

**THE EFFECT OF QUESTION ANSWER RELATIONSHIP
STRATEGY IN ENHANCING STUDENTS' READING
COMPREHENSION**

THESIS

**Submitted as A Partial Requirements for the degree of *Sarjana* in English
Education Study Program Tarbiyah and Tadris Faculty IAIN Bengkulu**



By:

MEITA ANGGRAINI

SRN: 1611230125

**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TARBIYAH AND TADRIS
STATE ISLAMIC INSTITUTE OF BENGKULU**

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**KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) BENGKULU
FAKULTAS TARBİYAH DAN TADRIS**

Alamat: Jln. Raden Fatah Pagar Dewa Tlp. (0736) 51276, 51171 Fax. (0736) 51172 Bengkulu

ADVISORS SHEET

Subject : MEITA ANGGRAINI

NIM : 1611230125

To : The Dean of Tarbiyah and Tadris Faculty IAIN Bengkulu In Bengkulu

Assalamu alaikum Wr. Wb

After reading thoroughly and giving necessary advices, herewith, as the advisors, we state that the thesis of

Name : Meita Anggraini

NIM : 1611230125

Title : The Effect of Question Answer Relationship Strategy in Enhancing Students' Reading Comprehension.

Has already fulfilled the requirements to be presented before The Board of Examiners (*munagaasyah*) to gain Bachelor Degree in English Education. Thank you for the attention.

Wassalamu alaikum Wr. Wb

Bengkulu, 2020

First Advisor,

Second Advisor,

Ruswanto, Ph.D

Zelvia Liska Afriani, M.Pd

NIP. 197207101999032002

NIP. 199404202018012003



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) BENGKULU
FAKULTAS TARBIYAH DAN TADRIS
JURUSAN TADRIS

Alamat : Jl. Raden Fatah Pagar Dewa Telp (0736) 51276, Fax (0736) 5117 Bengkulu

RATIFICATION

This is certify the *Sarjana* thesis entitled ***“The Effect of Question Answer Relationship Strategy in Enhancing Students’ Reading Comprehension”*** by **Meita Anggraini** has been approved by the Board of Thesis Examiners as the requirement for the degree of *Sarjana* in English Education Program.

Chairman
Dr. A Suradi, M.Ag
 NIP. 197601192007011018

Secretary
Reko Serasi, M.A
 NIP. 198711092018011002

Examiner I
Dr. H. Ali Akbarjono M.Pd
 NIP. 197607112005012004

Examiner II
Endang Haryanto, M.Pd.
 NIDN. 2004058601

Bengkulu, February 2020

Approved by the Dean of Islamic and Tadriss Faculty



Dr. Zubaedi, M.Ag., M.Pd
 NIP. 19690308 199603 1005

DEDICATION

This thesis is dedicated to:

- Allah SWT as the only one of my God, I would like to say Alhamdulillah to Allah SWT, who has given me blessing, healthy, strongest and patience in finishing the thesis.
- My beloved parents, Ayahanda Alkendi and Ibunda Hermawati who always pray me and could reach the succesful. I do love you.
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MOTTO

JUST START EVERYTHING YOU WANT BY LAFAZ BASMALLAH

Ikhtiar, Tawakal, Ikhlas

Do'a dan Ridho Orang Tua

NEVER GIVE UP

SURAT PERNYATAAN

Saya yang bertanda tangan dibawah ini:

Nama : Meita Anggraini
Tempat, Tanggal Lahir : Lubuk Linggau, 12 Mei 1999
Fakultas : Tarbiyah dan Tadris
Program Studi : Tadris Bahasa Inggris
NIM : 1611230125

Dengan ini saya menyatakan:

1. Karya tulis/Thesis ini yang berjudul: A Closer Look at the Current Practices of Extensive Reading in Drama Class (A Qualitative Study at the Sixth Semester Students of English Education Study Program of IAIN Bengkulu in Academic Year 2018/2019)
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Meita Anggraini
NIM. 1611230125

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Bengkulu, February 2020

The researcher



Meita Anggraini

ABSTRAK

Meita Anggraini (1611230125). 2020. The Effect of Question Answer Relationship Strategy in Enhancing Students' Reading Comprehension. Thesis. English Letters Study Program, Islamic Education and Tadris Faculty. IAIN Bengkulu.

Pembimbing: 1) Riswanto, Ph.D, 2) Zelvia Liska Afriani

Kata kunci: Question Answer Relationship Strategy, Reading Comprehension

Masalah dari penelitian ini adalah kebanyakan siswa kelas X SMK Yadika Model Lubuk Linggau masih memiliki kemampuan membaca yang masih rendah. Tujuan dari penelitian ini adalah untuk mencari perbedaan yang signifikan dalam kemampuan membaca siswa yang diajar menggunakan Question Answer Relationship Strategy. Metode yang digunakan dalam penelitian ini adalah penelitian quasi experiment. Sample dari penelitian ini adalah kelas X OTKP yang berjumlah 30 siswa dipilih dengan menggunakan metode *purposive sampling* dan dibagi menjadi dua kelas. 15 siswa sebagai kelas experiment yang diajar dengan menggunakan Question Answer Relationship Strategy dan 15 lainnya sebagai kelas control yang tidak menggunakan Question Answer Relationship Strategy. Di dalam pengumpulan data, peneliti memberikan tes sebanyak dua kali yaitu pre-test dan post-test. Sebelum melakukan post-test peneliti memberikan perlakuan sebanyak tiga kali pada kelas eksperimen dan kelas kontrol dengan pengajaran yang berbeda. Instrument yang digunakan dalam penelitian ini adalah 20 soal pilihan ganda tentang teks naratif yang telah dinyatakan valid. Hasil dari t-table adalah 1,76, hasil dari t-test adalah 2,690. Itu menunjukkan bahwa t-test lebih besar dari t-table ($2,690 > 1,76$). Hasilnya, hipotesis nol (H_0) ditolak dan hipotesis (H_a) diterima. Dengan kata lain, Question Answer Relationship Strategy efektif didalam mengajar membaca pada kelas X SMK Yadika Model Lubuk Linggau.

ABSTRACT

Meita Anggraini (1611230125). 2020. The Effect of Question Answer Relationship Strategy in Enhancing Students' Reading Comprehension. Thesis. English Letters Study Program, Islamic Education and Tadris Faculty. IAIN Bengkulu.

Advisor: 1) Riswanto, Ph.D, 2) Zelvia Liska Afriani

Key Words: Question Answer Relationship Strategy, Reading Comprehension

The problem of this research was most of students of the tenth grade of SMK Yadika Lubuk Linggau were still low in reading skill especially in reading comprehension. The aim of this study was to find out the significant differences in reading skill of students who are taught by using Question Answer Relationship Strategy. The method used in this research was quasi experimental design. The sample of this study was 30 students of X AKP, selected by using the purposive sampling method. It divided into two classes, 15 students as experimental class were taught using Question Answer Relationship Strategy and 15 others as control classes who did not use Question Answer Relationship Strategy. In collecting data, researchers provide tests twice, namely pre-test and post-test. Before conducting the post-test the researcher gave three treatments in the experimental and control classes with different teaching. The instrument used in this study was 20 multiple choice questions about narrative texts that had been declared valid. The data obtained from pre-test and post-test were analyzed by using t-test. The result of the t-table was 1.76, the result of the t-test was 2.690. That showed that the t-test is bigger than the t-table ($2.690 > 1.76$). As the result, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. In other word, Question Answer Relationship Strategy is effective in teaching reading at tenth grade of SMK Yadika Model Lubuk Linggau.

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CHAPTER I

INTRODUCTION

A. Background of the Study

Reading is an essential activity to get knowledge and information. In the process of reading a passage, there will be an automatically interaction between the eye and brain to be able to understand the contents of the reading being seen. According to Corps, reading is a behavior which is made up of a large number of component skills, sometimes referred to as micro skills¹. The intended component skills are surveying as a whole printed work to determine its relevance, scanning a text for specific information, skimming a text to get the gist of its content, picking out main ideas and supporting details, evaluating a text for accuracy, completeness, and point of view.

According to Rivers in Rajabi (2009), reading is one of the most important activities in any language class. It is only a source of important and pleasurable activity, but also means of consolidating one's knowledge of a language.² In reading, students must read carefully and give appreciation about what they read, because students have a purpose in this process that is to get meaning and information from the reading materials.

¹ Peace Corps, *TEFL/ TESL: Teaching English as a Foreign or Second Language*, (USA: Information Collection & Exchange, 1998).

² Payman Rajabi, "Cultural Orientation and Reading Comprehension Models: The Case of Iranian Rural and Urban Students". *Novitas Royal*, Vol.3, No.1(2009), p.76

Reading is one of English skills that play an important role in facilitating the students to learn a foreign language because by reading they will know how English is actually conveyed in printed forms. Harmer states that reading is useful for other purpose too: any exposure to English (provided students understand it more or less) is a good thing for language students.³ It is also unavoidable for students because they always meet with the subject that should they read and learn. It can be from books, journals, newspapers, magazine, novel, even articles. Reading is important to the students because by reading a book or English text they can easily learn English. Such as knowing more words, idiom, phrase etc. Students must be intensively doing this activity to improve their English skill. In other words, activities of reading can bring many worthwhile for the students for instant to get information, pleasure and knowledge.

Reading is one of receptive skills.⁴ It is the ability to get information from reading and also indicated as a passive English ability. In fact, it does not mean that it is passive. Reading is a quest for meaning and one which requires the reader to be an active participant. According to Alyousef (2006) “Reading can be seen as an “interactive” process between a reader and a text which lead to automaticity or reading fluency” (p. 64).⁵ In the process of reading the reader need to comprehend the text. Comprehension is the method of deriving meaning from the related text. It includes comprehension of the term vocabulary as well as

³ Jeremy Harmer, *How to Teach English: An Introduction to the Practice of English Language Teaching*, (Cambridge: Longman, 1998), p.68

⁴ Scott Thornbury. *An A-Z of EFL: Macmillan Book for Teacher*. (Cambridge: Macmillan, 2006), p. 190

⁵ Hesham Suleiman Alyousef, “*Teaching Reading Comprehension to ESL/EFL Learners*”. *Journal of Language and Learning*, Vol. 5 No.1, 2006.

thought and reasoning. Consequently, reading comprehension is not a passive, but an active operation. The reader actively engages in the construction of meaning with the text. This successful involvement requires the use of prior knowledge.

