

## **CHAPTER I INTRODUCTION**

This chapter outlines a general pictures of what this study deals with. It covers a background and description of why the study is conducted. It is followed by 1) background, 2) research questions, 3) research purposes, 4) limitation of the study 5) research significances, 6), research framework, 7) hypothesis, and 8) pervious research.

### **A. Background**

Reading comprehension is a fairly complex subject and requires precision, accuracy and a deeper understanding of the work because reading comprehension lesson that can not only read but also have to understand the message of the text.

Reading is one of the language skills that enable you to understand the information clearly. However, some people are not interested in reading because they do not have good topic for reading. Reading is one of the basic English skills. Kenyon (2008) states that when you plan reading sessions with your learners, make sure that there is time to talk about the text (passage, story and to write). Thus, the readers can explain what they have read from the story or passage and they also can write some messages and explore their ideas in reading. Stone (2009) states that reading is a fundamental goal that children must master in order to be successful in school and in life.

There are many strategies can also be used with the variation that is not boring such as Snowball, The power of Two, Every One Is a Teacher, Question Answer Relationship. Ideally, if the teacher used different strategies in teaching, the students' ability will be increased especially to reading comprehension of narrative text. However, based on my observation there are many students still had difficulties to comprehend reading text. It can be seen by the mistakes they made when they are asked to find out the main idea of the text.

However, in reality, difficulty is state or quality of being hard to do or to understand (Hornby, 2001). The difficulty is the mistakes which are faced by the students in teaching and learning process. It occurs because the students are confused or do not know or understand about the material which the teacher has

explained. In this case, difficulty is the state that the students are hard to comprehend English reading text. Generally, the teachers only provide text for students and teachers ask students to read and look for the answer of the existing text with aids namely English dictionary and the students do it individually or work with their partner.

Based on the interview with one of English teachers in SMP AL- Hasan Kota Bandung, the teacher said the students were still difficult to comprehend the reading text. The students were confused to identify general information, find specific information, recognize textual meaning and recognize textual references in reading text. When students were given questions by the teacher and they looked for the answers in the text, the students were still confused how to answer the questions with correct grammatical forms. Then the mean of the overall score is 60.00.

There are some ways that can be used to improve the students' ability in reading comprehension. To build the students motivation in learning reading especially the students seventh grade students of SMP AL- Hasan Kota Bandung, some strategies can be used by the teachers. In this case, the researchers would like to apply a strategy which can be used to improve reading comprehension of the students. The strategy is Question Answer Relationship.

According to Raphael and Au (2015) categorize QAR as follows. Question Answer Relationship is a reading strategy that teaches students how to be better prepared to answer questions from a text. Through this process, students begin to understand that when confronted with a question, the answer will either come from the text or from what they know (in their head). "In the book" questions are divided into "right there" and "think search" while "in their head" questions are divided into "author and you" and "on my own", not only that, this study uses an online teaching system which is different from previous studies that used a direct teaching system.

Based on the explanation above, it is important to conduct a research to improve reading comprehension through Question Answer Relationship. The researcher decides choose best strategies to conduct a research that concern on improving reading comprehension through online Question Answer Relationship of the seventh grade students of SMP AL- Hasan Kota Bandung.

## B. Research Questions

The problem in the background is formulated into the following question :

1. What is the students' reading comprehension before being taught by using online question answer relationship QAR strategy?
2. What is the students' reading comprehension after being taught by using online question answer relationship QAR strategy?
3. How significant is the difference between students' reading comprehension before and after using online question answer relationship QAR strategy?

## C. Research Purpose

1. To find out the students' reading comprehension before being taught by using online question answer relationship QAR strategy
2. To find out the students' reading comprehension after being taught by using online question answer relationship QAR strategy
3. To find out significant is the difference between students' reading comprehension before and after using online question answer relationship QAR strategy

## D. Limitation of the Study

Based on the identification of study above, the writer limits the study on: best strategies, in students' ability comprehension reading of narrative text through online Question Answer Relationship strategies. with this in the difficulties faced by students into three categories: 1). The difficulty in making inference, 2). The difficulty in getting main idea, 3). The difficulty in locating reference. The researcher also focuses on the factors that influence the difficulties faced by students in reading comprehension.

