

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

In this chapter, the writer reviewed the related literature and theories so as to carry out this study. The researcher is going to describe some theories and review some relevant research findings related to the research. This chapter will describe in depth of the variables exist in this study, the questions answer relationships strategy and reading comprehension.

#### **2.1 Definition of Reading Comprehension**

Comprehension is process learning that involves all strategies and behaviors. Reading comprehension is a process of making sense of written ideas through meaningful interpretation and interaction with language. So, by reading comprehension, a reader understands as much as possible the message that the writer puts into the text. When read a text, a reader is not just saying the words, but moreover able to identify the main idea. Therefore, when he reads, he recognizes the words and attaches meaning to them. From this oral knowledge about the materials. Then, comprehending is a written text means extracting the required information from text as effectively as possible.

Based on some researcher explained that reading comprehension is a construction process because it involves all of the elements of the reading process working together as a text is a read to create a representation of the text in the readers mind. Comprehension can be improved by deep processing of text material and generally, comprehension increase when readers create images for the information they get while reading.

## 2.2 The Characteristics of Reading Comprehension

Specific comprehension skills cannot be completely isolated because they are so interrelated that one skill depends to some degree on another skill. Kustaryo (1988;12) says that in a broader sense comprehension could be divided into three levels of skills:

- a. Literal reading; refers to the ideas facts that are directly stated on the printed page. In fact, literal ideas and facts are usually so clearly stated that one could go back in the passage and underline the information desired. The literal level of comprehension is primary to all reading skills at any level because a reader must first understand what the author said before he can draw in inference or make an evaluation.
- b. Inferential; to get inference, or implied meanings, from the reading material one must read between lines. Inferences are ideas a reader receives when he goes beneath the surface to sense relationships, puts facts and ideas together to draw conclusions and make generalizations, and detects the mood of the material. Making inferences requires more thinking on one's part because one must depend less on the author and more on personal insight.
- c. Critical reading; it requires a higher degree of skill development and perception. Critical reading requires reading with an inquiring mind and with active, creative looking for false statements. It means questioning, comparing, and evaluating.

On the other hand, students sometimes do not know what the topic or the main idea of the text they read. Therefore, they cannot understand the paragraph

they have read. Later, they should not only understand the key words, but also the meaning of the words and their relationships within the paragraphs. According to Kustaryo (1988;15) there are three factors that have to do with comprehending the paragraph. First, word recognition, the students face difficulties arise because these two languages, English and Indonesia, are not branches of the same language. Word recognition is an important component in understanding a target language or negative language. Students differ in their word recognition skill in their own native language and the target language. Therefore, it is impossible for an Indonesian student to become more adapt at word recognition in the target language than he is in his native language. Second, new word recognition, new words and words, which have been learned are two aspects which might cause difficulties in the learning of vocabulary. Learning new words, words that are introduced for the first time to the students is greatly influenced by their prior knowledge about words. For example, word “prediction’, students can easily produce it with their prior understanding of the word “predict”. It makes them think of the suffix –ion that forms the noun ‘prediction’. On the contrary, words like ‘behavior’ and ‘signature’ are not easy to recognize because their forms are intricate. The students sometimes do not know that there is a connection between the word ‘behavior’ and the word ‘behave’, between the word ‘signature’ and the word ‘sign’. It is because of their complexity forms. Hence, the role of memory should be noted by the teacher when selecting materials and deciding methods for teaching language. Third, the language system, this factor involves vocabulary and structure, vocabulary and sound system, and vocabulary and spelling. (1)

Vocabulary and structure; vocabulary and structures are firmly joined; they cannot

be separated from each other. (2) Vocabulary and sound system; one aspect of learning a second language is mastering the sound system. The students should make efforts to know how an English word is pronounced. A word in English language makes a different meaning. For instance, a) He is coming, and b) He is coming? The first sentence tells us that someone is coming. While the second one asks us whether he is coming or not. Understanding the second system of the target language is one of the aspects of learning language which should not be ignored. (3) Vocabulary and spelling; English spelling is difficult for Indonesia students because of the phonemic irregularity or lack of a phoneme correspondence.

Some authors have listed other categories such as the ability to see main ideas, see important details, see the author's purpose, develop mental images, see a sequence of ideas, and see the author's organization. Meanwhile, Davis (in Gibson and Levin (1975:403) also identifies five skills as having a unique contribution to reading comprehension. They are memory for word meanings, drawing inferences from the content, following the structure of a passage, recognizing a writer's purpose, attitude, tone, mood, and finding answers to questions asked explicitly or in paraphrase. Those are the skills that always exist in reading comprehension.

In the *Durrell Analysis of Reading Difficulty* (Durrell and Catterson, 1980), contains subtest for both oral and silent reading. In the oral reading subtest the students read a series of graded passages. After each passage the students answer literal comprehension questions about what was read. Norms for oral reading are based primarily on reading speed and only secondarily on

comprehension ability. These norms are intended to provide an estimate of the child's instructional reading level. In the silent reading passages the students are merely told to read the passage and try to remember what was read. After reading the passage the students tell all they can remember about the story.

