THE EFFECTS OF QUESTION-ANSWER RELATIONSHIP (QAR) AND THINK ALOUD STRATEGIES ON READING COMPREHENSION ABILITY

(A Study at the First Year Students of UIN Ar-Raniry)

SKRIPSI

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acknowledged the positive influence and give many lessons and motivation in this wonderful life.

Finally, I realize that this skripsi is far from being perfect. Therefore, I hope there are many constructive ideas and suggestions for me to make this skripsi better. And hopefully, this skripsi can give contribution to the development of English Teaching and Learning in particular and in Indonesia education in general.

Banda Aceh, 10th January 2017

(Mutia Soraya)

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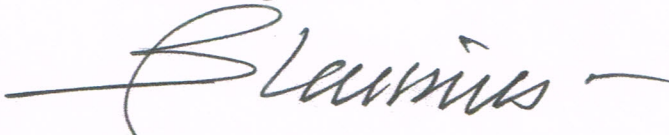
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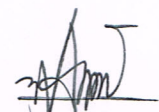
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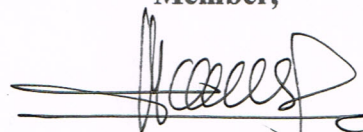
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Menyatakan bahwa sesungguhnya Skripsi yang berjudul *"The Effects of Question-Answer Relationship (QAR) and Think Aloud Strategies on Reading Comprehension ability (A Study at the First Year Students of UIN Ar-Raniry)."* adalah benar-benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, sepenuhnya menjadi tanggung jawab saya.

Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 10 Januari 2017
Saya yang membuat pernyataan

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ABSTRACT

This thesis is entitled "**The effects of Question-Answer Relationship (QAR) and Think Aloud strategies on reading comprehension ability (A study at the first year student of UIN Ar-Raniry**)". This study is conducted to investigate to what extent QAR and Think Aloud strategies improve the student's ability in reading comprehension and to know the students' responses toward the combination of those strategies. The participants of this study were 29 of the first year of English language education department students of UIN Ar-Raniry. This study used quantitative methodology in which the data is collected by using pre-test and post-tests, and questionnaires containing 10 questions with scale items. The result of the test shows that the mean score of pre-test is 51.6 while in the post-test is 61.3. It proved that the mean score of both are slightly different. After examining the hypothesis, the result indicates $T_{score} > T_{table}$ (4.34 > 1.7), it can be concluded that H_a is accepted and H_0 is rejected. It means that Question-Answer Relationship (QAR) and Think Aloud strategies improve students' reading comprehension ability. Moreover, the students gave positive responses toward the implementation of both strategies. Almost all students agree that QAR and think aloud strategies improve their ability in reading comprehension and most of them said that QAR and think aloud strategies were very helpful.

Keywords: Reading Comprehension, Question-Answer Relationship Strategy (QAR), Think Aloud Strategy.

CHAPTER I

INTRODUCTION

This chapter presents the background of study, previous study, research questions, research aims, hypotheses, and terminology as the beginning of the research. The main aspect will discussed in this study is finding the effects of Question-Answer Relationship (QAR) and Think Aloud strategies on Reading Comprehension Ability.

A.   Background of study

Reading is the activity to obtain and understand the information from written resources. In various aspects of life most information comes from the books or written reports. It holds an important role to gain informations and help students to build their own knowledge. According to Wallace (2004), reading as the important role in almost every course of study. In learning English, reading is one of the prominent skills from four basics skill in English, and reading should be acquired by any students who learn English to get information and knowledge. The importance of reading explained by Grabe (1991) as well that reading is most likely the major skill for second language learners in academic context. Consequently, English learner should be able to understand English text clearly to improve their learning quality.

Reading is supposed to be a routine activity to academic community. University students are forced to learn, explore, and transcribe in discussion which those activities require reading as the basic information. However, the lack

of students' interest in reading becomes the main problem for learning quality in the class. In years 2007, the publication of *International Association for Evaluation of educational Achievement* (IAEEA) informs that Indonesian students placed in the low level of reading comprehension which has the same level as New Zealand and South Africa. Meanwhile, *Badan Pusat Statistik* (BPS) explains, it happened since the lack of students' interest in reading (Siswati, 2010).

Based on preliminary study, the writer found the problems faced by the first year students of department English language education in understanding an academic English text, which consist of complex words and grammatical rules. In this case, there are some problems faced by them in comprehending a text. The problems were they felt difficult in understanding the meaning of the text, capturing the information across sentences and paragraphs and relating the informations that come from the text with their own knowledge. In addition, the teachers at their former school still used the technique promoted in grammar transition method to solve those problems which impact the students bored then consuming much time to comprehend the passages.

Reading can be a fun activity, if the readers get pleasure from it. But sometimes it's become difficult if the reader do not enjoy it. To be a fun activity and the purpose of reading (get information and knowledge) are fulfilled, its need a certain strategy from the teacher to doing so. According to Brown (2000), strategy is any of wide variety exercises, activities or tasks used in language classroom for realizing lesson objectives. If a teacher delivers a subject by giving

certain tasks to student trough certain way to accomplish their interest, this can be said that teacher applied certain strategy. Since there are many strategy that can be applied in reading comprehension, a teacher should consider the students' need and situation in selecting appropriate strategies to be applied in the class.

Many strategies have been examined to enrich student's comprehension in reading texts, by hope it can help students' interest in reading activities. English teachers are hoped to choose appropriate strategy in their teaching process. Question-Answer Relationship (QAR) and Think Aloud strategies are two examples of strategies which can be implemented in teaching EFL students in reading class.

Question-Answer Relationship (QAR) strategy is conducted by Raphael (1986). In this strategy, the students are trained to identify the answer by four terms and it known as QAR taxonomy. The terms are ("right there", "think and search", "On my own", and "Author and me"). The taxonomy helps the student to identify three kinds of information's sources in answering reading comprehension question: text explicit, text implicit and script implicit. Text explicit inferred the answer is already in the text. Text implicit is inferred from the text, using information across sentences or paragraph. Script implicit is required the information comes from student own knowledge. Raphael and AU (2005) state that Question-Answer Relationship (QAR) strategy helps the students to plan reading and answering comprehension question, and also helps the students to

ensure that there will not be an over emphasis of lower lever skill with questions that only require the students to locate and recall information.

Think aloud is known as online tasks, students are asked what is going through on their minds in solving their problem. Stronge (2004) argues that think aloud instructional strategy, is used to demonstrate what a though process is. Teacher verbalize what they are thinking as they perform a particular task, read a passage, or solve a problem to enable students to hear the inferences and choice that are being made. Block and Israel (2004) states that Think aloud help to increase student's ability of the thinking process and understand what they comprehend. Thus, it allows students to connect meaning and understanding with a text.

Based on the elaboration, the writer is interested in investigating the effects of teaching reading by using question answer relationship (QAR) and Think Aloud strategies at the first year students of English langue education department of UIN Ar-Raniry. This study entitled: **The Effects of Question-Answer Relationship and Think Aloud strategies on Reading Comprehension Ability (A Study at the First Year Students of UIN Ar-Raniry)**

A number of studies have been conducted to support these two strategies in order to improve students' reading comprehension in English text. One of the studies was conducted by Fard and Nikou (2014) on Iranian student, entitled "*the effect of Question-Answer Relationship (QAR) and Cooperative Learning (CL) on first grade high school EFL students' reading comprehension*". The finding

indicated that there was a statically significant difference among the reading comprehension performance of the three experimental groups and the control group in their post-test scores. Furthermore, it was revealed that using QAR strategy had positive effects and increase EFL students' reading comprehension.

Another research related to this study was investigated by Khatami, Heydariyan and Bagheri (2014). The study entitled *the effect of Think Aloud strategy on reading comprehension ability among Iranian EFL university students in bachelor level.* The result indicated that those students – familiar with think aloud strategy can apply appropriately the prior knowledge and connect the new information to what they already know. Using this strategy evokes students to apply the cognitive process and help them to access background knowledge of the text. Accordingly, think aloud strategy improves students reading comprehension ability.

