

CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher described and discussed about theoretical framework include; concept of reading comprehension, the aspect of reading comprehension, students` problems in reading comprehension, factors affecting students` problems in reading comprehension, reading comprehension on recount text, Question-Answer Relationship (QAR) strategy, and procedure of teaching reading comprehension by using QAR strategy and also, previous related study.

A. Theoretical Framework

1. Concept of Reading Comprehension

Reading is processing looking at a series of written symbols and getting meaning from them. When reading, wear our eyes to receive (letters, punctuation marks, and space) and wear our brains to convert them into words, sentences, and paragraphs that communicate something to us. Nurdiana and Amelia (2017, p.1) stated that reading is a complex "cognitive process" of decoding symbols to construct or derive meaning. Reading is a means of language acquisition, communication, and sharing information and ideas.

Reading comprehension is the ability to process text, understand its meaning, and integrate it with what the reader already knows. Nurdiana and Amelia (2017, p.7) define reading comprehension as a process of simultaneously extracting and constructing meaning through interaction and involvement with

written language. In other words, reading comprehension is the ability to comprehend the message and information about writing material using a cognitive and metacognitive ability.

Several studies in Indonesian education investigated the students' abilities in reading comprehension (Satriani, 2018; Pratiwi, 2020; Abdi, 2021; and Nisa, 2022). They investigated that in dealing with the reading comprehension of text, students encounter many problems. Students often have difficulties in pre-reading, during reading, and post-reading activities.

According to Kholiq and Luthfiyati (2018), these are the level of reading comprehension as; literal comprehension, inferential comprehension, critical comprehension, and creative comprehension.

- a. Literal comprehension is a prerequisite for higher understanding.
- b. Inferential comprehension has oriented to the answers that are not written in the text.
- c. Critical comprehension has interpreted as the ability to read and understand at the comparison level.
- d. Creative comprehension involves all cognitive dimensions of reading because it is related to the psychological and aesthetic effects of the text on the reader.

2. The Aspect of Reading Comprehension

According to Wahyudi (2019, pp.136-137, four aspects of reading comprehension required to test students' reading comprehension. These four aspects generally deal with the main idea, specific information, reading

comprehension, and inferring implicit meaning in the text context. comprehend the message and information about writing material using a cognitive and metacognitive ability.

Several studies in Indonesian education investigated the students' abilities in reading comprehension (Satriani, 2018; Pratiwi, 2020; Abdi, 2021; and Nisa, 2022). They investigated that in dealing with the reading comprehension of text, students encounter many problems. Students often have difficulties in pre-reading, during reading, and post-reading activities.

According to Kholiq and Luthfiyati (2018), these are the level of reading comprehension as; literal comprehension, inferential comprehension, critical comprehension, and creative comprehension.

- e. Literal comprehension is a prerequisite for higher understanding.
- f. Inferential comprehension has oriented to the answers that are not written in the text.
- g. Critical comprehension has interpreted as the ability to read and understand at the comparison level.
- h. Creative comprehension involves all cognitive dimensions of reading because it is related to the psychological and aesthetic effects of the text on the reader.

3. The Aspect of Reading Comprehension

According to Wahyudi (2019, pp.136-137, four aspects of reading comprehension required to test students' reading comprehension. These four

aspects generally deal with the main idea, specific information, reading comprehension, and inferring implicit meaning in the text context.

- a. Main Idea: The main idea has become the most relevant element of information for the reader to know the main idea of the paragraph that usually happens in each paragraph,
- b. Supporting Idea: Identifying supporting details shows that we should search for information relevant to the goal and ignore the unrelated,
- c. Reading Comprehension: a collection of vocabulary used by humans,
- d. Inference: Drawing inference assumes that the reader implies the meaning of the words and then logically concludes them. The inference is an educational guess or about the unknown, depending on the available facts and information. Reference is the purposeful use of one thing to show someone else and provide the information to explain the other.

4. Students` Problems in Reading Comprehension

According to Satriani (2018, p.19), several problems with reading comprehension. These problems include the information, main idea, and meaning of texts.

- a. Students have difficulty inferring information that is only implicit in a text; it means that students should increase their information of the text so did not have difficulty in their education.

- b. Students have difficulty making inferences to connect the ideas in the text; finding the main idea becomes more difficult in the upper where the main idea may be explicit or implied.
- c. Students have difficulty Inferring the meanings of particular words from context; comprehension needs understanding the meaning in a text because comprehension is long texts.
- d. Besides the problem above, students` also felt bored in learning English text because the learning process was slow and monotonous, so does not make them interested in learning. That means the teacher must use other strategies to teach reading texts to improve students' reading comprehension ability.

