CHAPTER I

INTRODUCTION

In this chapter, the researcher provides some points to this study. Those include background of the study, research problem, objective of the study, research hypothesis, scope and limitation of the study, significance of study, definition of key terms, and organization of the thesis.

A. Background of The Study

Reading activities are skills in getting information through written text. This is also the activity carried out by students in getting meaning from printed books and from electronic media. This skill seems to be an active rather than passive process, because the students not only read but also comprehend what they are reading. To achieve a good comprehension of what they read, they should do reading activity seriously. To carry out reading activities seriously, students must be highly motivated. As stated by Hermida (2009) that reading is a process that is formed in part by the text, partly by the reader's background, and partly by reading situations occur. Reading academic text does not only involve looking for information in the text itself. instead, this is the process of working with text as reading comprehension.

Another definition of reading Grabe and Stoller (2002:9) is the ability to draw meaning from the printed page and interpret this information appropriately. It means that students need to be able to interpret the meaning of the text they read in order to get the understanding. Being able to gain the information order to improve the knowledge of the readers is the competence

of reading. Thus, without comprehending and interpreting the meaning of reading the text is useless.

Reading comprehension has many definitions as described by experts. According to Snow (2002), reading comprehension does not occur by only extracting meaning from text. It means that in understanding text, students may have different interpretation among each other. It depends on their experience and background knowledge that will help them constructs the meaning in interpreting to build a new knowledge.

Comprehension has three elements that are linked together and cannot be separated. The first element is the readers who are tries to understand the text. At this point, one's abilities and background influence the reading. Second, the text is an object that should be comprehended by the readers. That text may be in the form of printed book or electronic book used for read. The third element is the reading activities. This activity includes the goals, processes, and consequences associated with reading activities (Snow 2002).

As a teacher to teach reading comprehension for students it is not easy, especially for foreign language students. That's why the teachers need to use various learning technique in teaching reading comprehension to make students interested. Based on Grabe (2002) reading is a complicated process because of three main obstacles such as certain reading skills, background of their own knowledge, different context and cultures, and difficulties in grammar and vocabulary. The students feel difficult when the teacher asks them to find out information from the text. Interference as influence of one grammar language could arise in teaching learning process. It is well known that in large number

settings, including Indonesia, teaching English are associated with using grammar correctly. This is because it is the core element of language teaching and must be attained by foreign language learners (Nurhayati 2017). So, the students might not reach their goals to get some messages that the author is trying to convey.

Establishing encouragement among students to read is not easy. It is seen on their responses of joining English reading class, most of the Indonesian students confess that they lack of reading habit. The first problem, they feel reluctant to read, moreover they have a task to read the scientific material. They say they are lazy to read it, they prefer to watch TV or do others. They say that it is boring to read, they are not interested in conducting this activity (Nurhayati 2014).

In reading comprehension, there are many types of texts, they are narrative texts, recount texts, and descriptive texts. Here researcher want to apply one of the strategies of reading comprehension to descriptive texts. This text is a type of text with the aim of providing clear information or descriptions of people, places, objects, or events using appropriate details. Descriptions are used in all forms of writing to create a clear impression of someone, place, object, or event (e.g describing a special place and explaining why it is special, describing the most important person in your life, describing the animal's habitat). This kind of text context is a description of certain things, animals, people, or others, for example: our pets or people we know well.

Many strategies have been examined to enrich student's comprehension of reading texts, with the hope it can help students' interest in reading

activities. There are seven strategies proposed by Moreillon (2007) one of them is questioning. He stated that question was capable and should be taught throughout the curriculum. This is an important component of reading comprehension, conducting research, and critical thinking. In short, questioning is the key to learning. The introductory questioning (Moreillon, 2007:60) is important, but when comprehension build, asking the question during reading may be more challenging to teach and learn. With this strategy, questioning encourages the readers through stories, creates dialogue among the characters, writers, illustrators, texts and the readers themselves. Questions must also be practiced with text in content field that students often ask to answer literal, inferential, and evaluative questions. Moreillon (2007:62) noted that one way to approach questions is to study the Question Answer Relationship (QAR).