### **2.3 Teaching Reading Comprehension**

As abbott (1981:83) said that in teaching reading, the teacher should allow in mind if she teaches the students or test them. That is, if the material or activity a means of helping the students to improve their reading ability.

Most commonly used measures on reading achievement attempt to measure only two broad categories of comprehension-vocabulary and reading comprehension. Abbott (1981:83) said that efficient reading depends first of all on having a purpose for reading, knowing why you are reading text.

### **2.4 Teaching Reading Comprehension Strategy**

The following are the strategies stated by Adler, C.R. (ED) 2001

#### **a. Monitoring Comprehension**

Monitoring Comprehension is students who are good at monitoring their comprehension know whe they understand what they read and when they do not. They have strategies to “fix” problems in their understanding as the problem arise. Research shows that instruction, even in the early grade, can help students become better at monitoring their comprehension.

b. Metacognition

Metacognition can be defined as “thinking about thinking”. Good readers use metacognitive strategies to think about and have control over their reading. Before reading, they might clarify they might monitor their understanding, adjusting their reading speed to fit the difficulty of the text and “fixing” any comprehension problems they have. After reading, they check their understanding of what they read.

c. Graphic and Semantic Organizer

Graphic organizers illustrate concepts and relationships between concepts in a text or using diagrams. Graphic organizers are known by different names, such as maps, webs, graphs, charts, frames, or clusters. Regardless of the label, graphic organizers can help readers focus on concepts and how they are related to other concepts. Graphic organizers help students read and understand textbooks and picture books.

d. Generating Questions

By generating questions, students become aware of whether they can answer the questions and if they understand what they are reading. Students learn to ask themselves questions that require them to combine information from different segments of text. For example, students can be taught to ask main idea questions that relate to important information in a text.

e. Recognizing Story Structure

In story structure instruction, students learn to identify the categories of content (characters, setting, events, problem, resolution). Often, students learn to recognize story structure through the use of story maps. Instruction in story structure improves students' comprehension.

f. Summarizing

Summarizing requires students to determine what is important in what they are reading and to put it into their own words.

g. Question Answer Relationship

The Question-Answer Relationship strategy (QAR) encourages students to learn how to answer questions better. Students are asked to indicate whether the information they used to answer questions about the text was textually explicit information (information that was directly stated in the text), textually implicit information (information that was implied in the text), or information entirely from the student's own background knowledge.

The above are some examples of strategies for reading comprehension.

The researcher interest with Question answer relationship strategy because get help the students' to know the types of the questions from the teacher. Therefore, the writer want to test an effect of this strategy.

## **2.5 Narrative as Reading Comprehension**

There are many different types of story. All cultures that people know about use story genres of different kinds to entertain one another, to instruct, to reflect on the meaning of personal experience and to explain important events in

the lives of the people in their group. Stories help people talk and write about the meaning of the things that happen to them and to resolve problems they experience in ways that make sense within the context of their culture.

Story genres have at least one thing in common: they all tell what happened. Events come one after another. Like other genres, the patterning in stories is influenced and constrained by social expectations. People have been making stories over and over again and using their language in a particular way to serve their individual and social purposes. As Hartono(2005: 5) states that genre is a type or kind of text, defined in terms of its social purposes, also the level of context dealing with social purpose.

Narrative is a kind of story genre. The researcher choose “Narrative Text” as the Reading comprehension material because a narrative has some goals as Meyers (2005: 52) says as follows:

- 1) It's unified, with all the action developing a central idea.
- 2) It's interesting, it draws the readers into the action and makes them feel as if they're observing and listening to the events.
- 3) It introduces the four Ws of a setting- *who*, *what*, *where*, and *when* with in the context of the action.
- 4) It's coherent; transition indicates changes in time, location, and characters.
- 5) It begins at the beginning and ends at the end. That is, the narrative follows a chronological order-with events happening in time sequence.



- 6) It builds toward a climax. This is the moment of most tension or surprise—a time when the ending is revealed or the importance of events becomes clear.

Meyers (2005: 5) also states that narrative is one of the most powerful ways of communicating with others. A good written story lets the readers respond to some event in your life as if it were own. The readers not only understand the event, but they can also feel it. The action, details, and dialogue put the readers in these scene and make it happen for them.

## **2.6 Question Answer Relationship (QAR) Strategy**

The following describe definition Question Answer Relationship (QAR) Strategy, types of Question Answer Relationship strategy and the implementation of this strategy.

### **2.6.1 Definition Question Answer Relationship Strategy**

Raphael created question answer relationships as a way to help students realize that the answer they seek are related to the type of question that is asked; it encourages them to be strategic about their search for answer based on an awareness of what different types of question answer relationship is a strategy to be used after students have read. QAR teaches students how to decipher what types of questions they are being asked and where to find the answers to them. Raphael (1986) took this a step further and generated a taxonomy incorporating the term ‘in the book’ (right there, think and search) and ‘in my head’ (author and me, on my own) to answer literal and inferential questions.

