

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter discussed about the several related topics that stressed on the implementation of this research. The purpose of this discussion is to set the theories, research report, and review concerning with reading comprehension and Question Answer Relationship. Therefore the discussion mostly focuses on Reading, Types of Reading, Teaching Reading, Reading Comprehension, Question Answer Relationship (QAR) Strategy, Advantages and Disadvantages of Question Answer Relationship (QAR) Strategy, Procedures of Question Answer Relationship (QAR) Strategy, Narrative Text, and Review of Previous Study. The explanation is delivered as follows:

#### **A. Definition of Reading**

Reading is an important skill in life besides speaking, listening and writing. Through reading, people get many information as well as knowledge. Vacca & Vacca as cited (in Moore, 2012) stated that reading is important because, while not the only source for learning, it is an important tool for constructing knowledge and developing new insights and perspectives. It means that reading helps students develop their new perspective about everything they read. In addition Cline et al, (2006: 2) who stated that reading is decoding and understanding written texts. Decoding requires translating the symbols of writing systems (including braille) into the spoken words they represent while understanding is determined by the purposes for reading, the context, the nature of the text, and the readers' strategies and knowledge. According to Nurhayati, (2018) reading is form of non verbal communication. She adds that reading enables students to

understand and comprehend language through form like text passage, but some students thought that reading is perhaps the most difficult language skill to learn. The difficulties came from many factors, such as the lack of motivation of the students itself, or the way they read, and many more.

From the statements above, most linguists defined that reading is an activity which is done by the reader through recognizing and translating written symbol due to their need of information. The students work with the text to construct meaning and interpretation which then they build new knowledge or perspective as a result of their understanding in reading. The interpretation of every student was different based on their background knowledge, past experience and the purpose of why they read. As stated by Hudelson (in Moore, 2012) that “the transaction involves the reader’s acting upon or interpreting the text and the interpretation is influenced by the reader’s past experiences, language background, and cultural framework, as well as the reader’s purpose for reading”. In addition, Burhan, (2012: 9), reading is a physic and mental activity to reveal the meaning of the written texts, while in that activity there is a process of knowing letters. It is called as a physic activity because the parts of the body, our eyes particularly, do it. And it is called as mental activity because perception and memory as parts of thought are involved in it. Based on the experts’ quotation above, it can be concluded that reading is a decoding and understanding process. It is a physic and mental activity since it is not only involving the eyes but also perception and memory. Reading is not only about the text but also readers’ background and past experience since the readers made a connection among new information with their background knowledge and past experience. While reading,

the readers try to interpreting meaning through transaction written text to get an understanding of what they read.

## **B. Types of Reading**

According to Parel and Jain (2008: 117) there are four types of reading, there are Intensive Reading, Extensive Reading, Silent Reading, and Aloud Reading, as follows:

### **a. Intensive Reading**

Intensive reading is related to further progress in language learning under the teachers' guidance. Intensive reading provides a basis for explaining difficulties of structure and for extending knowledge of vocabulary and idioms. It will also provide material for developing greater control of the language in speech and writing. The material selected should parallel and the type of material the advance student would enjoy.

Intensive reading is text reading or passage reading. In this reading, the learners read the text to get knowledge or analysis. The goal of this reading is to read shorter text. This reading is done to carry out to get specific information. Learners need book to acquire knowledge is the kind of intensive reading. There are few characteristics of intensive reading as follows:

1. This reading helps learners to develop active vocabulary.
2. Teacher plays the main role in this reading.
3. Linguistic items are developed.
4. This reading aims to activate the use of language.
5. Intensive reading is reading aloud.

6. In Intensive reading speech habit emphasized and accent, stress, intonation, and rhythm can be corrected.

It means that intensive reading involves the reader reading in detail with specific aims and tasks, such as the vocabulary, idioms and the specific information from the text.

