CHAPTER I

INTRODUCTION

This chapter presents the general description of this study. This chapter has seven points, those are 1.1 background of the study, 1.2 problem of the study, 1.3 objective of the study, 1.4 significant of the study, 1.5 the hypothesis of the study, 1.6 scope and limitation of the study, and 1.7definition of key terms.

1.1 Background of the Study

Reading is one of the important skills that must be mastered by learners at all level because the curriculum that is used is called *Kurikulum* 2013 (K13) or curriculum 2013 , K13 is used as the curriculum of Indonesian schools, and it has numbers of basic competence (*Komptensi Dasar*/KD) for the students to master at every grade. At eighth grade, there is KD 3.11 (i.e. knowledge of recount texts) and KD 4.11 (i. e. 4.11.1 capturing contextual meaning of recount texts & 4.11.2 arranging recount texts) (*Permendikbud*, 2016). From KD 4.11.1, students are expected to be able to know and uderstand explicit and implicit ideas in the text.

Based on the explaination, proper strategies for teaching reading need to be applied for transferring knowledge to have reading comprehension and understanding to achieve the goals of the learning process. It recommends that teacher should use proper strategy to teach, especially in teaching reading comprehension.

Teaching not only provides information from the teacher to students but also a complex process through activities that can be carried out especially in the

teaching and learning process in class. Teacher make students effective and efficient readers is one of the goals of teaching. In teaching reading, the teacher can use Question Answer Relationship (QAR) strategy. Thes strategy is one of the teaching strategies by using questions to promote students' comprehension. This method was developed by Raphael (1986) (in Anggun,2017: 2)to make it easier for students to know the information available to be able to answer all types of text questions, so students are requested to find information in accordance with the answers to questions from the text. The information obtained is in the form of explicit information (information that is clearly stated in the text), implicit information (information that is not clearly stated in the text), or information that comes from student's background knowledge.

This study focuses on the significant difference between the students taught by using QAR strategy and those taught by using RA strategy on their reading comprehension. Many studies have been conducted by several researchers. The first study is a research conducted by Anggun (2017), she concluded that the QAR could improve students' reading comprehension especially in narrative text and students seemed to be more active and cooperative in group discussion section. The second study was conducted by Aziz and Yasin (2017). In their study, the researchers found that students taught using QAR strategies had better reading comprehension than students taught using conventional strategies, so it is concluded that the use of QAR strategies can provide significant results than the conventional strategies. The last study was conducted by Erdiana, Usman, and Nadia (2017) their study shows that the use of

QAR is effective in teaching reading comprehension of recount text to the students as there is an escalation toward the students' scores after the implementation of QAR.

Based on the explanation above, the researcher interested to investigate the QAR strategy. While some of the earlier research applied QAR to narrative text, this recent research examines recount as the subject which has not been examined yet. Recount text choosen because the text is one of the texts included in learning material according to *Permendikbud* 2016 and one of the texts that is a matter of the national examination. Previous research used pre-experimental design and used T-test for hypothesis testing, while this research measure quasi experimental design and analyze the data by using ANCOVA. That is why the researcher will conduct a research entitled "The Effect of Question Answer Relationship Strategy on Students' Reading Comprehension".

1.2   Problem of the Study

Based on the background of the study, the research question can be formulated as follows: Is there any significant difference between the students taught by using QAR strategy and those taught by using RA strategy on their reading comprehension?

1.3 Objective of the Study

The objectives of the study is to know the significant difference between the students taught by using QAR strategy and those taught by using RA strategy on their reading comprehension.

1.4 Significance of the Study

The results of this study are expected to be an improvement of English teaching. Theoretically, the researcher hopes that this research helps the teachers to get the students' interest in learning reading. The teacher can make learning process interesting through QAR strategy. In addition, also hope that the research becomes a reference for other researchers who want to learn more intensive on QAR strategies in teaching reading. Practically, the results of this study are expected to improve students' competence in English reading skills. Students can enjoy learning reading. They can easily understand the text. They will get new vocabularies with the recount text. They will be more confident in learning reading. And also, they will get the best score in reading comprehension.

1.5 The Hypothesis of the Study

The hypothesis of the research can be formulated as follows:

H_0 : There is no significant difference between the students taught by using QAR strategy and those taught by using RA strategy on their reading comprehension.

H_1 : There is significant difference between the students taught by using QAR strategy and those taught by using RA strategy on their reading comprehension.

1.6   Scope and Limitation of the Study

This research applies Question Answer Relationship (QAR) strategy on students' reading comprehension at MTsN 9 Kediri. The researcher focuses on studying teaching reading. Students get recount text material in junior high school in 8th grade, therefore she researcher choose the 8th grade as the subject.

1.7   Definition of Key Terms

To improve readers' understanding, below are more explanations for the terms used:

1.7.1 Reading comprehension

Reading comprehension according to Snow is a process of extracting and compiling meaning simultaneously through interaction and involvement with the text (Snow, 2002: 11). According to Klingner, reading comprehension is the process of building meaning by coordinating several complex processes including word and world knowledge, fluency, and word on the text(Klingner, 2015: 2). It can be concluded that reading comprehension is a process of digging to build meaning from reading.

1.7.2 Question Answer Relationship (QAR)

Question-Answer Relationship (QAR) strategy is a strategy which is developed by Taffy Raphael (in Aziz & Yasin,2017: 45) to encourage students' ability in comprehending text and answering comprehension questions. QAR strategy is a strategy that requires students to categorize questions based on the source of information to answer questions. Moreover, using QAR strategy can increase students' reading interest. In addition, the students interested and confident in answering comprehension questionwhen they use QAR strategy. It leads to the improvements of students' score in reading comprehension test.

1.7.3 Recount Text

Recount text is a piece of text that recounts past events, usually in the order in which the author occurred. The purpose of the recount is to give the reader an illustration of what happened and when it happened (Anderson, 2003: 24).