CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Relevance Theories

2.1.1 Concept of Reading Comprehension

There were many definitions of reading comprehension that were defined by experts. Those were Grabe (1991), Alyousef (2005), McIntyre et al (2011), Duffy (2009), Pardo (2004), Hans & Hans (2015), and Fakeye & Fakeye (2016). It was discussed as follow:

According to Grabe (1991) in Gupta & Ahuja (2014:38), reading is one of the most important skills. Reading can be defined as the ability to get understanding from written text. L2 reading can best be understood as a combination of skills and abilities that individuals bring to bear as they begin to read. Next, Alyousef (2005:144) said that reading can be seen as an "interactive" process between a reader and a text which leads to automaticity or (reading fluency). In this process, the readers interacts dynamically with the text as he/she tries to elicit the meaning and where various kinds of knowledge are being used.

Morever, McIntyre et al (2011:113) stated that reading is comprehending. If reader can read the words of a text, but do not understand what they are reading, they are not really reading. Duffy (2009: 14) also agrees with this statement, he stated that comprehension is the essence of reading because the goal of written language is communication of massage. If we do not understand the message, we are not reading.

Furthermore, Pardo (2004:272) defined that reading comprehension is a complex process of constructing meaning from the text by interacting with it through a combination of prior knowledge, previous experiences, information in the text, and the stance the reader takes in relationship to the text. It means that, the process of meaning construction as a result of blending content and message of the text with the readers existing knowledge and skills during reader text interaction is reading comprehension. Then, Hans & Hans (2015:63) said that the level of understanding of a text/message can be defined as reading comprehension since this undersanding comes from the interaction between the words that are written and how they trigger knowledge outside the text/message.

In addition, Fakeye & Fakeye (2016:272) states that reading comprehension is the heart and goal of reading, since the purposes of all reading is to gather meaning from the printed page. Reading without comprehension is simply word calling. Comprehension is critical to learning.

From the ideas mentioned, it can be concluded that reading comprehension is a process in order to understand and to get the message from the reading text and reading for comprehension is the primary purpose of reading because if readers can read the words but do not understand what they are reading, they are not really reading and without understanding the text reader cannot get the meaning from the text.

2.1.2 The Purpose of Reading Comprehension

Knutson (1997) in Cheon and Ma (2014:53) notes "having a purposes means having a reason to read and approaching a text with a particular goal in mind, whether that goal involves learning or entertainment".

In addition, Anderson (2014) in Cheon and Ma (2014:53) mentions three typical purposes for reading: reading for pleasure, reading for information, and reading to learn something new. It can be concluded that purpose of reading is not only to get information or learn new knowledge but also to entertain the reader from reading text.

From the ideas mentioned, it can be concluded that the readers have purposes of reading for study about something in their learning, for entertaining themselves, or to get meaning from what they read so that they feel enjoy by reading a text. So, all of reading activity based on the readers'purpose itself. Students who study English should try to develop their reading well, so they not only know that reading can useful for them but also they know about the purpose of reading itself.

2.1.3 Teaching Reading

In teaching reading, there are several principles that must be considered by the teacher. This teaching principle may guide the teacher in the process of teaching reading. According to Harmer (2001:70), there are six principles of teaching reading. They are as follows:

1. Reading is not a passive skill: reading is an incredibly activity. The teacher should have the knowledge about the words, pictures and arguments.

2. Students need to be engaged with what they reading: the students who do not engaged with the text will not have any interest to the text. Therefore, they need to be engaged or have a soul connection between the materials what they read.

3. Students should be encouraged to respond to the content of a reading text, not just the language: it is important to let the students to respond the meaning of the message of the reading text.

4. Prediction is the major factor in reading: the prediction may help the students to comprehend the text.

5. Match the task to the topic: the teacher should be choosing the reading task which is suitable with the reading topic.

6. Good teacher exploit reading text to the full: good teacher integrate the reading text into interesting class sequences.

