**CHAPTER II**

**THEORETICAL RIVIEW**

1. **Reading**
2. **Definition of reading**

The term “reading” literally has a meaning as the action or practice of reading. Reading is not simple. Reading is an active process that requires a great deal of practice and skill. Mastering reading are should learn not only theory but also practice. The exercise in mastering all components taught to be done continuously and separately or together in Elementary School. Surely even learning in their school but not all students comprehend what they read.

Reading is about understanding written texts. It is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences and connected text. Reader typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text.[[1]](#footnote-1) It means that some great strategies help reader understanding the text by well.

Reading is a dynamic process in which text elements interact with other factors outside the text; in this case most particularly with the reader's knowledge of the experimental contents of the text.[[2]](#footnote-2) It means that there is relationship between the material of the text and the prior knowledge of reader. Reading is primarily a cognitive activity, namely getting meanings of what is read, and it also a physical activity that is eye movement follow the txt which is being read. In other hand, reading is acknowledgement the author through words written on the text. Yetta and Carrolin states that: Reading is a problem solving process. As readers, we try to discover what the author means while, at the same time, we build meaning for ourselves. We use our own language, our own thaughts, and our own view of the world to interpret what the author has written. These interpretation are limited by what we know.[[3]](#footnote-3)

 According to Bartoli and Botel in Ma'mur, reading is:

….the process that involves the orchestration of the reader's prior experience and knowledge about the world and about the language. The involves such interrelated strategies as predictive, questioning, summarizing, determining, meaning of vocabulary in context, monitoring ones own comprehension, and reflecting. The process also involves such affective factors as motivation, ownership purpose and self, esteem. The takes place in and government by a specific context and it depends on social interaction. It is the integration of all these process that accounts for comprehension. They are not isolable, measurable sub factors. They are whole holistic process for constructing meaning.[[4]](#footnote-4)

Reading is useful for language acquisition. Provided that reader more or less understands what reader read, the more reader read, the better reader gets at read. Reading also has positive effect on students' vocabulary knowledge, on their spelling and on their writing[[5]](#footnote-5). It means, by reading students can increase their vocabulary and increase their ability in spelling and writing a text.

From all the theories mentioned above, the writer concludes that reading is an active process of getting meanings or information from printed or written language shared by the writer.

Reading is the process done and used by someone to get a message or information that the writer wanted to inform with using written language. A process requires that a group of words should be clear in sightseeing and also the meaning of words could be understood separately.

According to Grabe and Stoller (2002:9-10) reading is the ability to draw meaning from the printed page and interpret the information appropriately. There are four important reasons why this simple definition is inadequate. Reading does not convey the idea that there are number of ways to engage in reading. A reader has several possible purposes for reading, and each purpose emphasizes that what different combination of skills and strategies.

It does not emphasize the many criteria that define the nature of fluent reading abilities; it does not reveal the many skills, processes and knowledge bases that act in combination, and often in parallels, to create the overall reading comprehension abilities that commonly think of as reading.

It does not explain how reading is carried out as a cognitive process that operates under intense time constraints; yet, these very rapid time processing constraints are essential to understanding how reading comprehension works for the fluent reader and it does not high light how the ability to draw meaning from a text and interpret the meaning varies in line with the second language (L2) proficiency of the reader.

It means that when learning to read his native language he has acquired essential space and direction habit, he can recognize the shapes or letters in his/her native language alphabet and has become skilled at reading these in the recognition his/her language prescribes he is also learns to recognize certain pattern or arrangement (such as paragraph divisions) and is familiar with the punctuation marks and their function.

According to Alderson (2000:13), reading is the same sort of activity as listening and the only specific aspect of reading that we need to concern ourselves with a tester is the process of transformation from print to speech.

Aeborsold and Field (1997:15) also states that in a general sense, reading is what happens when people look at a text and assign meaning to the written symbols in that text. The text and the reader are the two physical entities necessary for the reading process to begin. It is, however, the interaction between the text and the reader that constitutes actual reading.

