

## CHAPTER II

### REVIEW ON RELATED STUDY

#### A. Previous Study

In this literary review, the researcher uses some previous studies related to the use of QAR Strategy that can improve the students' motivation affecting on reading skill to uncover the originality of any research work and correlates them to the reality faced at this time. This research is the first research on the Effectiveness of QAR (Question-Answer Relationship) Strategy to the students' Motivation and on Reading Skill at SMKN 1 Surakarta in Academic Year Of 2016/2017. But it is not the first research that works on using QAR (Question-Answer Relationship) on affecting students' Reading Skill. Therefore the researcher would like to present some previous studies conducted on the similar current study. There have been some studies that are relevant correlated to the QAR Strategy implementation, motivation and teaching reading like mentioned in the following paragraphs.

The study has been done by Leah H. Kinniburgh and Sandra S Prew (2010). It was done by observing the application of using Strategy of Question Answer Relationships (QAR) in teaching reading in the Primary Grades at a school in South Alabama. The research did on observing the applying the Question Answer Relationships (QAR) strategy and found that this strategy was able to enhance young students' reading comprehension and accommodate the strategy being an effective base for gaining reading comprehension in order that students could move into higher classes and comprehend. This study is similar with this study, the two studies apply strategy of Question Answer Relationships (QAR) in teaching reading but this study is more detailed. The above research observed the application of using strategy of Question Answer Relationships (QAR) in teaching reading while this study tries to find the effectiveness of the usage of

Question Answer Relationships (QAR) strategy in teaching reading. And ofcourse the population and time are also different.

The second previous study was done by Aminudin Noor (2015) with tittle of “The Effectiveness of Teaching Reading Skill Using QAR (Questions-Answer Relationship) Strategy: as Experimental Study at SMK Assalaam Sukoharjo”, Noor focused on the investigation of the effectiveness of teaching reading skill that used QAR (Questions-Answer Relationship) Strategy. The data of the research was taken from the students’ reading skill and learning motivation observed by using questionnaires and tests. Although the research has the same objects on QAR (Questions-Answer Relationship), reading skill and motivation, there still has differencesss. The differences are: (1) the setting, population, sample, this research is carried out on the X grade students at SMKN 1 Surakarta in 2017 but Noor’ research was done at SMK As Salaam Sukoharjo in 2015, (2) the objectives of Noors are only two that are to find the effectiveness of QAR toward the improvement of students’ reading skill, and to find the effectiveness of QAR toward the improvement of students’ learning motivation.

The third previous study was done by Safoora Bemani (2012). Bemani’s research was on the usage of 'Question-Answer Relationship (QAR) with tittle 'Comparing Effect of 'Summarizing', 'Question-Answer Relationship', and 'Syntactic Structure Identification' on the Reading Comprehension of Iranian EFL students.. this study, it can be claimed that there was a statistically meaningful difference between the mean achievements of the three groups in favor of the group two which the participants received the QAR strategy. The findings also demonstrated that the treatment was effective in three groups. Regarding the effect of syntactic structure training, the result was in consistence with previous studies' findings (Cowan, 1976; Berman, 1984; Shiotsu & Weir, 2007). Although this research is similar to the previous study above, there are still differences. The differences between this research and Payam’ research are the research method, population, sample, sampling, and time and setting. The

previous study compared the effectiveness of 'Summarizing', 'Question-Answer Relationship', and 'Syntactic Structure Identification' on the Reading Comprehension

The other previous study was done by Mehrnaz Hosseini Fard (2014). Fard made a research titled “The effect of question-answer relationship (QAR) strategy on first grade high school EFL students’ reading comprehension” in Iran. The results suggested that there was a statistically significant difference among the reading comprehension of the experimental group and the control group in their posttest scores. The results of this study cater for several incentives for the researchers in the fields of applied linguistics, psychologists, language teaching methodology, English for Specific or Academic Purpose (ESP/EAP), and many other language-related areas of interest who are interested in improving reading comprehension ability of EFL students. The research observed the application of using method of Question Answer Relationships (QAR) in teaching reading while this study tries to find the effectiveness of the usage of Question Answer Relationships (QAR) method in teaching reading. . The findings of this study provide several incentives for the researchers in the fields of applied linguistics, psychologists, language teaching methodology, English for Specific or Academic Purpose (ESP/EAP), and many other language-related areas of interest who are interested in improving reading comprehension ability of EFL students. The present research is different from this research because previous research focused on the usage of QAR and CL strategies and the data analysing used was SPSS software .

The fifth previous study was done by Tammy Stafford (2012). The study was carried out with title “The Effect of Question-Answer Relationships on Ninth-Grade Students’ Ability to Accurately Answer Comprehension Questions”. This experimental research study examined the effects of the Question-Answer Relationships (QAR) taxonomy on ninth-grade students’ ability to answer comprehension questions. Participants included incoming

ninth-grade students who were required to attend summer school due to poor attendance, grades, and/or standardized test scores. Participants were randomly assigned to experimental and control groups. Experimental group participants received one week of initial strategy instruction followed by three weeks of maintenance activities. Results indicated that the strategy had a negative effect on students' question-answering ability and raised questions regarding comprehension instruction, length of interventions, and the role of scaffolded support for a target population of adolescent readers. Discussion of the results revolves around interventions, QAR instruction, reading ability, and motivation of the participants. This previous study focused on comparison among the effectiveness of 'Summarizing', 'Question-Answer Relationship', and 'Syntactic Structure Identification' on the Reading Comprehension but this research focuses on the effectiveness of QAR to students' motivation and reading skill.

