CHAPTER I
INTRODUCTION

1.1 Background of Study

Reading Text by Asking and Answering, or extracting meaning from what you read, is the ultimate goal of reading. Experienced readers take this for granted and may not appreciate the reading comprehension skills required. The process of comprehension is both interactive and strategic. Rather than passively reading text, readers must analyze it, internalize it and make it their own.

In order to read with comprehension, developing readers must be able to read with some proficiency and then receive explicit instruction in reading comprehension strategies (Tierney, 1982)

There are many strategies to help students in comprehending the texts that can be used by the teachers. One of the strategies that can be applied in teaching reading is Question-Answer Relationships (QAR) developed by Raphael. Walpole and McKenna (2007: 114) state that question-answer relationship is a comprehension strategy to be used after learners have read. QAR teaches learners how to decipher what types of questions they are being asked and where to find the answers to them. The focus of this strategy is on defining and using four types of questions: Right There (explicit), Think and Search (making inferences across sentences in the text), Author and You (making inferences between the text and prior knowledge), and On Your Own (making personal responses to themes in the text).

The process of comprehending reading text begins before children can read, when someone reads a picture book to them. They listen to the words, see the pictures in the book, and may start to associate the words on the page with the words they are hearing and the ideas they represent.

Strategy is a general pattern of a series of activities that must be performed to achieve a certain goal. Learning strategies are also said to be a general pattern that contains a set of activities that can be used as guidelines (general instructions) that competence as learning objectives can be achieved optimally. Ideally, if the teacher used different strategies in teaching, so the students' ability will be increased especially to reading comprehension of narrative text. But, based on my observation there are many students who still had difficulties comprehending reading text. It can be seen by the mistakes they made when they are asked to find out the main idea of the text.

However, in reality, reading is a difficult skill in language, especially the students who are still difficult to understand the content of the reading text. Generally, the teachers only provide text for students and teachers ask students to read and look for the answer to the existing text with aids namely an English dictionary and the students do it individually or work with their partner. Based on the interview with one of the English teachers at one of Private School At Medan , the teacher said the students were still difficult to comprehend the reading text. The students were confused to identify general information, finding specific information, recognizing textual meaning, and recognizing textual 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 about how to answer the questions with correct grammatical forms. There are some ways that can be used to improve the students' ability in reading comprehension, to build the students motivation in

learning reading, and to create their self confidence and creative thinking to express what they have known from the reading text, especially the first-grade students of that school, in this case, the strategy offers is called asking and answering question strategy. The strategy is run by reading text and then asking questions and the students will be answering responsively.

Based on the description above, the researcher was interested in carrying out a research entitled "Improving Students" Reading Comprehension Using Question-Answer Relationship (QAR) Strategy".

Asking and answering strategy that teaches students how to be better prepared to read from a text. Through this process, students begin to understand that when confronted with a question, the answer will either come from the text or from what they know (in their head).The researcher decides to conduct research concerned with improving reading comprehension by Asking and Answering the first-grade students of Private School at Medan

1.2 Identification of Problem

There are some problems that emerge based on the background of the study elaborated above. Based on the pre-survey conducted by the researcher in the teaching-learning English at one of private school at Medan it seems that some students there have some problem of the resets they are :

1. The students have limited pronunciation and vocabulary

2. The students difficult to find main idea in reading English text.

3. The students have lack Grammatical in writing the sentence

It seems that the students also lack the understanding of grammar, so they get difficulties setting up their reading text correctly. Another problem was that the

students found difficulties to express their pronunciation and idea so they have no confidence in reading task. They often got confuse to start. To make it worse, the method applied by the teachers is truly conventional by asking students to read the text silently and then answer the questions on their book.

1.3 Limitation of The Problem

Based on the problem above, the research needs to conduct an action research study. The researcher assumes that the problem here is about the strategy to teach reading which allows the students to understand the text fully as well as attracted to get involved in the reading process. The students need a strategy to make them enjoy learning reading in the class. If they have an appreciateion to read, it will help them to make their reading style in asking and answering strategy. Asking and answering strategy in reading text can help the students to build their confidence. Through Asking and answering strategy in reading, students can be be supported to express what they want to read and speak freely. The research believes that asking and answering strategy is a good technique in conducting reading skill. That's why in this research the researcher only uses Asking and answering strategy to enhance reading text skill for the students.

1.4 Formulation of The Problem

1. What is the asking and answering strategies used in reading narrative text?

2. How do we know the students' ability in reading text is increased by implementing asking and answering strategy?

3. Why the asking and answering strategies can improve the students' ability in reading narrative text?

1.5 The scope of the study

This study is to find out the improvement of students' reading text skill by using asking and answering strategy at one of Private School at Medan

1.6   Signification of the research

1. For the students of class X-IPA and IPS, it can improve their ability to comprehend reading text easier, in comfortable zone and friendly activity.