According to Naf’an in “Reading 1 Basic Reading Skills” Reading is private. It is a mental, or cognitive, process which involves a reader in trying to follow and respond to a message from a writer who is distant in space and time. Because of this privacy, the process of reading and responding to a writer is not directly observable. Therefore, before we discuss about reading, the first think that we must know is reading habits. Your reading habits can make a big difference in your reading.[[6]](#footnote-6)

Reading knowledge is broadened and well-informed by reading. Reading is really crucial our knowledge is usually broadened and informed by reading activities, and the activity of reading can be found in the internet, book, etc.

Reading also has positive effect on students’ vocabulary knowledge, on their spelling and on their writing.[[7]](#footnote-7)Students should practice their reading more and more, so that their reading ability and their reading experience will be improved. They may find difficulty and frustrating, but if they keep practicing, they will have a good sense of English and will help them to grasp the total meaning of the words. Another thing should be remembered in reading that students should not open a dictionary too often because it will slow down their reading rate and can make them bored. If they find new words, they should try to guess the meanings by trying to find out any clue words according to the context in thepassages.

There are a lot of definitions of reading. Linguists give definitions about reading, their opinions about reading vary. Some of them say reading is the process to get, to understand, to catch the content of the reading. Reading is a process to understand a written text which means extracting the required information from it as efficiently as possible.

According to Walter R. Hill “Reading is what the reader does to get the meaning he needs from textual sources.”[[8]](#footnote-8)Meanwhile Guy L. Bond and Eva Bond Wagner explained the meaning of reading as “the process of acquiring and author’s meaning and of interpreting, evaluating, and effecting upon those meanings.”[[9]](#footnote-9)

F. Dubin explained the meaning of reading as “reading is primarily a cognitive process, which means that the brain does most of the work.”[[10]](#footnote-10)Those statements above show the various definitions of reading, they mean generally. Reading means a complex process of thinking in assigning meaning from printed materials which involve most of the reader’s intellectual act such as pronunciation and comprehension in order to receive ideas or information extended by the text. It can be seen that reading is not only looking at word in the form of graphic symbols but also getting the meaning from word to word or line to line to understand what we read. It means that reading is a process to understand the text content and to get information.

Based on the explanation above, the researcher concluded that reading means a complex process of thinking in assigning meaning from printed materials which involve most of the reader’s intellectual act or comprehension in order to receive ideas or information extended by the text. It could be seen that reading was not only looking at words or sentences but also getting the meaning from word to word or line to line to understand what readers read. It means that reading is a process to understand the text content and to get information.

1. **Purpose of Reading**

According to Grabe and Stoller (2002:13-15), there are four purposes for reading:

1. Reading to search for simple information and reading to skim. Reading to search for simple information is a common reading ability, though some researchers see it as a relatively independent cognitive process. It is used so often in reading tasks that it is probably best seen as a type of reading ability. In reading to search, typically scan the text for a specific piece of information or a specific word.
2. Reading to learn from texts. It typically occurs in academic and professional contexts in which a person needs to learn a considerable amount of information from a text. It requires abilities to remember main ideas as well as a number of details that elaborate the main and supporting ideas in the text recognize and build the information in the text, and link the text to the reader's knowledge base.
3. Reading to integrate information, write and critique texts. It requires additional decisions about the relative importance of complementary, mutually supporting or conflicting information and the likely restructuring of a rhetorical frame to accommodate information from multiple sources. These skills inevitably require critical evaluation of the information being read so that the reader can decide what information to integrate and how to integrate it for the reader's goal.
4. Reading for general comprehension, when accomplished by a skilled fluent reader, requires very rapid and automatic processing of words, strong skill in forming general meaning representation of main ideas, and efficient coordination of many processes under very limited time constraints.

Based on the explanation above, the researcher concluded that most commonly, people read to search for simple information and to skim; to learn from texts; to integrate information, write and critique texts; and for general comprehension. The overall goal is not to remember most of the specific details but to have a good grasp of the main ideas and supporting ideas, and to relate those main ideas to background knowledge as appropriate.

