

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses about review of related literature. This chapter presents the definition of reading comprehension, the purpose of reading, types of reading, narrative text, and QAR (*Question-Answer-Relationship*) strategy.

A. Reading Comprehension

Reading is a cognitive process in which the reader engages in the process of thinking to know and learn things by deepening the understanding of the text to communicate with the author and knowing the storyline being written. So, reading comprehension is essential to gain the gaps of the text as stated by Smith (cited by Fuad, 2014: 9).

Miller as cited by Nandia, (5: 2017)) claims that reading not only understands the ideas conveyed by the printed word, but more than that, the idea must be meaningful to the reader. The understanding process also depends on the ideas that the reader brings to his reading, the background of his reading, and his learning (George: 1963 cited by Nandia, 8: 2017). It can be interpreted that reading is an activity that interacts directly with the text to get ideas that can be meaningful to readers in their lives.

Bonjovic (2010: 1) stated that reading comprehension is a form of active and dynamic thinking activities to understand and interpret information in the text, and also analyze the meaning of the text by using knowledge and ideas to get a gap from the information. Because if the

reader does the activity of understanding in reading it means he uses two activities namely the process of interpreting the language of the text and the process of interpreting the reading simultaneously this is what is meant by dynamic thinking. Therefore students must know and understand what they are reading because the purpose of reading is to comprehend the message they read.

Based on the definition of reading comprehension, it can be concluded that reading comprehension is an activity of absorbing information in detail through the interaction and involvement of text language that can influence the understanding of meaning and experience of the reader. Therefore, reading is not just to translate the text to have further meaning but also to know and understand what they are reading so that they can also convey information that they can to others validly.

B. Purpose of Reading

Regarding to the purpose of reading, Rivers and Temperly (David: 2005) propose seven main goals in reading: firstly, to obtain information or feel curious about a topic; secondly, to obtain various instructions on how to do a job or daily life; thirdly, to act in a drama, play games, solve puzzles; fourth, to connect with friends through correspondence or to understand business letters; fifth, to find out when and where or what is happening or has happened (as reported in newspapers, magazines, reports); sixth, to get pleasure or entertainment.

Some empirical researches have shown that the specific purpose for reading is that it can influence the cognitive processes of readers. The time and strategy used and needed that are spent on reading influences the theoretical information that was obtained and remembered (Tracy, 2016: 70)

C. Strategy of Reading

There are strategies for reading comprehension. Firstly, activating and using background knowledge. It means that readers use the background of their knowledge (are about meaning of word, how text is formed and etc) which is apply it to help them understand what they are reading. According to Bonjovic (2010: 1), when people learn about new things, they create a series of knowledge structures or schemes. This scheme develops when someone learns new information through experience and reading. Secondly, generating and asking questions. This strategy helps the reader to combine information, recognize main ideas, and summarize information. Making relevant questions helps good readers to concentrate on difficulties with understanding and to take the action needed to resolve the problem. Thirdly, drawing conclusion means reader evaluates or draws conclusions from information in a text because through this process, readers can improve their skills to make meaning (Anderson & Pearson, 1984).

In addition, fourth of strategies in reading are predicting, the reader can obtain meaning from the text by making predicting. Because in the

presence of this strategy, readers can make predictions about what will happen next, or what opinions the writer will offer to support the discussion. Fifth, summarizing which means that readers combine information in the text and then describe it using their own words. Sixth is visualizing which means that readers can make mental picture of a text to comprehend processes they face during reading. This skill shows that a reader perceives a text. Readers who are form a mental image as they read are better able to remember what they have read than those who do not image.

The last strategy on reading is monitoring. Some examples of monitoring strategies are comprehension of vocabulary, self-questioning reflecting on whether they understood what they have read so far, summarizing, and inferring the main idea of each paragraph (Tutyrahiza, 2008: 12). The readers may also identify and focus on key information or key words, including: but, however, on the other hand, also and conclusion. This purpose of this strategy is for determining which part of the passage can be emphasized or ignored based on the purpose of the text.

D. Types of Reading

There are two types of reading; extensive and intensive reading.

1. Extensive Reading

Based on wood in ismawati as cited by Agus (2017: 22) stated that extensive reading is an activity to search for extensive information, with fast time to read texts. In the sense of extensive

reading is aimed to get an understanding of the reading with a short duration. In understanding the content of the reading, the reader focuses on the language or content of the text in detail in order to facilitate the reader in understanding it.

Carrell and Eisterhold (1983) as cited by Alyousef (2005: 23), extensive reading activities are useful activities that can help students to become independent individuals in searching for meaning in reading. This is an activity that teaches students to practice the level of students' abilities in increasing students' reading interest.

2. Intensive Reading

Intensive reading is when readers read per page to find the meaning then proceed with writing strategies or make small notes on the reading pages. Through this activity, students can get to give notes with the aim of making it easier for students to remember the core of the page students are reading, and this reading is based on a series of materials. (Hedge, 2003 cited by Narjes, 2016: 230).

