

CHAPTER I

INTRODUCTION

This chapter covers some points including the background of the study, the statement of the problem, the objectives of the study, the research hypothesis, the significance of the study, the scope and limitation of the study and the definition of key terms.

A. Background of Study

Language is used to create meaningful communication among human beings (Nurhayati, 2016). In other words, communication is the main function of language. Nowadays, the usability of English language increased with purposes of communication and information. This makes learning English language to be required especially for students. Communication is impossible without shared knowledge and assumptions between speakers and hearers (as cited in Nurhayati & Yuwartatik, 2016a). In addition Nurhayati et al, (2018) state that public awareness on the importance of English as the main means of communication in this global era has been increasing. It is in line with many people have agreed to make English as an international language. All of them who work as teachers mostly focus on how to teach English properly and effectively or how students can learn the language itself. In order to learn English language as a foreign language or second language, basic skills such as listening, speaking, reading & writing should be integrated and developed. However, it is difficult to learn all these skills at once because the proficiency of each student is different and the strategy to teach all these skills is different

too. So, it is necessary to apply a variety of methods and strategies to help students learn English language in every aspect.

One of important skill is reading. To study the content of the lesson is the main idea of the purpose in reading skill. Reading is useful for language acquisition. For example, reading can enlarge students' vocabulary knowledge and upgrade spelling and punctuation. Besides that, Pretorius & Naude, (2002) found that there is a strong relationship between reading and academic success for elementary school until university. They advise that the students who understood what they read usually getting good grades. Therefore, students who study English as foreign language must try to develop their reading ability to gain new knowledge. Anderson and Anderson, (2003:4) state that reading is regarding as a decoding skill that is interpreting codes into ideas. Teachers and students consider reading as an important activity so that people usually say that reading is the window of the world. It means that reading is the way to see the world. And by reading, people can get the information widely without going anywhere.

As we know, many students feel that reading activity is burdensome. According to Chatman & Atteberry (1994) most of the students feel that reading activity is making them bored especially in reading narrative text. Some of them delay the reading activity for so long. Some of them carry out the reading task, but they are not able to comprehend the contents of the text due to their limited vocabulary. It can be seen from the fact, that when they answer the questions about reading, it is only by repeating the sentences they find in the

questions. In other words, they cannot produce their own sentences as expected by the teacher. If they don't find the same words, phrases, or sentences in the passage they got difficulties. Therefore, there are many wrong answers and finally they get bad mark.

Learning to read is an essential aspect of one's education, and literacy development is often compared to athletes who train for competition. The world's greatest athletes do not achieve that ability quickly or without practice (Nurhayati 2014). It means that without practice to read, students cannot achieve their learning goal. One factor that affects the success or failure of teaching English comes from the teacher. Because teacher is the main figure in language classes since the teacher can manage all the learning-teaching activities, Hunter (1994) has opinion that a teacher is decisions that are mode by the teacher. One of the classroom decisions that teacher can make is the choice of the learning strategy to be applied in learning teaching process.

Reading can be a fun activity if the readers get pleasure from it, but sometimes it becomes difficult if the reader did not enjoy it. To be a fun activity and the purpose of reading (get information and knowledge) are fulfilled, it needs a certain strategy from the teacher to doing so. According to Brown (2000), strategy is any of wide variety exercises, activities or tasks used in language classroom for realizing lesson objectives. If a teacher delivers a subject by giving certain tasks to students through certain ways to accomplish their interest, this can be said that teacher applied certain strategy. Since there are many strategies

that can be applied in reading comprehension, a teacher should consider the students' need and situation in selecting appropriate strategies to be applied in the class. Many strategies have been examined to enrich student's comprehension in reading texts, it is hoped it can help the students' interest in reading activities. English teachers are hoped to choose an appropriate strategy in their teaching process. Question-Answer Relationship (QAR) is the example of strategies which can be implemented in teaching EFL students in reading class.

Question-Answer Relationship (QAR) strategy is conducted by Raphael (1986). In this strategy, the students are trained to identify the answer by four terms and it is known as QAR taxonomy. The terms are ("right there", "think and search", "On my own", and "Author and me"). The taxonomy helps the student to identify three kinds of information's sources in answering reading comprehension question: text explicit, text implicit and script implicit. Text explicit inferred the answer is already in the text. Text implicit is inferred from the text, using information across sentences or paragraph. Script implicit is required the information comes from student own knowledge. Raphael and AU (2005) state that Question-Answer Relationship (QAR) strategy helps the students to plan reading and answering comprehension question, and also helps the students to ensure that there were not be an overemphasis of lower level skill with questions that only require the students to locate and recall information. In this study, the researcher used Question Answer Relationship (QAR) Strategy to help students in understanding text and to answer the questions based on the text.

Some previous study showed that this strategy is good in teaching students' reading comprehension. The first previous study related to the design was conducted by Hutabarat (2012). His study was conducted by using classroom action research. The subject of this study was class VIII-1 of SMP Swasta HKBP Sidorame Medan. The research was conducted in two cycles and each cycle consisted of three meetings. Based on the analysis, it was found that the students' achievement improved from the orientation test, the basic knowledge of students' achievement, the first cycle and the second cycle test. In orientation test, the mean of the students' score was 49.87, in the first cycle test was 62.94, and the mean of the students' score of the second cycle was 81.79. It can be concluded that teaching reading comprehension through Question Answer Relationship strategy can improve the students' achievement in reading comprehension.

