

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter aims to provide a comprehensive literature review on the effect of question answer relationship strategy on students' reading comprehension, which is divided into seven parts. The first is some argument about definition of reading. The second explains about reading comprehension, definition of reading comprehension and types of reading comprehension. The third explains about teaching reading. The fourth explains about QAR strategy. The fifth explains about RA strategy. The sixth explanation about recount text, definition of recount text, generic structure of recount text, language feature of recount text, purpose or social function of recount text. The last explains the previous study.

2.1 Reading

Reading is a process of building meaning from written texts and this activity is complicated skills that require coordination with some related information (Katherine, 2016: 7). Furthermore, reading is an interactive process where readers use effective reading strategies to build meaningful text representations. As like Grabe's opinion, he defined that reading as an interactive process between readers and texts that produces in reading smoothness. When readers try to extract meaning they interact with the text (Grabe, 1991: 379). Gilakjani and Ahmadi (2011) (in Sabouri,2016: 230) said that the main purpose of reading is to get exact message from the author.

Background knowledge is also needed to build meaning. As Nunan said that meaning does not depend on readers who read the text directly or with rest. Meaning can be fluently awakened when readers combine information from their own text and background knowledge (Nunan, 2003: 68).

2.2 Reading Comprehension

Many people states their opinions about reading comprehension. The following will be explain the definition of reading comprehension and types of reading comprehension.

2.2.1 Definition of Reading Comprehension

There are many definition of reading comprehension. Duke (2000) (in Sabouri, 2016: 230) stated that the comprehension it self is the process of making meaning by interacting with text through the incorporation of background knowledge and previous experience, information in the text, and the reader's view related to the text.

Comprehension entangle prior knowledge, knowledge about text struture, and active search for information. It means that reading comprehension is quest for meaning actively using the readers' vocabulary knowledge including knowledge of collocations and idioms with the text being studied to understand every new thing the reader reads (Verita, 2017: 236).

Clarke states that reading comprehension which is located in the text means understanding that is developed from the interaction between the text and reader feedback on the text. The focus of reading comprehension based on the

reader's knowledge that is brought during the process of understanding the text. Understanding is very important to know because it affects the thinking and learning of readers (Clarke, 2014: 2).

Leon (in Santi, 2015: 75) explained that through the formation of simple relation based on ideas and events in the text, the reader develops a mental representation of the text to understand reading. Whereas, Hock defined reading comprehension is the reader's process of build meaning from text-based information. During the process, the readers create mental representation of the text's meaning by using text's features and reader's prior knowledge. Deep comprehension happens when the readers combines their text-based knowledge with their prior knowledge (Hock et. al., 2015: 99).

2.2.2 Types of Reading Comprehension

Based on how readers activate their prior knowledge to build the meaning. Bos & Vaugh devided types of reading comprehension into three. The first type is explicit text, the writer write the information clearly. Therefore, the reader do not need thinking more use their background knowledge. The second type is implicit text, the readers need to use their prior knowledge because the information in the text is not enough clearly written to help them in comprehending the text. The last type is scripturally implicit, the reader need to think more use their background knowledge to uderstand this text's type. There is no information in the text provided explicitly or implicitly (Bos & Vaugh, 2009: 314).

In addition, based on the reading performance, Brown mentions two categories of reading comprehension. The first category is silent and oral reading category. When readers read in oral reading they read aloud, meanwhile while when they read in silent reading they are silent. The second category is intensive and extensive reading category. When readers focus on the linguistic details of the text they read using intensive reading. Whereas, when readers are reading for pleasure they read using extensive reading. Those reading comprehension categories are often applied by students unconsciously so the teacher must guide and ask students to practice reading categories (Brown, 2001: 312). Based on Brown's types of reading, QAR strategy is included in the intensive reading category.

2.3 Teaching Reading

Harmer said that teaching is not simple job, but important work, and can be usefull when the students shows their improvement and know if we help them to get that (Harmer, 2007: 23). The main key in teaching reading is to teach understanding. Create a supportive environment for reading practice, establish effective classroom procedures, design useful reading assignments, motivate reading by choose or make appropriate texts, and encourage students to read critically are the teacher's responsibility in helping students achieve their reading goals (Hedge, 2000: 205).