2. For English teacher of that school, the result of this study can be used as reference to enrich their skill in teaching reading text to students.

3. For the further researcher, the research can give general knowledge of how to improve student's reading skill. The research also can be used as foundation for the next research.

CHAPTER II

REVIEW OF LITERATURE

2.1. RELATED THEORY

In teaching learning English as a second language, reading skill is considerably the most extensively studied skill due to its constribution to other English skills performance. Among the four skills, reading played an important role on the readers.

> According to Harmer (2007), " Reading is crucial because of two main reasons".   First, it gives advantages to the students' personal life. Reading English texts may have a positive impact on students´ further studies and carriers or it may simply play the role of joyful reading. Second, it is beneficial to their language acquisition for reading improves students´ writing abilities, spelling and vocabulary knowledge. Pardede, P. (2008).

Reading is the process of getting meaning from a set of words or symbols which connects the ideas represented in the text to what people have in mind. There are simply alternative ways of explaining the process of learning to read and the theories have led teachers to a variety of beliefs about instructional choices to help children develop successful reading strategies.

> "LaBerge and Samuels (1974) Proposed a theory of reading comprehension which consists of three memory systems, namely, visual memory system, phonological memory system and semantic memory system, to accommodate different representations of input." Theorists believe that reading is the result of a process called brain plasticity, in which these new skills are acquired by utilizing areas of the brain specified for other language tasks."

Reading in language classrooms itself is the interactive activity which mostly directed by teachers. In teaching reading, in order to make the lesson more effective, a teacher can manage the task into three phases namely pre-reading, while-reading and

after-reading phases where each has its own crucial role. (Carter and Long, 1991: 16). All these phases are used in one objective of reading task called the goal of reading. Goal of reading course is the reading abilities the students should have and develop during the course. These goals must arise directly from students' needs, interests, and abilities (Nation: 2009)

a. Theory Strategy of Question-Answer Relationship (QAR)

Walpole and McKenna (2007: 114) state that question-answer relationship is a comprehension strategy to be used after learners have read. QAR teaches learners how to decipher what types of questions they are being asked and where to find the answers to them. The focus of this strategy is on defining and using four types of questions: Right There (explicit), Think and Search (making inferences across sentences in the text), Author and You (making inferences between the text and prior knowledge), and On Your Own (making personal responses to themes in the text).

At first, the strategy is taught by having learners identify the relationship between specific questions and answers. Once they understand that concept, the strategy can be employed during and after reading narrative and information text. Teachers can ask questions, telling learners what type they are. Alternatively, they can ask questions, elicit answers, and then ask learners to categorize the questions by type, essentially tracking their own thinking. Finally, teachers can ask learners to generate questions of each time during and after reading (Walpole and McKenna, 2007:115).

Question-answering instruction is a technique which could be useful as an alternative strategy which is expected to improve reading comprehension.

Question-Answer relationship (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). QAR is a reading comprehension strategy developed to "clarify how students approach the tasks of reading texts and answering questions. It also, encourages them to be active, strategic readers of texts" (Raphael, 1986, p. 176).

b. The Step of Teaching Strategy

The appropriate procedures in implementing QARs strategy in teaching reading consisted of the following steps:

(1) dividing the students into groups,

(2) engaging the students to read the text silently,

(3) encouraging the students to discuss the content of the text with their group,

(4) leading the students to identify four types of questions namely "right there", "think and search", author and me" and "on my own" questions,

(5) encouraging the students to generate types of questions based on text given,

(6) engaging the students to exchange the questions to another group,

(7) asking the students to answer the questions,

(8) discussing to connect between questions and answers to each group.

2.2. Students' Ability

Ability is potential that found in the human being. Ability is a present state of being able to make a certain responds or to perform a certain task, beside that. The ability of the student in learning can be seen from results of the learning itself.

The ability of the student to master the materials is not the same, eventhough the material is delivered by the same teacher, because their capacity to receive and process the information from the materials is different, but one thing for sure is that human being have the innate capacity to learn, to achieve and to develop the knowledge transferred to them.

Many factors influence the students' ability in learning, the main factors are the students' themselves such as their self confidence and the other factors called external factors like environment created by the teachers, the material delivered, the motivation they received and the strategy applied by the teachers in conveying the knowledge. All of these facotr totally influence their ability.

> "Ability is the individual's capacity to carry out various tasks in a particular job. All abilities of an individual are essentially composed of two sets of factors, namely intellectual abilities and physical abilities.According to Stephen P. Robins (2006,46)"

> "On Mardianto's book, he explains "ability in three parts: cognitive, effective, and psychomotor. Cognitive aimed at orientation to the thinking skills include more modest intellectual ability, that given up on the ability to solve problems. Affective is orienting the values, norms to be used as one's personal attitude. And psychomotor ability is related to muscular activity and physical activity."