1. **Style of Reading**

Reading is a constant process of guessing, and what one brings to the text is often more important than what one finds in it. This is why, from the very beginning, the students should be taught to use what they know to understand unknown elements, whether there are ideas or simple words. They also have different styles or techniques to make them easier to understand the text given. According to Grellet (1981:4), there are four main ways of reading: skimming, scanning, extensive reading and intensive reading. In skimming the students not read all of the text, but they only search the main idea from the text. This way is very useful and efficient for the students, because with using this style they can get the information that they need without spend much time in reading.

He also states that there are some styles or technique that can use by the student to make them easier to understand the text given. He says that the important thing is pointless if readers only need to understand a single chapter. The important thing is to determine what is appropriate for the purpose. The styles are:

1. Scanning, by using scanning, we mean glancing rapidly through a text either to search for specific piece of information (e.g. a name or date) or to get an initial impression of whether the text is suitable for a given purpose (e.g. weather a book on gardening deals with a particular plant disease).
2. Skimming; by using skimming, readers mean glancing rapidly through a text determine its gist, for example in order to decide whether a research paper is relevant to our own work (not just to determine its field, which we can find out by scanning) or to keep ourselves superficially informed about matters that are not of great importance to us; much newspaper reading is skimming.
3. Extensive reading. According to Carrel and Carson (in Richards, 2002:295), extensive reading is generally involves rapid reading of large quantities of material or longer readings (e.g. whole books) for general understanding, with the focus generally on the meaning of what is being read on the language. It is often assumed that in order to understand the whole (e.g. a book); the readers must first understand the parts (sentences, paragraphs, chapters) of which is made up.
4. Intensive reading, it is involves approaching the text under guidance of a teacher (the right of guidance, as defined earlier) or a task which forces the student to focus on the text.

Based on the explanation above, the researcher concluded that students have different styles to understand the written text. Some styles in reading that can be used by the students are: skimming, it is quickly running one’s eyes over a text to get the gist of it; scanning, it is quickly going through a text to find a particular piece of information; extensive reading, it means reading longer texts; and intensive reading, it means reading shorter texts. In this research reading comprehension is involved to the intensive reading because students are reading the text by comprehending the meaning.

1. **Reading Comprehension**
2. **Definition of Reading Comprehension**

One of the goals reading is comprehension. Reading can help people to improve their comprehension. Comprehension can be meant the identification of the intended meaning of written or spoken communication.[[11]](#footnote-11) In order to learn or understand the massage of the author, the students are hoped to have the ability to comprehend the written textbook. Reading with comprehension means to understand what has been read.

According to Catherine Snow said in her book that “reading comprehension as the process of simultaneously extracting and constructing meaning through interaction with written language.”[[12]](#footnote-12) It means a reader understanding the written text by extracting the information from text as efficient as possible. Usually, in reading comprehension workbook, the questions include reader recalling what he was read without further recourse to the text. Reading is also defined as the process of understanding meaning from a piece of text.

Reading comprehension relates to understanding and thinking process to get the message from the reading materials. In other words, the reader can understand all or more of the thoughts the author intended to communicate. Thus, reading comprehension involves other skills such recalling word meaning, finding answer to questions answered explicitly or in paraphrase, drawing inference from the context, and grabbing idea in the content.

Reading comprehension can be defined as the level of understanding of a passageor text. For normal reading rates (round 200-220 words per minute) an acceptable level of comprehension is above 75%. Proficient reading comprehension depends on the ability to recognize words quickly and effertlessly. If word recognition is difficult, students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read.

Reading comprehension can be improved by teaching students to assess their own comprehension actively test comprehension using questionnaires, and by improving linguistic knowledge is also advantageous.