One of the main purposes in reading is reading comprehension. Elizabeth S. Pang, Angaluki Muaka, Elizabeth B. Bernhardt and Michael L. Kamil (2003) define reading comprehension as an active process of constructing meaning from connected text that involve word knowledge as well as thinking and reasoning⁶. When the reader comprehends a passage, there will be a process of extracting and constructing the meaning of the passage by interacting and engaging to the reading text. In the process of reading, it is importance to consider the effectiveness and efficiency of reading. Hence, it is needed to reserve a room more on several primary reading skills. These include mainly identification of topics, main ideas, and details. In understanding a passage the reader need to know the topic, main idea, and the detail of a passage. As the result, after understanding the writer's idea, the contents of the text will be known by the readers. In other words, reading comprehension is the ability to understand what the readers read.

Reading comprehension is essential in education since it is the goal that must be reached in teaching English based on Indonesian curriculum. Therefore, English teachers should consider some aspects that must be prepared to students

⁶ Pang, Elizabeth S., Muaka, Angaluki, Bernhardt, Elizabeth B., & Kamil, Michael L. (2003) *Teaching Reading*. (<http://www.ibe.unesco.org>, Accessed on November 20th ,2019).

in teaching reading comprehension, such as teaching strategy, teaching material, students' motivation, etc. The important aspect is teaching strategy because through strategy that used in a learning process will make the reading activity as effective as possible.

In fact, a research conducted by Citra Mustika Zulya in MTS 2 Lampung Selatan 2017, it was found that the teachers still use a conventional way to teach English especially reading that the students did not really understand, and then, got bored easily when they faced reading texts. The students had lack in mastering English skills especially in reading. They had no interest in reading English texts which made them difficult to understand the meaning of texts they read so that they faced some difficulties in answering comprehension questions of reading test. To solve these problems the researcher conducted Question Answer Relationship on students' reading comprehension of narrative text.

Based on the interview done with English Teacher in Vocational High School or Sekolah Menengah Kejuruan (SMK) of SMK Yadika model Lubuk Linggau in the first observation, the students had some problems in reading comprehension. First, the researcher found that the students have a low ability in reading. They usually have difficulties in comprehending reading texts. As a matter of fact, they got low score in English subject. The problems can be caused by several factors such as; first, the students have low motivation in learning English since the teacher applied the teaching learning process with unvaried and unchallenging techniques. Second, there was no innovative activity in learning. Third, the students have lack vocabulary. They got difficulty in finding out the

meaning of the reading text, since it is a boring activity at class. Consequently, they are not interested in reading, and cannot be comfort with the reading text. Fourth, the students have limited knowledge and experience. They are unable to explain topic and main idea, predict content the text, check, and answer questions as well. Fifth, reading materials were selected inappropriately. The teacher only uses one text book and seldom uses other sources. Sixth, the teacher has monotonous teaching method.

Related to the problems above, the writer is interested in overcoming the problems by applying a particular strategy in the teaching-learning process to help the students comprehend the texts better. The strategy proposed in this study is Question-Answer Relationship (QAR). It refers to a series of instructional activities that help students figure out how to go about answering questions based on a given text and understand different types of questioning and the relationship between questions and answers.

QAR strategy was developed by Raphael in 1986. It was designed as a means for students to know the relationship between answers and questions directly through the types of question. QAR strategy help students consider information obtained by text or their background knowledge own.⁷ Question Answer Relationship strategy aims to elaborating students' thinking of processes. It develops their metacognitive abilities to understand different types of questioning and the relationship between the question and answer. This is where

⁷ Diajeng Anggun, "The Effect of Question Answer Relationship Strategy on Students' Reading Comprehension of Narrative Text at VIII Grade of SMP Muhammadiyah 4 Giri", Journal of English Teaching, Literature, and Applied Linguistics. Vol 1, No.1, 2017.

the difference between QARs with conventional question answer frequently used in the Reading test. On Question Answer Relationship strategy the question and answer not only used as a tool test methods but also in use as a medium to monitor students understanding. Question Answer Relationship strategy tries to help the student to identify the readers to identify different types of questions and how to the questions and answer relate to each other.

One of the texts that the researcher concentrated in this research is narrative text. It is suitable with the curriculum if the text is taught by the teacher in tenth graders. The narrative text is a text which tells about a story and, in doing so, amuses or informs the reader or listener. The structure of narrative text consists of orientation, complication, sequence of events, resolution and coda/moral value.

Based on the explanation above, the researcher helped students' difficulty on reading comprehension especially in narrative text by using Question Answer Relationship. The goal of this strategy is ultimately the students' understanding on the content of reading through the question answer itself. Thus, it can be concluded, that the question answer in the QAR is not only used as measure student understanding but also used as a medium to monitor their understanding.

For this reason, the researcher was interested in carrying out a research entitled: "The use of Question Answer Relationship (QAR) strategy in enhancing students Reading Comprehension: A Quasi Experimental Research at first grade students of SMK Yadika Model Lubuk Linggau in academic year 2019/2020".

B. Identification of the problem

Based on the explanation of the background above, the researcher identified some problems occurred from students' ability in comprehending English. First, students have low motivation in learning English and the score was gotten. Otherwise, there were no activities variations in learning. Third, the students' vocabulary is less. The students got difficult to find out the meaning of the reading text, they felt that reading is bored activity at class. So they are not interested to read, and can be comfort with the reading text. Fourth, the students have limited knowledge and experience. They are difficult to explain topic and main idea. Predicting content the text, checking, and answer question as well. It is caused their knowledge and experience to understand the content of text is still poor. Fifth, reading materials were selected inappropriately. The teacher only used one text book and seldom uses other sources. Sixth, the teacher has monotonous teaching method.

C. Limitation of the problem

In conducting this research, the researcher limits the problem. The researcher focused on the Effect of using Question Answer Relationship Strategy on students' Reading Comprehension in narrative text. The location is in SMK Yadika Model Lubuk Linggau, the students are from first grade in academic year 2019-2020.

D. Formulation of the problem

Based on the limitation above, the problem of the research is formulated in the following question: “Is there any significant difference on reading comprehension between the students who are taught using Question Answer Relationship Strategy and those who are not?”

E. Objective of the Study

Based on the problem formulated, the objectives of the research is “to find out is there any significant differences on reading comprehension between the students who are taught using Question Answer Relationship Strategy and those who are not”.

F. Significance of the problems

The results of this research are considered to be significant for the readers, including the teachers and the future researchers who are concerned with teaching reading comprehension, as follow:

1. This research is expected to give information and contribution to English teachers, especially to English teachers in SMK Yadika Model Lubuk Linggau about benefits of Question Answer Relationship Strategy to improving students' Reading Comprehension. So that teachers can improve the effectiveness and to be success in teaching and learning reading in the classroom.

2. The results of the research is expected to provide information and contribution to further research that relevant to the topic is about the effect of using Strategy on students Reading Comprehension Achievement in SMK Yadika Model Lubuk Linggau, the students are from first Grade in academic year 2019-2020
3. Hopefully, this research can be used by the teacher to become more creative in teaching and learning process and also it can be used to enrich the teaching method of the teacher in delivering the material to the students.

CHAPTER II

REVIEW ON RELATED LITERATURE

A. Reading Comprehension

This section discusses several essential points; including definitions of reading comprehension, skills that make up the ability of reading comprehension, and kinds of text.

1. Definitions of reading comprehension

There are several definitions of reading comprehension stated by some experts. According to Brown, reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies.⁸ In other words, understanding is the ability to understand and get information. In this case, students are able to answer and understand the descriptive form of the reading question.

Miller claims that comprehension is not just understanding the ideas conveyed by the printed word, but more than that, the ideas must be meaningful to the reader and integrated with his own concepts. The comprehension process also dependent on the ideas that the reader brings to his reading, his experiences, his reading background, and his learning.⁹

⁸ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (San Fransisco: Pearson Longman), p. 291.

⁹ George D. Spache, *Toward Better Reading*, (New York: Garrard, 1963), p. 61

Furthermore, Klinger argues that reading comprehension is the process of constructing meaning by coordinating a number of complex process, includes word reading, word and word knowledge, and fluency.¹⁰

In conclusion, reading comprehension is a complex process of understanding the message that the writer try to convey from the printed word. The ideas of the text that has constructed by reader must be meaningful and integrated too the reader's concepts. Comprehension process is depending on some things; the reader's idea, experiences, reading backgrounds, and leanings.

In order to understand the students' problems in reading, teacher has to know various skills that essential to make up the ability of comprehension.

2. Skills that make up the ability of reading comprehension

As stated above, reading comprehension is a complex process. There are various skills that essential to make up the ability of comprehension. DeBoer and Dallmann breaks down the skills into thirteen. Those skills were classified according to the readers' purpose, and the length and nature of selection text.

- a. Reading to find the main idea, this is the most common reason of students to read. This is also the basic skill of other comprehension skills, such as the ability to summarize and organize.

¹⁰ Janette K Klinger, Sharon Vaughn, and Alison Boardman, *Teaching Reading Comprehension to Students with Learning Difficulties*, (New York: The Gilford Press, 2007), p. 2.

- b. Reading to select significant details. To become proficient in this skill, reader not only have to distinguish between main points and supporting points, but also must be able to decide what points are important for purpose in their mind and what points that are should be ignored.
- c. Reading to answer questions. This is the common goals in reading of elementary school, even in high school, college and in life outside the school.
- d. Reading to summarize and organize. In order to make good summary and to organize, readers not only have to know what the main idea is and what significant details are, but also must be able to sense relationship between the main point and among the details.
- e. Reading to arrive at generalization. In order to make a generalization, the reader shave to note specific example and then decide whether the data which were presented are sufficient to warrant a significant conclusion.
- f. Reading to follow directions. This is the combination of some comprehension skills, includes to note details, to organize, and to note the sequence of events.
- g. Reading to predict outcomes. This skill is very essential for some reasons, to help reader when he has misread a word or sentence and for remembering of what had been read.
- h. Reading to evaluate critically. It involves reader's capacity of making comparisons and appraisals.

- i. Reading graphs, tables, charts, and maps. Special instruction in the interpretation of these useful symbols is often needed.
- j. Phrase meaning. It is necessary for the readers to pay attention on recognition and the meaning of phrase.
- k. Sentence meaning. Comprehending sentence is more than word recognition and understanding the sentence is essential for understanding of longer selection.
- l. Paragraph meaning. Special attention should be given to the understanding of paragraph, because there are many problems that involved in understanding paragraph.
- m. Comprehension of longer selection. Selections is longer than paragraph, for example articles, stories, chapters, or books, or many special problems.¹¹

In conclusion, according to DeBoer and Dallmann, there are 13 (thirteen) skills that are important to build students reading comprehension. It considering that comprehension is a complex process, comprehension is not as simple as we think. As the result, there are various important skills that must be acquired to make up the ability of comprehension.

