

## CHAPTER 1

### INTRODUCTION

This chapter presents background of the study, problem identification, limitation of the study, statements of the problem, objective of the study, and benefit of the study

#### **A. Background of the Study**

Language is our primary source of communication. It's the method through which we share our ideas and thoughts with others. Some people even say that language is what separates us from animals and makes us human.

There are thousands of languages in this world. Countries have their own national languages in addition to a variety of local languages spoken and understood by their people in different regions. Some languages are spoken by millions of people, others by only a few thousand.

English is an important language for all kinds of professional and personal goals. Whether you're just starting out in English, or you need some motivation to keep going, understanding the importance of the language will help you reach fluency and change your life.

There are several factors that make the English language essential to communication in our current time. First of all, it is the most common foreign language. This means that two people who come from different countries (for example, a Mexican and a Swede) usually use English as a common language to communicate. That's why everyone needs to learn the language in order to get in touch on an international level. Speaking it will help you communicate with people from countries all over the world, not just English-speaking ones.

There are four macro skills that must be mastered by students: those are, listening, reading, speaking and writing. Reading as one of those skills is always included in every English teaching because it plays a particular important rule in education. But related to the condition and situation right now, there are some students still unable to use the target language, English,

for their reading comprehension purpose. To face this common problem there must be some ways and solution to improve the student reading ability through one of the available teaching strategies, in this case the researcher has to select the appropriate strategy matched to the students' condition and the kind of English skill.

English language teaching learning is an act of developing ability in English communication including four language skills. The skills developed covers listening, speaking, writing and reading, with an emphasis on reading ability (Fauziati,2009:147). Furthermore, Fauziati amplifies that the general goal of the English teaching is acquisition of Communicative Competence with an emphasis on reading skill, not on speaking skill. So it can be concluded that reading skill is the Centre of teaching learning process that learners should experience much on it.

In reading, people do not merely do decoding process. Reading activity needs reading skill. According to Carrel and Eisterhold (2005:143), reading is a process in which the reader reconstructs a message which has been encoded by a writer. Grabe (2004), describes reading as an “active process of comprehending (where) students need to be taught strategies to read more efficiently (e.g., guess from context, define expectations, make inferences about the text, skim ahead to fill in the context, etc.)”

Based on some description of reading, we can conclude that reading is not only the process of pronouncing letters, but also the depth of interaction between reader and texts and needs strategies in comprehending the texts to lead to automaticity or reading fluency. In reading, students try to understand the content of the text, various kinds of knowledge, information, messages that the writer wants to transfer, etc. It is clear that reading is important skill especially for second language learners. By reading activity, students can obtain many kinds of information and knowledge that they doesn't get from the teacher in the classroom.

There are some people assuming that reading is a passive activity. That is actually not true. According to cognitive psychology and schema theory, a

reader is an active participant who has an important interpretive function in the reading process (Wilhelm,2004:7). It can be concluded that in reading learning, a reader must be active as a participant. It is needed motivation as Feather's idea was quoted by Good and Brophy defines motivation as a hypothetical constructs use to explain the initiation, direction, intensity and persistence of goal-directed behavior (Good and Brophy,1992:360).

QAR (Raphael,1986) provides a basis for teaching three comprehension strategies: locating information; showing text structures and how the information is organized; and determining when an inference or reading between the lines is required. QAR Method shows students the relationship between questions and answers, how to categorize different types and levels of questions (Right There, Think and Search; the Author and You and On My Own questions), as well as how the text does not have all the answers. QAR Method helps students consider both information from the text and information from their own background knowledge. If students are asked to create their own questions, QAR Method also extends their writing ability.

Gasset (1963) defines translation as an "utopian operation." Benjamin (1970) states that a faithful word-for-word translation will not transmit the original sense. Crystal (1998) stated that translators should work to ensure a result that sounds as natural as possible. So, it appears that translation is a creative activity and a translator has a great responsibility on his/her shoulder to develop better understanding among people. Schweers (1999) encourages teachers to use the native language in lessons to influence the classroom dynamic, offer a sense of security and authenticate the learners' experiences. The actual usefulness of translation in English classes lies in exploiting it in order to compare grammar, vocabulary, word order and other language points in English and the student's mother tongue.