There is a problem about reading which could happen to everyone, there is too much to read these days, and too little time to read every word of it. There are hundreds of techniques you could learn to help you read faster and there are three that are especially good.[[13]](#footnote-13)

Reading with comprehension means to understand what has been read. Dorothy Rubin states that reading comprehension is a complex intellectual process involving a number of abilities. The two major abilities concern word meanings and reasoning with verbal concepts. English has been taught as foreign language in our country, however, it does not mean that the result of teaching English in our school is satisfactory, despite the fact that it is taught continuously for six years at the high school, three years at SMP, and three years at SMA. Ramelan say that most SMA graduates are still very poor in their reading comprehension, since they cannot usually read or understand articles in English dailies.

There are different lists of skills that they feel are basic to understanding. The skills usually listed are as follows:[[14]](#footnote-14)

* 1. React to the sensory images (visual, kinesthetic, taste, smell) suggested bywords.
	2. Interpret verbal connotations and denotations.
	3. Recognize and understand the writer.s purpose.
	4. Determine whether the text affirms, denies, or fails to express an opinionabout a supposed fact or condition.
	5. Identify the antecedents of such words as who, some, or they.
1. **Level of Reading Comprehension**

According to Peter Westwood, reading comprehension divided into four levels. They are: Literal level, Inferential level, critical level and creative level.[[15]](#footnote-15)

* 1. **Literal Level**

Literal level is the first level of reading comprehension. At the literal level the basic facts are understood. It means recognizing stated main ideas, details, causes and effect, and sequences.

* 1. **Inferential Level**

At the Inferential level the reader is able to go beyond what is written on the page and add meaning or draw conclusions. It means inferring main ideas of passage in which the main ideas are not directly stated or inferring referents of pronouns, and inferring referents of adverb.

* 1. **Critical Level**

At the critical level the reader assesses the good sense of what he or she is reading, its clarity, accuracy and apparent exaggeration or bias. The critical reader must be an active reader, questioning, searching for facts, and suspending judgment until he or she has considered all for the material.

* 1. **Creative Level**

At the creative level the reader can take information or ideas from what has been read and develop new ideas from them. The creative level stimulates the reader to new and original thinking.

In conclusion levels of the reading comprehension the researcher in her research using one of levels it’s the creative level for make students find information of ideas after they are reading the text.

1. **Skills of Comprehending**

Reading for detailed comprehension, whether this entails looking for detailed information or picking out particular examples of language use, should be seen by students as something very different from the skills mentioned above.

Many students are perfectly capable of doing all these things in other language, of course, thought some may not read much at all in their daily lives. For both type of student, we should do our best to offer a mixture of materials and activities so that they can practice using these various skill with English text.[[16]](#footnote-16)

Another factor which influences the depth and the amount of comprehension is the skills that the students have developed for thatpurpose; the ability to comprehend develops gradually from the simple tothe complex skills. The teacher give a balanced program, include direct teaching of techniques which will aid the student in developing attitudes and skill of thoughtful, purposeful reading.

1. **Factors Affecting Comprehensions**

As it has already been shown, reading comprehension need some intellectual ability to master it. There are six basic factors that influence the students. ability in comprehending written materials.

* 1. Background Experiences

Students who have little experience may have some difficulties in comprehending many ideas and activities with which other children are familiar before they learn in school. For an example, a student who never sees or hears about the mountain, and in some occasions dealing with itwill find the story hard to follow, so he must have experiences in his background that enables him to bring personal meaning to the events an feelings if the story.

* 1. Intellectual Abilities

Second aspect of comprehension is the students. ability to think, it all depends on his intellectual development. Although the teacher gives the same textbook and same purpose of reading, the result of reading may be different. The number of ideas that they understand and the depth oftheir understanding will be largely dependent upon their general capacity to learn. The slow learning or dull-normal students cannot be expected to show same reaction or gain the same appreciations as the bright students when they read together for pleasure or to gain information.

* 1. Language Abilities

The third aspect is the students’ language abilities, including semantics or word meaning and grasp of syntax. Understanding of semantics comes from experience with words in various, personally meaningful settings. A grasp of syntax is needed to recover the structure of the language, so the students have to master syntax which links deep and surface structure.

