

CHAPTER I

INTRODUCTION

1.1. Background of the Study

Reading is one of the four basic English skills that must be mastered by the students. Through reading, students are able to gather many ideas and information that can improve their knowledge. By reading, they are able to learn more about language component like grammar and vocabulary. Bernhardt (2000:6) states that reading is about how to understand the written text. It is a complex activity that involves both perception and thought. It means that comprehending and interpreting the information in the written text are necessary. It implies that students need to learn a considerable amount of information from a text. Moreover, Broughton (2003:90) states that reading is essentially an intellectual ability to correlate the black marks on the paper by way of the formal elements of language, they can say the words as sounds, with meaning which those words symbolize. Reading is about understanding written text.

In addition, According to Nunan (2005:69) reading is a set of skills which include making sense and deriving the meaning from the printed word on the paper, in reading the reader must able to decode or sound out the printed words moreover comprehend what they have read. Reading comprehension is the understanding of information and ideas through the interaction between readers and writers of particular type of text. It means that reading is an active process that requires a great deal of practice and skill, it means that the readers must use their ability to get the information and understand the text that they read well. The students were confused

to identify main idea, general information, find specific information, recognize textual meaning references in reading text. This thing happened because in the learning process the teacher only use one technique such as asking the students to read the text and understand the text by themselves. Reading is important for students to find out the main information and ideas in the text.

From the interview and observation that was been done by the researcher to the English teacher of SMP N 2 Kuta, the students still had problem in comprehending the reading text especially in finding general information, specific information, textual meaning and textual reference because most of them only read the text without thinking and paying attention to every single sentence that they read. This problem caused by the teacher who did not use the right technique in teaching reading for the students in the class room. As a result, the researcher uses to motivate the students to understand the content of reading text.

Chard et al. (2008:1) Reading comprehension is a highly complex cognitive process involving the intentional interaction between the reader and the text to create meaning. The main goal is to gain and overall understanding of what is written and described in the text rather than to obtain the meaning from isolated word and sentences. In the fact, some students feel that reading is boring because they have not found something interesting to read. Through reading comprehension, students are able to increase their knowledge, and ability in communicating.

The problems faced by students of SMP 2 Kuta in reading are that students do not lack understanding of vocabulary, find general information, specific information, textual meaning and textual references. This strategy must be used in order to make the students active, creative, and understand the overall meaning of

the text. In the case the researcher implemented “Question-Answer Relationship strategy”. This strategy is one of the strategies that can implemented in the classroom to improve the student’s reading comprehension.

Therefore, solution the researcher uses Question-Answer Relationship strategy consist of four steps namely Right there, Think and search, Author and you, and on my Own. This strategy is an after reading strategy used to improve the student’s reading comprehension. Therefore, the researcher does research under the tittle “Improving reading comprehension of the ninth-grade students of SMP N 2 Kuta in academic year 2022/2023 through Question- Answer Relationship.

1.2. Research Problem

Based on the background of the study above the ninth grades students of SMP N 2 Kuta still have problems in reading comprehension especially in identifying main idea, general information, find specific information, recognize, textual meaning and recognize textual references in reading text. Therefore, it will be improved by using an appropriate technique that should be applied. The researcher chose a technique and procedure text which has simple steps in teaching learning reading comprehension that is Question-Answer Relationship. Question-Answer Relationship is as the solution in solving students’ problem in reading comprehension. Considering the background, the research problem this action can be formulated as follows: Can reading comprehension of the ninth-grade students of SMP N 2 Kuta in academic year 2022/2023 be improved through question-answer relationship?

1.3. Objective of the Study

The objective of this study was to answer the research problem that has been previously formulated and determined. Therefore, the purpose of this study is to know whether or not Question-Answer Relationship can improve students reading comprehension at SMP N 2 Kuta in academic year 2022/2023.

1.4. Limitation of the Study

Teaching reading actually has a broad and wide scope coverage, the researcher has to limit the investigation in one point only, so that reader will not get confused. The limitation of this study is focused on the use of question-answer relationship strategy to improve reading comprehension of the ninth-grade students of SMP N 2 Kuta in academic year 2022/2023. The strategy was used to emphasis in identifying general information, finding specific information, recognizing textual meaning in the reading text, and recognizing textual reference.

