

CHAPTER II

LITERATUR REVIEW

This chapter presents a literature review that discusses several topics, namely the meaning of reading comprehension in EFL Learning, Strategies of Reading Comprehension, Question-Answer Relationship (QAR) Strategy in Reading, Implementation of QAR strategy in Reading, The advantages and the weaknesses of QAR strategy in Reading Comprehension, Sustained Silent Reading (SSR) Strategy in Reading, Implementation of SSR Strategy in Reading, The advantages and the weakness of SSR Strategy in Reading Comprehension, Recount Text, Generic Structure of Recount Text, Language Feature of Recount Text, and previous studies.

A. Reading Comprehension in EFL Learning

Reading comprehension is more than just recognizing and understanding words and their meanings. It is a more complex cognitive process in which students make sense of written words, connect with prior knowledge, and infer information from the texts they read (Keenan et al., 2008; Takaloo & Ahmadi, 2017). Sloat et al. (2007) argued that reading comprehension declines when students fail to meet reading comprehension goals in school. These include a lack of vocabulary, difficulty in academic fields, and difficulty learning English. Therefore, more attention should be paid to reading comprehension, especially in English as a Foreign Language (EFL) education (Robinson et al., 2019).

Then, a student's reading comprehension can be successful if they can respond and act on the information presented in the text. Typically, students undergo assessments where they encounter various reading passages and must answer questions based on them. Consequently, students need to master multiple facets of reading comprehension. Nuttal (1982) suggested that they must be able to determine the main idea of a text, find specific information in the text, structure the text, and understand the meaning of the text and detailed information (Koda, 2005).

B. Strategies of Reading Comprehension

McNamara (2007) explained that reading comprehension strategies encompass cognitive actions or behaviors to enhance various aspects of

understanding text within specific contextual settings. The choice of strategies employed by students is contingent upon their individual effectiveness. Brown (2001) outlined several strategies for enhancing reading comprehension:

1. Identify the purpose of reading

Efficient reading entails clearly understanding the purpose behind it. Students should be capable of discerning and articulating the objective of their reading. This approach significant as it enables students to locate the desired information within the text swiftly. A straightforward method to determine the purpose of reading is for teachers to provide guidance tailored to the specific type of reading involved.

2. Use graphemic rules and patterns to aid in bottom-up-decoding

In the early stages of English language acquisition, students often need help connecting spoken and written English. Many learners are familiar with oral language but need help with English spelling conventions. They may require guidance and clarification regarding specific orthographic rules and idiosyncrasies of English. While students may expect to grasp one-to-one relationships between letters and sounds easily, other connections can be challenging.

3. Use an efficient, silent reading strategy for relatively rapid comprehension

This approach is not ideal for beginners as they struggle with vocabulary and grammar. Intermediate to advanced students, however, can benefit from reading slowly with guidance from teachers on silent reading techniques to enhance efficiency. They should concentrate on keywords to grasp the overall meaning, skip unnecessary words, and deduce context for comprehension.

4. Skim the text for the main ideas.

Speedy skimming aids students in swiftly identifying the primary concept of the reading material. Skimming assists students in anticipating the purpose, subject matter, and central message of the article, along with potential supporting ideas. The teacher poses several questions about the reading's content and instructs students to read the passage and provide answers accordingly.

5. Scan the text for specific information.

The objective of this tactic is to locate particular details without reading through the entirety of the text. Scanning concentrates on identifying sentences that carry crucial details while disregarding those deemed irrelevant, facilitating the retrieval of specific information. Educators may engage students in scanning exercises that search for elements such as character names, locations, time references, or lists of detailed terms.

6. Use semantic mapping or clustering

Arranging ideas into meaningful clusters, known as semantic mapping, aids students in organizing their reading and minimizing confusion. While students can create semantic maps individually, employing effective group work techniques fosters collective motivation. Breaking down the maps into several sections can enhance comprehension during reading sessions.

7. Guess when you need more time.

In this approach, the teacher can assist students in developing their skill of making precise guesses. By framing reading as a guessing game, students can enhance their comprehension when they grasp the guesses embedded within the text, indicating a high level of reading comprehension proficiency.

8. Analyze vocabulary

The teacher can employ this strategy when students struggle to analyze vocabulary. Students who encounter difficulty in grasping word meanings require a straightforward method for vocabulary analysis. To dissect vocabulary effectively, students can investigate prefixes (such as "inter-" and "un-") for hints regarding word meanings, explore suffixes (like "-tion" and "-ally") to discern the word's grammatical function, identify familiar root words, consider grammatical contexts for additional insights, and examine the semantic context to aid in vocabulary analysis.

