

CHAPTER I

INTRODUCTION

A. The Background of the Study

When we learn a language, there are four skills that we need for complete communication. When we learn our native language, we usually learn to listen first, then speak, read, and finally to write. These are called the four “language skill” : listening, speaking, reading, writing (Essberger, 2013). In our own language, reading is usually the third language skill that we learn. Leipzig (2001) says that Reading is a multifaceted process involving word recognition, comprehension, fluency, and motivation. Learn how readers integrate these facets to make meaning from print. Many people think of reading as a skill that is taught once and for all in the first few years of school. Seen this way, reading is a simple process: readers decode (figure out how to pronounce) each word in a text and then automatically comprehend the meaning of the words, as they do with their everyday spoken language.

Lancaster (2012) asserts that the goal of reading is understanding. In order to understand print, a child must be able to decode the words on the page and to extract meaning. A large body of research focuses on how children learn to decode text and how best to foster children’s decoding skills. Reading has a great positive impact on one's life. It's during childhood and teenage years that reading inspiring stories can have a deep impact on a child's mind. If, during these years of a child's life, books become his companions, the child develops the hobby of

reading and grows up to be more versatile than he would have without reading. Teenage is the phase when one is easily influenced by whatever he is exposed to. If inspirational stories and life experiences are read during these years, they can change a person for better. They stay with him and keep encouraging him to achieve his goals and choose right against the wrong. The more you read, the more developed your cognitive abilities are. The more you read, the more creative and imaginative you become. Reading improves your grasping skills and sharpens your analyzing and problem-solving abilities. Reading gives you knowledge, it makes you more confident.

Brummitt (2012) reading comprehension is the act of understanding what you are reading. While the definition can be simply stated the act is not simple to teach, learn or practice. Reading comprehension is an intentional, active, interactive process that occurs before, during and after a person reads a particular piece of writing. Reading comprehension is one of the pillars of the act of reading. When a person reads a text he engages in a complex array of cognitive processes. He is simultaneously using his awareness and understanding of phonemes (individual sound “pieces” in language), phonics (connection between letters and sounds and the relationship between sounds, letters and words) and ability to comprehend or construct meaning from the text. Rice (2009: 2) states that Readers approach texts in varying ways that reflect ability, purposes for reading, and the overall context. Teaching reading strategies and guiding students towards self-regulated reading routines are promising approaches to fostering reading comprehension in students with learning disabilities (Antoniou, 2007: 41).

Comprehending and learning from written material is important to academic success. So, in order to know the comprehending of the students to the written material, the teacher can explore the sources of the childrens' comprehend difficulties by focusing on the role the text genre, one of them is narrative text. (Best, 2004). Narrative text is a text that have a purpose to entertain the people, and to deal with actual or vicarious experience in different ways. Lunsford (2001: 105) states that a style of text which needs a sequence of time and action. It means that narrative text concerns with the sequence of happening over a period time. The story is considered as a narrative text because it is organized used the narrative's three main elements of generic structure. They are orientation, complication, and resolution.

Based on the writer' observation in SMP Perguruan PAB, he observed that the process of comprehending a reading text was still a serious problem for the students. Most of them had difficulties in searching for the meaning of the words used in the text. They could not grasp the main idea and answer the question correctly. Considering the condition above, it is realized that it needs a strategy that can motivate students' process of reading through question answer relationship strategy.

In addition, based on the observation in that school, the writer found that the students got low score in english. Many students did not have the passing grade. The phenomenon is seen in the table.

Table 1.1 The Score of the Students

| Semester | Criteria | | | |
|----------|----------|----------|-----------|---------|
| | Reading | Speaking | Listening | Writing |
| I | 66 | 67 | 67 | 75 |
| II | 63 | 66 | 70 | 80 |

Related to the students' difficulties in reading comprehension, the teacher chooses various technique, method or approach in teaching writing in order to solve their problems. That is question answer relationship strategy.

According to Collins (2009) Question is a sentence in an interrogative form, addressed to someone in order to get information in reply. One is eager to know something always ask question, either to himself or ask others. In our daily activities people who ask questions are seeking information about that which they are unsure of or do not know. It means the purpose of questioning is to get information or to find more information in order to provide the students' competence on reading comprehension. The more the students have questions the more they have knowledge. Question answer relationship strategy is one of the strategies in contextual teaching and learning that provide some question in order to demand the students know well about the text. Cummins et al (2012: 18) argue that Question Answer Relationships (QAR) is one strategy purported as providing students with ways of dealing with tests of reading comprehension generally encountered in the classroom and it also help the teachers guide students to higher

levels of literacy. Au (2005: 218) states that QAR can help address the lack of a shared language among teachers and students for improving questioning practices, whether in the day-to-day life of the classroom, in students' activities outside of school, or in high-stakes testing situations. Therefore, the question answer relationship strategy is expected to improve students' achievement on reading comprehension.

B. The Problem of the Study

Based on the background given, the problem is formulated as follow: "Does question answer relationship strategy significantly improve students' achievement on reading comprehension?"

C. The Objective of the Study

In relation to the problem of the study, the objective of the study is aimed at finding out whether the application of question answer relationship strategy significantly improves their reading comprehension.

D. The Scope of the Study

The scope of this study is limited on teaching narrative text. There are some levels of reading comprehension. Those are literal, interpretive, applied, critical and appreciative comprehension but the research is limited to literal, interpretive and applied comprehension.

E. The Significance of the Study

The finding of the study is expected to have both theoretical and practical importance in writing as a process and product especially the framework of writing.

1. Theoretically, the findings of the study are useful to enrich knowledge on the theories of language learning. The findings will enhance previous theories on the second language learning.
2. Practically, the findings of the study are useful and relevant to:
 - a. English teachers; as the information in teaching English to enrich their knowledge in reading narrative text by using Question Answer Relationship Strategy
 - b. The students can improve their knowledge in reading narrative text.
 - c. The readers knowing one of good methods in reading and thinking that QAR strategy is an interesting method.