

## CHAPTER I

### INTRODUCTION

This chapter discusses background of the study, statement of the problem, objective of the study, significance of the study, scope and limitation, assumption and then operational definition.

#### 1.1. Background of The Study

Reading is considered to be an important skill that needs to be learned by the readers. Moreover, the reader is going to read the text based on their purposes and get the information they need from the text (Sari, 2016). Reading has an interest in reading that results from two different psychological schools: behaviorism and cognitivism. In this regard, reading relates to specific aspects, for example, (perception or cognitive), stages (initial or reading skills), or modes (oral or silent reading) (Ngabut, 2015). However, the teacher can improve his knowledge by using students 'reading skill techniques to improve students' reading comprehension in learning English in each meeting and exam.

Reading is one of the English skills that must be learned and mastered at every level of education from Elementary school to Senior High School. According to the curriculum, students in Senior High School must master many types of texts consisting of twelve genres, such as narration, descriptive, report, recount, discussion, explanation, hortatory, analytical exposition, news items, reviews, procedures, and spoof text. One of them is using text type factual reports. Factual Reports are news or cases that occur in a student environment that requires serious attention. Students will get some information from other sources, identity, share

their arguments, ask questions, analyze problems through reading assignments. This will have a positive influence on their ability to think critically (Anwar, 2015).

In helping teachers guide all students to teach reading factual report, the teacher need strategies is namely Question-Answer Relationship (QAR) strategy. Question-Answer-Relationship (QAR) is a strategy to give briefing students how way to deal with reading comprehension tests that are commonly encountered in class. (Raphael&Au, 2005) is asserted "the potential of QAR for helping teachers guide students to higher levels of literacy". Using the QAR strategy to "enhance understanding and tests in the classroom. QAR is not based on a certain ideology (Raphael&Au, 2005) argues that, with professional development throughout the school, teachers will have general techniques that they can apply throughout the classroom to teaching basic reading areas and content. That will eventually to a higher level of literacy.

Therefore, the title of this study is "*Teaching Reading Factual Report Through QAR Strategy to Senior High School Students*" expected to naturalize or motivate teacher and students in teaching reading factual report through QAR strategy.

## **1.2. Statements of The Problems**

Based on the background of the study above, the statement of the problem are:

1. How is the implementation of teaching reading factual report through QAR strategy to Senior High School?
2. How is the students cognitive response in the implementation of teaching reading factual report through QAR strategy to Senior High School?

### 1.3. Objective of The Study

From the previous discussion in the background of the study, the objectives of this study are:

1. To describe the implementation of teaching reading factual report through QAR strategy to Senior High School
2. To describe the students cognitive response in the implementation of teaching reading factual report through QAR strategy to Senior High School

### 1.4. Significance of The Study

The result of the study can provide useful information for :

1. Teacher

The teacher can explore their creativity to teach reading factual reports through QAR strategy. With this the research can be used for all English teachers for their teaching and use of the strategies which can be a reference for teaching.

2. Students

The students can be able to apply their reading skill in factual report through QAR Strategy. This research can help students more ideas and to more actively ask questions in reading factual reports using the QAR Strategy.

3. Further Researcher

This research can make additional contributions to develop learning models and strengthen similar strategies. Through this research, researchers can use this research as a reference to do other research with similar topic.

### **1.5.Scope and Limitation**

The scope of this study only focus on the eleventh-grade students of SMK PGRI 2 Sidoarjo academic year 2019-2020. The limitation on the implementation of teaching reading factual report through QAR strategy and the students' cognitive response in reading factual report through QAR strategy.

### **1.6. Assumption**

This research is conducted under the assumption that the teacher in the class teaches reading factual report through QAR strategy.

### **1.7. Operational Definition**

From the discussion of this research provides a definition of the research subjects and selection of variables such as:

1. Reading : According to (Manoli, 2012) reading mainly emphasizes on students' ability to decode and learn how to read, radically there is a shift in the reading process putting the emphasis on comprehension and text learning.
2. Factual Report : According to (Sutono, 2016) factual report is a text that explains and elaborate some factual information relate to particular objects, matter, or things which are based on an factual accurances and scientific and observatory. Factual report text is to present information about something. the generally describes an entire class of things, whether natural or made. for example mammals, rocks, plants, etc

3. QAR Strategy : According to (Raphael&Au, 2005) Question-Answer Relationship (QAR) is a procedure for enhancing students' ability to answer comprehension questions by giving them a systematic means for analyzing task demands of different question probes.