* 1. Affection

Such as personal interest, motivation, attitudes, beliefs, feelings, students will attend a better understanding to the story about a topic if they find personally interesting. The cause of greater understanding is also affected by reader’s attitude and beliefs, readers could understand materials better when it matches their own attitudes and beliefs on a topic. This affection is usually linked to each other.

1. **Concept of Text**
	* + 1. **Definition of Text**

Text is a stretch of language, either in speech or in writing, that is semantically and pragmatically coherent I it is real word context. A text can range from just one word to a sequence of utterances or sentences in a speech, a letter, a novel, etc. (Carter and Carthy: 2006).

According to Knapp and Watkins (2005: 30) Language is always produced, exchanged or received as text; that is, language as a system of communication is organised as cohesive units we call texts. It means that, a text is any completed act of communication such as a greeting between friends in the street, a television advertisement, a novel, or a film and so on. A text can range from just one word (e.g. a SLOW sign on the road) to a sequence of utterances or sentences in a speech, a letter, a novel, etc. As far as speech and writing are concerned, a text stands alone as an act of communication.

It means text can be defined as the arrangement of letter so it could be a word, sentence or paragraph that can be show the meaning or information for the reader.

* + - 1. **Types of Text**

According to Wahidi (2009:2-18) there are 15 genre of texts:

1. Analytical Exposition Text

Analytical exposition is a text that elaborates the writer’s idea about the phenomenon surrounding. Its social function is to persuade the reader that the idea is important matter.

1. Anecdote Text

Anecdote is a text which retells funny and unusual incidents in fact or imagination. Its purpose is to entertain the readers.

1. Recount Text

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

Recount is a piece of text that retells past events, usually in the order in which they happened. The purpose of a recount is to give the audience a description of what occurred and when it happened.

1. Report Text

Report is a text which presents information about something, as it is. It is as a result of systematic observation and analysis.

Informative reports are written about living things like plants and animals and non-living things like cars or oceans. An information report is used when we talk and write about, e.g. Bikes. When writing a description, we only talk/write about one specific thing, e.g. My Bike.

1. Spoof Text

Spoof is a text which tells factual story, happened in the past time with unpredictable and funny ending. Its social function is to entertain and share the story.

1. Narrative Text

Narrative is a text focusing specific participants. Its social function is to tell stories or past events and entertain the readers. Narrative deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

1. Hortatory Exposition Text

Hortatory exposition is a text which represents the attempt of the writer to have the addressee do something or act in certain way.

1. Discussion Text

Discussion is a text which presents a problematic discourse. This problem will be discussed from different viewpoints. Discussion is commonly found in philosophical, historic, and social text.

1. Explanation Text

Explanation is a text which tells processes relating to forming of natural, social, scientific and cultural phenomena. Explanation text is to say ‘why’ and ‘how’ of the forming of the phenomena. It is often found in science, geography and history text books.

1. Procedure Text

Procedure is a text that shows a process in order. Its social function is to describe how something is completely done through a sequence of series. Procedure is same meaning with instruction.

1. News Item Text

News item is a text which informs readers about events of the day. The events are considered newsworthy or important.

1. Review Text

Review is a piece of a text that shows the critique to some events or art for readers. Sample of review are film and book, etc.

1. Description Text

Description is used in all forms of writing to create a vivid impression of a person, place, object or event e.g. to describe a special place and explain why it is special, to describe the most important person in your life, or to describe the animal’s habitat in your report. In other words, description text is to describe a particular person, place, or thing.

Descriptive writing is usually used to help a writer develop an aspect of their work, e.g. to create a particular mood, atmosphere or describe a place so that the reader can create vivid pictures of characters, places, objects, and more.

1. Argument Text

To support ideas presented in sequence to justify a particular stand or viewpoint that a writer is taking. The writer’s purpose is to take a position on some issue and justify it.

1. Exposition text

Purpose An exposition attempts to persuade the reader to believe something by presenting one side of the argument.