Harmer (1998: 70-71) claimed some principle of teaching reading. The first claim is "Reading is not a passive skill", we must know what those terms

mean, look at the pictures the terms describe, understand the reasons, and investigate. We only scratch the text and forget about it, if we do not do that. The second claim is “Students need to be engaged with what they are reading”. Students will be involved with reading when they are interested in the topic of reading so it is likely to benefit from it. The third claim is “Students should be encouraged to respond to the content of a reading text, not just to the language”, we must give students the opportunity to respond to the message in a certain way. It is very important that they be permitted to show their feelings about the topic. The fourth claim is “Prediction is a major factor in reading”, one of the strategies in reading comprehension is prediction. Before students enter the text, they can make predictions by knowing at the title of the text. The title sometimes gives instructions about the contents of the text. Students will actively start the reading process by doing this. Indeed, the teacher must provide instructions to make students understand the text easily. The fifth claim is “Match the task to the topic”, task is one way to verify student’ ability to understand texts. Good task is tasks that are appropriate for the topic being discussed. Task can be made with questions and puzzles. In this case, the teacher should consider choosing or making the right task for students. The last claim is “Good teacher exploit reading texts to the full”, each reading text is words, full of sentences, description, ideas, etc. Good teachers integrate reading texts into interesting class sequences, use topics for further discussion and tasks, use language for learning and then activation.

2.4 Question-Answer Relationship (QAR) Strategy

One of the teacher's responsibilities to choose effective classroom procedure, that is based on Hermer said, one of the teacher's responsibilities in helping students reach their reading purposes, that is establishing effective classroom procedures and some principles of teaching reading, i. e. students should be pushed to respond to reading text content and predict, and teachers can use QAR strategies in teaching reading.

Raphael dan Au (2005) (in Erdiana, et al., 2017: 249-250) states QAR is reading comprehension strategy evolved to explain how students reach the task of reading text and answer the questions. This makes students becomes active readers of the text. QAR describe where information can be found "In the Text" or "In My Head". Bos & Vaugh states QAR procedure can break down into four steps. First is the teacher gives explanation to their students that there are four types of question will be found. The teacher defined the question and give example. The four types of question are (1) Right There Questions (the question often use the same words found in the text and whose answers can be found in the text), (2) Think and Search Questions (answer collected from some part of the text to make meaning), (3) Author and You Questions (this question based on the information written in the text, but students should relate it to their own experience), and (4) On My Own Questions (the students must answer the question based on their background knowledge and do not require read the text). Second is the teacher read aloud short paragraph. Third is the teacher has determine questions and she will ask after stopping reading. The teacher reads the

question aloud to students and gives examples of how to decide what types of questions he asks to be answered after he has finished reading the text. The last is the teacher shows students how to find information to answer questions.

While the steps to use QAR strategies according to Tompkins (in Anggun, 2017: 2). Include, 1) reading the questions that have been given, 2) understanding the level of QAR questions, 3) reading the text, 4) answering questions, and 5) discussing the correct answers.

2.5 Reading Aloud Strategy

Reading Aloud (RA) strategy that often use in learning process. Gibson (in Sajid & Kassim, 2019: 114) explained that reading aloud strategies as a helping tool in learning. The strategy of reading aloud is very helpful for students in independent learning and in speaking without difficulty. Hanh (in Sahara, et al., 2018: 113) said that reading aloud is the right time to give students a window into the understanding of proficient readers so they can begin to build a network of techniques for themselves. Reading aloud defines it as "The process by which students pronounce hard-printed text in English lessons. The text spoken by the student is the part printed in the learner's textbook and is unknown to him" (Wachyudi & Arisandi, 2017: 17). The teacher reading aloud can help students find units of meaning that must be read as phrases rather than word for word and also help the reader see reading as a continuous and meaningful process for building larger semantic units rather than focusing on graphic cues. The teacher's proper production of punctuation, pressure, and intonation can play an important

role in this process. To espouse this reading techniques, students are tasked to read articles in the context of English to know how much students can understand and can say unknown words, phrases and sentences (Ninsuwan, 2015: 1836).

