

CHAPTER I

INTRODUCTION

This chapter contains the background of the study, problem formulation, purpose of the study, hypotheses, significant of the study, scope and limitation of the study, definition of key terms.

A. Background of the study

English is essential for education advancement or career development and for the interaction with people in other countries. Besides, English is also used to develop science, technology and culture. Based on the national education system, there are four skills which must be acquired by students in learning English, there are reading, listening, speaking and writing. Furthermore, English also has three components that are vocabulary, grammar and pronunciation. Among the four basic skills, reading is one of the most important skills in learning language because the success of their learning depends on a greater part of their ability to read.

Reading is one of the skill that must be mastered in English language. According to Jonshon and Pearshon (1978) Reading is the practice of using text to derive meaning. Media in reading is text in English language there are some types of text such us descriptive text, explanation text, recount text, narrative text, report text, news item text, procedure text, and review text. When we read the books or text many of us feel bored and lazy because long text and also lack of vocabulary mastered. According to Pressley (2006) the effectiveness of various reading strategies in enhancing students' comprehension and interest. Without these strategies, reading can become a monotonous activity, leading to disengagement and boredom. Strategies such as summarizing,

visualizing, and questioning are crucial for making the reading process interactive and enjoyable. To overcome this, the teacher creates a strategy so that students are more enthusiastic and not bored in reading.

The researcher saw the students of MTs Sunan Kalijogo Kalidawir especially eight grade ordered to read the text them look lazy to read and feel bored because there is no special strategy applied and also the absence of the correct text selection especially in the mastery of vocabulary that is still minimal in each individual makes them lazy in reading. The role of strategy in reading English is needed here as well as text mastery. The level of difficulties from every various text are different its also the level of students ability in understanding the text. In reading comprehension the mastery of vocabulary is very important here because without a wide range of vocabulary, students will have difficulty in understanding the text. According to Anderson and Freebody (1981) a robust vocabulary is critical for understanding text because it enables readers to grasp the meanings of individual words and, consequently, the overall message of the text.

Vocabulary is the part of a language that underlies the understanding of that language (Sudjianto,2004). Vocabulary mastery is very important in language. The richer the vocabulary a person has, the greater a person's skills in language (Tarigan, 1989). Vocabulary mastery is very influential in students' ability to understand. The more vocabulary they have, the easier it is for them to understand the text. In the use of vocabulary there are two types common vocabulary and rare vocabulary. Common vocabulary is are words that are commonly known by many people and are often used in everyday conversation then rare vocabulary is uncommonly known by many people and are rarery used in everyday conversation.

Strategy is the most important component in teaching and learning process. A good strategy makes a good condition in the class (M. Sobri Sutikno, 2021). Therefore,

appropriate learning strategy are very needed in teaching learning process to make the atmosphere of the class interactive, condusive and fun. So, learning English can more easier to understand. Every teacher in must have a stategy to support success in teaching and learning process. Without expectation teacher of English. Teaching strategy is a form of teacher planning process in teaching activities to achieve the planned goals. Whereas teaching technique is a method to help students in their learning. The learning process is very important, and teaching methods for understanding can have an impact on students' understanding (Enggar, 2020). Making students able to understand is the goal of reading instruction. When teaching reading, teachers must be innovative and able to guide students in everyday learning strategies that encourage effective learning. Therefore, incorporating interesting methods into teaching reading will encourage students to be involved in the learning process activities (Ridianto, 2021).

There are various researchers have investigated the methods for instructing reading comprehension. The outcomes of earlier study as follows The first research, written by Fitri nur dianingsih (2021) The goal of this study is the strategies can create effective teaching reading comprehension because can help students to comprehend the text. And also the students who have difficulty in reading would be easier in mastering reading comprehension. The strategies that use in this research are understanding text, individual and group strategies, and question and answer relationship (QARs). The researcher also said that when the teacher use strategy in teaching reading comprehension must accordance with the students' levels of proficiency and their characteristic.

The second research, written by Yulia Ade Saputri, Syamsul Rizal, Zelvia Liska Afriani (2021) The strategies that use in this research are the results of the study found that the two strategies used by the teacher, Scaffolding and QAR (Question Answers Relationship). Scaffolding strategy students can develop ideas that can be read by

students and make students confident in reading comprehension. QAR (Question Answer Relationship), the goal of this research is the teacher is able to know the extent to which students understand what the teacher has given them and the limits of the students' ability to do assignments after reading the text that has been given.

