CHAPTER II

REVIEW OF RELATED LITERATURE

This Chapter discuss about the several related topics that will stress 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, Reading Comprehension, Strategies in Teaching Reading Comprehension, Question Answer Relationship (QAR) Strategy, Step of Conducting Question Answer Relationship (QAR) Strategy, Advantages of Question Answer Relationship (QAR) Strategy, and Review of Previous Study. The explanation is delivered as follow:

1. General Overview 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 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.

According to Hunt (2004:137) reading is a process shaped partly by the text, partly by the reader's background, and partly by the situation the reading occurs in. 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.

We can define 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 will build a new knowledge or perspective as a result of their understanding in reading. The interpretation of every student will be different based on their background knowledge, past experience and the purpose of why they read. It is 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."

Based on 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, we can conclude 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 will make 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 understanding.

2. 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. If persons have excellent decoding skills, but are not fully able to understand what they are reading, then they are simply word calling and not truly reading (Harvey, 2011).

Knowing and understanding what is being read is the key to comprehension. It will be very challenging to teach students to improve their comprehension. Woolley (2011) stated that as comprehension involves the interaction of a wide range of cognitive skills and processes there are many occasions where difficulties arise that may lead to comprehension failure.

Comprehension is the "interaction among word identification, prior knowledge, comprehension strategies, and engagement" (Prado&Plourde in Harvey, 2011). The RAND Reading Study Group in Pardo (2004) stated that comprehension is "the process of simultaneously extracting and constructing meaning through interaction and involvement with written language." It means that to gain understanding, students not only translating or giving meaning of a text, but they have to be able to construct their prior knowledge with the information they find in a text.

May & Rizzardi (2002) stated that reading comprehension is a process about understanding the opinions or messages that the author wants to deliver intentionally. Another well respected definition comes from Durkin in Ness (2006), who defined reading comprehension as an active, problem-solving process; "Reading comprehension is intentional thinking during which meaning is constructed through interactions between text and reader." In short, reading comprehension occurs as a result of interaction between the reader and the text.

3. **Strategies in Teaching Reading Comprehension**

A strategy (Yussof, 2012) is viewed as a flexible plan or technique used by readers in the attempt to get information or make meaning from a text. The efficient readers will use selective strategies intentionally to represent the reading process, develop comprehension and facilitate in achieving its objectives. Several researches showed that the efficient students are able to improve their comprehension by using reading strategies. These strategies need to be learned, trained and even become a reading habit.

In teaching reading, strategies are important to help students comprehend the text. According to Moreillon (2007) there are seven strategies in teaching reading comprehension, some of them are as followed:

a. Activating or Building Background Knowledge

Activating and building background knowledge refer 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 connection in order to construct new information.

b. Questioning

Questioning means that students are asking about what they are curious about to help them understand about 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 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 importance in reading comprehension. When students are asked to make notes then they try to determine 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.

4. Question Answer Relationship (QAR)

Moreillon (2007) proposed seven strategies to apply in reading comprehension. One of them is questioning. He stated that questioning is capable

and should be taught across the curriculum. It is an essential component of reading comprehension, of conducting research, and of critical thinking. In short, questioning is a key to learning. Introductory questioning (Moreillon, 2007:60) is important but, as comprehension build, asking question during the reading is likely more important and more challenging to teach and to learn. With this strategy, questioning propels the readers through the story, creating a dialogue among the characters, the author, the illustrator, the text and the reader himself.

Questioning must also be practiced with texts in content areas for which students are often asked to answer literal, inferential, and evaluative questions. Ouzts in Moreillon (2007:62) noted that one way to approach questions is to study Question Answer Relationship (QAR).

According to Macceca (2007:202), 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.

Raphael&Au in 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..