¹¹ John J DeBoer and Martha Dallmann, *The Teaching of Reading*, (New York: Holt, Rinehart and Winston, Inc, 1960), p. 134.

3. Strategies of reading comprehension

According to Brown states that are some principal strategies for reading comprehension such as:¹²

- a. Identify your purpose in reading a text.
- b. Apply spelling rules and conventions for bottom-up decoding.
- c. Use lexical analysis (prefixes, roots, suffixes, etc.) to determine meaning.
- d. Guess at meaning (of words, idioms, etc.) when you aren't certain.
- e. Skim the text for the gist and for aim ideas.
- f. Scan the text for specific information (names, dates, keywords).
- g. Use marginal notes, outlines, charts, or semantic maps for understanding and retaining information.
- h. Use silent reading technique for rapid processing.
- i. Distinguish between literal and implied meanings.
- j. Capitalize on discourse markers to process relationship.

4. Types of reading comprehension

- a. Intensive reading

Beatrice states that “intensive reading is an activity in which students (usually in a class group, led by teacher) carefully read and examine an essay, short story, or other reading material assigned by the

¹² H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (San Fransisco: Pearson Longman), p. 366.

teacher.”¹³ And Grellet states that “intensive reading is reading shorter texts, to extract specific information. This is more an accuracy activity involving reading for detail.”¹⁴ It means that intensive reading done by students to get some information from the short material that they are asked to be answered. In other words, intensive reading is used to gain deep understanding of a text which is important for readers. To reach the comprehension in reading, it is necessary to pay attention of reading accuracy concerning reading text, vocabulary, and organization. So that comprehension of the content may be facilitated.

b. Extensive reading

According to Jerry G. Gebhard, “the purpose of extensive reading is to increase reading skills by processing a quantity of materials that can be comprehend and pleasurable”.¹⁵ Extensive reading is important for practicing reading skills and for developing all areas of language skills.

The writer thinks that this kind of reading can improve students reading comprehension ability because the material for extensive reading is the same with readings for pleasure materials. The students choose their own reading materials that they really interested in. For example they choose to read a novel which the title they like the best, etc. In doing extensive reading, the reader does not need to understand every word

¹³ Beatrice S. Mikulecky and Linda Jeffries, *More Reading Power*, (New York: AddisonWesley Publishing Company, 1996), p. 292.

¹⁴ Francoise Grellet, *Developing Reading Skills: A Practical guide to reading comprehension exercises*, (Cambridge: Cambridge University Press, 1986), p. 208.

¹⁵ Jerry G. Gebhart, *Teaching English as a Foreign or Second Language*, (Michigan: The University of Michigan Press, 1996), p.199

because the purpose is merely needs to get an overall understanding of the text. And the most important thing is that when they are accustomed to read, they will get easy to comprehend the next reading text.

In other word, intensive reading is different from extensive reading. Intensive reading needs times to comprehend because the reader has to know every single word and structure of sentence or paragraph to get comprehension. But in extensive reading, the reader just needs to get the whole comprehension of the text without knowing its words one by one.

5. Genres of reading

According to Gunadi states that genre of text is type that has function as frame of reference so that the text is effective in its purpose, choice, structure of text elements, and grammar. Texts are classified into several types. They are:

- a. Narrative: it is a genre which has social function to amuse, entertain and to deal with actual or vicarious experience in different ways, narrative deal with problematic event which lead to crisis or turning point of some kind, which in turn find a resolution.
- b. Recount: it is a kind of genre that has social function to retell event for the purpose of informing people entertaining.
- c. Descriptive: a genre which has social function to describe a particular person, place or thing.

- d. Report: a kind of genre that has social function to describe the way things are with reference to range natural, man-made and social phenomena in our environment.
- e. Explanation: a genre which has social function to explain the processes involved in the formation or working of natural or social cultural phenomenon.
- f. Hortatory: a type of spoken or written text that is intended to explain the listeners or readers that something should or should not happen or be done.
- g. Procedure: a genre which has social function to describe how something is accomplished through a sequence of actions or steps.
- h. Review: a genre which has social function to critique an art work or event for a public audience. Such works of art include movies, TV shows, books, plays, operas, recordings, exhibition, concerts, and ballet.
- i. Anecdote: a genre which has social function to share with others an account of an unusual or amusing incident.
- j. Spoof: kind of genre that has social function to retell an event a humorous twist.¹⁶

¹⁶ Gunadi H. Sulisty, Reading for Meaning Theories, Teaching, Strategies, and Assessment (Malang Reader Kaiswaran, 2011), p.43

B. Narrative Text

1. Definition of narrative text

Narrative Text is storytelling; it tells a true story or fiction. The intended narrative text always occurs in education setting such as legend, myths and other. According to Arthur C. Graesser, Murray Singer, and Tom Trabasso “Narrative text is an important genre to study, given that we are interested in inference generation and the construction of referential situation models”.¹⁷

English text can be divided into two major text types; they are literary text (used to express human experiences in an imaginative way) and factual text (presents information, and ideas to inform, instruct, educate, or persuade the reader)¹⁸. Reading text types that the second year students of Junior High School need to learn are: descriptive, narrative, and recount. Some writers say that narrative text seems rather the same as recount text. But actually both of them are different. Narrative is one of literary text, the aim of narrative is to tell a story or relate an event or anecdote. And recount is one of factual text, the aim of recount is to tell a story or relate an event or past experience. Recount also has significant language features: use of past tense, temporal sequence of events, and individual participants. In this study, the writer focuses the discussion on narrative text.

¹⁷ Arthur C. Graesser, Murray Singer, and Tom Trabasso, *Constructing Inferences During Narrative Text Comprehension*, Psychological Review, Vol. 101, No. 3. (1994). 372,.

¹⁸ Mark Anderson and Kathy Anderson, *Text Types in English 1*, (South Yarra: Macmillan, 1997), p. 116

On the other hand, Anderson states that the Generic structures of narrative are Orientation, complication, resolution.

a. Orientation/exposition

The readers introduced to the main characters and possibly some minor characters. Some indications generally given the action is located and when it is taking place. Setting in time and place, characters In the first paragraph the narrator tells the audience who is in the story, when it is happening, where it is happening, and what is going on.

b. Complication/rising action

The complication is pushed along by a series of events, during which we usually see some sort of complication or problem to action. This is the part of the story where the narrator tells about something that will begin a chain of events. These events will affect one or more of the characters. Then, telling the problem to be solved by characters.

c. Sequence of event climax

There where the narrator tells the characters reacts to the complication. It includes their feeling and what they do.

d. Resolution/falling action

In this part, the implication may be resolved for better or worse. The solution to the complication is a suitable ending to the story. In this part of the narrative where the complication is sorted out or the problem is solved. It means that how is the problem that is created in the complication finally solved.

2. Components of narrative text

Narrative text has five common components. Most test questions refer to one of these five story elements (narrative text strategies):

a. Characters

All stories have characters that presents in the story. These are the easiest elements for students to locate. Many writers insist that the character is the single most important element in the narrative text. In the delineation of character has certain method as their disposal. They can describe us character physically: age, height, weight, and so forth. They can develop the character through action: what he does in different situation, how to react the problems. The author can also depict character through dialogue: how the character talks, what he says. Sometimes the author tells what the character thinking.

b. Setting

Writers, to add interest always let readers know where and when the story takes place. Sometimes the writer gives so many details; it seems to paint a picture you can see in your imagination. These details are called “setting” of the story.

c. Plot

Every story has ongoing events, plus actions by characters. A writer usually starts a story by introducing characters, as they respond to and solves problems, is called “plot”.

d. Conclusion

At the end of the story, the author brings action to a climax the most exciting point in the whole story. Then events are brought to a “conclusion” here the writer brings together all the important things that happened in the story, and tells how events work out for the characters.

3. Grammatical features in narrative text

The Grammatical Features of Narrative Text Narrative text usually includes the following grammatical features. Here the writer explains the grammatical features of narrative text with the example taken from the text on the previous page. They are; nouns, it is identify the specific characters and places in the story such as farmer, hunter, village, man, goose, egg. Adjectives, it is provide accurate descriptions of the characters and settings (e.g. poor farmer, old man, long grey beard, expensive thing, ordinary egg, golden egg, lazy, arrogant, greedy farmer). Verbs, it show the actions that occur in the story (e.g. lost, prayed, passed, took pity, gave, help, found, forgotten, laid, too late). Time words, it connect events, telling when they occurred(e.g. long time ago, one day, few days later, a week later, thereafter).

C. Question Answer Relationship (QAR) Strategy

1. Definition of Question Answer Relationship strategy

Question Answer Relationship (QAR) is one of the effective strategies that can be used for teaching reading. This strategy is developed by

Raphael in 1986. It was designed as a means for students to know the relationship between answers and questions directly through the types of questions. QAR strategies to help students consider information obtained by text or their background knowledge own. He states that QAR strategy is a reading comprehension strategy developed to clarify how students approach the task of reading texts and answering questions.

The original QAR program was based on the Pearson and Johnson (1978) question taxonomy¹⁹. The taxonomy's creators proposed that questions should not be identified in isolation, but rather in relation to both the text being read and the reader's background knowledge. Research (Raphael, 1984) suggests that the value of QAR instruction lies in the way it clarifies how students can approach the task of reading texts and answering questions. It helps them to realize the need to consider both information in the text and information from in the text and information from their own background knowledge.

Gavelek and Raphael (in Agustina, 2012) contend that by using QAR strategy, students become familiar with the various functional relationships that exist between questions and their responses. It means that students will realize the connection between question and answer which will help them to find out the answer of the question more easily. The Question-Answer Relationship (QAR) strategy presents a three-way relationship between

¹⁹ Taffy E. Raphael, "*Teaching Question Answer Relationships, Revisited*". *The Reading Teacher*, Vol. 39, No. 6 (Feb., 1986), 516.

questions, text content, and reader knowledge. Simply put, the QAR strategy shows that students who understand how questions are written are better prepared to answer questions

According to Raphael (1986), essentially QAR teaches the students three comprehension strategies: (a) locating information, (b) determining text structures and how they convey information, and (c) determining when an inference is required or invited.²⁰ Using QAR, students will be able to recognize possible answer locations by classifying questions by type as well as monitor their comprehension of the text.

There are some procedures that must be conducted while using Question-Answer Relationship²¹.