The sixth previous study was done by Tri Anggeraini, Mukhaiyar, Hamzah (2014). The researchers carried out a study which is in title "The Effect of Question Answer Relationships (QARS) Strategy And Reading Motivation Toward Students' Reading Comprehension On Descriptive Text At Grade X Of SMAN 4 Lubuk linggau". The results of this study indicate that (1) Question Answer Relationships (QARs) Strategy has a significant influence on students' reading comprehension compared to small group discussion strategy. (2) The reading comprehension of students with high reading motivation who are taught using the Question Answer Relationships (QARs) strategy is better than the students taught using small group discussion strategies. (3) The reading comprehension of students with low reading motivation taught using the Question Answer Relationships (QARs) strategy is no better than students taught using small group discussion strategies. (4) There is no interaction between the strategy used (Strategy Question Answer Relationships and small group discussion strategy) and students 'reading motivation on students' reading comprehension. This previous study took concentration on descriptive text, but

this study focuses on functional text and the research method in analyzing the data is also different. This research uses Crombach Alpha formula.

The seventh previous study was done by Ching-Ying Pan (2013). Effects of Reciprocal Peer-Questioning Instruction On EFL College Students' English Reading Comprehension Institute of Education, Faculty of Education and Communication, Tzu Chi University, Taiwan, R.O.C. This study investigated the effects of reciprocal peer-questioning instruction to enhance the English reading comprehension of English as a foreign language (EFL) college students by comparison with the conventional lecture instruction. The findings indicate statistically significant differences in favor of reciprocal peer-questioning instruction on English reading comprehension, particularly among high- and medium-proficiency students. Compared with conventional lecture instruction, reciprocal peer-questioning instruction created a more positive attitude toward learning English reading. In conclusion, we strongly recommend EFL instructors use reciprocal peer-questioning instruction in college English reading classrooms. The present research is different from this research because the present research used standard deviation, t tests, and one-way ANCOVA in analyzing the data.

The eight previous study was done by Mochlis Ekowijayanto (2016). Improving The XI IPS Students' Reading Comprehension Achievement Through DR-TA (Directed Reading Thinking Activity) Strategy At SMA Islam Raâ'iyatul Husnan Wringin Bondowoso In The 2010/2011 Academic Year. In this research, the problem is how is directed reading thinking activity (DRTA) able to improve reading ability of the XI IPS students in SMA Islam Raâ'iyatul Husnan Wringin Bondowoso 2010/2011 academic year and the research objective is intended to know how directed reading thinking activity (DRTA) is able to improve the reading ability. In conclusion, Ekowijayanto states that Directed reading thinking activity (DRTA) is able to improve the reading ability of SMA Islam Raâ'iyatul Husnan in the academic year of 2010-2011. The

present research is different from this research because the present research used DR-TA .

The ninth previous study was done by Asti Mayasari, A. Handoko Pudjobroto, and Dewi Sri Wahyuni (2014). Improving Student's Reading Comprehension through Question-Answer Relationships (QARs) at SMP Negeri 8 Surakarta. English Education Department of Teacher Training and Education Faculty Sebelas Maret University. The article aims to discuss whether Question-Answer Relationships can improve the students' reading comprehension. The research finding shows that the students who were taught Question-Answer Relationships can improve their reading comprehension. It can be seen in the result of their reading from preliminary observation up to cycle 2. There is improvement in each cycle. Therefore, Question-Answer Relationships can be used as alternative strategy to improve students' reading comprehension. Question- Answer Relationships also makes the class situation became effective during teaching and learning process. Although the present research and this research are similar that both of them have the same objects on QAR (Questions-Answer Relationship), and reading, there still has differences. The differences are: (1) the setting, population, and sample. (2) The design of the previous research was classroom action research.

The tenth previous study was done by Apaporn Rothong and Maneerat Ekkayokkaya, Ph.D (2013). The researchers worked a study with tittle "Effects Of Reading Instruction Using Question-Answer Relationships (QAR) And Its Related Reading Strategies On Reading Comprehension Ability Of Eleven Grade Master's Degree Student, Department of Curriculum and Instruction Faculty of Education, Chulalongkorn University, Bangkok, Thailand". 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 present research is different from this research because the present research used mean scores, standard deviation, a paired sample t-test and content analysis.

The other previous study was done by Jennifer J. Kucera (2009). The study was focused on QAR and its Effect on the Reading Comprehension Performance of Fourth Grade Students at the Anne Arundel County Public Schools Reading and Language Arts Benchmark. The purpose of this study was to examine the effectiveness of the reading strategy, Question-Answer-Relationship (QAR) in its ability to improve the reading comprehension scores of fourth grade students on the Anne Arundel County Public Schools Reading and Language Arts Benchmark exams. The results of this study indicate that QAR did not have a significant impact on reading achievement. Further research is needed to determine if this strategy would be more beneficial for students with different needs. The present research is different from this research because the setting, population, and sample are different.

Ezell and Kohler (1992) examined the effectiveness of the QAR strategy when used with peer-assisted procedures with third graders to improve comprehension. They found that children's performance improved on both answering questions and asking comprehension questions though, the use of QAR acquired in a peer-assisted instructional format. Their research found that this strategy is beneficial for low, average, and high achieving students. The intervention improved students' ability to answer comprehension questions as

well as generate comprehension questions. Their research demonstrates that QAR may be implemented successfully with students as young as third graders. Some researchers have explored using pictures as part of the QAR strategy. Cortese (2003) suggests that for younger students, using the QAR with pictures is an effective strategy. The present research is different from this research because the present research used mean scores, standard deviation, a paired sample t-test and content analysis. The present research is different from this research because the design of the previous research was classroom action research and the setting, population, and sample are different.

