CHAPTER I

INTRODUCTION

In this chapter, the writer presents: (1) background, (2) the problem of the research, (3) the objective of the research, and (4) significance of the research.

1.1 Background

Reading is one of the main skills in learning the language. Generally, people read to get information. People can expand their knowledge by reading. People can learn new words, get new ideas, and learn grammatical through reading. Besides, by reading someone can get information. The information can be obtained from of sources such as books, newspapers, or magazines.

Reading is the essential to every aspect of learning. In everyday life we are can read the text. Reading is the method of thinking used in learning a language to understand the text. Reading is the one an important skill for students to learn, because when they are read the text they are can get new knowledge. Reading is a difficult skill in language particulary for the students who try to understand the content of a specific reading text. they can read words in a good way but they cannot get the main ideas. That is why sometimes they feel sleepy in the class because they get stuck on comprehension about the text they read. Lastly, they are not able to answer the question correctly based on the text. This problem happens because the teacher just asks the students to read the text and answer all the questions without giving any explanation that helps the students in comprehending the text.

According to Mart, (2012:91) state that Reading is a process of readers combining information from a text and their own background knowledge to build meaning and the aim of reading comprehension. There are background knowledge of the reading text is a very important aspect that helps students arrest the main point of a text the natural process.

According to Ivantara, (2020:83) reading is related with daily life because people read many kinds of written material such as newspaper, magazines, academic book, and so on. In short, reading is important skill in our life, because we are can learn new facts and knowledge from reading. Students can improve their mind from they are read the text.

Reading comprehension is the process of transferring knowledge while using the mind to analyze and comprehend the text. Comprehension is the understanding of what they are read, to be able understand written material, students need to be able what they are read in the text. Reading Comprehension involves the reader to know and understand what they are read. Reading Comprehension is a process of relating the readers background knowledge with the information in the text to get the message of the text. Reading Comprehension is not only the matter of knowing and remembering the meaning of all words in the text, but is more about how the students build and construct meaning of the text. Reading Comprehension is a process draw meaning from a text, based on knowledge to receive the message from the text. Comprehension is ability to construct meaning and learn from text.

According to Reski, (2018:46) state that reading and comprehension are two interrelated thing. When student read a text, they will try to understand the meaning contained in the text. According to Hasemi, (2016:137) Reading Comprehension is one of important keys for English learners like Indonesia students who want to speak English as a foreign language fluently. According to Sartini, (2018:99) Reading Comprehension is an activity in which reader relate the text details and the ideas to their prior knowledge in order to comprehend the text materials. So, based on the explanation can conclude that Reading Comprehension is a process to gain knowledge from the text that we are read and to master the meaning of the text.

Question answer relationship (QAR) strategy as a teaching method, question answer relationship information that appears in the text, QAR strategy was the literacy strategy that comprehension question frequently found following a text. According to Raphael, (2014:517) state that they are can be used to add detail and identified two criteria: First, from fact in text is a set of set letter that make up words and sentences, which arranged in an ordered system, so that text when read can reveal the meaning it contains so that it can be understood by the students'. Second, inquiries that demand knowledge based on reality that can students to understand the connection between textual information and prior knowledge. According to Henry, (2018:93) state that there are questions that offer precise information in order to respond to the queries. This technique works well to help pupils comprehend words, paragraphs, or texts because they are aware of the correlation between question and answer. The students was receive a more

detailed explanation of the classification of question. The benefits are the students will acquire fresh information to think innovatively about teaching and learning.

Considering the context of this research above the writer was considering performing a study entitled "**Improving the students' reading comprehension by using question answer relationship (QAR) strategy to the tenth grade students of senior high school SMA Bakti Ibu 8 Palembang.**"

1.2 Focus and Sub Focus of the Research

The problem in this research is focus in question answer relationship (QAR) strategy in improving the students' reading comprehension to the tenth grade students of senior high school SMA Bakti Ibu 8 Palembang. And sub focused in this research concentration English text.

1.2.1 Formulation of the Problem

Based on the background above, the writer formulated the problems of the study into the following question:

1) Does question answer relationship strategy improve the students' reading comprehension?

2) How is the students' response positive toward to use of the question answer relationship strategy in improving the students' reading comprehension?

1.3 Objectives of the Research

The objectives of this research were to find out:

1) To find out whether question answer relationship strategy can improve students' reading comprehension at the tenth grade students of senior high school SMA Bakti Ibu 8 Palembang or not.

2) To find out how students' response positive toward to use of the question answer relationship strategy in improving the students' reading comprehension at the tenth grade students of senior high school SMA Bakti Ibu 8 Palembang.

1.4 Significances of the Research

The writer hoped that the result of this study hopefully be useful for :

1) For The Students

   Students can add information and knowledge to improve reading comprehension using QAR strategy

2) For The Teachers

   The teacher can use and choose the strategy that used to improve reading comprehension

3) For the writer

   This research can be to give contribution to enlarge the writer's experience of conducting an educational research.

4) For Other Researchers

It hoped that the result of this research gave information and contribution

to other researchers so that can apply the suitable strategy in teaching reading.