The third research, written by Nurmadia Sarjan, Mardiana (2017) The result of this research are is there two strategies that the teacher used, Scaffolding and QAR (Question Answer Relationship). Scaffolding strategy student can develop about idea which readable by the student. QAR (Question Answer Relationship), the teacher able to know how far their students understand what the teacher has given to them. And the teacher able to know how far understanding of the student doing the task after read the text that has been given and the students guided to more focus on the text and understand what the content of the text.

The fourth research written by Yulia Enggar Wigati Wibowo, Syafrizal, Syafriyadin (2020). This research used a mixed-method research design. It helps the researchers to go for inductive and deductive reasoning The subjects in this research are two English teachers who teach English that class X, XI, and XII. The data were collected using an observation checklist. The result of the research showed that the teachers used some strategies in teaching reading with the highest percentage were Question Generating (27%), Encouraging the Use of Dictionaries (25%) and Question Answering (23%). This indicated that the teachers only used a few strategies in teaching reading comprehension. The researcher said that next researcher could conduct research about the teachers strategies used by English teachers in a wider area. So, the result will be more advantageous and be applied in a larger area.

The fifth research written by Siti Nur Hamidah, Syahid Muammar Pulungan, & Eka Sustris Harida (2018). The purpose of the study is to find out about the teacher

strategies in teaching reading comprehension and the teacher problem in teaching reading comprehension, the instrument of this research is interview and and observation. The teacher strategies using in teaching reading comprehension are teacher activated background knowledge of students and reading load together. And the teacher problem are the low interesting of students to study English, the students make a noise in the classroom, the student lazy, there was no teaching media, the low motivation from teacher.

The sixth research written by Novi Yanti, Clarry Sada, Eusabinus Bunau (2019) The purpose of this research is to discover what strategies used by the English teacher and what strategies frequently used. The instrument of the research is questionnaire and interview. The teacher strategies that use by teacher are 71% scaffolding, 78,8 % think aloud, 79,4 % QAR Strategy. The teacher cannot rely on only single teaching strategy. And the frequently used is QAR Strategy.

The seventh research written by Yeshica Audina, Nibenia Zega, Ashima Simarmata, Kiki Velina Situmeng, Sri Ninta Tarigan(2020).The Instruments of this research were observations and interviews. The results of this study using the strategy of Directed Reading Activity (DRA). DRA is a strategy used to expand and strengthen students' reading skills. In short this strategy guides students to get information from a text read. So that in its implementation students can more easily understand the text of connecting the various student knowledge that students have. Before it was to build its own understanding and this assumption, this strategy was considered effective because it was able to build a teaching learning process. Making classes more conducive, students are also trained to build good cooperation, students capable of discussion and critical thinking as well as developing understanding after reading.

The eighth research written by Inez Anjelita (2022). The purpose of this research is to improve students reading comprehension skill by using strategies of the teacher. The instrument of this research are observation, interview and documentation. The strategies that use by teacher are scaffolding, QAR (Question answer relationships), and Discussion Strategies. the implementation of strategies used by English teachers to teach reading comprehension. First, scaffolding strategy that can create readable concepts is the method used by the teacher. Second, this teacher uses the QAR (Question Answer Relationships) strategy, in which she asks her students about the terms she uses in the text after they finish reading it. Third, discussion strategies that can make students more active in exchanging ideas when discussing with classmates. This method is used to ensure that students understand the text and its substance.

Based the research by Fitri nur dianingsih (2021), Yulia Ade Saputri, Syamsul Rizal, Zelvia Liska Afriani (2021), Nurmadia Sarjan, Mardiana (2017), Yulia Enggar Wigati Wibowo, Syafrizal, Syafryadin (2020), Inez Anjelita (2022). All of the researcher using QARs (Question Answer Relationship) as a strategies in teaching and learning process and the result is successful. But do not explain that QAR (Question Answer Relationship) strategy can successful if applied in the text that have a difficulty level.

Question-Answer Relationship (QAR) strategy is a method which is designed for a deliberate and common way of thinking and talking about effective sources of information when answering questions in which QAR is a during reading strategy that improves comprehension. This strategy teaches students that all questions are not like and that knowing how to identify the types of questions will help them answer the questions in which this strategy presents a three-way relationship between questions, text content, and reader knowledge (Raphael, 1986).

Question and Answer Relationships (QAR) is a reading strategy that has a purpose to help students figure out how to answer questions based on a given text. It makes the reading process become simpler. QAR helps students develop an awareness of the multiple source of information in their reading. When students are consciously aware of the different sources of information available to answer the questions, they become strategic in their reading and thinking, and their comprehension is improved. QAR is a reading strategy that has aim to help students figure out how to answer questions based on a given text. QAR can help solving student's problem in understanding the reading text and shorten their time to read a text.

