

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter will be discussed about definition of Reading, definition of reading comprehension, levels of reading comprehension, definition of Question-Answer Relationship (QAR).

A. Reading

Reading is an activity that may be used to get knowledge or new ideas from a book. This implies that comprehending what we read is a process that requires reading. Reading is a process that is carried out and used by a reader to acquire a message that is conveyed by a writer through words that could be seen and known by the reader, according to Tarigan (2008). Tarigan states that reading is a process that is carried out and used by a reader to acquire a message. Reading is essentially a transaction between the words of an author and the mind of a reader, during which meaning is produced. This transaction is what gives reading its meaning. This indicates that the primary objective of reading teaching ought to be comprehension: first and foremost, we want readers to comprehend the information that is presented on a page. In addition to this, Nurhadi (2008) argues that the act of reading is a difficult and convoluted procedure. because it takes both the internal and the outward aspects of the readers into consideration. When we talk about "internal variables," we're referring to everything and everything that has to do with the reading materials and the context in which the reading takes place.

According to Serravallo (2010), reading is an essential activity for kids because it allows them to retain their ideas and develop new concepts about the books they read via the process of writing. Reading is a receptive talent much like hearing, so in that sense, the two are comparable. Interacting with visual input of language, which the students then need to analyse in order to comprehend, is a component of this activity

Definition of Reading Comprehension

B. Reading Comprehension

Comprehension requires for a very specific kind of mental processing. Because of this, reading and understanding are not always the same thing. Reading comprehension refers to the act of a reader being able to grasp what they are reading. A reader understands what they are reading by actively generating meaning for themselves internally via interaction with the text that they are reading (Anderson and Pearson in Alexander, 1988).

Reading comprehension, as defined by Klingner (2007), is the act of building meaning by coordinating many complicated processes, such as word reading, word and world knowledge, and fluency. Reading comprehension is an active talent that has communicative value and operates because cognitive processes are engaged while reading.

C. Levels of Reading Comprehension

Literal comprehension, interpretative comprehension, critical reading, and creative reading are the several degrees of reading comprehension that

have been proposed by Betty Roe, Sandara H. Smith, and Paul C. Burns (1990). The following describes each of the four categories:

a. Literal Comprehension

The ability to comprehend the main ideas, details, cause and effect, and sequential order is the foundation of literal understanding. It is important because having a high level of literal comprehension is a prerequisite for high level understanding. This means that questions testing readers' ability to think within the text and consider what has been literally and explicitly stated are used to evaluate readers' literal comprehension skills. Because there is no subtext to understand, the reader may rely only on the information that is provided. In order to provide a solution to the question asked in the level, the reader should skim the material since the answer is often mentioned explicitly in the text. This is a crucial aspect of reading comprehension. It is necessary for the reader to comprehend the information that is presented clearly in the text.

b. Interpretation

To answer questions at the interpretation level, readers need the ability and the capacity to work at varying levels of abstraction, since this category is concerned with the answer that is not clearly mentioned in the textbook but is inferred or implied. It is at the level of interpretation that the biggest pressure may be felt. An inference is an

inductive or deductive reasoning that leads to a conclusion that is not explicitly stated but is implied by the statement being analysed.

c. Critical Reading

Critical reading involves evaluating what's in the text, comparing the ideas found in the text to known standards, and coming to conclusions about what's correct and when. These are the skills: (1) A person's reaction to the information in a passage that shows the reader what it means. (2) analysing the quality of written information based on some standards

d. Creative Reading

It's part of the text to go beyond the material in a way that looks good. It made them think while they read.

D. Question-Answer Relationship (QAR)

According to Walpole and McKenna (2007), the question-answer relationship is a comprehension approach that should be employed after learners have finished reading the material. Learners are taught via the use of QAR how to identify the different sorts of questions they are being asked and where they may get the answers to those questions. This tactic focuses on defining and utilizing four distinct categories of questions: Right There (explicit), Think and Search (making inferences across multiple sentences in the text), Author and You (making inferences between the text and prior

knowledge), and On Your Own (making inferences on your own based on the text) (making personal responses to themes in the text).

In the beginning of the lesson, the approach is introduced by having the students determine the relationship between various questions and responses. After students have gained an understanding of the topic, they may use the method while reading narrative and informational content, as well as after they have finished reading the text. The students can be categorized based on their responses to the questions the teachers ask. Alternatively, they may ask questions, gather responses, and then ask learners to classify the questions according to type, which is effectively the same thing as monitoring learners' own thinking. Finally, instructors might ask students to think about questions both before and after they read by saying something like, "Why do you think this?" (Walpole and McKenna, 2007).

