CHAPTER 1

INTRODUCTION

1.1 Literature Review

Reading is the educational process to achieve the goals to be achieved. In the Minister of Education and Culture Regulation No.67 years 2013 regarding the framework and structure of the curriculum, which describes the educational process that provides opportunities for students to develop their potential to become the ability to think academically by giving meanings that can be seen, heard, read and mastered from the culture determined by the lens of culture in accordance with the psychological and physical maturity of students.

Reading is the activity of seeing and understanding the contents of the text with or without sound. reading it has many benefits, functions or roles. one of which is to improve students' abilities and skills. Teacher teaching techniques here are needed in an effort to explore the ability of students to be experts in reading and answering questions from existing reading.

In line with the discussion above, Anderson (2008:7) states that reading is a very important skill to use throughout life. Reading is the process through which readers obtain messages and impressions delivered by the writer through letters or written expression. According to Abidin (2012:4) states that reading learning is a series of student activities to achieve the goals of reading skills. Learning to read is carried out so that students can read but it is also a process that involves activities as well as thinking, understanding and producing a written discourse.

Reading has many benefits. First, reduction and anxiety, such as experiencing anxiety because of love, problems that can be used by reading motivational words or holy books according to religious teachings.

Second, make the brain develop. The second benefit. When the brain is accustomed to reading, it will become active in thinking and trained in doing analysis. This habit will affect in expressing ideas, exchanging words, adding vocabulary and a clear and developing way of thinking. One example is often learning from other people's experiences than blaming other people or making up other people's mistakes.

Third, increase knowledge. Fourth, become a more thinking person. Where every decision is taken, it already has a solution for every decision taken or more often it is called simplifying the problem of reading. Fifth as an entertainer. The benefits of reading are not only to broaden horizons but to seek pleasure, entertainment and enlightenment from any humorous

books, novels or books that are interesting and funny so that they feel entertained.Sixth, improves memory. Reading will keep your brain active and your inner cells get used to seeing something new in a very short time.

But in fact, many students get some difficulties in reading. Some of them get low score in studying English especially in the aspect of Reading. It is shown from the table below.

Table 1.1 Percentage of Completion of Midterm Test Scores of Methodist-9 Junior High School Students

No	Class	Total Student	KKM	Students Achieve KKM		Student Not Achieve KKM	
				Value	%	Value	%
1	IX A	22	75	8	36,36%	14	63,64%
2	IX B	22	75	10	45,46%	12	54,54%

(Source :List of English Teachers Grade IX SMP Metodist-9)

According to table 1.1, the presentation value of class IX A that achieves values above KKM is 36.36 percent, while those who do not achieve KKM are 63.64 percent. Meanwhile, class IX B that achieved a value above KKM was 45.46% and those that had not reached KKM were 54.54%. It is possible to disregard the fact that students' reading value of narrative text in learning is still classified as not satisfying the KKM standards.

The researcher obtained some information from the English teacher in SMP Methodis-9 that many students faced difficulties in class IX SMP Methodist-9 in reading narrative text. It can be happened by many factors. One of the factor is because of the method used at the time of learning is conventional which results in a delay in understanding in students such as doing exercise questions, resulting in feelings of laziness and a lack of interest in reading.

At the SMP, learning to read narrative text is no longer a difficult task, because students are less interested in reading narrative text. Therefore, there is a model called QAR (Question-Answer Relationship).

The QAR technique is a reading method of learning that tries to increase pupils' understanding of reading content by encouraging students to link their prior knowledge of text content before reading and after reading in answering questions. Students increase their initial reading knowledge through questions related to the text being read and students learn to seek deeper information to answer questions. Students also try to answer questions from the text read.

Through the QAR strategy data is used to improve students' reading comprehension, improve vocabulary mastery, increase initial knowledge, increase higher thinking skills, increase student interest and participation in the lesson process. The researcher discusses the analysis of the results based on the difficulties of the researcher's literacy by conducting research to improve reading comprehension skills with the QAR strategy at SMP Methodist-9 Medan From the identification of the above problems, the researcher conducted research with the aim of describing the initial conditions of reading ability, the process of implementing reading learning, the results of reading skills and the responses of students to the implementation of reading learning.

1.2 Formulation of the Problem

Based on the topic's history, the formulation of the problem in this research is “Does the QAR learning model significantlyeffect onstudents’ achievement in reading narrative text of class IX at SMP Methodist-9 Medan?”

1.3 The Scope of the Study

The researcher may observe the limits of attempting to impact the QAR technique on the success of reading narrative text in class IX at SMPMethodist-9 Medan based on the description of the problem above.

1.4 Objectives of the Study

The goal of this study is to determine if mastering the QAR approach has an influence on reading narrative text achievement in class IX at SMPMethodist-9 Medan.

1.5 Significances of the Study

The researchers' findings are expected for:

1. Theoretical

In theory, it is predicted to contribute positively to the execution of the QAR technique to increase students' reading comprehension abilities and learning reading comprehension quality.

2. Practical benefits

a. For researchers, it is hoped that these researchers will add insight by using learning strategies for reading comprehension, training problems that occur in class and finding solutions.

b. For teachers, for consideration in the teaching process using the QAR strategy in reading.

c. For students, this study improves reading skills, thinks about the content of thetextbeing read and provides responses from the text read.

1.6 Hypothesis of the Researcher

The hypothesis for this researcher can reject, namely;

H-O: There is not significant effect on reading narrative text achievement with the QAR strategy.

H-1: There is a significant influence on student learning in reading narrative text using the QAR strategy.