CHAPTER I

INTRODUCTION

This chapter discuss some points including background of the study, formulation of research problem, purpose of the study, significance of the study, scope and limitation of the study, definitation of key terms and organization of the study.

A. Background of Study

An important aspect of English is reading as a receptive skill. Reading increases students' comprehension of reading assigments and aids in vocabulary development. Students can also learn new things throught reading. The ability to read and comprehend what is reading in English is still necessary in order to use books, magazine, journal and internet as excellent learning resources. Reading will provide students more knowledge-enhancing opportunities.

According to the Indonesian National Education Standards Board, learning English in Indonesia has improved four language skills: listening, speaking, reading and writing (Vikasari, 2019:139). Student must develop these basic skills. However, each students skills are different, so it is difficult to develop these aspects at once. Then, reading is one of the most essential characteristics that must be mastered by students because, in various aspects of life, most information comes from written reports. Book, magazines, and even the internet are resources and information

from written reports that require students to read and understand what they read. Therefore, the readers are hoped to read well to understand the information coveyed by the author.

Reading is also a process, that requires practice to improve someone ability to read (Johnson 2008, cited in Cardenas I & Andres, 2020:70), when someone practices reading, they are expected to understand the meaning of the text, find the main ideas, specific information, comprhend grammar structures, and find new vocabulary. By reading, the students become good readers, spellers, develop writing quality, adequate vocabulary, and advance their grammar(Mourtage, 2006 cited in Nira E, Usman K, and Nadia J 2017:24.

Reading may be enjoyable if the readers finds it enjoyable, but if the reader does not enjoy it. It can also become challenging. It requires a specific method from the instructor to do so for it to be an enjoyable activity and fullfill the objectives of reading (to gain knowledge and information) According to Brown (2000), a strategy is any of the many exercises, activities,or task carried out in a language classroom to achieve the objectives of the lesson.

There are typically at least two aspects to teaching reading. First, it may be used to describe instructing students who are discovering need for the first time. Teaching students who are proficient readers in their first language is a   second aspect of teaching reading. The students only develop reading skills once. The students should not learn to read in

second language once they have mastered reading in one. But rather the students learn how to apply the knowledge they already learned to a new situation while reading a foreign language (Nunan,2003:68)

Furthermore, reading comprehension problems have long been a common problem in teaching learning situations in indonesia. Numerous studies have shown that is often difficult for most students to understand English texts. Rohani Ganie, Deliana and Rahmadsyah Rangkuti stated that the problems faced by students in reading comprehension of English text focused on three aspects: first, students self problem, Second, teacher problems and third external problem. Specific problem occured from the students self related to English students skills. Most of the students was unable to comprehend the content of the text and were not familiar with the vocabulary in the text. The other aspects were students interest and helpful motivation for learning English in general. The teacher problem was the teacher did not use a strategy to understand the text. The teacher only read, guided the students to read and asked the students to answer the questions based on the text. And the External problems were material and environment. The material problem, such as the students actual condition, was not supported by the book, no addtional teaching tools were given to apply any method. Environment problems include students seldom practising outside the school and avoiding using English. (Ganie,., & Rangkuti, 2019: 690).

Next, In Junior High School, one of the texts taught in school to read comprehension is descriptive text. Based on KD Students can compare the social function, the texture of the text, and the linguistic elements of some oral and written descriptive texts by giving and asking for information related to the description of people, animals,and objects according to the context of their usage. However, some pupils claim that reading is still considered a difficult skill to master, based on researcher observation at MTs Al Fattah

Based on preliminary sources like interview and observations before conducting the research, the researcher found several problems students face at MTs Al Fattah in reading comprehension. The problem was: First, students lack vocabulary, making it difficult to comprehend the reading text. Second, students can not identify explicit or implicit information in the text, making it hard for them to answer the questions based on the text. Third, students feel bored when reading lessons because the teacher only asks them to open their books and understand what is being read without using any strategy.

There is a difficulty there that the researcher discovered based on the teacher's interview. The challenge is that the students struggled to understand the text and had trouble to find core point, supporting detail, citations, definitations of vocabulary. The class condition is another sources of the problem.

