

**THE IMPLEMENTATION OF QUESTION ANSWER RELATIONSHIP
(QAR) IN IMPROVING STUDENTS' READING
COMPREHENSION**

THESIS

Submitted by

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**FAKULTAS TARBIYAH DAN KEGURUAN
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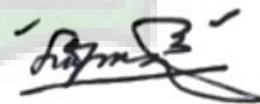
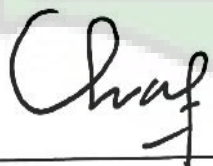
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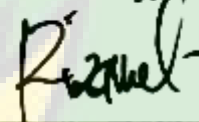
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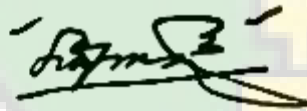


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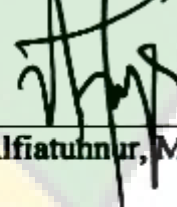


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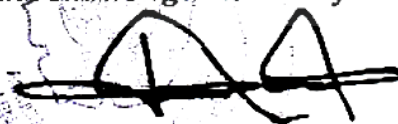
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The Implementation of Question-Answer Relationship (QAR) in Improving Students' Reading Comprehension

adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya**. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah the most Gracious the most Merciful

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Finally, the researcher believed that this thesis still needs improvement and needs to be criticized to be useful for the Department of English Language Education of UIN Ar-Raniry.

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ABSTRACT

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Keywords : Reading Comprehension, and Question Answer Relationship

The purpose of this study is to discover the implementation of Question Answer Relationship (QAR) in improving students' reading comprehension. The data collection process was carried out by doing pre-test and post-test, then distributing the questionnaire as the instrument of for 23 students in second year students of SMAN Lawe Sumur. This quantitative research conducted to attain the information about the improvement of the implementation of QAR in students' reading comprehension. The result of the test shows that the mean score of pre-test is 46 while in the post-test is 80.2. It proved that the mean score of both are very different. It means that Question Answer Relationship (QAR) improves students' reading comprehension ability. Moreover, based on the analysis of the questionnaire, most of the students gave positive response (95%). Almost all students agreed that QAR strategy improves their ability in reading comprehension and most of them said that QAR strategy were very helpful.

Keywords: Reading Comprehension, Question Answer Relationship

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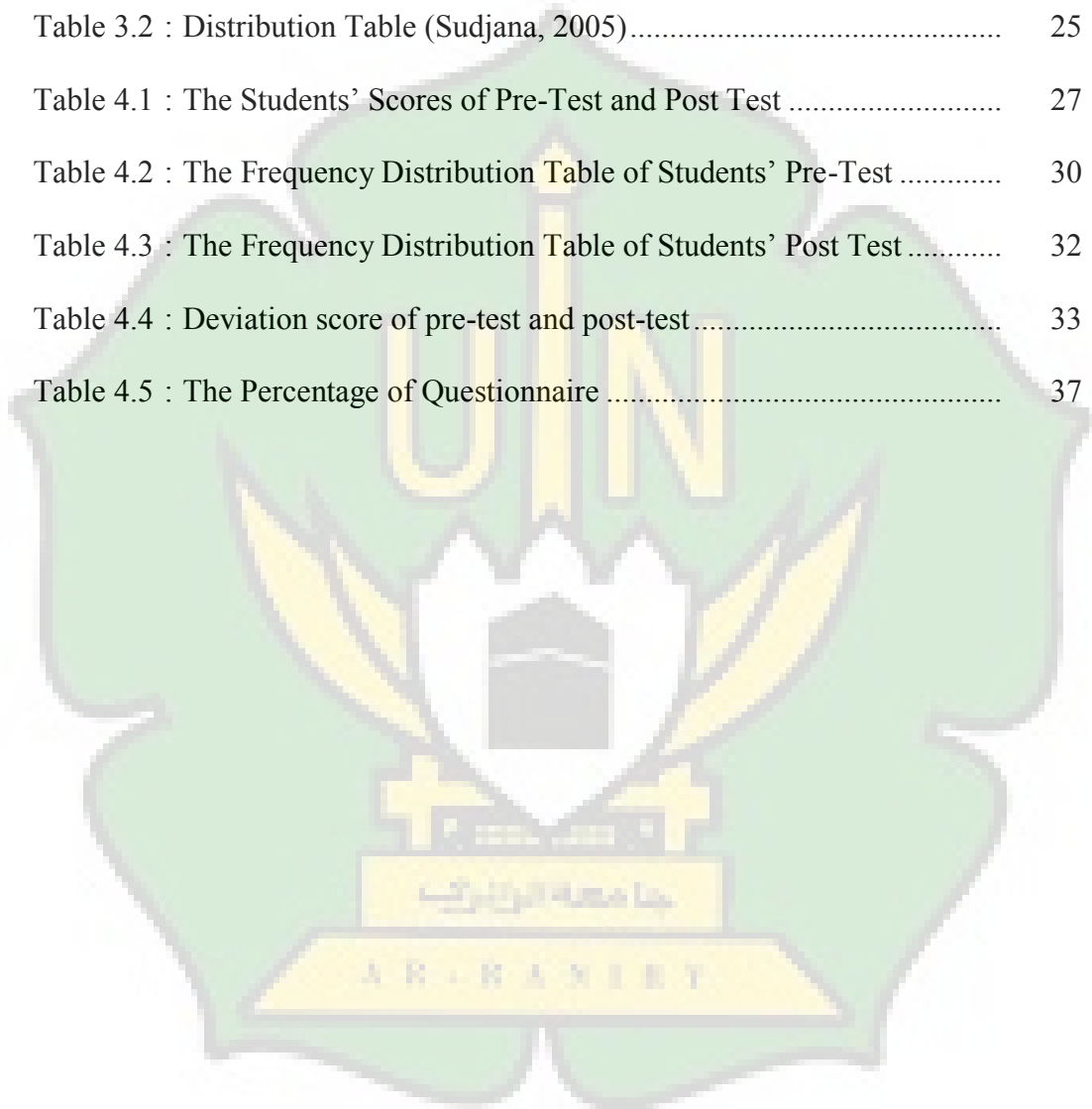
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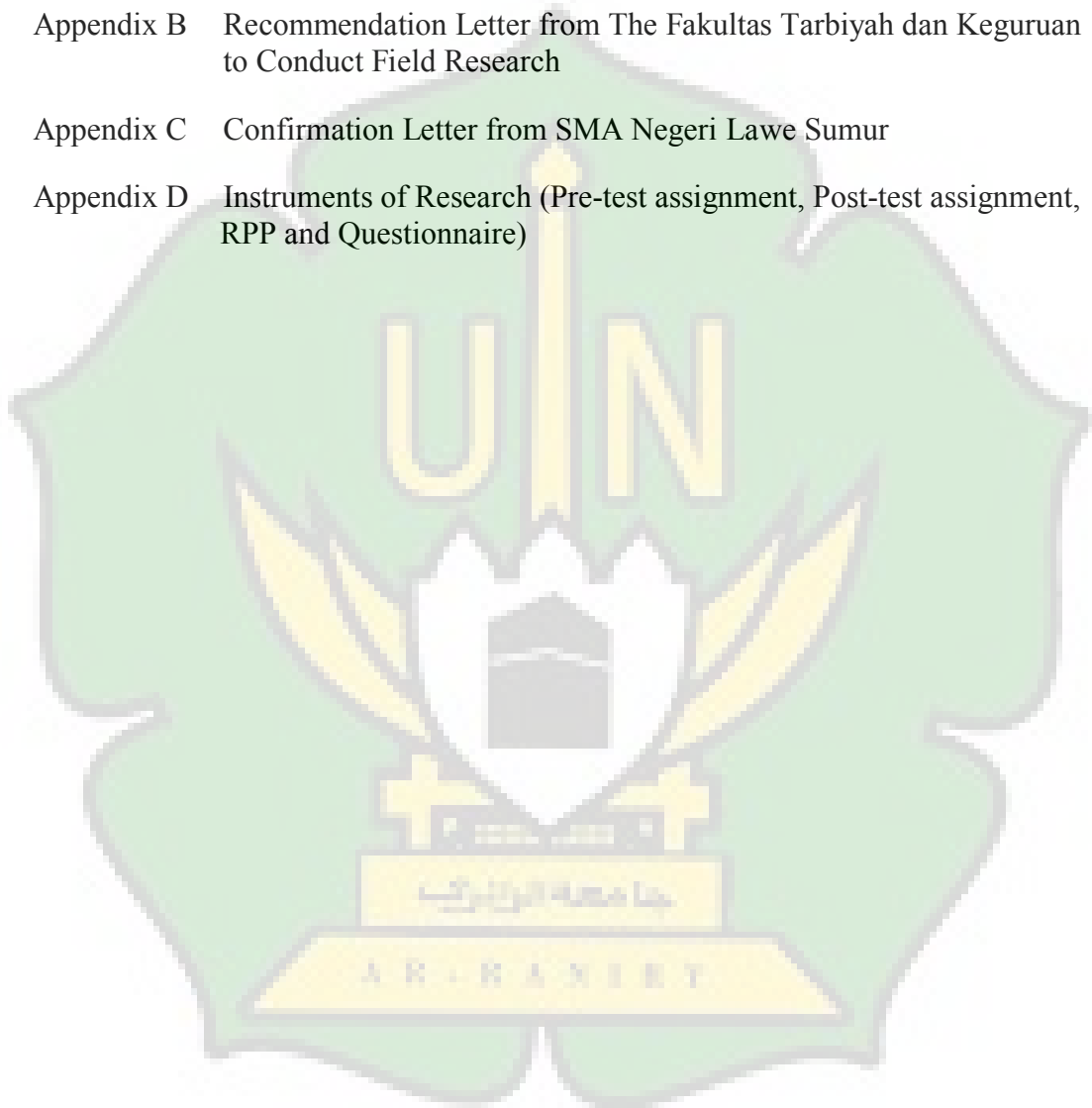
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CHAPTER I

INTRODUCTION

A. Background of Study

Reading is the activity to obtain and understand the information from written resources. In various aspects of life, most information come from the books or written reports. It holds an important role to gain information and helps students to build their own knowledge. According to Wallace (2004), reading as the important role in almost every course of study. Reading is one of the prominent skills from four basic skills in English and reading should be acquired by students who learn English to get information and knowledge. The importance of reading explained by Grebe (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.

Based on preliminary study, the writer found problems faced by the second year students (XI MIPA) of SMA Negeri Lawe Sumur in reading comprehension, which consist of complex words and grammatical rules. In this case, the problems were difficulties in understanding the meaning of the text, capturing the information across sentences and paragraphs and relating the information that come from the text with their own knowledge. In addition, teachers in previous schools still used techniques promoted in the grammatical

transition method to solve problems that had an impact on student boredom, so it took a lot of time to understand them.

