

## **BAB I**

### **INTRODUCTION**

#### **A. Background**

Taylor and Asmirawati (2010) state that reading is closely related to other language processes. Reading is one of the four language skills essential for every individual to learn and master. Reading can be understood as an interactive process between the reader and the text, ultimately leading to reading fluency or automaticity. In this process, the reader dynamically interacts with the text to derive meaning, utilising various types of knowledge, including linguistic or systemic knowledge (through bottom-up processing) and schematic knowledge (through top-down processing) (Bieńkowska & Polok, 2019).

According to Smith and Robinson (1980) reading comprehension involves evaluating, understanding, and utilising information and ideas obtained through the interaction between the reader and the author. Wainwright (2006) explains that reading comprehension is a process in which the reader must interpret linguistic symbols and reconstruct them into a meaningful whole as intended by the writer. Reading comprehension is not merely a reading skill but focuses more on understanding the content rather than pronunciation or the quantity of reading. (Wainwright, 2006). Wainwright also emphasises that reading comprehension is a complex process involving using various skills, either effectively or ineffectively. When reading, we are expected to be able to recall the information that has been read. (Mogea, 2023).

According to Suparman (2012), reading comprehension involves various sub-skills, such as interpreting visual context clues, recognising analogies, organising information into categories, identifying key ideas, analyzing problems, understanding tables, predicting, and more. Readers sometimes find it challenging to interpret the content of a text, which can hinder their ability to grasp the message the author wants to convey. Many texts provide information; however, readers frequently struggle to discern the author's intentions and objectives. Despite having been taught how to read texts, numerous students, particularly those in secondary school, still experience confusion about what they read. As a result, their reading comprehension skills remain insufficient

(Rachmatia & Suparman, 2012). Luke and Freebody (2002), as cited in Gibbons (2002) explain that understanding specific reading comprehension indicators is often related to good reading comprehension. English as an international language has been used by people all over the world (Demia, 2014). The people of non-native speakers use English as their second language or their foreign language to communicate in many different kinds of social situations and for many different purposes. In education, English has an important role, it can be seen that the language has been learned at any level of education.

Compared to Indonesian, English is different. Every language has its own set of laws and abilities. For Indonesian students, to expand their knowledge, reading is a crucial activity. The fact that reading has ingrained itself into our daily lives lends credence to this notion. Reading may provide us with a wealth of knowledge, entertainment, and even solutions to problems. The capacity to read texts in any format will, therefore, greatly improve our quality of life. An interest in reading largely supports success in learning. Having an interest in reading can lead to various positive impacts, such as increasing reading comprehension. However, in reality, people in Indonesia still have a low interest in reading.

Specifically, many students found difficulties in comprehending and understanding reading passages. It is caused by their habit in school, which has a significant effect on their daily life. (Rachmatia & Suparman, 2012) United Nations Education, Scientific and Cultural Organization research shows that Indonesians' reading interest is 0.001; it was the lowest reading interest in Southeast Asia. This shows us that, generally, reading interest among Indonesian people is lacking.

Learning English literature, books, or other printed materials presents various challenges for the students. The majority of them just possess the ability to recognise and pronounce the text's individual words without understanding the author's intended meaning or message. Furthermore, students are demanded to understand the text by identifying aspects of reading comprehension. According to Chesla (2000), reading comprehension consists of five key aspects that help readers fully understand a text. First, the main idea represents the central thought or primary message that the author wants to convey. Identifying

the main idea allows readers to grasp the overall purpose of the text. Second, details provide supporting information, such as facts, examples, or descriptions, that reinforce the main idea and help readers develop a deeper understanding. Third, pronoun references are essential for maintaining coherence, as they require readers to identify the nouns or phrases to which pronouns refer, ensuring clarity in interpretation. Fourth, vocabulary plays a crucial role in comprehension, as understanding word meanings either through context clues or prior knowledge helps readers follow the text more effectively. Lastly, inference enables readers to read between the lines, using contextual clues and prior knowledge to draw logical conclusions beyond what is explicitly stated. Mastering these five aspects allows readers to improve their comprehension skills, making it easier to engage with and analyze various types of texts (Beatty et al., 2021)

The use of QAR (Question-And-Answer Relationship technique) allowed the students to participate in the teaching-learning process. This strategy made the students more active in sharing their ideas. The students were helped to manage their ideas by guidance in answering the questions. Reading comprehension question and answer techniques used in folklore and fairytale texts are a kind of text that describes a sequence of fictional events. It consists of orientation, complication or problem resolution. To solve the problems in teaching question-and-answer text, the teacher can use suitable and interesting methods or techniques for the learners.