5. Factors Affecting Students` Problems in Reading Comprehension

Several studies in Indonesian education investigated students` reading comprehension is affected by factors internal and external (Brewster, Ellis, and Girard, 1992; Denis, 2008; Holloween, 2013; Septia, et.al., 2022; Westwood, 2008). These are several factors; students` interest, students get difficulty reading text and translating the English meaning, lack of facility, house environment, and medical problems.

- a. Students' interest; found factors of student disinterest in the lesson itself. If students are not interested, it gets difficult to understand the reading. They find it difficult to understand English, and the thought that causes students to be uninterested is that they feel foreign to the language is different from their everyday language. If the readers find

the reading material monotonous, they will get problems concentrating on their comprehension.

- b. Students get difficulties in reading Text and Translating English the meaning; that students have difficulty learning basic English as well as reading and difficulties translating meaning.
- c. Lack of Facility; complete facilities should be one of the supporting factors in learning English had not been a supporter of learning for students in this school. Their school did not provide enough reading material for them. They could not be learning reading well.
- d. House Environment; factors causing student difficulties related to their home environment. Because most of them are less interested in learning to read students and have no desire to read English texts. They feel lazy and afraid to read English texts. Family may also be one factor that hinders students' interest in learning English, and they should be able to encourage or support their children to learn English by joining English teaching programs.
- e. Medical problems; poor reading comprehension may be related to a medical difficulty that does not get addressed until the child is old. This Involve Attention Deficit Disorder (AAD), speech problems, and hearing impairments.

6. Reading Comprehension on Recount Text

Many kinds of English texts require reading comprehension as narrative, descriptive, analytical exposition, procedure, recount, and other English texts.

1. Narrative text; is a type of text that tells a chronological story in the past tense.
2. Descriptive text; is text that describes a particular object in detail.
3. Analytical Exposition text; is a text that elaborates the writer's opinion on phenomena/issues happening around him or her.
4. Procedure text; a text that explains, informs, or helps the reader on how to make or use something.
5. One of the English texts that the researcher choose for this research is the recount text.

Recount text is the text that retells events in the past. The story can be an action or activity before someone writes the text. Gusneli, et al. (2016, pp.229-235) stated that recount text is a type of text that informs the reader about the events and activities that happened to someone's experience in the past. The purpose of recount text is to provide information about an event to the reader or to entertain the reader. Asni, et al. (2018) stated that recount text is a kind of genre that has a social function to retell events for information or entertainment.

a. Generic structures of Recount text;

According to Affendi (2017) generic stuctures of recount text as follow:

- 1) Orientation is the first structure that contains information about the character, the scene, when the event took place and so on. The information provided by the author is expected to provide the knowledge or information needed by the reader in order to understand the storyline.

- 2) Events is the second structure is the content of the text or in the form of stories about events or experiences that the author wants to convey to the reader.
- 3) Reorientation is the third structure contains conclusions and summaries or repetition of information contained in the orientation structure.

b. Characteristics of Recount text

According to Husnunnisa (2022) characteristics of recount text as follow;

- 1) Recount text, there is no conflict told by the writer, it means related to the story,
- 2) there is always a sequence of stories. For example, the first day, the second day, and so on.

c. Language features of Recount text;

According to Affendi (2017) language features of recount text as follow:

- 1) Using simple past tense that is a verbal sentence with the formula subject + verb 2 + complement and nominal sentence whose formula is subject + is + complement, e.g A rich man **wanted** to make journey to another town.
- 2) using a specific participant is something that has a certain object, is not general in nature, and is unique (there is)
- 3) using personal participants will appear in the orientation section as an introduction to the character or character in the story,

- 4) using action verbs are verbs that refer to the actions you take and can be seen by other people, e.g. wanted, decide, ate, etc.,
- 5) using linking verbs namely verbs that connect the subject and descriptions and are used to provide descriptive information and identify the subject. So, it doesn't refer to the actions performed by the subject,
- 6) using chronological connection/sequence connective is a conjunction used to express the order in which events occur,
- 7) using conjunction is part of the speech whose job is to connect two words, phrases, or sentences,
- 8) using adverbs provides more information or describes in more detail than verbs, adjectives, and other words,
- 9) using adverb phrase is a phrase that is an adverb, a phrase whose function is to explain the whole sentence, it is a verb, an adjective, or another adverb, an adverb phrase of the time, and an adverb phrase of place,
- 10) using time connectives and sequence connectives are words or phrases that connect parts of words, phrases, clauses, or sentences.

d. Type of Recount text;

According to Husnunnisa (2022) types of recount text as follow;

- 1) A personal recount is a type of text that aims to tell about the author's personal experience.