Based on the explanation above, the researcher concluded that there are 15 types of text they are: Analytical exposition, anecdote, recount, report, spoof, narrative, hortatory exposition, discussion, explanation, procedure, news item, review, description, argument, and exposition text.

From 15 types of text the researcher choose one text which used to learn for eight grade students, it was descriptive text. Besides that, the researcher chose descriptive text as a media because it was a simple and interesting text which every writer of descriptive text could describe everything what he/she look, feel, smell, etc. For the reader, he could imagine what was on the text.

1. **Recount Text**

**Definiton of Recount Text**

The text types include recount, descriptions, narratives, procedures, reports, reviews, persuasions and expositions. These texts require literate people to be able to interpret and response to each of them appropriately. By understanding text type the language learners will be able to give response and interpretation.

According to Barbara Kamler and Pat Thomson “Recount text is a text which talks about what happened, and what We/I/other did.”[[17]](#footnote-17)

Recount text tells about real event in the order they live for example diaries, letter, oral story, newspaper, biographies. It is important to students can understand that recounts describe past events in the order in which they occur in their live and they can tell inform to other peoples about it. All recount start with a setting tells the reader who began the events, when and where the events took place. Then each event is told in time order from first to last. Finally, the conclusion is given to complete the recount.

The purpose of recount text is to inform readers or listeners about past events in chronological order. A recount reconstructs past event in the time order in which they occurred. Some recounts assess the significance, others respond emotively while others critically assess different aspects of events.[[18]](#footnote-18)

The other hand about the purpose of the recount text there are:

1. To inform or to entertain the audience.
2. To list and describe past experiences by retelling events in the order in which they happened (chronological order). Recounts are written to retell events with the purpose of either informing or entertaining their audience (or both).
3. To retell the steps that has led to something happening.

Examples of procedural recount texts include:

* 1. writing up a science experiment
	2. show something was made
	3. show something was fixed
	4. show how one moved from A to B
1. To retell something that happened in the past and to tell a series of past event.[[19]](#footnote-19)
2. **Types of Recount Text**

A recount describes an event that has occurred in the past, so is always written in the past tense. Event through a text follows a basic structure, the relationship between the text and the reader, the subject matter and whether the text is spoken or written affects the language that is used.

Recounts appear in a variety of text forms dealing with events and recounting experience. These are different types of recounts with varying levels of language and content according to the audience and purpose:

* 1. Personal Recount

Personal recount retells an activity that the writer or speaker has experienced. It has personal and emotive comments and anecdote added and may take the form of an oral story, a letter or a diary entry. It is written in the first person using personal pronouns; I and We. Details of who, what, when, where and sometimes why are included but the sequence of recounting may change.

* 1. Factual Recount

Factual Recount is documents a series of events sequentlly and evaluates their significance. This can be presented as a historical recount, science experiment, traffic report, sport report or in film, television and video. This recount is usually written in third person using pronouns he, she and they. It may be written in the passive voice.

* 1. Imagination Recount

Imagination recount is a piece of writing telling us about the writer experiences, imagination recount is text relating to the fictions writing such as the life of class.

The researcher using the personal recount not all the type recount, it can be known in the pre-test and post-test the writer uses personal recount text as test in the reading recount text.

1. **Generic Structure of Recount Text**

Recount text focuses on a sequence of events and follows three stages:[[20]](#footnote-20)

* 1. Orientation

The orientation supplies the background information needs to fully understand the retelling. It establishes the time, setting and who or what is participating. The audience needs to know when the event occurred, who was involved, what happened, where the activity or event took place and sometimes what the reason was for the event.

* 1. Sequence of Events

Retells important events sequentially, in this part of the recount it is important that students are given adequate guidelines and scaffolds to assist with the structure of their reading.

* 1. Reorientation

This often rounds off the series of event. At this stage when students are experimenting with different structures of recounts, the orientation can be used an introductory paragraph. It generally refers to some of the information in the orientation paragraph.

