CHAPTER I

INTRODUCTION

1.1 Background of the Study

Reading is a skill that must be mustered by the students in language learning. It is an important way to improve the student's ability. It is one of the significant ways in learning English. Reading is concerned mainly in understanding fully for the readers in creating the meaning intended by the writer. It is one of the significant ways in learning English. In short, Brown (2004:185) states that reading is arguably the most important proficiency to achieve the goals of learning in all educational fields. Therefore, reading is one of them learning process for invent information of the material or the text.

Reading is ineffectual without comprehension. Reading comprehension is a process of simultaneously extracting and constructing meaning trough interaction and involvement with written language. In school, the students are always faced with any kind of short functional text such as recount, narrative, and descriptive in which the students must actively engage in those kinds of texts to comprehend the construct meaning. One of the basic competencies that students must master in grade eight of junior high school is to comprehend the meaning in short functional text and simple essay in the form of recount, narrative, and descriptive in the context of daily life to access knowledge (Raphael et al. (2006:14). Therefore, reading comprehension is definitely required for students.

A conventional technique was still a favorite one for the English teacher to use in improving students' reading comprehension. Conventional 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 will not only make the students fail but 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 learning process actively. One of the appropriate strategies that can be used to improve students' reading comprehension is question answer relationship strategy.

Based on the background of the study above, the students in SMP PGRI 2 Denpasar 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. Question answer relationship would be a useful strategy which is expected to improve reading comprehension of the eighth-grade students of SMP PGRI 2 Denpasar. It is a strategy that can be used to identify general information, specific information, textual meaning and textual refence 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' question'. Next, the students must answer the questions individually related to the text that has been read.

Question Answer Relationship strategy was developed by Raphael in 1986. Question answer relationship provides good achievement to encourage students to be more active and strategic readers in the classroom or in daily life. Moreover, by using this strategy, students are able to ask good questions and respond to those questions based on the text content correctly. Furthermore, the

strategy does not only improve reading comprehension but it also stimulates their creative and critical thinking. It can be used to help students in understanding the written information and motivate them to think creatively and work cooperatively. In addition, the students are also challenged to use their higher-level of thinking skill which makes the learning process more interesting for them in the classroom.

Based on the explanations above, 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 Improving Reading Comprehension of The Eighth Grade Students of SMP PGRI 2 Denpasar in Academic Year 2023/2024 Through Question Answer Relationship.

1.2 Research Problem

Based on the background of the study above, the students in SMP PGRI 2 Denpasar 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 PGRI 2 Denpasar in academic year 2023/2024 be improved through question answer relationship?

1.3 Objective of the Study

Based on the research problem, the objective of this study is to find out whether or not the reading comprehension of the eighth-grade students of SMP PGRI 2 Denpasar in academic year 2023/2024 can be improved through question answer relationship. The research is conducted in order to know the answer to the research problem. Objective of the study is know whether reading comprehension of the eighth-grade students of SMP PGRI 2 Denpasar in academic year 2023/2024 can be improved through question answer relationship.

1.4 Limitation of the Study

Reading Comprehension is such a broad scope in the present research, the researcher limited the study only in improving reading comprehension of the eighth-grade students of SMP PGRI 2 Denpasar in academic year 2023/2024 through question answer relationship by giving the students essay tests of personal recount text. Based on the 2013 curriculum, the researcher focuses on the third main competency that is understanding, implementing, analyzing factual, conceptual, and procedure knowledge in accordance with their curiosity in science, technology, art, culture, and humanistic on the basis of human, national, state, and civilization insight concerned with the causes of phenomena and events, as well as applying the procedural knowledge in the specific study according to their aptitude and interest to solve the problem that the students faced.

The basic competency is focused on the third basic competency (3.11) that is comparing social functions, text structures, and linguistic elements, some personal recount texts oral and written by giving and requesting information related to personal experiences in the past, short and simple, in accordance with the context of their use. Reading comprehension in this present study is focused understanding the meaning especially on identifying general information, specific information, textual meaning, and textual reference of a personal recount text.

1.5 Significance of the Study

The present study is focused on improving reading comprehension through question answer relationship. The findings are expected to indicate theoretical and practical information on the importance of the implementing the strategy in improving students reading comprehension. Both theoretical as well as practical significance are clearly explained as follows:

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. 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

Defining the key terms is important in research. Key terms of some typical words used should give clear understanding about the topic that is further discussed. Thus, it is very important to define some operational definition related to the variables in this present study. The followings are the key terms which are operationally defined by the researcher in this present study:

a) Reading Comprehension

Reading comprehension in this research is defined as the ability of the eighth-grade students of SMP PGRI 2 Denpasar in academic year 2023/2024 in understanding reading text especially identifying general information, finding specific information, textual meaning and textual reference of a reading narrative text that students read.

b) Question Answer Relationship

The Question and answer relationship is operationally defined as a method used to improve the reading comprehension of class VIII students at SMP PGRI 2 Denpasar where the teacher delivers a reading text, then students individually read the text and discuss it in groups. after that. Next, students are instructed to look at the questions available in the text and then divide the questions. Students are expected to be able to identify the types of questions in order to answer these questions correctly. These activities are carried out by students both in groups and individually.

CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

Theoretical review is a shortening, an evaluating, or a simplify report of studies found in the literature based on some background and empirical evidences. A scientific study is proposed at contributing practical significance. Therefore, the study should conduct based on the scientific studies proposes. The present research is established on the ground of theoretical basis: reading comprehension; question answer relationship; and assessment reading comprehension.

2.1.1 Reading Comprehension

Reading is part four language skills, that should be learned by students. Reading is one of the important language skills that student must read English material for their subject (Andrian, 2019). Furthermore, reading is a part of English competency skill which states the overall understanding of the text. It is a complex activity that involves both perspective and trough. Related process: 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, sentence 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.

Serravallo (2010:43) states comprehension is at the heart of what it means read. Reading is thinking and trying to understand the content of the message contained in the passage. This understanding is a prerequisite for the occurrence of an act of reading. Reading is not taking place if there is no understanding to the readers. Leaning to read is an important educational goal. In conclusion, reading comprehension is an essential reading ability to gain information from the text. Moreover, the ability can be used to evaluate the student's vocabulary and try to enter the meaning. Therefore, in this present study, the reading comprehension is

defined as the process of constructing, understanding, and making meaning form the text that has being read.

Nunan (2003:68) states that reading comprehension is defined as the ability to read at a reasonable speed with reasonable comprehension. This is the process by which the reader combines information from the text with the student's background knowledge to construct meaning. Text, readership, fluency, and strategy combine to define the act of reading. This means that when the reader reads the text, they should combine the text they read with background knowledge to help them understand the text. In order to understand the text, he two linguistic components that must be mastered are grammar and vocabulary. Without reading comprehension, students cannot understand the information contained in the text they read.

Reading means contemplating, understanding and understanding the meaning behind the text (Serravallo, 2010:43). Reading means understanding and grasping the ideas that the author expresses through the text. Students should think about what they know about the topic before reading. Learning to read is an important educational goal for people, especially students. The ability to read opens up a new world for students. Willis (2008:128) states that in order to understand text, readers must be able to decipher or recognize words, access text integration processes to construct meaning, and retain word content long enough for it to simulate the relate information in long-lasting memories of students. Reading comprehension also allows readers to use their existing knowledge of the subject. According to Smith (2004:2) reading is the most natural activity in the world. The word reading is aptly used for all kinds of activities when researchers are trying to understand a situation. Its original meaning is interpretation. Furthermore, interpretation refers to a particular usage of a term. This means that the reader can have many thoughts about the written text that the student read from the text. Readers need to understand how to create meaning in written text. Therefore, comprehension is the behavior of the reader who interacts with and participates in written texts in order to form and convey meaning.

Brown (2004:185) states that reading comprehension is also a skill that teachers expect from learners. Reading is and remains the most important skill for success in any educational setting. Readers acknowledge that they play an influential role in the reading process. If students can identify the meaning of the words in the sentences and passages, they read, they will be able to understand what they are reading. By understanding the texts read, students can improve their reading comprehension. Brindley (2005:80) states that reading is one of the basic skills to be acquired at an early age. This ability is needed in the educational system and in society. Students, on the other hand, read books and literature. It is then linked to the literary heritage, along with the textual canons. This leads children to think about what and how to read.

Sadoski (2004:8) explains that comprehension is the reconstruction of the author's message. The author composes the message and encodes it in the printed language. The reader deciphers the printed language and reconstructs the message that will be developed in the next step chapter. It has been wisely said that those who do not know history are doomed to repeat it. Moreover, the debate about reading education that has shaped recent history is relatively new. Pollard (2008:44) supports reading as a receptive skill. It is the students' understanding of the text that they need to process and understand. Moreover, reading is an active process in which the reader interacts with the text, anticipates what will come next, and imparts subject and language knowledge to the text. Reading comprehension also allows readers to use their existing knowledge of the subject of the text to understand the message.

Pang et al. (2003:19) states that reading comprehension is relating previous knowledge to new knowledge contained in written texts. Intimate prior knowledge depends on life experience. Furthermore, issues that are familiar and openly discussed in one culture may not be acceptable in another. Children growing up in rural areas have a different experience than those in urbanized developed countries. Thus, more prior knowledge is generally easier to comprehend, and more cultural knowledge has the same effect. Rich but different

kinds of cultural knowledge also affect the comprehension and evaluation of written texts along with background knowledge.

In addition, Lems et al. (2010:170) explain that reading comprehension is not a static ability. It depends on the purpose of reading and the text of the question. There are also some benefits that come from reading texts. For example, reading texts provides opportunities to learn vocabulary, grammar, pronunciation, and how researchers structure sentences, paragraphs, and texts. Reading provides students with information that enriches their knowledge and improves their thinking. Furthermore, McNamara (2007:109) states that reading comprehension results from a series of cognitive processes and activities that involve deciphering words. Vocabulary access, syntactic processing and reasoning generation, reading strategies and post-reading activities. All these processes should be considered in the development of a student's reading comprehension.

