

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Problem

Reading is one of skills in English to make the students get the information from what they read, and it reinforces the other skills of English such as in listening, speaking, and writing. Reading is a process in which readers actively search for making meaning in what they read. This statement supported by Alyousef (2005). He said that reading can be seen as an “interactive” process between a reader and a text which leads to automaticity or (reading fluency). In this process, the readers interacts dynamically with the text as he/she tries to elicit the meaning and where various kinds of knowledge are being used. It means that, reading can be defined as a process of interaction between the reader and the words that are written in text they read to get understanding from written text.

Then, reading is one of English subject matters that should be taught to the students at all level of school. It is an activity with a purpose. Basically, the purposes of reading process are acquiring information, knowledge, insight, and also for pleasure of interest that is gotten from the reading materials. From the reading purposes can be very useful for students such as; the students can get information from reading, they can increase their knowledge, they can enlarge the way of their thinking by reading text. So, the students should have skills in reading to enlarge their information and enrich their knowledge.

In addition, reading comprehension is a very important skill which should be mastered by students. It consisted of two words, namely reading and comprehension. It is not only related to a students' ability in reading but also with ability in understanding the text. In finding out the information of reading text, the reader should have a good comprehension. A good reading comprehension will guide the reader to find out the meaning of the context, whether state or not state meaning. In other word, reading is not easy to do because in reading process the reader not only read the word, sentence, paragraphs, and text but also should comprehend what the contents of the text.

Moreover, an innovative learning is needed to help teacher and students in teaching learning process. The teacher should consider an appropriate strategy in teaching reading comprehension to help the students comprehend the text. It is realized that it needs a strategy which can motivate the students to read. Related with the statement above, a strategy can be applied by the teachers in teaching reading. The strategy is Question-Answer Relationship (QAR) strategy. Question Answer Relationship as a reading strategy in which students categorized comprehension questions according to where they get the information they need to answer each question. The students are asked to identify whether the information they use to answer the questions about the text is textually explicit or implicit information (Conner, 2006 cited in Fard & Nikou, 2014). Simply, The Question Answer Relationship (QAR) strategy presents a three-way relationship between questions, text content, and reader knowledge.

This reseach was conducted at SMPN 25 Pekanbaru. It was located on Kartama Street, Pekanbaru. The second year students in SMPN 25 Pekanbaru have almost the same character with others in nature. Sometimes they make some noise in the class during learning activities and there are many students with different abilities in class. Besides their ability, they also have different motivation in learning process especially in learning to read English text. Although there are students still cannot focus on their learning but some of the students have the willingness or motivation to read English text and try to answer the question given by teacher from the reading material they read.

Besides, according to English syllabus of eight grades in the second semester of KTSP 2006, the students learn several genres of the text such as recount and narrative. So, in this research the researcher just focused on narrative text types that learned by the second year students at SMPN 25 Pekanbaru. A narrative text is one of genres of text should be taught to students of junior high school. A narrative text is a text which has purpose to entertained the readers with a story that deals with complication or problematic events which lead to a crisis and find a resolution.

The reason why the researcher chose this case is, because based on the researcher's field practice and experiences at the school especially in the second year students of SMPN 25 Pekanbaru, the researcher found that many problems that faced by students in learning English especially in reading. Most of the students have problem in comprehending the reading text.

The first problem comes from the students. Students' reading ability is low because they have lack of vocabulary. It can be seen in most of the students were not able to find the meaning of unfamiliar words in the text. The next problem was the students were not able to answer the question given. They feel unable comprehending of the text. They did not know where the information or answer come from. It makes them feel difficult to get information of the text so they did not know the answer of the questions. The last problem comes from the strategy that the teacher used in the classroom. The English teachers taught by conventional technique. Teacher gave reading material to the students and they answer the questions. Then, teacher asked them to submit their papers or exercise books and the teacher gave the true answers to the students. Besides that, the teacher gave support to the students in order to improve students' reading comprehension. In fact, some of students could not comprehend the reading material well and their reading comprehension were still far from the expectation of Curriculum.

