

CHAPTER II

READING COMPREHENSION

THROUGH GIVING QUESTION AND GETTING ANSWER

A. Reading Comprehension

Pang et al (2003:6) argue that “Reading is about understanding written texts. It is a complex activity that involves both perception and thought”. Jain and Patel (2008: 113), claim that “reading means to understand the meaning of printed words i.e. written symbols. While, Mikulecky (2008) maintains that “Reading is a conscious and unconscious thinking process”.

Based on some experts’ opinion above, the researcher can conclude that reading is an activity to understand the meaning of the text by conscious and unconscious thinking process. Meanwhile, Pang et al (2003:14), state that “comprehension is an active process in the essence of reading because the goal of written language is communication of messages”.

Weaver in Antoni (2010:41): argue that “Reading comprehension is a process that involves the orchestration of the readers’ prior knowledge about the world and about language. It involves such as predicting, questioning, summarizing, determining meaning of vocabulary in context, monitoring one’s own comprehension, and reflecting”.

Wooley (2011 : 15), “Reading comprehension is the process or making meaning from text”. Based on the experts above, the researcher can conclude that reading comprehension is an activity to understand the writing text by active process to construct the meaning of the text.

B. Indicator of Reading

There are various components in reading comprehension. Based on King and Stanly cited in Juita et al (2013:03) explain that there are five components of reading comprehension. These components may help the students read carefully.

1. Finding factual information

It is one of reading comprehension components. It requires readers to scan specific details. The factual information questions are generally prepared for students and those, which appear with WH question word (what, where, when, who, why and how). There are many types of questions: reason, purpose, result, time, comparison, etc. In which of the answer can be found in the text.

2. Guessing vocabulary in context

Guessing vocabulary in context means that the students could develop their guessing ability to the word which is not familiar with them by relating the meaning of the unfamiliar word to the context in the text.

3. Identifying references

Recognizing reference words and being able to identify the words to which they refer to will help the reader understand the reading passage. The reference could be to something which already been mentioned or to something which is going to mentioned. Reference words are usually short and very frequently pronoun, such as: it, she, he, this, etc.

4. Identifying inferences

Identifying inference is a skill where the reader has to be able to read between lines. King and Stanley divide into two actions, these are drawing logical inferences and making accurate predictions.

Based on the explanations above, it can be concluded that there are five components in reading comprehension, namely finding main ideas, guessing vocabulary in context, identifying references, identifying references and finding factual information. These components may help the student to read carefully.

C. The Importance of Reading

Reading also determines the appropriate approach to reading comprehension. A person reading poetry for enjoyment needs to recognize the words the poet uses and the ways they are put together, but does not need to identify main idea and supporting details. However, a person using a scientific article to support an opinion needs to know the vocabulary that is used, understand the facts and cause-effect sequences that are presented, and recognize ideas that are presented as hypotheses and givens.

In addition, Grabe (2002) stated that the objectives of reading into several points, they are as follows: 1) Reading to search information, 2) Reading to skim quickly, 3) Reading to learn (from text), 4) Reading to write (or search information needed for writing), 5) Reading to analyze the text, and 6) Reading for general information.

Based on the objectives above we can understand that reading needs special attention. It is not surprising if reading is one of the

important skills in learning foreign language. The objectives above is reason why getting students to read. Learning reading has effect on language ability. So many advantages we will get by reading. It is why reading is one of the important skills in Learning English. There are some pointers for pleasure reading that help people to: 1) Improve their vocabulary, 2) Increase their reading speed, 3) Improve their comprehension, 4) Improve their writing, 5) Gain more knowledge, and 6) Find the examples of many different ways people speak and write (Mikulecky, 1990).

D. The Advantages of Reading

When people read a newspaper, story or take part in a conversation directly they improve their knowledge. It is also supported by Patel and Jain (2008:114) say that “reading is certainly an important activity fir expanding knowledge of a language. Learning reading has effect on language ability”. So many advantages we will get by reading. It is why reading is one of the important skills in learning English.

Patel and Jain (2008: 114) state that there are some advantages of reading. Reading is not only a source of information and a pleasurable activity but also as a means of consolidating and extending one’s knowledge of the language. Reading is very necessary to widen the mind and gain and understanding of the foreign culture.

Meanwhile, Jhonson (2008: 7), points out that reading helps students become better writers. Through reading, students have incidental contact with

the rulers grammar. Students develop a sense for the structure of the language and grammar and increase their vocabulary. Based on the advantages above, it is quite clear that reading is very importance in learning a foreign language. Reading helps students improve their competence, ability, vocabulary, writing, knowledge and information in teaching learning process. For students who live in a non-English spoken country, it can help them to understand about English more. It is very important for them.

E. Teaching Reading Comprehension

Reading is one of the skills in learning English in reading activity the students not only read the words by words but also they have to comprehend about the text which is read by them. Teaching reading is to bring students in contact with the mind of great authors, with the written account of their experiences (Gray in Patel and Jane, 2008: 114). Kimble and Garnezy in Brown (2000) assume that teaching may be defined as a process of showing or helping the learners or someone to learn how to do something, providing knowledge, and causing to know or understand. For that, Snow (2002: 10) states teacher think of reading comprehension as what student are taught to do in reading capacities they are expected to display throughout in the middle and high school years.