The above problems should be overcome in order that the students do not find difficulties in understanding the information and knowledge in the text. The teachers should apply teaching strategies to make the teaching of reading enjoyable and meaningful for the students. Brown (2000) stated that 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 through 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 students' 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 students' comprehension to help students' interest in reading activities. English teachers are hoped to choose appropriate strategy in their teaching process. Using Question Answer Relationship (QAR) strategy which can be implemented in teaching EFL students in reading class. Based on Raphael (1986) stated that Question-Answer Relationship (QAR) is strategy in learning process which is it is strategy equips students with tools to successfully decode and comprehend what they read. In this strategy, the students are trained to identify the answer by four terms and it known as QAR taxonomy. 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) states 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.

One of the reading comprehension strategies that the writer discusses is Question Answer Relationship (QAR) which deals with question. Students can use the following QAR question types to analyze and answer questions. There are two categories in Question Answer Relationship (QAR) strategy as the following: *In the Book* and *In the Head*. *In the Book* is divided into two: *Right There* and *Think and Search*. *Right There* is a question in which the answer takes place in one paragraph even in one sentence of the text. *Think and Search* is a question which the answer is found in more one place because it takes place in several sentences in the text. *In the Head* is divided into two which are *Author and Me*, and *On My Own*. *Author and Me* question is the question in which the answer can be found both come from the text itself and the student's prior knowledge or experience. The answer is not provided by the text or explicitly.

The research focuses on finding out how to implement Question Answer Relationship (QAR) strategy to improve students' reading comprehension at the second grade high school XI MIPA of SMA Negeri Lawe Sumur. 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 score, futhermore, it was revealed that using QAR strategy had possitive effect and increase EFL student's reading comprehension.

In this study, the researcher would like to conduct the research entitled "*The Implementation of Question-Answer Relationship (QAR) in Improving Students' Reading Comprehension*"

B. Research Question

There are two research questions which are used to guide this study. The research questions are:

1. Does Question Answer Relationship (QAR) strategy improves the students' ability in reading comprehension?
2. How are the students' responses on Question Answer Relationship (QAR) strategy in improving their ability in reading comprehension?

C. Aims of study

1. To find out whether Question Answer Relationship (QAR) strategy improves students' reading comprehension.
2. To find out students' responses toward the implementation of Question Answer Relationship (QAR) in improving the students' ability in reading comprehension.

D. Research Hypothesis

To get answer, the researcher purposes Alternative Hypothesis (Ha) and Null Hypothesis (Ho) as below:

Ha: There is a significant difference of the students' English achievement after they are taught by using QAR strategy in reading comprehension.

Ho: There is no significant difference of the students' English achievement after they are taught by using QAR strategy in reading comprehension.

E. Significance of study

This research is expected to give some benefits to the students and teacher that. The students can apply the QAR strategy as the way to understand the text better so that answering the questions spend less time consuming in reading activity. Thus, the students must train the capability to use QAR chart in order to answer the questions more easily especially in final examination. Even though the students do not use the QAR chart for test because it will take much time, they have known to use the strategy to answer the questions.

Based this research, the researcher expected that the teacher should introduce the QAR strategy to beginner students and train the students to use it frequently to make them familiar with the strategy and its application. The teachers should have good creativity to create new innovation in teaching. The QAR strategy is very suitable to be implemented for conduct final examination.

F. Terminology

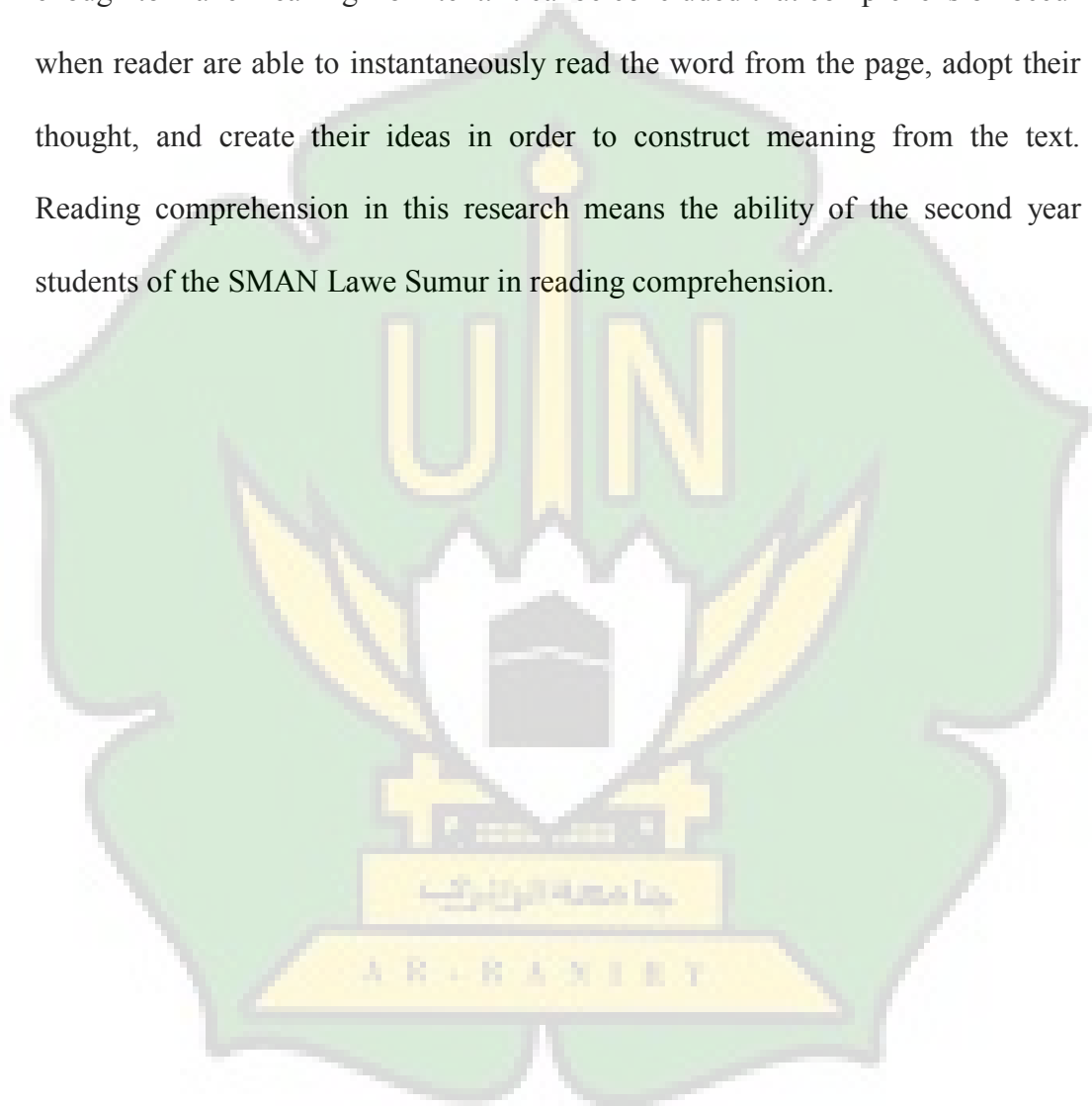
There are important terms in this study that are necessary to be defined to avoid misinterpretation of the readers. The terms are: Question Answer Relationship (QAR) strategy and reading comprehension. The explanations are mentioned below.

1. Question Answer Relationship (QAR)

QAR is the strategy refers to series of instructional activities to help students understand different levels of questioning and the relationship between questions and answers. Based on Coe and Glass (2005) stated that QAR is no comprehension activity has a longer or more effluent tradition than asking students questions about reading, whether this occurs before, during, or after reading. In this activity, students are required to comprehend different levels of questions based on the texts they read and they occasionally find difficulties in comprehending them. Often student respond to questions with either a literal answer or by stating that "it" is not in the text. Consequently, the teacher should facilitate student with appropriate strategy. The strategy indicates to overcome the problems of student in reading comprehension subject is QAR (Question Answer Relationship). 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 students in their reading comprehension at second year students of SMAN Lawe Sumur.

2. 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 occurs when readers 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 second year students of the SMAN Lawe Sumur in reading comprehension.



CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter discuss the literature review of some important theories which might help the writer to do this research. There are two important aspects which are reading comprehension and Question Answer Relationship. Each aspect will be elaborated in details in the following part.

A. Reading

1. Definition of Reading Comprehension

Reading is a way to transform the knowledge from the written text to humans mind. Carrel and Eisterhold (1983) states that 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. 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 mean while 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.

2. 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.

3. 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 (2007) 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.

4. 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 classic 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 researcher explains about definition of Question-Answer Relationship (QAR), its advantages and disadvantages, and its procedure

1. Definition of Question Answer Relationship

Question Answer relationship strategy is found by T. E. Raphael (1986). Raphael (1986) states that QAR (Question Answer Relationship) 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.

In conclusion the question answer relationship (QAR) strategy is the one of strategy in learning reading it can help students understand the different types of question. By learning that the answers to some question in reading text such as right there in the text, that some answers require a reader to thin and search and

that some answer can only be answered on my own student recognize that they must first consider the question before developing an answer.

2. 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 afterreading 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 that 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 and using Question Answer Relationship (QAR) 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".

Based on the explanation, it can concluded question answer relationship (QAR) strategy teaches students how to ask question about their reading and where to find the answer and help them to think about the text that they are reading and beyond it.

3. Procedures of Question Answer Relationship Strategy (QARs)

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

- a. Explain the students that there are four types of questions they will encounter. Define each type of question and give an example, (Right There: The answer is found in the text, usually as a phrase contained within one sentence, 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, 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, On Your Own: requires