- a. Teacher introduces the strategy about Question Answer Relationship which is “In the Book” Question and “In My Head” Question and explains those to the students.
- b. Teacher demonstrates the QAR strategy using a short reading passage. Teacher gives many examples to train the students using QAR.
- c. Teacher asks the students to read the text and also the questions. Guide the students to apply the QAR strategy in order to answer the questions.
- d. Students try to use the QAR strategy with their friends in small group with another text. After they can use the strategy well, try them to use it individually.

²⁰ Taffy E. Raphael, “*Teaching Question Answer Relationships, Revisited*”. *The Reading Teacher*, Vol. 39, No. 6 (Feb., 1986), 521.

²¹ *Ibid*, P. 522

2. The types of Question Answer Relationship (QAR) strategy

Raphael (1986) identifies two categories of questions: those whose answers are supplied by the author (*In the Book QARs*) and those that have answers that need to be developed based on the reader's ideas and experiences (*In My Head QARs*). These two categories of questions also have two different types of questions. *In the Book questions* are classified as either *Right There questions* or *Think and Search questions*. And then, *In My Head questions* are classified as either *Author or You questions* or *On My Own questions*. The further explanation will be presented as follows:

a. Right There Questions

Right There questions are factual and on the line question. The answer to *Right There questions* can be found easily in the text. *Right There questions* have only one right answer that can be found at one place in the reading text in which the question and answer usually have the same wording. The answers are usually one word or short-phrase responses. Some examples of phrases used for *Right There questions* are *Who is....?*, *Where is....?*, *What is....?*, *When is....?*, *How many....?*, *When did....?*.

b. Think and Search Questions

The answers to *Think and Search questions* can be found in several parts of text which are pieced together using information from different parts of the text. *Think and Search questions* demands the readers to put different parts of a story in order to answer the questions

because there may be more than one correct answer. These questions require the readers to think about how the information or ideas in the text are related to each other, and then, search through entire passage to find the information that applies. The question and answer of this type have different wordings and the answers are usually short answers. Some examples of phrases used for *Think and Search questions* are *For what reason...?*, *How did....?*, *Why was....?*, *What caused....?*.

c. Author and You Questions

Author and You questions ask the readers to combine their own background knowledge, experiences, and values, and in combination with the text provided to respond a particular question. The answer to *Author and You questions* are not found in the text. Instead they require students to think inferentially. The answer of the question comes from both clues in the text and students' prior knowledge. Students must think about what they already know, what the author is telling them, and how both pieces of information fit together. Then, students must synthesize the text to fully understand the question. Facing this kind of questions, students should find and make connections between new knowledge from the text and their prior personal knowledge to create a new level of understanding. Some examples of phrases used for *Author and You questions* are *Would you....?*, *which character....?*, *Did you agree with....?*, *What did you think of....?*.

d. On My Own Questions

On My Own questions ask the reader to go completely beyond the text. These questions can be answered without even reading the text because the answer comes entirely from readers' prior knowledge. The answers to these questions rely solely on students' experiences. These questions require inferential and evaluative thinking so that the answers of these questions do not require information from the text but they do require that readers make some types of judgment about or relate to the topic of the text. Some examples of phrases used for *On My Own questions* are *Do you know....?*, *Have you ever....?* *Would you ever....?*

Based on the explanation above, we can conclude that QAR strategy have two categories of questions which have two different types more under each category. They are: *In the Book questions* that are classified into *Right There questions* or *Think and Search questions* where the answers of these types are right there in the text and the types of questions are literal; and *In My Head questions* are classified into *Author and You questions* or *On My Own questions* in which to answer these types of questions, the readers must use their prior knowledge because the answers do not apply explicitly in the text. It is important to note that the answers to *In the Book questions* can be found in the text or book, while answers to *In My Head questions* are based on what the learner knows. Those kinds of questions are framed and used in all activities of reading.

3. The Procedures of Teaching Reading Using QAR Strategy

In teaching reading by using QAR strategy, there are the procedures which are used in teaching learning activities²². Those procedures are divided into three sections as presented below:

a. Pre-Reading Activities

- 1) Students are divided into groups consisting of 6 students. The group will be divided into a pair of sub-group which consists of 3 members of each. The first sub-group is called as expert group and the second is student group.
- 2) Teacher gives a text to the expert groups and the student groups will get some clues related to the text. Then, they have to discuss about the text along with members.
- 3) In pre-reading activities, the students are asked to use QAR strategy of Own My Own Questions and Author and You Questions.
- 4) The student group asks some questions of On My Own Questions to activate prior knowledge of expert group. For examples: From the title, what do you know about the text? Have you ever read the same kind of the text given? How is the story like?. Then, the expert group will answer the question based on their prior knowledge.
- 5) The student group asks some questions of Author and You Question to the expert group to predict and visualize the content of the text

²² Rachel Gan-Goh Swee Peng, Tan Lay Hoon, Sharon Faith Khoo, & Isabel Marilyn Joseph. (2007). *Impact of Question-Answer-Relationships on Reading Comprehension*. Singapore: Pei Chun Public School and Marymount Convent

before reading it. For example: From the title of the text, what might the text be about?. Then the expert group will answer the question about what they know of the text from the title.

b. While-Reading Activities

- 1) The expert group is asked to start reading the text given.
- 2) In while-reading activities, the students are asked to use QAR strategy of Right There Questions, Think and Search Questions, and Author and You Questions.
- 3) While the expert group is reading the text, the student group asks some questions of Right There Questions to know or locate some information. For examples: Who is the main character of the story? Where does the story take place?. Then, the expert group will answer the questions based on the text they are reading.
- 4) The students group asks some questions of Think and Search Questions to the expert group to summarize, clarify, and make simple inferences of the text. For examples: What is the problem of the story and how is it resolved? What are the important events of the story?. Then, the expert group will answer the questions based on the information they get in the text.
- 5) The student group asks some questions of Author and You Questions to the expert group to make simple and complex inferences of the text. For examples: After he found what he wanted, what do you think will happen next? Do you agree if the main character has to do such

kind of thing to have a happy life? Why?. Then, the expert group will answer the questions based on what they are reading and their prior knowledge.

c. Post-Reading Activities

- 1) In post-reading activities, the students are asked to use QAR strategy of Author and You Questions and Think and Search Questions.
- 2) After the expert group finishes reading the text, the student group asks some questions of Author and You Questions to know what kind of the impression the readers get after reading the story. For examples: What is the author's message? How well does the author tell the story? Then, the expert group will answer the questions.
- 3) The student group asks some questions of Think and Search Questions to the expert group to identify important information. For example: What is the evidence that supports that argument in the text?. Then, the expert group will answer the questions.
- 4) After each group finishes the discussion, teacher gives a worksheet of reading test in the form of multiple choice and the students have to work individually and submit it in the time given.

4. Advantages of QAR Strategy

Beside had been examined can improve students' comprehension, QAR strategy also provides some advantages for teacher and student in some ways. According to Farris et al, QAR strategy helps students to develop their higher level of comprehension that involves connection to the text at a deeper

level. In using QAR Questions, students have to develop the meaning of the passage that they have read by using their higher level thinking skills, such as connections, inferences, summarizing, synthesizing, analyzing, and critiquing. For example, in order to answer ‘in my head’ QAR question, students have to have to gather some information in the text, add their prior knowledge, then do little speculating to the text.

In addition, according to Afflerbach, there are three advantages of QAR strategy.²³ Firstly, He states that questions in QAR Strategy is more challenging and interesting than lessons in other reading program, because QAR questions is not only limited to ‘right there’ which are the answer of the question is in the book, but also QAR strategy has ‘in my head’ questions that will emerge students’ critical thinking. Then, he explains that in using QAR Strategy, the instructions that used by teacher might be adjusted based on the grade levels and content areas. So, this strategy can be applied to various grades and areas. Lastly, He claims that this strategy enables students to learn other reading strategies, such as scanning, skimming, or context clues.

Moreover, Antonacci states that this strategy gives two advantages.²⁴

Firstly, QAR strategy is useful for developing students’ self-efficacy and confidence as they grappled in processing text. Students can express their

²³ Peter Afflerbach (ed.), *Essential Readings on Assessment*, (Newark: International of Reading Assosiation, 2010), p. 76 — 81.

²⁴ Patricia A. Antonacci and Catherine M. O’Callaghan, *Promoting Literacy Development*, (Thousand Oaks: Sage Publications, 2012), pp. 193—194.

feeling and idea using ‘in my head’ type question. In this QAR categorization question, students have to connect information from the text to what they have already learned and consider their own experiences and opinions in order to extend what they have learned. Then, QAR Strategy is very flexible. Because this strategy might be used in whole class or small guided reading lessons.

In brief, QAR strategy provides some advantages, such as helps students to develop their higher level of comprehension, questions in QAR Strategy is more challenging and interesting, the instructions in QAR strategy might be adjusted based on the grade levels and content areas, enables students to learn other reading strategies, develops students’ self-efficacy and confidence, and this strategy is flexible.

5. Limitation of QAR Strategy

Besides giving advantages, QAR Strategy also has a limitation. Although this strategy might be adjusted based on the grade levels and content areas, the result of using QAR strategy in different context might give different result. The result might not always give the positive result.

D. Previous Related Study

There are several researches that have been done by researcher in using Question Answer Relationship strategy in reading comprehension. First, Diajeng (2017) conducted a research entitled “*The Effect of Question Answer*

Relationship Strategy on Students' Reading Comprehension of Narrative Text at VII Grade of SMP Muhammadiyah 4 Giri". The aim of this research was to investigate the effect of Question Answer Relationship strategy toward the eighth graders' reading comprehension at SMP Muhammadiyah 4 67Giri. The method used in this research was quasi-experimental method that used pre-test, post-test and non-equivalent control group design. The population of this research was all eighth of SMP 4 Muhammadiyah Giri. The result of this research shows Question Answer Relationship strategy helped the students to improve their score in comprehending narrative text.

Second, Ridha (2016) conducted a research entitled "*Improving Students' Reading Comprehension of Recount Text through Question Answer Relationship Strategy (at SMP Haebat Islam Gontong Kubu Raya)*". The objective of this research was to describe how the Question Answer Relationship strategy can improve the eighth graders' reading comprehension of recount text at SMP Haebat Islam Gontong Kubu Raya. The subject of this research was the eighth graders of SMP Haebat Islam Gontong Kubu Raya in academic year 2015/2016. This research conducted in three cycles. In the first cycle, the students still had difficulty in comprehending the recount text, both text explicit and text implicit information. Students' mean score was 61.17. In the second cycle, students' ability in identify text explicit information was better compared to the previous cycle, their ability in answer Right There questions improved. Students' mean score was 77.5. In the third cycle, the students made significant improvement in comprehending text implicit information. It showed by students' ability in

answer the Think & Search questions improved. The students' mean score was 83.33 which categorized as good to excellent.