According to Macceca (2007:202), Question Answer Relationship (QAR) is a multiple strategy approach that gives students and general language teachers about prior knowledge and questioning strategies. Question-Answer Relationship (QAR) strategy helps students plan to read and answer comprehension questions and also helps the students to ensure that there could be no overemphasis of lower lever skill with questions that only require students to look for and remember information, Raphael and AU (2005). Getting the main ideas and understanding what is being read is one of the most important reading in all fields. In reading involves comprehension and when readers do not comprehend, they do not read. It is generally agreed that the ability to read well-developed comprehension is a key point in students'

academic success. This ability to comprehend is not a passive state, but it is an active mental process that needs to be nurtured properly.

This Question Answer Relationship strategy to facilitate the students in understanding text. Several previous studies have shown that this strategy has a good effect on improving students' reading comprehension. In this study the researchers took three previous studies. One of the previous studies comes from Sari's thesis (2017), in this study used quasi-experimental research design. Then she uses narrative text which is taught using QAR strategies in eighth grade of junior high school. Next, from Erdiana et al (2017) and the third from Sada et al (2014). Both of them using QAR strategies to improve reading comprehension. They use pre-experimental research design. The difference between the two researchers is (Erdiana et al) using recount text for the eighth grade of Junior High School, while (Sada et al) using narrative text for the tenth grade of Senior High School. From the third previous studies it can be concluded that the results of the study are both using the QAR strategy to find out the scores of syudents' reading comprehension. All these studies stat that the QAR strategy has a good effect on improving students' reading comprehension.

This study, researcher used descriptive text based on the English curriculum of junior high school for the second semester in seventh grade and applied to the strategies used in this research. Descriptive text is text that should be learned and mastered by students. Descriptive text is designed to describe the characteristics of an object. The object may be person, animal, place or something. According to Anderson (2003:26) descriptive text

describes a certain people, places, or objects. This means that descriptive text is specifically designed about a person, place, or object. They also stated descriptive text to explain the subject by describing features without discussing personal opinions. So, the social function of descriptive text is to describe a certain thing.

The researcher chooses MTs. Ma'arif Bakung because she has observed the institution for months. Furthermore, the English teacher of MTs. Ma'arif Bakung argues that the most difficulty in learning English is in reading comprehension activity caused by the lack of understanding of the texts. Thus, the students can not answer the question well.

The students success in reading can be seen from how far they do understand about text content. This gives an idea that reading comprehension is very important. The term comprehension, Serafini (2012:191) is referring as a commodity obtained is individually, or some amount of knowledge that is literally taken away from every successful reading event.

This is reinforced by Woolley (2011) who states that the main key to reading is understanding. He stated that reading comprehension is the process of making meaning from text. Therefore, the aim is to obtain a through understanding of what is described in the text and not to obtain meaning from isolated words or sentences.

Some English teachers still apply conventional methods to teach reading in class and usually make students bored and difficult to understand the materials because the method is monotonous. Therefore, the teacher should find another methods, techniques, or strategies to attract students attention so

they do not feel bored when reading. Thus, the teacher can apply an appropriate strategies to determine the effectiveness of teaching English so that students have better achievements. There are many strategies used in teaching reading, one of them is Question Answer Relationship (QAR) strategy. The teacher can apply this strategy in the teaching and learning process, especially in reading. Based on the case, the researcher tried to used the Question Answer Relationship (QAR) strategy in teaching reading to find out scores of students' reading comprehension. The researcher wants to analyze whether teaching reading using QAR was more effective for students' reading comprehension. Therefore, in this study the researcher wants to take the title *"The Effectiveness of Question Answer Relationship (QAR) Strategy In Teaching Reading Comprehension of Descriptive Text At The Seventh Grade of MTs. Ma'arif Bakung"*

B. Research Problem

The research problem of this study is "Is QAR strategy effective for teaching reading comprehension of descriptive text at the seventh grade in MTs. Ma'arif Bakung?"

