

CHAPTER II

LITERATUR REVIEW

This chapter presents the definition of reading comprehension, the purpose of reading, teaching reading, strategy in teaching reading comprehension, problem in teaching and learning reading, definition of QAR Strategy, category in QAR Strategy, QAR Strategy in teaching reading, KWL Strategy, descriptive text, generic structure of descriptive text and previous study.

A. Reading Comprehension

Reading is a language skill that is essential for the growth of a student's knowledge. Students must read a variety of English-language texts in order to understand what those texts are saying, as is evident in the classroom. It implies that reading plays a significant role in education. Recognizing written symbols, connecting them to language, and understanding the text's meaning are all recognized as three parts of the complex skill of reading. To sum up, reading involves actively taking in information from a text by understanding written or printed words, recognizing the language, figuring out what they mean, and then drawing conclusions about the information (Azzahrah, 2020).

Reading and comprehension are inextricably linked because comprehension is the essence of reading. Reading skills necessitate the student's ability to comprehend the text itself. Comprehension occurs when the reader constructs a mental representation. He went on to explain that comprehension is a proactive, constructive process in which the final comprehension of a text is based on a

combination of what is explicitly stated in the text and the readers' prior knowledge of the topic of the text.

The goal of reading is to gain comprehension. According to David (2003) in Azzahra (2020), in order to achieve reading comprehension, readers must engage in strategic reading as well as fluent reading. The skill of reading with a variety of strategies is referred to as strategy reading. Good readers are able to solve issues when they arise. Fluent reading is the capacity to read at a suitable pace while preserving a sufficient level of comprehension. The text, the reader, fluency, and reading techniques all work together to define the act of reading. This leads us to the conclusion that reading comprehension is a natural process that involves fusing textual information with prior knowledge and a strategy to produce meaning.

Nation (2003) also revealed that comprehension is the most important factor in improving reading fluency, as there is no point in reading faster if little is understood. The process of assimilation of meaning through adaptation to various complex processes, such as word reading and having knowledge of and fluency with words and the outside world, is known as reading comprehension. Understanding the text allows students to recognize crucial information that the author frequently leaves out.

According to Woolley (2011), reading comprehension is the process of deriving meaning from a text. He continued by saying that, rather than trying to infer meaning from a few isolated words or sentences, the purpose of reading comprehension is to develop a thorough understanding of what is described in the text. Reading comprehension occurs when the reader comprehends the meaning of

the text. They will not be successful readers if they only identify words; they must also develop understanding in order to draw conclusions and restate what the author said in the text.

Reading comprehension, according to Bonjovic (2010) in Nur (2020), is a type of active and dynamic thinking activity that is used to understand and interpret the information in the text, as well as analyze the meaning of the text by using knowledge and ideas to fill in the gaps from the information. Because if the reader performs the understanding activity while reading, he is engaging in two activities at the same time: the process of interpreting the language of the text and the process of interpreting the reading. This is what dynamic thinking entails. As a result, students must know and understand what they are reading because the purpose of reading is to comprehend the message.

Reading comprehension, according to the definition, is an activity of absorbing detailed information through the interaction and involvement of the language of the text, which can affect the understanding of meaning and the reader's experience. As a result, reading is more than just translating texts to make them more meaningful; it is also about knowing and understanding what they are reading so that they can convey the information they learn to others in a valid way.

B. Purpose of Reading

Connecting the ideas on the page to what you already know is the goal of reading. The purpose of the reader is important in determining the type of reading they do. Because everyone's goals are different, different people will read the same book in different ways. Readers set their goals by thinking about and asking

questions about the books they intend to read. The reader's comprehension and speed vary depending on the purpose of the reading (Wilda, 2013).

Grabe and Stoller in Azzahra (2020) say some of the purposes of reading are: The first is skimming and reading to gather basic information. Scanning is the process of reading where the reader looks for particular words or specific pieces of information. The second is reading for informational purposes. The final reading strategy is reading informational, written, and critical texts together when the reader needs to learn something from a text. To decide what information to read, what information will be integrated, and how to integrate it for the reader's purposes, reading to integrate information in this case necessitates critical evaluation of the information read.

