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CHAPTER I INTRODUCTION

A. The Background of the Problem

Reading is one of the four language skills in English. It is an important skill that should be known by people especially students. It makes them easy to verify knowledge from written, especially in teaching and learning process. In teaching English, reading is an essential skill that requires many things including specification, ability, and certain skills. Everyone can read anything, but not all of them can understand clearly what they are reading, especially for students because they need to understand about what they read in order to get information and develop their knowledge from written text or books. Reading is also a necessary skill that student needs. Besides, in order to achieve the students' comprehension in reading, students must be able to read meaningfully.

Nunan (2003, p. 24) supported that reading is an active, purposeful process of making sense of what the readers read. It is an active process because reading process is not only what they connect it to other information they already know. This process is called as reading comprehension. It is the result of an interactive process between the reader and the text. Learners should have good understanding and comprehending of information through the reading. In general, the aim of teaching reading comprehension is to

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develop the student's ability to read the material, get information and understand the text.

Teaching reading comprehension is not easy. According to Brown, (2003, p. 98) comprehension is the active process of contracting of constructing meaning of the text; it involves assessing previous knowledge, understanding vocabulary, and concept, making inference, and linking ideas. Therefore, Ellen (2011, p. 116) stated that the students need a teacher to help them in understanding the text. Teachers must provide explanations, modeling, guided practice, and application of any new skill or strategy and teach students to use these comprehension strategies flexibly in combination with one another.

Based on the researcher's preliminary observation on March, 25th 2016 by interviewing English teacher, Senior High School 3 Mandau uses Curriculum13 as a guidance in arranging lesson plan, including in reading skill. According to the English curriculum of Senior High School, teaching English at the first year students is aimed to make the students able to comprehend four types of text: recount text, narrative text, descriptive text and explanation text. In this curriculum, the basic competence that should be acquired by the students in this level is to comprehend the purpose, generic structure and language features of those four types of the text. It means that the students are able to understand and produce these types of texts. Descriptive text should be learnt and mastered by students. However, in reality, reading is a difficult skill in language especially the students who are

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still difficult to understand the content of reading text. Based on the information of English teacher in Senior High School 3 Mandau, reading comprehension is taught there twice a week with duration time 90 (2 x 45) minutes for each meeting.

Usually, teacher used some strategies and techniques in teaching reading comprehension, then students read the text either silently or loudly, and then students had to answer the question. Furthermore, although those strategies and methods have been implemented by the teachers in teaching reading comprehension, the results of reading comprehension were still not satisfactory. A great number of the students still got difficulties and problems in reading comprehension of Descriptive text. In this case, the students obtained low English scores or lower than passing grade. The passing grade of English score is 75. To make students interested in reading is not easy. It needs good cooperation between teacher and students in the process of learning. In fact, many students were still lazy to read a text. Also, most of students had low interest in learning English and they did not know how to read meaningfully. They were confused to identify general information, find specific information, recognize textual meaning and references in reading text. When students were given questions by the teacher and they looked for the answers in the text, the students were still confused how to answer the questions with correct grammatical forms.

On the other hand, based on the researcher's experience to the first year students of Senior High School 3 Mandau, the researcher found that some

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of the students were not able to comprehend the descriptive text. It can be seen from the following phenomena:

1. Some of the students have low interest in reading text.
2. Some of the students are not able to understand the context of the text.
3. Some of the students are not able to identify the information of the text.
4. Some of the students are not able to identify main idea of descriptive text.
5. Some of the students are not able to identify language features of the descriptive text.
6. Some of the students have lack of vocabulary.
7. Some of the students are not able to identify generic structure of descriptive text.
8. Some of the students are not able to identify the inference of the descriptive text.

This condition is not good for both of teacher and students because if this condition continues to occur and then the learning objectives in reading comprehension cannot be achieved. Considering the reason above, the researcher is interested in implementing a strategy of reading comprehension.

There are actually many strategies that can be used by the teachers in teaching reading comprehension. One of them is Question Answer Relationship strategy by Raphael. Raphael (1986) defines that Question Answer Relationship (QAR) is a way to help students to figure out how to get about answering question based on a given text. The strategy is aimed at improving students' reading comprehension. It helps students realize that the

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answers they seek are related to the type of question that is asked; it encourages them to be strategies about their search for answer based on awareness of what different types of questions look for. Essentially, Question Answer Relationship teaches students three comprehension strategies: locating information, determining text structures and how they convey information and determining when an inference is required. Using Question Answer Relationship strategy, students will be able to recognize possible answer locations by classifying questions by type as well as monitor their comprehension of the text.

According to Jennifer (2006, p. 1), Question Answer Relationship (QAR) strategy in which students categorize comprehension question according to where they get the information they need to answer each question. In this strategy, students learn to answer question that requires an understanding of information that is explicit text (state explicitly in single sentence); implicit text (implied by information presented in two or more sentences); or scriptal (not found in the text at all, but part of the reader's prior knowledge or experience).

