

CHAPTER 1

INTRODUCTION

A. Research Background

Reading has an essential part in English teaching. Many advantages can be gotten from it. Reading text not only provides good models for English writing, but also opportunities to study language, vocabularies, grammar, punctuation, and the way to construct sentences, paragraphs and texts. According to David Nunan (2003 : 68), “reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning”. Strategic reading is defined as the ability of the reader to use a wide variety of reading strategies to accomplish a purpose for reading. Good readers know what to do when they encounter difficulties. Fluent reading is defined as the ability to read at an appropriate rate with adequate comprehension. Meaning does not rest in the reader nor does it rest in the text. The reader’s background knowledge integrates with the text to create the meaning. The text, the reader, fluency, and strategies combined together define the act of reading. To be successful at reading comprehension, students need to actively process what they read. That processing skill requires the students to have automatic reading skills and fluency, necessary vocabulary, and text appropriate background knowledge. Successful comprehension is augmented when students have practice with strategies for monitoring their understanding, increasing their intrinsic interest in the text, and creating goals and purpose for their reading. It means that reading comprehension understands the information in the text to catch the meaning.

The reading comprehension is the act to comprehend the text explicitly and implicitly. Reading comprehension is the goals of reading which have to be mastered by the students in order to communicate with the researcher though the text to get information from the text. Finding appropriate technique is important, whereas making a variation in the classroom is essentials. There are many kinds of learning material and we cannot use the same technique for

all of them. Furthermore, students have their own learning style that needs different treatment using different technique. In addition, the use of various techniques makes both students and teachers more creative. Then, it can motivate students becomes active learners. In short, various techniques should be implemented in the classroom, in order to optimize the process and the results of learning.

The Question Answer Relationships (QAR) is a categorization system detailing the relationship among a question, the text to which the question refers, and the reader's knowledge base. It can serve as a framework for comprehension instruction, as well as a pedagogical tool for improving teachers' and students' questioning abilities. Raphael (2001: 516-522) identified two board categories of Question Answer Relationship (QAR) for finding information and for answering questions: in the book questions consisting of Right there and Think and Search questions. These questions require answers that can be found directly in the text. Another category is in your head questions consisting of Author and you and on your own. These questions require a higher level of thinking. By employing QAR it is hoped that teacher can help students improve their reading comprehension since QAR provides students with question answer strategies of reading comprehension. The categories of question provided in QAR enable students to consume much less time. By using QAR, students need not to spend their many times looking at reading passage in order to find answer that belong to In My Head question as the question needs students to answer the question by using their background knowledge. QAR strategy had been used by some researchers in some parts of world.

This strategy was examined the students' improvement in reading comprehension. Moreover, using this strategy is believed can develop students' higher order of thinking. There are some previous researchers from some parts of the world have employed this strategy (Hosseini 2014, Kinniburg and Sandra 2010, and Baqi 2014), and the conclusion is QAR Strategy is examined effective in improving students' reading comprehension.

Based on explanation above, the writer conducted an experimental research entitled “The Effectiveness of the Question-Answer Relationship (QAR) Strategy in Teaching Reading Comprehension of Explanation Text (A Pre Experimental Research in the tenth grade of SMA PGRI 02 Kembayan in the Academic Year 2022/2023)”.

B. Research Questions

According to the research background above, research questions can be formulated as below:

1. Is Question Answer Relationship (QAR) effective for teaching reading comprehension to the tenth grade of SMA PGRI 02 Kembayan?
2. How is the effect size of the use of Question Answer Relationship (QAR) in explanation text to the tenth grade of SMA PGRI 02 Kembayan before and after being taught by QAR strategy?

C. Research Purposes

Based on the research questions, the purposes of the research are as follows:

1. To find out whether the use of Question Answer Relationship (QAR) effective for teaching reading comprehension to the Tenth Grade of SMA PGRI 02 Kembayan.
2. To find out the effect size of the use of Question Answer Relationship (QAR) in explanation text to the Tenth Grade of SMA PGRI 02 Kembayan before and after being taught by QAR strategy.