According to Yazar (2013:40-42) suggested that EFL teachers should teach the reading strategies to the students and apply them during the reading lessons. If it is done students will be adequate reader. They can easily understand, and make comments about reading passages. In teaching reading process has three activities, they are as follows:

1) Pre-reading

Pre-reading is the activity before reading process. Teacher who starts the lesson in this way is hardly likely to motivate the learners. What the pre-reading phase tries to do is:

1. to introduce and arouse interest in the topic.

   In this case, the teacher introduce to the students about the topic which they will discuss in English class.

2. to motivate learners by giving a reason for reading.

   Teacher not only can explains what the students will get from reading but also can motivates they to give a reaction for the reading, as well as teacher can ask the students some questions related to the topic.

3. to provide some language preparation for the text.

   In this term, teacher can show some language preparation, such as: the words, phrases, or sentences that can be used to lead the students' attention the material.

2) While-reading

While-reading is the core of the lesson. This phase draws on the text, rather than the learner's ideas previous to reading. The aims of this phase are:

1. to help understanding of the writer's purpose.

2. to help understanding of the text structure.

3. to clarify text content.

3) Post–reading

Post reading activity can be done in various activities related to the text that has been read. The aims of post-reading work are:

1. to consolidate or reflect upon what has been read.

2. to relate the text to the learners' own knowledge, interests, or views.

   In the process of teaching and learning English especially in reading subject, a good reading comprehension achievement of the students is one of the most crucial goals by the end of teaching and learning process. In summary, teaching reading is not only asking students to read the text, but also how to guide them to comprehend the message of the text.

2.1.4 Question-Answer Relationships (QAR) Strategy

There are many experts who have defined about Question Answer Relationships (QAR) Strategy.

According to Rothong & Ekkayokkaya (2014:494) states that the QAR strategy explicitly shows the relationship between questions and answer, how to search for information in a text according to different types of questions. With QAR, teacher can help students become strategic while dealing with a text and question simultaneously. Then, Cummins et.al (2012:18) states that Question Answer Relationships (QAR) is one strategy purported as providing students with ways of dealing with test of reading comprehension generally encountered in the classroom.

Next, Raphael & Au (2005:214) said that for teachers, using QAR to frame the questioning activities within the reading cycle guides their modeling of question-asking practice before, during, after reading phases. Furthermore, Raphael (1986) in Kinniburgh and Prew (2010: 32) devised the QAR strategy as a way for students to understand that the answer to a question is directly related to the type of question asked.

In addition, Conner (2006) in Fard and Nikou (2014:303) said that Question Answer Relationship as a reading strategy in which students categorize comprehension questions according to where they get the information they need to answer each question. The students are asked to identify whether the information they use to answer the questions about the text is textually explicit or implicit information. In other word, the students should identify whether information that was directly stated in the text, information that was implied in the text, or information entirely from the student's background knowledge.

Raphael (1986:518) developed QAR as a tool for clarifying how students can approach the task of reading texts and answering questions. It helps them to realize the need to consider both information in the text and information from their own background knowledge. These two primary sources of information for answering questions are "In the Book" and "In My Head". "The In the Book" category is expanded to include two types of situations, they are Right There, when the answer to the question is stated explicitly in the text and Think and Search, when the answer to the question is available from the text but requires the reader to put together information from different parts. "The In My Head"

category can also be divided into two types, once students have a clear understanding that their background knowledge is a relevant source of information for answering questions. The two categories are Author and Me and On My Own. QAR shows students the relationship between question and answer, how categories different types and levels of questions, as well as how the text have all the answer.

In summary, Question Answer Relationships (QAR) is powerful reading strategy in which it can help students easy in answering the reading questions because they have already know about where they got the answer according to QAR types of questions.

2.1.5 The purposes of QAR strategy

According to Raphael (1982) there are purpose of using QAR Strategy as follow:

1. Helps students monitor their comprehension of the text.
2. It teaches students how to ask questions about their reading and where to find the answer to them.
3. It inspires them to think creatively and work cooperatively while challenging them to use higher-level thinking skills.
4. Allows students to assess their comprehension of the text.
5. Help refute the common misconception held by students that the text has all the answer.