#### b. Extensive Reading

The purpose of extensive reading was to train the student to read directly and fluently in the target language for enjoyment, without the aid of the teacher. Extensive reading can be made the basis for oral report, to the rest of the class, or full class discussions. It may be the source for written compositions in which students deal with specific issue arising from the material in the book. On occasions, the class may be divided into groups to read interrelated materials. Each group may prepare some parts of the project on some present a group reports to the rest of the class. This type of class project gives a point and purpose to extensive reading by building reading practice into a matrix of purposeful activity.

Extensive reading is the reading for pleasure. The reader wants to know about something. The reader does not care about specific or important information after reading. Usually, people read for keeping them updated.

Few characteristics of Extensive reading:

1. It helps learners to develop to active vocabulary.
2. Extensive reading is silent reading.
3. In extensive reading, the subject matter is emphasized.

4. In the extensive reading, the learners play the main role because they ask for measures.
5. In extensive reading, the idea can be developed.
6. The aim of extensive reading is to enrich the learners' knowledge.
7. Through extensive reading, the good reading habit can be developed.

This reading involves the reader reading the texts for enjoyment and develop their general reading skills.

#### c. Reading Aloud

Reading aloud also play important role in teaching of English. Teacher should know that the training of reading aloud must be given at primary level because it is the base of word pronunciation. What the teacher can do for better and effective teaching of reading as under:

1. The material, which, teacher presents before students, should be according to previous knowledge of the students or related to their own experience.
2. The teacher should emphasize on the stress of learners.
3. The teacher should be very careful while the process of reading is going on. If any mistake is committed by learners, be should correct it. Correction should be friendly and productive.
4. While teacher present model reading, this model reading should be according to the level of readers, so that readers could understand it very well and pronounce very well.

This types of reading enabled students to play an active role in the learning process in the classroom. Reading aloud can help students focus on their attention mentally, raise question, and stimulated discussion. This strategy has an effect on concentrating the reader's attention.

#### d. Silent Reading

Silent reading is a very important skill in teaching English. This reading should be employed to increase reading ability among learners. Silent reading is done to acquire a lot of information. Teacher has to make them read silently as and when they are able to read without any difficulties. It is kind of habit in which the learners are enabled to read without any audible whisper.

Teaching reading is very important skill because this is stage where the knowledge of learners starts to flight. Some steps which could be used to make the teaching reading by silent reading effective, as follows:

1. Teacher should tell about the topic first to the learners, should motivate the learners. The teacher should not read first but should allow the students to read the text.
2. The subject matter should be interested and effective and selected from the reading material developed for it.
3. Eclectic approach can be used by the teacher for better comprehension and understanding.

This reading makes the readers very active and accurate, silent reading concentrates the attention of learners. It can save the time because this activity was done at a time.

### **C. Teaching Reading**

The important part of teachers' job is getting students to read. It is useful for their careers, for study purposes or simply for pleasure. Nurhayati (2016a) states that the goal of teaching is shifted to improve students' communication skills, because, only in that way, the students can express themselves and learn how to follow the social and cultural rules appropriate in certain circumstances. According to Harmer, (2001), reading text provide opportunities to study language: vocabulary, grammar, punctuation, the way to construct sentences, paragraphs and texts. Thus, it is important for teacher to discuss with students regarding their approach to reading and perhaps provide them information concerning the actual and specific profit of reading. Some studies of reading prove that the important part of teaching reading is background knowledge of the students, what is learned and recalled or what they have already known Calfee and Drum, (1986), as cited in Brown and Atkins, (2002), state that "reading is dependent upon the prior existence of relevant structure of knowledge in the mind of the reader" (2002, p.172). It signifies that all texts rely on readers to make links and inferences as they are reading. This active process makes the text meaningful. If readers know a lot about the subject of the text it is likely that they made many relational links between the content and what they have already known, even they get new information are created which goes beyond the text itself. On the other hand, the readers with no prior knowledge had some problems to connect the

meaning of the text and consequently will find it hard to understand, Brown & Atkins, (2002). Brown and Atkins (2002) give some tips for teacher in helping students to learn more effectively, the tips are as follow:

1. Check that students already have adequate relevant knowledge and understanding to make sense of the text. And if not...
2. Provide a conceptual scaffolding or framework which helps students to organize and relate the new material, or...
3. Design a few preliminary activities on easier texts that provide ‘anchors’ or ‘organizers’ in advance of the more difficult reading. Making students aware about the existence of reading needs some strategies in teaching learning process. Strategies also help them in achieving material to the active levels. Palinscar and Brown (1984) have developed a six-point strategy for this purpose.
  1. Understand the purpose of the reading task.
  2. Activate relevant prior knowledge of the subject.
  3. Identify important content and focus on that. Do not give equal concentration to content of less of trivial importance.
  4. Make a conspicuous attempt to evaluate the content for internal consistency, compatibility with prior knowledge, and with common sense.
  5. Monitor your own reading. Review your understanding of the text periodically.



6. Make and test inferences deliberately including interpretations, predictions and conclusions.

Those strategies are not enough to make students' concern in reading activity. However, students also need opportunities to develop and analyze their own reading skills. In addition, Nurhayati, (2014) also mentions that all teachers must also encourage and model the habit of lifelong reading and learning. Most teachers are effective their students how to read, but often neglect to teach them to want to read. So, in this case, the teacher must be the main factor to lead the students to be active in reading and learning.

#### **D. Reading Comprehension**

Reading may be one of the single most important skills that a person can possibly acquire. Reading comprehension is one of the pillars of the act of reading. It requires the reader to actually know and understand what they are reading. There are several definitions of reading comprehension that stated by some experts. According to Fariss et al (2004), reading comprehension is the process of understanding the message that the author is trying to convey. It means that the readers are making meaning from the text at hand. In the other hand, Miller, (1963) claims that comprehension is not just understanding the ideas conveyed by the printed word, but more than that, the ideas must be meaningful to the reader and integrated with his own concepts. The comprehension process also depends on the ideas that the reader brings to his reading, his experiences, his reading background, and his learnings.

In conclusion, reading comprehension is a complex process of understanding the message that the researcher tried to convey from the printed word. The ideas of the text that has constructed by the reader must be meaningful and integrated to the reader's concepts. Comprehension process depends on some things; the reader's idea, experiences, reading backgrounds, and learnings. In order to understand the students' problems in reading, teachers have to know various skills that essential to make up the ability of comprehension.

#### **E. Definition of Question-Answer Relationship**

According to Raphael and Au (2005), QAR is a reading comprehension strategy developed to clarify how students approach the tasks of reading texts and answering questions. It encourages students to be active readers of texts. QAR outlines where information can be found "In the Text" or "In My Head." It then breaks down the actual Question Answer Relationship into four types: "Right There", "Think and Search", "Author and Me", and "On My Own". The first is Right There, means that the answer is clearly written in the text. And the second is Think and Search means that the answer is in the text but the students have to find the answer by combining some informations in the text. Then the Author and Me means that the answer can be derived from their background knowledge as well as information in the text. The last is On My Own means the answer solely relies on the students' background knowledge.

QAR strategy presents a three-way relationship between questions, text content and reader knowledge. These activities help students the question-building process as a step toward better reading comprehension. Question-Answer Relationship (QAR) helps students in distinguishing the questions based on where

the answer can be found, either in the book or in my head, (Caldwell & Leslie 2005). If the answers are in the book, the questions were a literal type because the answers are mentioned in the text, and the readers can find the answer by searching in the text. If the answers are in my head, inferential questions have been created, and the readers must use their own background knowledge to make the answers that require information not found in the text. Raphael & Au (2005) explain that this classification provides both the teacher and the students shared language to make visible the largely invisible processes underlying reading and listening comprehension. This common language also gives the teacher and the students the means to discuss and analyze the types of question that they face. Additionally, McKnight (2010) defines that Question-Answer Relationship strategy provides a basis for teaching three comprehension strategies: locating information, showing text structures and how the information is organized, and determining when an inference or reading between the lines is required. Ruddell (2005 : 372) QAR strategy was designed as a means for students to know the relationship between answers and questions directly through the types of questions. QAR strategies helps students consider information obtained by text or their own background knowledge. QAR considered as suitable strategies in teaching reading comprehension of narrative text for the learning process of students are guided to be more focused on the reading. This is reflected in the steps strategy QAR, Tompkins, (2010: 452), namely: (1) reading the questions, (2) understand the level QAR question, (3) read the text reading, (4) to answer questions, and (5) sharing answers. Such measures support the use levels QAR

question so that they complement each other in achieving satisfactory reading comprehension of students.

