CHAPTER I
INTRODUCTION

A. The Background of the Study

From the four language skills, reading is the focus on this thesis. Reading as the one of the language skill that is important should be mastered by the students. Grabe and Stoler (2002:9) state that reading is the ability to draw meaning from the printed page and interpret this information appropriately. It means that without comprehending and interpreting the meaning of the text the reading itself is useless.

The important point to be made about the reading is reading comprehension. To master reading skill, the readers need good comprehension in reading activity. In reading comprehension, reader must be able to get a deeper understanding of information that presented in a text. It means that reading comprehension involves thinking process. According to Westwood (2008:31) reading comprehension is an active thinking process which a reader intentionally constructs meaning to form a deeper understanding of information that presented in a text. An active thinking process involves the activity of linking of new information to the students' experience or background knowledge.

Every student absolutely has the prior knowledge. Each of them carries different prior knowledge. It is not same for all students. But, in the fact most of the students still get a lack in activating their prior knowledge during the reading process, specifically in reading comprehension. Whereas, the activation of prior knowledge makes up a great amount of the process of reading comprehension. In

this case, teachers have an important role. The teacher should attempt to activate prior knowledge as much as possible to reading text, allowing students to apply the prior knowledge use while reading.

Based observation that was done by the research in grade X senior high school at SMA Cerdas Murni, the researcher asked for the list of the students' score (DKN/*Daftar Kumpulan Nilai*) for reading comprehension tests two semesters, many students could not pass the Minimal Completeness Criterion (*Kriteria Ketuntasan Minimal*/KKM) applied by the school in English subject. Their DKN in two semesters were, as follows.

Table 1.1 The Tenth Grade (X) Scores students' of Reading
Comprehension Tests in two last Semesters

Semesters	Score	Students	Percentage	Mean
1st Semester	<68	13	40,62	61,81
2012/2013	≥68	19	59,38	
2nd Semester	<68	16	50	67,21
2013/2014	≥68	16	50	

The Minimal Completeness Criteria ((*Kriteria Ketuntasan Minimal*/KKM) applied for the tenth grade (X) by school is 68, from the data above, it could be fulfilled that the students' ability in reading comprehension in that class was still low. It could be seen from the mean of the students' score where the mean was still under the Minimal Completeness Criteria.

The researchers found that the school where the writer did the practice applied the conventional method. In doing the conventional method itself the teacher gave the basic knowledge, asked the students to read the text, answered

the questions from the text or the teacher, and then corrected the answers. This situation did not give a good mood in teaching learning activity. The students were bored and the teacher could not give some motivation to the students.

In order to make the teaching process interesting and to reach the purpose of teaching learning process, the teacher needs a special strategy. The purpose of using it is to make the students easy to learn and understand the lesson. In addition to making the student easier to comprehend, using a strategy in comprehending a text can make the teaching learning process more effective and make the students more active. There are many strategies to interact and improve the achievement of student's reading comprehension. One of them is Question-Answer Relationships (QAR) which can be used to frame the questioning activities within the reader cycle guide their modeling of question-asking practice in the before, during and after reading phases (Raphael, Au, 2005). So, The researcher wants to use Question-Answer Relationships (QAR) strategy in teaching reading comprehension so that she knows whether there is a significant effect of using QAR strategy on the students achievement in reading comprehension, especially in reading narrative text.

Raphael (2005) state The Question-Answer Relationship (QAR) strategy helps students understand the different types of questions. It also can improve students' reading comprehension, it teaches students how to ask question about their reading and where to find the answers to them. In comprehending the text using QAR strategy, the students not only know how to comprehend but also help the students to be more active and critics in comprehending the text. the

implementation of QAR strategy will be tested to see if it increases the students' comprehension. However, in the context of teaching comprehension the effectiveness of the evidence above need to be found. To gain the evidence, the research needs to be conducted.

B. The Problem of Study

Related to the background of the study, the problem of the study is formulated as the following: "Does apply Question-Answer Relationships (QAR) strategy significantly affect the students' comprehension in reading narrative text?"

C. The Objective of the Study

In relation to the problem, the objective of the study is to find out whether Question-Answer Relationships (QAR) strategy significantly affects the students' achievement in reading narrative text.

D. The Scope of the Study

There are many kinds of teaching on strategies reading. There are also many genres of text, which are description, report, explanation, hortatory, exposition, analytical exposition, discussion, procedure, review, narrative, spoof, recount, anecdote, and news item. Concerning with this research, it will focus only on the application of Question-Answer Relationships strategy on the student's achievement in reading narrative text.

E. The Significance of the Study

Theoretically, the findings add new horizon to the theories of English learning, particularly on reading comprehension. Practically, the finding will be meaningful for:

1. English teachers. It will be important for the teachers in their attempt to improve their students reading comprehension in narrative through Question-Answer Relationships strategy.

2. Students. It will be also important for the students to overcome their problem in reading especially narrative through Question-Answer Relationships.

3. Other researchers who want to conduct a depth research in the same topics, this research finding might be very good for other referenced literature.