C. Teaching Reading

There is much more to teaching than simply imparting knowledge from teachers to students. Numerous activities can be done in the classroom, especially when teaching and learning is taking place. Education should assist students in developing their reading skills. Teaching, according to Cahyono (2010), is the process of teachers imparting knowledge to pupils. Although it is a difficult job, teaching can be very rewarding when we see our students' progress and know that we played a part in it (Harmer in Defiana, 2016), It's crucial to keep in mind that the best instruction can be a lot of fun.

Teaching comprehension is the main objective of reading instruction. We must try to identify what might be preventing a child from understanding a particular text in order to evaluate the question of what to teach when teaching

comprehension. The teacher's role in the classroom is to facilitate learning through effective teaching strategies. As a result, the instructor makes the material clear and easy to understand. Give exercises to reinforce and test knowledge. to assess what has been learned and what needs more instruction. The teacher's role in assisting students in achieving this goal also includes motivating reading through the selection or creation of appropriate texts, the design of practical reading assignments, the organization of efficient classroom procedures, the encouragement of critical reading, and the creation of an environment that is conducive to learning and practicing reading. Every student will have a unique understanding to gain and a unique weakness to get over. Teachers must therefore enhance student enjoyment of reading lessons (Hedge in Wilda, 2013).

D. Strategy in Teaching Reading Comprehension

A strategy is an action the teacher takes to accomplish one or more of the teaching and learning objectives, according to Harmer (2007). This tactic can also be thought of as a more comprehensive setting for the teaching procedure. The teacher should use a variety of tactics, including the use of various methods, media, and games, to keep students interested in reading. With the aid of efficient reading comprehension instruction, the teacher leads the class in becoming proficient and successful readers. In order to meet the needs and learning preferences of each student in the classroom, the creative teacher uses a variety of strategies and abilities. The use of strategies is essential for helping students comprehend the text.

There are seven strategies for teaching reading comprehension, some of which are as follows, according to Judi (2007): The initial step is to build or activate

prior knowledge. Assisting students in recalling what they already know about a subject is referred to as activating and building background knowledge. The second step is to ask. In order to better understand the text, students who are asking questions do so about a topic that interests them. Readers may learn more about what it means to ask insightful questions as a result of this emphasis on questioning. Making assumptions and predictions is the third step. By fusing information from the text with information from their prior knowledge, students can arrive at a prediction or draw an inference. Choosing key ideas is the fourth step. Main ideas are always a part of something significant in reading comprehension. When instructed to take notes, students attempt to evaluate the significance of the material before separating the main ideas from the supporting details. Synthesis, or the process of combining information to produce new knowledge, is the final step. In order to create new knowledge, students assemble a variety of data and background knowledge.

E. Problem in Teaching and Learning Reading Comprehension

1. Problem in Teaching Reading Comprehension

The problem is the discrepancy between what should have happened and what actually occurred. In this case, students typically struggle with reading comprehension. There are five facts that exist as issues in teaching reading, according to Baradja in Budiharso (2004).

a. lack of mastery of the basic

Basic reading skills are the mastery of fundamental structural patterns and a sufficient vocabulary. It makes sense that readers should acquire foundational

knowledge at the proper levels. How can a house be built without a foundation if this is not possible?

b. The students' habit of slow reading

Slow readers often have trouble understanding what they are reading, which puts them at a disadvantage. In the Indonesian context, students make an effort to read slowly as if they want to understand every word of the passage. Slow readers read much more slowly because they do not look up words in dictionaries word by word.

c. students' inability to distinguish between main ideas, implications, and inferences

Decoding the text as it is written and being familiar with content schema that include cultural and background knowledge are the two main concerns for students. Because they are unable to recognize the main idea, draw the proper conclusions, or understand the implications, the majority of students do not comprehend the text fully.

d. Text selection

Teachers are hesitant to select reading materials when it comes to text selection. Teachers rely heavily on English textbooks that do not require modifications. Teachers use the textbook by following the book's contents and exercises.

e. Exercise

Because they call for teachers to carry out instruction, the exercises that come after the reading passage have drawn criticism. In some artificial formats used

to format exercises in conventional comprehension, a passage is followed by strategies. The author includes some text for comprehension quizzes.