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2.1.6 Procedure of QAR Strategy

According to Raphael (1986) the procedure of Question Answer Relationship (QAR) Strategy as follows:

1. The teacher divided students into several groups in which each group consists of 6 students.

2. Teacher hand out the reading text in form of narrative.

3. The teacher explains to the students that there are four types of questions they will encounter. Define each type of question and give an example four types of questions are examined in the QAR:

   - **Right There:** 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.

   - **Think and Search:** Answers are gathered from several parts of the text and put together to make meaning.

   - **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.

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

4. In cooperative groups, teacher asks students to read the text in form of narrative text.

5. During reading activity, teacher identifies question types of QAR related to the text.

6. The teacher gives instruction to the students how to answer the question based on its categories.

7. Teacher asks students to answer each question.

8. Teacher asks students to write one of the types QAR questions and share with other group.

9. Finally, teacher assesses students' work and discusses together.

2.1.7 Advantages of QAR Strategy

According to Raphael (1982) the advantages of Question Answer Relationship Strategy are:

1. Students often follow an extremely literal or "in their head" approach when answering questions about what they have read. Understanding question-answer relationships helps students learn the kind of thinking that different types of questions require, as well as where to go for answers in the text. It encourages students to be more efficient and strategic readers.

2. Teaching students about question-answer relationships can help them to ask effective questions as they read and respond to the text.

3. Teachers use questioning strategies to guide and monitor student learning and to promote higher-level thinking in their students. Teaching students the QAR strategy encourages teachers to be aware of, and, it is hoped, improve the types of thinking they are requiring of their students.

4. Understanding how the question-answer relationship works is an important component of comprehending text.

Furthermore, Kucera (2009:13) state that QAR changes the way students approach answering questions. For example, she found that QAR helps students answer implicit questions and use of the approach has a greater impact on average and lower ability students than on higher ability students.

In addition, Raphael (1982) said that QAR is useful as students tool in providing a basis for three comprehension startegies: locating information, determining text structures and how they convey information, and determining when an inference would be required. It initially helps students understand that information from both texts and their knowledge base and experiences are important to consider when answering questions. It helps students search for key words and phrases to locate the appropriate information for answering questions. Finally, QARs help students recognize whether or not information is present in the text and if not, that it is necessary to read between or beyond the lines to answer the question.

2.1.8 Concept of Narrative Text

Narrative text is a text that tells a story either written or spoken that consists of related series of event. According to Kane (2000), narrative text is an imaginative story to entertain people that tell about imagination of the writer that purpose to entertain the reader who reads the story. Then, M. Syafi'i S et al (2011:53) states that Narrative is storytelling. Whether is tells a true story or fiction, a narrative gives an account of one or more experiences. . It tells a story to make an event and this type can be fun to read and even to write.

Furthermore, Isdaryanto (2012) notes that narrative text is a text which contains about story (fiction/non fiction/tales/folktales/fables/myths/epic) and its plot consist of climax of the story (complication) then followed by the resolution. In addition, Haris (2010) in Fakeye & Fakeye (2016:273) stated that narrative texts are written to entertain. It is a type of text that is proposed to amuse also deal with actual and vicarious experience in different ways. Narrative texts also deal with problematic events which lead to a crisis or turning points of some kind which in turn find a resolution. The main purpose of narrative text is to tell a story, it has a beginning, middle and an end; plot or conflict, and setting.

From the explanations mentioned, it can be concluded that narrative text is a text that tell a story either real or imagination from the writer to amuse or to entertain the reader that consist of several type of narrative text. It makes the reader feel pleasure about the story and tells story from beginning until ending including orientation, complication and resolution.

2.1.9 Generic Structure of Narrative Text

Derewianka (1990:32) in Amrina (2013:11) states that the steps for constructing a narrative are:

1. Orientation

   In which the researcher tells the audience about who the (characters) in the story are, where the story is taking place, and when the action (setting).

   a. Character: is any individual in a story. Individual here is not only refers to human being, but it could be animal.

b. Setting: the time and the location in which a story takes place is called the setting. For some stories is very important, while for other it or not. Setting includes place, time, weather conditions, social conditions, and mood or atmosphere.