The use of a method known as question-answer teaching is one that has the potential to be beneficial as an alternative strategy that is expected to improve reading comprehension. After students have finished reading, they should participate in a process called question-answer relationship, or QAR for short. In addition to this, it educates students on how to understand the questions that are being posed to them as well as the areas where the solutions may be found (Raphael & Au, 2005). QAR is a method to reading comprehension that was created to "Show to the students how they should approach the tasks of reading the texts and answering the questions. It also, encourages them to be active, strategic readers of texts" (Raphael, 1986, p. 176). According to Taffy Raphael (1985: 209), there are two different sorts

of questions, and they are "in the book" and "in my head." In each of these two sorts of questions, there are also two different subcategories of questions. The following is an explanation of the specifics of both categories:

a. In the Book Question

1) Right There

The answer to a Right There question may be found in the text, contained inside only one sentence. These are the answers that students can point to. The responses that the students gave to this kind of question came quite easily. In point of fact, as Raphael explained further, "the answers to the Right There questions are generally easy to find in the text; in fact, very frequently some of the words used in the question are found in the same line as the response." When asked the Right There question, the students consistently referred back immediately to the reading material in order to answer it.

2) Think and Search

The answers to the Think and Search questions are constructed by piecing together information that is found in various locations throughout the book. The solution can be found in the main text, but in order to get there, you will need to piece together several bits of information. There is no single statement that contains both the words for the inquiry and the words for the response. They originate from several points scattered throughout the paragraph or the text.

b. In My Head Question

1) Author and Me

The book does not include the answers to the questions that are posed to the Author and to Me. In its place, they demand inferential thinking from their students. Students are required to think on the material that is already in their heads, as well as what is being presented to them by the author, and how the two sets of information relate to one another.

2) On My Own

The answer to the On My Own question is not included in the original text. It is possible to answer it without even looking at the text. The only place to look for the answers to these questions is in their own personal experiences. The phrases "in your opinion" or "based on your experience" may appear in the context of On My Own questions at times.

The following activities made up the required phases for putting the QAR technique into practice in the classroom while teaching reading: (1) dividing the students into groups, (2) having the students read the text silently, (3) encourage the students to discuss the content of the text with their group, (4) guiding the students to identify four different types of questions, namely "right there," "think and search," "author and me," and "on my own" questions, and finally, having the students share their findings with the other groups of students. (5) Motivating the students to think of their own questions

based on the information provided in the book, (6) Getting the students to switch questions with another group, (7) Getting the students to respond to the questions, (8) Having the students discuss how the questions and responses are connected to one another in their respective groups

E. Narrative Text

The narrative text is a kind of monolog text that have a social role to amuse and entertain as well as to deal with the real or vicarious experience in a variety of various ways. If we look at the story itself, we can observe that the narrative text contains many other types of text. These types of text include legends, fables, myths and legends, drama, fairy tales, novels, and many more.

According to Wartini (2006), the objective of the narrative text is to either create an aesthetic literacy experience, to tell a tale, or to amuse its readers. This article's overarching framework may be broken down into the following three sections: orientation, evaluation, complications, resolution, and reorientation. That is to say, a narrative text is a text that speaks about a tale with the purpose of making a reader feel delight or become entertained. This book is really helpful in relieving tension for the reader.

Additionally, Pardiyono (2007) explains that a narrative text is a text that is comfortable to convey activities or the tale of expression and which shows a troublesome experience, top issue, and resolution as the finish of the story in order to amuse or enjoy a reader. It indicates that the first part of this text will be devoted to the introduction of the problem, and the second part will

be the solution of the problem or the final problem as a conclusion to the narrative.

Final opinion expressed by Priyana et al. (2008), narrative texts center on a problematic and unexpected ending to a series of events. The writing is meant to both amuse and inform the reader. There are three sections making up the narrative's general structure. To begin, there will be an orientation section that will provide the framework for the plot by introducing the major characters and the context in which they will be operating. As a second point, a story complication is a crisis or series of crises that develops during the course of the narrative. The climax occurs at the point that the crisis is at its most dire. That the situation has been resolved, for better or worse, is the third possibility.

The researcher draws the conclusion from the above that narrative texts are stories told for the purpose of entertainment and education, with the added benefits of moral instruction and the development of literacy. Both entertainment and education are secondary purposes of this text, which is written in the past tense.

Since the point of storytelling is to amuse, whether via direct experience or vicariously, the tale will always include a tense situation. The issue is addressed and a remedy is offered.

Muntaha (2014) identifies the following as the general structures of narrative text:

1) Orientation

It also provides background information on the place and the characters in the narrative. In most cases, the author will explain when the events in the story took place and the location where they took place.

