

## **CHAPTER I**

### **INTRODUCTION**

This chapter presents the background of the study, research problem, research objectives, research hypothesis, significance of the study, scope and limitation of the study, and definition of key term.

#### **A. Background of The Study**

The skills that must be mastered in learning a foreign language are speaking, writing, reading and listening. The four skills are divided into two, namely receptive skills and productive skills (Aziz and Yasin, 2017). According to Hammer (2007), reading and listening are receptive skills, receptive skills are about how listeners or readers understand what they see and hear. It can also be said that receptive skills are skills used to receive information. Speaking and writing are included in productive skills, people must produce their own language. Productive skills are used to convey information.

According to Rahman (2015), reading is a person's ability to understand and find the message conveyed by the author. Reading is the process of negotiating meaning and text. Reading is a two-way street between the reader and the text via written language, according to Grabe as cited by Alyousef (2005). This is one of the methods of communication used to make a person's message, viewpoint, or goal clear to the reader of a text.

In addition, Nunan (2003) described reading as a fluid process in which readers construct meaning by fusing information from a text with their prior knowledge. It implies that reading is a process that calls for both knowledge of the

material and interpretation of it using one's understanding. Readers can therefore make inferences or form opinions as if they were engaging with the text and producing deeper knowledge.

According to Muslaini (2017), teaching is a teacher's activity in helping students understand something, including the techniques used by the teacher. Teachers must have many techniques and strategies used to teach so that students can understand the topics taught by the teacher without realizing it. Teachers must have good strategies in teaching. Teaching strategy is a plan that will be carried out by the teacher in the teaching process to achieve the expected goals. As quoted in Wulandari and Ikhsan (2014), one of the factors that helps success in teaching is strategy. teaching strategy is an approach to help students understand the material. According to Wiesendanger (2001) there are several strategies that can be used in teaching and learning activities, 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-Relationships).

There are some problems faced by students when reading English texts. The first is low reading motivation, so that there is no students interest in reading. The second is poor reading skills, which is also the cause of students' difficulties in reading. And the last is that the students have no background on the topic (Estika 2018). According to Aziz and Yasin (2017), the three main things that make reading in a foreign language more difficult are background knowledge, differences in

context and culture and difficulties in grammar and vocabulary. Some students in junior high school still face difficulties in understanding reading texts.

The unsatisfactory reading comprehension of students was caused by several problems. The first problem was due to insufficient vocabulary. Lack of vocabulary makes it difficult for students to understand the text, so students find difficulties to answer the questions given by the teacher. The second problem is strategy. Teachers tend to use conventional methods in reading. The teacher dominates the class, explained by using English without paying attention to student understanding, so that students do not understand what the teacher explains. Teachers usually use a strategy that does not provide specific instructions, students read and then work on questions, if students do not find answers clearly in the text, students will find difficulties to answer questions (Ayun 2020). Therefore, teachers must use strategies in teaching so that students can understand the text well.

The QAR (Question Answer Relationship) strategy, which is the focus of this study, instructs readers to group comprehension questions according to their locations. Raphael came up with this plan (1968). Students are asked to respond to four questions using this strategy: "right there," "think and search," "on my own," and "author and me." The last question is used to find answers that are not provided by the author directly (Azzahra 2020).

Many researchers have carried out numerous studies. Aziz and Yasin's research is presented in the first study (2017). This study demonstrates a significant difference between the experimental class and the control class, demonstrating that the use of the QAR strategy can enhance students' reading comprehension. Erdiana,

Kasim, and Juwita conducted the second study (2017). They explained that QAR is a good strategy for teaching Reading Comprehension. In this study also found that QAR can improve students' understanding of recount texts. The last study conducted by Thuy and Huan (2018) the purpose of this study is to add new perspectives of the effects of the QAR on EFL high school student's reading comprehension, in this study the QAR strategy also gave positive results in students' reading ability.

As a result, based on the description above, the researcher decides to conduct a study entitled **“The Effectiveness of QAR Strategy in Teaching Reading Comprehension Skill”** the purpose of this study is to find out whether or not using QAR Strategy in teaching reading comprehension skill descriptive text is effective.

### **B. Research Problem**

Based on the problems mentioned above, the research question can be formulated as follow: Is QAR strategy more effective in teaching reading comprehension than KWL Strategy?

### **C. Research Objectives**

Based on the research problem above, the objectives of the research is to investigate the effectiveness of using QAR Strategy in teaching reading Comprehension skill.

### **D. Research Hypotheses**

The Hypothesis of this research was formulated as follows:

1. The null hypotheses (H<sub>0</sub>): there is no significant difference between students who are taught by using QAR Strategy and students who are taught by using KWL Strategy
2. The alternative hypotheses (H<sub>a</sub>): there is significant difference between students who are taught by using QAR Strategy and students who are taught by using KWL Strategy

#### **E. Significances of The Study**

1. For the teacher

Researcher hopes this research can be useful, and help teachers to make students more interested in reading lessons. Teachers can also make learning more interesting and active.

2. For The Institution

The researcher hopes that this research will be useful for the institution, which in turn hopes that this research will be used as a reference material for developing the syllabus. Researcher also hopes that this research can be a development in education.

3. For The Student

Researcher hopes that the students will be more interested in learning English and can help students increase their comprehension in learning English.

4. For The Researcher

Researcher hopes this research can be useful for further research and useful as a reference to increase the knowledge of further researchers

#### **F. Scope and Limitation of The Study**

The scope of this study is to investigate the effectiveness of QAR strategy in teaching reading comprehension skill. The analysis is focused on the score of the effect of using QAR strategy in teaching reading English, and to get data, the researcher uses the test instrument. This study focuses on descriptive text and researcher will conduct this research on junior high school students. The researcher choose UPT SMPN 21 Gresik in the academic year of 2021/2022

### **G. Definition of Key Terms**

The keywords for this research are QAR Strategy and Reading Comprehension. To clarify the keywords, here the researcher will provide keywords.

#### **1. Reading**

Reading Comprehension is the process of understanding the meaning of a text, the purpose of reading comprehension is to get an understanding of what is explained in the text (Garry 2011).

#### **2. Teaching Reading**

Comprehension is the key component of reading instruction. Establishing efficient classroom procedures, creating useful reading assignments, motivating reading by choosing or creating appropriate texts, and encouraging students to read critically are all parts of the teacher's role in helping students achieve their reading goals (hedge, 2000).

### **3. QAR Strategy**

QAR strategy invented by T.E. Raphael. He developed QAR as a tool to make it easier for students to understand texts and answer questions. The QAR strategy is developed for students to understand the relationship between answers and questions directly through the types of questions asked.

### **4. KWL Strategy**

Donna Ogle invented the KWL technique back in 1986. The first letter "K" stands for "What I KNOW," the second letter "W" stands for "What I WANT to Learn," and the third letter "L" stands for "What I LEARNED." The KWL chart assists the student in activating background knowledge prior to reading.

### **5. Descriptive Text**

An explanation, description, or description of something is the goal of a descriptive text. Anything, including objects, places, and animals, can appear as this thing.