This previous study was done by Ni Made Wahyuni (2014). Improving Reading Comprehension Through Question-Answering Instruction of The Eighth Grade Students of SMP Sapta Andika Denpasar In Academic Year 2013/2014 was the point of Wahyuni's work. The research was carried out in 2014. Reading comprehension is a process to recognize the text and remember any information in the text. The present classroom action research dealt with improving reading comprehension through question-answering instruction of the eighth grade students of SMP Sapta Andika Denpasar in academic year 2013/2014 that consisted of 18 males and 18 females. Strategy of research design was in the form of action study. This study was intended to improve reading comprehension of the eighth grade subjects of SMP Sapta Andika Denpasar through question-answering instruction. The classroom action research conducted with teaching question-answering instruction consisted of planning, action, observation, and reflection. The present research is different from this research because the design of the previous research was classroom action research and the setting, population, and sample are different, too.

The previous study was done by Lilla Roosantie in 2014. The researcher concentrated on The Effect of Question-Answer Relationship on The Reading Comprehension Score of The First Graders of SMK. The purpose of this study is to investigate the effect of applying Question Answer Relationship (QAR) in

reading comprehension Achievement. The result of this research leads to a conclusion that the students taught using QAR achieved better scores in reading comprehension. In other words, QAR improves the students reading comprehension. The present research is different from this research because the present research used mean test.

This previous study was done by Yolanda N. Padrón (1992). The research is titled “The Effect of Strategy Instruction on Bilingual Students’ Cognitive Strategy Use in Reading”. There has been a great deal of emphasis on the teaching of thinking skills. For many second language learners, however, instruction in the use of cognitive strategy is almost nonexistent. Research identifying cognitive reading strategies used by second language learners has revealed a variety of strategies that students use to comprehend text. The identification of cognitive reading strategies has contributed to the development of instructional programs that teach students to use these strategies. The present study investigated the extent to which two instructional approaches (i.e., Question-Answer Relationships and Reciprocal Teaching) enhance Hispanic bilingual students use of cognitive reading strategies. The results indicated differences in the use of cognitive reading strategies by grade and treatment group. The present research is different from this research because the present research used focused on instructional approaches where QAR is one of them.

This previous study was done by McMahon (2010). The researcher concentrated on three discussions: 1) the impact of QAR method on students’ overall performance in teaching reading ; 2) the impact of learning key terms associated with QAR method on the students’ writing scores; and 3) the effectiveness of QAR method teaching reading compared to other methods. The study was carried out at a school in the city of Las Vegas, Nevada. This research involved a group of students in Clark County School District (CCSD). The students was conducted in a classroom of the second grade. The researcher involved the students ranged between the ages of seven and eight years old into

this research. Eight males and females made up the gender group for this study. The research used visual aids provided to remind students of the method to use when answering a question in order that the QAR method is enforced correctly. Based on the research done, the researcher draws conclusion that: 1) the QAR method was able to improve students' overall performance in reading skill; 2) the learning key terms associated with QAR method that impact the students' writing scores were applied in repeated practice; 3) the QAR method was appeared to be an easy solution in providing students with specific methods to use when answering higher level thinking questions. The McMahon's research is not exactly same with this research because the McMahon's research centralized both students' reading comprehension and writing scores.

This previous study was done by Raphael and Au (2005). Raphael and Au did the research in order to learn how the QAR Strategy is good at supplying a framework for comprehension instruction with the potential of closing the literacy achievement gap. This research was held during the year period of 2002-2005 connected to the application of QAR method in teaching reading. The research proposes that: 1) the QAR method can help address the lack of a shared language among teachers and students for improving questioning practices; 2) the QAR method can bring coherence to literacy instruction within and across grade levels by providing a framework for a developmental progression for comprehension instruction. as a framework, QAR provides a means for organizing comprehension method instruction; 3) the QAR Strategy provides a focal point to begin sustained efforts for whole-school reform aimed at higher standards for literacy learning and teaching; and 4) the QAR method provides a responsible approach to prepare students for the high-quality instruction that leads to high level of literacy. The present research is different from this research because of the numbers of research objectives..

This previous study was done by Curtis. The QAR method was also used by Curtis in the research in teaching reading. The research was enforced by

working in process of the QAR method to answer the comprehension questions on movie. The picture question-answer relationship (P-QAR) is intended to assist readers who attentively struggle with answering comprehension questions. The method was carried out by teaching QAR with a narrative text to the whole class using the book "Emma". The reason why the book is used because it easily fits into the QAR format. Firstly, the researcher began the activity of learning by explaining the two main headings of QAR and then, elaborating into the four sub-headings. After introducing and discussing the QAR make up, the researcher, then, stated the questions that the researcher would ask the class at the end of the book. The students had to be able of answering the questions and then classifying them using the QAR method. Then students were instructed to read the book. After that students found the answers of questions and classified them. They were, then, determined a QAR category and did an activity with a partner to compose their own QAR questions about the book. Finally, students had to share what they had created, their QAR questions, with the class.

From the set of proceeding the QAR, the researcher comes to conclusions that the QAR method is an easy method to learn, however, it takes a longer to show a development in reading comprehensions. Utilizing the method of QAR that is easy to use and can be implemented in every grade across the curriculum is a valuable means in achieving student process. The QAR method is an effective tool to develop students' mastery in reading comprehension and test scores. The present research is different from this research because this previous research focused on the narrative text.

This previous study was done by Kinniburg and Prew (2010). Kinniburg and Prew made research about QAR method in reading. It was in a form of an action research carried out in kindergarten school, elementary school students of grade one and two. They applied the method in the class observed in more than a four weeks period. The method undertaken was done by asking students to develop four types of questions as they read. The question types were divided

into four ranged from basic, low level, to higher order thinking questions. The outcome of the research from multiple studies reported similar findings that students were capable of making use of the QAR method to answer Right There and Think And Search questions successfully. Author and You as well as On My Own questions requiring higher order thinking skills showed mixed results. The study comes to conclusion that: 1) The method of QAR can be successfully implemented in grades kindergarten, one, and two with proper staff development and support; and 2) the QAR method can lead to growth in reading comprehension of primary grade students. Although the present research and this research are similar that both of them have the same objects on QAR (Questions-Answer Relationship), and reading, there still has differences. The differences are the setting, population, and sample and the design of the previous research was classroom action research.