9. Distinguish between literal and implied meaning.

This requires the utilization of top-down abilities. Not all languages can be interpreted solely based on literal meanings and syntax. Often, implied meanings need to be inferred through the pragmatic processing of information. Many students need help differentiating between literal and implied meanings due to insufficient vocabulary, pragmatic comprehension, and syntactic

proficiency. This approach can aid students in not only grasping literal meanings but also comprehending discourse analysis.

10. Capitalized on discourse makers to process relationship

To establish connections between ideas, students must focus on the discourse markers in the text. They should be attentive to phrases, clauses, and sentences, as these typically contain discourse markers.

The teacher has the flexibility to select the most effective strategy for ensuring students grasp the text thoroughly. The teacher needs to consider students' abilities, challenges they face in reading, current reading levels, and assessment results. In teaching reading, the teacher must assist students in reaching their reading objectives. It involves offering, choosing, or crafting texts that align with lesson plans and student capabilities, crafting reading tasks that aid comprehension, arranging productive learning experiences, and fostering a supportive atmosphere for reading practice.

C. Question-Answer Relationship (QAR) Strategy in Reading

Raphael (1983) formulated the Question-Answer Relationship (QAR) strategy with the primary objective of aiding students in discerning the origins of information while responding to queries related to reading materials. This QAR strategy is considered suitable for reading comprehension because it guides students to focus more on reading during the learning process. It is reflected in the QAR strategy steps. Tompkins (2010) stated that reading the questions, understanding the level of QAR questions, reading the reading text, answering the questions, and sharing the answers. The level of these questions is the key to the benefits of her QAR strategy in learning reading comprehension. Teachers can use the three levels of QAR strategies to help students understand what they read more thoroughly and carefully. It is thorough and careful in that it allows students to categorize the three difficulty levels of questions and determine how to obtain answers to the various difficulty levels of questions available. So, Question and Answer Relationship (QAR) strategies provide tools for students to decode and understand what they read (Furtado & Pastell, 2012). Question and Answer Relationship (QAR) strategies equip students with the tools to decode and understand what they are reading successfully.

D. Implementation of QAR Strategy in Reading

QAR indicates where information can be found "In the Text" or "In My Head". It then divides the actual question-answer relationship into four categories: "Right There", "Think and Search", "Author and Me", and "On My Own". The QAR strategy consists of four steps (Bos & Vaughn, 2002). Bos & Vaughn (2002) stated that the step is to explain to students that they will face four types of questions. The teacher must identify each type of question and give an example. Four types of questions are examined in QAR there is :

- a) Right There Questions: literal questions whose answers are found in the text. Usually, the words used in the question are the same as those in the text.
- b) Think and Search Questions: Answers are gathered from multiple text parts and put together to make sense.
- c) Author and Me Questions: These questions are based on the information provided in the text, but students must relate it to their own experiences.
- d) On My Own Questions: These questions do not require students to read the passage, but they must use their background knowledge to answer the question.

Then Bos & Vaughn (2002) explained that teachers read short passages aloud to students. Finally, the teacher arranges the questions that will be asked after stopping reading. When the teacher has finished reading, he or she will read the questions aloud to the students and demonstrate how to decide what type of questions he or she should ask.

E. The Advantages and The Weaknesses of QAR Strategy in Reading Comprehension

Courneya et al. (2006) claimed that the QAR strategy serves five main advantages. Namely, QAR can help students monitor text comprehension, QAR can provide a goal for reading text, QAR allows students to assess text comprehension, QAR can promote the development and critical thinking, and QAR can help eliminate the common misconception among students that the text.

Regarding the weaknesses of the QAR strategy, Readence (2006) raised two concerns regarding using QAR. QAR is designed to describe question-answer types and not to facilitate the determination of the correct answer. Therefore, it is not recommended to tell students that the answers to questions come from

different categories, such as texts. Next, determine the nature of the question-and-answer relationship logically after the answer to the question, not before it. Lastly, QAR is best considered a follow-up tool that helps readers get feedback on their answers rather than helping answer questions. Despite his concerns, Readence (2006) noted that Panel (2000) recognized QAR as an effective tool for improving reading comprehension.