Based on the explanation above we can conclude that ability is the quality of being able to do something, especially the physical, mental, or legal power to accomplish something.

2.3.   Reading Literature

a. Reading

Reading is a form of communication, using written language or symbols (text). Reading is two-way communication between an author and a reader. Reading is interpretation and understanding. Written words are meaningless if you do not understand, or think about, what an author is saying which is totally done through reading.

Reading is an active process that depends on both an author's ability to convey meaning using words and your ability to create meaning from them. To read successfully, you need to constantly connect what you already know about the information to the words the author has written.

> Anderson (1994: 469) stated that understanding information in a text is affected by the reader's schemata. A reader is called to be able to comprehend the text when when he is able to bring to mind a schema that gives an account of the objects and events described in the message". Comprehension is the process of "activating or constructing a schema that provides a coherent explanation of objects and events mentioned in a discourse" (Anderson, 1994: 473). For Anderson and Pearson (1988: 38), comprehension is the interaction between old and new information. (Pardede, P. (2008))

The reading process begins with decoding words, that is, deciphering the letters that make up individual words. But reading is more than merely processing letters and sounds. The real meaning of a text lies in the relationship the words have with each other. Reading well requires us to recognize these relationships and to put together the meaning of the text.

When you think about everything that goes on simultaneously in the human mind as one reads, the process not only defies easy explanation but also takes on almost magical qualities. Isolating the steps makes the process

seem mechanical or reducible to a formula. But nothing about reading is mechanical or formulaic.

b. The Literary Values Contained in The Story of Lake Toba

Lake Toba was formed from three major eruptions of Mount Toba. The first eruption produced a caldera on the south side, the second eruption formed a caldera on the north side, the third largest eruption turned Mount Toba into Lake Toba.

Moral values are values and elements contained in a good story and have benefits in it. Moral message is a message conveyed by the author concerning civilized human character.

The lake was eventually known as Lake Toba. While the small island in the middle is known as Samosir Island. Moral Message: Be a patient person who can control emotions. And also, don't break the promise we have made or said The origin of lake toba is don't be proud of yourself because we certainly haven't reached perfection, be a diligent personality if you want to get something don't give up easily, never judge someone from the outside or cashing sometimes we are deceived by the physical

2.3.1 The Assessment of Reading

Tuner states that in scoring the students' reading comprehension, they are some aspects of measuring reading comprehension. They are:

Different Sound

While the students are asked to read the text, the teacher will assess them by hearing their pronunciation or the sound that the students may say.

Paraphrase Recognition

Paraphrase recognition means that the students are able to develop the main idea by using their own words. The teacher will assess them by looking at the way of they develop the main idea and also coherence between the main idea with supporting idea.

Information Transfer

The teachers assess the students reading comprehension not only through their pronunciation, but also how they transfer the information to others (listener).

Finding The Stated Information

This study focuses on literal comprehension, so the aspects to be concluded in texts are paraphrase recognition and finding the states information. It means that the teacher does not assess students through their findings on the printed page.

2.4. Purpose of Reading

According to Grabe, when we begin to read, we actually have a number of initial decisions to make, and we usually make these decisions very quickly almost unconsciously in most cases. In other settings, usually academic or professional ones, we sometimes synthesis information from multiple reading sources, from different parts of a long and complex text, or from a prose text and accompanying diagram or chart. Such reading is quite different from searching, skimming, or reading for general comprehension.

As stated by Nation that the goal of reading is developing students' ability which must be embodied to students' interest and needs, in conducting the reading lesson in a clasroom, a teacher must understand of what they are going to lead. They have to facilitate the students to know what they are reading, to the level of comprehending the text they are facing.

William S. Gray (1885 – 1960) suggests 3 levels of reading comprehension namely reading the lines, reading between the lines and reading beyond the lines. When reading the lines, students only focus on ideas and information directly stated in the text. In reading between the lines, students analyse and infer meaning not directly stated in the text. It involves creating personal meaning by combining what is read with relevant prior knowledge. At last in reading beyond the lines, they apply the ideas in the text to new situation and draw genralisations.

Implementing a suitable method to make students gain the level of reading between the lines and reading beyond the line is a must for every teachers nowadays. This stages should be tought well hand in hand with the phase of reading itself. Selecting activites for pre-reading, while reading and post reading activity collaboratively would form the clarity of teacher's intention and sequence of instructional activities and organize the entire lesson on the timing and pace to keep students aware, motivated, and engaged in the reading activities (Wajnryb, 1992).