Based on her preliminary observations, one of the problems in reading learning in class is that the students' reading activities were not particularly engaging because the teacher often required each student to read aloud before having them translate the text. Additionally, the teacher nearly always discussed the story's linguistic elements and schematic structures throughout teaching and learning activities. Then, the teacher allowed them a few minutes to complete the exercises, but most of the pupils had ignored the teacher's earlier explanation and had not even completed the activities. Additionally, the teacher very infrequently allowed his pupils to memorise the narrative and tell it in front of the class. About the background stated previously, the students at school were not motivated to read. They did not want to read when the teacher asked them to

read. Consequently, students did not understand the text and got the information from it. It means it also impacts their comprehension. The use of different teaching strategies could avoid misunderstanding and miscomprehension during reading activities. It is to motivate the students in reading activities.

The Question-Answer Relationship (QAR) strategy can effectively address students' reading difficulties by improving their comprehension and motivation. Based on the background information, students were not motivated to read, which led to difficulties in understanding texts and extracting relevant information. QAR helps overcome this problem by providing a structured approach to reading comprehension. It teaches students how to categorize and locate answers within the text, making reading less overwhelming and more engaging.

QAR classifies questions into four types: “Right There”, “Think and Search”, “Author and Me”, and “On My Own”. This categorisation helps students develop different reading strategies based on the type of question asked. For instance, Right There questions require students to find explicit answers in the text, which builds their confidence. Think and Search questions encourage them to connect details and develop analytical skills. Author and Me questions push students to combine textual information with prior knowledge, fostering critical thinking. Lastly, my questions help students relate the text to their experiences, making reading more meaningful.

By using QAR, students become more active readers who engage with texts rather than passively reading without comprehension. This strategy not only enhances their ability to find and understand information but also increases motivation by making reading a more interactive and purposeful activity. As a result, QAR effectively addresses the comprehension difficulties observed in the research setting.

In the context of secondary education curricula, there are several techniques that researchers commonly use in teaching reading. Skim, oral reading, silent reading, scanning. A scan is a question-and-answer relationship. Therefore, it is true that QAR plays an important role in improving students' learning ability as it helps them answer the questions in the text. This strategy also helps students understand the text. A QAR is a question that emphasises the

relationship between the question, the text, and the reader's background. A QAR consists of four categories of questions. For example, being there, thinking, and searching, the author, yourself, and yourself.

The researcher performed diagnostic tests in the areas of reading, teaching, and learning in class VIII.B of SMP ATTAQWA 01, Bekasi. This study found that the students struggled to organize their paragraphs, earning a straight score of 43, while the Minimum Metric for Learning Success (KKM) was 70. The researcher wants the students to achieve a score of 70, which is their goal when learning how to write descriptive paragraphs.

In this issue, the sophomore student has poor reading comprehension, including SMP ATTAQWA 01 Bekasi. Students still have great difficulty answering reading questions. Students have difficulty structuring answers because they cannot understand sentences and fear making mistakes, especially when formulating answers into grammatical sentences. Therefore, the most straightforward strategy to make reading more creative and meaningful for students is to have them answer the questions in the text.

The purpose of reading is to guide the reader in choosing appropriate texts and to determine which texts are suitable for reading comprehension. Furthermore, the goal of reading is to find the meaning of what one has read and answer questions based on the reading text. The ability to comprehend reading material for students who learn a foreign language needs improvement.

## **B. Research Question**

According to the problems discussed, this study raises such questions:

- a. How is the student's reading comprehension before using the QAR technique?
- b. How is students' reading comprehension after using the QAR technique?
- c. Is there any significant difference between the student's reading comprehension before and after using the QAR technique?

### **C. Research Purposes**

According to the research problem, this study aims:

- a. Investigate the student's reading comprehension before using the question-and-answer technique.
- b. To identify students' reading improvement after using the question-and-answer techniques.
- c. To know the significant difference between students' reading comprehension before and after using the QAR technique.

