

CHAPTER I.

INTRODUCTION

A. Background of the Study

Language is a tool for communication; hence, the possibility of there being any kind of communication activity at all in the absence of language is extremely remote. These days, there are a great number of languages spoken all over the world that serve as international languages and that, in addition to a person's mother tongue, can be utilized as a tool for communication. Everyone has the ability to teach themselves English, despite the fact that it is a language that is spoken all over the world.

Everyone is aware that language is intricately related to human existence, and as a result, language is one of the most fundamental components of the process of communication. This is because language allows humans to express themselves and interact with one another. Communication between different groups of people is impossible without the use of a common language. By the use of language, people are able to communicate their thoughts and feelings to one another. As a result, language plays the primary role in the process of social communication as well as emotional growth.

People speak a variety of languages, but in order to communicate with one another across the globe, they must do it in English because it is the international language.¹ Thus, English competence is in high demand, especially in nations where

¹ Tien Rafida, (2017), *The Effect of Advertisement Text on Student's Ability in Writing News at Laboratory Islamic School of UIN Medan*, North Sumatra: Medwell Journals, p. 951.

English is neither a first nor a national language.² Learning English is crucial. English is a mandatory foreign language and subject in Indonesia. Most people need English, especially in school. Haycraft advises us to understand the purpose of learning English.³

Indonesians study English. English teaches reading. Reading aids comprehension. Stone believes children must learn to read to succeed in school and life.⁴ Students need to read. Reading comprehension is also crucial since students must comprehend what they read.

Millions use English to communicate. English dominates in communication, business, information, diplomacy, science, technology, and education, motivating individuals in many countries to study and master it.

English, along with Arabic, Japanese, German, and French, is a priority foreign language taught in many countries. Schools and institutions teach these languages, primarily English. Most Indonesian states provide English classes. English is vital.

Reading helps students enhance their English vocabulary, writing, and speaking. Thus, reading is essential for anyone seeking education.

Visual, auditory, and kinesthetic learning modalities vary. It aids in subject strategy. Strategies distinguish people. It solves learning issues. Learning style and strategy are important.

² Idris Sadri, Rahmah Fithriani, Saidurrahman, Maryati Salmiah, and Sholihatul Hamidah, (2019), “Suggesting Critical-Thinking and Problem-Solving Method into Teaching English Reading to EFL Students in Indonesia” in *The Second Annual International Conference on Language and Literature*, KnE Social Sciences, p. 294–304.

³ John Haycraft, (1986), *An Introduction to English Language Teaching*, England: Longman, p. 9.

⁴R. Stone, *Best Practices for Teaching Reading*, (United States of America : Library of Congress Cataloging-in-Publication Data, 2009), p. 39

Learning style and tactics are related, as shown above. Students who understand learning style will apply subject-specific tactics effectively. It improves learning.⁵

Read to comprehend. Reading is complicated because it takes perception and thought.⁶ John J Beboe stated, “Reading is significantly more complex.” Reading requires all higher brain processes. Recalling, thinking, envisioning, organizing, applying, and problem-solving are involved.⁷

Grabe and Stoller (2002:29) Read Fluent readers balance and organize multiple skills in a complicated and rapid set of routines to make comprehension easy and fun. Recognizing speech, reasoning, and responding. Inference-making influences text comprehension. Students' comprehension suffers if word recognition is difficult. Many methods can improve reading comprehension. include reading and vocabulary improvement. English should help students learn and grow in school. Today, there are five English skills: hearing, speaking, reading, writing, and translating. These skills are interconnected because people express their thoughts by speaking, writing, and gestures and receive them through listening, reading, and translating. English language learners must master all skills, but this research will focus on reading comprehension.

Senior High School students in Ten Grade must grasp functional text and basic essays in front of descriptive language in daily life according to KTSP curriculum. Language reading is challenging, especially for students. Reading was difficult at Islamic Senior High School. Thus, students should grasp the text's context.

⁵ David Kolb, in Doris B Matthews, *An Investigation of Learning Styles and Perceived Academic Achievement for High School Students*, Taylor and Francis Group, 69,1996,p.249

⁶ Elizabeth Pang in Zainal Abidin Naning and Rita Hayati, *The Correlation between Learning Style and Listening Achievement Of English Education Study Program Students Of Sriwijaya University*, Jurnal Holistic, vol 3 no. 5, 2011, p. 3.

⁷ John J Deboer and Martha Dallmann, *The Teaching of Reading*, (New York: Holt Inc, 1964), p. 17

From junior high to college, Indonesian education uses English. Indonesian students study it as their first foreign language for those reasons.

The Indonesian government values English. English is required for high school graduation in Indonesia, demonstrating its importance in education.