## E. The Significance of Research

This research is assumed to assist teachers in identifying the students' difficulties in their reading comprehension and how to improve the students' ability to read narrative texts using the question and answer relationship technique (QAR) strategy. Besides, it is expected to provide some ideas and understanding of English teachers about what is important and useful by reading texts narrative.

In practical terms, this study provides an important meaning for the following peoples:

### 1. Students'

The result of this study are expected to help students improve their reading comprehension, besides that it is to able answer each of the narrative text through online QAR strategy.

### 2. Teacher

This study may contribute to all teachers to see the students' reading skills and determine the best strategies in the learning process and maximize their potential in learning English. Theoretically, this research is useful for creating improvement for students in their reading skills, as well as question and answers in narrative texts through online learning.

## F. Research Framework

### 1. Research Design

Reading is an activity in which a reader usually interacts with a text in a close situation and must be studied from junior high school up to university. Miller (1990) has said that "reading is process of communication of ideas from one person to another is a process of understanding the meaning of a text readers to get knowledge and new information from what they have read.

Meanwhile, reading is a construction of new meanings through manipulation of concepts already possessed by the reader with resulting meaning. After the reader reads the text, he tries to get the meaning word by word and sentence by sentence then later on he interprets the meaning based on the context that brings the result of what he has read. Michigan (2009) has said that "reading is the process of constructing meaning through the dynamic interaction among: (1) the reader's existing knowledge, (2) the information suggested by the text being read, and (3) the context (purpose) of the reading situation". This means that reading is an active process of reconstructing meaning from written language.

A narrative is some kind of retelling, often in words (though it is possible to mine a story), of something that happened (a story). Pardiyono (2007) narrative is a kind of text to tell past activities which focus on problematic experience and resolution to amuse and give lesson moral to reader. The narrative is not the story itself but rather the telling of the story, which is why it is often used in phrases such

as written narrative, or all narrative. A narrative is a story that is created in a constructive format (written, spoken, poetry).

The generic structure of narrative text involves the character with define personalities/identifies, and creates images in reader's mind and enhances the story. It also a text on a series of action. According to Siahaan (2008) states that generic structure of narrative text establishes the character, setting and time. The steps for construction a narrative text are : (1) orientation, sets the scene and introduces the participants (2) evaluation, a stepping back evaluate the plight (3) compilation, a crises (4) resolution, the crises is revolved, for better or for worse (5) Re-orientation, optional.

The Question Answer Relationship QAR strategy was developed by Taffy Rapheal (in 1983) to help students find source of information when answering reading questions. Promotions high levels of literacy for students is a core responsibility for teacher. It is important to employ certain strategies of reading to help students improve their reading skill and make them more active and interactive in reading class activities. According to Crist (2002) QARs is a questioning strategy that emphasizes a relationship between the question, the text, and the background knowledge of readers.

Based on the explanation above, it can be concluded that QAR strategy is a teaching strategy that assists students relate their prior knowledge to the information provided in the text.

According to Moreillon (2007) QAR strategy suggests students to classify the questions by the source of their answer. The question could be literal and inferential. More ever, there are two basic classifications of QAR, Known as "In the book" and "In my head". They can then be broken into four additional categories: *right there, think and search; the author and you and on my own question.*

Expalain Raphael and Au (2015) categorize QAR as follows.

1. Text- Based questuion or "In the book"
  - a. Right there question; the examples of questions are *who is the main character in the story? Where does the story take place?.* Meanwhile, the

steps which may be taken in order to answer *right there* question are (1) reread, (2) scan and (3) look for key words:

b. Think and search question also help reader find answers in the text. The steps taken in order to answer *think* and *search* question are (1) skim or reread, (2) look for important information, and (3) summarize.

## 2. Reader-based questions or “In my head”

a. Author and me question. The examples of questions are: “*from the tittle or illustration, what might this text be about?*” and the steps to answers *author and me* questions are (1) reread, (2) think about what you already know and what the author says and (3) predict

b. On my own question. The on my own question is the last level question of the QARs which helps readers create their own words to answer the question. The question straters include: *what if...? how might...? and what can...?* the steps to anwer *on your own* question are (1) think about what you already read before and (3) make connection.