Third, Fitria (2017) conducted a research entitled "*The Effect of Applying Question Answer and Relationship (QAR) Strategy on the Students' Reading Achievement in Narrative Text (at SMP Asuhan Jaya)*". The objective of this research was to find out the effect of Applying Question Answer and Relationship (QAR) Strategy on the Students' Reading Achievement in Narrative Text. It can be by some type of texts. The sample in this research has been taken VIII-B, the total of the students were 28. The sample consisted of 28 students were taken by using cluster random sampling technique. Because this research used pre-experimental so the sample just used one class which 28 students taught by applying Question Answer and Relationship (QAR) Strategy on the Students' Reading Achievement in Narrative Text as the sample of the data. The pre-experimental research method was given Essay Test. Each group was given a treatment, pre-test and post-test. The result of this research showed that t-test (8.93) was higher than t-table (1.70) and degree of freedom (df) was 26. The final hypothesis showed that H_0 was rejected and H_a was accepted. It means that there was a significant effect of Applying Question Answer and Relationship (QAR) Strategy on the students' reading achievement in narrative text.

Fourth, Siti (2015) conducted a research entitled "*Question Answer Relationship (QAR) Strategy Used in Teaching Reading Comprehension II for University Students*". The participants of the research are the students of English Department of STKIP PGRI Bangkalan. This study was conducted to overcome

the students' difficulties in reading comprehension and encourage the students to actively participate in the teaching learning process through Question Answer Relationship (QAR) strategy. This study was designed for qualitative research in which the researcher (acted as the observer) and done to the 37 students of the second semester who took Reading Comprehension II. Each type of question helped the students to think the answer from the easiest to the whole content of the text. Moreover, they had such a good sequence in answering and comprehending the whole text.

Fifth, Nuruddin (2013) conducted a research entitled "*The Effect of Numbered Head Together and Question Answer Relationship Techniques on Students' Reading Comprehension: A Comparative Study*". The objectives of the study was, first, to investigate whether there is a significant effect of numbered head together and question answer relationship technique on students' reading comprehension; second to compare the effect of NHT and that of QAR on reading comprehension. Conducted at the eighth grade students of MTs Birrul Walidain NW Rensing in the school year of 2012-2013, this study used posttest only control group design. The sample used was obtained by cluster random sampling technique. The total number of sample was 66 students, divided into three groups; NHT, QAR and conventional technique groups. As the result, NHT is likely higher in effectiveness than the other techniques in improving the reading comprehension.

Sixth, Nurul (2010) conducted a study entitled "*The Implementation of Question-Answer Relationship (QAR) Strategy in Teaching Reading of Narrative*

Text for Tenth Grader of Man Mojokerto". This research was to describe the implementation of QARs in teaching reading of narrative text for tenth grader of MAN Mojokerto. QARs is one of the strategies which deal with questions. To conduct this strategy, students divide the questions based on the categorization and the source of the answers so that QARs has aim to assist the students learn how to answer the question based on the text given. This is descriptive qualitative research. The data are obtained from the result of observation to fill field notes, the result of interview and the result of students' work. The result of this study realizes that the implementation of QARs encourages the students to conduct reading and answer the questions.

The last study was conducted by Leah H. Kinniburgh and Sandra S. Prew (2010). The title of the research is "*Question Answer Relationships (QAR) in the Primary Grades: Laying the Foundation for Reading Comprehension*". Question Answer Relationships (QAR) can be taught effectively to students in the primary grades for the purpose of laying a strong foundation for reading comprehension. In this action research study, a kindergarten, first and second grade teacher, along with a special education teacher, implemented the QAR strategy in their classrooms over a four week period. The teachers were trained in the strategy prior to implementing it in their classrooms. They were shown engaging methods of implementing the QAR with young students. Support was then provided to them throughout the entire implementation period. The results indicate that the QAR strategy, if implemented effectively, can increase comprehension of young students and provide a strong foundation for reading comprehension.

Based on those studies, it can be concluded that Question Answer Relationship strategy is an effective strategy to teach in the classroom, especially in reading activity. In teaching reading, a teacher usually gives some texts to the students and asks students to answer some questions through two categories of questions. Also through varieties activities in the classroom, it can warm up classroom atmosphere. Question Answer Relationship is one of strategy which can be implemented in the classroom activity. It is effective to motivate students. We can see from the previous studies, Question Answer Relationship strategy can increase students' ability reading.

The similarities of this research with the previous studies above are on the strategy that the researchers used, they have proved that QAR strategy can improve students reading comprehension. The researches by Diajeng , Fitria, and Nurul focused on narrative text. It is the same as this research which will try on narrative text. This research has a different point of view from Ridha's research. She conducted the research by using CAR (Classroom Action Research) method in three cycles and focus on recount text. Then, it is also different from Nurul and Fitria since their research are descriptive qualitative design, and using cluster random sampling and pre-experimental.

The research by Siti is also different from this research. Her research was focus on university students and designed for qualitative research. Not only that, Nuruddin in his research compared NHT with QAR strategy. It was found NHT is more effective than QARs. The research by Leah H. Kinniburgh and Sandra S. Prew is also different from this research because their research focus in the

primary grades and using CAR (Classroom Action Research) method. While in this research, the researcher used QAR strategy on students' narrative reading. This research is a quasi-experimental and to find out there is any significant on reading comprehension at first grade students of SMK Yadika Model Lubuk Linggau in academic year 2019/2020 or not.

E. Action Hypothesis

This research is to answer the question about whether or not the use of QAR strategy to improve the students' reading comprehension. The researcher formulates are followed:

1. (Ha): There is significant difference between the students who are taught using QAR strategy and that of those who are not
2. (Ho): There is no significant difference between the students who are taught using QAR strategy and that of those who are not

CHAPTER III

RESEARCH METHODOLOGY

A. Research Method

In conducting the research, the researcher used experimental research design. According to Ary et al, experimental research is a general plan to carry out a study with an active independent variable. The design is important because it determines the study's internal validity, which is the ability to reach valid conclusions about the effect of the experimental treatment on the dependent variable.²⁵ It means that experimental design is a research design that is used to find the influence of one variable to another.

In this research, the researcher used quasi experimental research design. Quasi experimental design is similar to randomly experimental design in that they involve manipulation of an independent variable but differ in that subjects are not randomly.²⁶ That is appropriate to this research's subject assigned to the treatment groups. Because this research's subject is in groups. So if the researcher randomly assigns the students into the two groups, it will disrupt the classroom learning.²⁷ It means that in quasi experimental research the researcher does not randomly assign the students. The researcher assigned the sample by taking randomly the class of the students, so it would not disrupt the classroom learning.

²⁵ Donald Ary, Lucy Cheser Jacobs, and Chris Sorensen, *Introduction to Research in Education*, (Canada: Wadsworth, 2002), p.301

²⁶ John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (4th Ed), (New Jersey: Pearson Education, 2012), p. 309.

In a quasi-experimental research, there are two variables use, there are independent and dependent. The researcher used QAR Strategy as dependent variable and student reading comprehension as a dependent variable. In this group design, the experimenter cannot create the group artificially because of the availability of participants or because of the setting that prohibits creating groups²⁸. The researcher used two groups which are experimental and control group. Experimental group is a group that using QAR strategy in teaching and learning process, while the control group using conventional method. Before gave the treatment, a pretest for each group was given by the researcher in other to see the level of students' qualification. After the treatment, a post-tests gave both groups in order to know the students' reading comprehension score.

In this design, it was called nonequivalent group pretest-posttest design because two group of experimental and control were involved in this study as presented in the following:

O ₁	X	O ₂
O ₃		O ₄

Note:

- O₁ : pretest for the experimental group
- O₂ : posttest for the experimental group
- O₃ : pretest for the control group

²⁸ John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (4th Ed), (New Jersey: Pearson Education, 2012), p. 313.

O₄ : posttest for the control group

X : the treatment

B. Place and time of research

The research was conducted in SMK Yadika Model Lubuk Linggau. The place is located at Jl. Jenderal Besar H. M. Soeharto RT. 08, Lubuk Linggau-Sumatera Selatan. The research took place after the research schedule was determined. The reason of choosing this school was because the researcher observed the English teacher of tenth grade students never use the Question Answer Relationship strategy. Moreover, this school is also one of the best schools in Kota Lubuk Linggau because it has good accreditation.

C. The population and sample

1. Population

In this research, the population of the research included all tenth grade students of the SMK Yadika Model Lubuk Linggau in the academic year of 2019/2020. There are 150 students distributed into five classes which consist of more or less 30 students of each class. The samples of this research were 30 students consisting of 2 classes namely experimental class and control class SMK Yadika Model Lubuk Linggau.

The researcher chose all classes as a population based on the characteristic of population referring to the condition that they are in the

same age, level, and ability. Moreover, based on the material in first grade, almost all of the materials are about genre narrative text.

2. Sample

In order to take a sample for this study, the researcher used purposive sampling. The researcher handpicked the cases to be included in the sample on the basis of their judgment of their typicality. In this way, they build up a sample that is satisfactory to their specific needs.²⁹

In this research the researcher took thirty students as the sample. There were fifth students who join experimental group and also fifth students as a control group.

D. Research Instrument

The instrument of this research was reading test in the form of multiple choice items. The total numbers of items are twenty. There are four options, (A, B, C, D, E) for each question. The items were based on the curriculum and materials that have been though. The students were asked to answer the questions by choosing the appropriate answers on their answer sheets. It aimed to measure students' reading comprehension.

²⁹ Louis Cohen, Lawrence Manion, and Keith Morrison, *Research Methods in Educatio* (5th Ed), (London: RoutledgeFalmer, 2005), p. 103.

E. Technique For Collecting Data

In collecting data, the researcher used reading comprehension test. There were two tests, a pre-test and a post-test that was given to the same sample of this researcher. Test to measure knowledge, understanding, and ability of individual groups. In constructing the test, it has some steps; first, preparing the test. The test was from multiple choices reading comprehension test. Second, try out the test. The writer did the try out at another school which have similar characteristic with the sample. Third, analyzed the result, whether or it was valid and reliable. Fourth, produce the final test. Fifth, conduct test. The researcher gave pre-test to the control group and the experimental group as the sample of this study. It was to measure the student reading comprehension before the experiment. Finally, the post-test were given to the sample after the experiment was conducted. It is to measure the students' reading comprehension after the treatment. The result of the post-test data was compared with pre-test data and the data was analyzed by using SPSS.

