

CHAPTER I

INTRODUCTION

1.1 Background of study

Reading is essential in second language acquisition as it has a positive effect on the educational achievement of students. It means that if the students can read, they can easily comprehend the text and share or retell the stories and information they have read so activities in the class are effective. The statement above is strengthened by Fatmawan et al. (2023) who state that reading is one of four skills that should be taught. This skill allows students to have access to ideas that are communicated by people in different locations and eras, allow them to broaden their horizons and increase their knowledge. Reading in a foreign language is essential not only for promoting the students' personal and cognitive development but also for improving their study and job prospects in a globalized.

According to Fatmawan et al. (2023) state reading comprehension is the process of making meaning from text. Reading comprehension is a multi-component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge and strategy used) as well as variables related to the text itself (interest in text and understanding of text types). Based on that statement, the knowledge or information from the text was worth it if the reader paid attention on it. Thus, the reader constructs or supplies new knowledge as the result of comprehending the reading text.

Reading comprehension must be applied in teaching and learning process. Students can get more information when they comprehend the content of the reading text. According to Fatmawan et al. (2023) reading comprehension has to be suited to the appropriate technique. Readers have an interest in what they are reading and have questions they want to answer. The first question is just to know generally, later the questions become detail, specific, and sophisticated. After getting the book or text to confirm the questions, readers become interested in the topic that they have already searched. Reading comprehension's process leads the reader to do scientific methods in gaining knowledge.

The importance and the benefits of well reading comprehension are completely contrast with facts that were found during the observation. Based on interview which was done to the English teacher, it was found that students' reading comprehension was poor. Most of them had same difficulties in understanding the content especially in identifying general information, specific information, textual meaning, and textual reference of a reading passage. They were confused how to answer the questions by using complete and grammatical sentences. Moreover, the students did not know how to connect their prior knowledge with the new information which was obtained from a reading text. If these happen continuously, it might bring negative effects on students' learning motivation especially in learning a foreign language. Therefore, a new reading strategy should be applied to minimize the negative effects on students' learning motivation. Thus, the learning objectives could be achieved.

The problems above were commonly caused by the technique used by the teacher in teaching and learning process. An Individualistic technique was still a favorite one for the English teacher to use in improving students' reading comprehension.

Individualistic technique is where students are asked to read a text individually and then answer some questions related to the text after reading. That way of teaching did not provide students critical thinking during the lesson because the teacher did not use an appropriate technique. Moreover, the technique did not help to overcome the students' reading comprehension problem. As a result, the students fail to comprehend a given reading text. For that reason, teacher should try to employ an appropriate way in improving students' reading comprehension. The teacher should apply an appropriate strategy in classroom.

Using an unsuitable strategy is believed that it not only make the students fail but also they become passive and less focused during the lesson. To achieve the basic competency as well as the indicators of learning reading, the students should actively participate in classroom. Students' participation could be influenced by using an appropriate strategy in teaching. Therefore, a new suitable teaching strategy should be applied in order to improve students' reading comprehension and participation in teaching and learning process actively. One of the appropriate strategies that can be used and applied to improve students' reading comprehension is question answer relationship strategy.

Based on the interviews with the English teachers in SMP Pelangi Dharma Nusantara, the researcher found a new problem in the students of VIII C class in the SMP Pelangi Dharma Nusantara, that the students difficulty in understanding well about the content of the text, some students also had less motivation, concentration, and active participation in understanding the text. Therefore, when the teacher asked,

not all students responded to the teacher's question. The students did not focus on the teacher's explanation of the material, and did not pay attention to the teacher. Even, they enjoyed talking with their friends in a small voice, but it could disturb the ongoing learning process in the classroom and other students who wanted to listen to the teacher's explanation.

In the process of reading, the question answer relationship is one of the strategies in teaching reading. Question answer relationship (QAR) would be a useful strategy which is expected to improve reading comprehension of the SMP Pelangi Dharma Nusantara in the students of VIII C class. It is a strategy that can be used to identify general information, specific information, textual meaning and textual reference of the reading text. To get students' better understanding, teacher is supposed to give clear explanation about what the students are going to learn. Then, teacher has the students to read the text and ask them to make a small group and discuss information found in the text. Afterwards, the students are instructed to take a look at the questions and device them into 'in the book' and 'in my head' questions. Next, the students must answer the questions individually related to the text that has been read.