Noun (2003: 75) state hat many reading instruction programs more emphasize in testing reading comprehension than teaching readers how to comprehend. Monitoring Comprehension is essential to achieve successful reading. Part of monitoring process includes verifying that the predictions

being made are correct and checking that the reader is making the necessary adjustments when meaning is not obtained.

Based on the explanation above, the researcher concludes that teaching reading comprehensions a process of showing or helping the learners or students to learn how to contact with the written account of their experiences and they are taught to do in reading instruction during teaching and learning process.

F. The Nature of Giving Question and Getting Answer

1. Definition of giving question and getting answer

Giving question and getting answer this question allows students to express their thoughts, stimulates students to be involved in the interaction, and motivate students to be more active in learning activities. Partin (2009:184) state that “Questions are a most valuable instructional skill when used skillfully. The question-and-answer method can be a powerful instructional tool. Most commonly, teachers ask questions and students answer. Namdi (2005:7) states that the manual explores various methods and activities that help pupils to maintain and continue to develop reading comprehension.

Although teacher questions are most commonly used as an assessment strategy, they can also be used as an effective comprehension practice when they teach students how and where to find answers and addition Raphael in Harabagiu (2003:224) states that question-answer relationship is the students learned to distinguish among three

types of question such as the question and the answer were explicitly stated in the text.

The conclusion giving question and answer is method can explores activities that help pupils to maintain and continue to develop reading comprehension explicitly stated in the text.

G. Learning steps

Suprijonoin Wilinda (2013: 28) state that, the steps of learning strategies are:

1. At the beginning of learning the teacher made a deal with students Regulatory method giving and getting answer his question.
2. Then share two pieces of paper to each student.
3. Ask students to complete the statement

Paper 1: Question

Paper 2: Answer

4. After the teacher delivering the material, then the teacher gives opportunities for students to do the debriefing.
5. Students who will ask a question must submit the card number 1 and students will answer the questions to be handed a card number 2.
6. If the end of the session there were students who still have 2 or one piece of paper that is paper or paper asked to answer the students are asked to create a resume on the question and answer process that is already underway.

Certainly types above explain about how applying the method of giving question and getting answer the students in class before the lesson begins.

H. Teaching Reading Through Giving Question and Getting Answer

Teaching reading by using question and answer this hope students to be able to pay more attention to the text and content of the story by asking and answering, in this case the account after a teacher read a story of a narrative text the student is expected to re-read the story of the text carefully, after completion read student asked the teacher makes questions for classmates and afterwards another friend answered questions friend who asked earlier, the learning process such as this is expected to help the activity of students in class performance study English in SMA Bhayangkari tenth grade using methods giving question and getting the answer.

However, this research conducted to analyze the implementation of communicative language teaching and folktales in teaching reading comprehension to improve students reading comprehension, while this research use question and answer method. The last one shows that question and answer method could improve the ability of the grade tenth students of SMA Kemala Bhayangkari Kubu Raya. In fact, in this study researcher want to implementation giving question and getting answer method to improve student reading comprehension in recount text. Therefore, those are still having relevance and significance factors why it is interested to be observed. Thesis by Ratminah (2013).this activity made the learning process more interesting and made the subjects more focused in receiving the lesson.

The purpose of this observation was to improve the subjects' activities in comprehending text.

I. The Advantages and Disadvantages of Giving Question and Getting Answer

1. The advantages of giving question and getting answer:
 - a. The atmosphere is more active.
 - b. Students have the opportunity either individually or in groups to ask for things that are not yet understood.
 - c. The teacher can know the student mastery of the material being delivered.
 - d. Encouraging children to dare to present their opinions.
2. The disadvantages of giving question and getting answer:
 - a. The question is essentially its only rote.
 - b. The process of question in continues over will deviating from the subject being studied.
 - c. Teachers do not know for sure if the child were not ask a question or answer has been to understand and mastering the material that has been given.

J. Narrative Text

1. Definition Narrative text

Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration. Specifically, a clear definition of narrative text was not found across these prominent sources used by teacher when planning classroom instruction Coffman (2010:1). Of the above statements narrative text can be summarized as a method for learning in class seven that have that have occurred and the communication process.

Narrative text is one of English text types. Anderson (1997), said that narrative text is a text that has a purpose to entertain the reader or listener. However, narrative can also be written to teach or inform, to change attitudes or social opinions and to show the moral of a story. Porter (2002) defines narrative as “the representation of an event or a series of events”. Some examples of narrative text are fantasy novel, historical fiction and stories. Narrative text is writing in which a story is told, the details may be fictional or based on fact. Meyers (2005) states that narrative is one of the most powerful ways of communicating with others. A good written story lets your reader response to some event in your life as if it were own. They not only understand the event, but they can almost feel it. The action, details, and dialogue put the readers in these seem and make it happen for them.

2. General Structure of Narrative text

a. Orientation

Usually located in the first paragraph. In theory, Orientation contain information message about What, Who, Where and When. At paragraph Orientation, text narrative will tell the reader about what the event who the perpetrators, where and when the incident occurred.

b. Complication

Paragraph complication into the core of a narrative text. This complication stories what happens with the perpetrator in the incident. Complication generally contains friction between the perpetrator of events. This processa conflictfrictionorconflict. In theory literary, Conflict, generally classified into3 types; natural conflict, social conflict, and psychological conflict

c. Resolution

An opposition must be covered by the settlement. In a narrative text, resolution can be fun that settlement also sometime send up with a miserable settlement.