2. Complication

The story is pushed along by a series of events, during which we usually expect some sort of complication or problem to arise. It just would not be so interesting if something unexpected do not happen. This complication will involve the the main character(s) and often serves to (temporally) toward them, for reaching their goal. Narrative mirror the complications we face in life and tend to reassure us that they are resolvable.

3. Resolution

In a "satisfying" narrative, a resolution of the complication is brought about. The complication may be resolved for better or for worse, but it is rarely left complitely unresolved (although this of course possible in certainly types of narrative, which leave us wondering (how is the end?).

2.1.10 Language Features of Narrative Text

Beside that in modules of board of studies NSW (1998:37) in Amrina (2013) stated that narrative text has general features. They are as follows:

a. Social purpose

"Narrative construct a pattern of event with a problematic and unexpected out come that entertains and instructs the reader or listener. Narratives entertain because they deal with the unusual and unexpected development of events.

They instruct because they teach readers and listeners that problem should be confronted, and attemps made to solve them. Narrative incorporate pattern of behavior or that are generally highly valuated".

b. Structure

Narrative is usually organized to include :

1. Orientation

2. Complication

3. Resolution

c. Grammar

Common grammatical features of narrative text include :

1. Use of particular nouns to refer to or describe the particular people, animals, and things that the story is about.

2. Use of adjectives to build noun groups to describe the people, animals, or things in the story.

3. Use conjunctions and connective to sequence events through time.

4. Use of adverbs and adverbial phrases to locate the particular incidents.

5. Use of past tense action verb to indicate the action is a narrative

6. Use of saying and thinking verbs to indicate what characters are feeling, thinking or saying.

2.1.11 Types of Narrative Text

According to Anderson (2004) cited in Desiani (2016), states that narrative text is divided into some types such as the followings:

1) Legends usually refer to individual characters, great horror's or kings who lived in the periods before written records. While, based on truth, these have often been embellished over time. The examples of legend in narrative text are Malin Kundang, Telaga Warna, Tangkuban Perahu, and The Story Of Toba Lake.

2) Folk tales serve to share wisdom and experience of ordinary folk. Animals frequently feature in folk tales, alongside, or instead of human both of whom succed or fail in response to their ability to be quick-witted. The examples of folk tale are, Ciung Wanara, Bawang Merah and Bawang Putih, Timun Mas.

3) Fairy tells are folk narrative that includes element of magic, magical folk or the supernatural. They often retain the structures and repetitive refrains prevalent in folk tales. The examples are Cinderella, Snow White, Beauty and the Beast, Pinochio.

4) Myths are explanation stories that seek to explain the origins of natural and supernatural phenomena, human/ superhuman characteristics and spirituals side of leaf. The examples of myth are, Nyi Roro Kidul, Jaka Tarub.

5) Fables are often very brief tales with few characters, an element of the fabulous and very over morals. Animals are most often used as the

characters. The examples of fable are Mouse, Deer and Crocodile, The Ants and The Grasshopper, The Lion and the Mosquito.

2.2 Relevance Studies

There were some related studies that had been done by some researchers that related to QAR Strategy. They are as follow:

The first research was conducted by Tammy Stafford (2012) in his journal "The Effect of Question-Answer Relationships on Ninth-Grade Students' Ability to Accurately Answer Comprehension Questions". The purpose of this study was to examine the effect of direct instruction of the Question-Answer Relationships (QAR) taxonomy, when embedded within summer school, on the ability of ninth-grade struggling students to answer reading comprehension questions after reading. This test was only computed for the experimental group, pre- and posttest. A significant effect was found, $t = 5.89$, $df = 15$, $p < .000$ for the pre knowledge survey ($M = .06$, $SD = .25$) and the post knowledge survey ($M = 2.31$, $SD = 1.53$). Students were able to answer 37 questions correctly on the posttest, averaging 9.25 per student, whereas on the pretest only one question was answered correctly.