In addition, Harris and Sipay (cited by Agus, 2017: 22) said that intensive reading is a serious reading activity to obtain and understand the contents of reading in a relatively short time. Intensive reading is needed to obtain higher quality information, more weight, more viscous, which is more roundness (overall). Reading intensively demands and trains the reader to realize and be

able to think interconnected between the brain and text (relational thinking). The importance of the ability to think in conjunction is needed to study the contents of the book in depth and in detail. From intensive reading skills, readers can understand the text both at the literal, interpretive, critical, and evaluative levels.

According to Stahl (2003) as cited by Abbas (2016, 231) intensive reading is very important for learning vocabulary and understanding how text is formed and he found that there is relationship between intensive reading activities and language proficiency. In teaching process, teachers need to teach intensive reading to improve the three phases of learning called pre, during, and post in achieving language mastery readiness in better text.

William (cited by Nandia, 2017) stated that three activities involved in reading activities are pre, while, and post reading activities group: Pre-Reading is activity that students doing exercises, they must look at the assignments before reading the text with look for the meaning of foreign words, predict, associate words, discuss, and follow by reading the list of questions, skimming and scanning, summarizing, etc.

Then, a second activity in reading is while-reading. This activity aims to teach students to extract more specific information in a ways students must scan the text to extract the information

requested and review the topic to read the first sentence of each paragraph and the last sentence of the text to find the main idea.

The last activity is post-reading this activity is carried out is for understanding content, to consolidate what has been read by linking new information with students' knowledge, and opinions through writing assignments, discussions, debates, different roles.

E. Narrative Text

Narrative is one of the texts that its social function is to entertain dealing with an actual experience in different ways. Narration can be fact or fiction. Some narrations are historical while others are creative and imaginative. Dorothy (cited by Nandia, 2017: 13) states that a narrative is an account of an event or a series of events. It can be fictional or not true and nonfictional or true story. Stories and poems that tell story, some newspaper reports, history, biography, and autobiography are narration.

Barthes (cited by Ningsih, 2017: 66) describes narration is a text that has an extraordinary genre. The author distributes the composition of the text as if it is a material for receiving human stories. It can be delivered using language that is articulated, spoken or written, fixed or moving images, movements, and so forth. Various kinds of narrative texts are myths, legends, fairy tales, and history, tragedies, where the story can be picked up and recorded through stories, novels, epics, drama, comedy, pantomime, painting, stained glass windows, cinema, comics, and news. In

addition, narrative is Trans historical, transcultural; it is simply there, like life itself.

From the explanation, narrative text is an interesting text to be taught to students to educate students' attitudes and behavior through the moral values.

1. Generic Structure of Narrative

A Narrative text usually has three or four main parts: Firstly, orientation is the first part; it is the stage where the narrator gives information about the situation of the characters, what they want, the time and place the story happened. In other words, it answers the questions who, what, when and where. Usually, an atmosphere that makes readers or listeners wants to know can be created in this part.

Secondly, Complication is the stage where a crisis arises. It is usually in the middle of the story to make the story more interesting in which main character faces problems. Thirdly, Resolution is where a satisfying narrative will give resolution to the complication. However, sometimes some narratives let the readers or listeners curious about how the stories end.

Fourth, Re-Orientation is the stage which returns the listeners or readers to the present and provides a kind of magic summation of the events, rather like the moral value at the end of fables. This stage is more common in spoken narratives, and is optional.

2. Language Features

There are language features of narrative text are: first, focus on specific and individualized participants. The character of the story is specific, not general, for example, Cinderella, Snow White, Alibaba, etc. Second is the use of action verb that shows an action. Such as killed, dug, walked, etc. Third is the use of past tense.

Then the fourth, time conjunction (when, then, suddenly, etc). The fifth, use of adverbs of time for example: once, once upon a time, formerly, in the former time, long time ago. The last is direct speech to make the story lively for example, Snow White said, "My name is Snow White".

F. Teaching Reading Comprehension

Based on Ruddel (2005:30, cited by Emi, 2017:2), understanding the text is the most important element in the reading process. Because information from texts written by writers is a form of communication for readers. There are two ways to teaching reading comprehension. The two methods of teaching reading that are commonly taught in schools according to Collins and Smith (cited by Nandia, 2017: 15) are the first, students are asked to read the text and then explain or answer questions about it. The second way is the students are asked to read in groups. When students have difficulty in understanding the text, the teacher will come into it especially on narrative text. In addition, according to Nunan (cited by Fuad, 2014: 27) about the principle of teaching reading, she mentioned

that teaching reading is exploiting the reader's background knowledge and building a strong vocabulary base. It can be inferred that teaching reading is not only teaching text but also exploiting the readers about their background knowledge related to the text. Researchers strongly agree with the statement made by Nunan which can be linked to the reading comprehension by using QAR as a strategy in the classroom.

According to Aebersold & Field (cited by Fuad, 2014: 46) high-weight or difficult questions can be frustrating for some students. Students get many benefits from their thoughts, experiences, and knowledge, classmates and small group discussions will raise questions that are difficult to answer, so it can enable teachers to utilize this strategy during the learning process. In using QAR strategy, the instructions that are used by teacher might be adjusted based on the grade levels and content areas. So, this strategy can be applied to various grades and areas.

