

CHAPTER I

INTRODUCTION

This chapter consists of some aspects dealing with the background, the problem, the objective research, focus on the research, definition of key terms, benefits of the research, scope of the research.

1.1 Background of the Research

English is included in the curriculum as a compulsory subject and requires all students to learn it. In learning English there are several skills that need to be developed such as speaking, writing, listening and reading. Improving English skill of students needs the role of teacher. Teacher has vital roles in teaching and learning process. Without the teacher, teaching and learning processes will not run well because the teacher provides knowledge and gives direction about what students do in the classroom. According to Brown (2001) and Harmer (2007), teacher can be as a controller, director, and facilitator (as cited in Haliani, 2013, p.1). As a controller, teacher will determine when they should listen to the teachers' explanation and when they have to do the assignment given by the teacher. As a director of classroom, teacher is responsible to increase student's motivation in order to make students can follow the lesson well and actively. Also, as a facilitator, teacher will assist students in making the learning process easier and more comfortable.

In teaching and learning process, teacher needs the desired answer according to the strategy used, the students answer must be in sync with the questions given by the teacher. Thus students will be understood what the teacher explains. The teacher must arrange the questions given to student according to the composition of the strategy use, the types of question and answers done by students must be appropriate so as to make the teaching and learning process in the classroom more active. Being a good reader can help teachers more easily get the answers they want. Good readers are readers who understand the topic, content and conclusions in the text.

In the classroom, it was important for the teacher to give some questions to the students. There are several questions that could make students more interested in teacher's explanation and answers his or her questions. It could make students more responsive during the teaching and learning process. For example, the teacher gives questions whose answers are in the text, student thinking results and student experiences. So, the teachers question will stimulate students to think while answering the question. For the individual of the students, questions can be used to build students in answering English question.

It is necessary for the students of Junior High School to master reading comprehension. Cooper (1986, p.11) stated that Comprehension is a process in which the reader may construct meaning by interacting with the text. In reading comprehension, a reader should have knowledge about understanding the reading passage. The common questions on the passages are primarily about the main ideas, details, and an inference that can be drawn from the passages. According to Singer

(1985, p.23) reading comprehension has been defined as an interpretation of written symbols, the apprehending of meaning, the assimilation of ideas presented by the written, and the process of thinking while deciphering symbols. Further, reading comprehension is related closely to the cognitive competence of the readers, because this will produce comprehension. As a teacher when you say "Reading is a power." the teacher must place the student in a position to experience the power of reading. This means that students have to do tasks and activities that show their reading power. In engaging them in this reading power, the teacher must prepare an attractive reading teaching method so that it does not make them feel that the reading lesson is very boring. The purpose is to get an understanding of the text rather than to acquire meaning from individual words or sentences.

Abidin (2012,p.9) states “the teacher should introduce various reading strategies relevant to student needs.” Furthermore he also revealed that the introduction this reading strategy must be practiced by the teacher and students when learning takes place. The teacher should apply QAR strategy for increasing student ability in classroom. It is supported by Blosser (2000), he stated that if students want to become better problem solvers, they need to develop higher order thinking skills. The teacher used this strategy aims to describe the QAR strategy in teaching reading comprehension. QAR strategy can helped the teachers planning in giving some different question to student.

Previous research by Nurmadia Sarjan and Mardiana (2007,p.157) showed that this strategy make the students were effective in teaching reading comprehension

because can help the student to comprehend the text. This strategy can make the teacher more easily gave the material to the student. Those strategies could help the teacher because the student more active and the students could exchange their opinion with their friends.

This research particularly focuses on English teachers on the QAR strategy in teaching reading comprehension. Related to this idea, the research aims to describe QAR strategy in teaching reading comprehension. On the QAR strategy there are 3 levels that must be passed by students from light level, medium level, and difficult level. Thus, QAR strategy will help the students to find answers from book, think and student's experiences. It means that QAR is a tool to help students to get better understanding of the text in answering the question. According to Fard and Nikou (2014, p.300-312) highlights Question Answers Relationship as a reading strategy in which students categorize comprehension question where they get information that they need to answer each question. It means that QAR is a strategy that is used by the teacher that will give to students to comprehend the question based on the information that they get from the text to answer each question.

Considering the problem above, the researcher decided to conduct a research about how the English teacher use QAR strategy in reading comprehension, The reading comprehensions are focused on descriptive text.

1.2 Problem of the research

Based on the background of the research above, the problem of the research is as follow” how does the QAR (Question Answer Relationship) strategy used by

English teacher in teaching reading comprehension are the eighth grade students in the 2020/2021 academic year?”

1.3 Objective Research

Based on the research statement, the objective of this research is to describe how the QAR (Question Answer Relationship) strategy used by English teacher in teaching reading comprehension are the eighth grade students in the 2020/2021 academic year.

1.4 Focus of the Research

In the line with the problem of the research above, this research focuses on to know how the English teacher uses QAR strategy to teach reading comprehension at MTS Al-Hasyimi.

