CHAPTER I

INTRODUCTION

1.1 Background of the Study

English teaching involves four skills namelylistening, speaking, reading and writing. Among the four English skills, reading is very important for people, from child until adult because there are many advantages from reading. By reading, we will be able to increase our knowledge, we do not know before, so we can know after we have reading. Beside that reading can gives us information, reading as the problem solving if we have some problems. The important of reading comprehension is what one reads is make successful in school especially for students of junior high school. A complex and pervasive goal of education is reading comprehension for all students (Sporer, Brunstein, Kieschke, 2009) because reading comprehension provides the foundation for a substantial amount of academic learning required as children progress. The report of the National Reading Panel (2000) states a major goal of reading comprehension research, has been to identify effective reading strategies that increase children'scomprehension (National Institute of Child Health and Human Development, 2000).

"Reading is a cognitive activity in which the reader takes part in a conversation with the author through the text" (Othman &Zera, 2013, p. 188). On the other hand, (Zare, 2012)says that "reading strategies are considered as one of the features of cognitive psychology which are essential for a successful comprehension". Reading strategies was defined (Baker &Boonkit, 2004) as

"techniques and methods readers use to make their reading successful" (p. 302).Moreover, reading strategies also has been defined as plans and behaviors for solving problems when faced in constructing meaning (Janzen, 2003).Besides that, "Using different instructional strategies and making adaptations in instruction when needed are required to improve reading comprehension skills" (Isikadogan&Kargin, 2010, p. 1511). Essentially, Raphael, Highfield& Au's (2006) research notes that students lack the fundamental skill to apply the sources for finding information to answers in school settings, "despite the fact that students ask and answer questions from a very young age" (Raphael, et al., 2006, p. 13).

So, there is a strategy that has relation between ask and answer questions activity in teaching reading comprehension it called Question Answer Relationship (QAR) strategy. QAR strategy as a way for students to understand that the answer to a question is directly related to the type of question asked. Essentially, QAR strategy also useful as a student tool in providing a basis for three comprehension strategies: locating information, determining text structures and how they convey information, and determining when an inference would be required. Using QAR, "students will be able to recognize possible answer locations by classifying questions by type as well as monitor their comprehension of the text" (Peng, Hoon, Khoo& Joseph. 2007, 2).Moreover,"Question Answer Relationships (QAR) can be taught effectively to students in the primary grades for the purpose of laying a strong foundation for reading comprehension" (Leah & Sandra. 2010, p. 31).

Question Answer Relationship (QAR)which teaches students how to distinguish questions with answers that are found "in the book" and questions with answers found "in my head". According to Raphael and Au (2005), "QAR instruction should not wait until students can read independently" (p. 211). They claim that teachers can introduce young students to the language of QAR through shared readings and read aloud. By beginning QAR instruction in eighth grades, a common school wide language can be built that will lay the foundation for effective reading comprehension instruction.

Reading for young students is able to distinguish two sources of information: the text (In the Book) and their own background knowledge and experiences (In My Head). Because of the finer discriminations required by the four subcategories of the QARs (Right There, Think and Search, Author and You, and On Your Own).The instructions of teacher In teaching reading using QAR strategy is teacher explain the strategy and explain to students that there are essentially two categories of questions: In The Book and In My Head, demonstrate the strategy, guide students to apply the study, practice in individually or in small group, and reflect.

In this study the researcher find some cases in VIII-A grade at SMP Islamic Qon GKB Manyar Gresik, there are: students are interest with reading, but they cannot understand about the text clearly because they cannot understand well about some text, its can make the students score in learning reading are still low. So in this study the researcher want to observation about the students reading skills by using Question Answer Relationship (QAR).

From the description above the researcher interested and called to arrange the topic by the title *"Improving Students Reading Comprehension by using Question Answer Relationship (QAR) Strategy at the VIII-A grade of SMP Islamic Qon GKB Manyar Gresik"*

1.2 Research Questions

Related to the background of the study, the problem statement is "How does Question Answer Relationship (QAR) Strategy improve students reading comprehension at the VIII-A grade at SMP Islamic Qon GKB Manyar Gresik?"

1.3 Purpose of the Study

The purpose of this study is to improve Students Reading Comprehension by using Question Answer Relationship (QAR) Strategy at the VIII-A grade at SMP Islamic Qon GKB Manyar Gresik.

1.4 Significance of the Study

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

1. Theoretical Significance

The theoretical benefit, the result of study of applying Question Answer Relationship (QAR) Strategy to increase students reading comprehension.

2. Practical Significance

Hopefully the result will be useful for teachers when they teaching reading recount text. 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 researchers, this study could be a good reference to develop other researchers about motivation in learning English.

1.5 Scope and Limitation of the Study

The scope of this study to investigate how by using Question Answer Relationship (QAR) Strategy improve students reading comprehension. During the QAR activity, teacher introduce or explain the strategy and explain to students that there are essentially two categories of questions: In The Book and In My Head, demonstrate the strategy, guide students to apply the study, practice in individually or in small group, and reflect.

The limitation of this study is the researcher focuses on teaching reading of VIII-A grade at SMP Islamic Qon GKB, which the topic of recount text. The researcher conducts an action researcher in a cycle. If the first cycle is successful, the researcher doesn't need conduct to second cycle.

1.6 Definition of Key Terms

To avoid misunderstanding or the terms use in this study, following the terms used:

a. Reading is an activity which is involved sight, thinking, intelligence and comprehension to obtain the meaning or information expressed by the writer in the recount text.

b. Reading Comprehension is the reading process in which the readers have to know, understand, identify and translate information which is contained in the recount text by the connecting the previous knowledge, looking for relation of the things in the text, summarize the text and what they have read from the text.

c. Strategy is step that used to improve students reading comprehension by using QAR (Question Answer Relationship) strategy.

d. Question Answer Relationship (QAR) is a strategy to be used after students have read. QAR teaches students how to decipher what types of questions they are being asked and where to find the answers to them.

e. Recount Text is a text that a text which retells events or experiences in the past.