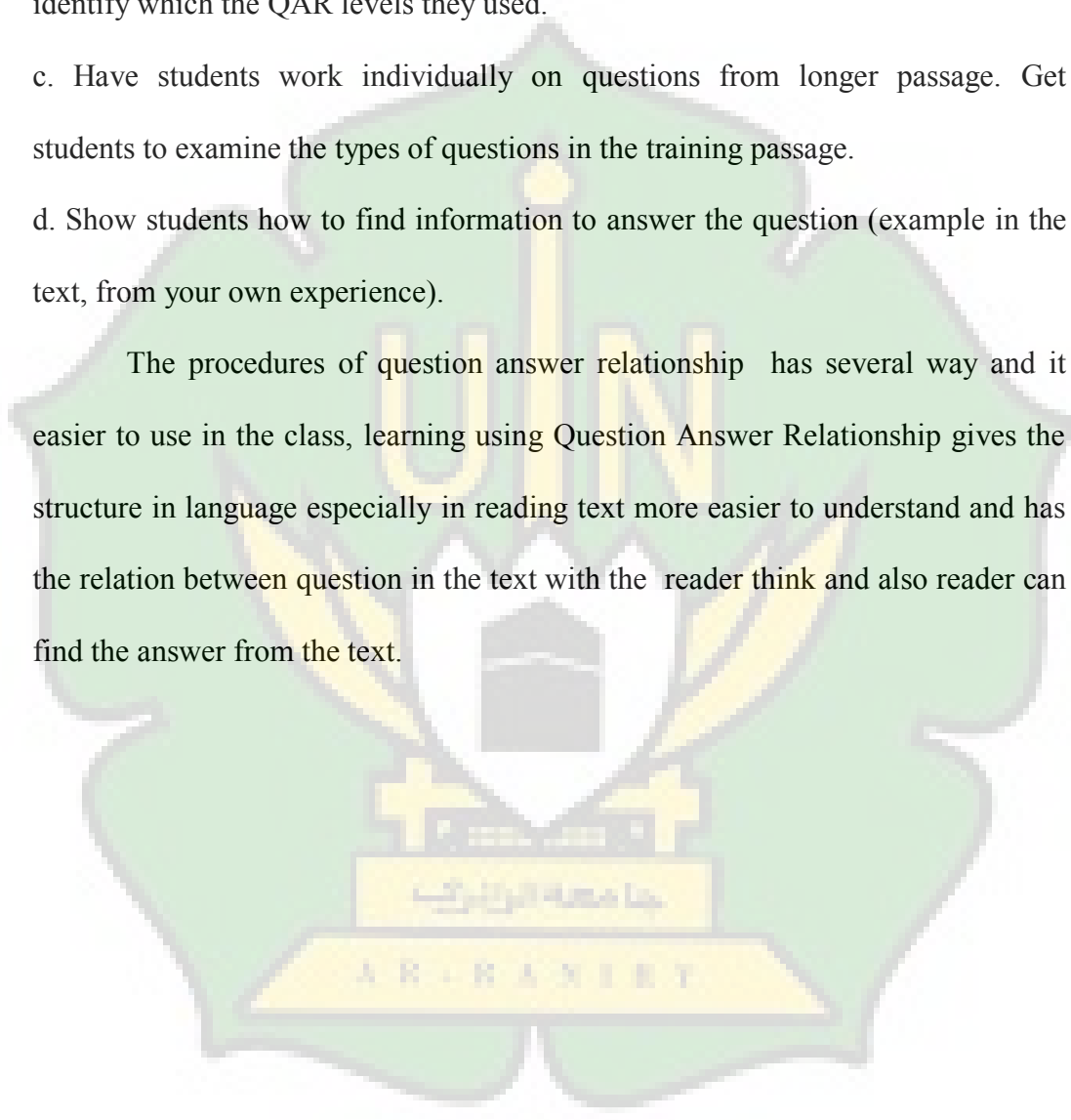
students to think about what is already known from their reading and experience (prior knowledge) to formulate an answer).

b. Give the students sample questions to answer in pair or small groups and identify which the QAR levels they used.

c. Have students work individually on questions from longer passage. Get students to examine the types of questions in the training passage.

d. Show students how to find information to answer the question (example in the text, from your own experience).

The procedures of question answer relationship has several way and it easier to use in the class, learning using Question Answer Relationship gives the structure in language especially in reading text more easier to understand and has the relation between question in the text with the reader think and also reader can find the answer from the text.



CHAPTER III

METHODOLOGY

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

A. Research Design

Based on research questions, the approach which is employed during this study is quantitative. It has the aim to generalize, to predict, to posit causal relationship, and has big number of sample as well. There are two kinds of variables: an independent variable and a dependent variable. The independent variable is may “cause” the result, while the dependent variable is the one the researcher measures to see the effects the independent variable has on it (Alison, 2005). In this case, the independent variable is the implementation of Question Answer Relationship (QAR) as the strategy in teaching reading and the dependent variable is to improve students’ reading comprehension. The study used one class as an experimental class. Supported by Creswell (2005) this design includes a pretest measure followed by a treatment and posttest for a single group. It can be argued that the exposure of the treatment to the students could be maximized since there was only one group then the researcher compared the score of pretest and posttest to grasp the significant improvement.

B. Research Location

The present study was conducted at SMA Negeri Lawe Sumur, located in Jl, Pasar Baru Lawe Sumur, Kutacane, Aceh Tenggara, Aceh province. It has been established since 2011. Headmaster of SMAN Lawe Sumur is Zenul Bakri, S.Pd. The total of teachers is 24 and including 1 English teacher, and 118 students.

C. Population and Sample

1. Population

Arikunto (2006) stated that population is the entire subject of the research. Population is group of people. A population is the total of all the individuals who have certain characteristics and are being the interest of a researcher. Creswell (2008) stated that a population is a group of individuals who have the same characteristic. The population of this research was the second grade high school (XI MIPA) students of 2020/2021 in SMA Negeri Lawe Sumur. The total number of population was 47 students; they were divided into 2 classes (XI MIPA 1 and XI MIPA 2). Each class consists of 23-25 students.

2. Sample

Sample is a part of representative of population which is studied. A good sample was one that represents the population generalized for the result. Based on Arikunto (2003) said that 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 who took one class which consists of 23 students as the sample and it is chosen by using purposive sampling technique. Purposive sampling technique

is used to find the suitable participants for this research, based on this technique used the researcher used several criteria for the research participants, such as;

1. The class that has low value in English lesson
2. The class that had already learned basic reading

D. Data collection

Data collection of the quantitative approach used mathematical methods (particular of statistics) and analyzed the data by identifying statistical relationship. In gaining data needed in this research, the researcher conducted some appropriate techniques; Pre- experimental class, Test and Questionnaire.

1. Pre- Experimental Teaching

The researcher conducted an experimental teaching for four meetings, including the meeting for pre-test and post-test. The researcher applied the QAR strategy in teaching reading. The class used by researcher one class only. The researcher purposes were to collect the data during the experimental class was running, such as; to investigate does Question Answer Relationship (QAR) improve students' reading comprehension. This experimental class consists of 23 students. The researcher took four meetings with 2x40 minutes allocated time for each meeting. Based on the allocated time, the researcher was given pre-test to students in the first meeting, second and third meeting was for treatment in relation to experimental teaching by using question answer relationship strategy and the last meeting was for posttest applied for students.

2. Test

Test is a set of questions and exercises used to measure the achievement or capacity of the individual or group (Brown, 2001). The researcher used a test to measure students' ability before and after teaching learning process, it purposed to find out whether QAR improves students' reading comprehension or not. The test is pretest was given to students. It was conducted before the treatment. Meanwhile, posttest was given after the treatment. The result from students' test would be collected and compared. There are a number of ways to know the ability of the student. In this study, pre-test used to ensure comparability of the participant groups prior to the treatment. The post-test 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 comprehension.

3. Questionnaire

The questionnaire is probably the most common method in educational research. Wilkinson and Birmingham (2003) suggested that questionnaire can be designed and used to collect vast quantities of data from a variety of respondents. According to Kabir (2016) questionnaire is a useful instrument for gathering factual information, data on attitude, belief, and opinion both in past and present time. 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 students' responses toward the strategy used by the writer and the significant influences of the strategy used from students' point of view. The scale of the questionnaire used likert scale technique and it was adapted from Peng, Hoon, Khoo, and Joseph (2007) research project in Singapore. The questionnaire was distributed to the participant of this study which consists of 23 students at SMA Negeri Lawe Sumur, they should choose the degree of agreement based on students opinion. Then the data were interpreted by the researcher.

Table 3.1: Likert scale

Description	Score
Strongly Disagree	1
Disagree	2
Agree	3
Strongly Agree	4

In this research, the questions of the questionnaire are provided in students' perception of using QAR in reading Comprehension, Advantages of using QAR in reading Comprehension and students' general ability in reading comprehension.

E. Techniques of Data Analysis

In this section, the researcher explained several things on how to analyze the data of this research.

1. Analysis of the Test

The data will be analyzed using quantitative analysis, in other words, the data analysis will be conducted to construct data from the pre-test and post-test aim to know the improvement of students in their comprehending English text. Mean is used to find out the average of whole sample (Arikunto, 2013). Therefore, in analyzing score of test, the researcher calculates the mean of students score using statistical formula (Sudjana, 2008), the formula is: $M1 = \frac{\sum FiXi}{\sum Fi}$

Note:

Xi: Middle Score of interval class

Fi: Frequency

Fi.Xi: The amount of implication between frequency and middle interval.

Before calculating mean, the data should be distributed in frequency distribution list. The following steps are used in creating frequency distribution list:

a. The range of data

Range of data is the lowest score is subtracted by the highest score. The formula is: $R = H - L$

Where;

R : range

H : the highest score

L : the lowest score

b. Number of interval class

In determining the number of interval, the following formula is used;

$$I = 1 + 3.3 \log n$$

Where;

I : the amount of interval class

N : the amount of sample

c. The length of sample

In determining the length of interval class, the following formula is used:

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

Where;

P : length of interval

R : the range of score

I : interval

d. Table Distribution of test

After finding the range of data, number of interval classes, length of interval, the data is served in distribution table as follow:

Table 3.1: Distribution Table (Sudjana, 2005)

Interval Class	F	X	Fx

Where;

F : Frequency

X : Middle score of interval class

FX : The amount of multiplication of frequency and deviation range

The purpose of mean calculation is to know the average score of students and to compare average score of pre-test and post-test.

2. 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) strategy in teaching English. Based on Sudjana (2008), the formula used is:

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

Notes: P = Percentage

F = Frequency

N = Number of sample

100% = constant value

Presenting the results of questionnaire in percentage was helping the researcher to know how the students perceived their experiences using the treatment.

CHAPTER IV

RESEARCH FINDING 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, the results of questionnaire, and the discussion about the research result.

A. The Result of Test

The pre-test and post-test were given in order to know the students' reading comprehension 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. The result of both pretest and posttest are below:

Table 4.1: The Students' Scores of Pre-test and Post-test

NO	INITIAL	PRE-TEST	POST TEST
1	AS	50	80
2	AK	50	80
3	D	40	70
4	H	50	80
5	MD	20	60
6	MW	30	70
7	MY	40	70
8	MHK	60	90
9	N	60	90
10	P	40	80
11	R	40	70

12	S	50	90
13	AS	60	80
14	AI	60	90
15	FA	60	90
16	FH	40	80
17	IB	30	80
18	M	50	90
19	MR	50	90
20	NS	60	90
21	PH	60	90
22	RA	40	80
23	AR	30	70
TOTAL	23	1070	1860

The next step was arranging the score from the lowest up to the highest score

Pre-test

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

Post-test

60 70 70 70 70 70 80 80 80 80 80
 80 80 80 90 90 90 90 90 90 90 90
 90

1. Pretest

Based on the pretest, the highest score of the pretest was 60 and the lowest score was 20. To determine the range score, the formula was:

$$R=H-L$$

$$R= 60-20$$

$$R= 40$$

The next step was identified the amount of interval class by using the formula below.

$$K= 1+ (3.3) \log n \quad (n = \text{number of students})$$

$$K= 1+ (3.3) \log 23$$

$$K= 1+ (3.3) 1.45$$

$$K= 1+4.785$$

$$K= 5.785 = \mathbf{6 \text{ (taken)}}$$

After finding the amount of the interval class, the length of the interval class was found out by using:

$$P=R/K$$

$$P= 40/6$$

$$P= 6.6 = \mathbf{7 \text{ (taken)}}$$

The last step was substituting the scores into the frequency distribution table as follow:

Table 4.2: The Frequency Distribution Table of Student's Pre-test Score

No	Interval class	Fi	Xi	Fixi
1	20-26	1	23	23
2	27-33	3	30	90
3	34-40	6	37	222
4	41-47	0	44	0
5	48-54	6	51	306
6	55-61	7	58	406
		Σfi=23	Σxi = 243	Σfixi = 1,047

Where:

Fi =Frequency

Xi =Middle Score of Interval Class

FiXi =The Amount of The Multiplication between Frequency and Middle Interval

The mean score of pretest was found out by using the formula

$$X = \frac{\sum fixi}{\sum fi}$$

$$X = \frac{1047}{23}$$

$$X = 45.5 = \mathbf{46 \text{ (taken)}}$$

The mean of pretest was 46

2. Post-test

After the calculation of students' pretest score, then researcher continued to analyze the posttest score of the students. To analyze the posttest score, the researcher used the same formula as in pretest. From the arranging data before, it shows that the highest score of posttest was 90 and the lowest score was 60. So the range was:

$$R=H-L$$

$$R= 90-60$$

$$R= 30$$

The next step was identified the amount of interval class by using the formula below.

$$K= 1+ (3.3) \log n$$

$$K= 1+ (3.3) \log 23$$

$$K= 1+ (3.3) 1.45$$

$$K= 1+4.785$$

$$K= 5.785 =\mathbf{6 \text{ (taken)}}$$

After finding the amount of the interval class, the length of the interval class was found out by using:

$$P=R/K$$

$$P= 30/6$$

$$P= 5= \mathbf{6 \text{ (taken)}}$$

The last step was substituting the scores into the frequency distribution table as follow:

Table 4.3: The Frequency Distribution Table of Student's Post-test Score

No	Interval Class	Fi	Xi	Fixi
1	55-60	1	57.5	57.5
2	61-66	0	63.5	0
3	67-72	5	69.5	347.5
4	73-78	0	75.5	0
5	79-84	8	81.5	625
6	85-90	9	87.5	787.5
	Total	Σfi=23	Σxi =432	Σfixi =1844.5

Where:

Fi =Frequency

Xi =Middle Score of Interval Class

FiXi =The Amount of The Multiplication between Frequency and Middle Interval

The mean score of pretest was found out by using the formula

$$X = \frac{\sum fixi}{\sum fi}$$

$$X = \frac{1844.5}{23}$$

$$X = 80.2$$

The mean of post-test was 80.2

B. Significance of Examining Hypothesis

“t” test (t_0) 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 pretest and posttest score.

1. Alternative hypothesis (H_a) and null hypothesis (H_0) is determined as in the following:

H_a : assumes that there is a significant different

H_0 : assumes that there is no significant different between pre-test and post test

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

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

No	E	Pre-test	Post-test	X-Y (D)	D ²
	Initial	(Y)	(X)		
1	AS	50	80	30	900
2	AK	50	80	30	900
3	D	40	70	30	900
4	H	50	80	30	900
5	MD	20	60	40	1600
6	MW	30	70	40	1600

7	MY	40	70	30	900
8	MHK	60	90	30	900
9	N	60	90	30	900
10	P	40	80	40	1600
11	R	40	70	30	900
12	S	50	90	40	1600
13	AS	60	80	20	400
14	AI	60	90	30	900
15	FA	60	90	30	900
16	FH	40	80	40	1600
17	IB	30	80	50	2500
18	M	50	90	40	1600
19	MR	50	90	40	1600
20	NS	60	90	30	900
21	PH	60	90	30	900
22	RA	40	80	40	1600
23	AR	30	70	40	1600
Total	23	1070	1860	790	28100

3. Finding the difference score, standard deviation of two variables, X and Y by using the following formula:

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

$$SD = \sqrt{\frac{28100}{23} - \left(\frac{790}{23}\right)^2}$$

$$SD = \sqrt{1222 - (34.35)^2}$$

$$SD = \sqrt{1222 - 1180}$$

$$SD = \sqrt{42}$$

$$SD = 6.5$$

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

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

$$M_D = \frac{790}{23}$$

$$M_D = 34.35$$

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

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

$$SEM_D = \frac{6.5}{\sqrt{23-1}}$$

$$SEM_D = \frac{6.5}{\sqrt{22}}$$

$$SEM_D = \frac{6.5}{4.7}$$

$$SEM_D = 1.4$$

6. Calculating t_0 score by using the following formula:

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

$$t_0 = \frac{34.35}{1.4}$$

$$t_0 = 24.5$$

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

$$Df = N - 1$$

$$Df = 23 - 1$$

$$Df = 22$$

8. Examining t_0 through t table

The hypothesis of this research uses T table at significant level of $\alpha = 0.05$ (5%). According to T table list, the value of distribution table at 22 as degree of freedom is 2.1. However, in this research $T_{test} > T_{table}$ ($24.5 > 2.1$). In addition, referring to the above criteria, because T_{test} was higher than T_{table} , it could be concluded that this research's alternative hypothesis (H_a) was accepted and that the null hypothesis (H_0) was rejected. Thus, it could be stated that there was a significant difference between the mean values of pre-test and post-test score. In the final analysis, it could be concluded that T_{test} indicate there was a difference of students' score before and after being taught by using Question Answer Relationship (QAR) in reading comprehension.

C. The Analysis of Questionnaire

The questionnaire consists of 21 questions provided in reading comprehension. It is used to get more information about students' perception toward Question Answer Relationship strategy in improving their 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 questionnaire is elaborated in details in the following tables:

Table 4.5: The Percentage of Questionnaire

No	Statement	Frequency (F)				Percentage (%)			
		SA	A	D	SD	SA	A	D	SD
1	I think reading comprehension is important	15	8			65.2	35		
2.	I understand the meaning of several reading text	18	5			78.2	23		
3	I can describe the meaning of the reading text	5	10	5	3	23	43.4	23	13.0

12	The level of QAR's question is difficulty in comprehending reading text	7	16			30.4	69.5		
13	Think and search in QAR strategy has high level in comprehending English text	10	13			43.4	56.5		
14	If I do not have background knowledge about the text it makes me get difficulty to understand the reading text	15	8			65.2	35		
15	If I do not have background knowledge about the text it makes me get difficulty to find correct answer in reading text	10	13			43.4	56.5		
16	I will read the text by using QAR strategy	10	13			43.4	56.5		
17	Read the significant text it makes me easier to find the answer in reading text	8	15			35	65.2		
18	I am good at reading comprehension	10	13			43.4	56.5		

	after learning by using QAR								
19	QAR strategy in reading comprehension English text is very helpful	10	13			43.4	56.5		
20	I feel confident in reading comprehension after learning by using QAR	8	15			35	65.2		
21	I will continue to use QAR in reading comprehension	10	13			43.4	56.5		
	Total	206	256	18	3	897	1098	81	13
	Equation Degree	10	12.2	1	0.1	43	52	4	1
		Percentage				95	5		

Notes:

SA : Strongly Agree

A : Agree

D : Disagree

SD : Strongly Disagree

From the table presented above, it was found that 23 students that were taught in the class XI MIPA of SMAN Lawe Sumur could be seen in the frequency of their answers as follows:

1. Strongly Agree : 43%

2. Agree	: 52 %
	<hr/>
	95% (percentage)
3. Disagree	: 4 %
4. Strongly Disagree	: 1%
	<hr/>
	5% (percentage)

From the explanation of students' answer above, the it was found that the percentage of positive answers (strongly agree and agree) was 95%, while negative answers (disagree and strongly disagree) were 5%. It means that the positive answers were higher than the negative ones. This proved that using Question Answer Relationship strategy could increase students' reading comprehension.

C. Discussions

This study examined the implementation of Question Answer Relationship to improve students' reading comprehension. The research successfully collected the data by using experimental teaching, test instruments and questionnaire, it is essential to discuss the research findings in order to answer all the research questions intended.

There are two research questions of this research which were raised in the first chapter. The first research question was "Does Question Answer Relationship (QAR) strategy improves the students' reading comprehension?" The researcher gave some treatment to the experimental class students on how to apply QAR strategy in teaching reading. According to the result of data analysis, the

researcher finds that the scores of the students increased in the post-test. It can be proved by the result of the test. In the pre-test, the mean score is 46 while in the post-test is 80.2. This data showed that the mean score for both are very different. The mean score of students was 80.2 and the improvement point is 34.2. The calculating of T test also showed that there was a significant improvement of students' reading score. As it was proved by the result of hypotheses testing; $t\text{-test} > t\text{-table}$ which $24.5 > 2$. It means the result of this research was higher than $t\text{-table}$ that caused the H_0 was refused and H_a was accepted.

Based on the data from students pretest and posttest score, it was showed that the students score before treatment was lower and the score of the students after treatment was improved. It was the same to statement stated by Raphael and AU (2005) who claimed that Question Answer Relationship (QAR) strategy helped the students to plan reading and answering comprehension question, and it appeared that using Question Answer Relationship (QAR) strategy was effective in improving students' reading comprehension ability. McNamara (2009, p. 39) also stated that "strategies are essential, not only to successful comprehension, but to overcoming reading problems and becoming a better reader". It could be concluded that the implementation Question Answer Relationship strategies improve students' reading comprehension.

The second research question was asking "How are students' responses on Question Answer Relationship in improving their ability in reading comprehension?" The answer to this question was analyzed through the percentage of questionnaire. Therefore, to answer the second research question,

the writer distributed questionnaire for the students after post-test had been conducted. In addition, the percentage of their success in the positive answers was 95%. It can be concluded that almost all of the students agree that QAR improves their ability in reading comprehension. However, there were 5% of negative answer; this was caused by students' skill in reading so that not all students are able to follow the information that is to be conveyed through the strategy.

From the analysis of the questionnaire, the researcher finds that most of the students agree that QAR strategy was very helpful and they will continue to use that strategy in reading comprehension. In addition, QAR strategy made the students felt confident at reading comprehension. The researcher found that all of the students were interested and motivated in reading comprehension through using QAR strategy. The data also showed that students agreed that QAR could help them in reading comprehension. It means that almost all students had positive responses of this strategy that can improve student reading comprehension.

CHAPTER V

CONCLUSION AND RECOMMENDATIONS

A. Conclusion

This study is aimed to find out the use of Question Answer Relationship (QAR) to improve students' reading comprehension. The researcher concludes that two aspects in this study, as follows:

Teaching reading by using Question-Answer Relationship (QAR) strategy improves students' reading comprehension ability. It is proved by the increasing of the students pre-test to post-test scores, from 46 to 80.2. The number looks very significant different. In line with this, it appears that using Question-Answer Relationship (QAR) improves students' reading comprehension.

The second year students of SMAN Lawe Sumur gave positive responses toward of QAR strategies in improving students' ability in reading comprehension. They are interested in learning reading comprehension by using Question Answer Relationship (QAR) strategy. It can be seen from the result of questionnaire and the students' enthusiastic in teaching learning process. In addition, the results of Questionnaire also show that Question Answer Relationship (QAR) strategy helps the students in improving their ability in reading comprehension.

B. Recommendation

Based on the findings of the study and conclusion, the recommendations made by the writer are:

1. Students

The researcher expects that students can practice reading English text and take advantages by using Question Answer Relationship strategies continuously.