All of those previous studies have proved that both Question-Answer Relationship (QAR) and Think Aloud strategies have positive impacts on students' ability. Although, Question-Answer Relationship (QAR) and Think Aloud strategy could offer reading benefits to students, but the number of research studies relating to the combination of these two strategies together to improve students reading comprehension in Indonesia is very rare. Therefore, this present research tries to investigate how reading instruction using Question-Answer Relationship and Think aloud strategies affect the ability of the students in comprehending reading text.

B.   Research Questions

In this study, the writer formulates the problems into two research questions, namely:

1. To what extent do Question-Answer Relationship (QAR) and Think Aloud strategies improve the students' ability in reading comprehension?

2. What are the students' responses toward the combination of Question-Answer Relationship (QAR) and think aloud strategies in improving the students' ability in reading comprehension?

C.   Research Aims

Based on the problems above, the aims of this research are:

a. To investigate to what extent QAR and Think aloud strategies improve the students' ability in reading comprehension.

b. To find out students' responses toward the combination of Question-Answer Relationship (QAR) and think aloud strategies in improving the students' ability in reading comprehension.

D.   Hypothesis

A hypothesis is a type of prediction found in experimental studies. There are two types of hypothesis: null hypothesis (H_o) and research hypothesis (H_a). The hypotheses of this study are:

H_a : Question-Answer Relationship (QAR) and think aloud strategies improves the students'ability in reading comprehension.

H_o : Question-Answer Relationship (QAR) and think aloud strategies does not improve students' ability in reading comprehension.

E. **Terminology**

There are three important terms in this study that are necessary to be defined to avoid misinterpretation of the readers. The terms are: Question-Answer Relationship (QAR) strategy, think aloud strategy and reading comprehension. The explanations are mentioned below.

a. **Question-Answer Relationship (QAR) strategy.**

QAR is a reading comprehension strategy developed by Traffy Raphael (1986) to clarify how students approach the task of reading text and answering questions (Raphael 1986 cited in Wagner, 2012 p.10). It encourages students to activate their prior knowledge and force them to be strategic readers. Thus, students can determine individually the answer of the question from the text.

In this study "QAR" is a questioning strategy which is used to improve the ability of the first year students of English language education department in comprehending text.

b. **Think Aloud strategy**

Think Aloud strategy is asking participants to perform two tasks, first task which they are performing for the researcher, and the second task of talking about their thought (Jordan, 1998 cited in Khatami, et, al. 2014).

Stronge (2004) opines that think aloud instructional strategy is used to demonstrate what a though process is. Teachers verbalized what they are thinking as they perform a particular task, read a passage, or solve a problem to enable the student to hear the inferences and choices that are being made (Stronge, 2004 cited in Khatami, Heydariyan and Bagheri, 2014). Furthermore, think aloud strategy in this study means an additional strategy used to ease the first year students of the English language education in comprehending text.

c.   Reading Comprehension.

Pearson (1992) asserts that comprehension strategies can be defined as tools that a reader can utilize when simply reading the words from the page is not enough to make meaning from text. It can be concluded that comprehension occur when reader are able to instantaneously read the word from the page, adopt their thought, and create their ideas in order to construct meaning from the text. Reading comprehension in this research means the ability of the first year students of the department English education in comprehending text.

CHAPTER II

THEORITICAL REVIEW

This chapter gives detailed information about reading comprehension, the purposes of reading, teaching reading comprehension by using Question-Answer Relationship strategy (QARs), procedures of teaching by using QARs, teaching reading comprehension by using Think Aloud strategy, the procedures of combining QAR and Think Aloud strategies in teaching reading comprehension.

A. An Overview of Reading Comprehension

Reading is one of human capacities that can affect people lives in many ways. Although, it has been studied and reviewed for generations by scholars from variety of disciplines. According to Nunan (1993), there are so many aspects of reading that must be clarified and illustrated. Moreover, the need for reading comprehension increases as the learners attend the higher grades and they are expected to comprehend more complex material. In this section, the writer will explain about the definition of reading comprehension, the purpose of reading, teaching reading and assessing reading.

a. Definition of Reading Comprehension

Reading is a way to transform the knowledge from the written text to humans mind. Carrel and Eisterhold (1983) illuminate the relation between the reader and the text as an interpretive process. In other words, the reader is a key to open and develop the gate information. Likewise, in reading process reader tries

to convert the information which depends on how the readers encounters the meaning of the text differ they background knowledge.

Reading comprehension is a flexible ongoing cognitive and constructive process (Wolley, 2011). It is a two-way process that integrates information from text-based with information from prior knowledge of the reader. During reading, a reader attempt to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. He also asserts that a reader must link ideas across sentences and construct the meaning that is implied by drawing the situation from their own background knowledge. Thus, to be an effective reader must set reading goals, monitor meaning and reflect upon their own understanding (Wolley, 2011).

Consequently, reading is not only about the reading passage, but it is also about the background or prior knowledge that a reader brings to the reading task. The importance of background knowledge in reading comprehension is mentioned through this definition:

> "Reading comprehension is the construction of the meaning of a written or spoken communication through a reciprocal, holistic interchange of ideas between the interpreter and the message… the presumption here is that meaning resides in the intentional problem-solving, thinking process of the interpreter … that the content of the meaning is influenced by that person's prior knowledge and experience (Harris & Hodges, 1995, p.39)."

Based on the definition above, Reading comprehension is not simply about recalling information encountered in the text. *Reciprocal* implies that the reader brings something to reading comprehension. It is not just the information that comes from the text, but the information that the reader already processes also

influences the construction of the meaning. And *problem-solving, thinking processes* suggest that the reader is actively involved in attempting to build a meaning in the mind. This also indicates that one is understanding in reading might be different from that of others, it depends on how the reader filters the text through their own background knowledge, biases, and other experiences that affect how they interpret the text (Harris & Hodges, 1995).

Brown & Atkins (2002) explain that reading to get the feeling of a topic is very different process from reading for finding specific information. Finding specific information means scanning without understand the whole information meanwhile reading to get the feel of a topic is the ability to link information between the text and prior knowledge of the reader. This combination is called reading comprehension.

It can be summed up that, comprehension is enhanced when readers relate and connect what they are reading to their own experiences and knowledge (Zygouris-Coe, 2009). Hence, good readers concentrate on understanding the materials they are reading. Briefly, reading comprehension has active, intentional, and constructing meaning and it depends deeply on employing the text and prior knowledge of the reader.

b.   The Purpose of Reading

According to Harmer (2001), reading literacy is directly related to the reasons why people read. Broadly, these reasons include reading for personal interest and pleasure, either reading to participate in society, or reading to

learn. Every single purpose that is used by the readers depends on their own need.

For young readers, emphasis is placed on reading for interest or pleasure. A reader reads a text or material due to his or her willingness. He or she is not burdened by anything that requires him or her to do something after reading. Clark and Rumbold (2006) defines that reading for pleasure refers to reading that humans do because of their own free will. It refers to reading that has begun at what someone else is interested in. Additionally, Nell, quoted by Clark (2006), asserts that reading for pleasure is a form of play that allows us to experience other words and roles in our imagination.

By contrary, Robinson (2013) explains that in academic community such as school, university, office, institution and etc., reading is a must to gain more an extra knowledge to learn, explore, and transcribe. In discussion, students are forced to seek for more information whether from their environment or happening facts in the worldwide. He also adds that in academic reading, a reader may have to skim through a chapter or title of the text in searching main ideas about some aspects or subjects. In other case, students also has to develop his or her ability to run eyes extremely, rapidly over many pages of text until they finds specific information relevant to the purpose; which is called scanning. Skimming and scanning are two strategies to ease students in searching certain information. Furthermore, the main purpose of it is to get a good understanding and clarify a better solution of the issues.

c. Teaching Reading

The important part of teachers' job is getting students to read. It is useful for their careers, for study purposes or simply for pleasure. According to Harmer (2001), reading text provide opportunities to study language: vocabulary, grammar, punctuation, the way to construct sentences, paragraphs and texts. Thus, it is important for teacher to discuss with students regarding their approach to reading and perhaps provide them information concerning the actual and specific profit of reading.

