II. LITERATURE REVIEW

This chapter deals with the theories used in this study, namely concept of reading, concept of reading comprehension, concept of teaching reading, aspects in reading assessment, concept of Question Answer Relationship, and the procedures of teaching reading through QAR strategy.

2.1 The Concept of Reading

Reading is the process of exchanging information between the writer who brings new information and the reader who combines the new information with the previous information she or he has got before. Nuttal (1982) in Simanjuntak (1988:3) defines reading as the meaningful interpretation of printed or written word verbal symbol. It means that reading is a result of the interaction between the perception of graphic symbols that represent language and the readers’ language skills, cognitive skills, and the knowledge of the world. In this process, the reader tries to create the meanings intended by the writer.

Moreover, Smith (1981) conveys that reading is a process of understanding the text in term of question that the reader formulates about the text. He also stated that in reading, the reader should be able to comprehend the text and memorize
what they have read. It means that the reading process involves what the reader wants to know about the text by consulting questions appear in their head.

Clark and Silberstain (1987:45) state that reading as an active cognitive process of interacting with print and monitoring comprehension to establish meaning. Reading is the instantaneous recognition of various written symbols, with existing knowledge, and comprehension of the information and ideas communicated. It means that when a reader interacts with printed-material, his/her prior knowledge combines with the visual (written) information resulting in his/her comprehending the message.

The ability to understand the content of the text is an essential thing in reading activity. Dallman (1982:23) said that reading is more than knowing what each letter of alphabet stands for, reading involves more than word recognition, and comprehension is an essential of reading. Therefore, it means that reading involves an interaction between the thought and the language. Reading is not simply making sound of the text, but it is about comprehending the idea of the text itself. In other words, without comprehension, no reading takes place.

From the statements above, it can be inferred that reading is a process of understanding the text by categorizing questions to make the students realize the need to consider both information in the text and information from their own background knowledge.

2.2 The Concept of Reading Comprehension

Reading and comprehension are regarded as one activity which cannot be separated, and each program is depending on the progress of activity of mind. In
other words, reading comprehension is an activity to grasp the meaning of written materials with fully understanding.

According to Doyle (2004), comprehension is a progressive skill in attaching meaning beginning at the same level and proceeding to attaching meaning to an entire reading selection. All comprehension revolves around the reader’s ability in finding and determining main idea and topic sentence from the text.

Rubin (1993:194) states that reading comprehension is a complex intellectual process involving a number of abilities. The two major abilities involve word meaning and verbal reasoning. Without words meaning and verbal reasoning, there could be no reading comprehension, there would be no reading. From this statement, it can be understood that reading needs comprehension. Comprehension can be regarded as a condition where no uncertainty exists. One comprehends when he/she has all questions answered and he/she has no doubt about alternative interpretations or decisions in his/her mind. When someone reads, he/she is constantly asking questions, and as long as these questions are answered, and his/her uncertainty is reduced, then he/she already comprehends the text.

Loban, et al (1969: 378) express reading comprehension is indeed a very elaborate procedure, which is involving a balance of many elements in a passage and their organization in the proper relation to each other comprehension in reading depends upon knowing the literal meaning of words in various context. It means that the reader must be able to perceive the relation of each part to the other and each of the wholes.
Hornby (2000) argued that comprehension is an exercise that trains students to understand a language. It means that reading comprehension is a passage presented to the reader, which they must read either silently or loudly. Then a series of questions are presented to test the readers’ comprehension of this passage, and they have to be able to answer the questions. Brown and Johnson (1978:65) in Helwana (2011:11) see comprehension as product and process. Process is what happens to the readers as they read and product involves measuring, in some objective ways, the result of the process. Comprehension is not only seen as a result of reading but also seen as a way in which the readers can get the result of reading. In other words, in this research reading comprehension is meant as an activity to extract the meaning of written materials with fully understanding by categorizing questions to make the students realize the need to consider both information in the text and information from their own background knowledge which is related to the text.

2.3 The Concept of Teaching Reading

The aim of teaching reading is to develop the students’ skills so that they can read English text effectively. Effective and efficient reading is always purposeful and tends to focus mainly on the purpose of the activity. That is why it is important for teacher to build up the students’ ability to adapt the reading technique according to reading purpose as a goal in teaching reading.

Reading skills are also often regarded as receptive skills and linked to listening skills. There are similarities, but one important difference is that the reader can take control of input more easily. Woods (2005: 62) states that a listening input is
often taped with pauses built and or controlled by teacher. When reading, however, a reader determines the speed of the activity by himself so that this becomes one of the positive things to stress to students in the teaching reading.

