

## **CHAPTER I**

### **INTRODUCTION**

In this chapter, the researcher presents background of the research, limitation of the problem, formulation of the problem, objective of the research, significance of the research, hypothesis of the research, and criteria for testing hypothesis.

#### **A. Background of the Research**

Reading is one of the important skills for language learners. Because reading skills can improve the other three skills namely listening, speaking, and writing. Nurdiana and Amelia (2017, p.1) stated that reading is very important, and it is one of the four language skills that should be mastered by students for all levels. Reading besides being able to improve listening, speaking, and writing skills, reading also has an important role in increasing students' reading literacy. Students' towards reading texts have an impact on literacy desires and willingness to be involved in literacy activities at school. According to Geske et al. (2008) if a student's reading literacy level is low, in many cases it automatically has implications for difficulties in mastering some subjects.

Reading is a process to understand a written text which means extracting the required information from it as efficiently as possible (Nurdiana & Amelia, 2017). It means that reading is a process to get, understand, and catch the content and information of the reading text. In reading, students not only understand what they read but also identify the other information in English text. Amumpuni (2017)

states that during reading activities, students not only understand the meaning of content, but also some information, such as knowing the topics to be discussed, finding main ideas, and understanding new vocabulary, generic structures, and grammatical rules.

Reading and comprehension are two things that are interrelated. When students read a text, they will try to understand the meaning contained in the text (Reski, 2018). That is the process of understanding a text. Likewise, reading comprehension of the reading comprehension is one of the important keys for English learners. Therefore, an activity in which readers relate the text details and the idea to their prior knowledge in order to comprehend the text's materials is called reading comprehension (Sartini et al, 2018). Students with good reading will have excellent reading comprehension: determining the concept, figuring out the meaning of words, discovering important information, and creating a conclusion. Thus the aim of reading comprehension is to get a better understanding while reading a text.

Based on the 2013 curriculum syllabus at second-grade junior high school, there is one of the texts they learn at school for reading comprehension namely, recount text. Text that tells about someone's experience that has happened in the past and aims to inform or entertain the reader. Affendi (2017) stated that recount text is a piece of writing that events in a chronological sequence and retell events experienced in the other they happened.

There is previous research to support the background of this research conducted by Nisa in 2022. In her research, the researcher found several problems

faced by students at SMPIT Ar-Risalah in reading comprehension, especially in recount text. The problems were; (1) students lack vocabulary, making it difficult to understand reading texts, (2) students cannot identify explicit and implied information in texts, making it difficult to answer questions based on text, and (3) students feel bored when reading lessons because the teacher only asks them to open the book and understand what they read without using any strategy.

There are many strategies that can use by teachers to help students improve their reading comprehension. One of the strategy can use by teacher is the Question-Answer Relationship (QAR). Question-Answer Relationship (QAR) strategy was created by Taffy Raphael in 1983 to help students identify sources of information when answering questions about their reading (Nurhayati et al., 2019).

Question-Answer Relationship (QAR) is a reading comprehension strategy developed for how students understand assignments from reading texts and answer questions. Wahyudi (2019, p.138) argues that the QAR strategy is a reading comprehension strategy that makes students realize the need to observe both information in the text and information from their own background knowledge not explicitly stated in the text. QAR strategies can help students make connections between information and their prior knowledge. the use of strategies can improve students' reading comprehension because readers are asked to think at different levels of cognitive processing.

Experts and researchers in teaching reading such as (Raphael,1986; Raphael and Au, 2005; Ronthong, 2013; Sorrel; 1996) provide several reasons why QAR

strategies is effective to improve reading comprehension; (a) QAR strategies can help students make connections between information and their prior knowledge, (b) the use of strategies can improve students' reading comprehension because readers are asked to think at different levels of cognitive processing, (c) students use this strategy to recognize the different types of thinking required when answering questions. Also, the advantage of using the QAR strategy that is, can improve students' reading comprehension by teaching students how to ask questions about their reading and where to find the answers using the Right There, Think and Search, Author and me, and On My Own which are types of QAR strategy, so that helps students to think about the texts they read, and inspires them to think creatively and work cooperatively while challenging them to use higher order thinking skills (Raphael & Au, 2004).