F. Sustained Silent Reading (SSR) Strategy in Reading

Hunt (1970) stated that the Sustained silent reading (SSR) approach involves having the teacher and students read silently for a long time. SSR, also known as Drop Everything and Read (DEAR) or Daily Independent Reading Time (DIRT), and Uninterrupted Sustained Silent Reading (USSR), aims to encourage students to read more and assist them in developing reading habits (Gardiner, 2001). The concept of SSR was initially introduced by Lyman C. Hunt Jr., who proposed this initiative at the University of Vermont during the 1960s, which was subsequently expanded upon through additional research by Robert and Marlin Mercury. In the 1970s, the concept was adopted by numerous public schools across the United States (Jensen & Jensen, 2002). Numerous educational institutions have implemented Silent Sustained Reading (SSR) as an alternative to teaching reading, aiming to encourage reading comprehension among students (Bryan et al., 2003). Typically, schools allocate around 15 minutes daily for SSR, allowing students to choose their reading material freely. Teachers are also expected to read leisurely during the SSR session (Krashen, 2006). During the SSR activity, students must refrain from vocalization, including whispering, moving lips, speaking aloud, or making head gestures (Aisida & Agama, 2020). Reading in quiet helps one learn by necessitating mental and physical concentration. The sustained silent reading approach aims to foster students' growth and foster their familiarity with and enthusiasm for reading. Readers may benefit from reading activities; engaging in reading can lead to fresh perspectives and knowledge. As reading is perceived as a psychologically essential activity for every human being, students must cultivate this habit in school. It is demonstrated by how each student thinks and behaves daily. Aliva (2017) asserts that reading

habits contribute to developing industrialized nations such as the United States, Australia, and Japan.

G. Implementation of SSR Strategy in Reading

Guo (2020) stated that when implementing SSR in the classroom, teachers should aid students in choosing appropriate books for the activity by guiding their reading selections. They should also regulate the duration of SSR to ensure it aligns with the student's workload, typically allocating ten to fifteen minutes of silent reading during English lessons. Additionally, teachers should assist students in managing their assignments effectively, taking into account their motivation to read. Providing uninterrupted reading time and offering a variety of materials tailored to students' interests further support their learning. Furthermore, organizing book discussions facilitates opportunities for students to discuss their reading experiences, fostering a deeper understanding of the material.

H. The Advantages and The Weaknesses of SSR Strategy in Reading Comprehension

There are several advantages to using the Sustained Silent Reading (SSR) Strategy: Students read with pleasure because they can choose their reading material according to their preferences in quiet time and a comfortable atmosphere. It causes most students to want to read material they like (Peregoy et al., 2008; Tierney, 1980). Then, the SSR Strategy can help students improve their reading comprehension skills because they read silently and without interruption so they can focus on the reading material (Peregoy et al., 2008; Riska, 2017; Tierney, 1980). Furthermore, this strategy helps students absorb new vocabulary during silent reading time as they can experience finding meaning for themselves and allowing students to learn words in a context that is meaningful to them (Krashen, 1989). Furthermore, students are also actively involved in reading to become better readers (Gardiner, 2005).

Meanwhile, regarding the weakness of the SSR strategy, Manurung et al. (2020) stated that when students read using the SSR strategy, several students need to read. Students sit there, interact with friends, fall asleep, do other assignments, and write notes or text messages. There are doubts whether students who have difficulty reading independently for fifteen minutes without assistance

will benefit significantly. Therefore, students need to use their time as best as possible to read quietly.

I. Recount Text

Anderson & Anderson (2003) stated that recount text is a type of reading text that tells about a past event sequentially. This recount text's social function is to tell an event to inform or entertain the reader (Siahaan & Kisno, 2008). The information obtained from readers is contained in six types of recount text: Personal recounts, factual recounts, autobiographical recounts, biographical recounts, historical recounts, and literary recounts. The personal recount is to present information about an incident related to personal experiences. Then, the factual recount is an incident no longer experienced personally by someone. Next, the autobiographical recounts episodes in someone's life as told through the person. Later, the biographical recount is a recount of episodes from another person in life. After that, the historical recount record explains and interprets crucial or exciting events in a society's past. Finally, a literary recount retells a sequence of real or imaginary events (Derewianka & Jones, 2016).

J. Generic Structure of Recount Text

Recount texts have a general structure. Utami (2012) stated that the general structure of story texts begins with orientation. Orientation is the introductory text that will be discussed because the orientation shows who was involved, what happened? the event's location, and the event's time. In the middle is the event that is the core of the story. This section tells everything that happened sequentially from beginning to end. Finally, the section contains conclusions about the story's content, or it could also be personal opinions about the story. This reorientation is similar to the ending or closing of a story.