QAR is a straight forward procedure that is easily implemented, quickly beneficial to students, and useful at any grade and in any content area. QAR has been proven to increase students' comprehension more than several other questioning strategies. Also, we may see the technique as a way for teachers to organize reading instruction on comprehension and comprehension strategy learning. In brief, QAR strategy provides some advantages, such as helps students to develop their higher level

of comprehension, questions in QAR Strategy are more challenging and interesting, the instructions in QAR strategy might be adjusted based on the grade levels and content areas, enables students to learn other reading strategies, develops students' self-efficacy and confidence, and this strategy is flexible

Considering the importance of the statements above, the researcher believes that using appropriate strategies is the best way to increase students' reading skills. Students can share their ideas and express their ideas in more detail. Question answer relationship is an appropriate strategy used by the researcher to improve student's reading comprehension. It helps students to answer the questions correctly. Therefore, the researcher is highly interested in conducting the research entitled. "The Use Of (QAR) Strategy To Improve Reading Comprehension Of The Eighth-Grade Students Of Smp Pelangi Dharma Nusantara In Academic Year 2023/2024.

1.2 Research Problem

Based on the background of the study above, the students in SMP Pelangi Dharma Nusantara still have problem in reading comprehension particularly in identifying main idea, general information, find specific information, and recognize textual meaning and textual references in reading passage. Moreover, they also had less motivation and concentrations in teaching and learning process. It is commonly caused by the strategy used by the teacher in teaching reading. Therefore, the research problem can be formulated as follows: can reading comprehension of the eighth-grade students of SMP Pelangi Dharma Nusantara in academic year 2023/2024 be improved through question answer relationship?

1.3 Objective of the Study

Every scientific in writing needs an objective to be the guidance in getting what is needed. To make the present study have a clear direction, certainly, it needs to declare an objective of the present research. A scientific study is conducted to answer the research problem under study which is formulated and determined previously. Therefore, this study is designed to answer the research problem which have been stated before. Based on the background above, the objective of the study is to figure out whether or not the reading comprehension of VIII C grade students of SMP Pelangi Dharma Nusantara in academic year 2023/2024 can be improved through question answer relationship.

1.4 Limitation of the Study

It is important to limit the study to avoid complicated discussion. Therefore, the present study is limited on improving the reading comprehension of the eighth-grade students of SMP Pelangi Dharma Nusantara in academic year 2023/2024 through QAR. It is important for the researcher to know the curriculum and the syllabus applied in the school to produce a lesson plan and prepare learning material for data collection. In the present study, SMP Pelangi Dharma Nusantara applied the Merdeka curriculum. Therefore, the teaching module and learning material based on Merdeka Curriculum. Based on Merdeka Curriculum, the researcher was focus on the reading element in Phase D about analyzing specific information and the main idea about personal experience in form of recount text.

The researcher focuses on the learning objective which students can identify specific information in personal experience in form of recount text. Furthermore, reading comprehension in this study was limited to identifying general information, specific information, textual understanding in analyzing the main idea and the specific meaning, and textual reference in form of recount text about experiences in the past. The researcher used short-answer task to assess student reading comprehension of the paragraph. The researcher uses a scoring rubric which adapted from Brown (2004). The comprehension was assessed on how well students understand the topic or the main idea from the paragraph that given. In addition, the scale of criteria in the scoring rubric starts with 0 as the lowest and 2 as the highest score.

1.5 Significances of the Study

This research is related to the teaching and learning process in understanding reading through question and answer relationship of the eighth-grade students of SMP Pelangi Dharma Nusantara since it is expected to obtain the results can be beneficial for teachers in the process of teaching it and its learning in improving the understanding of reading students. In the current study, the results are highly expected to give meaningful results from the research findings. In addition, researchers are expected to have more advantages for teachers, students, and other researchers in terms of theoretical and practical meaning in the context of improving reading understanding. This research should be significantly divided into theoretical and practical. The results of this study are expected to support the following learning activities:

Theoretically, the findings are expected to subscribe the theory in developing reading skill. Moreover, the results of this study are expected to supplement the theories on reading and can be used as a reference for future studies related to the question answer relationship. Moreover, this study can be applied in the classroom during teaching reading comprehension. In other words, the research may give information about the technique that can be implemented in teaching learning process especially about teaching reading comprehension.

Practically, this present study is proposed as informative feedback to the English teacher, students, and other researchers. For the teachers, it can be a use full information as well as the input material for evaluating the students' reading comprehension improvement. Moreover, it could give positive effect for their teaching activities in the classroom especially those who teach the students at the same grade. For students, the study is required to solve the students' matter particularly in reading comprehension and help them broaden their knowledge about reading comprehension as the outcomes of implementing question answer relationship. Furthermore, the findings of the research are supposed to help other researchers, who want to do research in the same field, to use the strength of the question answer relationship in improving students' reading comprehension.

