

CHAPTER I

INTRODUCTION

This chapter explain about the problem of this research. It consists of background of the research, research problem, objective of the research, the significance of research, scope and limitation of the research.

A. Background of the Research

Along with writing, speaking, and listening, reading is one of the most important skills that every student from elementary school to college should learn. It's a skill that students need to pay more attention to, because they need to interact well with text in order to figure out what it means. Wallace (2004) says that reading is a very important part of almost every course. Reading is one of the most important four basic English skills, and all students who want to learn English should be able to learn it. Reading is something that is essential and necessary for students, as stated by Halimah and Kiki (2018). People think that reading is easy, but it's not. Reading is a complicated process, so when people want to learn something by reading, they sometimes have trouble. Students also have trouble getting information, figuring out what words mean in a text, and coming to a conclusion about what it says.

In Indonesia, reading is a crucial subject. Although Indonesian students are competent readers of their native language, they may find it challenging to translate their reading abilities into English. Despite the fact that reading has historically been the main focus of English instruction in school,

Indonesian students' reading skills are extremely low. The traditional approach of teaching the English language, in which knowledge is transferred from the instructor to the students or is teacher-centered, is no longer seen to be efficient. As a result, students will get uninterested and have little opportunity to develop their skills. The experts start searching for a teaching-learning process model that can match the demand for a purposeful teaching-learning process while also enhancing students' capacity to grasp the material. Before researcher conducted research in SMPN Gampengrejo 1 Kediri, researcher found some issues that there were many students who lack of English knowledge especially how to read an English based text. In order to introduce English especially in reading skill to students in an interesting way, researcher wants to employ Question Answer Relationship (QAR) to students at SMPN 1 Gampengrejo Kediri to improve their reading comprehension.

Question Answer Relationship (QAR) is a technique in which the teacher sets aside time to Question Answer Relationship (QAR) to the class on a regular basis from texts that are above their level of independent reading but at their level of listening. This is because, in the practice of Question Answer Relationship (QAR), the student must pay close attention to what the teacher reads in order to grasp the purpose of the text.

Research that was done in the past by Fuad Abdul Baqi (2014) was published under the title "Employing Question-Answer-Relationship (QAR) method to Improve Students' Reading Comprehension." It was shown that the Question-Answer-Relationship (QAR) technique for teaching reading comprehension is an effective method. In addition, he claims that using the

QAR strategy helped students become more strategic and creative in their responses to the questions. He explains that this is because the strategy provided the appropriate categories, which helped students have less trouble with their reading comprehension and made it simpler for them to locate the answer. The students may come to the realization, with the help of QAR, that the solutions to the questions do not just originate from the text itself but can also be tied to the students' own prior experiences and knowledge. The kids may have an easier time comprehending the material that they read if they use this method. As a result, this method may be used as a strategy while instructing students in reading comprehension.

The researcher decided to use the QAR strategy to teach reading comprehension after a previous study above demonstrated that the QAR strategy could be successfully implemented to reading, and that using this strategy could lead to an increase in students' reading comprehension. This study was the basis for the writer's decision (Furtado and Pastell, 2012). In addition, the QAR technique had a beneficial impact on the students' capacity for reading comprehension, as shown by the fact that those students who were instructed using this strategy had a favourable reaction and demonstrated some progress in their reading comprehension (Peng, 2007; Cummins, 2012; Agustina, 2012).

B. Research Problem

The researcher formulates the study as follows in background of study, problem identification, and limitation of the study:

1. How is the implementation of QAR to improve students reading comprehensions of narrative text?

C. Objective of the Study

The objective of this research as stated in research problem is:

1. To determine the implementation of QAR in improving students' reading comprehension of narrative text.

D. The Significance of the Research

Related to the objectives of the study above, the significance of the study is as follows:

1. For Teachers

Hopefully, this research can be alternative approach to make students more interested to learn and study English and specially to make students motivated in reading English text.

2. For Students

Researcher hope students are motivated in learning English and to improve reading ability by using Question Answer Relationship (QAR).

E. Scope and Limitation of the Research

The scope of this study is focuses on the use of Question Answer Relationship (QAR) technique to improve students' reading comprehension

in narrative text. In order to make it more effectively, researcher wants to focus on the narrative text.

F. Definition of Key term

The researcher would like to clarify the terms used in the title to make this thesis easy to understand:

1. Reading Comprehension

According to Khoiriyah (2010), reading comprehension may be defined as the process of combining the information found in a text with previous knowledge in order to generate meaning. In addition, reading comprehension may be characterized as a thought process by which readers become aware of a concept, grasp it in terms of their experience background, and interpret it in connection to their own wants and intentions.

2. Question Answer Relationship (QAR)

Question-Answer Relationship (QAR) is a tactic that was conceptualized and developed by Taffy Raphael in the year 1986. An approach that teaches students to identify a taxonomy of connections between particular types of questions and their related answers is called a Question-Answer Relationship (QAR) strategy.