This previous study was done by Mashur (2015). Mashur's work titled "The Effect of Question and Answer Relationship (QAR) Strategy and Achievement Motivation Toward Students' Reading Ability at The Second Semester Students of Gunung Rinjani University in East Lombok in Academic Year 2013/2014" studied the effect of the use of QAR method in reading teaching. The research was done at Gunung Rinjani University. The subject of the research was the students in second semester. The purpose of this study was investigating the effect of QAR technique and achievement motivation toward student's reading ability in the second semester students of Gunung Rinjani University in East Lombok. The design was an experimental study, It examined a sample of two classes with random sampling technique was used to take the sample. The data were collected through a reading test and questionnaire of achievement motivation and analyzed by using two way ANOVA analysis and Tuckey test. Then, the findings can be stated as follows: (1) QAR method is more effective than conventional technique in teaching reading; (2) there is interaction effect of teaching techniques and achievement motivation toward

students' reading ability; (3) there is a significant difference of reading ability between high achievement motivation students who were taught using QAR technique and high achievement motivation students who were taught using conventional technique; (4) there is no significant difference of reading ability between low achievement motivation students who were taught conventional technique and low achievement motivation students who were taught using QAR technique. To sum up, QAR strategy is more effective than conventional technique for teaching reading for high achievement motivation students than of those with low achievement motivation students. The present research is different from this research because previous research applied ANOVA analysis and Tuckey test in analysing data.

The above researches are not the same with this research. The difference can be found in the context of the study. The researches mentioned above were carried out in the context that English is learnt by the native of English or as mother language, whereas the context in this study is the context of English as a foreign language. Therefore, the research may result indifferent outcomes. Other distinctions embedded in the researches include the usage of pictures or visual aids in the in the researches undertaken by McMahon and Curtis to remain students of the method t use when answering a question, and the use of meta-analysis in Raphael and Au's research. Therefore, the research undertaken will take a certain positions a research undertaken in different setting, namely in English as a foreign language setting. Our approach to reading motivation differs from that.

## B. Underlying Theory

### 1. Question-Answer relationship (QAR) Strategy

#### a. The notion of QAR Strategy

Question-Answer relationship (QAR) is a strategy to be used after students have read. It also, teaches them how to decode what types of

questions they are being asked and where to find the answers to them (Raphael & Au, 2005). QAR is a reading comprehension strategy developed to "clarify how students approach the tasks of reading texts and answering questions. It also encourages them to be active, strategic readers of texts" (Raphael, 1986, p. 176). Questioning has long been used by teachers as a way to guide and monitor students' learning. Furthermore, Raphael (in Vacca and Vacca, 1987: 165) also states that the QAR strategy is a reading strategy in which students categorize comprehension questions according to where they get the information they need to answer each question. Students are asked to indicate whether the information they use to answer questions about the text is textually explicit information (information that is directly stated in the text), textually implicit information (information that is implied in the text), or information entirely from the student's own background knowledge.

The objectives of using QAR comply five objectives, i.e: 1) helping students monitor their comprehension of the text; 2) providing a purpose for reading the text; 3) allowing students to assess their comprehension of the text; 4) encouraging elaborative and critical thinking; and 5) helping refuse the common misconception held by students that the text tells all.

#### b. The Principles of QAR Strategy

Conner (2006) highlights Question-Answer Relationship (QAR) as a reading strategy in which students categorize comprehension question according to where they get 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. Therefore, QAR assists students in differentiating among questions based on where the answer can be found: either In the Book or In My Head (Caldwell & Leslie, 2005).

Raphael and Au (2001: 4-5) indentifies that there are two main categories of the question Answer Relationship.they are “In The Box” and “In My Head”. The category of “In The Box” consists of two sub-categories, namely: 1) right there, and 2) think and search. The category of “In My Head” also consists of two sub-categories, namely: 1) on my own, and 2) Author and me.

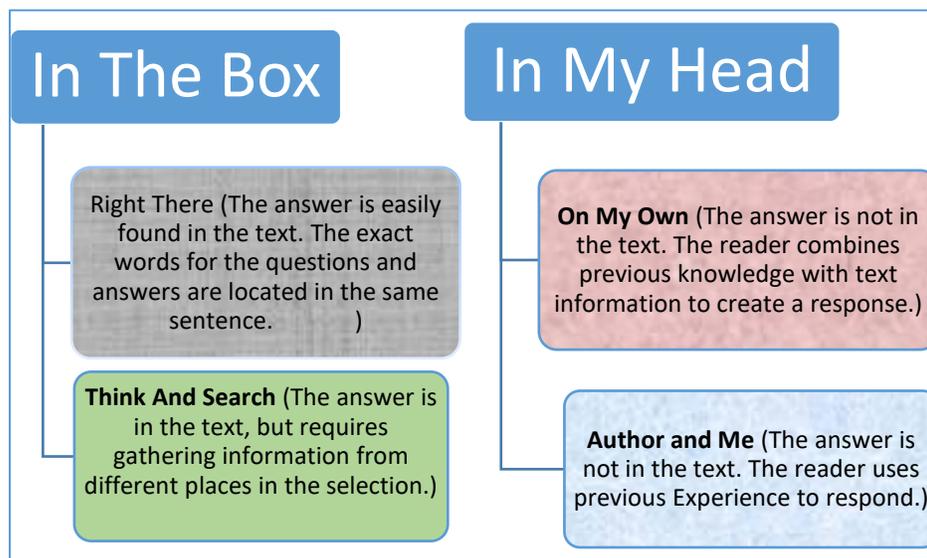


Figure 2.1 Two Main Categories of QAR Strategy

The above chart shows the way how QAR can be used to help students see the relationship among strategies they are learning and the task demands represented by different questions. They will be able to identify questions of a text whether the question can be found in the text or not. They can also analyse whether the question must be answered by looking up in the text, combining students’ previous knowledge with the text informations, gathering informations from different references, or using students’ previous experices. In teaching QAR, there are three comprehension strategies, they are finding out information, representing text structure and how the information is organized.