2.6 Recount Text

There are thirteen types of text in english lesson. Recount text is the one of the types of text in the english lesson. Below will be explain about the recount text, including definition of recount text, generic structure of recount text, language feature of recount text, and social function or purpose of recount text.

2.6.1 Definition of Recount Text

Several opinion regarding the definition of recount text have been provided. Based on Knapp, the recount text was written to make a report about the experience of a suite of related events, to tell an event or to entertain people. Recount text is a function of text to tell an event in the past (Knaap, 2005: 224). A recount is to say "what happened". The purpose of the recount text's social function is to retell an event with the aim of informing or entertaining the reader (Siahaan & Kisno, 2008: 9). Recount tells a suite of events and evaluates their significance in several ways. Recount usually tells entertainment with a sequence of events that builds a relationship between the writer or reader and the speaker or listener. The social function of recount text is to retell events and provide information or entertain. The social purpose of the recount text is to reconstruct past experiences by retelling events in their original order. The social purpose of

recount text is to reconstruct past experiences by retelling events in the original order (Hyland, 2004: 29).

2.6.2 Generic Structure of Recount Text

The recount text has several elements, one of which is a generic structure. In write recount text, it must be in accordance with the generic structure, because this is the initial foundation in making recount texts. Based on Key Hyland (in Rahmah, 2019: 16-17) the structure of generic recount texts is as follows:

2.6.2.1 Orientation

Orientation gives all the background information needed to make the readers to understand the text. To make sure that a detailed and comprehensive orientation, use words (who, what, when, where and why) that can provide information about what occurred, who or what was embroiled, when and where the event happened and why.

2.6.2.2 Events

In this part the writer writes events chronologically. Start from the first event until the last event. The number of events depends on the author's creativity. The program must be chosen cautiously to increase the reader's comprehension of the topic. Students must be prepared to dispose events and details that are not important or interesting. Students must be guided to choose just events that are related and which can be widen by including specific details.

2.6.2.3 Re-orientation (optional)

The last part concludes the recount by summarizing the results or outcomes, evaluating the importance of the topic or giving comments or individual idea. We may also see into the future by speculating about what might occur next. But, not all recounts are closed with re-orientation. That is optional.

2.6.3 Language Feature of Recount Text

The recount text language feature certainly uses past tense because the text tells events that have occurred. The tense used in this text i. e. simple past, past continuous, past perfect, and past perfect continuous. Besides that also use temporal sequence of events (temporal conjunction) to connect words, phrases, clauses or sentences.

2.6.4 Social Function or Purpose of Recount Text

There are three social function or purposes of recount text. The first is to retell something happened, means that retell the past events. Recount starts by telling the reader embroiled, what occurred, when it even occurred and where it occurred. The second is to inform something to the readers. It informs the reader about what happened, where it even happened and when it happened. The last is to entertain, this text sometimes retell humorous experiences. It has a function to entertain the reader.

2.7 Previous Study

In previous research, there were some researchers who used Question Answer Relationship Strategy in their teaching. One of them is a research

conducted by Anggun with her study entitled “The Effect of Question Answer Relationship Strategy on Students’ Reading Comprehension of Narrative Text at VIII Grade of SMP Muhammadiyah 4 Giri”. She concluded that the QAR could improve students’ reading comprehension especially in narrative text and students seemed to be more active and cooperative in group discussion section. In Anggun subject's study is narrative text (Anggun, 2017), but this subject's study is recount text.

The other research is conducted by Aziz and Yasin with the title “The Experimental Research of Using Question-Answer Relationship (QAR) Strategy in Teaching Reading Comprehension for Indonesian Students in Junior High School”. In this study, the researchers found that by using QAR the students had better reading understanding than those who were used common strategy. They concluded that QAR has a significant result towards students’ reading comprehension than the common one. Aziz and Yasin used T-test for hypothesis testing to analyzed their data (Aziz& Yasin, 2017), while this research will analyze the data by using ANCOVA.

The last research is conducted by Erdiana, et. al. with title “QAR Strategy Implementation for Reading Comprehension of Recount Texts”. The study shows that the implementation of QAR 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. Erdiana, et.al used experimental design (Erdiana, et.al., 2017). However, this research will use quasi experimental design.