

CHAPTER I

INTRODUCTION

This chapter discusses some topics related to the background of the study, statement of the problem, hypothesis of the study, objective of the study, significance of the study, scope and limitation of the study, and definition of key terms that will be used in this research

1.1 Background of the Study

Now days, usability of English language increased with purposes of communication and information. This makes learning English language to be requirement especially for students. Many people have agreed to make English as an international language. All of them who work as teachers mostly focus on how to teach English properly and effectively or how students can learn the language itself. In order to learn English language as a foreign language or second language, basic skill such as listening, speaking, reading & writing should be integrated and developed. However, it is difficult to improve all these skill at once. Because proficiency of each students is different. So, it is necessary to apply a variety of methods and strategies to help students improve English language in every aspect.

One of important topic is reading. Study the content of the lesson is the main idea of the purpose in reading skill. Reading is useful for language acquisition. For example, reading can enlarge student's vocabulary knowledge and upgrade spelling and punctuation. Besides that, Pretorius & Naude, 2002 found that there is a strong relationship between reading and academic success for elementary school until university. They advise that the students who understood

what they read usually getting good grades. Therefore, students who study English as foreign language must be try to develop their reading ability for gain new knowledge.

There are some research proof that reading skill of society in Indonesia is low. PISA (*Programme for International Students Assessment*) said that the result about students ability in reading comprehension skill at 2013 is Indonesia in order 63 from 65 country to be sample in this research. (Source : www.indonesiapisacener.com)

In the aspect of reading, learning reading comprehension of narrative text is one of the basic competencies that must be achieved eighth grade students. The purpose of this learning, to enhance students' reading comprehension to information from a narrative text. But in reality, the competence of students in reading comprehension of narrative text a text is still low. One of the factors behind the failure of the students reading comprehension of narrative text is usually because the ineffectiveness of learning conventional strategies by teachers. Likewise, Purwanti (2010) said that students often have trouble finding the main idea in understand the contents of the article or book. This has an impact on the results of reading tests, being lazy reading, students' difficulties to find the idea of an article so the test results in a very low reading material.

Several strategies that can be used by teachers for teaching reading comprehension in narrative text. However, every strategy learning have different levels of effectiveness. Therefore, it is necessary effort showing new learning strategies that can help students overcome problems in reading comprehension

narrative text. Application of appropriate learning strategies will attract students to active in teaching reading comprehension of narrative text.

The implementation of relevant strategies in the learning support achievement of learning goals optimally. Indicators to be achieved in each competency including learning basic reading comprehension of narrative text, requires teachers master the relevant strategy.

One of the strategy to reading comprehension of narrative text is QAR (Question-Answer Relationship).QAR strategy developed by Raphael in 1986 (Ruddell, 2005: 372). QAR strategy was designed as a means for students to know the relationship between answers and questions directly through the types of questions. QAR strategies to help students consider information obtained by text or their background knowledge own.

QAR considered suitable strategies in teaching reading comprehension of narrative text for the learning process of students are guided to be more focused on the reading. This is reflected in the steps strategy QAR (Tompkins, 2010: 452), namely: (1) reading the questions, (2) understand the level QAR question, (3) read the text reading, (4) to answer questions, and (5) sharing answers. Such measures support the use levels QAR question so that they complement each other in achieving satisfactory reading comprehension of students.

QAR strategy can assist students to be more thorough, careful and understanding on literature, they read. Thorough and careful in the sense that students can classify these questions and be able to determine how to get answers from different levels of difficulty of questions which are available.

Questions answer relationships strategy also can be implemented in teaching narrative text. There previous study are done by Nurul Ilmiatus Sholichah conducted research about “ *The Implementation Of Question Answer Relationship (QAR) Strategy In Teaching Reading of Narrative Text For Tenth Grader Of Man Mojokerto* ”. They conducted their research in the form of descriptive qualitative research. In general, the aim to assist the students to conduct reading and answer the questions. From that previous study, it showed that the students are able to comprehend the text while answering the questions. This strategy also can improve the student’s ability in mastery reading especially in narrative text.

According to statements above, this research to determine the effectiveness of a strategy for learn reading comprehension of narrative text in the 8 grade at SMP Muhammadiyah 4 Giri. Researcher chooses to do the study in the 8 grade at SMP Muhammadiyah 4 Giri because the case is coming from and also there has not been question answer relationship strategy application for reading comprehension of narrative text in the field of foreign language learning yet. Therefore, in this study wanted to test whether QAR strategy is effective or not be implemented in teaching reading comprehension especially in narrative text. So, the writer will observe about “*The Effect of Question Answer Relationship Strategy on Students’ Reading Comprehension Narrative Text At VIII Grade SMP Muhammadiyah 4 Giri*”.

1.2 Statement of The Problem

Based on the background of this study, the problem statement of this research:

“ How is the effectiveness of questions answer relationships on reading comprehension narrative text at 8th Grade SMP Muhammadiyah 4 Giri Gresik ? “

1.3 The Hypothesis

Based on the problem presented above, the hypothesis is formulated as follow :

There is significant effect on reading comprehension narrative text using Questions Answer Relationships (QAR) towards 8th grade students at SMP Muhammadiyah 4 Giri

1.4 Objective of the Study

According to the problem statement above, the objective this study want to know the effect of the reading comprehension narrative text using Question Answer Relationships (QAR) at 8th grade students in SMP Muhammadiyah 4 Giri.

1.5 Significance of the Study

There are two significances of this study namely theoretical and practical significances. Here, the researcher expects some significance from this study as follow:

1. Theoretical Significance

The theoretical benefit, the result of study of applying question answer relationships strategy to increase students reading comprehension.

2. Practical Significance

Hopefully the result will be useful for teachers when they teaching reading comprehension. If the result is effective, so they can use this strategy to teach reading for secondary school. the writer also hope this strategy can

improve students reading comprehension and make them enjoy in learning reading. For the researcher, this study could be a good reference to develop other researchers about motivation in learning English.

1.6 Scope and Limitation of the Study

This scope of this describe to the following aspects.

1. The sample of this study consists of the 8th grade of SMP Muhammadiyah 4 Giri Gresik, in the second semester academic year 2016/2017, selected by clustering sampling.
2. Reading comprehension narrative text

This study will be only limited on testing the effectiveness of questions answer relationships in reading comprehension of 8th grade students at SMP Muhammadiyah 4 Giri Gresik in the second semester academic year 2016/2017. In this study researcher had taken class 8th grade for the subject.

1.7 The Definition of Key terms

Reading comprehension is the students ability to read comprehension text, process it and understand meaning

Narrative text is a text that describe something in taking place based on the sequence of time and the function is to tell a story or narate a series of event.

Question answer relationships is a strategy in teaching learning which 3 steps. Those are modeling, guiding, practicing.