1. **Features of a Recount Text**
2. Constructing a written recount

According to Mark that “The recount text type retells past events, usually in the order in which they happened. The steps for constructing a written recount are:

1. First paragraph that gives background information about who, what, where and when (called an orientation).
2. Seri a paragraph that retell the events in the order in which they happened.
3. A concluding paragraph (not always necessary).
4. Language features in a recount

The language features usually found in a recount are:

1. Proper nouns to identify those involved in the text.
2. Descriptive words to give details about who, what, when, where and how.
3. The use of the past tense to retell the events.
4. Words that show the order of events (for example, *first, next, then*).”[[21]](#footnote-21)
5. **Question-Answer Relationship (QAR)**
	* + 1. **Definition of QAR**

Question-Answer Relationship (QAR) is a multiple strategy approach that gives students and teachers a common language about the prior knowledge and questioning strategies.[[22]](#footnote-22)

Raphael (1982) state that:

The Question-Answer Relationship is designed to encourage students to understand the thinking processes and demands of questions and learn how to access information sources in responding to different types of questions. The QAR strategy classifies different types of questions into four categories of information sources: factual, interpretive, applicative, and transactive.

As Raphael's state that this strategy helps students analyze the thinking demands of questions and the processes of developing answer. QAR is an effective approach to teaching reading comprehension strategies because it emphasizes the value of scanning, skimming, and reading to locate information as well as differentiating new knowledge from prior experiences.[[23]](#footnote-23)

Many students have difficulty answering questions, and this strategy helps readers locate answers to questions. As in the 1980, Raphael (1982, 1986) state that developed QAR strategy to help children find answer in text.[[24]](#footnote-24) QAR (Raphael & Au, 2005) is based on the idea that strong readers recognize what a question is asking, and the source of information needed to answer the question.[[25]](#footnote-25) Shortly, QAR helps students to understand the text and also helps them to find the answer of the question from the text.

* + - 1. **Types of QAR**

There are two types of QARs that a student should look for when searching for answer:

1. ***In the Book* (QAR):**  this includes two categories of answer that are located right in the book and do not ask the student to infer the answer.
* ***Right there:*** this type of QAR asks students to look for words in the question and read the sentence containing those words to locate the answer. The teacher can model this by pointing out that some questions can be answered by finding statement that are directly stated, or are "in the book".
* Thick and search: this type of QAR asks students to search for the answer from multiple sentences or paragraphs. The teacher can model how the reader sometimes locates information in more than one piece of information together to create the answer. In other words, the reader must "think and search".
1. ***In My Head (QAR):*** this includes two categories of answers where the information had to come from the reader's own knowledge and ability to infer information.
* ***Author and me:*** this type of QAR asks student to use clues that the author provides to infer answers not explicitly stated in the text. Here the teacher can model how to infer meaning from the text, pointing out clues the author provided and showing the student how to use his or her own personal knowledge to answer questions.
* ***On my own:*** this type of QAR requires the student to use background knowledge, personal insight, and comprehension of what was read to answer the question. The teacher can model how readers are really *on their own* in answering questions that require responses that are more like "opinions" rather than "facts". Students are thought to read for general impressions to form opinions about what they read. Students learn that some "on my own" questions can be answered without reading the text, by using their own personal experiences.

QAR makes this often-hidden process more obvious to students by teaching them common language to use across grades and subject areas. Students are thought that information for answering questions comes either from the text or from the students' knowledge or experiences. This distinction is labeled as 'in the book" versus "in my head", respectively.

Questions that can be answered by looking "in the book" can be further distinguished as "right there" questions or "think and search" questions. "Right there" questions are literal questions that typically use the same words in text as those found in the questions. "Think and search" are also answered by information found in the text, but the questions are worded differently than the text and require students to bring together information from across the reading to answer the questions.

"In my head" questions are inferential questions for which the answers are not directly written in the text. They can be further distinguish as "author and me" questions and "on my own" questions. "Author and me" questions require students to think about what they have read and to connect clues from the reading with their own ideas, background information, and experiences.

Shortly, teaching students to understand question-answer relationships can greatly aid their ability to understand the text and find the answer questions proficiently.

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