

CHAPTER I INTRODUCTION

This chapter present background of study, statement of problem, limitation of the problem, research question, objective of study, significance of study, hypothesis of study, and definition of key terms.

A. Background of study

In this era, people are demanded to have more than one language to communicate around the world. Language also as a tool that use to communicate each other, in particular English language has been using for world's language as an international of communication. It has been using for every countries to make interaction to other country. Human is social, then they wanted care about other to give information, communication related mind process underlying language. Language is showing what the people think. Allah Subhanahu wa ta'ala said in Al-Qur'an surah Al-Isra verse 28 :

وَأَمَّا تُعْرَضْنَ عَنْهُمْ أْبَتِغَاءَ رَحْمَةٍ مِّن رَّبِّكَ تَرْجُوهَا فَقُلْ لَهُمْ قَوْلًا مَّيْسُورًا ﴿٢٨﴾

In this verse Allah asks us to giving good information to each other, if we want to give and get some information we need skill of communication to give and get it. One of the skills of the language is reading, talking about reading, what things that come up from our mind will be an interaction between the eyes, brain,

and printed books. Nowadays, people not only use printed books as the media of reading but also ebook. Because of the development of technology, reading activity become more flexible, since we can do reading everywhere and every time. Reading skill is essential in our life because by reading, we can get new knowledge and information. this skill very useful for people who want to know some knowledge and information. In this era, the people want to know and search some information or knowledge only read it on the computer or smartphone that was found in the internet.

Meanwhile, according to the Al-Qur'an reading is a process to understand and learning something new, it is one of the command of Allah. He the almighty said in the Al-Qur'an Surah Al-Alaq verse 1-5:

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ۝ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ۝ اقْرَأْ وَرَبُّكَ الْأَكْرَمُ ۝ الَّذِي عَلَّمَ بِالْقَلَمِ ۝ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ

As Allah said in the verses of Al-Qur'an mention above, He asks human read by the name of the god, and He said it from these verses twice. And the other hand these verses are the first verses of the Al-Qur'an its mean reading is the important act in this life. From these verses Allah ask Muslim before read something must mention or read the name of Allah, so this is Muslim's strategy before read something.

Reading skill is categorized into receptive skill. Jeremy Harmer (2008:270), In receptive skill, there are two types of task named type 1 where

students read or listen to something to get general understanding and type 2, where the purpose of those activities is to get more specific information. Although reading skill is categorized into receptive skill, it does not mean that reading is passive. When we are reading the text, we have to connect what we already know about the information that related to the passage to the words that the author has written, so that our reading will be successful.

According to Caldwell, JoAnne Schudt, (2008:4), reading comprehension as main purpose in reading, defined as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Means that when we are comprehending a passage, we have to extract and construct meaning from the passage by interacting and involving with the passage. Comprehending a passage is needed in order to understand the writer's idea. After we understand the writer's idea from the passage that we read, we will know what the text is about and how the content of the passage is.

Many researchers have used variety strategies, methods, and approaches in teaching reading comprehension, but most of them emphasize the activation of students' schemata or background knowledge in teaching reading comprehension one of the researchers, He used contemporary reading that has three procedures, pre reading, while reading, and post reading. And he wants to help the students in activating the relevant schemata in pre-reading stage by asking the students some questions to raise their interest while previewing the text. He believed comprehension is used by explicitly to know schemata through pre reading activity. schematic knowledge is a principal determiner of how the text will be

comprehend and what the students learn and remember from the text. Moreover, Shahanaz et al (2014:91) believed that enhancing Students' schemata helps them to make a correct judgements and predictions of the questions while they are reading the target passage.

Indonesia has two curriculums these was used by government they are KTSP and K13 (Kurikulum 2013), both the curriculums has basic competence is students have to understand the meaning of the text and students have to comprehend the passage. Its mean to those curriculum that used nowadays in Indonesia, both for KTSP and K13, it can be concluded that reading comprehension is the main focus of reading activity in English, means that reading comprehension is essential in education. Students have to comprehend some types of text, such as news item, discussion text, narrative text etc.

Students of Darul Hijrah Islamic Boarding School, has regulation in daily communication. They use English language and Arabic language. And also the curriculum was used by this Islamic Boarding School is KTSP. There are some of school category like SMP, MTs, SMA, and MA, but there is one class has the problem in reading comprehension, the class is XI Science II of SMA specially in answer the question of text, many of students were wrong in the answers. According to Raphael (1982: 182), when students have difficulty answering questions, we often assume it is because they have not read carefully. However, it may actually be that they need to be taught how to analyze a question in order to find the correct answers. From this case researcher want to give Question-Answer Relationships (QAR) strategy for helping student's problem in reading

comprehension. Question-Answer Relationships (QAR) strategy is one of strategy that had examined effective in improving reading comprehension.