According to the above explanation, it can be inferred that there are still a variety of issues that may arise when teaching reading comprehension, such as students' lack of fundamental knowledge, their propensity for reading slowly, their inability to identify inferences, implications, and main ideas, text selection, and the exercises that should be used. It is expected of the teacher who helps students learn reading comprehension to make informed material choices in order to reduce potential issues.

2. Problem in Learning Reading Comprehension

Students who struggle with reading often lack several essential reading skills. They can't read clearly enough to understand the text. They exhibit a variety of issues, including poor decoding, fluency (accuracy and reading speed), and vocabulary, all of which point to poor comprehension. Vocabulary is the term used to describe the pronunciation and meaning of words used in communication. Therefore, students will encounter some difficulties as they learn reading comprehension. The first is that students must be able to read, decode, and comprehend. The second is that they don't comprehend what they read. The third is the use of difficult language in texts and the book's poor question layout. Lastly, there are reading difficulties among students. They struggle to recognize the main idea when they read (Iskandar, 2017).

F. QAR Strategy

QAR is a reading comprehension strategy created to explain how students complete the task of reading text and answering questions, claim Raphael and Au in Erdiana et al. (2017). Students read the text with interest as a result. Using the QAR reading strategy, students categorize comprehension questions based on the source of the information they used to answer each one, according to Corner (2006) (cited by Baqi (2014)). The text-related information that students used to respond to questions is either explicitly stated in the text, implicitly stated in the text, or completely derived from their own prior knowledge. Critical thinking and complex student-generated questions can be sparked by teachers' inquiries and instruction in QAR or other forms of teacher-led questioning. Text interaction can be directed toward higher levels of thinking and critical literacy with the help of teacher-led questioning. According to Stahl (2004) and Baqi (2014), using QAR to ask students higher-level questions may help them develop their literacy and critical thinking skills.

The goal of QAR, according to Raphael in Arisman et al., (2021), is to teach students to be the focus of meaning in context, to improve learning activities, and to achieve specific skills. By providing a systematic method, QAR may improve students' ability to respond to comprehensive questions.

Similarly, Conner asserts in Baqi (2014) that QAR has five main goals: the first is to help students monitor their understanding of the text. The second goal is to give the reader a reason to read the text. The third step is to allow students to assess their comprehension of the text. The fourth step is to promote elaborative

and critical thinking. The final goal is to help students overcome the common misconception that text tells all.

The Question Answer Relationship (QAR) reading strategy requires students to be able to categorize questions based on where they obtain their information in order to respond to questions at a higher level of thought.

G. Category in QAR Strategy

Raphael in Iqbal (2019) has identified into two categories of questions: The first are questions for which the author provides answers (in the book), which are divided into "Right There" questions and "Think and Research" questions. The second is a question whose answer needs to be developed based on the experience of the reader (In My Head), then classified as Author and You and On My Own.

1. Right There

Right there are some factual and contentious questions. Right There questions have straightforward solutions in the text. The question and answer for Right There questions are typically phrased in the same way, and there is only one place in the reading text where it can be found. Typically, responses consist of a single word or a few words. Right There question phrases include Who is....?, Where is....?, What is....?, When is....?, How many....?, and When did....?. The steps that can be used to answer the Right There question are, Reread, Scan and Search for keywords.

2. Think and Search

The text's Think and Search questions have answers scattered throughout it, which are pieced together using data from various sections. Because there may be more than one right response, Think and Search questions require readers to put together various pieces of a story in order to find the answers. In order to answer these questions, readers must first consider how the ideas or information in the text relate to one another before searching the entire passage for the information they need. This type of question and answer has different wording, and the answers are usually brief. Some phrases used for think and search questions are as follows: What was the cause, how did they do it, and why was it caused?. The steps that can be used to answer Think and Search questions are, Skim or reread, Find important information, Summarize

3. Author and You

Author and You questions ask readers to use the provided text in conjunction with their own prior knowledge, experiences, and values to answer a particular question. The text does not contain the answers to the questions about the Author and You. Instead, they insist on inferential thinking from the students. The textual hints and the students' prior knowledge are used to determine the answer to the question. In order to understand what the author is saying and how it relates to what they already know, students must take all three into account. Then, in order to fully comprehend the question, students must synthesize the text. In order to reach a new level of understanding when faced with such inquiries, students should look for and draw connections between fresh information from the text and earlier

knowledge. The words "would you" and "which character" as well as "did you agree with" and "what did you think of" are examples of "Author and You" questions. The steps may be intended to address the following questions for you and the author: Reread, Predict by considering what you already know and what the author said.