When trying to gauge how difficult a particular text will be for students, teacher need to bear in mind not only the inherent difficulty of the text, but also the nature of the tasks they plan to set and whether they require student to attempt such tasks before, during or after students have studied the text. Woods (2005: 63) classifies the activities in reading class into three as follows:

2.3.1 Pre-Reading Tasks

This task can be in form of vocabulary games, word searches and matching synonyms. These activities can help students to approach a text in a more confident way. Other pre-reading activities that can help readers related to the full meaning of a text are ones which activate top-down skills, or schematic knowledge. All of them enable students to familiarize themselves with the content of text. The activities can be systematic (such as vocabulary exercise) or schematics (such as thinking of the purpose of a text or predicting the content from its title) Woods (2005: 63)

2.3.2 While-Reading Tasks

Hedge in Woods (2005: 63) states that reading is an interactive process. It encourages learners to be active as they read. Students can be given activities which require them to do any of the following: follow the order of the ideas in a text, react to the opinion expressed; understand the information it contains; ask
themselves questions; make notes; confirm expectations of prior knowledge or predict the next part of a text from various clues.

2.3.3 Post-Reading Tasks

The activities above are a part of a structure program of learning probably chosen by teachers when teaching reading. All the above kinds of activity can be undertaken on an individual or group basis. Reading is frequently thought as being solo and a silent activity, but group pre and post-reading activities can motivate the crucial while reading-activities, the task of the teachers in class is to go beyond course book and introduce the students to a challenging element of the target language which can add a new dimension to their learning and which can give them some autonomy (Woods, 2005: 19).

In short, when teaching reading, the teacher should provide an appropriate reading strategy to her/his students in order to arouse the students’ interest to make the students comprehend the text easier.

2.4 Aspects in Reading Assessment

Assessment in education is the process of observing and measuring learning. Teachers evaluate a student's level of achievement and skill for the purpose of supporting and improving student learning. Teachers use assessments in reading to make sure students are making measurable progress. According to Brown (1983:32), there are four elements or aspects in reading comprehension we need when we want to assess reading. The four elements mainly deal with vocabulary, specific information, main idea, and the ability to infers or imply the ability to
gain meanings that are not explicitly stated in the context of reading materials.

These are the following explanations:

2.4.1 Vocabulary

Wallace (1987:30) said that vocabulary is the stock of word used by the people or even person. Concerning with those statement, vocabulary is very fundamental for everyone who wants to speak or to produce utterance for reading.

2.4.2 Specific Information

According to Mc Whother (1986:36), supporting sentence or specific information develops the topic sentence by giving definition, examples, facts, incidents, comparison, analogy, cause and effect statistics and quotation.

2.4.3 Main Idea

A main idea is a sentence or generalization that tells what the paragraph is about. Main ideas are generally found at the beginning of the paragraph, however they can be anywhere in the paragraph. In line with Mc Whother (1986:36), the sentence which states this main idea is called the topic sentence. The topic sentence tells what paragraph is about. In some paragraphs, the main idea is not explicitly states in any one sentence. Instead, it is left to the reader to infer, or reason out. In other word, the main idea is the most important idea that the author develops throughout the paragraphs.

2.4.4 Inferences and References

Kathleen (1986:31) states that inference is an educational guess or prediction about something unknown based on available facts and information. It is the
logical connection that the reader draws between what he observes or knows and what he does not know.

On the other hand, Latulippe (1986:20) in Muawanah defines that reference is words or phrases used either before or after the reference in reading materials. They are used to avoid unnecessary repetition of words or phrases. It means that, such words are used, they are signals to the reader to find meaning elsewhere in the text.

As we know, reading comprehension, especially in this research, is defined as the process of getting message from the author through a written text. The message can be an idea, a fact, feeling, an argument, etc. So, based on the explanation above, in this research, the researcher will focus on those four aspects in making reading assessment.

2.5 The Concept of Question Answer Relationship

According to Raphael (1986), QAR is a reading comprehension strategy developed to clarify how students approach the task of reading texts and answering questions. It encourages students to be active, strategic readers of texts. QAR is a strategy that focuses on students and teachers developing a common language for discussing questions and their relationship to the text. QAR teaches students to use the question answer relationship to improve reading comprehension.

Gavelek and Raphael (1982) said that by using QAR strategy, students will become familiar with the various functional relationships that exist between questions and their responses. It means that the students will realize that there is a
relationship between questions and answers, when they understand this relationships, it makes them easier in finding appropriate answers to the questions, and then comprehends what the text is about. Through QAR, students will also know that not all of the answers are found in the text. Some questions sometimes need them to infer from what is given in the text and some answers are not found in the text at all. Therefore, students will not waste their time looking for answers in the text, but they will try to use their own ideas in answering the questions. Furthermore, Billmeyer and Barton (2004) said that teaching students through QAR help them to develop an awareness of their own cognitive processes when answering questions.

Raphael (1986) developed a four-fold view of passage comprehension represents by the QAR; Right There, Think and Search, Author and You, and On My Own. The four levels of questioning represent four types of strategies for assisting the students in processing text meaning. The explanations are as following:

### 2.5.1 Right There Questions

*Right There Questions* are factual and on the line questions. The answer is in the text Right There questions ask students to respond at the literal level. The words used to make up the question and words used to answer the question are found in the same sentence of the text. Example: *Who is...?*, *Where is...?*, *What is ...?*.

### 2.5.2 Think and Search Questions

*Think and Search Questions* demand more from the reader because the reader needs to put together different sections of the story in order to reflect a deeper level of comprehension. These questions require students to think about how the
information or ideas in the text related to one another, and to search through the entire passage to find the information that applies. The students need to put together different pieces of information to find the answer. Example: *Why was...?*, *What caused...?*, *How did...?*.