1.5. Significance of the Study

The researcher was focused on improving reading comprehension through Question-Answer Relationship. The result of this research is expected to again the theoretical and practical significances on the importance of implementing Question-Answer Relationship strategy in improving reading comprehension of the ninth-grade students of SMP N 2 Kuta in academic year 2022/2023.

Theoretically, the finding of this research was expected as a guide or reference for the next research that have similar research finding about using Question-Answer Relationship strategy, furthermore this study could be applied in the class during teaching reading comprehension.

Practically, the outcome of this present research for teacher the result of this study was expected to give benefit for the English teacher as well as the input material for evaluation in improving reading comprehension of the students. It can positively after learning activities especially those teachers who teach at the ninth-grade student of SMP N 2 Kuta: they can implement this strategy in classroom during the learning process in improving the students' reading comprehension.

The finding of the study expected to improve the students' reading comprehension and motivate the student to read more. For the researcher, the result of the study expected to improve his knowledge in what he needs to do when teaching reading comprehension in the classroom and also this study could give him many experiences about how to guide the student in getting the point from the text. Furthermore, in handling the passive class become the active class during the learning process.

1.6. Definition of Key Terms

To avoid any understanding concerning the key terms, it was needed to be explained clearly and accurately some terms in this study. Definition It is very important to define it as one of the important terms A better understanding in this study. In addition, definition is an important term It is used to provide the reader with a deep understanding of this study. The definitions of important terms are operational as follows:

1. Reading comprehension

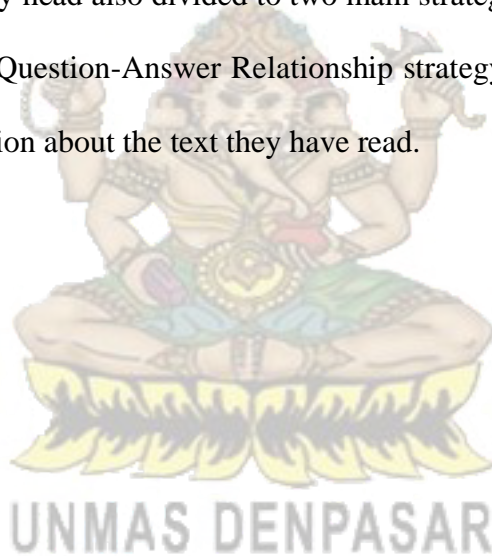
Reading comprehension is defined as the ability of the ninth-grade students of SMP N 2 Kuta in academic year 2022/2023 in understanding reading

comprehension text by finding general information, specific information, textual meaning and textual references.

2. Question-Answer Relationship

Question-Answer Relationship is a strategy that is used by the researcher to improve the ninth-grade students SMP N 2 Kuta in academic year 2022/2023.

This strategy can help the students to differentiate the question in the text use their own knowledge. There are two major cores, namely: First, In the book that divided to two main strategies, Right There and Think and Search: Second, in my head also divided to two main strategies, Author and Me, and on my own. Question-Answer Relationship strategy guides students how to answer question about the text they have read.



CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

Theoretical review is used in a scientific study and based on some theoretical background and empirical evidences. Scientific research aimed at contributing practical significance. The present study is conducted on the ground of theoretical basis: 1) Reading Comprehension, 2) Component Reading, 3) Procedure Text, 4) Question-Answer Relationship, and 5) Reading Assessment.

2.1.1 Reading Comprehension

Reading is one of fundamental skills which needed by the students. As an international language, many people in the world probably need to learn or at least know about it. Therefore, most people learn it because they want to expand their business or just learning about another culture. 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 can get the information and their knowledge will not improve. Therefore, reading comprehension is the main part of reading.

Reading Comprehension is a process to find the specific information and the ability to understand the information that has been read. Snow (2002:11) defines reading comprehension as the process of simultaneously extracting and constructing meaning through interacting written language. To comprehend, a reader must have wide range of capacities and abilities. These include cognitive

capacities for instance, attention, memory, critical analytic ability, inference, and visualization ability.

Moreover, Klinger et al. (2007:8) state, that reading comprehension is a multiple 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 itself (interest in text, understanding types of text). Similar with Klinger et al, Karem and Graham (2007:8) argue that reading comprehension is a multi-component and highly component process that involves interaction between reader and the written text. Through reading, the readers can get information and improve their reading comprehension.

Brown (2004:185) defines that reading is likewise a skill that a teacher simply expects learners to acquire. Reading arguably is the most important for success in all education context. It is a complex interaction between the text and the reader which is shaped by the readers experiences, attitude, and language community which is culturally and socially situated.

