

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter presents review of related literature. It covers the definition reading comprehension, descriptive text, question answer relationship strategy, and review of previous study.

#### **A. Reading Comprehension**

##### **1. Definition of Reading Comprehension**

Reading comprehension is a process that simultaneously extracts and builds meaning through interaction and involvement with written language (Snow 2002:11). Reading is an active process of thinking, reading is a process of thinking. Effective readers know that when they read, what they read should make sense. They monitor their understanding, and when they lose the meaning of what they read, they often unconsciously choose and use a reading strategies (such as rereading or asking questions) that will help them reconnect with the meaning of the text. Reading skills and strategies can be taught explicitly while students learn subject-specific content through authentic reading assignments.

Meanwhile, according to Willis (2008:127) “Goals of Reading Comprehension Strategies to construct comprehension are available to increase neural efficiency at each step of the comprehension process”. This means that the purpose of reading comprehension strategy is so that students can improve the efficiency of the process comprehension the text.

On the other hand, Miller claims that comprehension not only understands the ideas conveyed by printed words, but more than that, these ideas must be meaningful to the reader and integrated with the concept itself. The process of comprehension also depends on the ideas that the reader brings to his reading, his experience, background reading, and learning. Furthermore, Klinger (2007) argues that reading comprehension is a process of constructing meaning by coordinating a number of complex processes, including word reading, word and word knowledge, and fluency.

Based on the statement above, reading comprehension is a complex process of understanding the message that the author is trying to convey from the printed word. The ideas of the text that have been constructed by the reader must be meaningful and integrated to the reader's concept. The process of comprehension depends on some things they are, the reader's idea, experiences, reading backgrounds, and learnings. To understand students' problems in reading, the teacher must know the various skills that are important for improving comprehension skills.

## **2. Teaching Reading Comprehension**

Language is used to create a meaningful communication among human beings. In other words communication is the main function of language (Nurhayati 2016). A strategy, Yussof (2012) is seen as a flexible plan or technique used by readers in an effort to obtain information or make meaning from a text. Efficient readers will use selective strategies intentionally to represent the reading process, develop comprehension and

facilitate achieving their goals. Several studies show that efficient students can improve their comprehension by using reading strategies. These strategies need to be studied, trained and even become reading habits.

In teaching reading, an important strategy is to help students comprehend the text. According to Moreillon (2007) there are seven strategies in teaching reading comprehension, some of which are as follows:

*a. Activating or Building Background Knowledge*

Activating and building background knowledge refers to helping students to remember what they already know about a topic. Students are filled with ideas and information that will make them curious and then invite them to make a connections to construct new information.

*b. Questioning*

Questioning means that students are asking about what they are curious about to help them understand the text. Questioning for comprehension involves readers in questioning the author and the text, searching for bias and point of view, and determining validity. This focus on questioning can help readers learn more about what it means to ask meaningful questions.

*c. Making Predictions and Drawing Inferences*

Students are able to make a prediction or draw inference by constructing their background knowledge with the information they find in the text. A reader who draws inferences is engaged in deep

comprehension because she is trying to understand the implicit information and searching for deeper meaning.

*d. Determining Main Ideas*

Main ideas are always a part of something important in reading comprehension. When students are asked to make notes then they try to determine the importance and then distinguish main ideas from supporting details. It will help students to comprehend the whole text

*e. Synthesizing*

Synthesizing refers to bringing the information together to create new knowledge. Students gather various information and background knowledge in order to make a new knowledge. According to Nurhayati (2018), the students must be encouraged to respond the text and situation with their own thoughts and experience, rather than just answering question and doing abstract activities.

### **3. Teaching Reading in Junior High School**

Teaching reading in junior high school is not easy for teacher since the teacher should introduce English to the students. Even though in elementary school the student has been introduced to English, but it is only a basic. They are introduced to English vocabularies, not the skills. In junior high school, the students are expected to have the skills of English, especially in reading. Since reading is the most important one among four English skills.

Teaching material is one of the components to succeed teaching learning process. Related to teaching reading, here are the materials used in teaching reading in junior high school.

a) Descriptive text

Descriptive text is a text that explains something. The purpose of this text is to describe a particular person, place, or thing. There are two characteristics of descriptive text. First, descriptive text is written in the simple present tense. Then, the frequent use of epithets (word or phrase used to describe the characters and qualities of something or somebody). Descriptive text also often contains of adjective.