From all stages and phases of reading, it leads reader to accomplish their reading task for any of purposes namely searching simple information or reading for academic purpose.

2.4.1. Reading to Search for Simple Information

Reading to search simple information is a common reading ability, though some researchers see it as a relatively independent cognitive process. It is used to often in reading tasks that it is probably best seen as a type reading ability, it involves, in essence, a combination of strategies for guessing where important information might be in the text, and then using basic reading comprehension skills on those segments of the text until a general idea is formed.

2.4.2. Reading for academic purpose

Reading to learn typically occurs in academic and professional context in which a person needs to learn a considerable amount of information from a text. It requires abilities to:

a. Remember main ideas as well as a number of details that elaborate the main and supporting ideas in the text.

b. Recognize and build rhetorical frames that organize the information in the text.

c. Link the text to the reader's knowledge base.

Reading to learn is usually carried out at a reading rate somewhat slower than general reading comprehension (primarily due to rereading and reflection strategies to help remember information).

2.5. Students' Problem in Reading Text

The weaknesses of students in reading are unquestionable. The lack of prior knowledge is a very important foundation in getting the gist of the paragraph,

commonly students have problems ability in reading text related to what the topic of the text is. The students are unable to understand the paragraph they have read. In order to understand the paragraph, they must have appropriate meaning for the keywords and understand the meaning of all of the words and their relationship within the paragraph. The problems involve come closely related phenomena, they lack prior knowledge such as:

- **Word Recognition**

  The students face difficulties when trying to recognize words of the target language. These difficulties arise because these two languages, English and Indonesia, are not branches of the same language. They have different syntactical patterns such as ordering to express equivalent ideas. The word that is introduced to the students for the first time is greatly influenced by the prior knowledge about words.

- **Language System**

  Language system involves structure, vocabulary and sound system, and vocabulary and spelling.

- **Other factors**

  Other factors that might weaken the students when learning a language are the students motivation, the teacher, the class environment and also the students' background. These factors mostly contradict to what students are ordered to study, as the result, they are less motivated and can't maintain their interest during the studying process (Bluming & Dembo, 1973: 11). Therefore, a teacher must have special methods to come up with the problems.

2.6. Reading text by asking and answering strategy

One of the most important thing to determine succes in dealing with problems faced by students in their studying process is the selection of a method. Ahmadi (1997: 52) stated that method in learning is knowledge of method in teaching used by a teacher (H. Darmadi, 2017: 175-176). The method is used as the strategy to deliver materials appropriately and in accordance to the condition of students so the students will understand the meterial easily. Effective teaching mainly depends on the proper method selected.

In case of enhancing reading skill, ask and asnwer strategy is the process of delivering lesson by asking questions from teacher to students, students to students and students to teacher. This context is in line as what have been said by Sudirman (1987: 120) which stated that question and answer method is a way of presenting the lessons in the form of question that must be answered, especially teachers to students, but can also be from students to teachers. Further, 1994 Curriculum Technical Guideliness (1996: 26) wrote that question and answer method is a way of presenting material by asking and answering which lead students to comprehend the material (H. Darmadi, 2017: 200).

Asking and answering strategy to enhance reading comprehension is a potential strategy to be implemented because it offers students to learn actively by responding to the questions adressed to them by their peers or teachers orally. It facilitates students' reading task in one phase of reading namely post reading activity. This asking and answering strategy could also provides simple, fun and easy learning enviroment.

2.7. Framework of Study

Based on the study of the theory which has been outlined in the effect of Reading Text by Asking and Answering. Teachers should be able to create communication that makes it easy for students to be able to receive the knowledge presented by the teacher. The reality of communication in Reading Text by Asking and Answering and learning cannot take place as expected. Teachers still use methods that are tedious so students only receive information that resulted in students not only having the liveliness, and do not have the opportunity to actively participate in learning activities, and consequently the activity of low student learning outcomes.

In order to achieve the ability as expected then a teacher is obliged to create an effective learning process. Teachers also must be able to use appropriate learning strategies so as to increase the activity, and creativity and avoid saturation of student learning. If students are often involved in the learning process, the ability to remember and understand is more powerful than passive learning. Given the strength and understanding will help students in solving tasks given by the teacher. Therefore, students who are active in learning affect students' ability.

On the basis of the above reasoning it is expected that the implementation of Asking and Answering can improve students' ability as well as the English language there are differences in the significant increase in students' ability in reading by asking and answering between cycles in class X-IPS and IPA at one of private school at Medan.

2.8. Hypothesis

Based on the theoretical framework and the framework upon which the action becomes the hypothesis in this study, if the Asking and Answering Strategy is applied well, it will improve the students' ability in reading comprehension at one of private school at Medan.