CHAPTER II

REVIEW OR LITERATURE RELATED

In this chapter, the writer present the theories and earlier study related to the problem. Those theories and study are important for the writer as guide in analyzing the data letter.

1.1 Reading

1.1.1 Definition of Reading

Reading is an interactive process that goes on between the reader and the reader and the text, resulting in comprehension. The text presents letters, words, sentences, and paragraphs that encode meaning. On the other hand, Reading is a cognitive activity in which the reader takes part in a conversation with the author through the texts, (Othman & Zera, 2013, p. 188). Moreover, reading can be interpreted as transmitting of information process where the authors tells all the readers about his idea or message. Such as, the author is regard as the information (sender) and the reader on the other hand is receiver. During the reading process its means that the reader can be done during reading activity is only graphing and decoding information, meanwhile the reader cannot ask question or comment to the author directly.

The reader uses knowledge, skills, and strategies to determine what that meaning, included:

1. Linguistic competence: the ability to recognize the elements of the writing system; knowledge of vocabulary; knowledge of how words are structured into sentences

2. Discourse competence: knowledge of discourse markers and how they connect parts of the text to one another

3. Sociolinguistic competence: knowledge about different types of texts and their usual structure and content

4. Strategic competence: the ability to use top-down strategies (see Strategies for Developing Reading Skills for descriptions), as well as knowledge of the language (a bottom-up strategy)

The purpose for reading and the type of text determine the specific knowledge, skills, and strategies that readers need to apply to achieve comprehension. Reading comprehension is thus much more than decoding. Reading comprehension results when the reader knows which skills and strategies are appropriate for the type of text, and understand how to apply them to accomplish the reading purpose.

1.1.2 Reading Comprehension

Reading is an activity with a purpose. A person may read in order to gain information or verify existing knowledge, or in order to critique a writer's ideas or writing style. A person may also read for enjoyment, or to enhance knowledge of the language being read. The purposes for reading guide the reader's selection of texts.

The purpose of reading also determines the appropriate approach the reading comprehension. A person to need to know whether she can afford to eat at

a particular restaurant needs to comprehend the pricing information provided on the menu, but doesn't need recognize the name of every appetizer listed. A person reading poetry for enjoyment need to recognize the word the poet use and the way they are put together, but doesn't need identify main idea and supporting details. However, a person using a scientific article to support an opinion needs to vocabulary that is used, understand the fact and cause effect sequences that are presented and recognize ideas that are presented as hypothesis and givens.

2.1.3 Teaching Reading

Effective language instructors show students how they can arrange their reading behavior in order to be appropriate with variety of situation, type of input and reading purposes. They help students to develop reading strategies and match appropriate strategies to each reading situations for students.Strategies can help students read more quickly and effectively, included:

1. Previewing: reviewing from the tittle, sections heading, and photo captions of the text to get a sense of the structure and a content of a reading selection.

2. Predicting: using knowledge of the subject to make predictions about content and vocabulary in the text.

3. Skimming and scanning: using a quick survey of the text to get the main idea from the text, identify text structure and question predictions.

4. Guessing from context: using prior knowledge of the subject and the ideas in the text as clues to the meaning of the unknown words, instead of stopping to the look them up.

5. Paraphrasing: stopping at the end of a section to check comprehension by restating the information and idea in the text.

Teacher can help students learn when and how to use reading strategies in several ways.

1. By modeling the strategies aloud, talking through the processes of previewing, predicting, skimming and scanning, and paraphrasing. This shows students how the strategies work and how much they can know about a text before they begin to read word by word.

2. By allowing time in class for group and individual previewing and predicting activities as preparation for in class or out of class reading. Allocating class time to these activities indicates their importance and value.

3. By using cloze (fill in the blank) exercises to review vocabulary items. This helps students learn to guess meaning from context.

4. By encouraging students to talk about what strategies they think will help them approach a reading assignment, and then talking after reading about what strategies they actually used. This help students develop flexibility in their choice of strategies. (Cahyono:2009)

When language learners use reading strategies, they find that they can control the reading experience, and they gain confidence in their ability to read the language.

1.2 Question Answer Relationship (QAR) Strategy

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

1.2.1   Definition Question Answer Relationship (QAR) Strategy

Raphael created Question-Answer Relationships as a way to help students realize that the answers they seek are related to the type of question that is asked; it encourages them to be strategic about their search for answers based on an awareness of what different types of questions look for. Even more important understands where the answer will come from. Question Answer Relationship (QAR) 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 terms '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 practices 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. It is clear from research that all students need instruction in reading comprehension, especially the kind that focuses on the strategies required to answer and generate challenging questions (Taylor, Pearson, Peterson & Rodriguez, 2003 cited in Raphael & Au, 2005).

Essentially, QAR teaches students three comprehension strategies:

1. Locating information,

2. Determining text structures 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 of 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 questions' (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. Despite his concerns, Readence (2006) pointed out that the National Reading Panel (2000) has endorsed QAR as an effective means of improving comprehension.

1.2.2   Types of QAR Strategy.

QAR teaches students how to decipher what types of questions they are being asked and where to find the answers 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 two 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 student 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 them to think creatively and work cooperatively while challenging them to use literal and higher-level thinking skills.

1.2.3 Implementation of Question Answer Relationship (QAR) Strategy

This strategy can be implemented individually, in small groups, or whole group.

1. Assess the pre-requisite skills of the student. Ensure that the student has the word identification and fluency skills necessary to read the text.

2. Provide a rationale for using the strategy. The teacher should emphasize why students could benefit from using it. Talk about how it has helped other students in the past, etc. Be sure the students see its value and make a commitment to using it. Secure the buy-in or commitment to using the strategy. Emphasize how this strategy can help in many different content areas to answer questions at the end of text chapters.

3. Explain the difference between the fourth types of questions: "right there," "think and search," "on my own," and "author and me." Model the strategy for the students. Use a think aloud process to work through some example QARs.

4. Have the students memorize the different types of questions. The student should be able to identify these and describe what each means. The QAR card may be used to scaffold this strategy as needed.

5. Provide support while the children practice the strategy. Teach each strategy individually. You can facilitate this in many different ways. Scaffolding the instruction may be necessary during this phase. Teachers should model the strategy. Ample practice and opportunities should be provided until the children can generate think-type questions on their own.

6. After the students read the text, the students practice categorizing the questions and answering them. Provide support for the strategy during implementation, through direct feedback during practice, verbal cuing, prompt cards, etc.

7. Eventually fade the teacher prompts until the children demonstrate the use of the strategy independently. Encourage other teachers to use the same strategy in their classrooms as well. It is important to continue to emphasize how understanding the type of question it is will help to answer it.

1.3 Recount Text

Recount is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. There is no complication among the participants and that differentiates from narrative text.

Generic Structure of Recount

1. Orientation:

   Orientation is part of recount text about introducing the participants, place and time.

2. Events:

   Orientation is part of recount text about describing series of event that happened in the past.

3. Reorientation:

   It is optional. Stating personal comment of the writer to the story

Language Feature of Recount

1. Recount text is introducing personal participant; I, my group, etc

2. Recount text using chronological connection; then, first, etc

3. Recount text using linking verb; was, were, saw, heard, etc

4. Recount text using action verb; look, go, change, etc

5. Recount text using simple past tense (S+V2); The car *was covered* ………, It suddenly *became* very cold, etc