There are two generic structures of descriptive text:

1. Identification : identifies the thing or object that is going to be described
2. Description : describes the parts, qualities, and characteristics of the thing described.

b) Narrative text

Narrative text is a type of text that tells story. The purpose of this text is to present a view of the world that entertains or informs the reader or listener. Even, the narrative text can be educating. Means that there must be a lesson or a moral that the writer want to convey from the passage to the writer. In other word, the purpose of narrative text is for entertaining, informing and educating. Narrative text includes any type of writing that relates a series of events. There are some examples of narrative text, such as fables, novels, short stories, poems, memoirs,

biographies, and news stories. But in this study the writer limited the passage only for fable text.

In narrative text, there are three main parts :

1. Orientation, tells about the setting of the story, includes time, place and characters.
2. Complication(s), tells the problem(s) in the story that must be solved by characters.
3. Resolution describes the solution to the complication(s) and it also gives ending to the story.

c) Recount text

Recount text is a text that tells about a past experience. There are three characteristics of recount texts. Firstly, recount text is written either in the first person or third person. Then, this kind of text is written in the past tense. Third, recount text uses connectives to do with time (when, the, after, before, at the same time, as soon as, etc.).

There are three generic structures of recount text:

1. Orientation: tells the reader who was involved what happened, where the event took place, and when the event happened.
2. Sequence of events: the sequence of events are presented in a chronological order.
3. Reorientation: this part summarizes the events.

## **B. Descriptive Text**

### **1. Definition of Descriptive Text**

Descriptive text describes a certain people, places, or objects. This means that descriptive text is specifically designed about a person, place, or object. They also stated descriptive text to explain the subject by describing features without discussing personal opinions (Anderson 2003:26).

In addition, according to Pardiyono (2007:33), descriptive texts provide descriptions from the living or non-living things to the reader. In other words, the text can tell an objects that is still alive and not.

It means that description describes something or someone, especially that brings changes in the perception of the reader and spreads the knowledge of the reader widely.

### **2. Purpose of Descriptive Text**

According to Clouse (2004:143) there are some purposes of description:

- a. To entertain
- b. To express feeling
- c. To relate experience
- d. To inform (for a reader unfamiliar with the subject)
- e. To inform (to create a fresh appreciation for the familiar)
- f. It can be conclude that the purposes of descriptive text are to inform the specific of the subject that can also to entertain the reader.

### 3. Generic Structure and Language Features of Descriptive Text

- a. There are two characteristics of descriptive text. According to Oktaviani et al (2011:50) the generic structure of descriptive text is divided into two parts, there are:

#### 1. Identification

Identification is the first part of the Descriptive Text located in the first paragraph. The function of identification is to introduce things or things that we want to describe to listeners or readers. Another function of identification is a discussion of the listener or director of the object or the thing we are describing is a special thing and different from the others. Identification is a paragraph that contains a little explanation about the object or thing we want to describe before we discuss the properties or characteristics of the object or thing in the next paragraph.

#### 2. Description

Description is the next part of the descriptive text. This section is usually written in the second and subsequent paragraphs. The contents of the Description section are the properties or characteristics of the objects or things that we describe and are the continuation of the first part (Identification). The properties or characteristics of objects or things are special characteristics that are inherent in the objects or things that we describe and are not common things that can be found on every object similar to what we describe.



b. Descriptive Text has several language features or language feature as follows:

1. Using Simple Present Tense, because its function is to describe something where the characteristics or properties of an object or thing will not change, then Descriptive Text uses Simple Present Tense.
2. Using adjectives, describing or describing something will be easier to understand if using adjectives so that something we describe can be imagined more clearly.
3. Using conjunctions (Linking Verb), conjunctions are words that connect the subject to the word explanation. The conjunctions can be either to be (is, am, are) or something else.