In relation to the statement above, reading comprehension can be defined as the process of extracting appropriate meaning from information. All definitions recommend reading comprehension as the main act of reading itself. Without reading comprehension, students cannot understand the information in the text they read is expected. Reading comprehension also means understanding the context and meaning of information presented in printed text. Additionally, in reading lessons, students read texts to find general information, specific information, text meanings, and text references in the process of teaching and learning. In comprehend the reading text is necessary to apply strategies to make the students easier to understand the reading text.

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 (2007:62) 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 answer in the text.

Raphael et al. (2006:44) express that question answer relationship is 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. Additionally, McKnight (2010) defines that 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.

According to Klingner et al. (2007:111), students can use four types of questions to lead them to find the answers. Moreover, those types of questions are Right There, Think and Search, The Author and Me, and On My Own.

The followings are the explanations of the four types of questions above:

1. Right There

   The answer to this questiong is in one place in the text. Words from thequestion 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.

2. Think and Search

The answers to this kinds of questions can be found in several part of the text and pieced them together. Students must draw conclusion 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.

3. The Author and Me

    Author and Me question aske 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 inferencially. 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.

4. 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 require inferencial 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.

According to Raphael and Au (2005:214), QAR provides a framework where students can use it to link strategis at appropriate points in the reading cycle. In addition, this framework guides teacher's modeling of qustion-asking practice before, during, and after reading. Using QAR strategy to plan reading comprehension instruction helps to ensure that there will be not an over-emphasis of lower-level skills and questions that only require the students to locate and recall information. Understanding and control of startegies help the students to engage in the high level of literacy for which they are accontable in their day-to-day classroom activities. Moreover, Raphael and Au (2005:214) 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 thingking

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 grup members can be conditioned with number of students in the classroom. The group can be divided into a pair of sub-group. The number of sub-group member can be the half of the group member.
   b. The reseacher 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 andAuthor and Me question.
   d. The students in sub-group ask some questions of On My Own questions to active prior knowledge of expert group. Fro example: From the tittle, what do you know about the text? Have you ever read the same kind of the text given? How is the story like? Then the

expert group members answer the question based on their prior knowledge.

e. The sub-group students ask some questions of Author and Me question to the expert group to predict and visualize the content of the text before reading it. For example: From the tittle of the text, what might the text be about? Then the expert group members answer the question about what they know of the text from the tittle.

2. While Reading Activities

a. The expert group are asked to start reading the text.

b. The students are also asked to use QAR strategy of Right There question, Think and Search, and Author and Me question.

c. The sub-group member members ask some questions while the expert groups are reading. They ask question 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 will answer the questions based on the text they are reading.

d. 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.

e. 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 will 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.

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3.   Post Reading Activities

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

    b. 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.

    c. 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.

    d. 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 clasified 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 will help them answer the questions. It shows where the answers can be found.

2.1.3 Assessing Reading Comprehension

Mariotti & Homan (2005:2) said that reading assessment is gathering of information to determine a student's developmental reading progress. Assessment and evaluation of student understanding and ability is an ongoing process (Saddle 2002). Students' reading comprehension ability is assessed in order to know their comprehending of the materials given. The most common reading comprehension assessment involves asking students to read a passage of text that is levelled appropriately for the students, then asking some explicit, detailed questions about the content of the text. There are some variations on reading comprehension assessment. For example, instead of explicit question about facts directly presented in the text, the students could be asked to answer inferential question about information which is implied by the text, or the students' comprehension might be tested by their ability to retell the story in their own words or to find the main idea or the moral story.

Pang et al. (2003:18) 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.

N'Namdi (2005:57) 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 analyse what are reading. On the other hand, it usually can be used by the teacher to help them in evaluation. Brown (2000:384), 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 this classroom action study, the researcher carries out a series of test at the end of teaching learning process to improve the students' ability. 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 (2004:207), 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.

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 presents study.

The first one was conducted by Damanik (2021) entitled "Improving Reading Comprehension of The Eighth Grade Students through Question Answer Relationship Strategy". The objective of her study was to figure out whether or not the reading comprehension 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 Kusuma (2021) entitled "Improving Reading Comprehension through Question Answer Relationship". The objective of her study was to figure out whether or not the reading comprehension could be improved through question answer relationship strategy. The result of the study clearly showed that the reading comprehension skill of the subject under study could be improved through question answer relationship. It can be seen from the increasing result from pre-test to post-test one in cycle I and from cycle I to cycle II. The post-test I mean score was more than the mean score of pre-test. Moreover, the mean score of post-test II was higher than pre-test and post-test L.

Both of those previous studies above showed that there were positive responses toward the strategy used in improving the subjects' reading comprehension. However, the previews studies have the same weaknesses which was the question answer relationship instructions were not clear enough for students. Moreover, the researchers did not apply the four types of Question Answer Relationship questions in their test items. The researcher of this present study could not find the test items that showed Question Answer Relationship questions. For that reason, the researcher of the present study would like to conduct this study with same tittle to make it better and more complete than the previous ones. By giving clear instructions, the students are expected to get clearly understanding how to use Question Answer Relationship in reading activities. Moreover, the subjects under study will know how to use the Question Answer Relationship questions before, while, and after reading a text or an article.