During the implementation of the study, the students were focused on building the skills necessary to attack comprehension questions according to the four sub-groups categories in QAR; right there, think and search, author and me, and on my own, (Vacca & Vacca ,2010). That is, when they were asked a question pertaining to something about which they were reading, they were encouraged to think about whether their response was:

- In the book or right there: the answer could be found in the book word for word.
- In the book or think and search: the answer is in the book, but the need to think carefully about what is noted in the text that would allow them to infer the answer.
- In my head or author and me: the answer can be derived from their background knowledge as well as information in the text.
- In my head or on my own: the answer solely relies on their background knowledge.

QAR shows students the relationship between questions and answers, how to categorize different types and levels of questions (Right There, Think and Search, The Author and Me and On My Own questions), as well as how the text does not have all the answers. QAR helps students consider both information from the text and information from their own background knowledge. If students are asked to create their own questions, QAR also extends their writing ability.

## **F. Advantages and disadvantages of QARs**

According to Raphael & AU (2005), there are some advantages in using QAR as a framework for reading comprehension strategy use as follows:

For teachers:

1. Using QAR to frame the questioning activities within the reading cycle guides teachers modeling of question-asking practice in the before, during and after reading phases.
2. Using QAR to plan reading comprehension instruction helps to ensure that there will not be an over-emphasis of lower level skills and questions that only require students to locate and recall information.

It means that the teacher did not make the students confused or difficult to answer the questions that the teacher gave. They just have to find or recall the information from the text.

For students:

1. Activate prior knowledge
2. Locating information
3. Determining text structures and how to convey information
4. Determining when an inference is required.

Those points above means that the students could be able to possible answer location by classifying question by type as well as monitor their comprehension of the text. Helps students to see the relationship among the strategies they are learning and the task demands represented by different questions.

Graham & Wong (1993), found some limitation of this strategy on their research: QAR may not be enough for the students who are lack of prior knowledge because of their poor reading skill and QAR taxonomy only appropriate when text is available to students, if the students are unable to look back at their texts, then it is difficult for them to confidently identify where the questions and response are located. Although this strategy might be adjusted based on the grade levels and content areas, the result of using QAR strategy in different context might give different result, and the result might not always positive.

#### **G. Procedures of Question-Answer Relationship strategy (QARs)**

According to Spears (2011), there are three steps in teaching QAR strategy as follows:

1. Explain the students that there are four types of questions they will encounter. Define each type of question and give an example.
  - a. Right There: The answer is found in the text, usually as a phrase contained within one sentence.
  - b. Think and Search: while the answer is in the text, the student is required to combine separate sections or pieces of text to answer the question.
  - c. Author and You: the answer is not directly stated in the text, the students draw on prior knowledge as well as what the author has written to answer the question.

- d. On Your Own: requires students to think about what is already known from their reading and experience (prior knowledge) to formulate an answer.
- 2. Give the students sample questions to answer in pair or small groups and identify which the QAR levels they used.
- 3. Have students work individually on questions from longer passage.
- 4. Get students to examine the types of questions in the training passage.

Those steps help the students to stimulate their prior knowledge. By following that procedures make the activity of learning runs easier.

#### **H. Narrative Text**

English must be learned as a second language that is the major language spoken in the community or the language of instruction in the schools where English is taught as a foreign language. To make the students feel enjoyable and pleasure in learning reading, teachers must select interesting reading text to teach writing. The researcher chooses “Narrative Texts”, as the reading material. Meyers (2005: 52) states that narrative is one of the most powerful ways of communicating with others. The readers 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. Moreover, Anderson (1997: 8) states that narrative is a piece of text tells a story and, in doing so, entertains or informs the reader or listener. According to Rebecca (2003), a narrative text is a text, which relates a series of logically, and chronologically related events that are caused or experienced by factors. She, furthermore, states that a key to comprehending a

narrative is a sense of plot, of theme, of characters, and of events, and of how they relate.

