

## CHAPTER I

### INTRODUCTION

This chapter presents (1) background, (2) problems of study, (3) objectives of study, (4) significance of study.

#### **1.1 Background**

English becomes a key point in this globalization era as it is considered as an international language and widely used for communication. As stated by Lauder (2008), English is widely recognized that English is important for Indonesia and the reason most frequently put forward for this is that English is a global international language (as cited in Marzulina & Saputra, 2015). The current status of English is strengthened by its wide use in a range of fields such as education system, media, politic, sport, science, computing, business, information technology, and popular culture. Therefore, English is one of the languages that serve as an internasional language which is very important for communication and to get information.

In learning English, there are four components of language skills. They are listening, speaking, reading, and writing. Harmer (2007) states that people use language in term of four skills: reading, writing, speaking and listening. And then, the four skills divided into two types. They are receptive and productive skills. According to Harmer (2003) receptive skills are the ways how people acquire the meaning from the discourse that they see or hear which is called the processes of reading and listening. Moreover, Cooper

(2015) argues that the productive skills are those which enable language learners to communicate meaning effectively to others which is called speaking and writing skills. Therefore, in order to master the English language, students should be aware and they must also learn these four skills.

In relation to those four skills, reading is important to know and to understand the explicit or implicit message conveyed by the author in written language. Bond and Tinker (1979) state that the reader is not only reading the written symbols but also interpreting and comparing them with their past experience (as cited in Holandyah, 2012). It means that reading is an important part that needs to be learnt and the students can get much information and knowledge from a text they have never known before, and also the students can improve their ability in reading skill.

Moreover, there are many problems faced by students. According to Oakhil (2007), reading disability may be characterized by difficulties in single word reading, difficulties in decoding or sounding out words, difficulties in reading sight words, and insufficient phonological processing. In addition, Westwood (2008) also states that there are five problems that exist in reading. They are limited vocabulary knowledge, lack of fluency, lack of familiarity with the subject matter, difficulty level of the text (readability), problem with processing information, and problems in recalling information after reading. This indicates that students have difficulties in reading English texts.

Based on my preliminary study, I interviewed two teachers of English at SMP Negeri 7 Prabumulih. It was reported that students got difficulty to

comprehend text, and still got confused to find the meaning of difficult words because the students were lack of vocabulary. The students got difficulties to find information in a text such as to get main idea, content and conclusion in texts because the students got confused. After that, I also found out some problems in reading comprehension. The problems could be seen from the students' reading score. The fact showed that there were many students who got the scores was only 67-70. It was still far from KKM (criteria of minimum score) that should reach 75. Hence, the teachers should have a specific and different method that can be applied to the students to improve their reading skill.

Based on explanation above, the teacher should be active to find and implement an appropriate technique in solving the students' difficulty. Smith and Ragan (1999) state that teachers should select or develop activities and information sources that will assist learners in reaching the learning achievement. It showed that the teachers do not only focus on traditional teacher-centered in helping the students to upgrade their English reading skill, the teachers should apply an enjoyable and fun technique which make the students interest to the lesson.

Therefore, Question Answer Relationship (QAR) is suggested as one of techniques that can be applied in teaching and learning reading text. According to Raphael (1986), QAR is reading strategy in which students categorize comprehension questions according to where they got the information they needed to answer each question. It is beneficial for the students to comprehend

and reflect the text they read. It enables them to be more strategic to identify explicit information, recognize implicit information, find main idea, identify communicative function, and make prediction. In addition, this strategy can help students in reading. It was proven by a study conducted Sari in 2017, who found that the use of Question Answer Relationship (QAR) strategy is effective in teaching reading narrative text at the eighth grade students of SMP Negeri 3 Tangerang Selatan. Then, Baqi in 2014, showed that Question Answer Relationship (QAR) strategy was significantly effective to be applied for the students in learning reading narrative text at the Eleventh Year Students of SMA Negeri 1 Rangkasbitung.

Therefore, from the result of informal interview and some previous related studies above, I would like to conduct a study entitled “Improving the Eighth Grade Students’ Reading Comprehension through Question Answer Relationship (QAR) at SMP Negeri 7 Prabumulih”.

## **1.2 Problems of the study**

Based on the background above, the writer formulates the problems of the study into the following question:

1. Is there any significant improvement on the eighth grade students’ reading comprehension who are taught by using Question Answer Relationship (QAR) strategy at SMP Negeri 7 Prabumulih before and after treatment?
2. Is there any significant difference on the eighth grade students’ reading comprehension between those who are taught by using Question

Answer Relationship (QAR) strategy and those who are not at SMP Negeri 7 Prabumulih?

### **1.3 Objectives of the Study**

Based on previous problems, the objectives of this study are to find out whether or not:

- 1) There was a significant improvement on the eighth grade students' reading comprehension who are taught by using Question Answer Relationship (QAR) strategy at SMP Negeri 7 Prabumulih before and after treatment.
- 2) There was any significant difference on the eighth grade students' reading comprehension between those who are taught by using Question Answer Relationship (QAR) strategy and those who are not at SMP N 7 Prabumulih.

### **1.4 Significance of the Study**

The result of this study are expected to give beneficial contributions for some sides: Firstly, it is hoped that this study will be beneficial for teachers of English to improve reading comprehension by using Question Answer Relationship (QAR) strategy when teaching reading comprehension. This strategy can be used as a reference to enrich teachers' knowledge in teaching process.

Secondly, for the students, this study can make the students interested in learning reading and to solve the students' problems in reading comprehension.

Thirdly, this study will give source or references and information about Question Answer Relationship (QAR) strategy for the next researchers to conduct similar further research.

Lastly, this study is expected to add and enrich the My knowledge and understanding in teaching reading comprehension by using Questions answer relationship (QAR) strategy in the future time and conducting education research.