## G. Hypothesis

The make questions and hypothesis to compose and focus the purposes of study. Hypothesis or research questions use to compare, relate and describe variables. The research follows from a test of theory and the question and the hypothesis or the research questions are included in the theory. Independent, The independent variable is the variable the experimenter changes or controls and is assumed to have a direct effect on the dependent variable. examples of common independent variables is educational level. Dependent, The dependent variable is the variable being tested and measured in an experiment, and is ‘dependent’ on the independent variable. An example of a dependent variable is depression symptoms, which depends on the independent variable (type of therapy). variables are measured separately. It is not a combination of both either a research questions or a hypothesis.

According to Arikunto (2010) hypothesis is a tentative answer to research problem. The hypothesis of this research consists of two hypotheses: theyare the

null hypothesis ( $H_0$ ) and the alternative hypothesis ( $H_a$ ). The hypotheses are stated below:

$H_0$ : There is a negative correlation between vocabulary and reading comprehension.

$H_a$ : There is a positive correlation between vocabulary and reading comprehension.

For testing the hypotheses formulated above, the critical value will be used. The critical value presents a table for Pearson Product Moment correlation.

A correlation can differ from degree or strength of relationship (with the Pearson Product Moment correlation coefficient that correlation in linear). "Zero" mean have high correlation between the two variable and  $r = 0.99$ . Note: the symbol ( $r$ ) coefficient for sample the Greek letter rho ( $\rho$ ) was used for population the strongest correlation.

#### H. Previous Research

Finding a topic in research is sometimes similar to the previous researchers in order to compare with other research here are some similar topics are discussed in this section.

1. The first research was conducted by Surya Ningsih the title Is Improving The Students' Ability In Reading Comprehension Of Narrative Text Through Question Answer Relationship At The Tenth Grade Of Man Binjai as the object of the research consisting of students from UIN-SU University. This study was aimed to find out the improvement of students' ability in reading comprehension by using question answer relationship strategies in grade X MAN Binjai. The subject of this study was grade X Man Binjai. It was consisted of 38 students. This research applied by Class Room Action Research. The technique of analyzing data of this research was applied by using descriptive technique. The qualitative data was taken from diary notes, interview, and observation sheet. The quantitative data was taken from the test.
2. The second research done by Dian Nuswantoro In the title Improving Reading Comprehension Through Activating Students' Schemata. This

research investigated the improvement of reading comprehension through activating students' schemata. It was carried out on the first semester at Dian Nuswantoro University Semarang in the academic year 2011/2012. During the process of observation phase, some problems found in reading classroom activities, those are: most of students felt unmotivated in reading class, got bored, were confused to understand the content of the text, had less willingness, had limited number of vocabulary, had bad score in English subject from their UAN, and also had bad score from their English Subject when they were tested before entering the university. The first goal of this research is to discover the problems when Activating Schemata strategy implemented, the second goal is to describe the situation on the strategy applied, the third goal is to measure how far the improvement of students' reading comprehension during Activating Schemata strategy implemented. Classroom Action Research used in the research as a research methodology that classified into planning activity, acting, observing and reflecting. There were three cycles used in the research. The research findings showed that reading comprehension improved through Activating Schemata.

3. The third study was managed by Dian Gustia Teaching And Learning Reading Comprehension Through Question-Answer-Relationship (Qar) Strategy To The Second Semester Of Eighth Grade Students Of MTS Assalam Tanjung Sari Lampung Selatan in The Academic Year Of 2017/2018 The Results of the research are as follows: The first, teaching learning processes in the class were not running well. It could be seen by the teacher did not complete the QAR steps based on Margareth's procedure of teaching and learning by using QAR. The atmosphere of teaching and learning reading by using Question-Answer- Relationship strategy some students looked active discussing but some of them looked less responsive. The second, the student got some problems; they were the students have no good vocabulary mastery, mastery of the basic, decoding, finding main idea, figure out the inference, speed of reading, working memory, finding motivation and interest in learning reading comprehension. The third, the teacher got some problems;



they are choosing teaching material, giving a meaningful feedback, supporting, stimulating, engaging students, and managing the times.

The first research emphasized on reading comprehension and theory by using text familiarity and the second research emphasized on the influence cultural schema in reading comprehension then the third study identified the factors of understanding vocabulary. Although this research topic is similar to previous researches, my thesis is improving reading comprehension through questions answer relationship strategy online emphasizes on activating student's schema in narrative text.