D. Significances of Research

The result of this research was not only to add information and theories but it is also useful for reinforcing teaching and learning process in school level of education especially in the area of motivating the student in learning English subject. Also for others the significant of this research are as follow:

1. Theoretical Significances

For theoretically purpose it can act as an additional knowledge for further research that can be done in the future by other researcher. Moreover, the research findings of this research would add another theoretical value not only for researcher but also for scholar as references for their research on the same particular area of teaching English reading comprehension in high school setting.

2. Practical Significances

For Practical purpose this research have a lot of great benefits for the teacher in SMA PGRI 02 Kembayan in terms of adding information of uplifting the student's interest and their understanding in reading English text especially recount text. Also, the student would gain a new type of experiences in learning English and presumably able to learn English feeling motivated and joyful in the learning process from the beginning until the end of that learning process.

E. Scope of Research

1. Research Variable

A variable is defined as anything that has a quantity or quality that varies. According to Creswell (2012:112), "variables are best known as a criterion a distinctive feature that the writer deliberately research on finding the effect between one variable to another variable". The variables in this research are divided into independent and dependent variable. They are Independent variable and Dependent variable which are as the follows:

a. Independent variable

The independent variable is a variable controlled in a scientific experiment to investigate the factors of the dependent variable. The independent variable that will be used in this study is the use of Question Answer Relationship (QAR).

b. Dependent variable

Dependent variable is a variable that is tested and measured in scientific experiments. The dependent variable in this study is reading comprehension on explanation text.

2. Research Terminology

The researcher provides some explanations about words are written in the title in order to help the reader easier to understand the study.

a. Reading Comprehension

Reading is the process of constructing meaning by reading, knowledge, and fluency. Reading comprehension is process contracting and extracting the meaning of words to get some information and knowledge from written text and through understanding the material.

b. Explanation Text

Explanation is a piece of text that deals with the processes involved in understanding and making explicit the how or why of particular phenomena, events, and concepts occur in scientific and technical fields. And the educational purpose of explanation genre is to show or develop understanding of the object of study and the ability to explain its significance. Explanation text is written to explain how and why something in the world happens. The role of explanation text is very valuable in building and sharing our knowledge.

c. Question Answer Relationship

Question Answer Relationships (QAR) is a taxonomy that assists teachers by providing a framework for answering questions and shaping comprehension instruction. When teaching students to answer comprehension questions, the QAR taxonomy provides students with structured categories for questions. By employing QAR it is hoped that teacher can help students improve their reading comprehension since QAR provides students with question answer strategies of reading comprehension. The categories of question provided in QAR enable students to consume much less time.

F. Research Hypothesis

The researcher develops and states a hypothesis that indicates the expected causal relationship between the variables, stated by Lodico (2010:231). Furthermore hypothesis as defined by Kerlinger cited by Cohen, Manion and Morrison (2007:14), "as a conjectural statement of the relations between two or more variables, or 'an educated guess', though it is unlike an educated guess in that it is often the result of considerable research, reflective thinking and observation." In other words a hypothesis is the estimation or the possible outcome that will reveal itself at the end of the research. In this research the researcher used two types of hypothesis namely Null Hypothesis (Ho) and nondirectional hypothesis or Alternative Hypothesis (Ha). So, in this research there are two Hypotheses will be listed below:

1. Alternative Hypothesis (Ha)

Lodico (2010: 230) Non directional hypothesis simply state that there will be some difference between the variables, but the direction of that difference is not being predicted Question Answer Relationship (QAR) strategy is effective in teaching reading comprehension to the Tenth Grade of SMA PGRI 02 Kembayan in the Academic Year of 2022/2023.

2. Null hypotheses (Ho)

Lodico (2010:232) stated that in null hypothesis there's no significant difference between the variables is expected after the treatment is applied. The null hypothesis is implicit in all experimental research. In other words, the possible finding of the research is nothing or no such changes, effect or anything that found between the independent variable and dependent variable. Question Answer Relationship (QAR) strategies is not effective in teaching reading comprehension to the Tenth Grade of SMA PGRI 02 Kembayan in the Academic Year of 2022/2023.