The following table 2.1 demonstrates how to use QAR to frame comprehension method instruction.

Table 2.1

## The Usage of QAR to Frame Comprehension Method Instruction

QAR	Sample comprehension methods
On my own	1. Activating prior knowledge 2. Connecting to the topic
Right There	1. Scanning to locate information 2. Note-taking strategies to support easier recall of key information
Think and Search	1. Identifying important information 2. Summarizing 3. Using text organization (e.g., comparison/contrast, problem/solution, list, explanation) to identify relevant information. 4. Visualizing (e.g., setting, mood, procedures) 5. Using context to describe symbols and figurative language 6. Clarifying 7. Making text-to-text connections 8. Making simple inferences
Author and Me	1. Predicting 2. Visualizing 3. Making simple and complex inferences 4. Distinguishing fact and opinion 5. Making text-to-text connections

Based on the table 2.1 above, each category of QAR can be applied in some comprehension methods. This explanation described by the table below can make the teacher and students adjust QAR in learning teaching activity.

c. The Procedures of QAR Strategy

The Procedures of using QAR Strategy convey six steps. The steps in employing QAR strategy are as follows:

- 1) Choosing a text. This method works well with both fiction and non-fiction;

2) Write questions based on the text. The questions constructed should fall into one of the following three categories:

Category 1: “Right There” The information that students will need to answer the question is right there in the text.

Category 2: “Think and Search” The information that students will need to answer the question is implied in the text, but students will have to combine ideas in the text with prior knowledge to form inferences.

Category 3: “On My Own” The information that students will need to answer the question is entirely in the reader’s mind.

3) Go over the questions with student before they begin reading the text. Thinking about the questions while they are reading will provide students with a concrete purpose for reading.

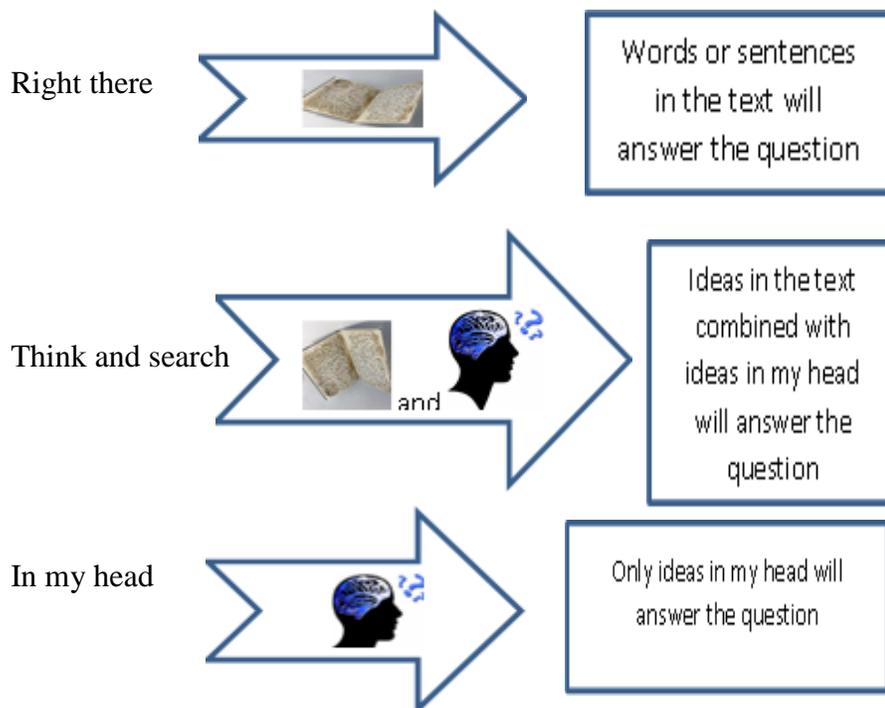


Figure 2.2 Concept of QAR

4) Teacher gives students explicit instructions about each of the three categories above after students have read the text. Teacher might put

the following information and an overhead or make a handout for students.

- 5) Teacher gets students find the answers of the questions and clarify which category of information they needed to answer each. Students can use the following codes for each category instead of writing out the category name;
- 6) After students have answered all questions and indicated category codes for each, discuss responses and categories as a group. The teacher should keep in mind that sometimes the category for a response is not clear-cut. Some students may argue that the information they needed to answer a question fell in the “ Think and Search” category. Other students may argue for the “ In my Head” category for the same question. It is not important that there be a single correct category for every question. What is most important is that students can support their choice of category.

Question-Answer Relationship (QAR) Strategy is applied in this research. After reading the explanation above, some indicators can be drawn, they are: 1) students can improve their comprehension of the text; 2) students can find effective ways in finding a purpose for reading the text; 3) students can assess their comprehension of the text; 4) students can encourage themselves in having elaborative and critical thinking; and 5) students can decide the most effective way in comprehending a text.

## 2. Translation

According to Munday (2001:5) states that the word translation can be defined into some meanings referring to what the field of general subject, what the product is (the paragraph or paragraph has been translated), and how the process is (the act that can produce the translation, that is well known

as translating). Definition of translation and the kinds of translation are discussed as follow;

a. Definition of Translation

The word translation belongs to noun that is commonly interpreted as an action of change the meaning into another language. Some English words are translated into Indonesian, for example; beauty (as a noun) = kecantikan, beautiful (as an adjective) = cantik, etc. Translation is basically a change of form (Larson, 1998:3).