Based on the Ideal fact and the reality that reading skill is the center of teaching learning activity and used much by students in attaining knowledge or/and information as much as possible. Because of this, the writer decides to compare between the Question-Answer Relationship (QAR) Method and

motivation to teach reading. Then the thesis titled “The Comparative Study Between Question-Answer Relationship (QAR) Method and Translation Method on Reading Skill viewed from the Students’ Motivation” will be done in The Multimedia Department XII Grade at SMK Muhammadiyah 1 Kota Tegal”

## **B. Identification of the Problem**

Based on the background, the problems of the study, there are several problems identified as the factors influenced students reading comprehension as follows:

1. Question Answer Relationship Method is one of the good strategy to apply in teaching learning English
2. Translation method is one of the method in teaching learning English
3. Reading skill has many influences to students reaching good achievements of reading comprehension
4. Learning motivation is the major factor for students to determine their academic achievements
5. The teachers have the play role to influence the students’ activities in teaching learning process in classroom
6. Question Answer Relationship Method, Translation method, reading skill and students’ learning motivation can be consideration to determine how the students achieve in their leaning achievement

## **C. Limitation of the Study**

Based on the identification of the problem above, it is known that the problem related to students’ reading skill is very complex. To such a case, it is nearly impossible to discuss all of the problems, so research needs to be limited. This research is only focused on the comparison between Question Answer Relationship (QAR) Method and Translation Method on reading skill and learning motivation of students. It will conduct of students of the The

Multimedia Department XII Grade at SMK Muhammadiyah 1 Kota Tegal in academic year of 2017/2018. The specific limitation are:

1. Question Answer Relationship (QAR) Method in this study was applied to the students to know about the achievement of the students' reading skill
2. Translation Method in this study was applied to the students to know about the achievement of the students' reading skill
3. This study compared between Question Answer Relationship (QAR) Method and Translation Method for the students' reading skill
4. The students' learning motivation in this study are the students' motivation in English learning to reach students' English reading skill in the class

#### **D. Statement of the Problem**

1. Is there any different influence of Question Answer Relationship (QAR) Method and Translation Method toward students' reading skill for the students of The Multimedia Department XII Grade at SMK Muhammadiyah 1 Kota Tegal in academic year of 2017/2018?
2. Is there any different influence of high students' motivation and low students' motivation toward students' reading skill for the students of The Multimedia Department XII Grade at SMK Muhammadiyah 1 Kota Tegal in academic year of 2017/2018?
3. Is there any influence of the interaction between Question Answer Relationship (QAR) Method and Translation Method as well as students' motivation toward students' reading skill for the students of The Multimedia Department XII Grade at SMK Muhammadiyah 1 Kota Tegal in academic year of 2017/2018?

#### **E. Objective of the Study**

Based on statements of the problem above, the researcher arranges the objectives of the study as follows

1. To find out whether there is or not different influence Question Answer Relationship (QAR) Method and Translation Method toward students'

reading skill for the students of The Multimedia Department XII Grade at SMK Muhammadiyah 1 Kota Tegal

2. To find out whether there is or not different influence of high students' motivation and low students' motivation toward students' reading skill for the students of The Multimedia Department XII Grade at SMK Muhammadiyah 1 Kota Tegal
3. To find out whether there is or not different influence of the interaction between Question Answer Relationship (QAR) Method and Translation Method as well as students' motivation toward students' reading skill for the students of The Multimedia Department XII Grade at SMK Muhammadiyah 1 Kota Tegal

#### **F. Benefit of The Study**

The researcher hopes that this research can give some benefits in the English lesson, especially in teaching learning of reading. The following are some benefits of this study:

##### **1. Theoretical Benefits**

The research is aimed to give theoretical benefits for the knowledge in educational world, is found that the Question-Answer Relationship (QAR) Method and Translation Method can get comparison which can increase the students' reading skill in the process of English learning teaching especially on students' motivation enhancing students' reading skill. This research, hopefully, can give a big contribution and inspiration for the next research to develop Question Answer Relationship (QAR) Method not only in reading skill but also in writing, speaking or listening skill. Question Answer Relationship (QAR) Method can birth another method because researcher develop Question Answer Relationship (QAR) Method in the future.

## 2. Practical Benefits

After carrying the research and having the result, the researcher hopes that this research may offer some benefits minimal to English teacher and other researcher

### a. English Teacher

1. Teacher gets guidances of using of Question Answer Relationship (QAR) Method and/or Translation Method to motivate students in learning process especially on reading materials.
2. Teacher can make comparison which the best method, Question Answer Relationship (QAR) Method or Translation Method, applying on teaching reading

### b. Future Researcher

The next researchers may use the result of the research paper as additional reference when they want to carry out a research in English teaching learning process

### c. Students

Students can increase their ability of reading skill and motivation of learning English with new method, Question Answer Relationship (QAR) Method. It has already proved that Question Answer Relationship (QAR) Method can be applied to the class and students really enjoy using Question Answer Relationship (QAR) Method.