- 2) A factual recount is a story to present reports related to events that occurred based on facts (actually happened).
- 3) An imaginative recount is a text that is usually used by someone, as a story from an imaginative event, that is experienced by someone.
- 4) A historical recount is a form of recount text whose content tells historical events.

Example of recount text :

Incident reports, newspaper reports, police reports, article, letters, journals, historical accounts, diary entires.

EXAMPLE	
ORIENTATION	Dear Diary, This morning my friends and I went to EOS arts camp. We travelled by bus and it took an hour to get there. Some people from the camp welcomed us at the open stage. They would be our guides during our visit.
SERIES OF EVENTS	First we went to the arts studio. There was no activity in that place but we walked around to the paintings and statues. Then we continued our tour to film and music studio. We saw a film making in the film studio and tried some music instruments in the music studio. On the way to the dormitory we stopped in the shop to buy some souvenirs. The dormitory was very clean and tidy. It had two separated buildings for male and female students. From the dormitory we went to the lake. It was a beautiful lake. We saw some students canoeing and water skiing.
REORIENTATION	Finally , we went to EOS studio. We met Shanti and had lunch with her. After lunch we took some photos and got back to our bus. It was a tiring day but everyone was excited. We planned to join the program there.

Example of Recount Text (adapted from smpnegeri5sleman.blogspot.com.2021)

7. Question-Answer Relationship (QAR) Strategy

Based on students` problems in reading comprehension, the researcher choose Question-Answer Relationship (QAR) Strategy to improve students` reading comprehension as the solution to overcome students` problems in reading comprehension. QAR is a language-based method and framework developed by Raphael (1986) to improve students' ability to talk about and answer

comprehension questions. Raphael (1989;1986) provides a basis for teaching three comprehension strategies; locating information; showing text structures and how the information is organised; and determining when an inference or reading between the lines is required. Later, Raphael and Au (2004) clarified the question-answer relationship as a taxonomy that structures comprehension questions based on where their answers can be found.

Raphael and Au (2004) categorize QAR as followed:

a. In the book questions are divided into two parts, those are:

1) Right There

Some examples can be found in this question such as “who is the main actor in this tale?”, “Where does the story happen?”. Furthermore, the ways that can be done by students to answer this type of question are by scanning, looking for the keywords, and re-reading.

2) Think and Search

There are some places where you can find the answers. It may be made up of several paragraphs from the text. Some questions can be indicated as Think and Search questions such as “can you tell me what the problem is in this story?”, “Please make or show evidence of the problem that you have found in this story”. The steps that can be taken to answer this kind of question are finding out the important information, skimming, and summarizing.

b. In my head questions are divided into two parts, those are:

1) Author and Me

The answers are not directly in the passage. Many of them are implicit. The students need to read and figure it out. Examples of questions are “what is the story’s moral value?”, “From that title above, what might this text tell you about?”, “from this story, it can be concluded that...”. Several steps that can be used by the students to answer this question are looking for clues, predicting, and rethinking what they have read and what the author said.

2) On My Own

The answers to the On My question types are not in the text. Therefore, students must consider what they already know and make connections to respond to this type of question. Examples of On My Own question such as “what do you think if...?”, and “what is your opinion about...?”.

Emplicity Teaching QAR:

Step 1 : Introduce the QAR strategy showing the relationship of the question to answer.

Step 2 : Create QAR questions from small section of text for each of the four levels. (Right there, Think and search. Author and me, on my own questions)

Step 3 : Give the students sample questions to answer in small group and identify which of the QAR levels they used.

Step 4 : Have students work individually on questions from longer passage.

Get students to examine the type of questions in their text book.

In addition, Conner (2006) answer questions (QAR) as a reading strategy in which students categorize comprehension questions according to where they get the information they need to answer each question. Students were asked to identify what information they used to answer the questions about the text are textually explicit or implicit information, students understand that answers come from one of two main sources in their head. The sources are further divided into four QAR categories: Right There, Think and Search, On My Own, and Author and Me. This QAR language was introduced through analysis of the differences between questions with sources of answers in the text, and those with sources of answers. Opinions come from students' background knowledge or experience (Raphael & Au, 2005).