**Table 2.1 Example of Descriptive Text about “My Grandmother”**

| <b>My Grandmother</b>         |   |
|-------------------------------|---|
| <b><i>Identifications</i></b> | My grandmother is a very gentle, loving, and caring person. She never raises her voice at anyone. She lived with for as long as I can remember. Seha cakes care of me when mom and dad go to work.  |
| <b><i>Description</i></b>     | My grandmother is a very neat and tidy person. She has very dry grey hair which she usually pulls up into a bun. She has dark brown eyes that twinkle whenever she sees me. I hardly every see them wet.<br>Grandmother likes to tell stories. She usually me brief stories for her childhood and expresses them very well with her tired, old, wrinkled hands. Sometimes, she also tells story about grandfather |

|  |   |
|--|---|
|  | <p>who pass away. My dear grandmother always says good things about him. She once told me that he was the nicest persons she had ever met.</p> <p>I really love my grandmother.</p> |
|--|---|

## C. Question Answer Relationship (QAR) Strategy

### 1. Definition of QAR Strategy

Question Answer Relationship (QAR) strategy is a reading comprehension strategy that provides a way to think and talk about sources of information for answering questions. Macceca (2007:202) proposed, Question Answer Relationship (QAR) is a multiple strategy approach that gives students and teacher a common language about prior knowledge and question strategies.

Another definition stated by Davidson (2017:14) that Question Answer Relationship (QAR) is strategy focused on improving text-based question generating and question answering the QAR reading comprehension strategy was developed primarily by Raphael, based on the taxonomy of question proffered by Pearson and Johnson. Pearson and Johnson posited that there are three basic types of questions: textually explicit which the answer can be found in the text, textually implicit which the answer is not directly stated in the text but can be deduced by connecting information provided in two or more sentences throughout the text, and scriptally implicit which the answer require the reader to draw upon their own knowledge to answer questions.

Based on Kucera (2009:9) QAR is consisted of the two basic classifications that are “In the Book” and “In My Head” Questions. Raphael’s later work then provides a more specific process for categorizing questions, they are: (1) “In the Book” questions can be broken down into “Right There” and “Think and Search” questions. The answers of “Right There” questions are directly can be found through a text such as definitions and facts while “Think and Search” questions can be answered by summarizing, explaining and contrasting several pieces of information to form a complete answer. (2) “In My Head” questions can be broken down into “The Author and Me” questions, which require readers to put their past experience and background knowledge together with information in the text to form a hypothesis, solve a problem, state what is necessary, evaluate a situation, and make inferences, and the last is “On My Own” questions, which can be answered by stating their opinion or how they would feel about a certain situation or topic.

Strahler (2012:28) explained that “The Author and Me” questions create a bridge between the cognitive strategies that students use to construct the meaning and personal responses which was created by the author to make text-to-self and self-to-text connections. Finally, “On My Own” questions require students to the highest level of thought processes. Through these types of questions, it can help students to activate or build theirs prior knowledge.

## **2. Teaching Reading Descriptive Text Using QAR Strategy**

In QAR strategy, there is no certain procedure that should be followed by the teacher in order to teach reading comprehension using this strategy. In using QAR strategy, the instructions that used by teacher might be adjusted based on the grade levels and content areas. So that this strategy can be applied to various grades and areas. The core of this strategy is only the four categorizations of QAR question, includes right there, think and search, author and me, and on my own.

In this study, the researcher adapted the QAR strategy procedures from Sejnost (2009:45), there are five steps of conducting QAR described as follows: first, the teacher introduce the concept of QAR by explaining each type of question and also gives clear examples for each question. Second, the teacher determines a short text sheet for students to read. Third, the teacher leads students through the process of answering each question and also ensures that the students verify the answers to the reading. Fourth, the teacher increases the number of questions from each type, so students clearly can also understand the different questions and can easily identify them. Fifth, the teacher asks students to read a longer reading and develops a series of questions to be identified and answered by classmates.

## **3. Advantages of Question Answer Relationship (QAR)**

The QAR strategy also provides several benefits for teachers and students in several ways. According to Farris et al, QAR strategy helps students develop a higher level of comprehension that regulates

relationship to the text at a deeper level. In using QAR questions, students must develop the meanings of the passage that they have read by using their higher level thinking skills, such as connections, inferences, summarizing, synthesizing, analyzing, and criticizing. For example, in to answer ‘in my head’ QAR question, students must gather some information in the text, increase their prior knowledge, then some speculate on the text.