According to Dubois in As-sufi (n.d:10-11) states that translation is the expression in another language or the target language of what has been stated in another source, language, preserving semantic and stylistic equivalences. It is also presented that translation is any translational action which transfers any source sentence, passage, or text into target culture and language. Translation can be used as an explicit teaching tool, even more in teaching reading .

b. Kinds of Translation

In accordance with Larson (1998:17), there are two kinds of translation, namely form-based and meaning-based translation.

1) Form-Based Translation

This translation is based on the form of source language. It is commonly stated as literal translation.

2) Meaning-Based Translation

This translation is based on the meaning of source language. Here, the translational action is every attempt to communicate the meaning of text or passage from source language into the natural forms of the receptor language.

In accordance with Jakobson's (in Munday, 2001:5) also delivers the kinds of translation. Three kinds of translation are proposed. They are:

### 1) Intralingual Translation

It is also called “rewording”. It is a translational action that interprets verbal signs by means of other signs of the same language.

### 2) Interlingual Translation

It is also called “translation proper”. It is a translational action that interprets verbal signs by means of other signs of the other language.

### 3) Intersemiotic Translation

It is also called “transmutation”. It is a translational action that interprets verbal signs by means of other signs of non-verbal sign systems.

## 3. Motivation

### a. The notion of Motivation

The word “motivation” is originally come from the latin word “mevere”, which imply “to move”. The further meaning of motivation bears a meaning for an internal drive that activates behavior and gives it direction (Good and Brophy, 1992:360). The term of motivation theory is intended to the processes that indicates why and how people’ behavior can be activated and directed. It is assumed that motivation is as one of the most important areas of study in the field of organization behavior.

Feather as quoted by Good and Brophy defines motivation as a hypothetical constructs use to explain the initiation, direction, intensity, and persistence of goal-directed behavior ( Good and Brophy, 1992: 360). The above definition implies the allowing concept, such as: (1) need for achievement; (2) need for affiliation, (3) incentives, (4) habit, (5) discrepancy, and (6) curiosity.

The motivation theory is categorized into are two different theories such as content theories and process theories. Even though, there are different motivation theories, none of them are universally accepted.

The need theory and the content theory of motivation mainly focus on the internal factors that energize and direct the human behavior. Maslow’s hierarchy of needs, Alderfer’s ERG theory, Herzberg’s

motivator-hygiene theory (Herzeberg's dual factors theory), and McClelland's learned needs or three need theory are some of the major content theories.

The different types of content theories, the most content theory is Abraham Maslow's hierarchy of human need. Maslow introduced five levels of basic needs through his theory. Basic needs are categorized as physiological needs, safety and security needs, needs of love, needs for self-esteem and needs for self-actualization.

Just like Maslow's hierarchy of needs, Existence Relatedness Growth (ERG) theory explains existence, relatedness, and growth needs. Through dual factors theory. Harzeberg describes certain factors in the workplace which result in job satisfaction. McClelland's learned needs or three-needs theory uses a projective technique called the Thematic Aptitude Test (TAT) so as to evaluate people based on three needs: power, achievement, and affiliation. People with high need of power take action in a way that influences the other behavior.

Another type of motivation theory is process theory. Process theories of motivation provide an opportunity to understand thought processes that influence behavior. The major process theories of motivation include Adams' equity theory, Vroom's expectancy theory, goal-setting theory, and reinforcement theory. Expectancy, instrumentality, and valence are the key concepts explained in the expectancy theory. Goal setting theory suggests that the individuals are motivated to reach set goals. It also that the set of goals ought to be characteristic. Reinforcement theory is concerned with controlling behavior by manipulating its consequences.

According to Brown (2001, 76), "a convincing stockpile of research on motivation strongly favors intrinsic drives. "He cites the research of Piaget, Maslow, and Bruner to support the claim that intrinsic motivation

is more powerful. Indeed, all of these researchers make the case that the intrinsic stems from a profound human psychological need to grow.

In English as a Foreign Language (EFL) setting, intrinsic motivation can be low, and English may not seem relevant to the students since it is not part of their daily lives. But based on the real situation, the students has an obligation to be good at English for a test or because it is a compulsory part of the curriculum (Brown 2001). Also, EFL setting often implicates large classes and limited contact hours, which causes stuying.

The students in an EFL classroom tend to get a low intrinsic motivation. It is caused that English is nt really relevant to their daily lives. By being in the target language community, they have little opportunity to use English and see insignificant result in implemantinting English in their life. So their motivation is necessary to be increased. The students in ESL classes typically wants to learn English for personal reasons, such as to get acquaintaceship and communication with other people from other countries, or they are diposed for studying Englis for professional requarements, like to get a better job.

In the fact of matter, EFL students are commonly lack of having an opportunity to have experience in English in their daily lives, and, although they probably want to try to be good at English for similar reason as those of EFL students, their motivation level can suffer when applicationin daily life is minimal. In the ESL context, many students had higher integrative motivation, which Irie (2003, 88) describes as “a desire to assimilate into the target language community.” Whether or not they wantto assimilate, many of these students have a needn to improve their English in order to function in an English-speaking country. In addition to integrative motivation, many of these students have what Irie (2001) calls instrumental motivation, which-like intrinsic motivation-

stems from desire to gain benefits, such as getting a better job or passing an exam.

b. Assessing Students' Motivation

Gardner and Lambert ( in Harmer, 2005: 8) suggests that students who feel most warmly about a language and who want to integrate into the culture of its speakers are more highly motivated and learn more successfully than those who are only learning language as a means to an end. In other words, integrative motivation was more powerful than instrumental motivation.

