrative text
 2. The students are able to find factual information of narrative text
 3. The students are able to find the meaning of vocabulary of text.

4. The students are able to identify communicative purpose of narrative text.

5. The students are able to make inference.

D. Assumption and Hypothesis

1. Assumption

In this research, the writer assumes that the students who are taught by using Thick and Thin Questions strategy will have better reading comprehension achievement. Furthermore, the better implementation of Thick and Thin Questions strategy in reading subject is, the better students' reading comprehension will be.

2. Hypotesis

H_a : There is a significant effect of using Thick and Thin Questions strategy toward reading comprehension of the second year students at SMA N 001 Kampar Utara.

H₀ : There is no a significant effect of using Thick and Thin Questions strategy toward reading comprehension of the second year students at SMA N 001 Kampar Utara.