**CHAPTER I**

**INTRODUCTION**

1. **The Background Of The Research**

Language is an instrument to express feeling, thought, and ideas. It means that language is a mean of communication with other people. By language, people can enlarge their ideas to express, increase knowledge and communicate each other. Language helps people to understand the meaning of life.

Language is a fundamental human faculty used creative expression, face-to-face communication, scientific inquiry, and many other purposes. Most humans are born with the ability to acquire language automatically and effortlessly if provided the right input by their environment.

English is the language of world, many countries that use English as the first, second as well as foreign language. The countries use English for communication each other. English is not only language but also a key of science and technology. Without understanding English language, people cannot know the science and technology.

To be able use language to convey thoughts, intentions, whishes, and information, people needs a mastery of various elements. There are four primary language skills: speaking, listening, reading, and writing. It is important to distinguish between them as they demand varied abilities because particularly some English pronunciations are different from their written form. In this researcher, the researcher will focus on Reading. Reading is very necessary to figure out our knowledge. The important thing of reading is understanding the written text well. By understanding the text we get something new to increase our knowledge.

English learning is the encouragement of the student interesting English especially in reading. According to Jeremy harmer that (1998): “A lot will depend on who the students are, if they are business people. The teacher may well want to concentrate on business people. The teachers are science students reading scientific texts may be a priority”.[[1]](#footnote-1)Realize that reading is one of the important skills in learning language besides speaking, listening, and writing. Reading is to a bridge to understand some scientific books or other written media, because by reading we will get information we need.

Reading is one of the basic skills in learning a language. The term “reading” literally has a meaning as the action or practice of reading. Reading is not simple. Reading is an active process that requires a great deal of practice and skill.[[2]](#footnote-2)

Reading is a key to know everything accused in the past occurring, in the presents or will occurring in the future, more reading we do more knowledge we will get. Reading is very necessary to figure out our knowledge. The important thing of reading is understanding the written text well. By understanding the text, we get something new to increase our knowledge.

Reading is also something crucial and indispensable for the students because the success of their study depends on the greater part of their ability to read. If their reading skill is poor they are very likely to fail in their study or at least they will have difficulty in making progress. On the other hand, if they have a good ability in reading, they will have a better chance to succeed in their study.

Through reading, one can enhance his experience, develop new concept, solve his problem, and broaden his horizon of thinking, which are needed to ensure continuing personal growth and adopt the change in the world yet the importance of reading has not been realized by most of our society a large number of our population is classified as poor readers and the majority of the people are content to read materials of poor quality. So that in every level of school reading are learned and teached.

Reading is about understanding written text. It is a complex process which involves not only read the text but also their experience to comprehend it. Because of its complexity, many teachers of English at junior and senior high school find difficulties in all teaching reading and prefer teaching structure to reading.

In reading comprehension, the message to be imposed in the written form is the most important element that the students must recognize, because the primary purpose of reading is to know the thoughts expressed in the printed material. Therefore, reading with comprehension is only a way for the students to arrive at what they want to know from the reading material.

To create an effective classroom in teaching reading, teacher demand to transfer the material with attractive methods. QAR is an effective approach to teaching reading comprehension strategies because it emphasizes the value of scanning, skimming, and reading to locate information as well as differentiating new knowledge from prior experiences.[[3]](#footnote-3) The QAR helps student to understand the meaning of the text and then The QAR strategy allows students to categorize types of questions easily, which enables them more readily answer them.

Considering the statement above, the researcher decides to do research on “The Effectiveness of Question Answer Relationsipin in Teaching Reading Comprehension on Recount Text (An Experimental Research at The Eighth Grade of MTs Darul Hijrah Wal Banna Kab. Pandeglang). The researcher hopes the students can understand to read recount text.

Other reason why the researcher chooses Question Answer relationship strategy, because the researcher wants to try the different strategy in english learning and then the researcher chooses reading recount text in this research. The students can be interesting and enjoy overall from the kinds of materials.

1. **The Identification of the Problems**

The researcher has identified the problem as follows:

1. Many teachers still use old method in teaching English.
2. The students of vocabulary are low.
3. Most of the students feel bored and sleepy when they are learning English.
4. Many students have middle ability in reading.
5. Most of the students feel teaching learning process of reading are not interesting.
6. Students can’t be more active than teacher in the process of learning.
7. **The Limitation Of The Problems**

Based on description of the problem above the researcher limits the study to investigate about Question Answer Relationship (QAR) strategy to help understanding recount text expecially on students reading comprehension for the eighth grade students of MTs Darul Hijrah Wal Banna Kab. Pandeglang in Academic Year 2017/2018.