Some studies of reading prove that the important part of teaching reading is background knowledge of the students, what is learned and recalled or what they have already known. Calfee and Drum (1986), as cited in Brown and Atkins (2002), state that "reading is dependent upon the prior existence of relevant structure of knowledge in the mind of the reader" (2002, p. 172). It signifies that all texts rely on readers to make links and inferences as they are reading. This active process makes the text meaningful. If readers know a lot about the subject of the text it is likely that they will make many relational links between the content and what they have already known, even they get new information are created which goes beyond the text itself. On the other hand, readers with no prior knowledge will have some problem to connect the meaning of the text and consequently will find it hard to understand (Brown & Atkins, 2002).

Brown and Atkins (2002) give some tips for teacher in helping students to learn more effectively, the tips are as follow:

1. Check that students already have adequate relevant knowledge and understanding to make sense of the text. And if not…

2. Provide a conceptual scaffolding or framework which will help students to organize and relate the new material, or…

3. Design a few preliminary activities on easier texts that will provide 'anchors' or 'organizers' in advance of the more difficult reading.

Making students' aware about the existence of reading needs some strategies in teaching learning process. Strategies also help them in achieving material to the active levels. Palinscar and Brown (1984) have developed a six-point strategy for this purpose.

1. Understand the purpose of the reading task.
2. Activate relevant prior knowledge of the subject.
3. Identify important content and focus on that. Do not give equal concentration to content of less of trivial importance.
4. Make a conspicuous attempt to evaluate the content for internal consistency, compatibility with prior knowledge, and with common sense.
5. Monitor your own reading. Review your understanding of the text periodically.
6. Make and test inferences deliberately including interpretations, predictions and conclusions.

Those strategies are not enough to make students' concern in reading activity. However, students also need opportunities to develop and analyze their own reading skills.

d. Assessing Reading (Reading Assessment)

According to Brown (2007), there is a different meaning between test and assessment.

"Test is a method of measuring a person's ability or knowledge in a given domain, with an emphasis on the concepts of method and measuring. While assessment, on the other hand, is an ongoing process that encompasses a much wider domain.

Based on these definitions, tests are instruments that are usually designed and that have identifiable scoring rubrics whereas assessment is student's

responses to a question, it offers a comment and it tries out a new word of structure. Assessment is usually found to assess students' performances that ultimately get assessed by themselves, teacher, as well as other students.

Brown (2007) also adds some classics principles of classroom assessment apply in assessing reading comprehension, they are:

1. Be specific about which micro or macro skill those to be assess.

2. Identify the genre of written communication that is being evaluated.

3. Choose carefully among the range of possibilities from simply perceiving letters or words all the way to extensive reading.

In addition, for assessing reading, some attention should be given to the highly strategic nature of reading comprehension by accounting for which of the many strategies for reading are being examined. Finally, reading assessment implies differentiating bottom-up from top-down tasks, as well as focus on form or focus on meaning.

In this view, this research is used test to measure the ability of students' comprehension. One of the test categories is multiple choice designs which to provide an overview of some possibilities.

B. Question-Answer Relationship Strategy

In this section the writer explains about definition of Question-Answer Relationship (QAR), its advantages and disadvantages, and its procedures.

a. Definition of Question-Answer Relationship

Question-Answer relationship strategy is found by T. E. Raphael (1986). Raphael (1986) states that QAR is a way to help students realize that the answer of the question is related to the type of question being asked, QAR also encourages reader to be strategic in answering questions that come from the text. QAR strategy presents a three-way relationship between questions, text content and reader knowledge. These activities help students the question-building process as a step toward better reading comprehension.

Question-Answer Relationship (QAR) helps students in distinguishing the questions based on where the answer can be found, either in the book or in my head (Caldwell & Leslie, 2005). If answers are in the book, the questions will be of a literal type because the answers are mentioned in the text. If the questions are in my head, inferential questions have been created, and the readers must use their own background knowledge to make the answers that require information not found in the text. Raphael & Au (2005) explain that this classification provides both the teacher and the students shared language to make visible the largely invisible processes underlying reading and listening comprehension. This common language also gives the teacher and the students the means to discuss and analyze the types of question that they face.

Additionally, McKnight (2010) defines that Question-Answer Relationship strategy provides a basis for teaching three comprehension strategies: locating information, showing text structures and how the information is organized, and determining when an inference or reading between the lines is

required. QAR shows students the relationship between questions and answers, how to categorize different types and levels of questions (Right There, Think and Search, The Author and You and On Your Own questions), as well as how the text does not have all the answers. QAR helps students consider both information from the text and information from their own background knowledge. If students are asked to create their own questions, QAR also extends their writing ability.

b. Advantages and disadvantages of QARs

According to Raphael & AU (2005), there are some advantages in using QAR as a framework for reading comprehension strategy use:

For teachers:
1. Using QAR to frame the questioning activities within the reading cycle guides teachers modeling of question-asking practice in the before, during and after reading phases.
2. Using QAR to plan reading comprehension instruction helps to ensure that there will not be an over-emphasis of lower level skills and questions that only require students to locate and recall information.

For students:
1. Activate prior knowledge
2. Locating information
3. Determining text structures and how to convey information
4. Determining when an inference is required.
5. Students will be able to possible answer location by classifying question by type as well as monitor their comprehension of the text.
6. Helps students to see the relationship among the strategies they are learning and the task demands represented by different questions

Graham & Wong (1993), found some limitation of this strategy on their research: QAR may not be enough for the students who are lack of prior knowledge because of their poor reading skill and QAR taxonomy only appropriate when text are available to students, if the students are

unable to look back at their texts, then it very difficult for them to confidently identify where the questions and response are located.

c. Procedures of Question-Answer Relationship strategy (QARs)

According to Spears (2011), there are three steps in teaching QAR strategy:

1. Explain the students that there are four types of questions they will encounter. Define each type of question and give an example.

   a. Right There: The answer is found in the text, usually as a phrase contained within one sentence.
   b. Think and Search: while the answer is in the text, the student is required to combine separate sections or pieces of text to answer the question.
   c. Author and You: the answer is not directly stated in the text, the students draw on prior knowledge as well as what the author has written to answer the question.
   d. On Your Own: requires students to think about what is already known from their reading and experience (prior knowledge) to formulate an answer.

2. Give the students sample questions to answer in pair or small groups and identify which the QAR levels they used.
3. Have students work individually on questions from longer passage. Get students to examine the types of questions in the training passage.

C. Think Aloud Strategy

In this section, the writer is going to explain several things in respect of what think aloud strategy is actually about, its advantages and disadvantages, its procedure and the combination of this strategy and QAR strategy.

a. Definition of Think Aloud strategy

Think aloud is a strategy used to know the way of student's thinking in solving their problem. Students need to verbalize how they can crack their

difficulties and explain it loudly. According to Jordan (1998), think aloud is asking participant to perform two tasks, first task which they are performing for the researchers and the second task of talking about their thought. Individual are asked what is going through their minds as they are solving a problem or completing a task. Through these procedures, the teacher can gather information about students' way in problem-solving activity.

The essential concept in this strategy is verbal reporting, in the verbalization of information that your mind has stored in working memory (Someren, 1994). Through this opinion, the students' metacognitive awareness is a crucial component of learning because it enables learners to assess their level of thinking and comprehension then adjust their strategies for greater success.

In addition, Stronge (2004) also defines that think aloud strategy is used to demonstrate what a thought process is. The teacher verbalizes what are thinking as they perform a particular task, read a passage, or solve a problem to enable students to hear the inference and choices that are being made. Through this strategy the teacher and students are working together to construct understanding of the text as they interact with it.

b. Advantages and disadvantages of Think Aloud strategy

According to Smilovitz (1994), there are some advantages of think aloud strategy:

1. Helps students to monitor their thinking as their reading and their comprehension.
2. It teaches students to reread a sentence, read ahead to clarify
3. Slows down reading process and allows students to monitor their understanding of a text.

