CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter contains about several theories through reviewing some literature related to the research. It discusses reading comprehension, pre-reading strategy, kinds of text, and previous study.

A. Reading Comprehension

This part contains several things about reading comprehension there are definition of reading comprehension, the purpose of reading comprehension, and strategies in teaching reading comprehension.

1. Definition of Reading Comprehension

Reading is one of the important language skills for students. This skill must be learned, as the student will be able to understand the content of a text while reading. According to Erdiana (Erdiana, Kasim, & Juwita, 2017), reading is a process in which readers actively seek to understand what they are reading. This is a complex process and an important skill used to extract meaning and information from texts into knowledge that is relevant to other skills in the process.

According to Wahyuni, reading comprehension is basically defined as the ability to understand information that has been read (Wahyuni, 2014). Furthermore, Snow defines reading comprehension as a process of simultaneously extracting and constructing meaning through interaction and engagement with written language (Snow, 2002). From the explanation above, it can be concluded that reading comprehension is

a process of recognizing a text and remembering any information contained in the text.

2. The Purpose of Reading Comprehension

    The purpose of reading is important for readers to comprehend since it is directly related to what the reader wants to get out of the content. Reading for information is one of the purposes of reading. Grabe and Stoller (Grabe & Stoller, 2013) identified that reading purposes can be as:

    a. Reading to search

        Skimming is a type of reading that allows readers to find certain words or information by browsing text. Skimming, on the other hand, is a strategy that combines estimating the location of essential information in a text, and then applying basic reading comprehension skills to those passages until 'a concept' wide is formed.

    b. Reading to learn

        When the reader needs to learn and get amount of information from the text, this is referred to as reading to learn.

    c. Reading to integrate information, writing, and critique texts

        Reading to integrate information requires a critical evaluation of the information being read in order for the reader to select which knowledge to integrate and how to integrate that information to

achieve the reader's goals. Read-to-write and critique can be task versions of read-to-integrate data.

3. Strategies in Teaching Reading Comprehension

Successful reader can also read for thorough comprehension. This means they read to understand the total meaning of a passage. The kinds of reading are often done in academic and other settings where complete comprehension is necessary. According to (Vacca, Vacca, & Miraz, 2013), there are some strategies in teaching reading comprehension:

a. Scaffolding

A key change in the delivery of instruction that would make a difference in the content literacy of all learners, especially students from diverse backgrounds, is to scaffold the strategies for text. According to Gasong in 2007, scaffolding is a lesson in which students are given some assistance during the early stages of learning and then reducing the aid and providing opportunities for students (Ranggi, 2019). Scaffolding allows teachers help diverse learner negotiate meaning and overcome difficulties in text-related learning situation. Scaffolding is as a process whereby a student is helped to solve a particular problem beyond its developmental capacity through the help of a teacher or other person with more ability.

b. Think-Aloud

Think-Aloud is a strategy that helps students on learning activities, Aims to recall more significant information from the texts

given by the teacher. The ability of teachers to transfer creativity Them and control the students in completing each step of the way think-aloud strategy in understanding reading texts and teachers make their thinking explicit by verbalizing their thoughts while reading orally.

Five points that can be made during think-aloud are showing how (1) To develop hypotheses by making predictions, (2) To develop images by describing pictures forming in one's head from the information being read, (3) To link new information with prior knowledge by sharing analogies (4), and to monitor comprehension by verbalizing a confusing point (5) To regulate comprehension by demonstrating strategies.

c. Reciprocal Teaching

According to (Ranggi, 2019), reciprocal teaching is a strategy that asks students and teachers to share the role of teacher by allowing both to lead the discussion about a given reading. Reciprocal Teaching involves four strategies that guide the discussion: predicting, question generating, summarizing and clarifying. Reciprocal Teaching is a great way to teach students how to determine important ideas from a reading while discussing vocabulary, developing ideas and questions, and summarizing information. It can be used across several content areas; it works particularly well with textbooks and non-fiction text.