2. Teacher

The researcher expects that the result can give positive information for teachers in providing learning strategies for reading comprehension in English subject supported by QAR strategies at any levels in any level of senior high school or college.

3. Future Researchers

The researcher expects that other researcher can investigate deeply related to students' reading comprehension in Senior High School or university by using different learning strategies and also can elaborate the use of Question Answer Relationship in different field and skill.

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Appendix A: Appointment letter of supervisor

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B- 12877/UN.08/FTK/KP.07.6/11/2020

TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIIYAH DAN KEGURUAN UIN AR-
RANIRY

DEKAN FAKULTAS TARBIIYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: **B-5300/Un.08/FTK/KP.07.6/06/2020** tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat : 1. Undang Undang Nomor 20 tahun 2003, Tentang Sistem Pendidikan Nasional;
2. Undang Undang Nomor 14 Tahun 2005, Tentang Guru dan Dosen;
3. Undang Undang Nomor 12 Tahun 2012, Tentang Pendidikan Tinggi;
4. Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
5. Peraturan Menteri Keuangan RI. Nomor: 190/PMK.05/2012, tentang Tata Cara Pembayaran dalam rangka Pelaksanaan APBN;
6. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
7. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan, dan Pemberhentian PNS di Lingkungan Depag RI
8. Peraturan Menteri Agama RI Nomor 21 Tahun 2015, tentang Statuta UIN Ar-Raniry Banda Aceh;
9. Keputusan Rektor UIN Ar-Raniry Nomor 02 tahun 2016, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
10. Keputusan Rektor UIN Ar-Raniry Nomor 28 tahun 2019, tentang Satuan Biaya Khusus Tahun Anggaran 2020 di Lingkungan UIN Ar-Raniry Banda Aceh;
11. Peraturan Kementerian Keuangan (PMK) Republik Indonesia Nomor: 72/PMK.02/2020, tentang Perubahan atas Peraturan Menteri Keuangan Nomor: 78/PMK.02/2020 tentang Standar Biaya Masukan Tahun Anggaran 2020.
- Memperhatikan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 30 April 2019

MEMUTUSKAN

- Menetapkan : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: Nomor: **B-5300/Un.08/FTK/KP.07.6/06/2020** tanggal 04 Juni 2020
- PERTAMA**
- KEDUA** Menunjuk Saudara:
1. Siti Khasinah, M.Pd Sebagai Pembimbing Pertama
2. Drs. Lukmanul Hakim, MA Sebagai Pembimbing Kedua
- Untuk membimbing Skripsi :
- Nama : Yulia Astuti
- NIM : 160203022
- Program Studi : Pendidikan Bahasa Inggris
- Judul Skripsi : The Implementation of Question Answer Relationship (QAR) in Improving Students' Reading Comprehension
- KETIGA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2019 dengan Nomor: 025.04.2.423925/2020 tanggal 12 November 2019;
- KEEMPAT** : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2020/2021
- KELIMA** : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 20 November 2020
An. Rektor
Dekan,


Muslim Razali

Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;
5. Arsip.

*Appendix B: Recommendation Letter from The Fakultas Tarbiyah dan Keguruan
to conduct field research*



**KEMENTERIAN AGAMA UNIVERSITAS
ISLAM NEGERI AR-RANIRY FAKULTAS
TARBIYAH DAN KEGURUAN**

Jl. Syaikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-10266/Un.08/FTK.1/TL.00/09/2020
Lamp : -
Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,
Bapak / Ibu Guru SMA Negeri Lawe Sumur

Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan
bahwa:

Nama/NIM : **YULIA ASTUTI / 160203022**
Semester/Jurusan : IX / Pendidikan Bahasa Inggris
Alamat sekarang : Darussalam Banda Aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan
bermaksud melakukan penelitian ilmiah di lembaga yang Bapak pimpin dalam rangka
penulisan Skripsi dengan judul *The Implementation of Question Answer Relationship
(QAR) in Improving Students' Reading Comprehension*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami
mengucapkan terimakasih.

Banda Aceh, 21 September 2020
an. Dekan
Wakil Dekan Bidang Akademik dan
Kelembagaan,



*Berlaku sampai : 21
September 2021*

Dr. M. Chalis, M.Ag.

Appendix C: Confirmation Letter from SMA Negeri Lawe Sumur



PEMERINTAH KABUPATEN ACEH TENGGARA
DINAS PENDIDIKAN PEMUDA DAN OLAAHRAGA
SMA NEGERI LAWE SUMUR

Jl. Pasar baru- Lawe Sumur Kabupaten Aceh Tenggara kode pos 24671
E-Mail:sman_lawesumur@yahoo.com

SURAT KETERANGAN PENELITIAN

Nomor: 522/502/III.3/SK/2020

Kepala sekolah SMA Negeri Lawe Sumur dengan ini menerangkan:

Nama : Yulia Astuti
Nim : 160203022
Prodi/ Jurusan : Pendidikan Bahasa Inggris
Alamat : Darussalam Banda aceh

Benar yang nama tersebut diatas telah mengadakan penelitian pada SMAN Lawe Sumur, dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-raniry dengan judul *The Implementation of Question Answer Relationship (QAR) in Improving Students' Reading Comprehension* pada tanggal 22 september s/d 5 oktober 2020

Demikian surat keterangan ini dibuat untuk dapat dipergunakan seperlunya.

05 Oktober 2020
Kepala

ZENULH BAKRI, S.Pd.
AGEN PEMERINTAH 199702 1002

Appendix D: Instrument of Research

Pre Test

Name:

Class:

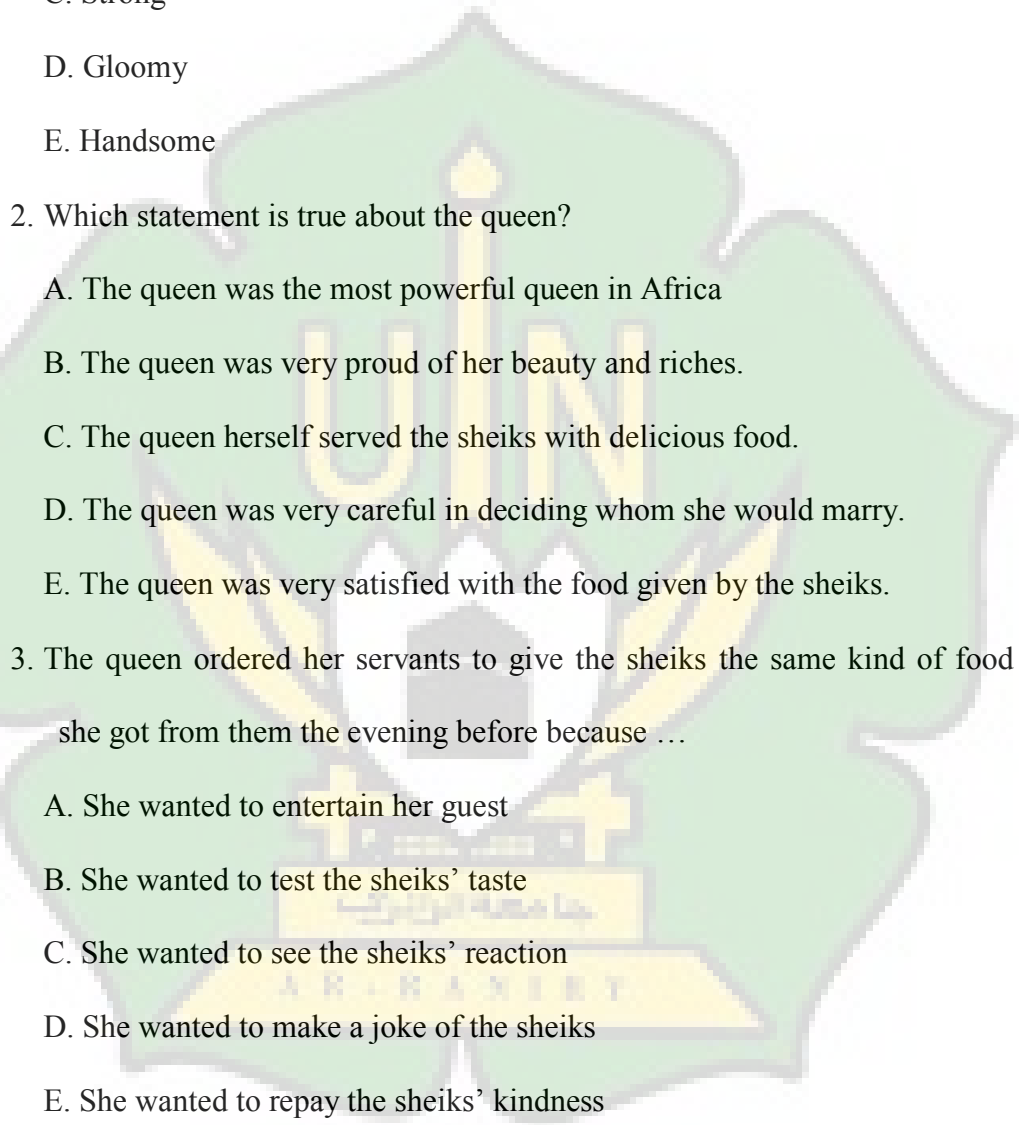
Reading the text and answer the number of 1-3

Maura, who liked to be thought of as the most beautiful and powerful queen of Arabia, had many suitors. One by one she discarded them, until her list was reduced to just three sheiks, all equally young and handsome, rich and strong. It is very hard to decide who would be the best of them.

One evening, Maura disguised herself and went to the camp of the three sheiks, as they were about to have a dinner, and asked them for something to eat. The first gave her some left-over food, the second gave her some unappetizing camel's tail, the third sheik, who was called Hakim, offered her some of the most tender and tasty meat. After dinner, the disguised queen left the three sheiks' camp.

The following day the queen invited the three sheiks to dinner at her palace. She ordered the servant to give each one exactly what they had given her the evening before.

Hakim, who received a plate of delicious meat, refused to eat it if the other two could not share it with him, and this act finally convinced Queen Maura that he was the man for her. "Without question, Hakim is the most generous of you", she announced her choice to the sheiks. "So it is Hakim I will marry."

- 
1. The three sheiks were not ...
- A. Rich
 - B. Young
 - C. Strong
 - D. Gloomy
 - E. Handsome
2. Which statement is true about the queen?
- A. The queen was the most powerful queen in Africa
 - B. The queen was very proud of her beauty and riches.
 - C. The queen herself served the sheiks with delicious food.
 - D. The queen was very careful in deciding whom she would marry.
 - E. The queen was very satisfied with the food given by the sheiks.
3. The queen ordered her servants to give the sheiks the same kind of food she got from them the evening before because ...
- A. She wanted to entertain her guest
 - B. She wanted to test the sheiks' taste
 - C. She wanted to see the sheiks' reaction
 - D. She wanted to make a joke of the sheiks
 - E. She wanted to repay the sheiks' kindness
4. The main idea of paragraph six is ...
- A. Hakim was unselfish person
 - B. Hakim was served with succulent meat
 - C. Hakim was satisfied with the food served

D. Hakim wanted to share the food with the sheiks

E. Hakim had made the queen find the resolution of her problem

Reading the text and answer number of 5-7

A fox fell into a well and couldn't get out. By and by a thirsty goat came along. Seeing the fox in the well it asked if the water was good. "Good", said the fox "It's the best water I've tasted in all my life. Come down and try it yourself". The goat was thirsty so he got into the well. When he had drunk enough, he looked round but there was no way to get out. Then the fox said, "I have a good idea". You stand on your hind legs and put your forelegs against the side of the well. Then I'll climb on your back, from there. I'll step on your horns, and I can get out. And when I'm out, I'll help you out of the well.

