CHAPTER I

INTRODUCTION

In this introduction part, the researcher provides background information and explains why this research was chosen. It consist of the background of the study, problem of the study, the objective of the study, the significances of the study, the hypothesis of the study, scope and limitation of the study, and definition of the key terms.

A. Background of the Study

In Indonesia, English is a foreign language that is taught at all levels of education. Reading is one of the English skills that are important in assisting students in learning English as a foreign language. By reading, students will obtain a lot of new information and develop their knowledge from textbooks, newspapers, magazines, etc. Reading is defined as a kind of activity to understand the author's idea or the way the writer communicates with the reader through written or printed words. It means reading is an activity where the student has to comprehend the content of the text to get detailed information from the text they read.

Reading comprehension is the most important aspect of the activity to gain insight, information, and entertainment. Various information is gathered and distributed in written media, both in print and electronic form. The ability to comprehensively read is a provision and key to students' success in their educational process.

Unfortunately, Indonesian students' of reading comprehension still far from satisfactory. Based on PISA (*Programme for International Student Assessments*) result in 2018, Indonesian students in their reading literacy were in 74th out of 79 countries (OECD, 2019). In line with this, the inability of students to comprehend text is also experienced by some High School students in Indonesia, where most of the students still encounter difficulty in reading English texts. Therefore, teachers must give proper instructions to students because they are responsible for starting each new step of learning and building on what students are currently capable of doing on their own.

Kurikulum 2013 or K13 that now days used as the curriculum of Indonesian schools, where students in high school need to study various types of texts, one of them is narrative text. According to Mark (1997) as cited in Wila (Wila, Rina, & Didih, 2020) narrative text is one that tells us about a story while entertaining or informing the reader or listener. The structure of a narrative text includes orientation, complication, sequences of events, resolution and moral value.

Based on the preliminary study that was conducted on English teacher and some students of SMAN 1 Sukodadi can be known that the teacher applies lecturing strategy in teaching process. Lecturing strategy is an oral presentation by a teacher to a group of students, which students are responsible for taking notes and there is little or no class participation through questions or discussion. The students were confused to recognize the meaning of text, identify general information and find specific information while

reading a text. Consequently, they could not answer the questions based on the text.

Lecturing strategy of teaching reading in the classroom usually make students bored and make it difficult for them to understand the material because it is monotonous. To overcome this problem, teachers should find other methods, techniques, or strategies to teach reading. Thus, teachers can apply appropriate strategies to determine the effectiveness of teaching English in order to encourage students to improve their reading ability. There are many strategies which are used in teaching reading; one of them is Question-Answer Relationship (QAR) strategy.

QAR strategy is one of the teaching strategies by using questions to improve students' comprehension. Raphael in 1986 was developed this strategy in order to make it easier for students to understand the available information and be able to answer all types of text question, students are asked to find information based on the answers to questions from the text (Anggun, 2017). The information obtained can be implicit, explicit, or derived from the students' prior knowledge.

Several studies have been conducted by various researchers. The first study is an investigation conducted by A'yunin (2020) she came to the conclusion that the QAR strategy is effective in teaching reading comprehension. The second study is conducted by Nguyen T. and Nguyen B (2018) on Vietnam students. In their study it was found that the QAR strategy had a positive impact on students reading comprehension and that students

had a positive perception of implementing this reading strategy. The last study was conducted by Nurhayati, Muslem, and Manan (2019). They concluded that the use of QAR strategy gives positive effect in teaching reading comprehension.

Based on the explanation above, the researcher would like to conduct a study entitled "The Use of Question-Answer Relationship (QAR) Strategy on Students' Reading Comprehension".

B. Problem of the Study

Considering the background of the study above, the research question in this research is formulated as follows: Is there any significant effect between the students taught by using QAR strategy and those taught by using lecturing strategy on their reading comprehension?

C. Objective of the Study

The objective of the study is to find out the significant effect between the students taught by using QAR strategy and those taught by using lecturing strategy on their reading comprehension

D. Significance of the Study

For teachers, the results of this study are expected to be more useful and inform that this teaching strategy is appropriate to use in the teaching and learning process to help students understand the reading passages, and at the same time improve the English teaching process in teaching reading comprehension using QAR strategy.

For the students, this study is expected to improve their English reading skills through QAR strategy. Students can enjoy learning to read, understand the text easily, and gain new vocabularies with narrative text. Furthermore, students can improve their reading comprehension through QAR strategy, enable to comprehend the reading text, and also the students can understand material given from the researcher and teacher.

Furthermore, it is hoped that this study can be a reference and source of information for future research with the same focus. In other words, by applying QAR strategy in the classroom can give positive effect on students' reading comprehension, especially on similar problems with different or the same research design of the study.

E. The Hypothesis of the Study

The hypothesis of this study is formulated as follows:

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

H_1 : There is significant effect between the students taught by using QAR strategy and those taught by using lecturing strategy on their reading comprehension

F. Scope and Limitation of the Study

In this study, the researcher focuses on examining the effect of applying Question-Answer Relationship (QAR) strategy in teaching reading comprehension, especially in narrative text. This study conducted in tenth grade students of SMAN 1 Sukodadi.

G. Definition of Key Terms

Key term is a significant word from title used especially as an index to content. In this research has two key terms i.e. Question-Answer Relationship Strategy (QARS) and reading comprehension which has definition as follows:

1. Question-Answer Relationship Strategy (QARS)

QARS is a strategy which is developed by Taffy Raphael (Aziz & Yasin, 2017) to encourage students' ability to comprehend the text and answer comprehension questions. This is one of pre-reading strategy that takes advantage of relationship between questions and their answers, as well as explicit texts, implicit texts, and scripts.

2. Reading Comprehension

Reading comprehension is the ability necessary to understand content and gather information not only from news or scientific books, but also from entertainments texts, i.e. narrative texts.