Based on the above suggestions, one of the main tasks for teachers is to provoke interest and involvement in the subject. It can be done by their choice of topic, activities, and language content that they may be able to turn a class around, by their attitudes to class participation, their conscientiousness, their humor, and their seriousness that they may influence their students, or by their own behavior and enthusiasm that they may inspire (Harmer, 2005: 8).

Based on such a task, the aspects of students' involvement and interest in learning can be seen from the following characteristics (Harmer, 2005: 10):

- 1) A willingness to listen. A good learner listens to what is going on – not just in the sense of paying attention, but also in terms of really listening to the English that is being used.
- 2) A willingness to experiment. A good learner is prepared to take risks to try things out and see how it works.
- 3) A willingness to ask questions. Good learners have a willing to ask questions, judging when asking questions is appropriate.
- 4) A willingness to think about how to learn. A good learner brings or invents his/her own study skill when he or she comes to a lesson.

5) A willingness to accept correction. A good learner is prepared to be corrected if it helps him or her.

Based on the above characteristics, the assessment of learning motivation is developed. The students' learning motivation are assessed using the above characteristics. Therefore, the researcher can outline the indicators as follow: (1) Pay close attention to and listen to the teacher while learning English., (2) Dare to ask questions and accept criticism or suggestions when learning English., (3) Be innovated on how to learn proper English., (4) Diligent in dealing with the task of English subjects., (5) Resilient and not easily discouraged. (6) Trying to receive the lessons well to achieve achievement. (7) No need for an outside push to excel., (8) Want to learn the lesson material received in school., (9) Pleased, diligent in learning and passionate. (10) Happy to learn independently., (11) Dare to defend opinions if he feels right., (12) Likes working on the English Lesson training questions.

#### 4. Reading Skill

##### a. The Notion of Reading

According to Smith ( Faiziati, 2009: 33) reading is defined “as an understanding a message conveyed by the writer through visual and non-visual information”. The readers construct a message which is encoded by a writer. The act of constructing meaning itself is an ongoing, cyclical process of sampling from the input text. This implies that the learners' background knowledge is important to help understand the text.

Klinger, Voughn, and Boardman (2007: 8) states that reading skill is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, method use) as well as variables related to the text itself (interest in text, understanding of text types). Reading skill is a complex process for it

requires five basic comprehension processes that work together simultaneously and complement one another: micro processes, and metacognitive processes (Irwin in Klingner, et al., 2007: 9).

By learning the description above, researcher can summarize that reading skill is a kind of a capability of comprehending informations or messages declared by the writer through visual and non-visual information. It can be described it is a capability of constructing the meaning through ongoing, cyclical process of sampling from the input text. This capability is a compound process that involves five basic comprehension processes (phonemic awareness, phonics, fluency, vocabulary, comprehension) that work together synchronously and complement one another.

#### b. Skills of Reading

After learning what have stated in the above paragraphs, it is outlined that reading is an act of meaning construction of message encoded by a writer through an ongoing process of sampling from the input of text. Therefore, there are some sub-skills obtained by students when they are having reading learning process.

Based on Hamer (Fauzi, 2009: 32) states that reading text also provides the students to gain vocabulary, grammar, pronunciation, and even good models for English writing, for example how sentences, paragraphs, or texts are composed. Therefore it can be concluded that the sub-skills in reading consists of the ability in vocabulary, grammar, pronunciation, and the good models for English writing, like how sentences, paragraphs, or texts are constructed.

According to Alatis (2004: 8) describes that the sub-skills in reading include four competencies. The competencies developed in reading skill are consisting: 1) linguistic competence, that is the knowledge of how words are arranged structurally into sentences; 2) Discourse competence, that is

the knowledge of discourse markers and how they connect parts of the text to one another; 3) Sociolinguistic competence, that is a knowledge about different types of texts and their usual structure and content; and 4) Strategic competence, it is the ability how to use top-down methods, as well as knowledge of language (a bottom-up method)

Since reading is a complex process, Grabe (2004: 45-52), argues that “many researchers attempt to understand and explain the fluent reading process by analyzing the process into a set of component skills”. There are at least six general component skills and knowledge areas in reading, they are: 1) Automatic recognitions skill; 2) Vocabulary and structural knowledge; 3) Format discourse structure knowledge; 4) Content/word background knowledge; 5) Synthesis and evaluation skills/methods; and 6) Metacognitive knowledge and skills monitoring.

- a) Automatic recognitions skills; it is the skill to decipher the script. In an alphabetic system or a syllabary, this means establishing a relationship between sounds and symbols. In a pictograph system, it means associating the meaning of the words with written symbols (Grabe, 2004: 45)
- b) Vocabulary and structural knowledge; It is a competence how students are capable of identifying vocabulary, picking out the key words, such as those identifying topics and main ideas, figuring out the meaning of the words, including unfamiliar vocabulary, from the(written) context, and recognizing grammatical word classes: noun, adjective, etc (Grabe, 2004: 46).
- c) Format discourse structure knowledge; It is a competence how students are capable of detecting sentence constituents, such as subject, verb, object, prepositions, etc., recognizing basic syntactic patterns, and reconstructing and inferring goals, participants and situations ( Grabe, 2004: 47).

- d) Content/word background knowledge; It is a competence how students are capable of using both knowledge of the word and lexical and grammatical cohesive devices to make the foregoing inferences, predicting outcomes, and inferring links and connections among the parts of the text (Grabe, 2004: 49).
- e) Synthesis and evaluation skills/methods; It is a competence how students are capable of getting the main point or the most important information, and distinguishing the main idea from supporting details (Grabe, 2004: 51).
- f) Metacognitive knowledge and skills monitoring. It is a competence how students are capable of adjusting reading strategies to different reading purposes, such as skimming for main ideas or studying in-depth (Grabe, 2004: 54).