The goat did as he asked and the fox got on his back and climbed out of the well. Then he coolly walked away. The goat called out loudly after him and reminded him of his promise to help him out. The fox merely turned to him and said: "If you only had thought carefully about getting out, you wouldn't have jumped into the well".

The goat felt much said. He called out loudly. An old man walking nearby heard him and put a plank into the well. The goat got out and thanked the old man. (Sumber: UNAS 2007)

5. The text tells the story of ...

A. A fox

B. A goat

C. A fox and a goat

- D. An old man and the fox
- E. The goat and old man
6. Paragraph 2 mainly tells ...
- A. How the fox helped the goat
- B. Why the fox got into the well
- C. How the fox got out of the well
- D. The fox's idea how to get out of the well
- E. How both the goat and the fox got out of the well
7. "The goat did as he was asked ..." (Paragraph 3) What does the above sentence mean?
- A. The goat drank enough and looked round
- B. The goat came down to the well and drank
- C. The goat called out loudly after the fox got out
- D. The goat waited someone who might help him
- E. The goat stood on his hind legs and put his forelegs against the side of the well.

Reading the text o answer number of 8-10

Paris is the capital of a European nation, France. It is also one of the most beautiful and most famous cities in the world. Paris is called the city of Light. It is also an international fashion center. What stylish women are wearing in Paris will be worn by women all over the world. Paris is also famous for its world center of education. For instance, it is the headquarters of UNESCO, the United Nations Educational, Scientific and Cultural Organization.

The Seine River divides the city into two parts. Thirty-two bridges cross this scenic river. The oldest and perhaps the most well-known is Pont Neuf, which was built in the sixteenth century. Sorbonne, a famous university, is located on the left bank (south side) of the river. The beautiful white church Sacre Coeur lies on the top of hill called Montmartre on the right bank (north side) of the Seine.

There are many other famous places in Paris, such as the famous museum the Louvre as well the cathedral of Notre Dame. However, the most famous landmark in this city must be the Eiffel Tower.

Paris is named after a group of people called the Paris. They built a small village on an island in the middle of the Seine River about two thousand years ago. This island is called lie de la Cite. It is where Notre Dame located. Today around eight million people live in Paris area.

8. The fifth paragraph tells ...
- A. About the Paris
 - B. The origin of the word Paris
 - C. The location of Notre Dame
 - D. A village built a thousand years ago
 - E. An island in the middle of the Seine River
9. What is the oldest and most well known part of the city?
- A. The Seine River
 - B. The Pont Neuf
 - C. The Sorbonne
 - D. The right bank

E. The left bank

10. From the text we know that Notre Dame is located...

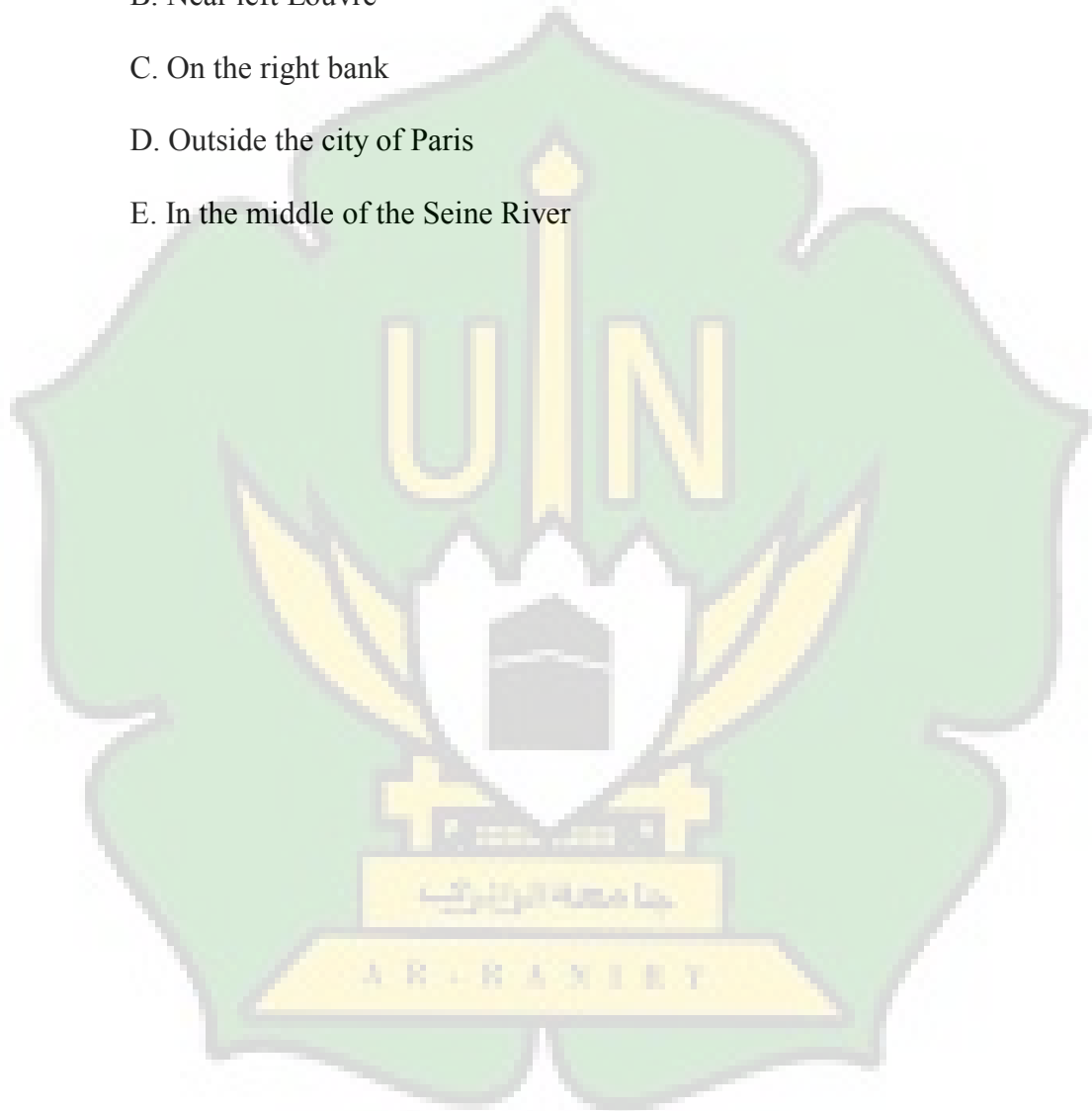
A. On the left bank

B. Near left Louvre

C. On the right bank

D. Outside the city of Paris

E. In the middle of the Seine River



Post Test

Name:

Class:

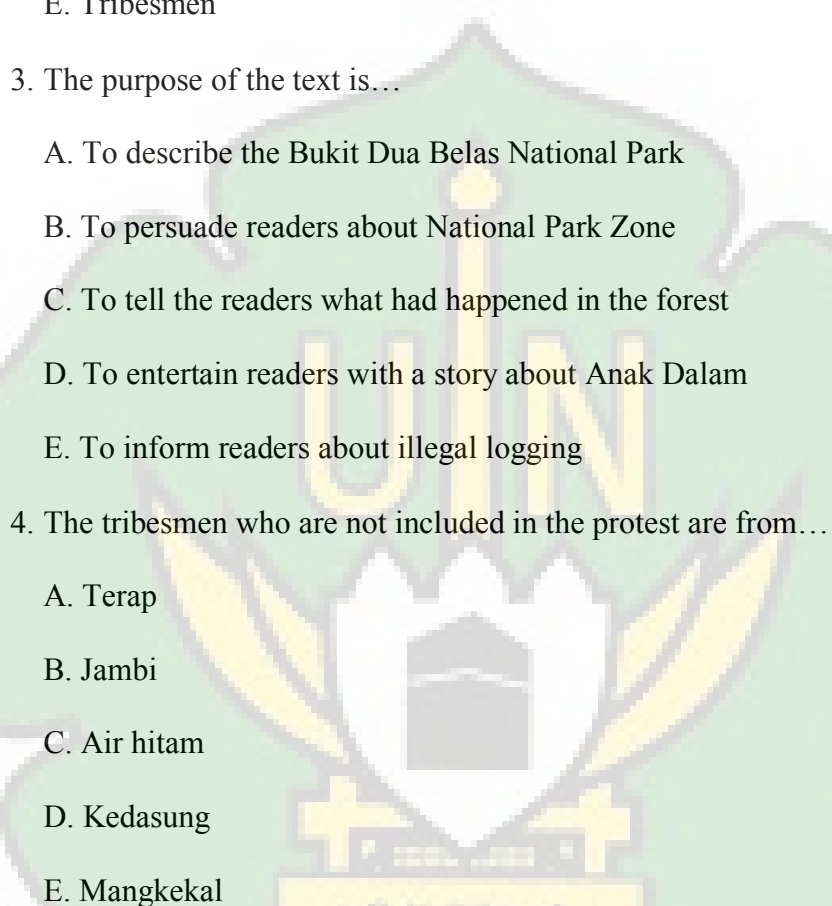
Read the text and answer number of 1-4

Every time they see illegal logging in their area, the women and children cry out, “Where can we settle and make a living if our forests were gone?” They are the forest people, members of the Local Anak Dalam tribe, in Mangkekal (makekal), Bukit Dua belas national Park, Jambi province. They have tried very hard to protect the forest zone from illegal logging operations. “Adult as well as children are fighting for the conservation of this forest,” said tribal chief Tumenggung (Regent) meriak.

The national park zone is about 60,000 hectares. It is home for about 1,500 Anak Dalam. The tribe’s men live in Mangkekal, Kedasung, Air hitam, and Terap. (Sumber: UNAS 2009)

1. The text mainly tells us about...
 - A. Forest people
 - B. National Park
 - C. Forest conservation
 - D. Illegal logging
 - E. Illegal operation

2. Who were fighting for the conservation of forest?
 - A. Members of local Anak Dalam

- 
- B. Tribal chief and his partner.
- C. Women and children
- D. Adult and children.
- E. Tribesmen
3. The purpose of the text is...
- A. To describe the Bukit Dua Belas National Park
- B. To persuade readers about National Park Zone
- C. To tell the readers what had happened in the forest
- D. To entertain readers with a story about Anak Dalam
- E. To inform readers about illegal logging
4. The tribesmen who are not included in the protest are from...
- A. Terap
- B. Jambi
- C. Air hitam
- D. Kedasung
- E. Mangkekal

Read the text and answer number of 5-8

To improve comfort and cleanliness at our school, a number of dust bins should be increased. When we look at classrooms, school corridors and school yard, there papers, mineral water cups, straws, and napkins here and there. The condition of uncleanliness and discomfort really binds learning and teaching environment. Litters thrown carelessly cause disease, especially empty plastic cups or glasses. They can be placed for dengue mosquitoes to speed out.