1.6 Definition of Key Terms

To give clear information about the present study, there are some definitions of the important key terms. They are as follows:

1.6.1 Reading Comprehension

Reading comprehension is operationally defined as the ability of the eighth-grade students of SMP Pelangi Dharma Nusantara in comprehending and understanding a reading text especially in identifying general information, finding specific information, recognizing textual meaning, and textual reference on the text

1.6.2. Question Answer Relationship

Question answer relationship (QAR) is operationally defined as a strategy is used to improve students' reading comprehension in which the teacher delivers the reading text, and then students, individually, read the text and discuss it in group afterwards. Next, the students are instructed to look at the questions provided in the text and then divide those questions consist of two different question types. The students are expected to be able to identify the types of the questions for answering the questions correctly. The activity is conducted by the students whether in group or individually.

CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

Theoretical reviews are used in a particular study and must be based on academic background and empirical evidence. Review of related theory is an important part of scientific research because it allows the readers to understand the foundation of the research problem. This chapter discusses a related theoretical review of this research that includes: the conception of reading comprehension, types of reading, the importance of reading comprehension, small group discussion, teaching reading through small group discussion, and the definition of recount text.

Theoretical review is a shortening, evaluating, or simplify report of studies found in the literature based on some background and empirical evidence. Review of related theory is an important part of scientific research because it allows the readers to understand the foundation of the research problem. Therefore, the study should be conducted based on the scientific studies proposed. This chapter discusses a related theoretical review of this research that includes: the conception of reading comprehension, the question and answer relationship, recount text and assessment reading comprehension.

2.1.1 Reading Comprehension

Reading is one of the fundamental skills needed by the students. According to (Dunietz et al., 2020) reading is an activity undertaken by a person to obtain additional

information. In this case reading comprehension can be used as an effective way to solve this problem, thus reading has an important part in teaching-learning process especially learning English. If the students read without comprehending, they cannot get the information and their knowledge not improve. Therefore, reading comprehension is the main part of reading

Reading is one of the most important skills that students must have. Student success in learning at school is based on their ability to read. According to (Rafika et al., 2020) this is due to the fact that every subject in school requires an understanding of concepts and theories that can be understood through reading activities. Because reading plays a very important role in a person's life, teaching reading at school should be observed carefully. According to (Hasanah & Lena, 2021) students who have good reading skills greatly affect their learning success at school. On the contrary, students who have poor reading ability also contribute to their school learning success.

Reading is the process of transferring meaning between the author and the person who reads the text. According to Pardede, (2019) reading is the basis of language learning in all its aspects. This includes writing, reviewing, using textbooks for language courses, editing password development, and acquiring grammar accumulation. The reading process requires continuous development, development, and improvement; the interaction between text and reader can take place through the reader's previous knowledge, experience, attitude, and language community that is culturally and socially located. Reading is the process of understanding the information contained in a text, which includes reader speed, word identification, text understanding, and the urge to read.

Reading comprehension in another language is a complex cognitive process in which individuals' cognitive characteristics, skills, knowledge, and metacognitive processes interact with the text and the goals of the reading process (Klimova et al., 2020). It is a complex activity that involves both perception and thought. Actually, reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one spoken language. Meanwhile, comprehension is the process of making sense of words, sentences and connected texts. Readers typically expected to use their background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies in order to comprehend the implicit and explicit meaning completely.

Dang, (2023) state reading comprehension is required for students to acquire new knowledge and information. When students are asked to read overly difficult text through this activity, it is sometimes overlooked. To get good comprehension in reading, it is better to concern on how to raise students' awareness of the main idea and explore the organization of the text. In addition, reading is set of skill that involves making sense and deriving meaning from the printed word. The students must be able to decode the printed words and also comprehend what they read to get good comprehension. Therefore, it is important to improve their reading ability especially students' reading comprehension skill.

Reading comprehension can be defined as a process in finding specific information in a text. The information can only be obtained by the readers when they have good comprehension. Reading comprehension is also as a process in recognizing and remembering the information in the text. Thus, the most useful and important skill

for people in teaching learning process is reading (Patel & Jain, 2008). Reading ability is the most important of all skills for students in learning. Therefore, the students should engage themselves more in reading in order to improve their reading comprehension.