4. On My Own

On My Own questions challenge the reader to think deeply about the subject at hand. These inquiries can be answered without even reading the text because the solution is entirely predicated on the reader's prior knowledge. These questions' solutions are predicated on the students' experiences. Before reading a text, these questions are frequently used to help access background knowledge on a particular subject. Readers may be prompted to share their opinions or feelings in response to a question of this nature. These questions do not require information from the text, but they do require readers to make some sort of judgment about or relate to the topic of the text because the answers to these questions require inferential and evaluative thinking. "Do you know...", "Have you ever..." and "Would you ever...?" are some examples of phrases used for On My Own Questions. The actions could be intended to respond. On Your Own questions include the following: Consider what you already know; Consider what you have previously read; and Draw connections.

Based on the theories presented, it is possible to conclude that QAR is a comprehension strategy that provides readers with memory aids to help them deal with comprehension questions. The QAR strategy instructs students to identify

whether the knowledge they drew upon to respond to questions about the text was textually explicit, textually implicit, or entirely derived from the student's own background knowledge. It can also be used to organize comprehension lessons and questioning exercises.

H. QAR Strategy in Teaching Reading

The QAR strategy procedure, as described by Boss and Vaughn (2002) in Erdiana et al. (2017), consists of four steps. The first step is to explain to students that they will be asked four different types of questions. Each type of question is defined by the teacher, and an example is provided. The teacher then reads the short text aloud to the students in the second step. Third, the teacher has chosen the inquiries he will make following the reading. After finishing her reading, the teacher reads the questions to the class while giving examples of the different kinds of questions that can be asked and answered. Finally, the teacher demonstrates how to locate information to answer questions.

Other procedures also mentioned by Senjost 2009 in Arisman et, al. The first procedure is Introduce the definition of QAR by explaining each type of form to give a simple overview of each type and to understand the difference. The second is students are asked to read short text snippets. The third is Direct students to respond to each question after they have finished reading. In this step, the teacher makes sure that the students double check their answers and makes sure that the differences between each type are clearly understood. The fourth is Continue this exercise and increase the number of questions and their types until students can

recognize and distinguish between them easily. Finally, students are asked to read more and create a set of question to identify and answer with their classmates.

I. KWL Strategy

KWL is a well-known reading instruction method. Using a three-step process, students identify What They Know, What They Want to Learn, and What They Have Learned about the upcoming topic in order to increase their reading comprehension (about the topic). This strategy encourages students to draw on prior knowledge and critically assess what they read. Students can prepare their questions in advance using this technique, choose what they want to know, and then read the text to find the answer. Ogle asserts that KWL is an easy method that can be used to choose nonfiction for reading groups or subject-specific learning situations at any grade level and in any subject. This activity can help the students organize their thoughts. The KWL method can therefore be used with any subject and textbook.

The goal of this technique, according to Ogle, is to help teachers be more receptive to students' prior knowledge when reading expository material like descriptive text, report text, or straightforward non-fiction text, as well as to help teachers honor what students bring to each reading situation. According to Szabo, this tactic has several benefits. The main goals are to develop the student's interest and motivation and to activate their prior knowledge. The next step is to direct the students toward their reading goal, check on their comprehension, and give them a chance to elaborate on concepts. The objectives of the KWL technique encourage students to be more engaged and critical thinkers.

Additionally, this strategy enhances comprehension and silent reading in kids. Additionally, when they affirm or deny the information in the K column, children make connections between new information and what they already know. When students develop questions for the W column, they gain the capacity to establish their own reading goals. After reading the text in the L column, they will learn how to explain the knowledge they have acquired. Reading to find the answers to these questions helps them focus so they can read to get the information they need while actively checking their own comprehension. In a nutshell, the KWL strategy's objective is to help students think critically and retain new information by activating their prior knowledge.

