CHAPTER 1

INTRODUCTION

A. Research Background

Everyone has a way to comprehend and understand the information that they want to get. If you want to share the information for everyone, you should understand the information that you want to share. Indeed, the readers are not able to understand the information if they cannot understand the information clearly. One of the ways that everyone can get information is through reading. Reading is one of the receptive skills that must be mastered by the students besides the other language skills such as listening, speaking and writing. According to Woolley (2011:15), "reading comprehension is the process of making meaning from text". Based on that, the ideal condition on reading comprehension is the reader not only understand about the meaning of text but also the reader has to comprehend the content of the text.

The importance of teaching reading for the teacher is not similar to the importance of reading activity in the classroom for the students. Setting goals for instruction helps students to know where they are going with the task and to know when they have been successful in achieving that goal (Schunk in Woolley (2005:33). Moreover, comprehension will be improved if the reading is related to an authentic and meaningful activity for the reader

(Brown 1982; Durrant and Green 2000; Goodman 1996; Pearson and Raphael 1990; Pressley 2002).

For some students reading is easy but often can make the students confused. The researcher found some problem that faced by the students in reading. First they were unknown and lack of understanding in reading. Second, it was difficult for them to find out the implicit information (inference), and find out the explicit information. Third, the students put difficult to find out the meaning vocabulary and reference. To build the students' motivation in learning reading especially to the tenth grade students of SMA Kemala Bhayangkari, was not easy. The researcher knew from pre-observation three conducted month ago when the researcher asked to the English teacher. The English teacher said in this class the students' were lack of reading skill. Some methods can be use by the teachers. There are some ways that can be used to improve the students' ability in reading comprehension. In this case, the researcher applied a method which can be used to improve reading comprehension of the students. The method is giving question and getting answer.

Giving question and getting answering instruction is a method which could be useful as an alternative method which is expected to improve reading comprehension of the tenth grade students of SMA Kemala Bhayangkari. Question-answering instruction is a method that can help students to determine general information, find specific information, recognize textual meaning and recognize textual references in the

reading text. Therefore, question-answering instruction is a method that makes the learning process more interesting, enjoyable, understandable, and more communicative Based on the explanation above, it is important to conduct a research to improve reading comprehension through question-answering instruction. The researcher decides to conduct a research that concerns on improving reading comprehension through giving question and giving answering instruction of the students of SMA Kemala Bhayangkari 1 Kubu Raya.

B. Research Question

How can giving question and getting answer improve students' reading comprehension on narrative text?

C. Research Purposes

The main purpose of this research is to investigate how can giving question and getting answer improve students' reading comprehension on narrative text

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D. Benefits of Research

This research is expected to provide benefits, are as follows:

1. Practical Benefits

a. For the teacher

The results of this study can be used as guidance to improve the quality teaching English and as an input in selecting active learning strategies in the learning process, especially on the material English, increase knowledge about the method of giving question and getting answer, and Gain an overview ofthe impact ofthe use of the method giving question and getting the answer to the students' learning outcomes.

b. For the other

For the research other can to applyagain method giving question and getting answer that can be used in teaching reading comprehension.

c. For the students

The researcher hopes this research can improve students' reading comprehension and the students' achievement of reading in English subject. In addition giving question and getting answer will motivate the students to learn reading and help students to comprehend the text easily.

d. For the school

Provide an overviewto teachers in choosinglearning strategies activeto be morevaried, and contribute to theschoolin order to improvethe processlearningEnglishtobe able toimprove student learning outcomes.

2. **Theoretical Benefit**

a. This research is expected to contribute to the development of science education, particularly with regard to the development of theories of learning in fields of study English.

b. the results could provide input in the form of at she or for educator son improving student learning outcomes through giving question and getting answer.

E. Scope of Research

1. Research Variable

The researcher focuses on single variable that is students' reading comprehension through giving question and getting answer.

2. Terminology

To avoid misunderstanding and misinterpretation, it is necessary to define some methodologies that have been used in this research. They are:

a. Reading comprehension understands of a reading text which is showed by the ability to comprehend its content.

b. Improving reading comprehension is the efforts to make students reading comprehension better than before.

c. Narrative text is which retells the story or previous experiences to entertain or amuse readers or listeners about the story.

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

F.   Action hypothesis

The action hypothesis in this research is intended to predict the impact of the action variable the action variable that is given to the problem variable giving question and getting answer method improve students' reading comprehension on narrative text to the SMA Kemala Bhayangkari 1 Kubu Raya.