Reading comprehension is a product of complex interactions between the properties of text and what readers bring to the situation (Sari et al., 2022). The readers must relevant their knowledge, word decoding ability, text-based and situation model-based differencing skills, competency with a variety of reading strategies, metacognitive skills, and so on. It is a process in which the reader has to decide linguistic symbol and reconstruct them up to a meaningful whole as intended by the writer. Comprehension includes recognizing and understanding a main idea and related detail

Woolley (2011) states that reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in text rather than to obtain meaning from isolated word or sentence. In understanding reading text children develop mental or representations of meaning of the text ideas during the reading process. Reading is arguably the most essential skill for success in all educated context, remains a skill of paramount importance. Brown (2004) states that reading is likewise a skill that teachers expect learners to acquire. It is an essential skill in language learning.

According to Boardman, (2007) reading comprehension involves much more reader responses to a text. Reading comprehension is a multi-component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text

itself (interest in the text, understanding of text types). Based on that statement, the knowledge or information from the text was worth by students if students practice more to construct or supply new knowledge as the result of comprehending the reading text. It is made the ability to comprehending the reading is crucial by students.

According to Lems et al. (2010), reading comprehension is not a static competency; it varies according to the purposes of reading and the text that is involved. Some benefits can take from reading a text such as reading text can give opportunities to study vocabulary, grammar, pronunciation, and the way to construct sentences, paragraphs, and text. By reading, students can comprehend concepts and ideas which state in reading text, moreover they were getting any information that can enrich their knowledge and also enhance students' mind concept. Furthermore, (Pang et al., 2003) state that comprehension as a process of deriving meaning from connected text. Readers should interpret written symbols that represent language and they also employ their background knowledge to comprehend information here. As a result, reading comprehension is the process of making sense of words, sentences, and connected text

In conclusion, reading comprehension is an essential reading ability to gain information from the text. Moreover, the ability can be used to evaluate the students' vocabulary, grammar, pronunciation, and the way to construct sentences, paragraphs, and text and try to interpret the meaning. Therefore, in this present study, the reading comprehension is defined as the process of constructing, understanding, and making meaning from the text that has being read. By reading, students can comprehend concepts and ideas which state in reading text, moreover they were getting any information that can enrich their knowledge and also enhance students' mind concept.

2.1.2 Question Answer Relationship

Question answer relationship strategy emphasizes a relationship between the text and the background knowledge of the readers. By using this strategy, the students are taught to use question and answer relationship to find the information that they need in order to answer the questions. The strategy teaches students how to interpret what type of questions they are being asked and where to find their answers. It helps students make connection between information in the selection and their prior knowledge and then to improve reading skill. The students are focused on building the skill to solve the comprehension questions by formulating questions when reading.

Teachers know the importance of modeling and thinking aloud to be able to seeing the thought processes involved in higher levels of thinking. It can be frustrating trying to convey complex ideas without sharing vocabulary. Thus, question answer relationship first provides teachers with a much-needed common language. Moreillon, (2007) states that questioning must also be practiced with text in content areas for which students are often asked to answer literal, inferential, and evaluative questions. In addition, the students are asked to classify the questions by the source of their answers in the text.

(Raphael et al., 2006) states that question-answer relationship is a comprehension technique that provides a way to think and talk about source of information for answering questions. It is also can help students to improve their ability in finding out general information, specific information, textual references, and textual meaning. Question answer relationship provides a basis for teaching three comprehension

strategies: locating information, showing text structures, and how the information is organized, and determining when an inference or readings between the lines are required. These strategies engage students to be more active in learning process. Question answer relationship strategy is a strategy to be used after students have read the text. This strategy teaches students how to interpret what type of question they are being asked and where to find their answers.

According to (Klingner et al., 2007) many teachers have difficulty delineating between Author and Me and On My Own questions' types. The purpose of distinguishing between the two is to clarify that some questions-based primary on background knowledge and can be answered sufficiently without reading the text, other question can be answered by reading the text, but the students would expect more informed responses after reading. For example, the question is an On My Own question because it can be answered without reading the text. However, once students have read specific responses about topic that is given, they should be able to provide more in depth responses that use information from the reading to support their ideas indeed. In this question, it could fall under either On My Own or Author and Me categories. The types of questions must identify clearly.

(Raphael & Iqbal, 2019) has identified into two categories of questions: The first are questions for which the author provides answers (in the book), which are divided into "Right There" questions and "Think and Research" questions. The second is a question whose answer needs to be developed based on the experience of the reader (In My Head), then classified as Author and You and On My Own.

1. Right There

The answer to this question is in one place in the text. Words from the question and words that answer the question are often “right there” in the same sentence. The readers are not need to reread the whole text but only look at the key words that appeared in question. The examples of phrases used for Right There questions are Who is ...?, Where is ...?, When is ...?, and When did ...?