Besides, this rubbish can deteriorate the scene. Well painted wall and green school yard do not mean anything if litters are scattered everywhere.

Anyway, I notice that most of the students in our school have responsibilities for the school environment. They put their litters on the proper places. But some are not diligent enough to find the dust bins. The numbers of dust bins in our school are not enough. More dust bins should be put beside each of the steps, outside the classroom, and some more along the corridors. Probably one dust bin should be in every ten meters. So when students want to throw away their litters, they can find the dust bins easily.

When school is equipped with sufficient dust bins, we do not have problems of filth and discomfort any more. Our school will be very clean and become a nice place to study. (Sumber: UNAS 2006)

5. What is the writer's intention? To ... readers to do something good.

- A. Inform
- B. Explain
- C. Describe
- D. Entertain
- E. Persuade

6. According to the writer, more dust bins ... in every ten meters.

- A. Should be decorated
- B. Should be painted
- C. Should be placed
- D. Are unnecessary

- E. Are not required
7. What is the writer's argument on a sufficient number of dust bins?
- A. They can prevent litters
 - B. They can save janitor's energy
 - C. Students are asked to clean them
 - D. They make school environment neat
 - E. Students can throw garbage away easily
8. What is the writer's suggestion?
- A. To buy more dust bins
 - B. To hire more gardeners
 - C. To use dustbins efficiently
 - D. To ask parents to give more dustbins
 - E. To ask students to clean the school yard

Read the text and answer the question of 9-10

I usually woke up at 8 a.m. and went to the press center to check the daily schedule of briefings and press conferences, usually held by the United Nations officials or disaster mitigation team chief, Alwi Shihab.

It was challenging to visits different refugee camps to find soft stories, human interest stories. Then, I went back to the press center in between to cover the press conferences of the day.

It was heart breaking when I saw these survivors fight for food and secondhand clothing, which they said were limited and inadequate. Emerging to a glaring, full noon, it was time to go back to the press center to write stories and

race against time, always fearing that internet connection would come crashing down.

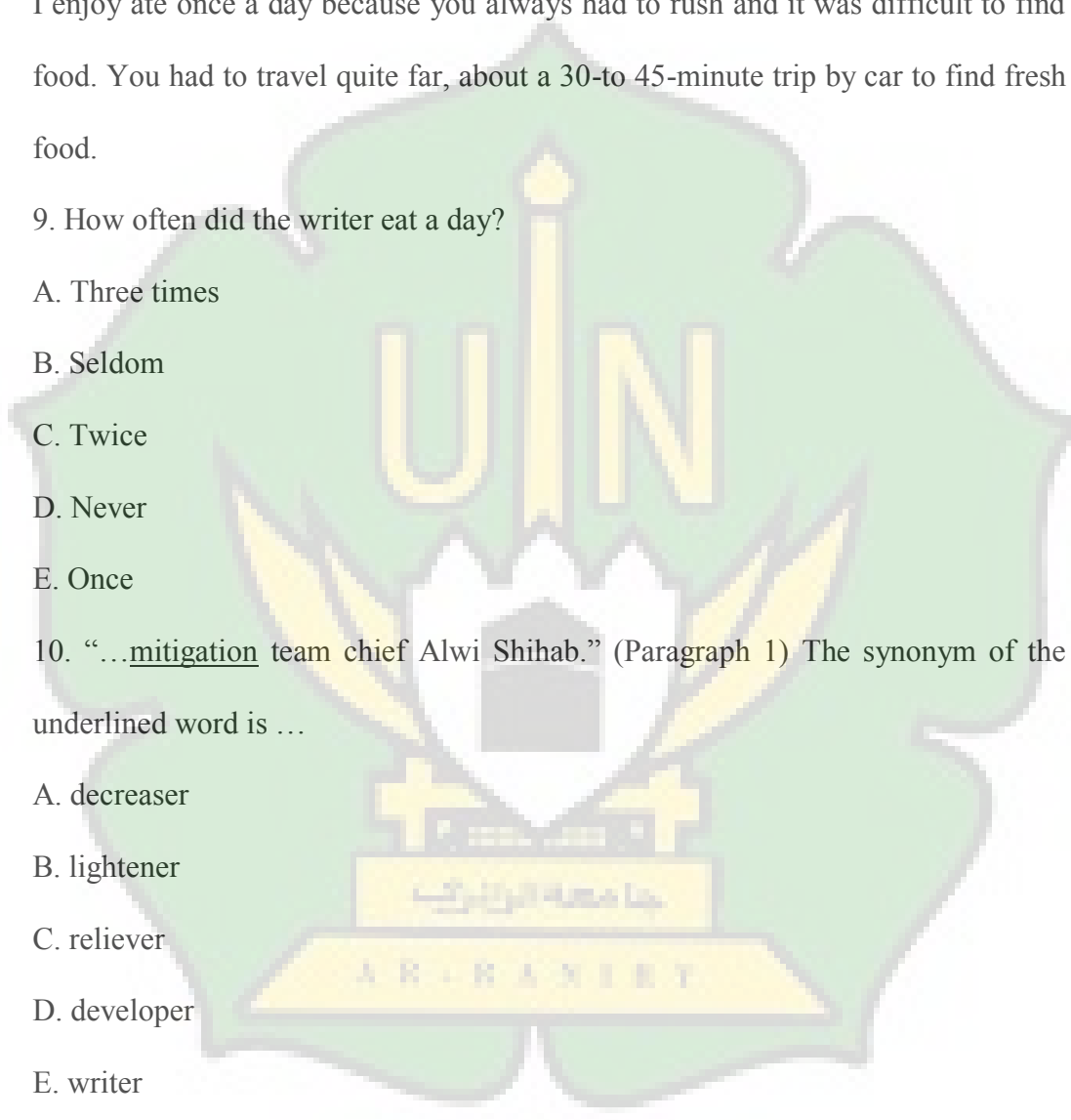
And after everything was done, only then I remembered to eat. Most times, I enjoy ate once a day because you always had to rush and it was difficult to find food. You had to travel quite far, about a 30-to 45-minute trip by car to find fresh food.

9. How often did the writer eat a day?

- A. Three times
- B. Seldom
- C. Twice
- D. Never
- E. Once

10. "...mitigation team chief Alwi Shihab." (Paragraph 1) The synonym of the underlined word is ...

- A. decreaser
- B. lightener
- C. reliever
- D. developer
- E. writer



RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : SMAN Lawe Sumur
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI MIPA
Materi pokok : Reading Comprehension
Alokasi Waktu : 8 x 40 menit (8 JP) = 4 Pertemuan

A. Kompetensi Inti

- KI. 1 : Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2: Menunjukkan perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI. 3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar (KD) dan Indikator

Kompetensi Dasar	Indikator
3.3 Menemukan informasi untuk bahan diskusi melalui reading text	3.3.1. peserta didik mampu memahami isi bacaan melalui kegiatan reading 3.3.2. peserta didik dapat menemukan informasi sebagai bahan diskusi 3.3.3. peserta didik dapat mengidentifikasi kalimat fakta dan opini dalam wacana

4.3 **Menyusun** teks interaksi tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keharusan, larangan, dan himbauan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

4.3.1. **Menjelaskan** maksud dari teks yang ada dalam reading text, dengan memperhatikan unsur kebahasaan

C. Tujuan Pembelajaran

Melalui pendekatan Contextual Teaching Learning(CTL) dengan menggunakan model pembelajaran *Group Discussion*, dan strategi pembelajaran berupa *Question Answer Relationship* peserta didik dapat *mengidentifikasi dan membedakan* fungsi sosial, struktur teks dan unsur kebahasaan teks dari narrative text. serta peserta didik dapat *memahami maksud dari text tersebut* dan mengungkapkan pendapat, serta menanggapi, dengan memperhatikan unsur kebahasaan dan memiliki perilaku *jujur, disiplin, tanggung jawab, peduli, kerja sama, toleran, santun, responsif, dan pro-aktif.*

D. Materi Pembelajaran

1. Reading Comprehension dimana membaca secara cermat untuk memahami suatu teks tertentu secara tepat dan akurat.

E. Model, Metode dan Strategi Pembelajaran

1. Model : Group discussion
2. Strategi Pembelajaran : Question answer Relationship (QAR)

F. Media, Alat dan Sumber Pembelajaran

1. Media : Papan tulis, spidol
2. Sumber pembelajaran : Google, buku pelajaran

G. Kegiatan Pembelajaran

1. Pertemuan Pertama: (2 JP)

Kegiatan Pendahuluan

1. Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran serta pengenalan diri;

CHARACTER BUILDING

2. Memotivasi peserta didik secara kontekstual sesuai dengan manfaat pembelajaran mengenai materi yang akan dipelajari

3. Mengajukan pertanyaan-pertanyaan yang terkait dengan materi yang akan dipelajari

CRITICAL THINKING

4. Menjelaskan tujuan pembelajaran, kompetensi, dan karakter yang harus dicapai; dan menyampaikan cakupan materi dan penjelasan uraian kegiatan tentang materi yang akan dipelajari

5. Mempersilahkan peserta didik yang datang terlambat untuk masuk ke kelas dan meminta maaf dengan menggunakan bahasa Inggris.

CHARACTER BUILDING

Kegiatan Inti *Stimulation*

1. Siswa diberikan beberapa soal yaitu soal pre-tes yang berkaitan dengan materi pembelajaran reading comprehension
2. Siswa diminta untuk menjawab pertanyaan tersebut secara individu dengan kemampuan mereka masing masing.

LITERACY

CRITICAL THINKING

Kegiatan Penutup

1. Siswa mendapat umpan balik mengenai proses pembelajaran: Well, class, you have done a very good job today. Most of you are active. I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something?
2. Menyimpulkan apa yang dipelajari hari ini
3. Guru menyampaikan kegiatan apa yang akan dilakukan dipertemuan selanjutnya.

4. Guru menutup pelajaran

2. Pertemuan Kedua: (2 JP)

Indikator

- 3.3.2. Peserta didik dapat menemukan informasi sebagai bahan diskusi
- 3.3.3. Peserta didik dapat mengidentifikasi kalimat fakta dan opini dalam wacana

Kegiatan Pendahuluan

1. Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran;
2. Guru mengulas singkat materi/kegiatan di pertemuan sebelumnya.
3. Guru menjelaskan tujuan pembelajaran atau kompetensi yang akan dicapai
4. Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan siswa untuk menyelesaikan latihan-latihan dan tugas dalam pembelajaran.