The second research was conducted by Apaporn Rothong and Maneerat Ekkayokkaya (2014) with the title "Effect of Reading Instruction Using Question-Answer Relationships (QAR) and Its Related Reading Strategies on Reading Comprehension Ability of Eleven Grade Students". The objectives of this study were 1) to study the effects on reading instruction using Question-Answer
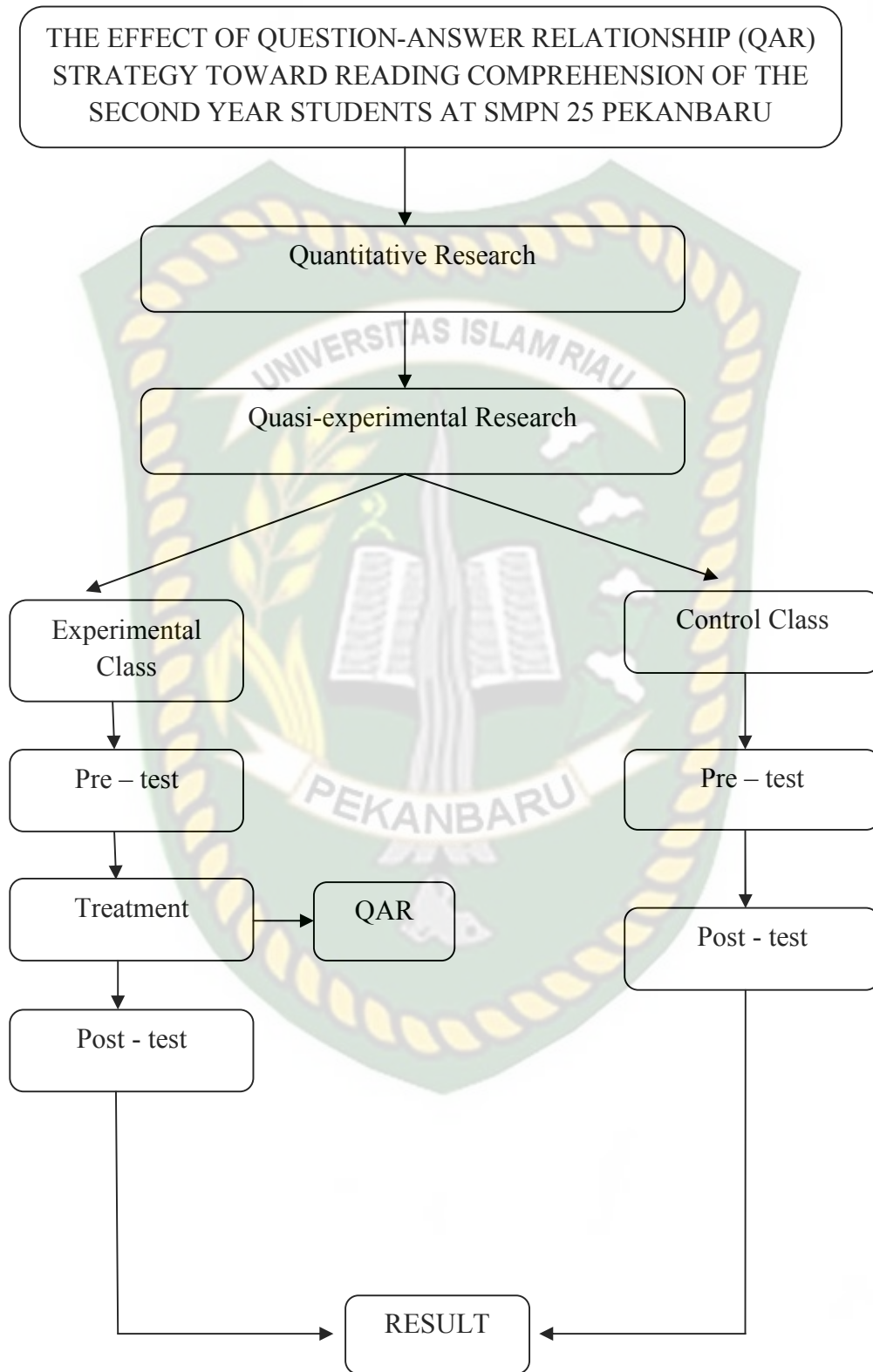
Relationships (QAR) and its related reading strategies on the reading comprehension ability of eleventh grade students, and 2) to explore the reading strategies that the students from high and low reading ability groups used in reading cycles. The sample included 44 eleventh grade students studying at Nawamin Trachutit Matchim School in Nakhon Sawan. The instruments used in this study were 1) the English reading comprehension pre- and post-tests, 2) student logs, and a 3) semi-structured interview to find out the process of answering questions and the reading strategies the students used. The data were analyzed using mean scores, standard deviation, a paired sample t-test and content analysis.