According to National Institute for Aviation Research (2004) there are some disadvantages of Think Aloud strategy:

1. Think Aloud may seem unnatural and distracting to some participants since it might be very different from their learning style.
2. It is exhausting to verbalize a thought process for two to three hours while performing a maintenance procedure
3. The best results require a trained evaluator in this strategy.

c. Procedures of Think Aloud strategy

Think Aloud strategy has several procedures that need to be followed by the teacher in classroom. Cardenas (2009) explains the procedures of think aloud strategy as follows:

a. Prepare and choose short strategy in English with proficiency level of students.
b. Organized the classroom in semi-circle.
c. Teacher began read the passage from the title of story. Saying out loud during reading (predicting).
d. A part from the title, made some stop while reading with the purpose making prediction that could occur in the story. Highlighted and told students to interpret and understand any type of text.
e. As a teacher also made pauses to point out the most relevant ideas and to check if the reading was making sense.
f. Continued reading and making visualizations of specific situation. It makes the students to be part of story and become engaged.
g. Continued doing more stops for checking if there was a clear understanding of the text. If not backwards and read again and if there was any unknown words used the context to give meaning what is read before.

D. The Combination of Question-Answer Relationship and Think Aloud strategies in Reading Comprehension.

There are many steps that explained by some experts. In this study, the writer combines the steps of QAR and Think Aloud strategies by Cardenas (2009)

and Spears (2011). The writer chooses these steps (Cardenas, 2009 and Spears, 2011) because of the strategies are more clearly and complete instructions to be applied in teaching learning process. The strategy also can help students to comprehend the text, construct the meaning, enrich vocabulary, improve their knowledge about words and verbalize their thinking then relate it to their background knowledge. Another advantage of combining these strategies is to motivate students to love reading more.

Related to the theories of Question-Answer Relationship and Think Aloud strategies, it can be concluded that the steps can be combined as the following:

a. Teacher prepares and chooses short English story with proficiency level of students.

b. Teacher organizes the classroom in semi-circle

c. Teacher begins read the passage from the title of story. Saying out loud during reading (predicting).

d. A part from the title, make some stop while reading with the purpose of making prediction that could occur in the story. Highlight and tell students to interpret and understand any type of texts.

e. The teacher also makes pauses to point out the most relevant ideas and to check if the reading makes sense.

f. Teacher continues reading and making visualizations of specific situation. It makes the students be part of story and become engaged.

g. Teacher continue doing more stops for checking if there is a clear understanding of the text. If there is not, read again and if there is any unknown words, used the context to give meaning what is read before.

h. After reading, teacher explains the students that there are four types of questions they will encounter. Define each type of question and give an example. There types are "Right There, Think and Search, Author and You, and On Your Own."

i. Teacher reads short passage aloud to students

j. Teacher gives the students sample questions to answer in pair or small groups and identifies which the QAR levels they used.

k. Students work individually on questions from longer passage. Get students examine the types of questions in the training passage.

CHAPTER III

RESEARCH METHOD

This chapter is concerned with how the design is implemented and how the research is carried out. This chapter presents the Research design, research participants, research instrument, technique of data collection and technique of the data analysis.

A. Research Design

The method used in this present research is quantitative method. It is used to quantify attitudes, opinions, behaviors, and other defined variables by way of generating numerical data that can be transformed into useable statistics to generalize results (Brannen, 1992). Hence, the purpose of choosing this method was to seek in the details about the improvement of using QAR and Think Aloud strategies before and after treatment.

This quantitative method applied pre-experimental research design. Pre experimental research design is one group pretest-posttest design; it used to measure change in an outcome before and after an intervention is implemented (Cresswell, 2014). The data is to explain about the effects of Question-Answer Relationship (QAR) and think aloud strategies used.

B. Population and Sample

Population is a set or collection of all elements possessing one or more attributes of interest. The population of this research is all of first year students of English language education department of UIN Ar-Raniry in the academic year

2016/2017 which consist of 7 classes. Griffes (2012) state that "population perhaps person or things, but more often than not in education and applied linguistics it includes persons" (2012, p. 23). To obtain the data the researcher needs part of population which is named as sample. A good sample is one that represents the population generalized for the result. If the subject is less than 100, it is better to take all of the subjects. But, if it has more subjects, it can be taken some of them as sample. In this study, the population is more than 100 students, thus the writer only takes one class (Unit 3) which consists of 29 students as the sample and it is chosen by using simple random sampling technique.

C. Research Instrument

There are four kinds of instruments which are used in this research. It will briefly explain by the writer as following:

a. Test Passage (Pre-Post-test)

Test is a set of questions and exercises used to measure the achievement or capacity of the individual or group. (Brown, 2001).

The writer used the test to get the results data about the process of learning before and after in reading skill. The test are Pre-test (before taught QAR and Think aloud strategies), Post-test (After the strategies).

b. Questionnaire

Wilkinson and Birmingham (2003) state that "The questionnaire is the favored tool of many of those engaged in research, and it can often provide a cheap and effective way of collecting data in a structured and

manageable form" (p.7). The Questionnaire in this research is question or students statements about their interest and it is used to find out how this strategy affect to the students in teaching reading. The writer distributes the questionnaires to the first year of English language department of UIN Ar-Raniry.

D. Technique of Data Collection

1. Test

There are a number of ways to know the ability of the student. One of it is pre-post-test design. In this study, pre-test is used to ensure comparability of the participant groups prior to the treatment. The post-test is used to measure the effects of the treatment. However, Mackey and Gass (2005) states that the real question for studies of second language learning is to address to what extent a treatment truly resulted in learning.

In this research, the students were given 10 comprehension questions in each test referring to the reading text. The reading text is adopted from http://englishforeveryone.org/topics/reading-comprehension.htm.

2. Questionnaire

The questionnaire is probably the most common method in educational research. Wilkinson and Birmingham (2003) suggested that questionnaires can be designed and used to collect vast quantities of data from a variety of respondents. They have a number of benefits over other forms of data collection: they are usually inexpensive to administer; very little training is needed to develop them;

and they can be easily and quickly analyzed once completed. Each item should be in line with what is needed to be found in order to complete this research. Moreover, every item should be in good and understandable language so that will be easy to answer.

The writer's aimed in using questionnaire is to achieve more concrete data in relation to student's perception toward the strategy used by the writer and the significant influences of the strategy used from student's point of view. The scale of the questionnaire used is likert scale technique and it is adapted from Peng, Hoon, Khoo, and Joseph (2007) research project in Singapore. The questionnaires were distributed to the participant of this study which consists of 29 students at English language education department.

E. Technique of Data Analysis

In this section, the writer will explain several things on how the writer analyzes the data of this research.

a. Analysis of the Test

The data obtained from the tests is analyzed statistically by using statistic calculation of the t-test formula with the significance degree of 5%. According to Sudjana (2008), the formula is:

$$M1 = \frac{\sum fi \; Xi}{\sum fi}$$

Note:
xi : Middle Score of interval class
fi : Frequency

fi.xi   : The amount of implication between frequency and middle interval

b. Analysis of the Questionnaire

The data obtained from the questionnaire is also analyzed statistically by counting the percentage of the students' answers in each item of the questionnaire. It is used to know the students' responses after being taught toward the use of Question Answer Relationship (QAR) and Think Aloud strategies in teaching reading comprehension. Based on Sudjana (2008), the formula used is:

$$P = \frac{F}{N} \times 100\%$$

Notes: P   = Percentage
                F   = Frequency
                N   = Number of sample
                100%   = Constant of value

CHAPTER IV

DATA ANALYSIS AND DISCUSSION

This chapter discusses overall result of the research. It consists of the procedure of obtaining the data, the test results of both pre-test and post-test, examining hypothesis, the results of questionnaires, and the discussion about the research result.