1.5 Definition of Key Terms

Operational definition it is important to explain operational definition of the term related to the variable of the research in order to avoid misunderstanding between researcher and the reader. It will also keep the reader to be in line the writer's interpretation. Terms are defined are learning QAR strategy:

1.5.1 QAR (Question Answer Relationship) Strategy

The QAR strategy is a reading strategy to understand different questions according to the level. By using QAR strategy the students are able to answer the question not only from their book but also from their experiences. The students will get knowledge about the kinds of question that have been explained by teacher.

Student who focus on the text and understand the questions will find it easier to answer some questions given by the teacher.

1.5.2 Reading Comprehension

Reading comprehension is something to understand the meaning in the text such as understanding the topic, content and conclusions in the text, and can apply a question related to student experience. So the teachers give some question which is a different level. Reading comprehension is not only about reading, but also understanding content in the text and can to search the answer in the text or the students experiences.

1.6 Benefit of the Research

It is important for the researcher to know the result of the research. This is expected to give advantage for:

1. English teacher

This research can improve the quality of the English teacher in teaching English. The strategy use in this research may be used for other English skill teaching or furthermore for other subject teaching. The teacher can be used to know how far understanding of the students doing the task.

2. Students

The result of the research is expected to solve problem related the students at Junior High School have difficulty to focus on reading. Using this strategy the students can understand the reading and understand the level of difficulty in each reading question.

3. Another researcher

For another researcher were expected to be able to develop further explanations on the topic of teacher's QAR strategies with different methods and different objects to complete the body of the theory of teacher's QAR strategies.

1.7 Scope of the Research

This research was focused on QAR strategy. This research analysis the English teachers used the QAR strategy in learning reading comprehension which is analysed based on several different questions. This study focus on eighth grade students at MTS Al-Hasyimi.

1.8 Previous Research

The first previous research finding was conducted by Nurmadia Sarjan and Mardiana (2007, p.157). It focused on English teacher strategies in teaching reading comprehension. To conduct this research, the research focus on what kinds of teaching strategies employed by English teacher in teaching reading comprehension and how the implement of the strategies. The result of the research found that two strategies that the teacher used, Scaffolding and QAR strategy. Scaffolding strategy student can develop about idea which readable by the student. QAR (Question Answer Relationship), the teacher able to know how far their students understand what the teacher has given to them. And the teacher able to know how far understanding of the student doing the task after read the text that has been given and

the students guided to more focus on the text and understand what the content of the text. The second previous research finding was conducted by Yosi D (2019, p.254). The result showed the strategies that used by the teacher in teaching reading at SMP Swasta Mulia Pratama were two strategies, Reciprocal Teaching and QAR (Question Answer Relationships). The teacher used these strategies to help students understand reading texts. The Students do not only read, but they are able to understand the text they read. With those strategies the teacher guided students to focus more on developing ideas in understanding the contents of the text. For students' understanding the text, the teacher used Reciprocal Teaching Strategy. To develop students' ideas the teacher used QAR strategy in understanding the contents of the text. The third previous research finding was conducted by Ilmiatus Sholichah (2015) the result of this study realizes that the implementation of QAR encourages the students to conduct reading and answer the questions. In conclusion, the students are able to comprehend the text while answering the questions. The students also have capability to categorize the question in order to avoid spending too much time while finding the answer. In addition, the student enjoyed although they had to face a lot of questions.

This research has similarities and difference to previous research. The similarities are, it focuses on English teacher strategy in teaching reading comprehension. This research will be conducted in Junior High School, and used descriptive qualitative research. The differences are, researcher in this research only focuses on one strategy used by the English teacher in teaching reading comprehension that is QAR strategy, but on Nurmadia Sarjan and Mardiana research

focuses on two strategies that the teacher used, scaffolding and QAR strategy. The data will be taken from the students at VIII class in which there are 21 students, meanwhile on Nurmadia Sarjan and Mardiana research the data will be taken from VII class in which there are 37 students. The location conducted by the research has different, in this research the location at MTS Al-Hasyimi but in the Nurmadia Sarjan and Mardiana research the location at SMP 1 of Monomulyo.

1.9 Hypothesis of the Research

A hypothesis is a statement that is a conjecture or conjecture about what we observe in an attempt to understand it. Hypothesis is a temporary answer to a problem that is being studied. The hypotheses of this study are as follows:

H1 : There is an influence of the students in learning reading comprehension using QAR strategy in the VIII grade at MTS Al-Hasyimi in the 2020/2021 academic year.

Ho : There is no influence of the students in learning reading comprehension using QAR strategy in the VIII grade at MTS Al-Hasyimi in the 2020/2021 academic year.

Relevant to the hypothesis above, an action hypothesis can be formulated in this study are as follows: There is an influence of the students in learning reading comprehension using QAR strategy in the VIII grade at MTS Al-Hasyimi in the 2020/2021 academic year.