K. Language Feature of Recount Text

Natanael et al. (2014) stated that recount text has commonly used language features such as Simple Past to indicate chronologies that happened. Then, Using personal participants is a pronoun used to express a subjective point of view and example, me, my group, etc. Next is Chronological Conjunction, a word used to connect one word to other words or sentence to another and example, then, first,

second, and also, etc. The last is using an action verb, which is a verb that expresses the action of an object and example: see, go, change, etc.

L. Previous Study

Several researchers have taught using the Question-Answer Relationship Strategy in the past. One is research conducted by Siagin, A. R. entitled "The effect of Using Question and Answer Relationship (QAR) strategy on Reading Comprehension". This research aims to determine whether the QAR (Question and Answer Relationship) strategy significantly affects the reading comprehension of students in class X SMA Negeri 1 Batantur. The pre-experimental research method was used to conduct this research on SMA Negeri 1 Batantur, which was "satisfactory" (69.72). The value is that SMA Negeri 1 Batangtoru's question and answer relationship strategy (QAR) in the X class can be classified as "sufficient" (61.94), and the use of question-answer relationship strategy (QAR) had a significant effect on Reading Strategies for Class X in SMA Negeri 1 Batangtoru. It means that the hypothesis has been accepted. Based on this description, Siagin's research used a pre-experimental design (Siagian, 2020), while researchers will use a quasi-experimental design.

The other study was carried out by Arisman entitled "Reading Comprehension Improvement through Question-Answer Relationship (QAR) Method". The purpose of this study was to find significant differences in reading comprehension between students taught using the question-and-answer relationship Method (QAR) and those taught using traditional methods among seventh-grade students at SMP Negeri 1 Batauga of South Buton Regency, Southeast Sulawesi. This study found that the pre-test mean score of the experimental group was in the poor category, and the post-test score was in the excellent category. The pre-test mean values of the control group were in the low category, while the post-test values were in the moderate category. The independent samples t-test result showed that the count was 4.549, higher than the t-table (2.021), and the sig value (2-tailed) was 0.000, less than 0.05. Therefore, this study concluded a significant difference in reading performance between students taught using the question-and-answer approach (QAR) method and those taught using traditional methods. So, In Arisman's research, the experimental

group used the question-answer relationship strategy, and the control group did not use the QAR strategy (Arisman et al., 2021). Meanwhile, the researcher used the QAR treatment strategy in the experimental group, and the control group used the SSR treatment strategy.

Subsequent research conducted by Mutiara with the title "The Use of Question-Answer (QAR) Strategy to Enhance The Eleventh Grade Students' Reading Comprehension" The purpose of the study was to examine the impact of using question-and-answer relationship strategies (QAR) on XI-grade students' reading comprehension, particularly on narrative texts. The method used in this study was pre-experimental, with one group designing the pre-test and post-test studies. Data were collected through pre- and post-test reading comprehension scores using multiple-choice items. The data were analyzed using the t-test formula. As a result, the t-score value was 16.86, the t-table value was 2.03, the degree of freedom was 34, and the significance level was 0.05. Therefore, the alternative hypothesis (H_a) of this study was accepted. In Mutiara's study, narrative text is used (Mutiara, 2022), but the researcher recounts the text.

Zulfitri conducted the last study entitled "The Effect of Using Question-Answer Relationship (QAR) Strategy on Students' Reading Comprehension in Descriptive Text of XII Grade at SMA Negeri 2 Perbaungan". The purpose of this study was to obtain evidence of the effectiveness of using the relationship between question-and-answer strategies on students' reading comprehension skills in descriptive texts. This study used a quantitative research method with a Pre-experimental design. The average post-test score indicates the improvement from the pre-test to the post-test score. The t-test results show that t-observed is more significant than t-table, that is, t-observed 16.15 and t-table 2.00, and the observed t is greater than the df 68t table ($16.15 > 2.00$) at the significance level of α 0.025. Analyzing the data shows that H_0 (the null hypothesis) is rejected, and H_a (the alternative hypothesis) is accepted. Therefore, question-answer relationship strategies influence students' reading comprehension in descriptive texts. Zulfitri conducted an Independent t-test (Zulfitri, 2023), while researchers conducted a research Analysis of Covariate (ANCOVA).