#### **a. The Characteristics of Narratives Text**

According to Keraf (2000: 136) the characteristics of narrative text are:

- a. Highlighting elements of the act or acts.
- b. Arranged in chronological order.
- c. Trying to answer the question "what happened?"
- d. There is a conflict.

The narrative is built on a storyline. This groove is not interesting if there is no conflict. Meanwhile, Anderson & Anderson, (2003:8) and Derewianka (2004:42) argue that the language features of narrative cover specific character, normally use simple past tense, time words that connect the actions that occur in the story, use connectivity many linking words to do with time, descriptive words to portray the characters and setting.

Narrative should tell the reader about an event the audience would find engaging. It might even thing of the narrative as a movie in which readers see people in action and hear them speak. So it is important to put the specific language features of narrative in order to make the readers can understand the message lies in the story.

#### **b. The Purpose of Narrative Text**

Narration is telling a story. And to be interesting, a good story must have interesting content. Therefore, it should be detailed and clear, with



even arranged in order in which they happened or in some other effective ways it should be used for narrative that achieves all of the followings goals as follows:

- a. It is unified, with all the action a developing central idea.
- b. It is interesting, it draws the writer into the action and makes them feel as if they are observing and listening to the events.
- c. It introduces the four w of a setting- who, what, where, and when- within the context of the action.
- d. It is coherent, transition indicates changes in time, location, and characters.
- e. It begins at the beginning and end of the end. That is, the narrative follows a chronological order- with events happening in a time sequence.
- f. It builds towards a climax. This is the moment of most tension or surprise- a time when the ending is revealed or the importance of events becomes clear.

The purpose of narrative text is not only proving entertainment but also making the audience think about an issue, teach them a lesson, or excite their emotions. It's aimed to tell stories which are about a person or a group of people overcoming problems, show how people react and experiences, explore social and cultural value, and entertain the audience.

### **c. Generic Structure of Narrative Text**

#### **a. Orientation**

An orientation can be a paragraph, pictures or opening chapter, in which the narrators tell the audience about who is in the story, when the story is taking place and where the action is happening. On the other hand, orientation can also have a meaning the scene and introduces the participants/characters (Mark, 1997: 8).

#### **b. Complication**

A complication that sets off a chain of events that influences what will happen in the story. This is the part of the story where the narrator tells about something that will begin a chain of events. These events will affect one or more of the characters. The complication is the trigger (Mark, 1997: 12).

#### **c. Resolution**

In this part of the narrative where the complication is sorted out or the problem is solved. It must be our note that “solved” means accomplished whether succeed or failed (Mark, 1997: 12).

Based on the generic structure of narrative above, the researcher only identified who (actors/actress), what (happen with the actors/actress), when, where (setting of story; times and places) and why of the story. Then, identified the language features of the text, especially in term of the used of simple past in story.

Additionally, Anderson and Anderson, (2003a) state that narrative usually includes the following grammatical features:

- a. Nouns that identify the specific characters and places in the story.
- b. Adjectives that provide accurate description of the characters and setting.
- c. Time words that connect events to tell when they occur.
- d. Verbs that show the actions that occur in the story.
- e. Using past tense and continuous tense.

It seems that narrative text has many language features. Readers have to identify the specific characters, places, and time in order to make them easy to understand the way of the story.

#### **d. Steps in Constructing Narrative Text**

On the other hand, Anderson (1997:8) states that the steps for constructing a narrative are:

##### **a. Orientation / exposition**

The readers are introduced to the main characters and possibly some minor characters. Some indication is generally given of where the action is located and when it is taking place.