One of method for teaching reading in the classroom is the Question Answer Relationship Strategy, According to Raphael and AU (2005) that Question-Answer Relationship (QAR) strategy aids the students in planning their reading and answering to comprehension question, as well as preventing an emphasis placed on lower level skill with questions that only require them to find and memorize information. In this study, the researcher employed the Question Answer Relationship (QAR) Strategy to enhance students in comprehending the topic and providing accurate questions based on the text. There are four questions in the QAR Stratefy "right there question", "think and search", Author and me", and "on my own question".

In implementing the QAR strategy in the classroom, the first is to Explain the QAR design. Showcase a main mapping describing students four primary question-answer relationship. Second, begin by providing students with a few short paragraphs from the textbook to read. These should be between two and five sentences long. Then discuss the different a "right there" question and answer , a "think and search" question and answer, an "on your own" question and answer, and an "author and you" question answer. Each reading should be followed by one question from each of the QAR. Third, continue practising with small passage per paragraph use one question for each QAR category. Fourth, do a quick review strategy. Then give students a longer passage with six question to answer. (at least one from each of the four QAR strategy to assign specific

subject areas. Students choose the best QAR strategy for each question and write it down.

From the problems that arise in the first grade of MTs Al Fattah in reading comprehension, the researcher is interested in conducting a research towards using QAR as a strategy to improve students reading comprehension. learning method using is the Question Answer Relationship Strategy based on Phenomenon above, applyong the QAR Strategy , students can find some information presented in descriptive text. the resercher conduting a classrom action research (CAR) entiltled is "Improving Student Reading Comprehension in Descriptive text by using Question Answer Relationsip Strategy at the first grade students of MTs Al Fattah".

B. Research problem

Based on the background state above, this study was conducted in order to answer the following question:

1. How can Question Answer Relationship Strategy improve student's reading comprehension in Descriptive text at first grade of MTs Al Fattah in the Academic Years of 2022/2023?

C. Objectives of The Study

The main purpose of this Study:

1. To know how can Question Answer Research Relationship Strategy Improve students reading comprehension in Descriptive text at first grade of MTs Al fattah in the Academic Years 2022/2023.

D. The Scope and Limitation of the Study

It is very necessary that the research confines the topic in order to prevent misunderstanding about the problem being investigated. The Question Answer Relationship Strategy is highly basic, Simple to implement, and efficient when used by junior high school students. As part of the Question Answer Relationship Strategy, reading activities can be carried out individually, in small groups, or as a class. The teacher allows Students understand what they read as they evaluate the primary concepts in a text and the text structure. The Researcher focusses on the Question Answer Relationship to Improve Students reading comprehension especially in Descriptive in Descriptive text of the first grade of MTs Al Fattah in the Academic Years of 2022/2023.

E. Significance of the Research

The researcher believes that this classroom action rsearch will be benefical for:

1. To teacher

    a. The findings of this study can be used as guidance while teaching reading lessons.

    b. Teacher can support students to learning the subject of reading.

2. For next researcher

    The result of this study can provide experience and knowledge regarding reading comprehension class.

F. Definition and Key Terms

To avoid Misunderstanding to concept in thi research, some definition are provid as follows:

1. *Reading Comprehension* is an active process that entails all of the behaviors and methods for checking one's understanding and choosing the strategies that will best contribute to clarify and learning (Crown,2005)

2. *Descriptive Text* is stated that we employed descriptive text to explain about a person, location, or somethings. Make sure to include describe the appearance, or movement of a crab. Aspects like as a sounds, colour, smells, setting and so on.(In library of congress (2008)).

Descriptive details to grab the reader's attention. According to (Friedman (2010))

3. *Question Answer Relationship (QAR)* is reading comprehension strategy design a plan to explain in detail how Students complete the tasks of reading text and answering (Raphael & Au, 2005). It encorages students to critically evaluate texts. QAR has four taxonomy, there is : Right There, Think and Search means that text contains the answers. While author and Me, and On My Own suggest that the solution is depends on the students previous information.