A. Data Collecting Procedure

As explained in the previous chapter, the techniques used to collect the data in this research were test and questionnaires. This research is conducted in four meetings including the meetings for pre-test and post-test. The writer applied Question-Answer Relationship (QAR) and Think Aloud strategies on reading comprehension ability of first year students UIN Ar-Raniry. The procedures of collecting data are as follows:

a) The first meeting

At the first meeting, the writer introduced herself to the students and explained the research schedules. After introducing, she gave pre-test that consist 10 questions. After conducting the pre-test, she asked the students to sit in small groups and continued by explaining about Question-Answer Relationship (QAR) strategy in reading comprehension.

b) The second meeting

At the second meeting, the writer greeted and checked the attendance list of the students. And this meeting reviewed Question-Answer Relationship (QAR) strategy, and procedures of how to implement this strategy in reading

comprehension. The writer gave some reading text and asked the students to sit in group. Each group consists of 5 to 6 members. They have to discuss with their own group members about the main idea and tried to answer the question by using QAR strategy. After all of had student understood the text, the students and the writer discussed the questions provided in the text to find out deep understanding about the text. Before leaving the class, she gave some motivation about the important of reading in daily life. The writer also told them to read all kind of written texts to improve their knowledge.

c) The third meeting

At this meeting, the writer greeted and checked the attendance list of the students. Then, the writer gave another strategy to complete this research, which is named Think Aloud strategy. The writer explained the definition, procedures, advantages and disadvantages of think aloud strategy in reading comprehension. Afterwards the class was run as the second meeting.

d) The fourth meeting

At the last meeting, the writer greeted and checked the attendance list of the students. Formerly, the writer reviewed about Question-Answer Relationship (QAR) and Think Aloud strategy and the combination of those strategies. Before giving post-test sheet, the writer gave opportunity to the students to ask and share with their friends or the writer about those strategies. Then she gave them post-test. The rules were similar to pre-test given. Then she distributed the questionnaires to the students. After collecting the questionnaires, the writer ended the class.

B. The Result of Test

The pre-test and post-test were given in order to know the students'
reading ability before and after the treatment is given. Pre-test was given in the
first meeting and the post-test was given in the last meeting and they were given
in the form of written test.

1. **The Result of Pre-test**

Table 4.1: Students' scores in pre-test

NO (1)	INITIAL (2)	SCORE (3)
1	AF	40
2	IC	60
3	KA	40
4	DP	40
5	NAMP	30
6	RR	30
7	ZU	40
8	MW	70
9	TA	60
10	VY	60
11	NW	30
12	DR	70
13	SFW	70
14	ARN	50
15	DI	70
16	MU	70
17	AR	40
18	UF	60
19	MQ	20
20	RFZ	30
21	FT	60
22	HR	70
23	SR	40
24	NZ	60
25	MR	40
26	MM	60
27	NS	40

28	AIS	70
29	NA	50

a. The Analysis of Pre-Test

To analyze the data of pre-test, the writer calculates the data by using the following steps:

1. Range

The range (R) is determined by using the formula below:

$R = H - L$

Where:

R = Range of the score

H = the highest score

L = the lowest score

The data in the table above can be listed from the higher to the lower score as follows:

70	70	70	70	70	70	70	60
60	60	60	60	60	60	50	50
40	40	40	40	40	40	40	40
30	30	30	30	20			

The highest score of the pre-test is 70 and the lowest score is 20. Thus, the range is:

$$R = H - L$$
$$= 70 - 20$$
$$= 50$$

2. Interval Class

The number of interval class is identified by using the following formula:

I = 1 +(3,3) log n   (n = number of students)

  = 1 + 3,3 log 29

  = 1 + (3,3) (1,46)

  = 1 + 4,825= 5,825 = 6

3. Range of Interval Class

Then, the range of the interval class is identified by using the following formula:

$$P = \frac{R}{I}$$

$$P = \frac{50}{6}$$

$$= 8,33 = 9$$

4. Make a table of frequency distribution

From those result, the frequency distribution table is:

Table 4.2: The Frequency of Pre-Test Scores

Interval Class	Fi	Xi	FiXi
20-28	1	24	24
29-37	4	33	132
38-46	8	42	336
47-55	2	51	102
56-64	7	60	420
65-73	7	69	483
	$\sum = 29$		$\sum = 1497$

Where:

Fi   = refers to frequency

Xi   = refers to the middle score of interval class

FiXi   = the amount of multiplication between the frequencies and
the middle scores of interval class

5. Finding the mean of the table

Based on the frequency distribution above, the writer determines the mean
score by using following formula:

$$X = \frac{1497}{29}$$

$$= 51,6$$

2. **The Result of Post-Test**

Table 4.3: Students' Score in Post-Test

NO (1)	INITIAL (2)	SCORE (3)
1	AF	100
2	IC	60
3	KA	90
4	DP	70
5	NAMP	60
6	RR	80
7	ZU	80
8	MW	70
9	TA	60
10	VY	60
11	NW	50
12	DR	70
13	SFW	60
14	ARN	50
15	DI	80
16	MU	70
17	AR	40
18	UF	70

19	MQ	70
20	RFZ	50
21	FT	70
22	HR	80
23	SR	40
24	NZ	60
25	MR	60
26	MM	80
27	NS	50
28	AIS	80
29	NA	50

b. The Analysis of Post-Test

To analyze the data of post-test, the writer calculates the data by using the following steps:

1. Range

The range (R) is determined by using the formula below:

$R = H - L$

Where:

R = Range of the score

H = the highest score

L = the lowest score

The data in the table above can be listed from the higher to the lower score as follows:

100	90	80	80	80	80	80	80
70	70	70	70	70	70	70	60
60	60	60	60	60	60	50	50
50	50	50	40	40			

The highest score of the pre-test is 100 and the lowest score is 40. Thus, the range is:

R = H – L

= 100 – 40

= 60

2. Interval Class

The number of interval class is identified by using following formula:

I = 1 +(3,3) log n

= 1 + 3,3 log 29

= 1 + (3,3) (1,46)

= 1 + 4,825

= 5,825 = 6

3. Range of Interval Class

Then, the range of the interval class is found out by using the following formula:

$$P = \frac{R}{I}$$

$$P = \frac{60}{6}$$

= 10

4. Make a table of frequency distribution

From those result, the frequency distribution table can be listed as in the following:

Table 4.4: The Frequency of Post-Test Scores

Interval Class	Fi	Xi	FiXi
31-40	2	35,5	71
41-50	5	45,5	227,5
51-60	7	55,5	388,5
61-70	7	65,5	458,5
71-80	6	75,5	453
81-90	1	85,5	85,5
91-100	1	95,5	95,5
	$\sum = 29$		$\sum = 1779,5$

Where:

Fi = refers to frequency

Xi = refers to the middle score of interval class

FiXi = the amount of multiplication between the frequencies and the middle scores of interval class.

5. Finding the mean of the table

Based on the frequency distribution above, the writer determines the mean score by using the following formula:

$$X = \frac{1779,5}{29}$$

$$= 61,3$$

As presented above, the mean score of the pre-test is 51,6 and the mean score of post-test is 61,3. From the result of pre-test, it can be concluded that the students are poor of reading skill especially in finding the answer of comprehension question, then after the writer gave the treatment for them, the

result of the post-test is significant difference than the result of pre-test. It shows that the students' ability increases after the treatment. It proved that Question-Answer Relationship (QAR) and Think Aloud strategy that the writer gives during treatment improve students' reading comprehension ability.

C. Significance of Examining Hypothesis

"t" test (t_o) it's used to determine the significant examining of the student score (Sudjana, 2008). The aim is to measure and examine the significant between two means of pre-test and post-test. Then the result of calculation of the t-test value will consulted to t-valuable table. If t-test is higher than t-table of 5% of alpha level, it means that there is significant difference between the result of pre-test and post-test score.

1. Alternative hypothesis (H_a) and null hypothesis (H_o) is determined as in the following:

    H_a : Question-Answer Relationship (QAR) and think aloud strategies improves the students' in reading comprehension ability.

    H_o : Question-Answer Relationship (QAR) and think aloud strategies does not improve students' in reading comprehension ability.