Based on pre-observation at SMP N 21 OKU, the researchers got information from English teacher that students had difficulty in understanding reading texts due to a lack of vocabulary, students were confused about identifying general information and finding specific information in reading texts, so students found it difficult to answer questions from English texts, and students felt bored because the learning process was slow monotonous, so it doesn't make them interested in learning. That means the teacher must use other strategies to teach reading texts so as to improve student's reading comprehension ability.

From the problems experienced by students in reading comprehension, the researcher was interested in using the QAR strategy to improve students' reading comprehension ability on recount text. Because by using the QAR strategy

students can find information and answer the questions in the recount text correctly. The titled of this research is **"Improving Students' Reading Comprehension Ability on Recount Texts by Using Question-Answer Relationship (QAR) Strategy at Second-grade of SMP Negeri 21 OKU"**.

#### **B. Limitation of the problem**

Based on the background of the research above, the researcher could define that most students have problems comprehending English text. There are many kinds of English texts as recount, narrative, descriptive, analytical exposition, procedure, and other English texts, but the researcher only focused on recount text due to adjusting to the syllabus of the 2013 curriculum at second-grade junior high school. Therefore, the researcher limited the problem to focusing on teaching recount text by using Question-Answer Relationship (QAR) strategy.

#### **C. Formulation of the problem**

Based on the background of the research and the limitation of the problem, the researcher formulated the questions as follows: *Is it effective to use the Qusetion-Answer Relationship (QAR) Strategy to Improve Students' Reading Comprehension Ability on Recount Text at Second-grade of SMP Negeri 21 OKU?*

#### **D. Objective of the Research**

The objective of the research is to determine whether the Question-Answer Relationship (QAR) Strategy can improve students' reading comprehension ability on recount text at second-grade of SMP Negeri 21 OKU.

### **E. Significance of the Research**

The result of the research is expected to give contribution to the following:

1. For the Researcher

This research expects to provide knowledge for the researcher. Those who are expected to become an English teacher in the future, expect to be a reference to become a good teacher in teaching reading comprehension of texts by using the QAR strategy to understand the difficulties experienced by students, especially in the second-grade of SMP N 21 OKU.

2. For the Student

This research can help students to improve students reading comprehension through some questions contained in the QAR strategy.

3. For the TEFL

To inspire the teacher to determine the model of learning strategy to appropriate the material and conditions of learners.

4. Other Researchers

This research can inspire other researchers to conduct further research for a thesis on teaching-learning reading comprehension.

### **F. Hypothesis of the Research**

According to Cohen, et.al. (2018, p.171) the hypothesis is an alternative way of operationalizing research questions taking the form of hypothesis raising and hypothesis testing. Two kinds of hypotheses thus are;

H<sub>0</sub>: the null hypothesis (not supported)

H<sub>1</sub>: the alternative hypothesis (often supported)

So, the hypothesis of this research stated as follows;

H<sub>1</sub>: It was significantly effective to use the Question-Answer Relationship (QAR) strategy to improve students' reading comprehension in the second-grade of SMP N 21 OKU.

H<sub>0</sub> : It was not significantly effective to use the Question-Answer Relationship strategy to improve students' reading comprehension in the second-grade of SMP N 21 OKU.

### **G. Criteria For Testing Hypothesis**

The purpose of testing a hypothesis is to reject or accept the research hypothesis. For testing the hypothesis at a 95% level of significance 5% (0,05). (Cohen et.al, 2018).

- If sig, (2-tailed) is more than 0,05 H<sub>0</sub> is accepted and H<sub>1</sub> rejected. This means that, it was significantly effective to use the Question-Answer Relationship (QAR) strategy to improve students' reading comprehension in the second-grade of SMP N 21 OKU.
- If sig, (2-tailed) is less than 0,05 H<sub>0</sub> is rejected and H<sub>1</sub> accepted. This means that, it was not significantly effective to use the Question-Answer Relationship strategy to improve students' reading comprehension in the second-grade of SMP N 21 OKU.