A study was conducted by Permata (2016). This research was pre-experimental research which focused on descriptive text. This research was conducted to figure out the problems and the causes of those problems dealt by the students in comprehending reading text in aspects of main idea, vocabulary, and reference. And the next previous study related to the text was the research conducted by Rahmawati (2016). She used Recount text as the text tested. There were some problems, that was the students' mistake in identifying text implicit information. Besides that, the students also had difficulties in answering the questions about vocabulary. The significant difference was on the text, she used recount text while the researcher used a narrative text.

According to the statements above, this research wants to determine the effectiveness of a strategy for learn reading comprehension of Narrative Text in the first grade at MAN 1 Trenggalek. The researcher had done an interview on March 23rd, 2019 in MAN 1 Trenggalek. The researcher was interviewing one English teacher and two students. Based on the interview with one of English teachers in MAN 1 Trenggalek, the teacher said the students were still difficult to comprehend the reading text. The students were confused of identifying the general information, find specific information, recognize textual meaning and recognize textual references in reading text. When students were given questions by the teacher and they looked for the answers in the text, the students were still confused about how to answer the questions with correct grammatical forms. Based on the students' opinion, they said they were lack of motivation in learning English and they would be happy if there is a strategy to enhance their reading comprehension and made them happy to learn English. In this case, the researchers applied a strategy which can be used to enhance reading comprehension of the students. The strategy is Question Answer Relationship. Researcher chooses to do the study in the first grade at MAN 1 Trenggalek because there has not been done the Question Answer Relationship Strategy application for reading comprehension of Narrative Text in the field of foreign language learning yet. Therefore, in this study wanted to test whether QAR strategy is effective or not be taught in teaching reading comprehension especially in Narrative Text. So, the researcher conducts the research entitled "The

Effectiveness of Question Answer Relationship Strategy on Students' Reading Comprehension of Narrative Text At the first grade of MAN 1 Trenggalek”.

B. The Statement of the Research Problem

The statement of this research problem is “Is Question Answer Relationship Strategy effective on the students' reading comprehension of narrative text at the first grade of MAN 1 Trenggalek?”

C. The Objective of the Research

Based on the statement of the research problem, the researcher concluded that the objective of the research is “To know whether QAR strategy is effective on the students' reading comprehension of narrative text at the first grade of MAN 1 Trenggalek”

D. Research Hypothesis

Based on the background of the study in partial the three of previous studies, the hypotheses research are formulated as follows:

1. Null hypothesis (Ho): The students' reading comprehension after being taught using Question Answer Relationship Strategy is less than or equal to their reading comprehension before being taught using Question Answer Relationship Strategy.
2. Alternative hypothesis (Ha): The students' reading comprehension after being taught using Question Answer Relationship Strategy is higher than their reading comprehension before being taught using Question Answer Relationship Strategy.

E. Significance of the research

The significances of the study as attached follows:

1. Theoretically

Hopefully, the result of this research gives some contributions in teaching-learning process for the students and the teacher in the future and especially for the researcher to develop his knowledge.

2. Practically

a. For the researcher

By doing this research, the researcher gets many experiences of input of readers that Question Answer Relationship Strategy can be used to enhance reading comprehension.

b. For the students

By doing this research, the researcher hopes that this research can enhance students' score of reading test and make it easier for the students to do the reading test.

c. For the teacher

By doing this research, the researcher hopes that the result of the research gives contributions to developing reading comprehension. The researcher hopes that the teacher can use this strategy as an alternative method in teaching reading.

d. For the school

By doing this research, the researcher hopes that the school supporting this strategy to be one of alternative method to teaching.

F. Scope and Limitation of the Research

The study focuses on two things. The first, it deals with the application of the Question Answer Relationship (QAR) for teaching and learning process in reading comprehension implemented to the first grade of MAN 1 Trenggalek. The second is the text used in this research is Narrative Text.

G. Definition of Key terms

To avoid misunderstanding of the concept used in this study, it is necessary for the researcher to provide some definition of the terms used in this research.

Those are as follows:

1) Effectiveness

Effectiveness is an attainment from the target which is measured and can give an expected result. The effectiveness of this research means the significant improvement of students' score on reading comprehension in narrative text who taught by Question Answer Relationship (QAR) strategy.

2) Reading Comprehension

Reading comprehension is the process of understanding the message that the author is trying to convey (Fariss et al, 2004).

3) Narrative text

Narrative is a piece of text tells a story and, in doing so, entertains or informs the reader or listener (Anderson, 1997: 8). For example: fiction, nonfiction, fairy story, mystery, myth, legend, fable, folk tale, horror, and novel.

4) Question Answer Research (QAR)

QAR is a reading comprehension strategy developed to clarify how students approach the tasks of reading texts and answering questions (Raphael and Au, 2005). It encourages students to be active readers of texts. QAR has four taxonomy, there is; Right There, Think And Search, Author And Me, and On My Own. Every part of those taxonomy has different level of difficulties. Right there, and Think And Search means that the answer is in the text. While Author And Me, and On My Own means that the answer is based on the background knowledge of the students.