

CHAPTER I

INTRODUCTION

A. Background of Study

Understanding how to read in English is a crucial skill for students learning a foreign language. According to Zua (2017), reading is a valuable element in our life since it allows us to track the evolution of surrounding events and ideas. Reading can be very beneficial for language students as an introduction to English. When it comes to reading, students are required to understand and compose a kind of short functional texts and essays, especially at the School of Indonesia. It indicates that in order for students to comprehend and understand English well, they must have good reading skills.

Students need the appropriate reading strategy in order to obtain the messages or information contained in the texts. Furthermore, students cannot avoid it because they are required to complete tasks that include reading and learning from books or scientific writing. They can easily learn English by reading books or materials written in the language, which includes learning new vocabulary, idioms, phrases, etc. For this activity to help students improve their English, they should be working hard. In addition, reading activities can benefit students in a variety of ways, such as by providing them with information, excitement, and knowledge.

Students in junior high school are required to comprehend and generate brief functional texts. Reading is a process in which the reader and the text negotiate the meaning of what they are looking at. In contrast, 2013 curriculum emphasizes text-based learning, which means that the majority of learning activities employ text. According to curriculum 2013, the eighth-grade Junior High School syllabus, students should be able to comprehend a text that the teacher employs

to describe phenomena and causes. It is necessary for students to comprehend various components of recount texts, such as their purpose, structures, and linguistic characteristics in both spoken and written language.

When it comes to deciphering the main idea from the general textual components of a recount text, such as the function, generic structure, and linguistic aspects, students have difficulty with reading comprehension. According to the researcher's observations, students have difficulty identifying important points in each paragraph of recount text. On other hand, students may read the paragraph or phrase but fail to comprehend it. This aspect influences student test performance and should be resolved in the future.

Because of the prior issues, students tend to read less recount text even though it may be beneficial for them. They become frustrated and makes reading activities in class to be a boring activity. These issues come not just from the students, but also from the teacher's strategy for providing recount texts or other text-based materials. In line with Anita (2019), he found the same problem;the teacher still used monotonous techniques. The students were then asked to respond to a few text-based questions until the end of class. As a result, the students were bored while reading the text.

Using a relevant strategy is one of the good planning efforts in teaching reading. Hismanoglu (2000) defines strategy as a process, techniques, approaches, and actions that students take to facilitate the learning and recall of both linguistic and content areas of information.

The application of relevant strategy in teaching supports the optimal achievement of learning objectives. The indicators that must be achieved in each basic competency, including in teaching reading, require teachers to master the relevant strategy. In practice, the teacher does not master the reading learning strategy well.

Rajagukguk and Tampubolon (2017) most of the teacher only focused on the text's pronunciation - not on its meaning. As a result, the process of teaching reading comprehension cannot work efficiently because the most of the students are passive in class. They just read a text without understanding its content, and the students have no understanding what the text is about or what the main idea is.

English teachers should have a consideration in maintaining creative way to teach reading. There are many strategy to help student comprehending text that can be used by the teachers. Question-Answer Relationship (QAR) is a strategy that can be used to teach reading developed by Raphael in 1986, to enhance the understanding of how students approach reading texts and answering questions. QAR strategy is considered suitable in learning reading because in teaching reading process, students are encouraged to concentrate more on reading.

In this strategy, the students try to identify the answer by four types, and it is known as QAR taxonomy. Right There, Think and Search, On my own, and Author and me are the types of QAR strategy. Right-there questions need that readers go back to the text to get the answers. The goal of "Think and Search" questions is to get students to consider the connections between various ideas and facts in the text. Readers' prior knowledge of a topic can be used to answer "On My Own" questions. This type of question does not require the reader to read the material in its entirety. To answer "Author and Me" questions, readers need to use thoughts and knowledge not clearly provided in the text. These questions encourage students to reflect on their reading and generate ideas or opinions. The types of these questions are the key to the advantage of QAR strategy in teaching reading. Teachers can help students be more detailed, careful, and understand what they read by using all four types of QAR strategies. Thorough in the sense that students can classify the four types of questions and find out how to get answers for the various difficulty levels of question given.

The QAR strategy explains how to find information in a text based on various question types and how questions and answers relate to one another. In concert with Anggun (2017), QAR can help students to answer questions more easily, find out the differences in questions. QAR shows that students can find answers in the original text or in our previous knowledge and experience. In schools that have a large number of students from diverse backgrounds, the Question-Answer Relationship (QAR) strategy may be particularly useful as a foundation for comprehension across grades and academic topics. QAR instruction has a difficulty development method category so it can be used for all grade levels and content areas (Raphael and Au 2005).

Based on the description above, the researcher would like to investigate the effectiveness of Question-Answer Relationship (QAR) strategy on students' reading comprehension. The research conducted entitled "The Effectiveness of Question-Answer Relationship (QAR) Strategy In Teaching Reading at the Eighth Grade of SMP Negeri 1 Kroya in academic year 2021/2021.

B. Research Question

Based on previous research background, the problem formulation is: *Is the QAR strategy effective in teaching reading at the eight grade of SMP Negeri 1 Kroya in academic year 2021 / 2022?*

C. Aims of The Research

Based on the problem formulation above, this study aimed to find out whether QAR method effective in teaching reading.

D. The Scope of The Research

The scope of this research is about one of the learning strategies, namely Question-Answer Relationship (QAR), which is carried out to investigate the effectiveness of the QAR strategy in teaching reading at the eight grade SMP Negeri 1 Kroya in academic year 2021/2022. The

materials given are recount text about personal experiment. By paying attention to the components being tested, namely social function, generic structure, content, and language features.

E. Contribution of The Research

The researcher hope this study will contribute on the all parties as follows :

1. For teachers, the researchers hope that the results of the study can be a reference for teachers to use QAR strategy in teaching reading.
2. For students, guides the students to find the way to understanding reading text.
3. For researchers, the results of the study can provide some useful information related to their research.

F. Clarification of Term

To understand the topic more easily, the key term of the study are classified as the following:

1. Effectiveness

In general, effectiveness can be defined as how far achievement of a predetermined goal. Where is the word “effectiveness” refers to the goals that have been previously targeted. This effectiveness greatly affects the success rate of a method in learning.

According to Nana Sudjana (1990) effectiveness can be interpreted as an action the success of students to achieve certain goals that can bring results learn to the fullest. The effectiveness of learning with respect to the path and technical efforts or strategies used to achieve goals quickly and precisely.

2 Reading

Reading is a cognitive process in which students engage to get the understanding, information, and knowledge provided in the text.

3. Strategy

Strategy is a broad plan for a learning process that includes the organization of expected learner behavior in terms of objectives and directives, as well as a description of the planned techniques needed to carry out the learning process. Strategy are techniques used to help students in comprehending the desired learning content and enabling them to create future objectives that are doable.

Strategy are important in the learning process and could affect the students reading comprehension. Brown (2004) states that strategy can make teaching reading easier to implement a variety of teaching methods and techniques. Therefore, successful teachers who teach reading comprehension realize that reading can be taught by using various strategies.

4. QAR (Question-Answer Relationship) Strategy

The QAR is a learning strategies for teaching reading that offers a systematic way to analyze the reading text in the form of different levels of question.