2. Listing the score of post-test and pre-test and find the difference score between them.

Table. 4. 5: Deviation score of pre-test and post-test

No	Initial	E		X-Y (D)	D^2
		Pre-test (Y)	Post-test (X)		
1	AF	40	100	60	3600

2	IC	60	60	0	0
3	KA	40	90	50	2500
4	DP	40	70	30	900
5	NAMP	30	60	30	900
6	RR	30	80	50	2500
7	ZU	40	80	40	1600
8	MW	70	70	0	0
9	TA	60	60	0	0
10	VY	60	60	0	0
11	NW	30	50	20	400
12	DR	70	70	0	0
13	SFW	70	60	-10	-100
14	ARN	50	50	0	0
15	DI	70	80	10	100
16	MU	70	70	0	0
17	AR	40	40	0	0
18	UF	60	70	10	100
19	MQ	20	70	50	2500
20	RFZ	30	50	20	400
21	FT	60	70	10	100
22	HR	70	80	10	100
23	SR	40	40	0	0
24	NZ	60	60	0	0
25	MR	40	60	20	400
26	MM	60	80	20	400
27	NS	40	50	10	100
28	AIS	70	80	10	100
29	NA	50	50	0	0
	Total	**1.470**	**1.920**	**440**	**16.600**

3. Finding the difference score, standard deviation of two variables, X and Y

by using the following formula:

$$SD = \sqrt{\frac{\Sigma D2}{N} - \left(\frac{\Sigma D}{N}\right)^2}$$

$$SD = \sqrt{\frac{16600}{29} - \left(\frac{440}{29}\right)^2}$$

$$SD= \sqrt{572.41 - (15.17)^2}$$

$$SD= \sqrt{572.41 - 230.16}$$

$$SD= \sqrt{342.25}$$

$$SD= 18.5$$

4. Finding the mean of difference (M_D) by using following formula:

$$M_D = \frac{\sum D}{N}$$

$$M_D = \frac{440}{29}$$

$$M_D = 15.17$$

5. Calculating the Standards Error of the mean difference (SEM_D) between two variables. X and Y

$$SEM_D = \frac{SD}{\sqrt{N-1}}$$

$$SEM_D = \frac{18.5}{\sqrt{29-1}}$$

$$SEM_D = \frac{18.5}{\sqrt{28}}$$

$$SEM_D = \frac{18.5}{5.29}$$

$$SEM_D = 3.49$$

6. Calculating t_o score by using the following formula:

$$t_0 = \frac{MD}{SEMD}$$

$$t_0 = \frac{15.17}{3.49}$$

$$t_0 = 4.34$$

7. Determining t-table in significant level 5 % with df:

Df = N-1

=29-1

=28

8. Examining t_o through t table

The hypothesis of this research uses T_{table} at significant level of α = 0.05. According to T_{table} list, the value of distribution table at 28 as degree of freedom is 1.7. However, in this research $T_{score} > T_{table}$ (4.34 > 1.7), it can be concluded that H_a is accepted and H_0 is rejected. In line with this, it appears that Question-Answer Relationship (QAR) and Think Aloud strategy improves students' in reading comprehension ability.

D. The Analysis of Questionnaire

The questionnaires consist of ten questions provided in English language since the students use English in daily life communication in the collage. It is used to get more information about students' perception toward Question-Answer Relationship and Think Aloud strategies in reading comprehension.

The formula is:

$$P = \frac{f}{n} \times 100\%$$

Where: P   = Percentage

F   = Frequency

N   = number of sample

100%   = constant values

The result of questionnaires is elaborated in details in the following tables:

Table 4.6: The Students' Interest in Reading especially Reading English Texts

No.	Options	F	%
	a. Strongly Agree	9	31%
	b. Agree	20	69%
1	c. Disagree	0	0
	d. Strongly Disagree	0	0
Total		**29**	**100 %**

The table shows that all of the students love reading especially an English text. And no one of the students chose the option disagree and strongly disagree. It can be concluded that all of the students love reading, especially reading English texts.

Table 4.7: The Students' Perception toward the Importance of Reading Comprehension.

No.	Options	F	%
	a. Strongly Agree	24	83%
	b. Agree	5	17%
2	c. Disagree	0	0
	d. Strongly Disagree	0	0
Total		**29**	**100 %**

From the table above, it can be seen that all of the students agree that reading comprehension is an important subject to be learned. No one of them answer disagree or strongly disagree to this statement.

Table 4.8: Students' Perception about whether They Have known Question-Answer Relationship (QAR) Strategy before the Treatment was Given.

No.	Options	F	%
	a. Strongly Agree	0	0
	b. Agree	0	0
3	c. Disagree	8	28%
	d. Strongly Disagree	21	72%

Total		29	100 %

The data above shows that all of the students were not familiar with QAR strategy before the treatment was given. It can be concluded from the data that no one of the students agrees or strongly agree to the statement.

Table 4.9: Students' Perception whether They Know How to Use Think Aloud Strategy before the Treatment was Given.

No.	Options	F	%
4	a. Strongly Agree	0	0
	b. Agree	5	17,2%
	c. Disagree	5	17,2%
	d. Strongly Disagree	19	65,5%
Total		**29**	**100 %**

From the data above, it can be analyzed that only 17% of the students know how to use think aloud strategy in reading comprehension before the treatment was given, while the others students (82,7%) said that they do not know about this strategy before.

Table 4.10: Students' Response whether They Have Known How to Use the Combination of Question-Answer Relationship and Think Aloud Strategies before the Treatment was Given.

No.	Options	F	%
5	a. Strongly Agree	0	0
	b. Agree	0	0
	c. Disagree	5	17,2%
	d. Strongly Disagree	24	82,8%
Total		**29**	**100 %**

The data in the table shows that all of the students were not familiar with the combination of QAR and think aloud strategies before. This question was used

to make sure that writer's research had never been applied by the lecturer before. So that it can reduce the bias in the research.

Table 4.11: Students' Response about whether They were Good at Reading Comprehension **before** *Learning by Using QAR and Think Aloud Strategies.*

No.	Options	F	%
6	a. Strongly Agree	0	0
	b. Agree	2	7%
	c. Disagree	6	21%
	d. Strongly Disagree	21	72%
Total		**29**	**100 %**

The data above signifies that 21 students (72%) strongly disagree that their ability in reading comprehension was good before learning QAR and Think Aloud strategies. And only 2 students (7%) agree to the statement. Somehow, almost all of the students (93%) agree to the statement.

Table 4.12: The Students Becomes Better at Reading Comprehension **after** *Learning by Using QAR and Think Aloud Strategies*

No.	Options	F	%
7	a. Strongly Agree	5	17,3%
	b. Agree	24	82,7%
	c. Disagree	0	0
	d. Strongly Disagree	0	0
Total		**29**	**100 %**

The data shows that all of the students (100%) agree that their comprehension becomes better after learning by using Question-Answer Relationship and Think Aloud strategies. It can be seen that no one of the students disagree or strongly disagree for this statement. It can be summed up that all of the students agree those strategies improve students' reading comprehension ability.

Table 4.13: Students Feel Confident at Reading Comprehension **after** Learning by Using QAR and Think Aloud Strategies

No.	Options	F	%
8	a. Strongly Agree	5	17,2%
	b. Agree	22	76%
	c. Disagree	2	6,8%
	d. Strongly Disagree	0	0
Total		**29**	**100 %**

This data proves that 17,2 % of students strongly agree that they are confident at reading comprehension after learning QAR and Think Aloud strategies. 76% of the students agree that they felt confident at reading comprehension. Yet, there are two students (6,8%) consider that they still do not feel confident. The writer assumes those students rarely got involved at reading comprehension. However, almost all of students (93,2 %) gave positive responses toward QAR and think aloud strategies.

Table 4.14: Students' Perception toward whether QAR and Think Aloud is Very Helpful

No.	Options	F	%
9	a. Strongly agree	10	40%
	b. Agree	19	60%
	c. Disagree	0	0
	d. Strongly disagree	0	0
Total		**29**	**100 %**

The table shows that 10 students (40 %) strongly agree that QAR and Think Aloud strategy are very helpful. Moreover, there are 19 students (60%) confirms that they agree with the statement. Then, no one of the students disagree with the question statement.

Table 4.15: Students' Perception about whether They will Continue to Use QAR and Think Aloud in Reading Comprehension

No.	Options	F	%
	a. Strongly agree	10	40%
	b. Agree	19	60%
10	c. Disagree	0	0
	d. Strongly Disagree	0	0
Total		**16**	**100**

Based on the table, it can be seen obviously that all of the students agree that they will continue to use QAR and Think Aloud strategy in reading comprehension. Thus, there is no one students who gave negative response regarding the statement.