### **D. Research Significance**

The researcher hopes that this research could benefit students and teachers. Specifically, it is expected to contribute to both theoretical and practical significance.

#### **a. Theoretical significance:**

This research is expected to contribute to developing theories in English language teaching, particularly in understanding the effectiveness of the question-and-answer technique in improving students' reading comprehension. The findings of this study can enrich references in language learning research and strengthen theories related to interactive strategies in teaching reading comprehension.

#### **b. Practical significance:**

The practical benefits of this research are expected to provide fundamental contributions to various parties. For teachers, this study can be a reference in implementing more effective teaching strategies to enhance students' reading comprehension through the question-and-answer technique. This technique can help create a more interactive learning environment, encouraging students to actively engage with the reading material. For students, applying the question-and-answer technique can assist them in developing systematic reading skills, improving critical thinking abilities, and increasing their motivation to learn. Furthermore, this research is beneficial for future researchers as a reference for further studies in English language teaching, particularly in exploring methods and strategies that enhance reading



comprehension. Thus, the findings of this study are expected to positively impact the field of education, especially in English language learning.

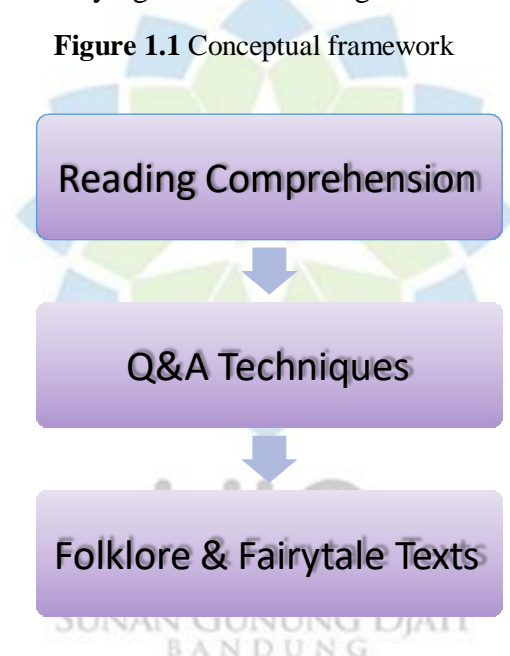
### **E. Research Scope**

This study focuses on improving students' understanding through question-and-answer techniques through folktale and fairy tale texts in high school Smp Attaqwa 01 Bekasi. This study focuses on improvement in reading comprehension through the question-and-answer relationship technique by using folklore and fairytale texts in senior high school or Smp Attaqwa 01, Bekasi.

### **F. Conceptual Framework**

The conceptual framework underlying this research is given in the following diagrams:

**Figure 1.1** Conceptual framework



The use of questions and answers makes lessons more interesting and fun. This method requires students to read the text of the story. In practising this method, students follow several steps to complete the reading process. This research is applied to action research in the classroom. The study was conducted using three techniques in a diagram. The first step starts with reading comprehension. According to Tarigan (2008), reading comprehension is a type of reading that aims to understand the reading. Reading comprehension means reviewing the reading material to assess the situation, value, function, and

effect of reading. Reading comprehension is the process of reading in order to build comprehension (Tarchi, 2017). Lenz (2014) and Quirk and Beem (2012) mention several factors that affect reading comprehension, namely: readers' knowledge of the topic, knowledge of language structure, knowledge of text structure and genre, knowledge of cognitive and metacognitive strategies, their reasoning ability, learner motivation, and their level of engagement. Knowledge of language structure or knowledge of grammar is one of the important factors in reading comprehension.

The next step is a technique that was used in this research, the QAR technique, to make students understand that questions are in the form of presentations and complements. This opens the opportunity for teachers. To ask questions and have students raise means that the teacher may have opened their minds, touched students' hearts, and or made them nervous. In QAR, the teacher repeats the question, and the student can hear it. The teacher usually makes sure that students understand the question and Answer.