The success indicator of reading comprehension according to Wolley (2011: 15) is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences, reading comprehension may be appear to be both simple and obvious. Snow (2002: 11) are informed by a vision of proficient readers who are capable of acquiring new knowledge and understanding new concepts, are capable to apply textual information appropriately, and are capable of being engaged in the reading process and reflecting on what is being read. And is the result can be successful too or only can applied in certain text. QAR is the one of the strategy that applied in reading comprehension because this strategy can makes the students more easier to understand the teks with the question that have been given by the teacher. In this case the students required to find the answer of the question. So, then they need to read the text and understand the text.

Fitri nur dianingsih (2021), Yulia Ade Saputri, Syamsul Rizal, Zelvia Liska Afriani (2021), Nurmadia Sarjan, Mardiana (2017), Yulia Enggar Wigati Wibowo, Syafrizal, Syafryadin (2020), Inez Anjelita (2022) said that they success to applied the QAR method. The early researcher have satisfied with this method. But they do not

explain is QAR method can successful if applied on the text with text difficulty. They just applied without sort or having attention in certain text. This case is need to notice because every type of text have a respective difficulties. Then, the researcher will know is QAR strategies more effective when applied in text difficulty with common and rare vocabulary. Because the level of difficulties from every various text are different its also the level of students ability in understanding the text.

Finally the researcher interested in conducting the research with the title “ **The Effectiveness of QAR (Question Answer Relationship) Strategy Based on Text Difficulty Toward The Students’ Reading Comprehension at MTs Sunan Kalijogo Kalidawir**”

B. Problem Formulation

1. Is there any significant difference between the students reading comprehension they are taught by using QAR strategy based text difficulty with common and rare vocabulary ?

C. Purpose of the Study

1. The purpose of this study is to find out a significant difference between the students reading comprehension they are taught by using QAR strategy based text difficulty with common and rare vocabulary

D. Hypotheses

A hypothesis is an assumption that should be tested. It can be an accurate or innacurate prediction that should be proven through hypothesis testing. In reletion to the study question, the researcher shows the following hypothesis :

1. H_0 (Null Hypothesis) : There is no significant differences reading comprehension using QAR (question and Answer Relationship) based text difficulty with common and rare vocabulary.

2. Ha (Alternative Hypothesis) : There is any significant differences reading comprehension using QAR (question and Answer Relationship) based text difficulty with common and rare vocabulary.

E. Research significant

The result of the study is expected to provide several benefits in English teaching learning process as the following :

1. For Students

For students, this research is expected to help students improving reading comprehension skill and having much of memorizing vocabulary to easier understanding text and doing exercises then applied QAR in study and doing some exercises.

2. For Teacher

For teacher, it gives the information about the effectiveness of QAR (Question Answer Relationship) strategy based on text difficulty toward the students' reading comprehension. Then, the teacher more easier to use and applied QAR strategy in teaching and learning process.

3. For Futher Researcher

The research can be used as a previous study in the research of future researchers and developing the research to be better.

F. Scope and Limit of study

To achive the purpose of study, This research accomplished in MTs Sunan Kalijogo Kalidawir. And the population is students in eight grades of MTs Sunan Kalijogo Kalidawir. The limitation of this research focused on The Effectiveness of QAR (Question Answer Relationship) Strategy Based on Text Difficulty Toward The Students' Reading Comprehension This research is merely focused on narrative text.

G. Definition of Key Term

To know the clear information about the terms of this research. The definition of the main terms of this research are as follows :

1. QAR (Question and Answer Relationship)

QAR is a reading strategy that has aim to help students figure out how to answer questions based on a given text. QAR can help solving student's problem in understanding the reading text and shorten their time to read a text. There are two primary sources of information for answering question are " In The Book" and "In My Head ". "In The Book" category is expanded to include two types of situations. There are Right There and Think and Search question. Hence, " In My Head " also be divided into two types, there are Author and You and On my Own question.

2. Text Difficulty

Text difficulty can be classified into two categories based on the type of vocabulary used: common vocabulary and rare vocabulary.

3. Reading Comprehension

Reading is the way to understanding text and processing to find the topic and the main idea of the text. Then, people can get information and convey with speaking. Reading comprehension is understanding a written text by means of extracting required information from it as efficiently as possible. By means of reading, reader can find out the meaning, get the idea, get the structure of the text, and several other information from the text, Grellet (1981).