2. On My Own

On My Own question ask the reader to go completely beyond the text. This question can be answered without reading the text because the answer comes entirely from readers’ prior knowledge. The answer to these questions rely solely on students’ experiences. The question requires inferential and evaluative thinking so that the answers of these questions do not require information from the text but they require that readers make some type of judgment about or relate to the topic of the text. The phrases that usually come up for this type of question are Do you know ...?, Have you ever ...? Would you ever...?

3. Think and Search

The answers to these kinds of questions can be found in several parts of the text and pieced together. Students must draw conclusions when they integrate information from more than one place in the reading text. Because these questions are more complex, they often require a sentence or more to answer. Students must combine the answers that they found. Moreover, the question and answer of this type have different wording and the answers are usually short answers. Some examples of phrases used for

Think and Search questions are For what reason ...?, How did ...?, Why was ...?, What caused ...?

4. The Author and Me

Author and Me question ask the readers to combine their own background knowledge, experience, and values, and in combination with the text provided to respond a particular question. The readers need to combine their prior knowledge with what the author tells in a story or text. The answers to this type of question is not in the text. Instead, they require students to think inferentially. The answer of the question come from both clues in the text and students' prior knowledge. Students must think about what they already know, what the author is telling them, and how both of pieces of information fit together. Then students must synthesize the text to fully understand the question. Facing this kind of question, students should find and make connections between new knowledge from the text and their prior personal knowledge to create a new level of understanding. Moreover, this type of question helps students to think in two different ways; think about the author' message and how the information fits their prior existing knowledge. The students can use their own words for answering the questions. Some example of phrases used for author and you questions are Would you ...?, Which character ...?, Do you agree with ...?, What do you think of ...?

The followings are the QAR framework that can be used to frame the teaching modeling of question-asking practice during teaching and learning process in a reading cycle (Raphael & Au in Peng et al, 2007).

QAR Framework to Frame Question-Asking during Reading Cycle.

Reading Cycle	QAR	Comprehension Strategy	Questions
Pre-Reading	On My Own	Activating Prior Knowledge	What do I know about the title that can connect my mind to the text?
	Author & Me	Predicting Visualizing	By looking at the title, what might this text be about?
While Reading	Author & Me	Making simple and complex inferences	What happens next? How would I describe the mood of the story and why is this important?
	Right There	Scanning to locate information	Who are the characters? How the setting is described?
	Think & Search	Summarizing Clarifying Making simple inferences	Identify the problem and how is it resolved? What are the important events? What role do the characters play in the story?
After	Author & Me	Distinguishing fact and opinion	What is the moral value of the story? How well does the author make his argument?

Reading	Think & Search	Identifying important information	Find evidence in the text to support an argument.
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According to (Raphael & Au ,2005) QAR provides a framework where students can use it to link strategies at appropriate points in the reading cycle. In addition, this framework guides teacher's modeling of question-asking practice before, during, and after reading. Using QAR strategy to plan reading comprehension instruction helps to ensure that there was not an over-emphasis of lower-level skills and questions that only require the students to locate and recall information. Understanding and control of strategies help the students to engage in the high level of literacy for which they are accountable in their day-to-day classroom activities. According to (Raphael & Au ,2005) state that extending the use of QAR to frame comprehension strategy instruction can help the students see the relationships among the strategies they are learning and the task demand represented by different questions. It is believed that providing students a systematic way of analyzing task demands of different question probes can improve reading comprehension as well as their critical thinking.

There are some general procedures or the steps in applying questions answer relationship in teaching learning process in the classroom. The followings are the steps need to be done when teaching reading through the QAR strategy:

1. Pre Reading-Activities

- a) Students are divided into groups. The number of group members can be conditioned with number of students in the classroom. The group can be divided into a pair of sub-groups. The number of sub-group member can be the half of the group member.
- b) The researcher gives a text to the expert group and they have to discuss the text along with their group members.
- c) The students are asked to use QAR strategy of On My Own question and Author and Me question.
- d) The students in sub-group ask some questions of On My Own questions to activate prior knowledge of the expert group. For example: From the title, what do you know about the text? Have you ever read the same kind of text given? What is the story like? Then the expert group members answer the question based on their prior knowledge

2. While Reading Activities

- The expert group is asked to start reading the text.
- The students are also asked to use QAR strategy of Right There question, Think and Search, and Author and Me question.
- The sub-group member members ask some questions while the expert groups are reading. They ask questions of Right There question to know or locate some information. For example: Who is the main character of the story? Where does the story take place? Then the expert group answer the questions based on the text they are reading.