The government's rigorous requirements aren't only expected. The national curriculum treats English skills equally. English students must read, write, speak, and listen. Learning and teaching require reading. Reading boosts grades. Nunan says reading helps students think.⁸ Reading aids comprehension. Reading is essential to understanding without help. Reading also ties into other subjects. Reading skills allow students to comprehend written text.

Today, genres teach reading comprehension. Language feature, general structure, and other features make a genre ideal. Senior high school students, especially tenth graders, focus on narrative text reading comprehension.

According to National Library data, Indonesian students read five to nine novels a year three to four times a week. Thus, poor reading levels reduce reading interest. According to PISA study, Indonesians are less interested in reading than other nations. Motivation, IQ, teacher, curriculum, and learning style all contribute to low reading scores.

According to the symptoms above, students have various challenges learning English, and we need solutions. Teaching English improves students' skills, notably reading. Thus, to engage students, teachers require a unique approach. Many methods can improve pupil reading comprehension.

Indonesian teachers only ask one student to read aloud. Indonesian reading instruction emphasizes pronunciation over comprehension.⁹ Additionally, various impediments hinder

⁸ David Nunan, (1992), *Research Methods in Language Learning*, USA: Cambridge University Press, p. 59.

⁹ Nur'andini S. R., *Peningkatan Kemampuan Memahami Cerita dalam Buku Pelajaran Bahasa Indonesia Melalui Metode Rolling Book*, (Palopo, 2018), p. 11.

reading comprehension. Student vocabulary, reading interest, and instructor tactics are these challenges.¹⁰ Eight Grade In Mts Al-Jamiyatul Washliyah Batangkuis researchers found these difficulties. After interviewing teachers and students, researcher discovered it. According to researcher's study of early interview data, teachers' ineffective teaching practices contribute to students' reading comprehension problems. Teachers employ convective teaching tactics, which is wrong. Since the convection technique focuses on the teacher, students are still dependent on the teacher and less active in the learning process.¹¹ English texts still confuse many students. Inaccurate learning methods. The teacher's instructional technique corrects errors. The researcher employed QAR (Question Answer Relationship) to correct the teacher's instructional tactics. Davidson says QAR technique improves text-based question generating and answering.¹² QAR improves students' reading comprehension, thus researchers utilize it. Surya Ningsih's study "Improving The Students' Ability In Reading Comprehension Of Narrative Text Through Question Answer Relationship At The Tenth Grade Of Man Binjai" which he conducted in 2017. In a study conducted by Surya Ningsih showed that, the use of QAR strategy succeeded in increasing students' reading comprehension skills.

Based on the explanation above, this research was conducted for "**Improving Students' Reading Comprehension Through QAR (Qestion Answer Relationship) Strategy at the Eight Grade In Mts Al-Jamiyatul Washliyah Batangkuis**".

B. Identification of the Problem

The following problems can be identified from this writing's explanation:

1. Lack of learning motivation from students.

¹⁰ Hariati, Peningkatan Kemampuan Siswa Dalam Memahami Bacaan Bahasa Inggris Melalui "Deducing Meaning From Context", *Eralingua : Jurnal Pendidikan Bahasa Asing dan Sastra*, Vol. 2, No. 1, 2018, p. 2.

¹¹ Herlina, Meningkatkan Keterampilan Membaca Pemahaman Bahasa Inggris Melalui Metode Sq4r, *Jurnal Ilmiah VISI PPTK PAUDNI*, vol. 11, no. 1, 2016, p. 2.

¹² Kimberly Davidson, "Adapting the Question Answer Relationship Strategy for Middle School Students with Intellectual Disabilities", (Nashville: Vanderbilt University.2017), p. 6

2. Few still use QAR (Question Answer Relationship) strategy

C. Formulation of the Problem

The problems formulated in the study are as follows:

1. How is the implementation of QAR (Question Answer Relationship) strategy in improving student's reading comprehension strategy?
2. How far can QAR improve student's reading comprehension?

D. Objective of the Study

The research objectives are as follows:

1. To determine how QAR (Question Answer Relationship) improves reading comprehension.
2. To assess reading comprehension progress.

E. Significance of Study

This research is expected to provide the following benefits:

Theoretically, This study should prove QAR (Question Answer Relationship) approach improves student reading comprehension.

1. For English Teachers

This study may help English teachers choose learning tactics and use QAR (Question Answer Relationship) to improve students' ability to comprehend what they are reading.

2. For Students

For students, the research is expected to increase learning and student comprehension of English literature.

3. For Researchers

Researchers can benefit from seeing how the QAR (Question Answer Relationship) strategy improves student reading comprehension. This can aid researchers and knowledge seekers.