QAR is a student-centered learning activity. Taffy Raphael demonstrated that students are capable of generating and answering question that enhanced their comprehension and led to independent processing. Raphael suggests teaching students to call literal questions “Right There” (In the Book category) questions because the answer can be found in the text. “think and search” (In the Book category) questions are of the inferential kind and require students think and find relevant information in the text. In my head category “Author and me” questions require students to draw conclusions about an author’s point of view, and interpretive. For the second In My Head category is “on my own” questions are based on students prior knowledge or opinion and can be answered without reading the text.

This strategy is not new in reading field. QAR strategy has been invented by Taffy Raphael since 1986. There are some researchers from some parts of the world have employed this strategy (Jed Madlambayan 2017 and Jennifer J. Kucera 2009), and the conclusion is QAR Strategy is examined effective in improving students’ reading comprehension.

Based on the problems above, the writer argues that QAR Strategy is a strategy that will help students in improving their reading comprehension. Even, this strategy can activate students’ background knowledge which is important in reading process. Hopefully, this strategy not only will help students to comprehend a passage, but also can enrich their vocabulary and develop their

higher order of thinking. The writer hopes that this study result will be beneficial to the educators. If QAR Strategy is examined effective to improve students' reading comprehension, the educators can consider this strategy to be used in classroom in order to make students easier in comprehending a passage. That is why, the writer chose **“THE EFFECTIVENESS OF USING QUESTION-ANSWER RELATIONSHIPS (QAR) STRATEGY IN IMPROVING STUDENT’S READING COMPREHENSION”**

B. Statement of problem

In teaching and learning English, the teacher and student need some of the strategy that useful for teaching and learning. In particular the reading skill, this skill is the hard for Indonesia's students EFL. One of the classes of Darul Hijrah has of reading comprehension specially in answer the question of text, problem the class is IX Science II, many of students were wrong in the answers from this class. The writer wants to give some of strategy, for the students to answer the question by the QAR strategy the writer wants to prove Question-Answer Relationships (QAR) strategy is effective for the students when answering the question of the text. And the strategy was proved by the other researchers for students' reading skill in reading comprehension.

Base on the problem above, the writer formulates the research question as follow:

1. Is Question-Answer Relationships (QAR) Strategy effective in improving reading comprehension in the XI Science II Students of SMA Darul Hijrah for male?

C. The Limitation of the Problem

The study will be focused on examining the effectiveness of using QAR strategy in the teaching of reading comprehension. It will be conducted in the XI Science II Students of SMA Darul Hijrah For Male.

D. Research Question

According to the limitation, the writer formulates the study question:

1. Is Question-Answer Relationships (QAR) Strategy effective in improving reading comprehension in the XI Science 2 Students of SMA Darul Hijrah for male?

2. Objectives of Study

The main objective of this study is to find the empirical evidence on the effectiveness of using Question-Answer Relationships Strategy (QAR) in the teaching of reading comprehension in the XI Grade Students of SMA Darul Hijrah For Male.

3. Significance of study

The writer hopes that this study result will be beneficial to the educators. If QAR Strategy is examined effective to teach reading comprehension, the educators can consider this strategy to be used in classroom in order to make students easier in comprehending a passage.

4. Hypothesis of Study

The researcher developed the research hypothesis as follows:

Ha : There is significant improvement of students' reading comprehension ability after applying QAR Strategy.

Ho : There is no significant improvement of students' reading comprehension ability after applying QAR Strategy.

5. Definition of Key Terms

To avoid misunderstanding, the writer clarified how the following terms were used in the study:

1. Effectiveness refer to the intervention's ability to do many good than harm for the target population in the real world setting.
2. "Reading is a process that is carried and used by the reader want to get the message delivered by the author through the medium of words or written language". (Tarigan, 1990:7)
3. QAR (Question-Answer Relationships) strategy defined as a strategy that teaches the students to recognize a taxonomy of relationships between specific kinds of questions and their related answers. Taffy Raphael was categorized QAR question into two broad categorizations, 'in the books' and 'in my head'. This categorizations are the core of the QAR strategy. It was categorized based on where answer of the question can be found, but from this research, the researchers only to conduct 'in the book' category

because many questions from students' book used 'in the book' category questions.

4. Reading comprehension is the process of understanding the message that the author is trying to convey.