

# CHAPTER I

## INTRODUCTION

### 1.1. The Background of Study

Reading comprehension is one of the language skills that need to be developed in students. Indeed, reading comprehension has become something that is fundamental and essential for students because the one of the students' success is highly depends on their reading ability. If students' reading comprehension is lacking, it is likely that students will fail academically, or at least have difficulty making progress (Somadayo, 2013). Reading, on the other hand, provides several advantages, such as extending students' perspectives and knowledge. When reading, students must obtain a variety of information, including the content and understanding of the reading.

Reading and comprehension are intimately connected because comprehension is the core of reading. Reading comprehension skills refer to the process of interaction between the reader and the text in which the emphasis is on mastering the content of the reading in order to get in-depth knowledge and understanding of what is read. Reading comprehension is an understanding of the meaning or purpose of reading as represented in writing. This definition emphasizes two important aspects of reading: the language itself and the graphic symbols of writing that display information in reading form (Anderson, 2019). As such, reading is a process of actively obtaining information from a text by

comprehending written or printed words, identifying language, decoding meaning, and finally deriving conclusions from the information.

According to Wolley (2011) reading comprehension is the process of creating meaning from text. Learners who have strong reading comprehension skills will benefit from a variety of advantages when studying the language. The advantages extend not only to reading skills but also to other linguistic skills. Because the content they read provides a lot of information, they will retain information and knowledge. When students take the exam, they will get another advantage. When taking the test, students must understand the text. Teachers must use a variety of strategies to support the teaching and learning process so that students may have a better understanding of the material.

Several problems that often occur in teaching reading may come from the student, the text, or the reading strategy itself. Confusion understanding of the meaning of words and sentences, difficulty to connect thoughts in a text, omission or ignoring of details, trouble identifying information from minor details, and lack of concentration when reading is some of the issues that students face. Meanwhile, reading problems come from the text, such as vocabulary, length of the text, text structure, level of interest, or the topic of the text.

The role of the teacher is not to tell students what they should learn, but to support them in determining what they will study. The teacher acts as a facilitator of student learning. According to Maghfiroh (2019) the creativity of English teachers in arranging learning activities will create a good learning situation and increase the student's understanding of the learning material. The presentation of

the content offered by the teacher, as well as the competence of the students themselves, will be important in mastering a topic. Teachers can use the goals as a reference in selecting teaching methods (Mahmud, 2008). Furthermore, the teacher's behavior was also a determinant of success in learning. If the teacher could not deliver the material with an explanation that is easy to understand, students who have slow abilities need a re-explanation related to the material delivered.

Based on the results of observations on Student Internship Program at SMA Negeri 1 Slahung, especially class XI from November 2021 to January 2022 it was found a problem that occurred to students in reading comprehension. Their level of understanding of a text is still lacking. There were still many students who were still confused about understanding the meaning of words and sentences and their lack of concentration in reading. Another problem that occurs in teaching reading may come from reading strategies. The teacher still used monotonous teaching strategies. In same with Sahlan (2019) he found the same problem; the teacher still used monotonous techniqueshe teacher only asks students to read the text in their textbooks or worksheets then is also asked to answer some questions. As a result, students would felt bored in reading. Students was confused to identified general information, found specific information, and recognized textual meaning in reading texts. When students was asked questions by the teacher and they looked for answers in the texted, students were still confused about how to answered the question. They tended to read all the texts to answered only one question, then they would repeated reading the same texted to

answered the next question. As a result, many students ran out of time and could not complete the exam optimally. In addition, they lack vocabulary and their learned outcomes were also inadequate.

Teachers' ideas about reading are very important in determining the most suitable strategies and methods for effective reading. By conducting research on students' reading abilities, it can help teachers find various ways to teach reading. When a teacher uses an effective strategy or technique in teaching reading, it can improve students' understanding of a text and improve their reading results. Many experts have suggested many ways for improving reading comprehension. One of these is Question Answer Relationship (QAR), which Raphael's created in 1986. It is designed to help students understand the relationship between questions and answers by using different sorts of questions and taking into consideration the information obtained from the text and background knowledge (Rahim, 2020). Therefore, the researcher chose to use this strategy as a learning strategy that was considered appropriate for understanding reading texts.

This research is appropriate because it considers strategies for teaching reading comprehension to students and allows them to explore their abilities in the reading comprehension process by summarizing key ideas from the text and engaging with the text using their background knowledge. According to Baqi (2014) through QAR, students can realize that the answers to questions do not only come from the text itself but can also be linked to the experience and knowledge of the students themselves. This strategy can help students in understanding the text they read. According to Raphael T.E (2005) the QAR

strategy can be used for all grade levels and content areas. Therefore this strategy can be used as a strategy to teach reading comprehension. Based on the problems above, the writer is interested in using the QAR teaching strategy to improve students' reading comprehension.

Based on description above, the researcher is interested in doing research using the title “Improving Reading Comprehension Skills Through Question-Answer Relationship (QAR) Strategy at The Eleventh-Grade Student of SMAN 1 Slahung in Academic Year 2021/2022.”

### **1.2. Statement of the Problem**

The researcher decided to focus on the questions to answer the purpose of this research and formulated them as follows:

- 1) How was the Question-Answer Relationship strategy implemented to improve the reading comprehension skill of Eleventh-Grade student at the SMAN 1 Slahung in Academic Year 2021/2022?
- 2) What aspects of reading comprehension learning can be improved?

### **1.3. Purpose of the Study**

The aims of this research are as follows:

- 1) To explain how the Question-Answer Relationship strategy was implemented to improve the reading comprehension skills of Eleventh-Grade student at the SMAN 1 Slahung in Academic Year 2021/2022.
- 2) To identify what aspects of learning to reading comprehension that can be improved .

#### **1.4. Scope and Limitation**

The writer limits the problem in this research which focused on the implementation of the Question-Answer Relationship (QAR) strategy as a strategy in learning reading comprehension is toward students' at the eleventh grade of SMAN 1 Slahung in Academic Year 2021/2022. Especially XI IPS 1 Class.

#### **1.5. Importance of the Study**

##### 1) To the Teachers

The result of this study will be helpful for teachers to reduce the problems in teaching-learning reading. It is also alternative information for teachers' knowledge on the use of various techniques or strategies in teaching reading.

##### 2) To the Students

The result of this study can help the students in improving their reading comprehension. At least they can improve their reading motivation.

##### 3) To other Researcher

This result would give the information and knowledge about the implementation of Question-Answer Relationships in teaching reading and could be used by other researchers to open further analysis of Question-Answer Relationships strategy.

## 1.6. Definition of Key Term

*Reading Comprehension:* Nunan (2003) say that reading comprehension is the act of combining information in a passage with prior knowledge in order to construct meaning. Reading comprehension is the activity to get meaning from what we read by combining information in a passage.

*Question Answer Relationship (QAR):* According to Raphael, QAR is described as a strategy for clarifying students' approaches to framing reading strategies through an understanding of question categories in order to comprehend the text-based relationships between the question, the text, and the reader's prior knowledge. (Thuy, 2018).