C. Objective of The Study

Based on the research problem, the objective of this study is 'to find out the effect of using QAR strategy effective for teaching reading comprehension of descriptive text at the seventh grade in MTs. Ma'arif Bakung.'

D. Research Hypothesis

A research hypothesis is the expected relationship or the expected difference between the variables in the study. In this research, the researcher uses two kinds of hypothesis formulated to be tested, they are null hypothesis (Ho) and alternative hypothesis (Ha):

1. The Null Hypothesis (Ho)

   There is no significant differences scores of students' reading comprehension skill between students taught with and without using Question Answer Relationship (QAR) Strategy in descriptive text at the seventh grade in MTs. Ma'arif Bakung.

2. The Alternative Hypothesis (Ha)

   There is significant differences scores of students' reading comprehension skill between students taught with and without using Question Answer Relationship (QAR) Strategy in descriptive text at the seventh grade in MTs. Ma'arif Bakung.

E. Scope and Limitation of The Study

This study is to measure the effectiveness of Question Answer Relationship strategy in teaching reading comprehension. This study conducted in the two classes in first grade students of MTs Ma'arif Bakung in academic years 2018/2019. This research is only focused on Question Answer Relationship strategy in teaching reading comprehension. This study used the same items in the pretest and posttest.

F. Significance of The Study

First contribution is dedicated to the learners especially the seventh grade students of MTs. Ma'arif Bakung to help them to improve their reading comprehension by implementing this Question Answer Relationship (QAR) Strategy. Then, it is expected to ease them to ahieve their learning of English as the second language.

Second, it is expected to inspire the English educators to overview this strategy which can be applied when they get the similar problem in teaching and learning foreign language.

The last, this study is dedicated to the next researchers. It is expected whether this study can be used as the source in their findings, or inspires them to improve the newest findings to this strategy.

G. Definition of Key Term

From the research problem stated above, this study focuses on the QAR strategy in teaching reading comprehension of descriptive text at the seventh grade of MTs. Ma'arif Bakung. In order to avoid misunderstanding, the key term used in this study are defined as follow:

1. Reading Comprehension

Reading comprehension is a process that simultaneously extracts and builds meaning through interaction and involvement with written language, Snow (2002:11). Reading is an active process of thinking, reading is a process of thinking. Effective readers know that when they read, what they read should make sense. They monitor their understanding,

and when they lose the meaning of what they read, they often unconsciously choose and use a reading strategies (such as rereading or asking questions) that will help them reconnect with the meaning of the text. Reading skills and strategies can be taught explicitly while students learn subject-specific content through authentic reading assignments.

2. **Descriptive Text**

Descriptive text is describes particular person, place, or thing. It means that descriptive text is designed specially about a person, a place, or things, Anderson (2003:26). So, descriptive text is a kind of text with a purpose to give information about particular thing. It is difference from report which describes things. The social function of descriptive text is to describe a particular person, place, or thing.

3. **Question Answer Relationship Strategy**

According to Macceca (2007:202), Question Answer Relationship (QAR) is a multiple strategy approach that gives students and teacher a common language about prior knowledge and question strategies.

The QAR strategy also provides several benefits for teachers and students in several ways. QAR strategy helps students develop a higher level of comprehension that regulates relationship to the text at a deeper level. In using QAR questions, students must develop the meanings of the passage that they have read by using their higher level thinking skills, such as connections, inferences, summarizing, synthesizing, analyzing, and criticizing.

H. Organization of The Thesis

The writer divides this research into five chapters, they are as follow:

Chapter I is introduction. This chapter presents of the background of the research, formulation of research problems, objective of the study, research hypothesis, scope and limitation of the study, significant of the study, definition of key terms and organization of the thesis.

Chapter II is review of related literature. This chapter included review of related theories, and review of related studies.

Chapter III is research method. This chapter explains of research design, population and sampling, variables, research instrument, try out the instrument (validity and reliability testing), normality and homogeneity testing, data and data source, data collecting method, and data analysis.

Chapter IV is findings and discussion. This chapter explains the research findings, hypothesis testing, and discussion.

Chapter V is the last chapter. This chapter presents conclusion and suggestions.