In addition, Pang et al. (2003:6) reading is about understanding the written text. It is a complex activity that involves both perception and thought. It consisted of two related processes; word recognizing and comprehension. Word recognizing refers to the process of perceiving how written symbols correspond to ones spoken language, while comprehension is a process of making sense or words, sentences and connected texts. Readers typically make use of background knowledge, vocabulary, grammatical knowledge experience with text and other strategies to help them understand the text.

Moreover, Linse (2005:71) states reading comprehension is meaning and understanding. It involves a thinking skill and will more complex than merely decoding specific words. The purpose of reading is not just will read the text moreover to understand and find out the text meaning. Reading comprehension can be concluded as the ability to find the stated ideas from the writer. The will essence of reading comprehension refers to the ability in connecting the words in a text and understands the ideas conveyed in the text.

2.1.2 Component of Reading

In reading, there are a lot of components of reading; however, because in this study the researcher focuses on reading comprehension so there are two components of reading to be discussed here, namely vocabulary and grammar. Both of them are discussed as follows:

2.1.2.1 Grammar

The grammar of a language is the description of the ways in which words can change their forms and can be will combined into sentences in that language. When grammar rules are too carelessly violated, communication may suffer, although creating a good grammar rule is quite difficult. Moreover, Patel and Jain (2008:141) define grammar as a scientific statement of the principles of good usage which concerns with the relation of words in the sentence. Educated people use certain forms of expression. Language specialists study the forms they use, note that they follow a few comparatively simple principles, and state these principles the result is grammar. On the other hand, Richard and Renandya (2002:155) argue the role of grammar is one of the most controversial issues in language teaching. In the early

part of twentieth century, it formed an essential part of language, so much aspect of language learning was either ignored or downplayed. The argument was that if you know the grammatical rules of the language you would be able to comprehend the procedure text. In recent years, grammar had regained its rightful place in the language curriculum.

2.1.2.2 Vocabulary

Richard and Renandya (2002:255) state that vocabulary is the knowledge of meaning of words. Vocabulary is a core component of language proficiency and provides much of the basic for how well learners speak, listen, read, and write. Without extensive vocabulary learners often achieve less than their potential and may be discourage from making use of language language learning opportunities around them such as reading the newspaper, and so on. In addition, Linse (2005:130) states vocabulary is a collection of words it is an important aspect of language development.

Moreover, Elizabeth et al, (2003:12) state many studies have shown that good readers have good vocabulary knowledge. In order to understand a text, readers need to know the meanings of individuals words. They construct an understanding of the text by assembling and making sense of the words in context. Vocabulary knowledge is difficult to measure. However, it is important in learning to read and in future reading development. Words that are recognized in print have to match a reader's oral vocabulary in order to be understand.

Furthermore, Hiebert and Kamil (2005:3) state vocabulary serves as the bridge between the word-level processes of phonics and the cognitive processes of

comprehension. National reading panel defined vocabulary as one of two aspects of comprehension instruction, the other being comprehension strategy instruction.

2.1.3 Procedure Text

Text is spoken or written utterance that means to express ideas. Text is a set of signs that are transmitted from a sender to a recipient through a certain medium or certain code (Sobur, 2004: 53). There are some types of text. The types of text are descriptive text, narrative text, procedure text, and report text. Procedure text is defined as a text that contains the steps in doing an action, making something, or using a tool. The purpose of procedure text is to explain how something is made or carried out in a sequence of steps. In this present study, the researcher uses procedure text as the material in teaching reading. There are language features procedure text as follows:

1. Using numbering that shows the sequence or stages
2. Using words that show orders. For example, heat oil, brew noodles.
3. Using words that describe conditions. For example, fry onions until fragrant.

2.1.4 Question-Answer Relationship

Question-Answer Relationship strategy is a strategy that can be implemented after the student have read. This strategy teaches the students how to decipher what type of questions that are being asked how to find the answer. Techniques or strategies usually are an effective way in teaching learning process to improve the student's reading comprehension. Klingner et al. (2007:110) state implementing Question-Answer Relationship strategy help the students divide and

categorize question in four types by the types of information that used to answer them. Question-Answer Relationship teaches students how to decipher what types of questions they are being asked and where to find the answer to them. According to Macceca (2007:202), the Question-Answer Relationship (QAR) is multiple strategy approach that gives students and teachers a common language about prior knowledge and question strategies. This strategy is an effective strategy for reading comprehension. Question-Answer Relationship as a strategy in learning reading comprehension related to improve students understanding text-based question generating. Klingner et al. (2007:110) also add that students can use Question-Answer Relationship (QAR) strategy type to analyse and answer the questions in the text. There are four types of question such as: Right there, Think and Search, The Author and Me, On My Own.