B. Pre-Reading Strategy

In this study, the researchers focus on pre-reading activities. According to Asri (Asri, 2013), the pre-reading stage is the time before students are given reading material. Usually, this phase involves brainstorming or generating student predictions about the text. During the pre-reading stage, the teacher will encourage students to apply their prior knowledge to the topics they are studying. There are some pre-reading strategies:

1. Contextual Redefinition

Contextual redefinition is one of the strategies in pre-reading. Contextual redefinition is a teaching strategy that emphasizes the importance of context in predicting and verifying word meanings. This strategy allows students to become familiar with new vocabulary while allowing them to use a variety of contextual cues to predict and verify meaning. Contextual redefinition strategy makes it easier for students to know the meaning, increase vocabulary, and can be applied in several types of text, such as fiction and non-fiction.

Brassel (Brassel, 2010) explains the goals of this strategy are: a) To demonstrate to students the importance of using all available context clues to determine the meaning of difficult words. b) Teach students how to guess the meaning of unfamiliar words using context. c) Engage the student in discovering new words as an active student.

2. Previewing

   Previewing is a type of quick reading that allows the reader to get a general idea and understanding of what a passage, book, or article is about and how it is organized (Chitrasari, 2015). This activity allows students to quickly scan the page for answers to common questions about the material. This practically keeps the reader engaged with the text before they even start reading. The effect is the reader only knows half of the information in the text. Then they just read quickly and get ideas as fast as they can.

   In the other words, previewing is a student activity in which they make predictions about the text's content. Students, on the other hand, clearly require more procedures in order to make more specific predictions. Previewing encourages students to have background knowledge before reading the content. This activity helps to understand the text better. Students who use previewing are usually aware of what the text is about to tell them. As a result, they only confirm the details because they already have a general understanding of the text.

3. Question-Answer Relationship (QAR)

   According to Raphael and Au (Raphael & Au, 2005), QAR is a reading comprehension strategy designed to help students understand how to approach reading text and answer questions. It encourages students to become active readers of the text. QAR indicates where

information can be found "In the Text" and "In My Head". It was categorized based on where answer of the question can be found.

In "In the Text" categorization, the students were required to answer questions using information explicitly stated in the passage. The answer may contain a single sentence or collaborations of some sentences from different parts of sentences. In the text is divided into two more specific categories i.e. (1) Right there question, students are required to answer the questions literally be found in the text. The question word of this category can be; where did, who did, when did, how many. (2) Think and search question, students have to draw conclusions that require the integration of information from more than one part of the text. The answers are collected from different parts of the text and combined to form a meaning. The question word of this category can be; how did, why was, what cause.

Meanwhile, categorization "Think and Search" in order to answer the questions of QAR from this category, the students are required to comprehend the text well, then rely on their background knowledge. In my head is divided into two more specific categories i.e. (1) Author and you question, this question is based on the topic of the text, but students should apply it to their own experiences. The question word of this category can be; would you, what do you think. (2) On my own question, students must answer the question using their previous knowledge and

are not required to read the text. The question word of this category can be; have you ever, what have you learned.

Bos and Vaughn states procedure of QAR strategy includes four steps (Bos & Vaughn, 2002). The first step is for the teacher to explain to the students that there are four different types of questions to be found. The teacher clarifies the question and provides an example. The four types of question are: (1) Right There Question, (2) Think and Search Question, (3) Author and You Question, and (4) On My Own Question. The second is to have the teacher read aloud a short passage. Third, the teacher prepared a list of questions that will ask after reading. After reading the short passage, the teacher reads the question aloud to the students and gives examples of how to choose the type of question to answer. The last, the teacher shows how to find the information to answer the questions.

According to (Muzammil, 2016), there are some advantages of QAR strategy: a) This strategy can help students to improve their reading comprehension in four steps. b) This strategy teaches students how to ask questions about their reading and where to find the answers. c) This strategy encourages the readers to think about the selection from four perspectives.

C. Kinds of Text

There are many types of texts that are studied by students, but in this study only three kinds of text were mentioned, there are descriptive text, recount text, and narrative text.

1. Descriptive Text

Descriptive text is the text which consists in describes something, situation, etc. or write about the way person, place or things appear (Asrifan, Nadira, & Haedar, 2018). The purpose of description text is to describe and reveal a particular person, place, or thing in details or specific to make the reader be able to visualize the description. It can be conclude that descriptive text is used to describe anything, which is seen by writer in detail. The schematic structure of descriptive text divided into three, i.e. identification, description, and evaluation. Besides, descriptive text also has its own language features. Language features of descriptive text are use specific participant, written in presents tenses, use adjectives, use linking verb, use relational, and material process (Siahaan, 2013).