2) Complication

It describes the growing crises which are happening as a result of the events. This event serves as the story's turning point or climax. In most cases, the narrator will show the difficulty of the situation sometime in the middle of the tale. Because the main character is stopped from reaching his or her purpose, the plot becomes more compelling as a result of the complications. The narrator discusses the problems that emerged along the course of the narrative in this section. The reader is shown that every difficulty or problem does have a solution via the use of complications, which are a description of real life.

3) Resolution

After describing a series of issues during the most dramatic section of the story, the narrator then continues to inform the audience about how the issues or problems were finally solved.

Resolution refers to a situation that has been successfully resolved, regardless of the outcome. The resolution of the difficulty or complexity should be provided to the readers in a narrative that is satisfying. In most cases, the resolution comes at the very end of the narrative; however, there are situations in which the narrator will

introduce additional problems or difficulties after he or she has presented the answer to the first difficulty. It is done so that the tale does not finish where it originally started. In a word, the resolution may be thought of as the conclusion to the tale.

4) Re-Orientation

The generic structure of the story does not need re-orientation to be done. Therefore, re-orientation may be present in narrative text at times, while other times it might not be. It is often at the conclusion of the tale or the climax of the events.

According to Knap, Peter, and Megan's (2005) research, the following language features may be found in narrative texts:

- 1) Using nouns and pronouns to name the people, animals, or things involved. Like "King," "Queen," "he," "she," etc.
- 2) The specific participant is a special character object, like Cinderella, Aladdin, etc.
- 3) Adjectives can be used to change the shape of a noun phrase, like "a young princess with a beautiful smile."
- 4) arranging the events using time conjunctions and other connectives. Such words like "then," "then," "suddenly," and etc.
- 5) Indicating time and location using adverbs and adverbial phrases. Places like "here," "there," "at home," and etc.

In order for the students to comprehend and recognize the significance of the narrative text, it is necessary for them to be familiar with the fundamental structure and language features of narrative texts.

F. Previous Studies

Some researchers have investigated the impact of Question Answer Relationship (QAR) in helping students in gaining a comprehension of the content they are reading by conducting experiments using the method. According to the findings of research carried out by researchers who came before authors, a technique known as Question Answer Relationship (QAR) has the potential to excite students while they are involved in reading instruction and to encourage students to take an active role in class discussions.

First, Fuad Abdul Baqi (2014) carried out first research under the title "Employing Question-Answer-Relationship (QAR) method to Improve Students' Reading Comprehension." It was shown that the Question-Answer-Relationship (QAR) technique for teaching reading comprehension is an effective method. In addition, he claims that using the QAR strategy helped students become more strategic and creative in their responses to the questions. He explains that this is because the strategy provided the appropriate categories, which helped students have less trouble with their reading comprehension and made it simpler for them to locate the answer. The students may come to the realization, with the help of QAR, that the solutions to the questions do not just originate from the text itself but can also

be tied to the students' own prior experiences and knowledge. The kids may have an easier time comprehending the material that they read if they use this method. As a result, this method may be used as a strategy while instructing students in reading comprehension.

Second, Diajeng Anggun (2017) carried out the second research entitled “The Effect of Question-Answer Relationship Strategy on the Reading Comprehension of Narrative Text of Students in the Eighth Grade of SMP Muhammadiyah 4 Giri”. Researcher uses a step-by-step approach (Tompkins, 2010: 452), and this is mirrored in the stage’s strategy, which are as follows: (1) reading the questions; (2) comprehending the level QAR question; (3) reading the text reading; (4) answering questions; and (5) discussing the responses. These kinds of metrics assist in answering the QAR question about usage levels so that the two may work together to help students achieve a level of reading comprehension that is adequate.

Third, Ramadhani (2018) carried out the third research. Her research aims to determine whether or not there is a discernible difference in the reading comprehension skills of students in the eleventh grade at SMA Al-Azhar between those students who are taught utilizing the Question-Answer Relationship (QAR) Strategy and those students who are not taught utilizing the Question-Answer Relationship (QAR) Strategy. The research design for this study was a quasi-experimental research design with a pre-test and post-test design. The control group was not randomized. The researcher draws the conclusion that the employment of this technique was successful in teaching reading based on the findings of the investigation.

Based on the previous study above, Question Answer Relationship can be used to improve reading comprehension of the students. Researcher wants to focus in improving students reading comprehension of narrative text. Additionally, this research used a Classroom Action Research as a research design and this research was conducted in ninth grade of SMPN 1 Gampengrejo Kediri with 36 students who participate in this research.