Experts and researchers in teaching reading such as (Raphael,1986; Raphael and Au, 2005; Ronthong, 2013; Sorrel; 1996) provide several reasons why reading instruction based on QAR and reading strategies is effective in developing comprehension. QAR strategy help students make connections between the information in the selection and their prior knowledge. Reading comprehension improves with the use of this strategy because readers are asked to think at different levels of cognitive processing. The strategy encourages the reader to think about the selection from four perspectives: entering the text, moving through the text, and continuing the mental dialogue with the writer. Students who use this strategy learn to recognize the different types of thinking required when answering questions.

Furthermore, Rothong (2013) discusses more deeply. He stated that implementing a QAR strategy was very effective because Students set goals before, during, and after reading and this makes the assignment meaningful to them. QAR helps students become active readers as they interact interactively with the text all the time. For example, before reading a question or activity on my own, specific and general knowledge. During reading the questions or right there, think & search and author & me facilitate students to monitor the level of understanding and apply reading strategies to answer questions. After the researcher reads questions or thinks & search and on my own encourage students to respond, make connections, analyze ideas, assess literal and interpretive understanding, or broaden understanding. Students develop a higher level of understanding because QAR provides students with a different level of thinking.

Table 2.1 The QAR Framework

Reading Process	QAR	Comprehension Strategy	Questions
Before reading	On my own	Activating prior knowledge	From the title, what do I already know that can connect me to the text?
	Author and me	Predicting Vizualizing	From the title or illustrations, what might this text be about?
During reading	Author and me	Making simple and complex inferences	What do you think will happen next? How would I describe the mood of the story and why is this important?
	Right there	Scanning to	Who is the main character?

		locate information	What are some words that describe the setting?
	Think and search	Summarizing, clarifying, and making simple inferences	What is the problem and how is it resolved? What are the important events? What role do the characters play in the story?
After reading	Author and me	Distinguishing fact and opinion	What is the author's message? How well does the author make his argument?
	Think and search	Identifying important information	Find evidence in the text to support an argument.

(Adapted from Raphael and Au, 2005)

Souza (2016, p.24) states that the QAR strategy is designed to make students understand four different levels of questions and how to answer them. This strategy is then implemented in pre-reading, during reading, and after reading.

Pre-Reading

- a. Ask Students to make three groups
- b. Introduction of the QAR strategy concept and purposes
- c. Designing and describing each type of question
- d. Activating text-related schemes of students
- e. Distribution of the worksheet of the students.

When Reading

- a. Ask students to read the text silently
- b. Ask students to answer the questions based on each level of information sources (Right there questions, Think and search question, Author and me questions, and on my own questions)
- c. Giving a hand if they need it
- d. Asking each group to show their answers
- e. Deciding the correct answer with the whole class After-Reading

The after-reading activities comprise such as:

- a. Giving the students feedback
- b. Providing the conclusion about the benefit of QAR strategy
- c. Closing the activity

8. Procedure of Teaching Reading Comprehension by using QAR Strategy

a. Pre-Teaching

1. Teacher opened the class with greeting.
2. Teacher asked students to pray together.
3. Teacher checked students attendance list.
4. Teacher introduced herself to students.
5. Teacher gave motivation to students in the form of quizzes related to the material before to get students attention.
6. Teacher delivered the objective of learning recount text

7. Teacher asked about recount text to students.

b. Whilst-Teaching

1. Teacher explained definition, purpose, characteristic, generic structures, language features, and types of recount text.
2. Teacher introduced to the students about QAR strategy, purpose, and four type of QAR strategy (right there, think and search, author and me and my own)
3. Teacher gave students text.

Came late to school

Last Wednesday, I was late for school. That's because I played online games until 3:00 a.m.

At 5:30 a.m., my mom tried to wake me up. But, I ignored mother's words and continued to sleep again. Suddenly, I was jolted from my sleep and saw it was after 06:30. Without thinking, I took a towel and immediately ran towards the bathroom. I saw breakfast that had been served by my mother. But, I didn't have time to have breakfast. Usually, I go to school with my mother. But, mother had gone to the office before I woke up. Finally, I went to school by public transportation. It showed at 06.49, the public transportation that I wanted arrived. The trip to school took about 8 minutes. Because it was busy, the streets began to jam and made my trip a longer time. I arrived at school at 7:10. While the class starts at 07.00. I ran to the classroom, but the teacher didn't let me in because it was past schedule.

Finally, I had to stand outside the classroom and lost one lesson. I was embarrassed and promised not to repeat it again.