Additionally, QAR Strategy can help to make the students interested in reading and improve students' reading comprehension. As Raphael (1982) said that QAR is useful as students tool in providing a basis for three comprehension strategies: locating information, determining text structures and how they convey information, and determining when an inference would be required. It initially helps students understand that information from both texts and their knowledge base and experiences are important to consider when answering questions. It helps students search for key words and phrases to locate the appropriate information



for answering questions and QARs help students recognize whether or not information is present in the text and if not, that it is necessary to read between or beyond the lines to answer the question.

Finally, the researcher make a conclusion that reading comprehension is essential for the students in order to be successful in learning English. Therefore, students need a variation in teaching learning English process, in order to give impression to the students about English subject, then to make a teaching learning process more alive for them and teachers will achieve the purpose of teaching English.

Based on the explanation above, the researcher is interested in conducting the research with title **“The Effect of Question-Answer Relationship (QAR) Strategy Toward Reading Comprehension of the Second Year Students at SMPN 25 Pekanbaru”**.

### **1.2 Setting of the Problem**

There were some problems that appear when teaching reading process in junior high school, as follows:

Firstly, students’ reading ability was low because they have lack of vocabulary. It makes them feel difficult to get information of the text. Most students only focused on their dictionary to find out meaning of the unfamiliar words.

Secondly, some students were not able to answer the questions given. They feel unable to comprehending of the text because they did not know where the information or answer come from. It makes them feel difficult to get information of the text so they did not know the answer of the questions. They answer often the same for all the members of class because cheating.

Thirdly, the strategy that the teacher used in the classroom. The English teachers taught by conventional technique. Teacher gave reading material to the students and they answer the questions. Then, teacher asked them to submit their papers or exercise books and the teacher gave the true answers to the students. This activity make the students become passive and they feel bored in teaching learning process.

### **1.3 Limitation of the Problem**

Based on the setting of the problem above, the problem of this research was limited only one problem. It was some students were not able to answer the questions given. They feel unable to comprehending of the text because they did not know where the information or answer come from. Here by, Question Answer Relationship (QAR) strategy was applied in teaching reading to helps students easy in answering the reading question because they have already know about where they get the answer according to QAR types of question. It was implemented for the students reading comprehension at the second grade of SMPN 25 Pekanbaru. In order to avoid misunderstanding in this research, the reading text was used by the researcher is narrative text and the generic structure of narrative text was orientation, complication, and resolution.

#### **1.4 Formulation of the Problem**

The problem of the research can be formulated in the following question: Is there any significant effect of Question Answer Relationship (QAR) strategy toward reading comprehension of the second year students at SMPN 25 Pekanbaru?

#### **1.5 Objective of the Research**

The objective of the research was to find out whether or not a significant effect of Question Answer Relationship (QAR) strategy toward reading comprehension of the second year students at SMPN 25 Pekanbaru.

#### **1.6 Significance of the Research**

This research has some significance, especially to encourage the newly graduated English teacher to pay students attention. But here, the researcher wrote the significance is not only for the English teachers but also for the students, and next researchers.

##### **1. For the English teachers**

In order the teacher is hoped give a good way in teaching reading comprehension of the second year students at SMPN 25 Pekanbaru in Academic year of 2017/2018.

##### **2. For the Students**

The students will be motivated to improve and to master their skill in reading comprehension.

### 3. For the Researcher

This research will add the researcher's knowledge and experience in teaching reading comprehension.

## 1.7 Definition of the Key Terms

### 1. Effect

Effect means change caused by something, a change that is a result or consequence of an action or other cause (Manser, 1995).

### 2. Reading comprehension

Reading comprehension is a complex process of constructing meaning from the text by interacting with it through a combination of prior knowledge, previous experiences, information in the text, and the stance the reader takes in relationship to the text (Pardo, 2004).

### 3. Question-Answer Relationship (QAR)

QAR as a tool for clarifying how students can approach the task of reading texts and answering questions. It helps them to realize the need to consider both information in the text and information from their own background knowledge. These two primary sources of information for answering questions are "In the Book" and "In My Head". "In the Book" category is expanded to include two types of situations, they are Right There and Think and Search question. "In My Head" category can also be divided into two types, they are Author and You and On My Own question (Raphael, 1986).