F. Validity and Reliability of Item Problem

Measuring validity and reliability test is essential in order to get qualified test items. The instrument is considered good if the items are valid and reliable. It is said to be valid if the instrument measures what it is supposed to measure accurately. On the other hand, an instrument is said reliable if it has similar result when it is administered to the same students with the same ability but in different

time.³⁰ In this study, the writer used ANATES program in order to measure validity and reliability of the instrument. In order to have valid tests, the validity value is needed to be above 0.33. Moreover if the result of ANATES show ‘significant’ or ‘very significant’ means that the test items are valid and could be used. To compute data, the steps are as follow:

1. Open ANATES
2. Choose ‘make new file’
3. Fill the box with the number of subjects/students, total number of test items, and total number of answer>> then click ‘OK’
4. Save data
5. Choose ‘process all data’ In ANATES, if the items in the result showed ‘significance’ or ‘very significance’, it means that the items were valid and can be used.

G. Data Analysis Techniques

After collecting the data, the result and the instrument (pre-test and post-test) was analyzed in order to answer the research question. The analysis of each instrument is presented in descriptive explanation.

1. Normality Test

Normality test is a test of a group of data to know whether the data distribution is normal curve or not. In this research used Kolmogorov-

³⁰ Arthur Hughes, *Testing for Language Teachers*, (Cambridge: Cambridge University Press, 1989), p. 22.

Smirnov normality test. Kolmogorov-Sminorv was used to test goodness of fit of sample distribution and other distribution. This test compared a group of sample data toward normal distribution mean score and similar standard deviation. Based on the statistical counted about normality test with believe a 0,05.

2. Homogeneity Test

This test was used to determine whether the data fulfill the criteria of the quality of variances. After the result of testing normality of distribution was found, the researcher also tests the homogeneity of variance in this research by using levene windows evaluation version.

3. T-Test

All of the data got from test were computed by statistical package for the social science (SPSS) version 26-test. The experimental and control class were given Question Answer Relationship strategy. Beside that to analyze the data the researcher used t-test (independent sample) in order to calculate the pre-test and post-test.

H. The Research Procedures

Research procedures used in this study was divided into three stages, namely pre-test, treatment, and post-test. All three of these steps may be described as follows.

1. Pre-test

The researcher observed the location and population to carry out. The researcher gave pre-test before applying Question Answer Relationship strategy. This test was given to see the students pre-ability in reading. The pre-test was used to take two groups that have similar background as subject. They were experimental and control groups. The test is reading test and the students were given some difficult words to read. The researcher took the data to see how many correct words and incorrect words each student.

2. Treatment

In this research, the Question Answer Relationship strategy was used for implementing the treatment in teaching reading to the experimental group, yet the control group was treated by another strategy.

a. Experiment group

The treatment was the application of Question Answer Relation strategy on students' reading comprehension. Following the introduction, a short passage was read with questions for which the answer as well as the type of QAR each question represented was identified and discussed. In the second stage, a parallel task involving another short passage was read where by questions and answers were provided and students generate as a group the QAR for each. Finally, in the third stage, students determined the QAR and respond with answers to questions based. During these activities, students began with group learning and progressed to individual and independent activities. During the class

discussion, students needed to justify their answer to the question and their choice of a QAR and the teacher explained why it was acceptable on the grounds of both accuracy and strategy. As an extension, pupils were also instructed in how to generate questions using question prompts aligned to the QAR strategy.

b. Control group

In the control class, the researcher gave same topics without using QAR strategy. In the control class, the researcher taught by Contextual Teaching Learning approach which the teachers usually used. The researcher did some steps in this treatment; Students read and accept the contents of the narrative text given, explain the general structure (orientation, complications, resolution), students analyze the generic structure of a given narrative text, students work collaboratively to deliver narrative texts as they have designed them in groups, and students answer several questions related to the text given.

3. Post-test

After the researcher gave treatment to the experimental class for three meetings, the researcher gave post-test to experimental and control class. The purpose of post-test was to know the effect of QAR strategy in their reading comprehension in order to get the data. This test was used to measure students' achievement after they got the treatments. The result of test was analyzed statistically.

CHAPTER IV
RESULT AND DISCUSSION

A. The Result

The finding of this research study were obtained based on data analysis as presented in Chapter III. The data were the scores of students' reading achievement which was taken from pre-test and post-test in experimental and control classes. The pre-test was given to the students before the treatment was conducted and the post-test was given at the end after the treatment. The findings were as follow.

1. The description of pre-test score and post-test score in the experimental and control class

a. The frequency of students pre-test and post-test in the experimental class could be seen in figure 4.1.

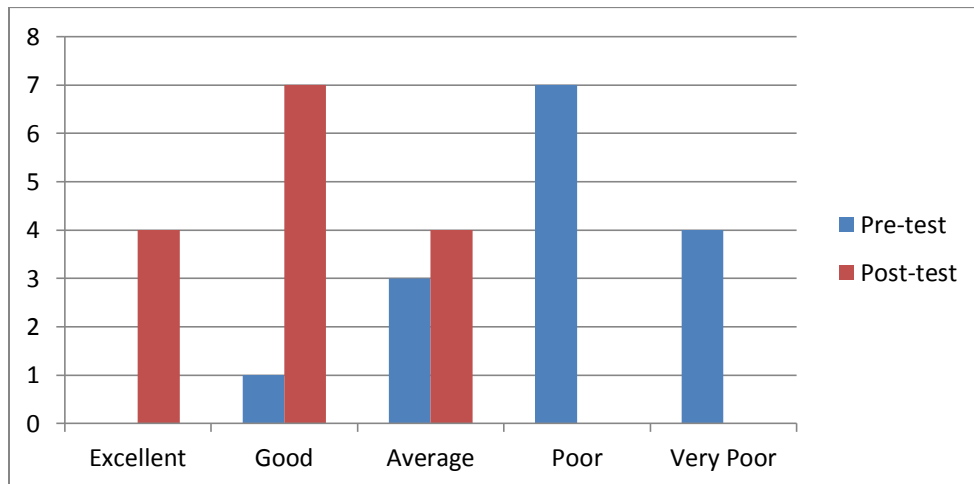


Figure 4.1

Graphic for the Frequency of Pretest and Posttest Scores in Experimental Class

Based on the graph above, it could be seen that the highest frequency of students' pre-test score in experimental class was in poor category, while the lowest was in excellent category and good category. Then, the highest frequency of students' post-test score in experimental class was in average category and the lowest was in excellent poor and very poor category. From explanation before the post-test score was higher than pre-test score, it means that teaching reading comprehension by using Question Answer Relationship (QAR) strategy could improve the students reading comprehension score.

The distribution of pre-test and post-test score in experimental class can be seen on table 4.1

Table 4.1
The Score Distribution in Experimental Class

Score Interval	Category	Pre-test		Post-test	
		Frequency (Students)	Percentage (%)	Frequency (Students)	Percentage (%)
>80	Excellent	0	0%	4	26.6%
66-79	Good	1	6.6%	7	46.6%
56-65	Average	3	20%	4	26.6%
46-55	Poor	7	46.6%	0	0%
<45	Very Poor	4	26.6%	0	0%

Based on the table #, the pre-test in the experimental class, there was 0 (0%) student in excellent category, 1(6.6%) student was in good category, 3 (20%) students were in average category, 7 (46.6%) students were in poor category, and 4 (26.6%) students were in very poor category. While in post- test,

There were 4 (26.6%) students in excellent category, 7 (46.6%) students were in good category, 4 (26.6%) students were in average category, 0 (0%) student was in poor category, and 0 (0%) student was in very poor category.

b. The frequency of students pre-test and post-test in the control class could be seen in figure 4.2.

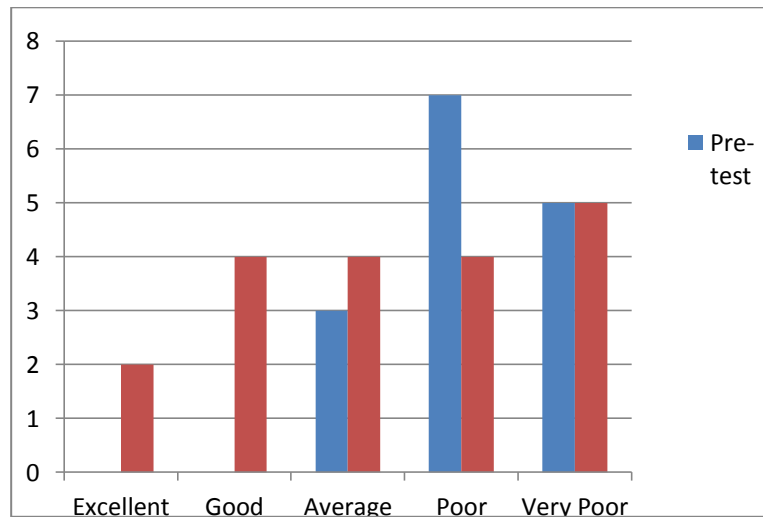


Figure 4.2

Graphic for the Frequency of Pre-Test and Post-Test Scores in Control Class

Based on the graph above, it could be seen that the highest frequency of students' pre-test score in experimental class was in poor category, while the lowest was in excellent category and good category. Then, the highest frequency of students' post-test score in experimental class was in average category and the lowest was in excellent poor and very poor category. From explanation before the post-test score was higher than pre-test score. However, the increasing of students score was not very significant. In other words, students taught by using contextual teaching and learning could not achieve reading score better than students taught by using Question Answer Relationship strategy.

The distribution of pre-test and post-test score in experimental class can be seen on table 4.2.

Table 4.2
The Score Distribution in Experimental Class

Score Interval	Category	Pre-test		Post-test	
		Frequency (Students)	Percentage (%)	Frequency (Students)	Percentage (%)
>80	Excellent	0	0 %	2	13.3 %
66-79	Good	0	0 %	4	26.6 %
56-65	Average	3	20 %	4	26.6 %
46-55	Poor	7	46.6 %	4	26.6 %
<45	Very Poor	5	33.3 %	1	6.6 %

Based on the table #, the pre-test in the control class, there was 0 (0%) students in excellent category, 0 (0%) students was in good category, 3 (20%) students were in average category, 7 (46.6%) students were in poor category, and 5 (33.3%) students were in very poor category. While in post- test, there were 2 (13.3%) students in excellent category, 4 (26.6%) students were in good category, 4 (26.6%) students were in average category, 4 (26.6%) students were in poor category, and 1 (6.6%) student was in very poor category.