[\(https://www.nesabamedia.com/contoh-recount-text/\)](https://www.nesabamedia.com/contoh-recount-text/)

4. Before students read the text, teacher gave students questions related to the text by using QAR strategy **for activating and predicting**.
 - a. *From the title, what do I already know that can connect me to the text?* On my own questions (**for Activating prior knowledge**)
 - b. *From the title, what might this text be about ?* Author and me (**for predicting vizualizing**)
5. Teacher asked students to read text silently.
6. Teacher asked students to make group consists of 5 or 6 students and aks them to discuss.
7. Teacher gave students questions related to the text to comprehend and identify the information of the text based on each level of information sources (Right there question, Think and search question, Author and me question and on my own question)
 - a. *What do you think happened in text?* Author and me
 - b. *When did the story happened?* Right there,
 - c. *Where is the story happened?* Author and me
 - d. *Who is come late to school?* Right there,
 - e. *When did the author`s arrive to school? and when did the class start ?* Right there (**for scanning to locate information**)
8. Teacher gave some clue to understand and to get main idea, purpose, generic structure, and difficult word of the text.
 - a. *What is the main idea of the text?* Think and Search
 - b. *What is the purpose of the text?* Author and me

- c. *Please identify generic structure of the text!* Author and me
- d. *Write the difficult word that you found in the text!* Right there
9. Teacher guided students to conclude the text for summarizing, clarifying and re-thinking.
- a. *What the lessons can you take from the text?* Author and me
- b. *From the text, I can be conclude that.....* Think and Search (**for summarizing, clarifying, and rethinking**)
10. Teacher showed to students other text and the questions.
11. Teacher asked students individually to classify type of question and then answer the questions from their reading to see how well they understand the recount text by using QAR strategy.

Strategy - QAR National Behaviour Support Service

QAR with your Textbook

Classify and then answer the questions from your reading.

Right There: The answer is in one place in the text.
Think and Search: The answer is in several parts of the text. You put together.
Author and You: You need to think about what you already know, what the author tells you in the text and how it fits together.
On My Own: You can answer this question without reading the text. You use your background or prior knowledge to answer the question.

Questions	Classify Questions	Answer Question
1.	Right There Think and Search Author and You On Your Own	
2.	Right There Think and Search Author and You On Your Own	

c. Post-Teahing

12. Teacher conclude the lesson.
13. Teacher gave the students feedback.
14. Teacher closed the class with greeting.

B. Previous Related Study

Several studies can be used as references by the researcher to support this research. The first research, entitled "The Effect of Using Question Answer Relationship (QAR) Strategy to Students' Reading Comprehension of First Year at Senior High School 5 Pekanbaru," was conducted by Pratiwi (2020). Her study explained that the Question-Answer Relationship strategy was significantly effective to improve students' reading comprehension. The result of analysis the data showed that, there was significant effect of using Question Answer Relationship (QAR) strategy to students improve reading comprehension of first year at senior high school 5 Pekanbaru. There were similarities and different between this research and the previous study. The similarities is the research, the reseacher want to know whether QAR strategy effective to improve students' reading comprehension. The differences is the population, sample, collecting and analyzing the data, and procedure of teaching reading comprehension by using QAR strategy.

The second study, entitled " The Implementation of Question Answer Relationship (QAR) Strategy in Improving Students' Reading Comprehension of Descriptive Text conducted at MAN 2 Aceh Barat," was conducted by Abdi the second study (2021). His study showed that implementing the Question-Answer Relationship (QAR) strategy improved students' reading comprehension. The result of the test shows that implementation of Question-Answer Relationship (QAR) strategy could improve students' reading comprehension ability. Moreover, the students gave positive responses toward the implementation of this

strategy. There were similarities and differences between this research and the previous study. The similarities is the research focuses on improvement students' reading comprehension by using QAR strategy. The differences is the population, sample, collecting and analyzing the data, and procedure of teaching reading comprehension by QAR strategy.

The last study, entitled "Improving Students' Reading Comprehension of Recount Text through Question-Answer Relationship Strategy," was conducted by Nisa (2022) at the eighth grade of SMPIT Ar-Risalah Cariu. Her study showed that Question-Answer Relationship (QAR) strategy significantly improved students' reading comprehension ability in class VIII C of SMPIT Ar-Risalah Cariu. The result of the research show that QAR strategy can improve students' reading comprehension. There were similarities and different between this research and the previous study. The similarities is the research focuses on improvement students' reading comprehension by using QAR strategy and procedure of teaching reading comprehension by using QAR. The differences is the previous study used Classroom Action design but this research is using pre-experimental design.