The findings revealed that 1) the mean score of the reading comprehension post-test was higher than the mean score of the pre-test at the significant level of 0.05; 2) the students from the high reading ability group could specify each type of question concisely and choose its related reading strategies to align with each of the QAR questions in reading cycles appropriately. Meanwhile, the low reading ability students could specify only some types of the questions and had trouble selecting the proper related reading strategies. Therefore, they could not use various strategies. In addition, the command of English and background knowledge hindered the ability to analyze and answer some questions for some students in both groups. However, the students had a positive attitude towards English reading and the interest in answering reading questions had increased considerably.

The third research was conducted by Nira Erdiana* (2017) with the title "QAR Strategy Implementation for Reading Comprehension of Recount Texts". The objective of this research is to find out whether or not Question Answer Relationship (QAR) Strategy is effective in teaching reading comprehension of recount text. This research took place at a junior high school in Banda Aceh. Based on the research, the calculation result shows that t-score value is higher than critical value t-table (-5.62> -2.03). It means that the alternative hypothesis (H_a) is accepted, and the null hypothesis (H_O) is rejected. To conclude, the implementation of QAR strategy is effective in teaching reading comprehension of recount text to the students as there is an escalation toward the students' scores after the implementation of QAR.

In this research, the title of research was conducted by Siska Fitriana Dewi (2018) with title "The Effect of Question-Answer Relationship (QAR) Strategy Toward Reading Comprehension of the Second Year Students at SMPN 25 Pekanbaru". This research aimed to know the effect Question Answer Relationship (QAR) Strategy toward reading comprehension of the second year students at SMPN 25 Pekanbaru. The difference between this research and previous research is that in this research the researcher focused on narrative text types that learned by the second year students of junior high school.

2.3 Conceptual Framework

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│   THE EFFECT OF QUESTION-ANSWER RELATIONSHIP (QAR)       │
│   STRATEGY TOWARD READING COMPREHENSION OF THE           │
│   SECOND YEAR STUDENTS AT SMPN 25 PEKANBARU              │
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The diagram above tell about the effect of QAR Strategy toward reading comprehension focused on quantitative research which used quasi-experimental research. In this research was conducted by two groups, they were experimental group and control group. In the experimental group, students was administered by gave pre-test. After that, they were given the treatment by Question Answer Relationship (QAR) strategy in middle. At the end, they were given post-test. While the control group were given the pre-test and post-test without treatment. Finally, the result of the research which was the pre-test and post-test were compared in order to determined the effect of Question-Answer Relationship (QAR) strategy toward reading comprehension of the second year students at SMPN 25 Pekanbaru.

2.4 Hypothesis

The hypothesis of this research can be mastered alternative and null hypothesis. The hypothesis was mention as follow:

1. Null hypothesis (Ho)

   Ho: There is no significant effect of Question Answer Relationship (QAR) strategy toward reading comprehension of the second year students at SMPN 25 Pekanbaru.

2. Alternative hypothesis (Ha)

   Ha: There is a significant effect of Question Answer Relationship (QAR) strategy toward reading comprehension of the second year students at SMPN 25 Pekanbaru.