Based on the description above, the researcher needs to conduct a research entitled **THE EFFECT OF USING QUESTION ANSWER RELATIONSHIP STRATEGY ON STUDENTS' READING COMPREHENSION OF DESCRIPTIVE TEXT AT THE FIRST YEAR OF SENIOR HIGH SCHOOL 3 MANDAU.**

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B. Problem

Based on the researcher's observation at Senior High School 3 Mandau, it is clear that most of students are still getting problems in reading comprehension especially, in term of descriptive text. To make the problem of this research clear, thus the problem of this research are identified as follows:

1. Identification of the Problem

Based on the background and phenomena in descriptive text, the problems of this research are identified in the following identifications:

- a. Why do most of the students have low interest in reading text?
- b. Why are most of the students not able to understand the content of the text?
- c. Why are most of the students not able to identify the information of the text?
- d. Why are most of the students not able to identify the main idea in reading text?
- e. Why are most of students not able to identify language features of the descriptive text?
- f. Why do most of students have lack of vocabulary?
- g. Why are most of students not able to identify generic structure of descriptive text?
- h. Why are most of students not able to identify the inference of the descriptive text?

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2. Limitation of the problem

Based on the identification above, it is clear that there are many problems involved in this research. The focus of the problem in this research is about students' reading comprehension of descriptive text that refers to identifying main idea, identifying factual information, determining inferences, generic structure and language features taught by using Question Answer Relationship strategy.

3. Formulation of the problem

Based on the limitation of the problem above, the formulation of the problem of this research can be stated as follows:

- a. How is the students' reading comprehension of descriptive text taught by using Question Answer Relationship strategy at the first year of Senior High School 3 Mandau?
- b. How is students' reading comprehension of descriptive text taught without using Question Answer Relationship strategy at the first year of Senior High School 3 Mandau?
- c. Is there any significant difference between the reading comprehension of descriptive text taught by using and without using Question Answer Relationship strategy at the first year of Senior High School 3 Mandau?
- d. Is there any significant effect of using Question Answer Relationship on students' reading comprehension of descriptive text at the first year of Senior High School 3 Mandau?

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Objective and Significant of the research

1. Objective of the research

Based on the statements of the research problems above, the objectives of the research are:

- a. To find out the students' reading comprehension of descriptive text taught by using Question Answer Relationship.
- b. To find out the students' reading comprehension of descriptive text taught without using Question Answer Relationship.
- c. To find out whether there is or not significant difference between using and without using Question Answer Relationship strategy on students' reading comprehension of descriptive text at Senior High School 3 Mandau .
- d. To find out whether there is or not significant effect of using Question Answer Relationship strategy on students' reading comprehension of descriptive text at Senior High School 3 Mandau.

2. Significance of the problem

Related to the objective of the research above, the significance of the research is as follows:

- a. This research finding is expected to be beneficial in education, in the term of the student's ability in reading descriptive text.
- b. To give some contributions to the students of Senior High School 3 Mandau in order to improve their comprehension in reading the descriptive text.

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- c. To give information to the teachers, and the institutions about the effect of using Question Answer Relationship strategy on students' comprehension in reading descriptive text.
- d. To give information to other readers about the use of Question Answer Relationship strategy in reading descriptive text.

D. Reason for choosing the title

There are some reasons why the researcher is carrying out this research:

- a. The title of the research is relevant to the researcher's status as a student of English Education Department.
- b. The title of the research is not yet investigated by other previous researcher.
- c. The location of the research facilitates the researcher in conducting the research.

E. The definition of the Terms

There are so many terms which are involved in this research. To avoid misunderstanding to the terms used in this research, the following terms are necessarily defined as follows:

1. Effect

According to Richard (2002, p. 25) Effect is a measure of the strength of one variable's effect on another or the relationship between two or more variables. In this research, the effect means the result of

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using question answer relationship strategy on students' reading comprehension of descriptive text at first year of senior high school 3 Mandau

2. Question Answer Relationship (QAR)

QAR is a strategy to be used after students have read. It also teaches them how to decode what types of questions they are being asked and where to find the answers to them (Raphael & Au, 2005). This strategy helps students understand four different types of question based on the sources of information essential for the answer. Question Answer Relationship strategy means in this research is a strategy used by the researcher to know its effect on students' reading comprehension.

3. Strategy

Strategy is planned to achieve a particular purpose. In this research, the researcher used Question Answer Relationship strategy to improve students' reading comprehension.

4. Reading Comprehension

Snow (2002, p. 11) explained that reading comprehension is the process of extracting and constructing meaning through interaction and involvement with written language. Reading comprehension is how readers can identify, analyze, or understand what they are reading. In this research, reading comprehension is the capability of the first year students in Senior High School Mandau 3 in understanding or comprehending the reading text.

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5. Descriptive Text

According to Syafi'i (2013, p. 39), descriptive is used to tell what the subject looks, sounds, feels, tastes, and/or smells like. . Descriptive research attempts to describe, explain and interpret conditions of the present "what is".

The purpose of the descriptive text is to examine a phenomenon that is occurring at a specific place (s) and time. In this research, descriptive text is one of the texts learned by the students in reading comprehension at Senior High School 3 Mandau.