

CHAPTER I INTRODUCTION

A. Background of the Study

In learning English, there are four major skill which should be achieved by learners, namely listening, speaking, writing and reading. One of these four skills which is very important skill to be taught to the students is reading, because through reading they can get information from the text that can increase their knowledge.

Reading is one of the important languages skills in academic field beside listening, speaking, and writing. As Grabe and Stoller (2002: 9) state the reading is ability to draw meaning from the printed page and interpret this information appropriately. Reading is needed to get information or main idea from what the reader uses knowledge, skills, and strategies to determine what the text meaning is. So, reading is the important way in getting much information from the text.

Students do not only read the text, but also understand the information from the reading text. In reading, the students are expected to be knowledgeable and familiar with what the teacher has explained in the context, whereas in comprehension the students are expected to have more skills rather than to explain individual text or passage after comprehending them. The purpose of reading comprehension is to get some skill in understanding the text. Reading comprehension involves the students' ability to find some information in reading text of English.

Teaching reading at school is aimed at improve students' reading ability to comprehend reading text. The aim of teaching reading is to develop the students' reading skill so the students can read English text efficiently and effectively. Most of students feel that reading is very difficult work because they do not understand correctly how to comprehend a reading material. Comprehension is one of important elements to understand a reading text. It requires a finely tuned estimate of the parameters of the topic that the author had in main as well as an interpretation of the author intended expression about the topic.

Based on the writer's observation in SMA Swasta Abdi Negara Binjai, she observed that the process of comprehending a reading text was still a serious problem for the students. Many students were difficult to comprehend reading text after they had read. It was caused that they do not have many vocabularies so they feel difficult to understand the text, to read and to recognize the new words. They only read the text word by word without comprehend. They could not grasp the main idea and answer the questions correctly, because the teacher just asks them to read, and then to translate the English text to Indonesian and then answer the questions individually about the text without use appropriate method, technique or strategy in teaching reading. This condition make them do not interest and get bored in comprehending the reading text.

In addition, based on observation in that school, the writer found that the students got low score in english. Many students did not have the passing grade. Therefore, to overcome problems above, the teacher should consider the most effective and creative teaching strategy to improve the students' comprehension in

reading the text. It is realized that it needs a strategy which can motivate the students to read.

The Question Answer Relationship (QAR) is the strategy in which is applied to improve students' comprehension in reading narrative text. By applying this strategy the students will be interested in reading, easy to be learnt and easy to be understand or comprehend the reading text.

As Ambree (2008) says in <http://voices.yahoo.com/qar-spesific-reading-strategy-the-2310930.html?cat=4> Question Answer Relationship (QAR) strategy is a strategy that relates questions with the text, using the reader's background knowledge or direct context clues and information included in the text being read. The cause which is difficult to comprehend reading text for students because the teacher never employing the student's background knowledge correctly. So that she knows whether there is significant effect of using QAR strategy on students' comprehension in reading narrative text.

B. The Problem of the Study

Based on the background of the study, the problem of the study is formulated as the follows : "is there any significant effect of Question Answer Relationship (QAR) strategy on students' comprehension in Reading narrative text?"

C. The Objective of the Study

Based on the formulation of the problem, the objective of the study is to find out whether the Question Answer Relationship strategy significantly affect the students' comprehension in reading narrative text.

D. The Scope of the Study

There are four levels of reading comprehension; they are literal, interpretative, critical, and creative comprehension. In this study, the levels of reading comprehension are limited and focused on literal and interpretative comprehension. This research focuses on identifying the effect of Question Answer Relationship (QAR) strategy on students' comprehension in reading narrative text.

E. The Significance of The Study

The findings of the study are expected to give some useful information for:

1. Teachers that the result of the study is important for those who are involved in teaching and learning process, especially for teachers, teachers can use this strategy as a means to improve students' reading comprehension.
2. The others researchers that the result of the study will be very useful for those who are interested in doing a research related to the study.
3. The students they can improve their ability in reading comprehension and have good reading after they learn QAR strategy.