CHARACTER BUILDING

Kegiatan Inti

Stimulation

1. Guru menjelaskan materi yang di pelajari yaitu mengenai pembelajaran reading comprehension dengan menggunakan strategi
2. Siswa mengamati materi yang disampaikan guru didepan kelas.
3. Dengan bimbingan dan arahan guru, siswa mempertanyakan bagaimana penggunaan dari materi yang dijelaskan tersebut.
4. Siswa diberikan text untuk dibaca dan dipahami

Generalization

1. Setiap siswa diminta untuk menjawab pertanyaan dari contoh teks yang dberikan guru.
2. Siswa dan guru berdiskusi untuk mencari jawaban dari teks dengan menggunakan startegi yang telah dijelaskan.

Kegiatan Penutup

1. Siswa dengan bimbingan guru menyimpulkan pembelajaran hari itu.
2. Guru memberikan umpan balik pembelajaran.
3. Guru menyampaikan rencana pembelajaran untuk pertemuan

3. Pertemuan ketiga: (2 JP)

Indikator

- 3.3.2. peserta didik dapat menemukan informasi sebagai bahan diskusi
- 3.3.3. peserta didik dapat mengidentifikasi kalimat fakta dan opini dalam wacana

- 4.1. Menjelaskan maksud dari teks yang ada dalam reading text, dengan memperhatikan unsur kebahasaan.

Kegiatan Pendahuluan

1. Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran;

CHARACTER BUILDING

2. Memotivasi peserta didik secara kontekstual sesuai dengan manfaat pembelajaran mengenai materi dan strategi yang dipelajari
3. Mengajukan pertanyaan-pertanyaan yang terkait dengan materi yang akan dipelajari.

CRITICAL THINKING

4. Menjelaskan tujuan pembelajaran, kompetensi, literasi, dan karakter yang harus dicapai; dan menyampaikan cakupan materi dan penjelasan uraian kegiatan tentang teks dan strategi pembelajaran yang dipelajari. dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan
5. Mempersilahkan peserta didik yang datang terlambat untuk masuk ke kelas dan meminta maaf dengan menggunakan bahasa Inggris.

CHARACTER BUILDING

LITERACY

Kegiatan Inti

Stimulation

1. Siswa dibagi dalam beberapa kelompok dan siswa diberi teks reading dan diminta untuk membaca teks dan memahami isi teks tersebut
2. Setiap kelompok diminta maju kedepan kelas untuk membahas hasil dari bacaan teks yang sudah dijawab dan dipahami
3. Siswa diminta melakukan diskusi untuk mencari jawaban yang benar dengan menggunakan strategi Question Answer Relationship dari hasil setiap kelompok

CREATIVE dan COLLABORATIVE

Generalization

1. Setiap kelompok memberikan penilaian terhadap simulasi yang sudah di demonstrasikan oleh kelompok lain

Kegiatan Penutup

1. Siswa mendapat umpan balik mengenai proses pembelajaran: Well, class, you have done a very good job today. Most of you are active. I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something?
2. Menyimpulkan apa yang dipelajari hari ini

CHARACTER

3. Pemberitahuan mengenai kegiatan yang akan dilakukan di pertemuan selanjutnya.

4. Pertemuan keempat: (2 JP)

Kegiatan Pendahuluan

1. Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran;
2. Guru mengulas singkat materi/kegiatan di pertemuan sebelumnya.
3. Guru menjelaskan tujuan pembelajaran atau kompetensi yang akan dicapai
4. Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan siswa untuk menyelesaikan latihan-latihan dan tugas dalam pembelajaran.

CHARACTER BUILDING

Kegiatan Inti

1. Siswa diberikan latihan soal berupa bacaan dan menjawab latihan tersebut berdasarkan materi yang sudah dipelajari (soal post test)
2. Setelah siswa menyelesaikan latihan siswa diberikan beberapa pertanyaan mengenai pendapat mereka tentang proses pembelajaran berlangsung (Questionnaire)

Kegiatan Penutup

1. Siswa dengan bimbingan guru menyimpulkan pembelajaran hari itu.
2. Guru memberikan umpan balik pembelajaran.
3. Guru menyampaikan ucapan terimakasih atas proses pembelajaran yang sudah berlangsung.

H. Teknik Penilaian

Teknik Penilaian: Tes tertulis

1. Instrumen Penilaian Sikap

a. Sikap spiritual

No	Nama	Ketaatan Beribadah		Berperilaku Syukur		Berdoa		Toleransi Beragama		Predikat	Deskripsi dalam Raport
		SB	PB	SB	PB	SB	PB	SB	PB		
1											
2											
Dst											

Keterangan:

SB= Sangat Baik

PB= Perlu Bimbingan

b. Sikap sosial

No	Nama	Tanggung Jawab	Kerjasama		Peduli		Pro-aktif		Predikat	Deskripsi dalam Raport
		SB	PB	SB	PB	SB	PB	SB		
1										
2										
Dst										

Keterangan:

SB= Sangat Baik

PB= Perlu Bimbingan

2. Instrumen Penilaian Keterampilan

No	Keterampilan yang di amati dan dinilai	Skor				Keterangan
		4	3	2	1	
	Aspek proses					
	- Mengamati tayangan					
	- Mengajukan pertanyaan					
	- Mencoba					
	Aspek Abstrak					
	- Membaca (menyimak)					
	- Mengarang					
	Aspek Konkret					
	- Menggunakan					
	- Merangkai					
	- Membuat					

Kriteria:

4 = Terlibat aktif dari awal sampai akhir pembelajaran

3 = Terlibat aktif hanya pada bagian-bagian tertentu

2 = Terlibat namun pasif

1 = Tidak terlibat bahkan mengganggu PBM

Penilaian tes melalui multiple choice

Benar satu= 10

Benar 10 = 100



LAMPIRAN MATERI DAN INSTRUMENT PENILAIAN

1. Four types of questions are examined in the QAR:

- **Right There Questions:** Literal questions whose answers can be found in the text. Often the words used in the question are the same words found in the text.
- **Think and Search Questions:** Answers are gathered from several parts of the text and put together to make meaning.
- **Author and You:** These questions are based on information provided in the text but the student is required to relate it to their own experience. Although the answer does not lie directly in the text, the student must have read it in order to answer the question.
- **On My Own:** These questions do not require the student to have read the passage but he/she must use their background or prior knowledge to answer the question.

2. Read a short passage aloud to your students.

3. Have predetermined questions you will ask after you stop reading. When you have finished reading, read the questions aloud to students and model how you decide which type of question you have been asked to answer.

4. Show students how find information to answer the question (i.e., in the text, from your own experiences, etc.).

Struktur Narrative Text

Struktur dari narrative text berfokus pada serangkaian tahapan yang diusulkan untuk membangun sebuah teksini sendiri. Secara umum, terdapat empat tahapan dalam Narrative text, yaitu:

1. Orientation

Orientation atau biasa disebut dengan pendahuluan, berisi tentang siapa, kapan, di mana suatu cerita ditetapkan.

2. Complication

Complication menceritakan awal masalah yang menyebabkan puncak masalah atau yang biasadisebut dengan klimaks. Bagian ini biasanya melibatkan karakter utama dari cerita tersebut.

3. Resolution

Bagian ini adalah akhir dari cerita atau berupa solusi dari masalah yang terjadi. Masalah dapat diselesaikan dapat menjadi lebih baik atau malah ebih

buruk yang nantinya akan membuat cerita berakhir dengan bahagia atau sebaliknya. Terkadang, ada beberapa resolusi yang berupa masalah lain untuk dipecahkan. Hal ini sengaja dibuat oleh penulis untuk menambah dan mempertahankan minat dan ketegangan bagi pembacanya. Biasanya, jenis resolusi ini terdapat pada genre my stories dan horror.

4. Re-orientation

Bagian adalah penutup dari suatu cerita yang bersifat opsional. Re-orientation biasa berisi tentang pelajaran moral, saran atau pengajaran dari penulis.

Example:

Cinderella

Once upon a time, there lived a girl named Cinderella. She lived with her step mother and two step sisters. The step mother and her two daughters didn't like Cinderella. They treated Cinderella very bad. Cinderella usually did the hardest works in the house; such as scrubbing the floor, cleaning the pot and pan and preparing the food for the family, and so on.

One day, a ball was to be held by the royal family of the kingdom to find the Prince's spouse. Cinderella wanted to go to the ball but her step mother asked her to stay at home and do the house works. Cinderella cried. Then there was a fairy godmother standing beside her.

"Why are you crying, Cinderella?", the fairy godmother asked.

"Because I want to go to the ball but my step mother insists me to stay at home. Besides, I don't have any beautiful dress" said Cinderella.

Then the fairy turned Cinderella's ugly dress became the most beautiful dress and with beautiful slippers. The fairy also turned a pumpkin into a parking coach and the mice become six white horses. Cinderella finally could go to the ball but she had to come back before midnight before the spell ended.

At the ball, Cinderella amazed everybody there include the Prince. The Prince asked her to dance. Cinderella had a wonderful time at the ball. But, all of a sudden, she heard the sound of a clock, the first stroke of midnight. Remembered what the fairy had said, Cinderella ran back to go home. But she lost one of her slippers in ballroom. The Prince picked up her slipper and would search for the girl whose foot fitted with the slipper.

A few days later, the Prince proclaimed that he would marry the girl whose feet fitted the slipper. Her step sisters tried on the slipper but it was too small for them, no matter how hard they squeezed their toes into it. In the end, the King's soldier

let Cinderella try on the slipper. She stuck out her foot and the page slipped the slipper on. It fitted perfectly.

Finally, she was driven to the palace. The Prince was overjoyed to see her again. They were married and live happily ever after.



Documentation





QUESTIONNAIRE

Name:

Class:

PETUNJUK PENGISIAN

- Pengisian angket ini tidak akan mempengaruhi prestasi atau nilai saudara.
- Berilah tanda centang (√) pada pertanyaan yang dianggap sesuai dengan diri saudara.
- Kejujuran saudara dalam pengisian angket ini sangat membantu dalam pengumpulan data kami.

Pilihlah pernyataan yang dianggap sesuai dengan pendapat anda!

No	Question	Scale			
		Strongly agree	Agree	Disagree	Strongly Disagree
1	I think reading comprehension is important				
2.	I understand the meaning of several reading text				
3	I can describe the meaning of the reading text				
4	I know the type of reading text				
5	I know what conclusion of the reading text is				
6	I can explain about what information that gives in the reading text				
7	I get a lot of new knowledge from using QAR in reading text				

8	I scan the key information from text to find right answer of question by using QAR				
9	Background knowledge related to the passage is very useful to answer question in reading text				
10	Learning by using QAR makes my time more efficient in reading				
11	QAR makes me easy to understand reading text				
12	The level of QAR's question is difficult in comprehending reading text				
13	Think and search in QAR strategy has high level in comprehending English text				
14	If I do not have background knowledge about the text it makes me get difficulty to understand the reading text				
15	If I do not have background knowledge about the text it makes me get difficulty to find correct answer in reading text				

16	I will read the text by using QAR strategies				
17	Read the significant text it makes me easier to find the answer in reading text				
18	I am good at reading comprehension after learning by using QAR				
19	QAR strategy in reading comprehension is very helpful				
20	I will continue to use QAR in reading comprehension				
21	I feel confident in reading comprehension after learning by using QAR				