J. Descriptive Text

1. Definition of Descriptive Text

According to Anderson and Anderson (1998), descriptive text describes a specific person, place, or thing. Descriptive text is text that is specifically about a person, place, or thing. They added that the objective was to describe the subject's characteristics without expressing any personal opinions in order to inform the reader about it. As a result, descriptive writing describes a subject's characteristics without the use of personal opinion. Additionally, descriptive text helps you picture the subject being described. In other words, this text only conveys information that you want to repeat to others by describing its features.

Additionally, according to Wishon and Burks (1980), descriptions help the reader get a sense of how something looks, sounds, feels, and smells. When the reader automatically reads the descriptive text, they can give examples of what is

being described. The purpose of descriptive text is to help the reader visualize and describe a person, place, or thing by describing a subject's qualities, such as physical characteristics.

A specific person, place, or thing is being described in the descriptive text from Wardiman et al. (2008). Furthermore, Barbara explained, "to amuse, to give many impressions, to understand with experience, to help the reader with the misconception subject written about, to make a fresh value for the familiar, and to persuade the reader about something". To put it another way, descriptive text aims to amuse the reader by giving specific information and expressing feelings about the subject.

2. Generic Structure of Descriptive Text

There are two traits of descriptive writing. There are two parts to the standard descriptive text structure, according to Oktaviani et al. (2011) in Akmal (2019). They are as follows:

1. Identification, Identification is the first section of the descriptive text, which is found in the opening paragraph. Identification serves to introduce or describe things to readers or listeners. Informing the audience or the director that the object or thing we are describing is distinct from others and unique is another function of identification. Before moving on to discuss the object or thing's properties or characteristics in the subsequent paragraph, identification is a paragraph that provides a succinct explanation of the object or thing we want to describe.

2. Description, The next section of the descriptive text is a description. This section is typically written in the second and succeeding paragraphs. The contents of the Description section, which is a continuation of the First Part, are the traits or characteristics of the things or objects that we describe (identification). The qualities or traits of objects or things are particular qualities that are inherent in the things we describe and are not shared by all things that are comparable to the things we describe.

K. Previous Study

The writer discusses previous related research on Question Answer Relationship in this session. The first research conducted by Thuy and Huan (2018). In this study, fifty students from a high school in the Mekong Delta region were in the tenth grade. They were between the ages of 15 and 17. (24 males and 26 females). All participants had started learning English as a required academic subject since Grade Three (at least seven years). Three times per week, they had been following the English curriculum outlined in the textbook Tieng Anh 10 (English for Grade 10). Depending on their level of English language proficiency, they were randomly assigned to one of two groups. There are 25 individuals in each of the two groups: experimental and control. The study's data collection methods included a pretest, a posttest, a questionnaire, and interviews. This study uses t-test to analyze the data. The study's findings confirmed that using QARS improves students' reading comprehension and that students have a positive outlook toward using this reading strategy (Thuy and Huan, (2018)).

Leading the second investigation are Erdiana, Kasim, and Juwita (2017). The pre-experimental design in this study was taken into consideration by the researchers. For this experiment, the author used a one-group pre-test and post-test design. A second grade class or eighth grade students from MTsN Model in Banda Aceh made up the research sample. There were 36 students in the class. The tests were centered on recount texts. According to the study, students' grades rose after using the QAR strategy. If students have improved, it may be clear from the pre- and post-test results. The average score before the test was 73.05, and the average score after the test was 87.22. According to Erdiana et al. (2017), it denotes that the post-test score was higher than the pre-test score.

The last research was conducted by Aziz and Yasin (2017). This study was designed in a quasi-experimental design. The participants in this study were eighth-grade students at SMPN 2 Kota Solok. There were 11 classes, with a total of 356 students. The sample was drawn at random from two classes. The sample size was approximately 64 students drawn from the total population. Statistical analysis showed that there was a significant difference in post-test performance between the experimental and control classes, and the researcher found that the QAR strategy in the experimental class improved students' reading comprehension. Furthermore, while reading the text, students develop their critical thinking abilities by creating connections between the questions and answers.

The differences between this study and the previous study are the grade level and the type of text is used in the research. In this study, the researcher uses the seventh grade of SMPN 21 Gresik as the grade level and Descriptive text is used as the type of text in this research.