E. Discussions

After analyzing the result of the tests, the writer finds that the scores of the students increased significantly in the post-test. It can be proved by the result of the test. In the pre-test, the mean score is 51.6 while in the post-test is 61.3. This data shows that the mean score for both are slightly different. However, in the post-test, the mean score of the students is 61.3 and it is 9.7 points improvement.

In addition, related to the result of T_{table} is 1.7, however, in this research $T_{score} > T_{table}$ (4.34 > 1.7). It can be concluded that H_a is accepted and H_0 is rejected. It appears that using Question-Answer Relationship (QAR) and Think Aloud strategies are effective in improving students' reading comprehension ability, as stated by McNamara (2009, p. 39) that "strategies are essential, not only to successful comprehension, but to overcoming reading problems and becoming a better reader and comprehender". Thus, this data can answer the first research

question of the writer that Question-Answer Relationship and Think Aloud strategies improve students' ability in reading comprehension.

Furthermore, to answer the second research question, the writer distributed questionnaires for the students after post-test had been conducted. Through the questionnaires, the writer asked the students' opinion whether they became better at reading comprehension after learning by using QAR and think aloud strategies or not. As a result, 83 % of students agree and others (17%) strongly agree with the statement. It can be concluded that all of the students agree that QAR and Think Aloud strategies improve their ability in reading comprehension.

From the analysis of the questionnaires, the writer finds that most of the students agree that QAR and Think Aloud strategies are very helpful and they will continue to use those strategies in reading comprehension. In addition, QAR and Think Aloud strategies made the students felt confident at reading comprehension.

Finally, after examining all results of the test and questionnaires, it can be summed up that the implementation of Question-Answer Relationship (QAR) and Think Aloud in teaching reading comprehension improves the ability of the first year students of UIN Ar-Raniry.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents brief conclusion covering the whole core content of this thesis. After that, in respect of the results of this study, the writer offers several suggestions that may be beneficial for other researchers who would like to conduct further similar studies.

A. Conclusions

Here are several conclusions about the effects of Question-Answer Relationship and Think Aloud strategies on reading comprehension ability:

1. Teaching reading by using Question-Answer Relationship (QAR) and Think Aloud strategies improve students' reading comprehension ability. It is proved by the increasing of the students pre-test to post-test scores, from 51,6 to 61,3. The number probably looks significantly different. Then, it is also proved by the results of determining hypothesis. The result shows $T_{score} < T_{table}$ (4.34 < 1.7), it can be concluded that H_a is accepted while H_0 is rejected. In line with this, it appears that using Question-Answer Relationship (QAR) and Think Aloud strategies improve students' reading comprehension ability.

2. The first year students of UIN Ar-Raniry gave positive responses toward the combination of QAR and Think Aloud strategies in improving students' ability in reading comprehension. They are interested in learning reading comprehension by using Question-Answer Relationship (QAR) and Think Aloud strategies. It can be seen

from the result of questionnaires and the students' enthusiastic in teaching learning process. In addition, the results of Questionnaire also show that Question-Answer Relationship (QAR) and think aloud strategies help the students in improving their ability in reading comprehension.

B. Suggestions

Based on the findings of the study and conclusions, the writer gives some suggestions as the following:

1. It is suggested that English teachers or lecturers should use the combination of QAR and Think Aloud strategies to help students in enhancing their reading comprehension ability. Moreover, apart from the combination of both strategies, English teachers may also attempt to integrate other plausible proper strategies in reading activities.

2. Students are suggested to use the combination of QAR and Think Aloud strategies to deal with various types of English texts.

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APPENDIX 4

Name: _____
Date: _____

PASSAGE 1

Mona does not like to ask people for help. But it is hard for her to perform daily activities on her own. She is almost 13, yet she is no larger than a 5-year-old. Mona has trouble keeping her balance and can't walk very far. When she uses a wheelchair, she cannot push it herself.

Fortunately, Mona has a wonderful service dog named Sam. A service dog is a dog that has been trained to assist someone who has a physical problem. Sam lets Mona lean on him when she walks. He also pulls her wheelchair and turns lights on and off. When Mona drops something, Sam picks it up. He even pulls her socks off at night. Sam also helps Mona with everyday tasks at school. He carries her books from class to class in a special backpack. He puts Mona's completed assignments in her teachers' homework trays. In the lunchroom he throws away her trash.

Besides making Mona less dependent on other people, Sam helps her lead a fuller life. Mona's classmates flock around Sam like geese. This has helped her make friends. Sam also helps Mona be more active. With his aid, she raised over $500 in a walk-a-thon for her local humane society. Because of Sam, Mona doesn't have to ask people for help. Sam brings her closer to other kids. And he even helps her contribute to her community.

Questions
1. Which of the following would be the best title for this passage?
    a. Why Mona Loses Her Balance
    b. How Mona's Service Dog Helps Her
    c. Sam Helps Mona at School
    d. Raising Money for the Humane Society
2. Using the passage as a guide, which of the following dogs is most likely a service dog?
    a. Frank's dog, who turns on the lights when Frank enters the room.
    b. Raul's dog, who fetches the newspaper for Raul while he is busy getting dressed.
    c. Mei's dog, who licks Mei's face when she cries.
    d. Teddy's dog, who loves to play catch, go on walks, and watch movies with the family.
3. According to the passage, Sam helps Mona by
    I.   helping her to walk
    II.   performing everyday tasks for her
    III.   bringing her closer to her classmates
        a. I only   c. II and III only
        b. I and II only   d. I, II, and III

Passage 2

To Whom it May Concern:

On March 5, 2010, I bought a Perfect Muffin Kit from your store at Midfield Mall. The cashier who assisted me was George. George was very friendly and assured me that the Perfect Muffin Kit would live up to the guarantee on the box: "Perfect Muffins Every Time!"

Unfortunately, this product did not live up to its claim. Although the box promised, as I stated above, to provide "Perfect Muffins Every Time," the muffins I made were far from perfect. I followed the directions included in the package very carefully. First, I removed the bag of mix from the box. Then, I poured it into a bowl. Next, I added the correct amount of water to the mix and stirred it. The directions said that after stirring the mixture, I could, and I quote, "add half a cup of raisins, nuts, berries, or another favorite ingredient." My favorite ingredient happens to be hot sauce. I find that a dash of hot sauce makes pizza, pasta, and soup taste very delicious. So, continuing to follow the directions, I added half a cup of hot sauce to the mix and stirred it. Finally, I poured the mix into muffin tins and baked it in the oven at 350 degrees for exactly 20 minutes.

When the muffins finished baking, I was very excited to eat the "Perfect Muffins" as promised on the box. You can imagine my disappointment when, upon tasting the muffins, I discovered that they were not perfect. These muffins were, in fact, absolutely terrible. Not even my dog was interested in eating these supposedly "perfect" muffins.

I would appreciate a full refund ($3.99) for this product as soon as possible. Enclosed are the receipt, the empty box, and one of the un-perfect muffins so that you can experience it for yourself. Thank you for your prompt attention to this matter.

Sincerely,

Michelle Bauer

Questions

4. This letter is most likely addressed to
   a. the owner of the muffin mix company
   b. a local storeowner
   c. the clerk at a local muffin bakery
   d. George, the cashier who sold Michelle the muffin mix
5. The tone of the author can best be described as
   a. furious   c. embarrased
   b. disgusted   d. frustrated
6. As used in paragraph 1, which is the best synonym for **guarantee**?
   a. lie   c. promise
   b. warning promise   d. sentence

7. It can be understood that the author is disappointed by the product because
    a. it was worth less money than she paid for it
    b. it did not fulfill the promise made on the box
    c. the directions included with the product contained a mistake
    d. the directions included with the product were too difficult to follow
8. It can be understood that the author put hot sauce in the muffins because she
    a. wanted to get a full refund
    b. did not read the directions carefully
    c. was out of raisins, nuts, and berries
    d. considered it one of her favorite ingredients
9. The author's main purpose in writing this letter is to
    a. complain about how bad the muffins tasted
    b. obtain a full refund for her money
    c. prevent others from making the same mistake she did
    d. persuade the company to change the wording on their box
10. Which of the following words best describes the author?
    a. shrewd   c. unreasonable
    b. senseless   d. careful

PASSAGE 1

It is bad to have food stuck between your teeth for long periods of time. This is because food attracts germs, germs produce acid, and acid hurts your teeth and gums. Flossing helps to remove the food that gets stuck between your teeth. This explains why flossing helps to keep your mouth healthy, but some doctors say that flossing can be also good for your heart.

