

CHAPTER I

INTRODUCTION

1.1. Background of Study

English has become an international language to communicate and get information. It makes English an important thing to be taught to students in every school. In Indonesia, English is considered as a compulsory subject. Indonesian government determined English as a prominent language. It can be shown that English has become one of the subjects tested in the national exam. Based on the 1994 curriculum and the 2001 curriculum, the aims of teaching English in Indonesia are to learn, improve knowledge, technology, and art, as well as to improve relations with other countries (Sodik, 2017).

According to the Indonesian National Education Standards Board, learning English in Indonesia has improved four language skills: listening, speaking, reading, and writing (Vikasari, 2019). Students must develop these basic skills. However, each student's skills are different, so it is difficult to develop these aspects at once. Then, reading is one of the important skills that must be mastered by students because, in various aspects of life, most information comes from written reports. Books, magazines, and even the internet are resources and information from written reports that require students to read and understand what they read. Therefore, the readers are expected to read well to understand the information conveyed by the author.

Furthermore, reading comprehension problems have long been a common problem in teaching-learning situations in Indonesia. Numerous studies have shown that it is often difficult for most students to understand English texts. Ganie et al. (2019) stated that the problem faced by students in reading comprehension of English text focused on three aspects: first, student self-problems; second, teacher problems; and third, external problems. Specific problems occurred from the student's self-related to English student skills. Most of the students were unable to comprehend the content of the text and were not familiar with the vocabulary in the text. The other aspects were student interest and motivation in

learning English in general. The teacher problem was the teacher did not use a strategy to understand the text. The teacher only read, guided the student to read and asked the students to answer the questions based on the text. And the external problems were material and environment. The material problem, such as the students' actual condition; lack of books; and no additional teaching tools were given to apply any method. Environment problems include students seldom practising outside the school and avoiding using English (Ganie & Rangkuti, 2019).

Next, in Senior High School, one of the texts taught in school for reading comprehension is narrative text. Students are required to be able to grasp the meaning expressed and implied in the narrative text. However, some students think that reading is still considered a difficult skill to master. It is based on the researcher observation at SMAN 9 Kupang City.

Based on my preliminary sources like interviews and observations before conducting the research, the researcher found several problems students face at SMAN 9 Kupang City in reading comprehension. The problems were: first, students lack vocabulary, making it difficult to comprehend the reading text. Second, students cannot identify explicit or implicit information in the text, making it hard for them to answer the questions based on the text. Third, students feel bored when reading lessons because the teacher only asks them to open their books and understand what is being read without using any strategy.

The strategy that the teacher can use in the teaching-learning process to improve students reading comprehension is the Questions Answer Relationship strategy. Raphael created the QAR strategy in 1983 to help students identify a source of information while answering questions about their reading (Nurhayati, 2019). QAR strategy has four questions: "right there question", "think and search question", "author and you question", and "on my own question". In implementing the QAR strategy in the classroom, the first thing to do is to explain the QARs design. The teacher uses a chart or power-point projector describing students' four primary question-answer relationships. Second, the teacher provides students with a few short paragraphs from the textbook to read. These should be between two

and five sentences long. Then discuss the different a "right there" question and answer, a "think and search" question and answer, an "on my own" question and answer, and an "author and you" question and answer. Each reading should be followed by one question from each of the QAR categories on the chart. Third, continue practicing with small passages on the second day. Per paragraph, use one question for each QAR category. Fourth, on the third day, do a quick review. Then give the students a longer passage with six questions to answer. (at least one from each of the four QAR categories). The last is to implement the QAR strategy to assign specific subject areas. Students choose the best QAR strategy for each question and write it down.

From the problems that arise in the tenth grade of SMAN 9 Kupang in reading comprehension, the researcher is interested in conducting a research towards using QAR as a strategy to improve students' reading comprehension. By using the QAR strategy, students can find some information presented in the narrative text and answer the questions presented in the narrative text correctly to understand the text. This research is entitled "Improving The Senior High School Students' Reading Comprehension Of Narrative Text Through Question-Answer Relationship Strategy"

1.1. Research Problem

Can Question Answer Relationship (QAR) Strategy improve students' understanding of narrative text at the tenth grade of SMAN 9 Kupang?

1.2. Objective of Study

According to the formulation of the study, the objective of this study is to determine whether the QAR strategy can improve students understanding of narrative text at the tenth grade of SMAN 9 Kupang

1.3. Significance of Study

The significance of this study:

1. For the teacher: This research can be useful to increase knowledge and provide inspiration about strategies in teaching-learning, especially in teaching-learning reading comprehension using the QAR strategy.
2. For students: This research can be useful to improve students reading comprehension through some questions contained in the QAR strategy.
3. For other researchers, it can be used as a reference for a thesis on teaching learning reading comprehension.