1. **The Statements of Problem**

Based on the background of the study above, the researcher makes statements of problem as follows:

1. How is the students’ reading ability of eighth grade students of MTs Darul Hijrah Wal Banna Kab. Pandeglang?
2. How is the Question-Answer Relationship applied in teaching students’ reading comprehension in understanding recount text?
3. How is the effectiveness of Question-Answer Relationship on students’ reading comprehension in understanding recount text?
4. **The Objectives of the Research**

Based on statement of the problems above the objectives of the study are as follows:

1. To know the students’ reading ability of eighth grade students of MTs Darul Hijrah Wal Banna Kab. Pandeglang.
2. To describe the Question-Answer Relationship applied in teaching students’ reading comprehension in understanding recount text.
3. To find out the effectiveness of Question-Answer Relationship on students’ reading comprehension in understanding recount text.
4. **The Importance of the Research**

In this research, the researcher expected to have both academic and practical contributions.

1. Practical Use

In this research, the writer will motivate and build students' confidence in understanding what they read. So that the writer hopes students' reading will be improved by using Question-Answer Relationship (QAR) especially in reading recount text.

1. Academic Use

The writer hopes this research will be useful for every reader, and especially for English teacher as the information to improve the student’s reading ability.

1. **The Hypothesis**

Hypothesis is a formal statement about an expected relationship between two or more variables which can be tasted through an experiment[[4]](#footnote-4). Based the purpose of the study and definition of hypothesis above, the researcher can hypothesis as follows:

1. Ha: there is significant effect ofQuestion Answer Relationship strategyon improving students’reading comprehension.
2. Ho: there is no significant effect of Question Answer Relationship strategyon improving students’reading comprehension.
3. **The Previous Study**

To prove the originality of this study, the researcher presents some previous study that deal with this title.

1. Research was conducted by Leah H. Kinniburgh and Edward L. Shaw Jr. "Using Question–Answer Relationships to Build Reading Comprehension in Science"

By incorporating reading-comprehension skills and strategies into science instruction through the use of QARs, students will become more strategic readers of science texts. Their reading-comprehension of science expository texts should improve test scores in science and reading. When students understand the relationship between questions and answers, they work better when answering questions such as those presented at the ends of chapters in science textbooks. They no longer spend large amounts of time searching through the science text for an answer that requires the use of their background knowledge. They realize that many answers are not “right there” in one sentence in the book, and they become more confident in their reading abilities when reading science texts.

1. Leah H. Kinniburgh Sandra S. Prew "Question Answer Relationships (QAR) in the Primary Grades: Laying the Foundation for Reading Comprehension".

Question Answer Relationships (QAR) can be taught effectively to students in the primary grades for the purpose of laying a strong foundation for reading comprehension. In this action research study, a kindergarten, first, and second grade teacher, along with a special education teacher, implemented the QAR strategy in their classrooms over four weeks period. The teachers were trained in the strategy prior to implementing it in their classrooms. They were shown engaging methods of implementing the QAR with young students. Support was then provided to them throughout the entire implementation period. The results indicate that the QAR strategy, if implemented effectively, can increase comprehension of young students and provide a strong foundation for reading comprehension.

1. Danhua Wang "What Can Standardized Reading Tests Tell Us? Question-answer Relationships and Students’ Performance"

This study examined the comprehension subsection of Nelson-Denny Reading Test Form G (Brown, Fishco, & Hanna, 1993a) and some urban developmental students’ performance on it. Three types of question-answer relations were identified using Pearson and Johnson’s taxonomy. Students’ performance was expressed in their scores on the three types of question-answer relationships so that comparison of their performance on the three types of questions could be analyzed. The largest portion of textually explicit (TE) questions reflected a stress on such basic reading skills as perceptual match and recall of details explicitly cued in the language of the text. Textually implicit (TI) questions and scriptally implicit (SI) questions are equally divided, which measure meaning construction and prior knowledge. The students scored highest on TE questions and considerably lower on TI and SI questions, indicating a general strength in locating explicitly cued text information and a common weakness in sense making and prior knowledge. Further analysis of each type of question yielded detailed information of some instructional value. The students’ performance on TE questions indicated the effect of cued text expressed in different sentence structures and located in different positions relative to answers. Their performance on TI questions suggested limited vocabulary and inefficiency in understanding the author’s message differently phrased. The students’ performance on SI questions showed inability to read critically and a narrow knowledge base. The findings have instructional implications: these developmental students need explicit instruction in reading strategies, a broader knowledge base, and more sophisticated analytical skills.

1. Jeremy Harmer, *How to Teach English*, (London : Longman Group, ltd, 1998), p. 69 [↑](#footnote-ref-1)
2. Judi Moreillon, *Collaborative Strategies for Teaching Reading Comprehension* (Chicago: AmerikaLibrary Association, 2007), 10. [↑](#footnote-ref-2)
3. Trisha brummer and Stephanie mecceca, *Reading Strategies for Mathematic,*(USA,Shell Education,2008) p, 203. [↑](#footnote-ref-3)
4. David Nunan, *Research Methods in Language Learning* (Cambridge:Cambridge University Press, 1992), 230. [↑](#footnote-ref-4)