There are benefits in using QAR as a framework for reading comprehension instruction as well as a framework for comprehension strategy use. For teachers, using QAR to frame the questioning activities within the reading cycle guides their modeling of question asking practice in the before, during and after reading phases (Raphael & Au, 2005). Using QAR to plan reading comprehension instruction helps ensure that there will not be an over emphasis of lower-level skills and questions that only require pupils to locate and recall information. Essentially, QAR teaches students three comprehension strategies:

1. Locating information,
2. Determining text structure and how they convey information,
3. Determining when an inference is required (Raphael, 1986).

Using QAR, students will be able to recognize possible answer locations by classifying questions by type as well as monitor their comprehension of the text. Extending the use QAR to frame comprehension strategy instruction can help students see the 'relationships among the strategies they are learning and the task demands represented by different question' (Raphael & Au, 2005). It is believed that providing students a systematic way of analyzing task demands of different question probes can improve reading comprehension.

However, Readence (2006) raised two concerns with using QAR. Firstly, QAR was intended to describe question-answer types rather than to facilitate the determination of the correct responses. It is therefore not advisable to tell pupils that the answer to the question 'is forthcoming

from such discrete categories as text or reader'. Secondly, he argues that determining the nature of the question-answer relationship logically follows the answering of the question, rather than preceding it. He purports that QAR can only be best regarded as a monitoring tool to help readers achieve feedback on their responses rather than help answer the questions.

### **2.6.2 Types of QAR Strategy**

QAR teaches students how to decipher what types of questions they are being asked and where to find the answer to them. Raphael identified two categories of questions: those whose answers are supplied by the author (In The Book) and those that have answers that need to be developed based on the reader's ideas and experiences (In My Head). These two categories of questions also have to different types of questions.

#### **1. In The Book**

- a. **Right There Questions:** Literal questions whose answers can be found in the text. Often the words used in the question are the same words found in the text
- b. **Think and Search Questions:** Answers are gathered from several parts of the text and put together to make meaning.

#### **2. In My Head**

- a. **Author and You :** These questions are based on information provided in the text but the student is required to relate it to their own experience. Although the answer does not lie directly in the text, the students must have read it in order to answer the question.

- b. On My Own : These questions do not require the student to have read the passage but he/she must use their background or prior knowledge to answer the question.

The benefit of QAR empowers students to think about the text they are reading and beyond it, too. It inspires to think creatively and work cooperatively while challenging them to use literal and higher-level thinking skills.

### **2.6.3 Procedures of Question Answer Relationship Strategy**

There are some procedures that must be conducted while using Question-Answer Relationship (Raphael in Crist, 2002: 5-6).

1. Teacher introduces the strategy about Question-Answer Relationship which is “In the Book” Question and “In My Head” Question and explains those to the students.
2. Teacher demonstrates the QAR strategy using a short reading passage. Teacher gives many examples to train the students using QAR.
3. Teacher asks the students to read the text and also the questions. Guide the students to apply the QAR strategy in order to answer the questions.
4. Students try to use the QAR strategy with their friends in small group with another text. After they can use the strategy well, try them to use it individually.

## 2.7 Previous Study

There are some previous studies conducted in the implementation of questions answer relationships learning in classroom.

Nurul Ilmiatus Solichah conducted the implementation of question answer relationships strategy in teaching reading of narrative text for tenth grader of Man Mojokerto. This study showed that the students are able to comprehend the text when answering the questions, and the pupils also have capability to categorize the questions in order to avoid spending too much time while finding the answer. The students also enjoyed although they had to face a lot of questions.

Kinniburgh and Prew (2010) investigated the effect of teaching Question-Answer Relationships (QAR) to students in a kindergarten, first, and second grades for the purpose of laying a strong foundation for reading comprehension. The results indicated that the QAR strategy, if implemented effectively, could increase the comprehension of young students and provided a strong foundation for reading comprehension.

Peng, Hoon, Khoo, and Joseph (2007) studied the impact of Question-Answer-Relationships (QAR) on Reading Comprehension. The study was carried out based on Raphael's (1984) recommendations to introduce and practice the use of the QAR strategy. Findings showed that students taught through the QAR strategy had some improvements in their reading comprehension test scores after intervention compared to the control group. The qualitative data analysis showed that more than half of the pupils taught through the QAR strategy felt more confident about answering comprehension questions after learning the strategy.

Considering the previous researches, it can be seen that instructing and implementing different strategies are useful and have significant roles on improving EFL students reading comprehension at different levels and stages. Consequently, this research intended to use QAR in while reading process on a population with different levels that was not conducted previously, and question answer relationships can help the students to categorize the question and build their reading comprehension.