##### **b. Complication / rising action**

The complication is pushed along by a series of events, during which we usually expect some sort of complication or problem to arise. It just would not be so interesting if something unexpected did not happen. This complication will involve the main characters and often serves to (temporarily) hinder them from reaching their goal.

c. Sequence of event / Climax

This is where the narrator tells how the character reacts to the complication. It includes their feeling and what they do. The event can be told in chronological order (the order in which they happen) or with flashback. The audience is given the narrator's point of view.

d. Resolution / falling action

In this part, the implication may be resolved for better or worse, but it is rarely left completely unresolved (although this is of course possible in certain ways of narrative which leaves us wondering "How did it end?")

e. Reorientation

It is an optional closure of event.

The statement above showed that there are some structures in narration that must be a serious attention in constructing a narrative text. A typical narration has an opening paragraph to introduce the subject of the narration, followed by telling the problems of the story, and then the problem solving and also having a final conclusion that signals at the end of the story.

## **I. Previous Study**

Some previous study showed that this strategy is good in teaching students' reading comprehension. The first previous study related to the design was conducted by Mayasari (2012). The research was a classroom action carried out in SMP Negeri 8 Surakarta. She found some weaknesses in cycle one, they are students' lacking in vocabulary and identifying "QAR: Think and Search" and

“QAR: Author and Me”. Therefore in cycle two, she changed the concentration in vocabulary, especially in the changing of present participle to past participle in past tense. The other problem is identifying “QAR: Think and Search” and “QAR: Author and Me”. It has to change the core of the way students read and answer reading question. Therefore she emphasized on practicing QAR. By practicing QAR in group, the students can share their opinion and discussed with friends. The second was conducted by Ulfa (2015). This study was designed for qualitative research in which the researcher (acted as the observer) and done to the 37 students of the second semester who took Reading Comprehension. She found that the students’ problem in identifying the main idea or what were actually the texts talked about. It was confusing enough for the students to answer because they had to go back to the passage and used their knowledge to know what is actually stated impliedly. Based on the two previous study above, the difference was on the research design, the first was Classroom Action Research (CAR) and the second was Qualitative Research while the researcher in this study uses Pre-experimental design.

And the next previous study related to the text was the research conducted by Rahmawati (2016). She used Recount text as the text tested. There were some problems that was the students’ mistake in identifying text implicit information and the students also had difficulty in answering the questions about vocabulary. The second thesis was written by Aristyanti (2015). From the result of interview and observation, she concluded that the students’ reading problems were still confused of finding the main idea and detail information. Another problems, they got difficulty in finding the synonym and antonym of word and also the reference

of certain word. Besides from the technical difficulty in reading comprehension, the students also have their own psychological problem, that they did not have motivation in learning English. Based on the research which aims to improve students' reading comprehension by using Question Answer Relationship, the conclusion states that QAR strategy can improve students' reading comprehension in Report text. The significant difference was on the text, she used recount text and report text while the researcher in this study used narrative text.

Another previous study related to reading comprehension of narrative text was conducted by Rosalina (2014). The research design used in this research was quasi-experimental design. She used Collaborative Strategic Reading (CSR) as the technique of her research. Based on the result of the research that the pretest mean score in experimental class was 59.28, and the posttest mean score was 82.42. Meanwhile, the pretest score in control class was 58.14, and the posttest mean score was 64.57. Therefore, it can be concluded that students' reading comprehension after given the treatment of using Collaborative Strategic Reading (CSR) technique were higher than the students who were not given the treatment. And then the second was conducted by Prihastuti (2013). She used Visualization Strategy to teach reading comprehension. The type of the study was action research. The study was conducted in two cycles. The participants of this study were the researcher, the English teacher and 24 students of Class VIII C of SMP N 1 Wonosari. Besides the main activities of visualization strategy, the researcher also implemented additional activities such as guessing the meaning of difficult words using the context and confirming the meaning using the sketches made. The implementation of guessing meaning through context and confirming

meaning using sketches could help the students overcome their difficulties in dealing with the difficult words. To differ this research with the two previous study above was lies on the technique used. They used Collaborative Strategic Reading (CSR) and Visualization Strategy, while the researcher used Question Answer Relationship (QAR) Strategy. Although each researcher used a different strategy, but these strategy was still within the scope of Contextual Teaching and Learning (CTL).