The core of this strategy is 4 (four) categorizations of QAR question: right there, think and search, author and me, and on my own. In this study, the writer adapted QAR procedures from Fard (cited by Nandia, 2017). Firstly, the teacher asks some ideas of the students about the title of the text in order to activate their background knowledge. Then, the teacher asks the students to read a passage silently and underline words that they do not know the meaning. After that, the teacher gives time to the students to ask the meaning of the difficult words. Thirdly, the teacher and students discuss the meaning of that difficult words and content of the passage

together. Then the teacher gives time for students to answer five questions based on the categorizations of QAR given by the teacher. The last is that the teacher gives feedback to the students' work.

The first procedure to teach QAR based on Fard is asking some ideas about the title of the text. Second, the teacher asks students to read the passage silently and underline the difficult words. The third is the students asks the difficult words then discusses it together with the teacher. Last, the students answer five QAR questions.

G. QAR Strategy

One of the strategies on reading comprehension is Question-Answer Relationship (QAR) that was developed by Raphael in 1986 (cited by Fuad, 2014: 37). The strategy was designed as a means for students to understand the relationship between questions and answers through the types of questions and consider information based on their own text and background knowledge.

QAR strategies are considered appropriate in reading comprehension because in the learning process, students are guided by the teacher so that they focus more on the text. QAR strategy steps (Tompkins, 2010: 452 cited by Ria Raditya: 2016), namely reading questions, understanding the level of QAR questions, reading texts, answering questions, and sharing the answer.

The level of QAR questions consists of firstly *right here*, which is looking for answers that can be found in explicit reading texts, to answer

Right There questions are: a. Reread b. Scan c. Look for key words. Secondly, *think and search* answer can be found in the reading text which is, implicit text. Steps to answer Think and Search questions are skimming or rereading, looking for important information and summarizing.

The third level is *In my Head*. This part can be divided into two point: first point is *On My Own* in which students are required to think about what is known from reading and experience (prior knowledge) to formulate answers. The reader must read the text to answer the question (text dependent) the reader must use inferential thinking in order to answer the question. The question often begins with: How can you conclude...? How can you tell...? How do you know...? The reader relies on prior knowledge and experience. The reader must look for the answer in detail and read between the lines because the answer is not explicit in the text.

Second point is *Author and you* question which requires students to interact with ideas presented by the author. Students need to think about what they know about the topic, what the author is saying in the text, and how the two are related. The reader must use inferential thinking. The reader must use his own ideas and opinions to answer the questions (Billmeyer, R.: 2006 cited by Safaa: 2017).

These three levels of questions are the key advantages of the QAR strategy to understand the texts. With these three levels, students are guided to classify QAR questions and determine how to obtain answers to

the various levels of difficulty from the questions which are available to improve students' ability to answer questions.

H. Review of Related Research Findings

Some researchers had conducted researches that focused on teachers' strategies in teaching reading comprehension. The strategy of Question-Answer-Relationship (QAR) is old method that developed by Taffy Raphael (1982) to develop students' skill on reading comprehension by using questions and answer. This strategy is believed can improve the students' ability.(Raphael, 1986: 517)

This strategy has been carried out by some researchers to determine whether or not the strategy can improve reading comprehension in the class room. First research was conducted by Ridha (2017) on her article research entitled "Improving Students' Reading Comprehension of Recount Text Through Question Answer Relationship Strategy". She showed that QAR strategy improved students' reading comprehension on recount text. She was done her research on the eighth grade students of SMP Haebat Islam Gontong Kubu Raya. The research method that used was Classroom Action Research (CAR) which consists of three cycles. To measure the students' improvement on reading comprehension, the writer administered the evaluation test. Based on the analysis of the students' test result, QAR strategy made student's achievement has improved in every cycle. It proved by the students' ability in answering the Think & Search

questions that has been improved. The students' mean score was 83.33 which categorized as good to excellent.

Another researcher who has been carried out this strategy is Citra (2017). She was did research was conducted on 27 February to 4 April 2017 in which the population was the first grade students of MTsN 2 Lampung Selatan in academic year 2016/2017. Class VII A which consisted of 22 students was used as the sample of the research determined through probability sampling technique and a reading test was used as the instrument to collect data. The data were analyzed by using t-test value (Repeated Measure T-Test) in which the criteria of accepted hypothesis were $p < p_{table}$ (in this research, $t_{table} = 3.819$; $df = 21$). The result of the research shows that there is a significant difference of students' reading comprehension after the implementation of QAR strategy. It can be seen from the students' mean scores of the pre-test and post-test which improve from 54.36 to 67.81 in which the gain is 13.45 points. Then, the researcher also finds that understanding vocabulary in reading comprehension the aspect that improves the most. However, confirming reference in reading comprehension decreases after the implementation of QAR strategy. It can be concluded that QAR strategy can be applied to improve students' reading comprehension ability, however, not all aspects of reading comprehension can be improved using this QAR strategy.