- The students in sub-group ask some question of Think and Search questions to the expert group to summarize, and make simple inference of the text. For example: What is the problem of the story? Then, the expert group answer the questions based on the information they get in the text.
- The sub-group students ask some questions of Author and Me question to the expert group to make simple and complex inferences of the text. This type of questions is supposed to be answered by combining students' background knowledge and the message that the author trying to deliver. For example: After he found what he wanted, what do you think was happen next? Do you agree if the main character has to do such kind of thing to have a happy life? Why? Then, the expert group answer the questions based on what they are reading and their prior knowledge. This type of question gives students chance to use their own words to answer.

3. Post Reading Activities

The students are asked to use QAR strategy of Author and Me question and Think and Search questions.

- a) After the expert group finishes reading the text, the sub-group students asks some questions of Author and Me questions to know what kind of the impression the readers get after reading the story. For example: What is the author's message? How well does the author tell the story? Then, the expert group answer the questions.

- b) The students in sub-group asks some questions of Think and Search questions to the expert group to identify important information. For example: What is the evidence that supports that argument in the text? Then, the expert group answer the question.
- c) After each group finishes the discussion, teacher gives a worksheet of reading test in the form of essay and the students have to work individually and submit it in the time given.

Based on Raphael's theory above, the researcher concludes that question answer relationship is an effective technique to be used by the researcher while teaching reading especially teaching reading comprehension in the classroom. The students can learn to ask the four different types of questions through the strategy, and the questioning process can be transferred from the teacher to students. This allows students to become independent strategic readers by formulating their own questions while reading. Students need to use their own thoughts background knowledge to find the correct answers based on the text. Moreover, question answer relationship strategy has two categories of questions which have two different types more under each category. They are: In the Book that are classified into Right There and Think and Search questions. Meanwhile, In My Head consists of Author and Me and On My Own questions. In this research, the researcher focuses on the theory of Raphael who states that QAR is during reading strategy that improves comprehension. This strategy teaches students that all questions are not alike and knowing how to identify the types of questions helps them answer the questions. It shows where the answers can be found

2.1.3 Recount Text

Recount text is one of text types that must be mastered by the learners in Senior High School. The recount text is taught firstly at the second grade. Thus, the students have to know what the purposes of the text, organizational structure of the text types and the language feature that can be used in the recount text. Recount text consists of the orientation, events, and re-orientation. In orientation we find the background information of the event. At the middle of the text, we can see some events that the writer wants to talk about. Then, in re-orientation it was described the conclusion of the story and what the writer felt when it happened. The text is written by using past tense because it tells about past events.

Recount text is a kind of text that the students learnt in junior high school. Recount text belongs to factual text that the students learn in eighth grade of junior high school. Recount text can be factual information, such as a news story or procedural information, such as telling someone about personal information, such as a family holiday or your experiences in the past. As we know that recount text uses simple past tense as the language feature. Recount text, recount Text is a text that retells events or experiences in the past. It added by Albab, (2014) that recount text is a piece of text that retells past events, usually in the order in which they happened. Its purpose or goal is to entertain or inform about the past activity to the reader or listener. The details in a recount text can include what happened who was involved where it took place when it happened and why it occurred.

The definition of recount text according to School Based Curriculum, (2004) one type of texts that supposed to be learned by students in high school is recount text. It is because recount text is close with students' life about their experience in the past. Recount text basically written out to express an experience of a series of related events (Knapp & Watkins, 2005). Recount text has a purpose to tell what happened in the past. Examples of recount text are newspaper reports, letters, conversation, and speeches Dian, (2019). All of those texts are about past activities. Through recount text students are expected to express their ideas about their experience in order to entertain the readers.

Recount text is a text written to tell for information on entertainment. These types of text it is not only used at school but also at other media written and electronic. It used in many real social contexts. For example, in used in diary, blog letter biography, travel report, police report, sport report, etc. Recount is a text that retells events or experiences in the past. Its purpose either to inform or to entertain the audience. Recount text is one of the genres of text which is often learnt by students in school level. Another definition according to Hornby, (2000) states that recount is one kinds of story that tells somebody about something, that you have experienced.

According to Anderson, (2002) states a text that lists and describes past events by repeating events in the same order. In the Recounts text, the purpose of recounting events is to provide information or entertain the audience. The Basic Recount consists of three parts: (a) Setting or orientation the background information benefits whom? When did you? Where? For what reason? (b) The events are identified and described in chronological order. (c) The reorientation at the end of the comment reveals the

personal opinion of the events described. In addition, there are characteristics of recount in text, such as (a) languages written in past simple tense and (b) words that connect events in time are often used, like next, then, when, then after, before, first, etc. Number of text returns

According to (Knapp & Watkins, 2005) recounts are the simplest text types in this genre. Formally, recounts are sequential texts that do little more than sequence a series of events. In writing recount text, the students are expected to produce a product in written form that can express their feelings and ideas without interruption from others. In literary theory, a text is any object that can be read. Recount is a part of the text types that most of all the text type which is consists of grammar speech. We have already known that recount has sequence of events that should be concern.