In addition, according to Afflerbach (2010), there are three advantages of QAR strategy. First, he states that questions in QAR Strategy more challenging and interesting than lessons in the reading program, because QAR questions is not only limited to ‘right there’ which are the answer of the question is in the book, but also QAR strategy has ‘in my head’ questions that will emerge students’ critical thinking. Then, he explains that in using QAR Strategy, the instructions that used by teacher might be adjusted based on the grade levels and content areas. So that this strategy can be applied to various grades and areas. Lastly, He claims that this strategy enables students to learn other reading strategies, such as scanning, skimming, or context clues.

Moreover, Antonacci (2012) states that this strategy gives two advantages. Firstly, QAR strategy is useful for developing students’ self efficacy and confidence as they grappled in processing text. Students can express their feeling and idea using ‘in my head’ type question. In this QAR categorization question, students have to connect information from the text to what they have already learned and consider their own experiences and opinions in order to extent what they have learned. Then,

QAR Strategy is very flexible. Because this strategy might be used in whole class or small guided reading lessons.

In brief, QAR strategy provides some advantages, such as helps students to develop their higher level of comprehension, questions in QAR Strategy is more challenging and interesting, the instructions in QAR strategy might be adjusted based on the grade levels and content areas, enables students to learn other reading strategies, develops students' self efficacy and confidence, and this strategy is flexible.

#### **D. Review of Previous Study**

The previous studies about the effectiveness of using strategy in teaching reading comprehension have been conducted by several researchers. Now, the researcher summarizes some previous studies which can be the guidelines for researcher in conducting the new one, and the way this research is different from the previous studies.

The first previous study was conducted by Sari (2017) entitled "The Effectiveness of Using Question-Answer Relationships (QAR) Strategy In The Teaching Of Reading Comprehension Of Narrative Text at The Eight Grade Student of SMPN 3 Tangerang Selatan in Academic Year 2016/2017". This study used quasi experimental research design, where the researcher using class 8.2 as the experimental class and class 8.1 as the controlled class. Each class consisted of 30 students, with 15 male students and 15 female students. The result of the study was that post-test mean score of experimental class was 71.33, while post-test mean score of controlled class was 66.66. It meant that

there was significant differences between both classes mean post-test score. The test of hypothesis showed that sig. 2 tailed (p) was 0.023 while alpha ( $\alpha$ ) was 0.05. In other words,  $p < \alpha$ . It meant that the  $H_0$  (Null Hypothesis) was rejected and  $H_a$  (Alternative Hypothesis) was accepted. It proved that using QAR strategy was effective in the teaching of reading comprehension of narrative text.

The second previous study comes from Erdiana (2017) entitled “QAR Strategy Implementation for Reading Comprehension of Recount Texts at The Second Grade Student of Junior High School in Banda Aceh”. In this research, the researchers considered an experimental design which belongs to the pre-experimental design. She stated that there was a positive effect toward students’ reading comprehension ability shown by a significant difference of students’ reading comprehension before and after the implementing of Question Answer Relationship (QAR) Strategy. The result of this study was that pre-test was 50 and in post-test increased was 70. To conclude, the implementation of QAR strategy is effective in teaching reading comprehension of recount text to the students as there is an escalation toward the students’ scores after the implementation of QAR.

The third study conducted by Sada et al (2014) entitled “The Effectiveness Of Question Answer Relationship Technique In Teaching Reading Comprehension On Narrative Text to The Tenth Year Students of SMAN 1 Sungai Raya in Academic 2014/2015”. This research is a pre experimental study. Which the finding research the use of QAR technique is effective to teach reading comprehension on narrative text. It shows that

Question Answer Relationship technique impacts positively to make students became strategic readers, think aloud, and work cooperatively.

Based on those previous studies, the researcher can conclude that Question Answer Relationship Strategy can improve students' ability in reading comprehension. This shows a significant difference of students' reading comprehension taught with QAR strategy and taught without QAR strategy. Also, the pre-test and post-test of the students taught using QAR are significantly improved. It's also shown that the Question Answer Relationship (QAR) Strategy can be applied in all grade levels, Raphael *et al* (2005:213). QAR instruction can be adjusted for use across grade levels and content areas because of the way the categories form a pregression of difficulty.

In this study, the difference from the previous study lies on grade level and kind of text that researcher used in research. The grade level of this reseacher is seventh grade of MTs. Ma'arif Bakung. The text that the researcher used is Descriptive text.