CHAPTER I

INTRODUCTION

A. Background of the Study

Language is a communication tool organized in the form of a unit, such as words, groups of words, clauses, and sentences that are expressed both orally and in writing.[1], In Indonesia, learning English is a required part of the curriculum.[2] Reading, writing, listening, and speaking are the four pillars of fluency in English. Reading is the sole activity to which this study will devote attention. Stone argues that learning to read is crucial to a child's future success in both school and in life.[3] Therefore, reading is very important for students. In addition, reading comprehension is also important for students, because in reading students are also asked to understand the text they are reading.

Based on the 2013 curriculum, 60% of English material in Indonesia is in the form of "Reading Text", Hence, it is anticipated of students in Indonesia that they would comprehend the material presented in the texts they study.[4] Based on the 2013 curriculum for Senior High School levelStudents are required to read and comprehend a wide variety of literature, both formal and informal, interpersonal and tractional. These texts are recount, narrative, procedure, descriptive, news item, report, analytical exposition, hortatory exposition, explanation, discussion, review,

---

[1]Tri W. & Riyadi S., *Bahasa, Fungsi Bahasa, dan Konteks Sosial*, (2001), p. 2
[2]*Ibid.*
[3]R. Stone, Best *Practices for Teaching Reading*, (United States of America : Library of Congress Cataloging-in-Publication Data, 2009), p. 39
[4]Maznum, *Upaya Peningkatan Kemampuan Siswa dalam Reading Compehension Melalui Pendekatan Scientific di Kelas XI-MIA. 5 SMAN 2 Bangkinang Kota TP 2016/2017*, Vol. 2, No. 2, 2018, p. 2

spoof, and other short functional texts. In this level, students are expected to have a better ability in reading comprehension, because they must be able to master material for a higher level later in college.[5] However, in practice, In Indonesia, the emphasis in reading instruction is on phonemic awareness rather than on improving pupils' ability to read.[6]

Besides, there are some obstacles that make students difficult in reading comprehension. These obstacles include lack of mastery of vocabulary from students, lack of interest from students to read, students do not enjoy in learning process, and wrong methods utilized in the classroom by the teacher probably.[7] These obstacles were also found by researcher at tenth grade in SMA AL – HIDAYAH Medan which used as a place of research. This was discovered by the researcher after extensive observation and interviews with the school's English instructor and many pupils. Based on the analysis conducted by researcher on the preliminary data that researcher had collected through interview and observation, one of the reasons for the difficulty of students in reading comprehension was the teacher did not used varied strategies. In the observations that conducted by researcher, the strategy used by the teacher was the teacher center, where the emphasis or reliance of the pupils was still on the instructor to teach them. Based on interviews conducted by researcher with several students, students admitted that they still had difficulty learning English, especially in reading comprehension, so

[5]*Ibid*

[6]Nur'andini S. R., *Peningkatan Kemampuan Memahami Cerita dalam Buku Pelajaran Bahasa Indonesia Melalui Metode RollingBook,* (Palopo, 2018), p. 11.

[7]Hariati, Peningkatan Kemampuan Siswa Dalam Memahami Bacaan Bahasa Inggris Melalui "DeducingMeaningFromContext", *Eralingua : Jurnal Pendidikan Bahasa Asing dan Sastra*, Vol. 2, No. 1, 2018, p. 2.

that in answering questions based on the text, they still had difficulty answering these questions. The investigator asked the educator certain questions in an interview, the teacher also said that there were a lot of pupils who couldn't grasp what was being said., this could be seen when the teacher gave questions based on the text to students, Students struggled to find an appropriate response.

Therefore an action or treatment is needed to correct a mistake, that is the teaching strategy used, in this case there searcher choose the QAR (Question Answer Relationship) strategy to correct the mistake. According to Davidson, QAR strategy is a strategy focused on improving text-based question generating and question answering.[8] Researchers opted for the QAR approach since it has been shown to increase pupils' ability to understand what they read. This is demostrated by Surya Ningsih in his research. Based on the research he did, there are an increase of the students' in use of this strategy. Students who previously struggled with reading comprehension now have a much easier time understanding the material presented in the book and answering questions based on it. The improved academic performance of the studied students demonstrates this.[9] This is also desmontrated by research conducted by Fuad Abdul Baqi. In his research, he said that at the start of the research almost all students in the class had difficulty reading comprehension, but after he used the QAR strategy in his research, there is an increase of students. It's clear that students' abilities in this area have improved, as even those who

---

[8]Kimberly Davidson, "*Adapting the Question Answer Relationship Strategy for Middle School Students with Intellectual Disabilities*", (Nashville: Vanderbilt University.2017), p. 6

[9]Surya Ningsih, *Improving The Students' Ability in Reading Comprehension of Narrative Text through Question Answer Relationship at the Tenth Grade of Man Binjai*, (Medan : UINSU, 2017), p. 36

previously struggled with reading comprehension are now able to grasp the material presented. The pupils also demonstrated an ability to respond to text-based queries. This is evident from the rising academic performance of our students.[10] Two studies have shown that using the QAR technique to teach reading will boost pupils' comprehension.

Based on the above explanation, this research was conducted for "**Improving Students' Reading Comprehension of Descriptive Text through QAR (Question Answer Relationship) Strategy at the Tenth Grade of SMA Al – Hidayah Medan**".

B. **Identification of the Problem**

From the research background context, the research problem might be stated as follows::

1. There were some students who had difficulty in reading comprehension from descriptive text.

2. The strategies used in the learning process were less varied

C. **Formulation of the Problem**

The following research questions were developed in light of the aforementioned research problem:

1. How is the students' reading comprehension skill can improved by using QAR (Question Answer Relationship) Strategy?

2. What are the difficulties faced by the students in reading comprehension

---

[10]Fuad Abdul Baqi, *EmployingQuestion – AnswerRelationships (QAR) Strategy To ImproveStudents' ReadingComprehension*, (Jakarta: UIN Syahrif Hidayatullah, 2014), p. 71

when the teacher used the question answer relationship strategy?

D. **Objective of the Study**

The study set out to accomplish the following in light of the aforementioned issue statement:

1. To find out how the students' reading comprehension skill can improved by using QAR (Question Answer Relationship) strategy.

2. To find out the difficulties faced by students in reading comprehension when the teacher used the question answer relationship strategy.

E. **Significance of the Study**

This study is to provide the following benefits:

1. Theoretical Significance

Theoretically, The findings of this study will hopefully serve as scientific evidence for the effectiveness of the Question Answer Relationship technique in boosting students' reading comprehension.

2. Practical Significance

This study is also able to be practical, as below

a. For Students

The results of this research, the results of this study can give a lot of benefits to the tenth grade students of SMA Al - Hidayah Medan to improve their skill in reading comprehension.

b. For EnglishTeachers

For English teachers, the resultsof this study can be useful as a reference or input in the selection of learning strategies and can apply Question Answer Relationship strategy as an effort to improve students' reading comprehension.

c. For Further Researchers

Results from this study should provide valuable insight and pointers for future studies in this area, particularly those focusing on reading comprehension ability.