

## **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 language skills in academic field beside listening, speaking, and writing. As Grabe and Stoller (2002:9) state that reading is ability to draw meaning from the printed page and interpret this information appropriately. Reading is needed to get the information or main idea from what the reader has read. 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 improving students' reading ability to comprehend reading text. The aim of teaching reading is to develop the students' reading skills so the students can read English text efficiently and effectively. Most of students feel that reading is very difficult work because they don't understand correctly how to comprehend a reading material. Comprehension is one of the most 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 experience in teaching practice field (PPLT 2011) in Junior High School, 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. However, based on the writer investigation, it was found out that students get various difficulties in reading. They couldn't grasp the main idea and answer the questions correctly, because the teacher just asks them to read, translate the English text to Indonesian and then answer the questions individually about the text without use the appropriate method, technique or strategy in teaching reading. This condition make them do not interest and get bored in comprehending the reading text.

Beside that, based on the result of interProgramme for International Student Assessment (PISA) in 2009 conclude that Indonesia is ranked 57 of 65

nations surveyed. In this case indicates that students in Indonesia have low achievement in reading. It is important to know how to make them easier, grasp the main idea and can answer the questions correctly. 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 which was applied to improve students' achievement in reading comprehension. By applying this strategy the students was interested in reading, easy to be learnt and easy to be understood or comprehend the reading text.

As Hambree (2008) says in <http://voices.yahoo.com/qar-specific-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 QAR strategy used to improv students' achievement in reading comprehension. They can answer questions which are given by the teacher about the text and relate what are they have in their mind based on the background of their knowledge and the content of the text.

From the explanation above, this strategy is designed to conduct out the research to prove whether Question Answer Relationship strategy can improvestudents' achievement in reading comprehension.

**B. The Problem of the Study**

Based on the background of the study, there are many problems faced by students in learning English. One of many problems is the ability to grasp the information from a text and authentic text. The problem of this study is formulated as the following: “Is the students’ achievement in reading comprehension improved if it is taught through Question Answer Relationship strategy?”

**C. The Scope of the Study**

This study focuses on improving students’ achievement in reading comprehension through Question Answer Relationship strategy. The limitation of the study is only to find out whether the application of Question Answer Relationship strategy is effective to improve students’ achievement in reading comprehension.

**D. The Objective of the Study**

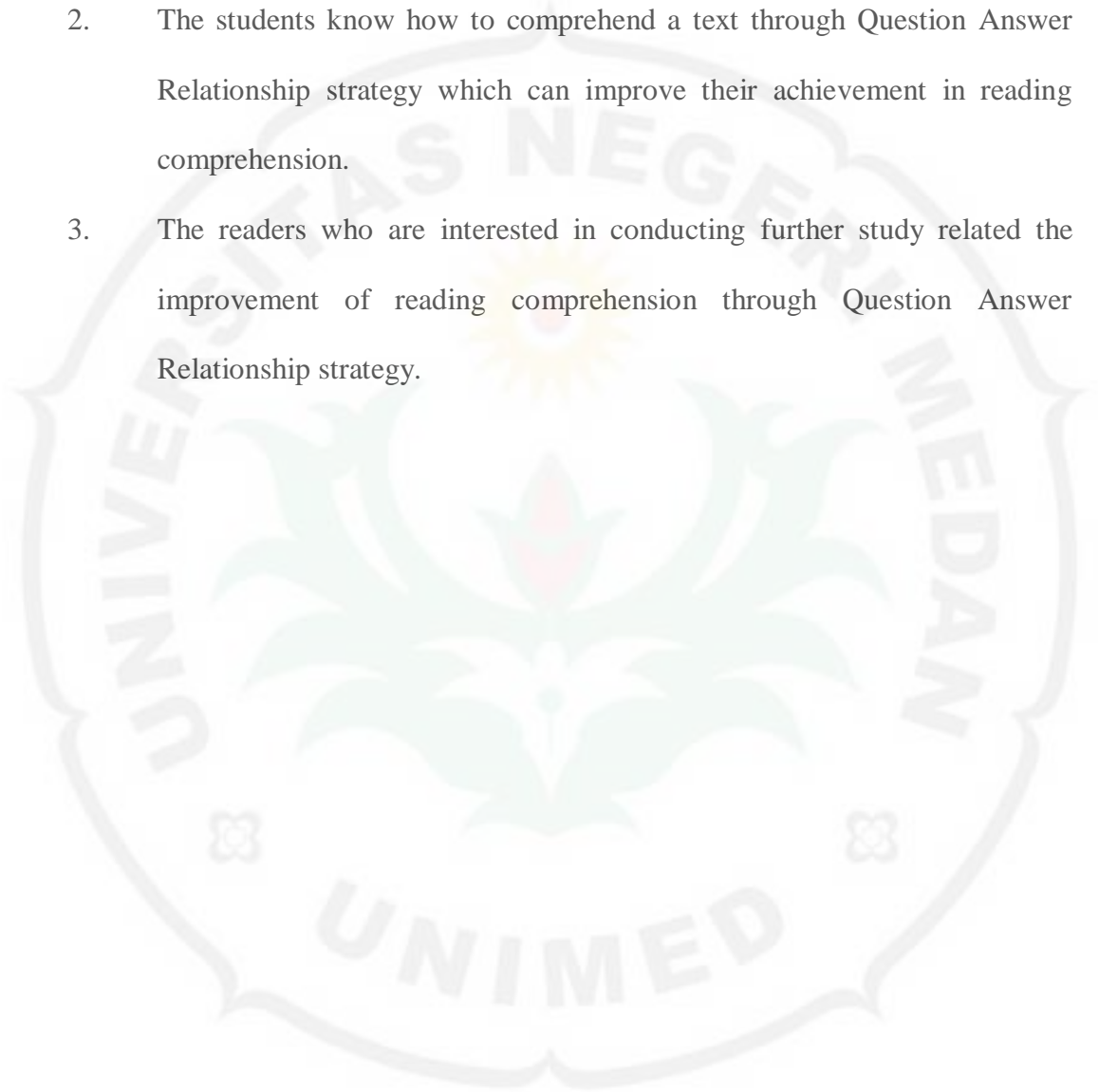
In relation to the problem mention above, the objective of the study is to find out whether the use of Question Answer Relationship strategycould significantly improve the students’ achievement in reading comprehension.

**E. The Significance of the Study**

The significance of this study is expected to be useful for:

1. The English teachers who teach reading particularly those who want to improve their students’ achievement in reading comprehension through Question Answer Relationship strategy.

2. The students know how to comprehend a text through Question Answer Relationship strategy which can improve their achievement in reading comprehension.
3. The readers who are interested in conducting further study related the improvement of reading comprehension through Question Answer Relationship strategy.



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