Based on the definitions of reading explained above, it can be drawn that some indicators of reading skill as following; (1) drawing the theme of text by associating the meaning of the words with written symbols., (2) identifying topic of text., (3) recognizing vocabulary, pick out the key words, such as those (4) identifying main ideas., (5) Identifying supporting details., (6) Finding explicit or implicit information., (7) giving opinion.

#### c. Reading Text (Procedure Text)

Reading texts are sources of reading activities. Recently reading learning activities at school introduces kinds of genre. The eleventh grade students coincidentally have the material of procedure text in reading learning at the research time scheduled.

According to Pardiyono (2007, 76) explains that procedure text is a text for describing the steps to accomplish for things or job. Or we can say that a text describing how a work done in sequent steps is called the procedure text. Things learned in reading Procedure texts are as follow;

- 1) Communicative purpose of Procedure Text

Communicative purpose of Procedure Text is giving instructions on how to do things through actions or steps are sequential.

## 2) Generic Structure of Procedure Text

Generic Structure of Procedure Text consists of 3 parts:

### a) Aim/ Goal

In the first part of the generic structure of procedure text contains information about the purpose of the creation or operator of something.

### b) Materials

In the second part, Materials consist of the materials used in making something. But not all parts of Procedure Text includes materials, sometimes a procedure text does not have a part materials.

There are three types of procedural text that do not use the materials, namely:

- i. Procedural text that identifies something works or how to do the instruction manual. Examples: How to use the video game, the computer, the tape recorder, the fax, etc.
- ii. Procedural text instructs how to do certain activities with unregulated. Examples: road safety rules, video game rules, etc.
- iii. Procedural text related to nature or human behavior. Examples: How to live happily, How to succeed.

### c) Steps

On the steps, contains the steps or sequences that must be done so that the goals outlined in began Aim / Goal to be achieved. Steps or sequences must be order from the first to the last.

## 3) Linguistic Characteristics Procedure Text

There are several features of the Procedure Text language, such as:

- a) Using pattern imperative sentences (commands), for example, Cut, Do not mix, and so on.
- b) Using action verbs, such as turn, put, do not, mix, etc..
- c) Using connectives (conjunctions) to sort of activities, such as then, while, and so on.
- d) Using the adverbials (adverb) to reveal details of time, place, manner accurate, for example, for five minutes, 2 hours, etc..
- e) Using the simple present.

### C. Rationale

Rationale is the frame of mind reasoning to arrive at the provision of temporary answers about the research problem that has been formulated.

1. The effectiveness of the Question-Answer Relationship (QAR) Strategy to students' reading skill.

The Question-Answer Relationship (QAR) is a kind of important method in teaching, especially reading text comprehension. When learners have known the method how to answer the questions of the text, they are encouraged and able to identify the answer the questions of the text more easily.

2. The effectiveness of the Question-Answer Relationship to the students' motivation.

Motivation is one of important factors in influencing the students' performance in learning anything. When learners have known the Strategy how to answer the questions of the text, they are encouraged and able to identify the answer the questions of the text more easily, they are motivated to do more in learning process.

3. The correlation between the students' learning motivation and the students' reading skill in the experimental group taught by using the QAR strategy. Learners' reading skill is achieved by the process of learning and practicing. It can be gained by good reading comprehension companied by good motivation.

Good reading comprehension and motivation really influence the improvement of students' reading skill.

The mentioned rationale above is able to be explained by a diagram 2.3 as follows :

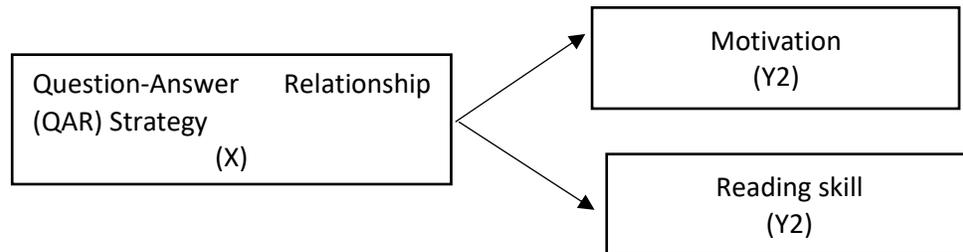


Figure 2.3 Diagram of Rationale

#### D. Research Hypotheses

In teaching reading, there are some objectives like creating students who can use reading Strategies to maximize their comprehension of text, identifying relevant and non-relevant information, and tolerating less than word-by-word comprehension. It is advisable to implement Question-Answer Relationship (QAR) strategy in to achieved the objectives stated above and it is supposed to improve students' motivation. These methods are reading methods in which students categorize comprehension questions according to where they got the information they needed to answer each question and the competence of telling the story read previously .

By using QAR Strategy, the three aspects of learning such as cognitive, affective, and psychomotor will be enhanced. It is due to the objectives of the QAR method and telling story that comply 5 objectives, namely: 1) help students monitor their of the text; 2) provide a purpose for reading text; 3) allow students to assess their comprehension of the text; 4) encourage elaborative and critical thinking; 5) help repute the common misconception held by the students that the text tells all.

Based on the theoretical background and the rationale described above, the writer has come to the following hypothetical statements:

1. The strategy of QAR is effective to improve students' reading skill.  
H01: The strategy of QAR is not effective to improve students' reading skill.  
Ha1: The strategy of QAR is effective to improve students' reading skill.
2. The strategy of QAR is effective to improve students' learning motivation in learning reading .  
H02: The strategy of QAR is not effective to improve students' Learning motivation in learning reading .  
Ha2: The strategy of QAR is effective to improve students' learning motivation in learning reading .
3. There is correlation between the students' learning motivation and the students' reading skill in the experimental group taught by using the QAR strategy.  
H03: There is not correlation between the students' motivation and the students' reading skill which is taught by using the strategy of QAR.  
Ha3: There is correlation between the students' motivation and the students' reading skill which is taught by using the strategy of QAR.