2. The normality and homogeneity of the data

Before analyzing the data, normality and homogeneity of the data should be measured well. Normality test in research was used as a prerequisite for t-test. In this study, the data must be normally distributed. If the data not normally distributed then the t-test cannot be continued. A distribution is normal if the significant level > 0.05 , whereas if the level significant < 0.05 , the distribution is abnormal. For testing the normality of data used the Kolmogorov-Smirnov test using SPSS 26.0 for windows.

a. The result of normality test of pre-test score

The result of normality data test for pre-test and post-test score in experimental class is demonstrated on table 4.3.

Table 4.3
Test of Normality of Pre-test Score of the Experimental Class

One-Sample Kolmogorov-Smirnov Test

		pretest experiment
N		15
Normal Parameters ^{a,b}	Mean	52.67
	Std. Deviation	8.633
Most Extreme Differences	Absolute	.155
	Positive	.155
	Negative	-.112
Test Statistic		.155
Asymp. Sig. (2-tailed)		.200 ^{c,d}

a. Test distribution is Normal.

b. Calculated from data.

From the table 4.3, it can be seen the significance value of the experiment class pre-test score is 0,200. It means that it was higher than the level of significant (0.05). So, it can be concluded that the data were distributed normally.

The histogram of the normal data of pre-test score of the experimental class could be seen on figure 4.3.

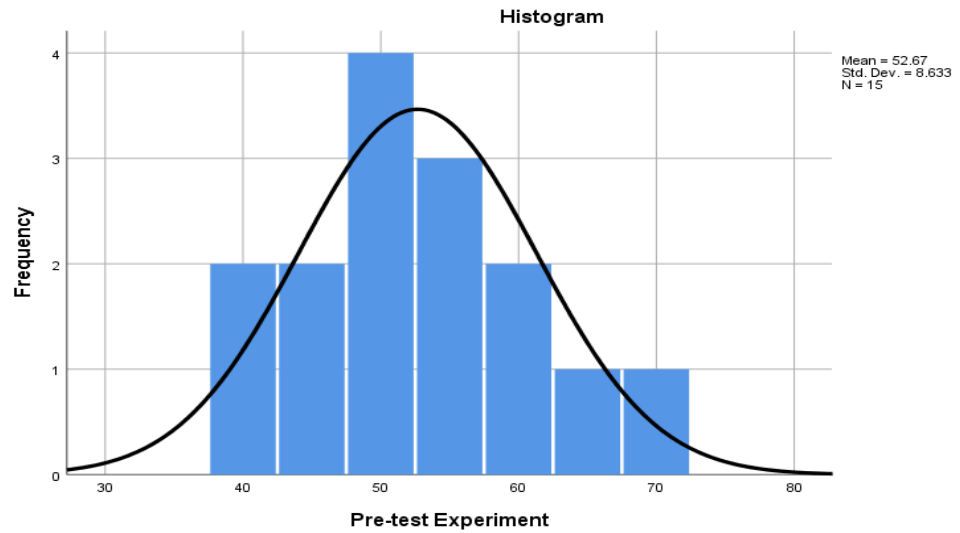


Figure 4.3

The Histogram of the Students' Pre-test of the Experimental Class

The test of normality of pre-test score of the control class could be seen on the table 4.4.

Table 4.4

Test of Normality of Pre-test Score of the Control Class

One-Sample Kolmogorov-Smirnov Test

		Pre-Test Control
N		15
Normal Parameters ^{a,b}	Mean	50.33
	Std. Deviation	8.756
Most Extreme Differences	Absolute	.151
	Positive	.115
	Negative	-.151
Test Statistic		.151
Asymp. Sig. (2-tailed)		.200 ^{c,d}

a. Test distribution is Normal.

b. Calculated from data.

From the table above, it can be seen the significance value of the experiment class pre-test score is 0,200. It means that it was higher than the level of significant (0.05). So, it can be concluded that the data were distributed normally.

The histogram of the normal data of pre-test score of the experimental class could be seen on figure 4.4

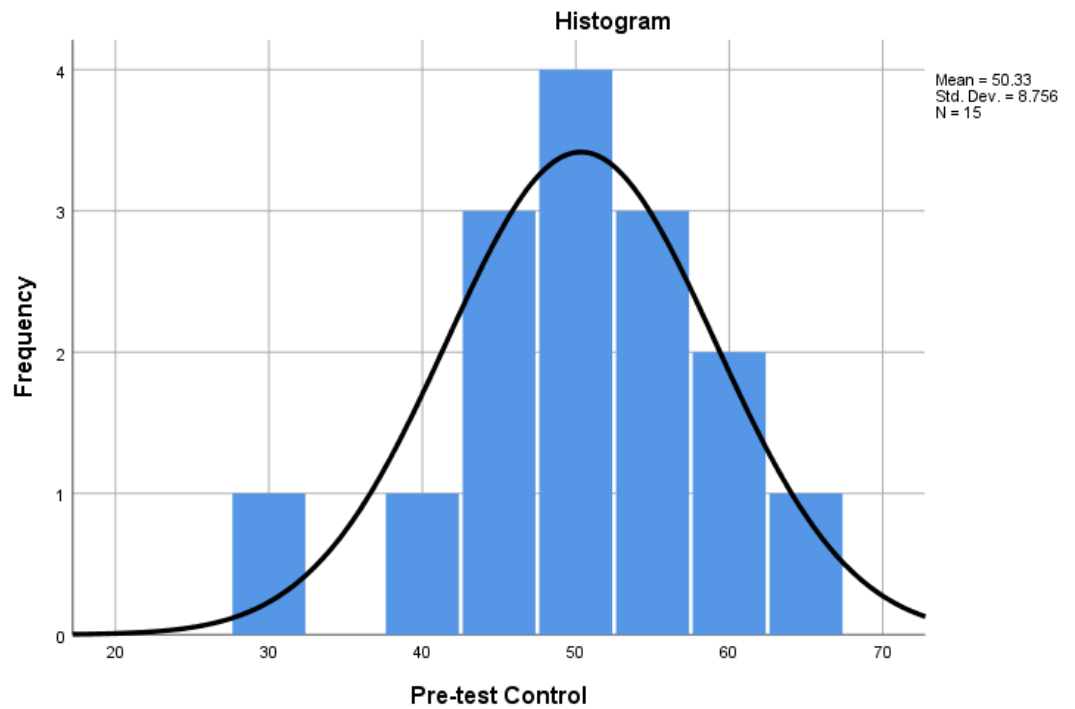


Figure 4.4
The Histogram of the Students' Pre-test of the Control Class

b. The result of normality test of post-test score

The result of normality data test for pre-test and post-test score in experimental class is demonstrated in table 4.5.

Table 4.5
Test of normality of post-test score of the experimental class

One-Sample Kolmogorov-Smirnov Test

		Post-Test experiment
N		15
Normal Parameters ^{a,b}	Mean	73.00
	Std. Deviation	7.512
Most Extreme Differences	Absolute	.138
	Positive	.128
	Negative	-.138
Test Statistic		.138
Asymp. Sig. (2-tailed)		.200 ^{c,d}

a. Test distribution is Normal.

b. Calculated from data.

The Kolmogorov-Smirnov test of the post-test of the experimental class showed that significant was 0.200 was higher than 0.05, it could be concluded that the data obtained were considered normal.

The histogram of the normal data of post-test scores of the experiment class could be seen on figure 4.5.

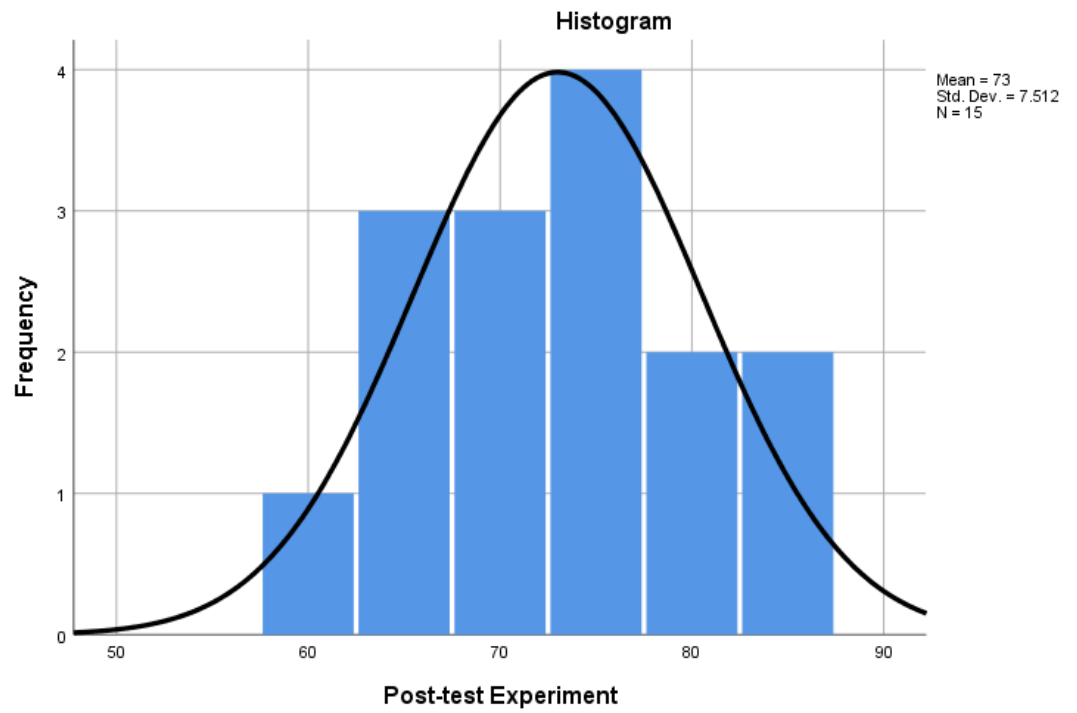


Figure 4.5
The Histogram of the Students' Post-test of the Experimental Class

The test of normality of post-test scores of the control class could be seen on the table 4.6

Table 4.6
Test of Normality of Post-test Score of the Control Class

One-Sample Kolmogorov-Smirnov Test

		Post-Test Control
N		15
Normal Parameters ^{a,b}	Mean	64.00
	Std. Deviation	10.556
Most Extreme Differences	Absolute	.138
	Positive	.136
	Negative	-.138
Test Statistic		.138
Asymp. Sig. (2-tailed)		.200 ^{c,d}

a. Test distribution is Normal.

b. Calculated from data.

The Kolmogorov-Smirnov test of the post-test of the control class showed that significant was 0.200 was higher than 0.05, it could be concluded that the data obtained were considered normal.

The histogram of the normal data of post-test scores of the experiment class could be seen below.

