

CHAPTER I

INTRODUCTION

This chapter presents some aspects that related to the study. It deals with background of the study, problem of the study, purpose of study, significance of the study, definition of key term and scope and limitation of the study.

A. Research Background

Reading is the most important English skills that should be mastered by students in order to improve their English abilities. Many students read the book with different purposes. Some of them read the books for fun, and others read the books for full fill the assignment. Reading literacy (Mullis *et al*, 2006:17) is directly related to the reasons why people read. Broadly, these reasons include reading for personal interest and pleasure, reading to participate in society, and reading to learn. Reading is very important among students especially while they are learning English. Through reading, students get many information and knowledge.

Reading is an activity which the readers done by working with the text and making a connection with the new information they find in the text with their background knowledge as well their past experience which then they will construct the meaning and interpretation to build a new knowledge or perspective as a result of their understanding in reading. As stated by Hunt in Hermida (2009) that reading is a process shaped partly by the text, partly by the reader's background, and partly by the situation the reading occurs in.

Reading an academic text doesn't simply involve finding information on the text itself. Rather, it is a process of working with the text.

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.

Snow (2002:11) stated that comprehension does not occur by simply extracting meaning from text. During reading, the reader constructs different representations of the text that are important for comprehension. It means that in understanding the text, students may have different interpretation among each other. It depends on their experiences and background knowledge that will help them constructs the meaning in interpreting to build a new knowledge.

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

This is reinforced by Woolley (2011) who stated that the primary key of reading is an understanding. He stated that reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences.

Nowadays, students are able to improve their knowledge through medium of reading such as newspapers, magazines, journals and etc. However, we cannot stop only in reading because it will be useless. Thus, we need comprehension while reading a text. Comprehension is the main goal of reading skill. That is why understanding and comprehension might be the first come out when people talk about reading.

Considering that reading and understanding are very important among students, the teachers have to be able to help the students to read and comprehend the text. In teaching reading, strategies are effectively able to improve students' comprehension in reading. Muijselaar, *et al* (2017) stated that “when there is a breakdown in text comprehension, reading strategies will be used to fix this comprehension gap, and such strategies might be more advanced when reading more difficult texts.”

As Rastegar *et al.* (2017:72) also said that “the use of metacognitive reading strategies by learners towards the optimal learning of this input and final application of it are recommended.” Thus, the researcher uses a strategy to apply in teaching language. In teaching reading comprehension, there are seven strategies proposed by Moreillon (2007) one of them is

questioning. He stated that questioning is capable and should be taught across the curriculum. It is an essential component of reading comprehension, of conducting research, and of critical thinking. In short, questioning is a key to learning. Introductory questioning (Moreillon, 2007:60) is important but, as comprehension build, asking question during the reading is likely more important and more challenging to teach and to learn. With this strategy, questioning propels the readers through the story, creating a dialogue among the characters, the author, the illustrator, the text and the reader himself. Questioning must also be practiced with texts in content areas for which students are often asked to answer literal, inferential, and evaluative questions. Ouzts in Moreillon (2007:62) noted that one way to approach questions is to study Question Answer Relationship (QAR). 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.

In this study, the researcher used Question Answer Relationship Strategy to facilitate the students in understanding text. Some previous study showed that this strategy is good in improving students' reading comprehension. One of them is from Citra Mustika Zulya that conducted experimental research used one group pre-test and post-test design. The research was conducted at the first graders of MTsN 2 Lampung Selatan in the year of 2017 which stated that there was a positive effect toward students' reading comprehension ability shown by a significant difference of

students' reading comprehension before and after the implementation of Question Answer Relationship (QAR) Strategy.

In this study, the researcher wants to conduct the research at SMA Al-Azhaar Tulungagung. From previous studies showed that it was effective to use QAR strategy in MTs / Junior High School. It made the researcher wonder if it is also effective to use at Senior High School. Thus the researcher chose SMA Al-Azhaar Tulungagung. This school also has featured programs which one of them is developing language ability.

B. Formulation of Research Problem

Based on the background above, the writer formulated the research problem as follow: Is there any significant difference of students' ability in reading comprehension for eleventh graders of SMA Al-Azhaar between students who are taught by using Question Answer Relationship (QAR) Strategy and students who are not taught by using Question Answer Relationship (QAR) Strategy?

C. Research Objective

The purpose of the study is to figure out whether there is any significant difference of students' reading comprehension ability for eleventh graders of SMA Al-Azhaar between students who are taught by using Question Answer Relationship (QAR) Strategy and students who are not taught by using Question Answer Relationship (QAR) Strategy.

D. The Significance of Study

a. For the school

It can give positive effect to the future in teaching learning process, especially in teaching reading.

b. For the teacher

The result of the study can be used to help teaching reading. Hopefully, this method can offer the teachers an alternative way to improve students' reading comprehension.

c. For the students

The result of this study will help the students to improve their reading comprehension ability through Question Answer Relationship (QAR) Strategy in teaching reading.

d. For reader

It will add new information about ELT (English Learning and Teaching) and give alternative way to learn English as Foreign Language and international language, particularly the method to promote reading comprehension.

e. For the researcher

The researcher will get the advantages by having the knowledge about Question Answer Relationship (QAR) and reading comprehension. It would be very important when the researcher become teacher after finishing the study.

E. Scope and Limitation

The researcher is only limited on the effect of using Question Answer Relationship (QAR) Strategy. This study will be conducted at eleventh graders of SMA Al-Azhaar Tulungagung. Thus, the result of this study is specified into target population that is eleventh graders of SMA Al-Azhaar Tulungagung.

The researcher also gives a limit to the text that will be used in application that is Hortatory Exposition Text. It is based on the time and schedule the researcher used while conduct the research.

F. Definition of Key Term

1. Reading Comprehension

Reading comprehension (Woolley, 2011) is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences.

2. Question Answer Relationship Strategy

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