2. Recount Text

According to Saragih, recount text basically it is written out to make a report about an experience of a series related of events (Saragih, 2014). A recoung text is written out to inform an event or to entertain the readers. The social function of recount text is to retell the story in the past. It means that beside retells about events or experience in the past,

recount text is also has the function to entertain the reader in order to interest when read the story. The generic structures of recount text are orientation, series of event, and re-orientation. Furthermore, the language features of recount text are using past tense, focus on individual participant, and using action verbs.

3. Narrative text

    a. Definition of Narrative Text

        According to Anderson, narrative text is a type of text that recounts events. The purpose of this text is to entertain or inform the reader or listener by presenting a world view (Anderson & Anderson, 2003). Even narrative text can be educational. This means that the passage needs to contain a lesson or moral that the writer wishes to convey to the reader. In other words, the purpose of narrative text is to entertain, inform, and educate the reader. Narrative text refers to any type of text that describes a series of events. Legends, myths, fables, novels, short stories, poems, memoirs, biographies, and short stories are all examples of narrative text.

    b. The Generic Structure of Narrative Text

        The generic structure of narrative text based on Barwick 2006 (Suhartini, 2013) as follows:

- Orientation

   Set of the scene, creating a visual depiction of the setting, atmosphere, and moments in the story. The main characters and supporting characters are presented in detail, including information about their personality, attitude, appearance. Clues to impending complexity were given. Thus, orientation involves personality traits such as personality, attitude, and appearance.

- Complication

   These are resolved conflicts or issues affecting settings, timings or characters. The hero is prevented from achieving his goal. A series of problems that interfere with or complicate a characters' life. So, complexity is the problem that arises in the story.

- Series of Event

   The content of the story is created by a series of unexpected and unexpected events that occur throughout the story. Events can turn into sad, funny, happy, or any other emotional state. As a result, these are events of history that can be both expected and unexpected.

- Resolution

   Resolution ends the sequence of events and addresses the key problem, challenge, or situation. To solve problems or

challenges, a solution is found. So, it is about providing solutions or finding ways to solve problems.

- Re-orientation

    Some narrative texts include a coda or reorientation that brings the reader back to the present and summarizes the events. As a result, the moral value is emphasized in the story.

c. Language Features of Narrative Text

    The language feature of the narrative text certainly uses the past tense because the text tells about events that happened. It also focuses on specific participants and individuals in the text. The use of tense adverbs, temporal conjunctions, action verbs, direct speech, and specific characters are also features of narrative writing.

    Based on the information above, there are three kinds of text described, namely descriptive text, recount text, and narrative text. In this study, the researcher focused on narrative text, because it is in accordance with the material taught to tenth grade students.

D. Previous Study

    In previous studies, several researchers have used QAR strategies to improve student reading performances that have been carried out in different areas. One of them is a research conducted by A'yunin (A'yunin, 2020). Her study entitled "The Effectiveness of Question Answer Relationship (QAR) Strategy to Students Reading Comprehension". This study was conducted on seventh grade students at SMPN 2 Ponorogo, where the researcher used T-

test to test hypotheses for data analysis. Research results show that there is a significant difference in reading comprehension before and after instruction using the relational response (QAR) strategy. In other words, this strategy is effective to be used in teaching reading at the seventh grade students of SMPN 2 Ponorogo.

Another research related to this study was conducted by Nguyen T. and Nguyen B (Nguyen & Nguyen, 2018) on Vietnam students, entitled "The Effects of Question-Answer Relationship Strategy on EFL High School Students' Reading Comprehension". They conducted the experimental study to 50 Tenth-grade students that were divided into two groups: the control group and the experimental group. The object of this study is narrative and explanatory text. In their study it was found that QARS had a positive impact on students' reading comprehension and that students had a positive perception in implementing their reading strategies.

The last research, Nurhayati, Muslem, and Manan (Nurhayati, Muslem, & Manan, 2019) conducted true-experimental study with title "QAR Strategy for Effective Teaching of Reading Comprehension". They were collected using quantitative (pre-test and post-test) and qualitative (questionnaire) methods. In this study, the researcher found that students' response to the use of QAR strategy in learning reading comprehension was quite positive. It can be concluded that the QARS is an effective strategy for teaching reading comprehension.