It may seem strange that something you do for your teeth can have any effect on your heart. Doctors have come up with a few ideas about how flossing works to keep your heart healthy. One idea is that the germs that hurt your teeth can leave the mouth and travel into your blood. Germs that get into the blood can then attack your heart. Another idea is based on the fact that when there are too many germs in your mouth, the body tries to fight against these germs. For some reason, the way the body fights these mouth germs may end up weakening the heart over time.

Not every doctor agrees about these ideas. Some doctors think that the link between good flossing habits and good heart health is only a coincidence. A coincidence is the occurrence of two or more events at one time apparently by mere chance. The incidence of these events is completely random, as they do not admit of any reliable cause and effect relationship between them. For example, every time I wash my car, it rains. This does not mean that when I wash my car, I somehow change the weather. This is only a coincidence. Likewise, some doctors think that people who have bad flossing habits just happen to also have heart problems, and people who have good flossing habits just happen to have healthy hearts. The theory that flossing your teeth helps to keep your heart healthy might not be true. But every doctor agrees that flossing is a great way to keep your teeth healthy. So even if flossing does not help your heart, it is sure to help your teeth. This is enough of a reason for everyone to floss their teeth every day.

Questions
1. Flossing effectively helps to keep your mouth healthy by preventing
   a. germs from producing acid
   b. food from entering your body
   c. germs from entering into your blood
   d. acid from contacting your teeth and gums
2. In paragraph 3 the author writes, "Not every doctor agrees about these ideas." The author's purpose in writing this sentence is to
   a. provide an example
   b. introduce a new topic
   c. change a previous statement
   d. clarify an earlier assertion
3. Which of the following would be the best title for this passage?
   a. Why Doctors Disagree about Flossing
   b. How to Keep Your Teeth Healthy
   c. Flossing Your Way to a Healthy Heart
   d. Flossing by Coincidence

PASSAGE 2

For two months, I have been trying to decide who makes the best ice cream. I have narrowed it down to my four favorite manufacturers: Randolph Farms, Goodies, Disco, and Twinkle.

Let's start with Randolph Farms. Randolph Farms makes very good ice cream. They have lots of different flavors, but this doesn't really matter to me. That's because I always get coffee flavor. They make the best coffee ice cream in the world. I've never had hot coffee (the drink) but people tell me that Randolph Farms coffee ice cream tastes just like the real thing. Also, Randolph Farms uses all natural ingredients to make their ice cream. This is a good idea, I think. Second, we have Goodies. Goodies make excellent ice cream. Like Randolph Farms, Goodies uses all natural ingredients. They only make three different flavors—strawberry, vanilla, and chocolate—but they make them very well. The strawberry is amazing. Every bite of it reminds me of the strawberries that I used to pick behind my old house. The vanilla is wonderful. It is very smooth and has a refreshing, creamy taste. The chocolate is outstanding. It is made with real cocoa beans from Bolivia. I didn't know where Bolivia is so I decided to look for it on a map. After hunting awhile, I discovered that it is in South America! That's a long way to go to get cocoa, so it must be good. I would say that the only drawback to Goodies ice cream is that they only make three different flavors.

Third, we have Disco. Disco ice cream is okay. They don't have many good flavors. Actually, the only Disco flavor I like is Bubblegum. It is vanilla ice cream with little chunks of bubblegum in it. After you eat the ice cream, you can blow bubbles with the gum. That's pretty fun.

Finally, there is Twinkle. Twinkle ice cream is mediocre. The only good thing about Twinkle is that it is relatively inexpensive. You can buy a whole carton of twinkle ice cream for $4.50. That's only two weeks' allowance for me.

Questions:
4. If the author wanted to get a scoop of coffee ice cream, where would he or she probably go?
   a. Randolph Farms   c. Disco
   b. Goodies   d. Twinkle
5. In paragraph 3 the author writes, "That's a long way to go to get cocoa, so it must be good." Using this information, we can understand that the author believes that
   a. Goodies loses money on sales of chocolate ice cream
   b. Bolivia makes the best cocoa in the world
   c. things that are hard to get must be high quality
   d. cocoa from the United States is not very good
6. According to the passage, the author likes Disco ice cream because it
   a. is relatively inexpensive   c. is made in Bolivia
   b. has bubblegum in it   d. is okay

7. According to the passage, how is Randolph Farms ice cream different than Goodies?
   I.   Randolph Farms has many different flavors and Goodies does not.
   II. Randolph Farms uses all natural ingredients and Goodies does not.
   III. Randolph Farms is very expensive and Goodies is not.
      a. I only   c. II and III only
      b. I and II only   d. I, II, and III
8. According to the author, what is the only drawback to Goodies ice cream?
   a. cheap ingredients   c. mediocre quality
   b. expensive price   d. a lack of flavors
9. How many weeks would it take for the author to save enough money to buy two cartons of Twinkle ice cream?
   a. 1 week   c. 3 weeks
   b. 2 weeks   d. 4 weeks
10. If the author did decide that one manufacturer is best, which one would he or she probably choose?
   a. Randolph Farms   c. Disco
   b. Goodies   d. Twinkle

APPENDIX 6

QUESTIONNAIRE

Gender   :

This modified questionnaire is constructed to find out students' perception toward the effects of Question-Answer Relationship (QAR) and Think Aloud strategies in Reading Comprehension.

No	Question	Scale			
		Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**
1.	I love reading, especially reading an English text				
2.	I think Reading Comprehension is important				
3.	I know how to use Question-Answer Relationship (QAR) strategy before				
4.	I know how to use Think Aloud strategy before				
5.	I know how to use Question-Answer Relationship (QAR) and Think Aloud strategies in reading Comprehension				
6.	I was good at reading comprehension **before** learning by using Question-Answer Relationship (QAR) and Think Aloud strategies				
7.	I became better at reading comprehension **after** learning by using Question-Answer Relationship (QAR) and Think Aloud strategies				
8.	I feel confident at reading comprehension **after** learning by using Question-Answer Relationship (QAR) and Think Aloud strategies				
9.	I find the combination of Question-Answer Relationship (QAR) and Think Aloud strategies in reading comprehension is very helpful				
10.	I will continue to use Question-Answer Relationship (QAR) and Think Aloud strategies in reading comprehension.				

NB: the questionnaire is adapted from Swee Peng, et al. (2007) *Impact of Question-Answer Relationship on Reading Comprehension*. Pei Chun Public School and Marymount Convent Ministry of Education, Singapore, October 2007.

APPENDIX 5

AUTOBIOGRAPHY

Name   : Mutia Soraya
Place/Date of Birth   : Banda Aceh/December 8th, 1994
Religion   : Islam
Sex   : Female
Nationality/Ethnic   : Indonesia/Aceh
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Occupation   : Student
Address   : Geuceu Komplek BLK, Jln. Kesatria No.33. Banda Aceh.
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Parents' Name
   - Father   : Alm. Busyuruna
     Occupation   :
   - Mother   : Nadia JR
     Occupation   : Civil Servant (Teacher)
Address   : Geuceu Komplek BLK, Jln. Kesatria no.33. Aceh Besar
Educational Background
   a. Elementary School   : MIN Mesjid Raya Banda Aceh, graduated: 2006
   b. Junior High School   : SMPS Galih Agung Medan, graduated: 2007
   c. Senior High School   : SMAS Galih Agung Medan, graduated : 2012
   d. College   : Department of English Education, Faculty of Tarbiyah
                               and Teacher Training of Ar-Raniry State Islamic
                               University Banda Aceh, graduated: 2017

Banda Aceh, 10th January 2017
The writer,

(Mutia Soraya)