1. Right There

It means the answer to literal question can be found exactly in one sentence of text. The teacher tells students to always look back at the text questions when they want to answer questions

2. Think and Search

It means that in findings the answer of this types of questions, the researcher must draw conclusion. Which show that they integrate information from more than one places in the text, because the questions are complex, they often require a sentence or more to answer. The students answer the text the teacher gives, but students need to collect different pieces of information to find them.

3. The author and Me

It means that these questions require the readers to connect information from the text to what they have learned and can require their own experiences and opinions they have learned. For this question type students are told that some of information comes from the text, but some information comes from what they have already know. The students must think about the teacher said and how the two pieces of information fit together.

4. ON My Own

It means that these questions are from the readers own experience without information from the text. Many questions asked before reading that elicit prior knowledge are On My Own questions. For extension, activities after reading teacher tend to ask On My Own or Author and Me questions types to connect what students already know to what they have just read. the teacher discussing to connect between questions and answers to each group. Question Answer Relationship strategy gives students talking about largely invisible process that constitute listening and reading comprehension across grades and subjects areas. Teachers know the value of modelling and thinking aloud to make visible the thought processes involve in higher levels of thinking, but it can be frustrating trying to convey complex ideas without a shared vocabulary. Thus, Question Answer Relationship first provide teachers and students with much-needed common language.

2.1.5 Assessing Reading

One of the most important aspects in the teaching reading is able to test and measure the students understanding of the intent and purpose of the text given to

the students during the learning process. Assessment is a broad covering any conscious effort on the part of teacher or students of the range of possibilities within basic of performance. One of the purposes of reading comprehension assessment is to compare the level students understanding in the sample form: then aimed to determine whether students has met the criteria to rebuilt their grade level. Another goal is to inform instruction to determine when students understand what they read and how efficiently they use comprehension strategies.

According to Cohen et al. (2007:48) the several purposes of the text are to diagnose a students' strength, weakness and difficulties, to measure achievement, to measure aptitude and potential and to identify readiness for a program. Brown (2004:5) assessment is really needed and can be done by giving a series of the text. The purpose of the text is to measure the students' reading comprehension whether their reading comprehension is improved or not during the learning process.

Moreover, it can also be used to enable the teacher to evaluate the effectiveness of the teaching program. However, the most important thing is to know the students' progress during the learning process. Brown (2000:384) states that a test is a method of measuring a person ability or knowledge in given domain. Some measurements are rather broad and inexact, while others are quantified in mathematically precise terms.

2.2 Empirical Review

The empirical review is provided for showing the use of Question-Answer Relationship in improving students reading comprehension and as the references for this study. There are two reviews study that have been done on the area of question answer relationship.

The research which is relevant to the present study was done by Hasanah (2018) entitled “Improving Reading Comprehension Achievement using Question-Answer Relationship Strategy to the eleventh grade students of SMAN 10 Gowa in Academic Year 2017/2018”. This research is aimed to find out the improvement of the students reading comprehension with question answer relationship strategy, moreover to find out the effectiveness of question answer relationship strategy in the reading strategy.

Similar research was conducted by Indrawan (2016) entitled “Improving Reading Comprehension through Question-Answer Relationship Strategy to the eight grade students of SMPN 1 Sukawati in Academic Year 2015/2016”. The result showed that the students had difficulty in identifying explicit and implicit information. The students had difficulty in identifying the main idea. Thus, question answer relationship strategy was used to improve the student’s reading comprehension. The researcher chose this strategy because it could facilitate the higher-level thinking and gaining higher achievement.

From those two researchers that had been explained above by using question answer relationship, the students reading comprehension in English could be improved. The result of each research explained that after giving the treatment, the students ability in reading comprehension was much better and higher than the previous one before the students were given treatment.

Looking at the result of this research, in those the weakness two researchers only question- answer relationship test was used as instrument in collecting data. According to experts, the essay test is used to understand the question and realize

their ideas through written language, so the type of essay test is more powerful test to assess the reading comprehension of students in order to measure the skill of students in reading comprehension.