Formally, recounts are sequential texts that do little more than sequence a series of events. In writing recount text, the students are expected to produce a product in written form that can express their feelings and ideas without interruption from others. In literary theory, a text is any object that can be read. Recount is a part of the text types that most of all the text type which is consists of grammar speech. We have already known that recount has sequence of events that should be concern. In addition, Hartono, (2005) states that text is a unit of meaning which is coherent and appropriate for its context

Recount is kind of the text, according to (Asni et al., 2018) states text that to retell experiences or events in the past in chronological order or sequence, that show participant and event that happened in the past in order to entertain or inform about

the past activity to the reader or listener. The function of the recount texts is to entertain or inform about the past. Activity to the readers, recount text can also be written to teach or inform, to share experience something to the others. There are the structures of recount text:

1. Orientation: It gives the readers the background information needed to understand the text, such as who was involved, where it happened, and when it happened
2. Events: A series of events, ordered in a chronological sequence.
3. Re-orientation: A personal comment about the event or what happened in the end.

The Language Features of recount text:

1. Using the simple past tense, past continuous tense, past perfect tense, and past perfect continuous tense.
2. Using temporal sequence, e.g. On Saturday. On Monday, On Sunday
3. Using the conjunctions, such as: then, before, after, etc.
4. Using action verb e.g. went, stayed

Recount text is one of the texts that recalls and reconstructs events, experiences and achievements from the past in a logical sequence. Some recounts purely informative, while others aim to both inform and entertain. All recounts reconstruct the past, but the purpose, audience and focus vary according to the form used. Many reluctant readers or writers find this text type accessible and manageable because it is

generally based on fact rather than fiction. Recounts generally follow a similar structure.

2.1.4 Assessing Reading

The reading assessment were used to determine what skills are learned and what skills needed to be strengthened. The various assessments of the tasks depend on the types of reading. The assessment of reading comprehension was an important part of the teaching-learning process in the classroom. Klingner (2007) states that assessing comprehension is fraught with a challenge because it can be difficult to determine how many students know and what students are thinking. By administering a test, teachers could measure students' reading comprehension achievement to measure how well students can comprehend the text.

(Pang et al., 2003) state that there are two forms of reading assessment. The first is to find out how well children are reading in order to help them improve (diagnostic). Diagnostic assessment is about giving feedback and assistance to learners. The second is to measure how much progress has been made. Both form of assessment are needed for effective reading instruction. In beginning reading, assessment is normally done by listening to students reading aloud. Teachers assess word recognition and fluency in this way. Beyond this stage, assessment should focus primarily on text comprehension.

Namdi, (2005) assessment is a tool that measure a learner's knowledge and ability. It shows the areas in the reading program where learners have weakness and strengths. It shows they are able to extract information and analyze what are reading. On the other hand, it usually can be used by the teacher to help them in evaluation.

Brown, (2000) states that a test, in plain words, is a method of measuring a person's ability or knowledge in a given domain. A test has the purpose of measuring. Some measurements are rather broad and inexact, while others are quantified in mathematically precise terms.

In teaching learning process, Caldwell, (2008) states that assessment can happen at any points in a lesson. It can be planned and carefully thought-out procedure. It is also applicable in reading class. Commonly, people think that assessment is done after students read a certain reading passage then they were having some questions that have been prepared to be answered. In fact, the assessment can be done before the students read the reading passage. They do not need to read the whole text, but they just need to activate their prior knowledge and try to relate to the topic. Moreover, this kind of assessment required students to actively participate in the classroom teaching and learning process.

Alderson, (2000) states that all these aspects of reading are important, but probably never be brought together into a coherent and comprehensive account of what the students read. The inevitable complications when students consider the complexities of analyzing texts: since the nature of what students read must have some relation how to read and then text analysis must be relevant to theories of reading and to research into reading. Researchers have frequently attempted to identify reading is bound to be somewhat pretentious and this introductory chapter was in vitality be selective

According to (Richards & Schmidt 2002), assessment is a systematic approach in collecting information and making inferences about the ability of a student or the

quality or success of a teaching course based on various sources of evidence. Therefore, an assessment may be done by a test, interview, questionnaire, observation, etc. In this case, the students may be tested at the beginning and again at the end of a course to assess the quality of the teaching on the course. Besides, the test is important to know the level of the students and know how good are the students' ability. In this study, the researcher focused on testing the students' reading comprehension when paragraph shrinking is conducted.