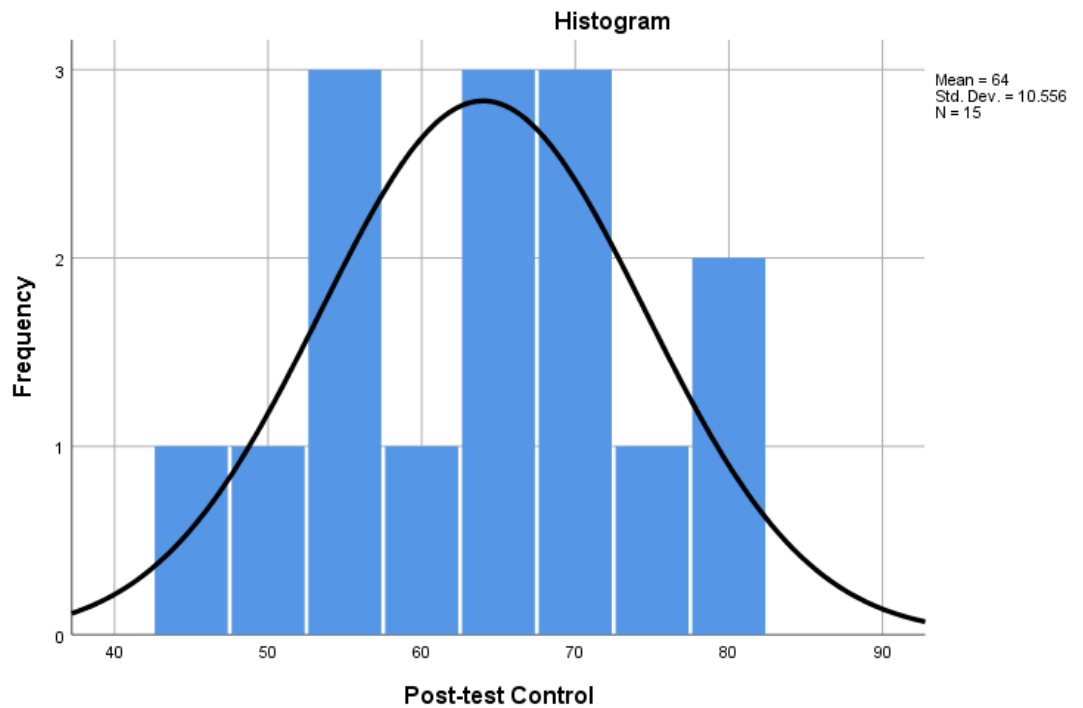


Figure 4.6
The Histogram of the Students' Post-test of the Control Class

c. The result of homogeneity of variances test

Table 4.7
Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Score	Based on Mean	1.744	1	28	.197
	Based on Median	1.356	1	28	.254
	Based on Median and with adjusted df	1.356	1	26.165	.255
	Based on trimmed mean	1.678	1	28	.206

From the table 4.7, it showed if significant values based on mean was 0.197, and it was bigger than 0.05 ($0.197 > 0.05$). So, it could be concluded that the data variances were homogenous or equal.

3. The statistical analysis result

The Statistical Analysis Result In order to verify the hypothesis proposed, the statistical analyses were applied. The t-test used both paired sample t-test and independent sample, t-test in which paired t-test was used to find out whether there was significant differences in students reading comprehension achievement before and after the treatment in the experimental and control group, meanwhile independent sample t-test (SPSS) 16 program for window was applied in order to find out whether or not there was significant difference in students reading comprehension achievement between the experimental and control group.

a. Paired sample t-test analysis

Table 4.8
Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair	Pre-Test Experiment	52.67	15	8.633	2.229
1	Post-Test Experiment	73.00	15	7.512	1.940
Pair	Pre-Test Control	50.33	15	8.756	2.261
2	Post-Test Control	64.00	15	10.556	2.726

Based on the paired sample statistic table 4.7, pair 1 showed the mean of reading comprehension pre-test in the experimental group was 52.67 and the standard deviation was 8.633. The mean of reading comprehension post-test in the experimental group was 73.00 and the standard deviation was 7.512. While in pair 2, the mean of reading comprehension pre-test in the control group was 50.33 and the standard deviation was 8.756. The mean of reading comprehension post-test in the control group was 64.00 and the standard deviation was 10.556.

Table 4.9
Paired Sample Test

		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-Test Experiment - Post-Test Experiment	20.333	8.958	2.313	-25.294	-15.373	8.792	14	.000
Pair 2	Pre-Test Control - Post-Test Control	13.667	10.431	2.693	-19.443	-7.890	5.074	14	.000

The result of the paired sample t-test, paired sample difference in mean between pretest and posttest of reading comprehension achievement in the experimental group was 20.333 with standard deviation of 8.958 and t- obtained was 8.792 at the

significant level of 0,05 and the degree of freedom 14 and the critical value of t-table for tailed test was 1.76. From the table above, it can be seen that t-obtained 13.84 was higher than the critical value of t-table 1.76, It can be stated that the research hypothesis (H_a) was accepted and null hypothesis (H_o) was rejected. It means that there was significant difference in reading comprehension achievement within the students in the experimental group, who were taught by using Question Answer Relationship strategy and those who were not.

Moreover, paired sample difference in mean between pretest and posttest of reading comprehension achievement in the control group was 13.667 with standard deviation of 10.43 and t- obtained was 5.074 at the significant level of 0,05 and the degree of freedom 14 and the critical value of t-table for tailed test was 1.76. It means that t-obtained 5.074 was higher than the critical value of t-table 1.76, It can be stated that the research hypothesis (H_a) was accepted and null hypothesis (H_o) was rejected. As a result, there was significant difference in reading comprehension achievement within the students in the control group.

b. Independent sample t-test analysis of students' reading comprehension achievement

Table 4.10
Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Post-test	Equal variances assumed	1.744	.197	2.690	28	.012	9.000	3.345	2.148	15.852
	Equal variances not assumed			2.690	25.285	.012	9.000	3.345	2.114	15.886

Based on table 4.9, the value of t-obtained was 2.690 at the significant level 0.05 in two tailed testing with df was 28, where critical value of t-table was 1.76, since the value t-obtained 2.690 was higher than the critical value of t-table (1.76), Ha Question Answer Relationship Strategy as accepted and Ho was rejected. It means that there was significant difference in students' reading comprehension achievement who were taught by using Sand those who were not.

B. Discussion

Based on the result of the study, the following interpretation presented of the value to strengthen the value of the study. Experimental and control group were the same in their initial level of reading comprehension as indicated by reading pre-test given before the treatment. It can be inferred that implementing QAR strategy in reading of narrative text can help the students to answer and understand the text well. Working together with the group is also good combination to decide whether the students have understood the strategy or not. The discussion was in line with Raphael (1986) that QAR strategy is to help students and teachers start a shared language for creating the relationship visible and for talking about subject how questions are designed to function. The result of the study showed statistically significant differences in reading comprehension achievement between the students who were taught using Question Answer Relationship (QAR) strategy and those who were not. The value of t-obtained was 2.690 at the significant level 0.05 in two tailed testing with df was 28, where critical value of t-table was 1.76. Since the value t-obtained 2.690 was higher than the critical value of t-table (1.76), H_a was accepted and H_o was rejected. As the result, there was significant difference in students' reading comprehension achievement who were taught by using QAR (Question Answer Relationship) strategy and those who were not.

Moreover, from the result, it can be seen that the result of students post-test was higher than the result of pre-test. After doing the post test, the

result showed a statically significant difference in students reading comprehension achievement that who were taught by using QAR strategy and those were not. The means score of post-test in the experimental group was 73.00 and in the control group was 64.00. It means score of post-test in the experimental group was higher than the score in control group. It was understood that QAR strategy gave significant differences on students' reading comprehension achievement between the students who were taught by using QAR strategy and those who were not.

The mean post-test of experimental group was compared to mean of control group. The result showed that the value t-count 2,690 was higher than t table 1,76. It means that there were significant differences on students reading comprehension achievement between both of group. These showed that QAR strategy could give a significant contribution in enhancing the tenth grade students' reading comprehension at SMK Yadika Model Lubuk Linggau.

From the data analysis, the students' ability in comprehending narrative text was influenced by Question Answer Relationship (QAR) strategy. The students interested to discuss the topic of the text because the strategy can guide them to find the answer of the text by using the questions related to the text. The use of QAR strategy in teaching reading comprehension made students work cooperatively, think aloud, become strategic readers, think creatively. The students consider the information from

the text and their own knowledge then combine it. So, it helps them to be more proficient to find out main idea and supporting detail of the text

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results and discussions stated on the previous chapter, the conclusion drawn that there was significant difference of students reading comprehension who were taught by using QAR (Question Answer Relationship) strategy and those who were not. The students in the experimental group could improve their reading comprehension significantly. Their better achievement in reading comprehension can be seen based on the scores of the post-test which were higher than the score of pre-test. The result of the test was analyzed by using t-test formula (paired sample). In addition, based on data analysis the researcher found that t-count 2.690 was higher than t-table 1.76. So, H_a was accepted and H_o was rejected. It means that there was significant difference in students reading comprehension achievement who were taught by using QAR strategy and those who were not. It can be concluded that there was a significant difference of QAR strategy on students reading comprehension.

B. Suggestion

Based on the conclusions above, the researcher would like to suggest QAR Strategy could be applied at Vocational High School or even Senior High School, especially at SMA Yadika Model Lubuk Linggau, in order to enhance the students' reading comprehension of narrative text. In other

hand, this strategy made the students more active to share their ideas. In the implementation of QAR strategy, the teachers are recommended to be educators whose role to organize, help, guide, coordinate, and support the students to communicate with other by followed step model for QAR lesson or they can modify it. Question Answer Relationship (QAR) strategy is the strategy that can help students to affect their reading comprehension especially on narrative texts. In order to be able to affect their reading comprehension, the students are suggested to be focused on understanding the QAR strategy, QAR questions and the resources of the answers in teaching learning process. Hence, the students are recommended to use this strategy as a model to help them learn reading comprehension.

This research is one of the ways in improving students reading comprehension. It is expected that the findings will be used to conduct another research. Therefore, the next researcher can gave contribution in conducting the research especially about reading comprehension. In this research, the treatments were done in three meetings. Other researchers can spend more time and use other types of texts in giving treatments using QAR strategy so that the students can get enough exercise and can apply this strategy for those other types of texts. Other researchers can also choose other subjects for future researches such as university students or Islamic school students in other levels or grades since neither this research nor the previous

Researches have examined QAR strategy for university students or for other levels of Islamic school students, and moreover, Islamic school students might have different ability or proficiency from state school students in English.

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