### 2.5.3 Author and You Questions

*Author and You Questions* ask the readers to combine their own background experiences, knowledge, and values, and in combination with the text provided, respond to a particular question. The answer will include information that is beyond what is found in the text. They must read the text to understand what the question is asking. The answers are not required in the story. The students need to think about what they already know, what the author tells them, and how it fits together. The student makes connections between new knowledge from the text passage and prior personal knowledge, creating a new level of understanding. The Author and You response helps the student to personalize the knowledge, then adding it to his or her own schema. For example: *Which character...?*, *What do you think of...?*, *Did you agree with...?*.

### 2.5.4 On My Own Questions

*On My Own Questions* ask students to go completely beyond the text, respond to queries for which the text is not needed. This type of question can be answered with information from the students’ background knowledge and do not require reading from the text. To answer the question, the students need to think about how the text and what they already know fit together. For example: *Do you know...?*, *Have you ever...?*, *Would you ever...?*. 
This table below shows how questions asked typically varies across the reading cycle:

**Table 1. Using QAR to frame questioning within the reading cycle**

<table>
<thead>
<tr>
<th>Before reading</th>
<th>On My Own</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>From the title or the topic, what do I already know that can connect me to the story or text?</td>
</tr>
<tr>
<td></td>
<td><strong>Author &amp; Me</strong></td>
</tr>
<tr>
<td></td>
<td>From the topic, title, illustrations, or book cover, what might this story or text be about?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>During reading</th>
<th><strong>Author &amp; Me</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>What do I think will happen next? How would I describe the mood of the story and why is this important?</td>
</tr>
<tr>
<td></td>
<td><strong>Think &amp; Search</strong></td>
</tr>
<tr>
<td></td>
<td>What is the problem and how is it resolved?</td>
</tr>
<tr>
<td></td>
<td>What role do [insert characters’ names] play in the story?</td>
</tr>
<tr>
<td></td>
<td>What are the important events? (literary, informational)</td>
</tr>
<tr>
<td></td>
<td><strong>Right There</strong></td>
</tr>
<tr>
<td></td>
<td>Who is the main character? (literary)</td>
</tr>
<tr>
<td></td>
<td>Identify the topic sentence in this paragraph. (informational)</td>
</tr>
<tr>
<td></td>
<td>What are some words that describe the setting? (literary)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>After reading</th>
<th><strong>Author &amp; Me</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>What is the author’s message?</td>
</tr>
<tr>
<td></td>
<td>What is the theme and how is it connected to the world beyond the story?</td>
</tr>
<tr>
<td></td>
<td>How can I synthesize the information with what I know from other sources?</td>
</tr>
<tr>
<td></td>
<td>How well does the author make his or her argument?</td>
</tr>
<tr>
<td></td>
<td>How is the author using particular language to influence our beliefs?</td>
</tr>
<tr>
<td></td>
<td><strong>Think &amp; Search</strong></td>
</tr>
<tr>
<td></td>
<td>Find evidence in the text to support an argument.</td>
</tr>
</tbody>
</table>

QAR provides a framework that students can use to link strategies at appropriate points in the reading cycle. Furthermore, the framework guides teachers’ modeling of question-asking practices before (e.g., eliciting relevant background
knowledge), during (e.g., focusing on important information, locating key terms, making inferences about key plot events or character motivation), and after reading (e.g., considering themes, building arguments about author intent supported by text evidence). Understanding and control of strategies learned helps readers engage in the high levels of literacy for which they are accountable in their day-to-day classroom activities (Raphael & Au, 2005: 214-215).

This strategy can be an appropriate strategy to make the students participate actively, not only in groups but also individually too. Question Answer Relationship strategy provides a chance for every student to dig and find facts or information, also provides a responsible approach in preparing students for higher stakes tests at different grade levels. Besides, it will also trigger the students’ curiosity in reading and shows the students that learning about questions and their answers will help them, as a reader, become better at understanding a text.

### 2.6 Procedure of Teaching Reading Through QAR Strategy

The teaching procedures in teaching reading through Question Answer Relationship are listed below:

**Pre-Activity**

1. Teacher greets the students.
2. Teacher checks the students’ presence.
3. Students are shown picture related to the topic and asked some questions related to the topic.
4. Teacher introduces the topic.
**Whist-Activity**

1. Teacher introduces and defines about QAR strategy.
2. Students are asked to sit in groups.
3. Students are given the students’ worksheet.
4. Students are asked to read silently and discussed the text.
5. Students are asked to comprehend the content of the text.
6. Students are assigned to make and then identify the questions types.
7. Students are asked to answer the questions in groups.
8. Each group is asked to show their answers.
9. Students discuss the correct answers together with the teacher.
10. Students are given another students’ worksheet.
11. Students do the task individually.
12. Students collect their works.

**Post-Activity**

1. Students are asked about what they learnt today in order to check their understanding.
2. Teacher summarizes the materials.
3. Teacher closes the meeting.