Based on Westwood, (2008) states that the main functions of assessment are to enable a teacher to evaluate the effectiveness of the teaching program to make any necessary modifications to delivery, learning activities or resources; to identify any students who are having difficulties mastering the course content; to provide information if a student is to be transferred to another school or referred for special education; to be accountable to parents by providing them with evidence of their child's learning, and to be accountable to government education authorities by providing hard evidence of achievement levels in a school. All types of assessment have a purpose to measure how far the students' understanding of the content and information of the reading text.

The test has become a way of life in the educational world. A test in simple terms is a method of measuring a person ability, knowledge, or performance in a given domain Brown, (2004). In every learning experience there comes a time to pause and take stock, to put our focal processes to their best use, and to demonstrate accumulated skills or knowledge. The first order to business in an exploration of classroom assessment is to understand what assessment means and how it is different. Tests are

almost always identifiable periods in a curriculum when learners muster all their faculties to offer peak performance, knowing that their responses are being measured and evaluated

In this classroom action study, the researcher focused on assessing students' skills to improve the students' reading comprehension. The test of reading is closely related with how the researcher teaches. In this case, researcher made a short answer test to the students to measure the students' achievement. The test is given to know the improvement of the students' reading comprehension. This is important to do in order to find out the students' achievement after being treated by using a certain technique. In this present research, researcher used short answer task for measuring the subjects of the study's achievement. Brown, (2004) states that short-answer task is a reading assessment where a reading passage is given and the test-takers read the questions that must be answered in a sentence or two. The test-takers should respond the question in the form of words to a sentence or more. The test-taker should answer the questions based on the information that they get from the text. The present test aims at measuring reading comprehension.

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2.2 Empirical Review

The empirical review is provided for showing the effectiveness of the strategy used in the previews study regarding improving students' reading comprehension. The empirical review is used as the references and to show the strength of the present study. It is also as the section for reviewing some similar studies that had been conducted by other researchers that might be relevant with this present study. Therefore, the

researcher would like to review two previous studies that related to the present study.

Those previous studies are briefly and empirically review as follows:

The first one was conducted by Mustika (2022) entitled “Improving Reading Comprehension of The Ninth Grade Students of SMP N 2 Kuta academic year 2022/2023 through Question Answer Relationship Strategy”. The objective of her study was to figure out whether or not the reading comprehension of the nine grade students of of SMP N 2 Kuta academic year 2022/2023 could be improved through question answer relationship strategy. The result of the study found that question answer relationship could improve reading comprehension. It can be seen from the progressing mean score of the pre-test and post-test. Wahyuni had state that there was major improvement regarding the subjects’ reading comprehension skill through question answer relationship strategy. In cycle I the result has greater than before and in cycle II the result has greatly superior. The result was obtained after implementing the strategy in teaching and learning process. She used short answer task questions for the pre and post-test.

The second was conducted by Hunaidar (2020) entitled “Improving Reading Comprehension of The Ninth Grade Students of SMPN 7 Jember Academic Year 2020/2021 through Question Answer Relationship Strategy”. The objective of her study was to figure out whether or not the reading comprehension of the eight grade students of SMPN 7 Jember Academic Year 2020/2021 could be improved through question answer relationship strategy. The result of the study found that question answer relationship could improve reading comprehension. It can be seen from the progressing mean score of the pre-test and post-test. Silvia had state that there was

major improvement regarding the subjects' reading comprehension skill through question answer relationship strategy. In cycle I the result has greater than before and in cycle II the result has greatly superior. The result was obtained after implementing the strategy in teaching and learning process. She used short answer task questions for the pre and post-test.

Based on the results of the above researchers, the first researchers showed that QAR is an effective way to improve student reading comprehension. The second researcher suggested that the QAR can improve students understanding of recount texts. The weakness in the first study, which was that RPP did not provide clear time limits and instructions at the time of the pretest and post-test. In the study of the two instruments used in the implementation of the QAR strategy, this strategy is incomplete, so the students lack understanding when applying the steps. By giving clear instructions, students are expected to gain a clear understanding of how to use the question-answer relationship in reading activities. In addition, the subject is taught how to apply the questionnaire-answer-relationship before, during, and after reading a text.

There are two things that distinguish this research from previous research: The first is in terms of the location of the study, which, of course, has different characteristics from the previous research and different levels of argument. And the latter is seen in the research subject, where the previous study used a population of the ninth level and now uses eighth level population.