

CHAPTER I

INTRODUCTION

This chapter presents background of study, research question, objective of the study, assumption, significance of the study, scope of the study, limitation of the study and definition of key terms.

A. Background of Study

Grabe as cited by Alyousef (2005) stated that reading is an interactive process between the reader and text through written language. This is one of the communication systems to convey a person's message, opinion, or purpose in the text so that the reader can produce the ability to understand reading on the text.

In addition, Nunan (2003: 68) explained that reading is a fluent process of readers combining information from a text and their background knowledge to build meaning. It means that reading is a process of not only knowing the information but also requiring interpreting information with their understanding. So readers can draw conclusions or opinion as if the reader interacts with the text and produce deeper information.

Reading ability is a skill that must be assessed and mastered by students in language lessons listed in curriculum 2013 which is applied in schools throughout Indonesia (Permendikbud, 2016:7). One of the basic standard competencies (KD) is understanding the meaning of simple short

texts such as procedure, descriptive, recount and narrative text. It means that students have to comprehend the passage. However, in the development of reading skills, students can be influenced by several factors. One of the factors is the students' interest in reading.

The selection of learning strategies must be in accordance with the abilities of students and teachers so students can be more flexible to develop the cognitive abilities in thinking especially in the achievement of reading comprehension where students not only read the text but also understand the meaning of the contents correctly. English teachers in the school that the researcher observed mentioned that in fact, students got low scores in reading comprehension tests. Commonly, based on literacy point, the students get low scores below 70, which was not based on the standard of from KKM (Minimum Criteria) (Permendikbud, 2016: 2).

There are various types of learning strategies in reading comprehension that can be implemented in different ways. The strategies applied on reading learning include: KWL (Know-Want-Learn), TPS (Think-Pair-Share), DRTA (Directed Reading Thinking Activity), SQ3R (Survey-Question-Read-Recite-review), Story Retelling, and QAR (Question-Answer-Relationship) (Wiesendanger, 2001: 77-139).

In this study, the writer focuses on Question-Answer Relationship (QAR) strategy on reading comprehension. This strategy is not new in the reading field and has proved and examined for improving reading comprehension. The QAR strategy was developed by Raphael (Ruddell,

2005: 372) who was designed as a means for students to understand the relationship between question and answer through the types of questions asked. This strategy helps students to consider the information obtained based on the text and from their own background knowledge. So when students read, they must understand what they are reading. There are some steps on QAR strategy namely: reading the questions, understanding the level of QAR questions, reading the text, answering questions, and sharing answers (Tompkins, 2010 452). The level of questions on reading questions can be passed using QAR strategy because this strategy is a systematic tool used to improve students' ability to answer comprehensive questions.

That strategy had been applied by Citra (2017). She showed on her research entitled “Improving Students’ Reading Comprehension Through Question-Answer Relationship (QAR) Strategy At The First Grade of MTs N 2 Lampung Selatan” that there is a significant difference of students’ reading comprehension after the implementation of QAR strategy. It can be seen from the students’ mean scores of the pre-test and post-test which improved from 54.36 to 67.81 in which the gain was 13.45 points. Then, she also found that understanding vocabulary in reading comprehension the aspect improved the most. However, confirming reference in reading comprehension decreased after the implementation of QAR strategy. It can be concluded that QAR strategy can be applied to improve students’

reading comprehension ability. In other words, QAR improved the students reading comprehension.

Based on the previous statement, the writer argues that QAR is a strategy that will help students to improve their reading comprehension. It can activate students' background knowledge which is important in reading process. Hopefully, this strategy will both help students to comprehend a passage and can enrich their vocabulary also develop their higher order of thinking. That's why the writer chose "Improving Students' Reading Comprehension trough QAR Strategy at MAN 4 Kediri" as the title of this study.

B. Identification of Problems

Based on the research background that has been described, the problem can be identified: "How the implementation of QAR strategy can improve students' reading comprehension the tenth grade of MAN 4 Kediri?"

C. Assumption

1. Narrative text has been learned at the tenth grade students on MAN 4 Kediri. It is assumed that this strategy can improve the students' reading comprehension to do the assignment on narrative text.
2. The better QAR strategy is implemented; it is assumed that students are able to master reading comprehension narrative text.

D. Objective of the study

QAR strategy can improve students' reading comprehension in narrative text of tenth grade at MAN 4 Kediri.

E. Significance of the study

The result of this study is expected to give some information for the teachers and students.

1. The teacher

This research has been shown to teachers as an extension of knowledge in teaching and learning reading strategy.

2. The student

The result of this research can be useful for students as strategy to improve their reading comprehension using QAR.

F. Scope and Limitation of Study

This scope of this study is QAR (Question-Answer-Relationship) as a strategy on teaching reading comprehension to improve students' reading comprehension especially on narrative text. Tenth grade students of MAN 4 Kediri are known to be less interested in reading narrative texts because of lack of vocabulary elements that are owned so that students are difficult to comprehend the text. Narrative text is chosen because this topic is available to be discussed in 10th grade.

The limitation of this study is that the researcher cannot choose the class because the class selection was based on suggestion given by the teacher at school in which this condition does not allow researcher to

conduct post-test in the field. So the researcher conducted post-test deployment online by using socrative.

G. Definition of key terms

There are two key terms used in this research:

1. Reading comprehension

Reading comprehension is reading that focused in understanding a written material. It is ability to process text and to integrate it with what the reader already knows then it can be influenced by their skill and their ability to process information (Bonjovic,2010: 1).

2. QAR strategy

QAR strategy is a design of activities in which students categorize understanding questions according to how and from what sources the questions are answered (Raphael in Ruddell, 2005: 372). Thus, they can get information and add insight into students' abilities in answering comprehensive questions.