5. Step of Conducting QAR

According to Sejnost (2009:45), there are five steps of conducting QAR. Described as follows:

a) Introduce the concept of QAR by explaining each type of question, providing a clear example of each, and discussing the difference in each.

b) Next, assign a short piece of text for students to read.

c) Upon completion of the reading, lead the students through the process of answering each type of question, making sure they go back into the text to verify their answer. Ascertain that they clearly understand the differences among each type.

d) Continue this practice, increasing the number of questions of each type, until students are clearly able to understand the differences among types and can identify them with ease.

e) Finally, ask students to read a longer passage and develop a set of questions for their classmates to identify and answer.

6. Advantages of QAR

Question Answer Relationship is one of several strategies that use in teaching reading comprehension. This strategy has many advantages to increase students' comprehension in reading. According to Lawrence in Wulandari (2014) the important of QAR strategy are: (1) By understanding Question Answer Relationships, students learn the kind of thinking that different types of questions require, It encourages students to be more efficient and strategic readers; (2) Question Answer Relationships helps students to ask effective questions as they read and respond to the text.

Another advantages are (Raphael and Pearson in Kucera, 2009:13) that QAR helps students answer implicit questions and use of the approach has a

greater impact on average and lower ability students than on higher ability students. QAR instruction also enhances students' awareness of task demands. Besides, the QAR Strategy (Anggeraini *et al,* 2014) also helps students to improve their motivation in reading.

7. **Review of Previous Study**

1. Based on the previous study in the year of 2014 conducted by Ni Made Wahyuni entitled "Improving Reading Comprehension Through Question-Answering Instruction of The Eighth Grade Students Of SMP Sapta Andika Denpasar in Academic Year 2013/2014," she found out that the implementation of Question-Answer Relationship (QAR) strategy could improve students' reading ability and from her result findings clearly suggested that improving reading comprehension through question-answering instruction could make the subjects more active in learning and significantly improve their ability in reading.

2. The second study in the year of 2017 conducted by Citra Mustika Zulya entitled "Improving Students' Reading Comprehension through Question-Answer Relationship (QAR) Strategy at The First Grade of MTsN 2 Lampung Selatan," she found out that QAR strategy gives a positive effect toward students' reading comprehension ability. It can be seen from the fact that there was a significant difference of students' reading comprehension at the first grade of MTsN 2 Lampung Selatan before and after the implementation of Question-Answer Relationship (QAR) strategy.

3. The third study came up from 2014 conducted by Asti Mayasari entitled "Improving Student's Reading Comprehension through Question-Answer Relationships." The research conducted for 8th grade of Junior High School in Recount text. She found that students' reading achievement improved from the pre-test to post-test. They made positive improvement in reading comprehension. They also knew the effective way to comprehend text and answer questions related to the indicators of reading comprehension.

4. The fourth study came up from 2015 conducted by Mashur entitled "The Effect of Question and Answer Relationship (QAR) Strategy and Achievement Motivation toward Students' Reading Ability at The Second Semester Students of Gunung Rinjani University in East Lombok In Academic Year 2013/2014." In his research, he found out that (1) Using QAR technique is much better than conventional technique for teaching reading skill to the second semester students at Gunung Rinjani University; (2) Using QAR is more effective than conventional technique to teach reading skill to the second semester at Gunung Rinjani University students who have high achievement motivation; (3) Using conventional technique is not more effective than using QAR technique to teach reading skill for the students having low achievement motivation.

Based on those previous studies, we can conclude that Question Answer Relationship Strategy can improve students' ability in reading comprehension. It

has shown from significant difference of students' reading comprehension before and after being taught by using Question Answer Relationship Strategy. Also, in pre-test and post-test of the students taught by using QAR are significantly improved. It's also shown that the Question Answer Relationship (QAR) Strategy can be applied in all grade levels. It's stated by Raphael *et al.* (2005:213) that QAR instruction can be adjusted for use across grade levels and content areas because of the way the categories form a progression 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 research is eleventh grade of SMA Al-Azhaar. The text that the researcher used is Hortatory Exposition text.