The question-and-answer technique is an effective method for teachers to overcome students' learning difficulties, as it allows direct interaction to identify the challenges students face. Through this technique, teachers can explore students' understanding, clarify concepts that are not yet grasped, and adjust teaching strategies to better suit individual needs. Questioning also encourages students to think critically, enhances their engagement in the learning process, and helps build their confidence. Additionally, this method provides an opportunity for teachers to offer immediate feedback, enabling students to correct misunderstandings promptly. Thus, the question-and-answer technique not only serves as an evaluation tool but also fosters a more effective two-way communication between teachers and students, helping them overcome learning difficulties more optimally.

The last one is folk and fairy tales, which were used in this research for reading texts. This is reading comprehension through folklore on reading understanding. Therefore, reading levels and learning strategies impact the material that can be easy as a learning tool regarding students' difficulties in reading comprehension to achieve basic competencies. Folk and fairy tales are



readily available as picturebooks, illustrated collections and digital versions - and tales of different cultures from all over the world that can be found and used in classrooms. Readers who recognise folk and fairy tales as familiar stories have gained deep cultural and literary knowledge.

### **G. Previous Studies**

Previous studies have shown various strategies to improve students' reading comprehension, specifically in narrative texts. Robiatul Adawiyah's (2019) research used narrative text with the Question-Answer Relationship (QAR) strategy and additional self-efficacy variables in a quasi-experimental design, while Estika Sahriani's (2021) research analysed the reading comprehension of grade IX students in the narrative text without using a particular strategy, with a descriptive-analytical approach. On the other hand, the planned research used folklore and fairy tales, sub-types of narrative texts that emphasise cultural values, with a more flexible Question and Answer technique in the experimental design.

The planned research and previous studies aim to improve students' reading comprehension through innovative strategies in narrative texts. Nur Candra Ariana's (2017) research used the Make a Match method on grade XI students, while Edwind Nuvianto Al Azis and Gita Yusanti applied the GRASP strategy for grade VIII students. Both used a quasi-experimental approach. In contrast, the planned research used folklore and fairy tale texts to highlight cultural and moral values with a more flexible question-and-answer technique. The novelty of this research lies in integrating culture into learning, which is relevant for various levels of education.

Such as the use of written texts (Al Azis & Yusanti, 2020) and the task-based learning approach (a classroom action research by an unnamed study at SMP Negeri 1 Kawedanan Magetan, 2011/2012); both studies share the same goal of improving students' reading comprehension by employing specific teaching methods. The first study uses the question-and-answer technique to understand folklore and fairytale texts, emphasising direct interaction between students and the text. In contrast, the second study explores various techniques, such as using written texts, task-based learning approaches, and the REAP

method, applied in broader contexts with diverse texts. While both utilise texts as learning media, the first study is centred on a singular approach with specific text types. In contrast, the second study offers methodological flexibility to suit different learning needs. Thus, the first study emphasises depth in a single technique, while the second provides breadth through multiple strategies.

Journal Rinaldy Alidin and Sri Hartiningsih (2024) with the title “Exploring Barriers and Solution of Students' Reading Comprehension through Question Answer Relationship Strategy in Recount Text for Fashion Major at SMK Negeri 5 Malang.” (Alidin & Hartiningsih, 2024) The previous study and the planned research share similarities in their goal to enhance students' reading comprehension through question-and-answer strategies and provide benefits for teachers. However, they differ in text focus and approach. The previous study used a recount text with the Question Answer Relationship (QAR) strategy. At the same time, the planned research focuses on folklore and fairy tales using a more flexible Question-and-answer technique. The previous study targeted vocational high school students majoring in fashion, whereas the scheduled research involves students more generally. Methodologically, the previous study employed a qualitative approach, while the scheduled research leans toward experimental methods. The novelty of the planned research lies in integrating cultural values through the chosen texts and adopting a more adaptable teaching strategy, making it both contextual and relevant.

#### **H. The difference between this research and previous studies**

While these studies cover a range of methodologies and strategies, the current research, titled INVESTIGATING QUESTION-AND-ANSWER TECHNIQUE USING FOLKLORE AND FAIRYTALES TO IMPROVE

STUDENTS' READING COMPREHENSION, distinguishes itself by focusing on the QAR technique specifically applied to folklore and fairytale texts in a different participant setting. This study addresses a unique gap by targeting specific literary genres (folklore and fairytales that may offer culturally rich and engaging content, potentially enhancing students' reading comprehension in a meaningful and contextually relevant way.