

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

THESIS

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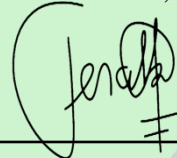
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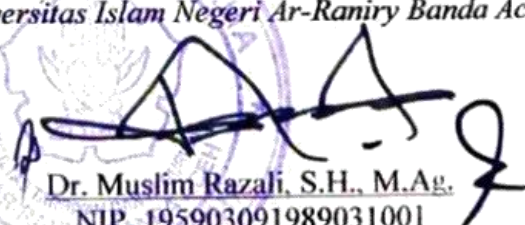


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**The implementation of Question-Answer Relationship (QAR) Strategy in
Improving Students' Reading Comprehension of Descriptive Text**

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

Banda Aceh, 6 Desember 2021

Saya yang membuat surat pernyataan,



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All praise is to Allah the Lord of the world, the Merciful, and the Compassionate Who has blessed me in completing this skripsi. And then, peace and blessing are upon the prophet Muhammad SAW, his family, his companions, and all his followers.

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Finally, the researcher hoped that this thesis would give contributions to the readers. The researcher realized that this thesis is far from being perfect. Hence, suggestion ideas and comment for further improvement are highly welcomed and are appreciated by the researcher.

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ABSTRACT

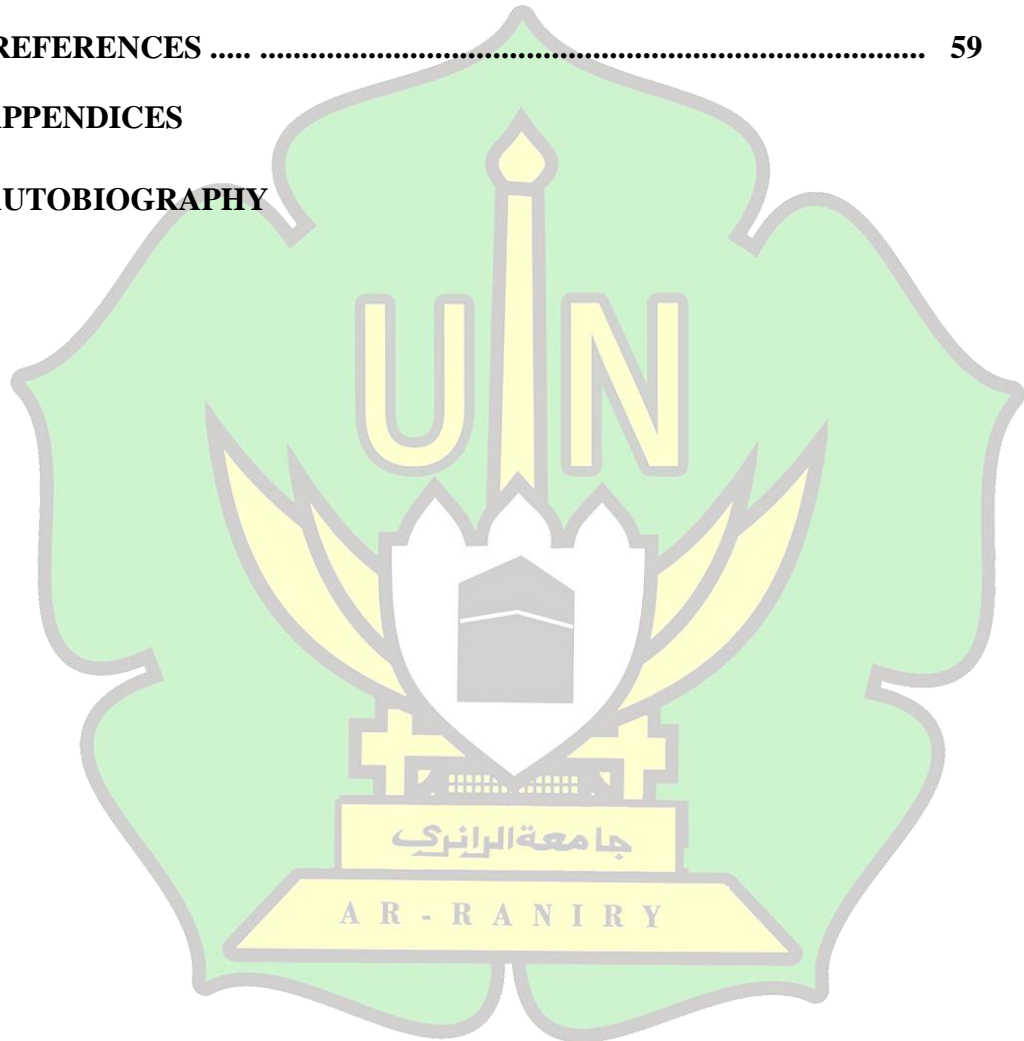
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This thesis is entitled "The implementation of Question-Answer Relationship (QAR) strategy in improving students' reading comprehension of descriptive text". This study is conducted to investigate to what extent the implementation of Question-Answer Relationship (QAR) strategy improve the student's ability in reading comprehension of descriptive text and to know the students' responses toward the implementation of this strategy. The participants of this study were 29 of the second-grade high school (XI MIPA-1) students of 2021/2022 in MAN 2 Aceh Barat. 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 the implementation of Question-Answer Relationship (QAR) strategy improve students' reading comprehension ability. Moreover, the students gave positive responses toward the implementation of this strategy. Almost all students agree that Question-Answer Relationship (QAR) strategy improve their ability in reading comprehension of descriptive text and most of them said that Question-Answer Relationship (QAR) strategy was very helpful.

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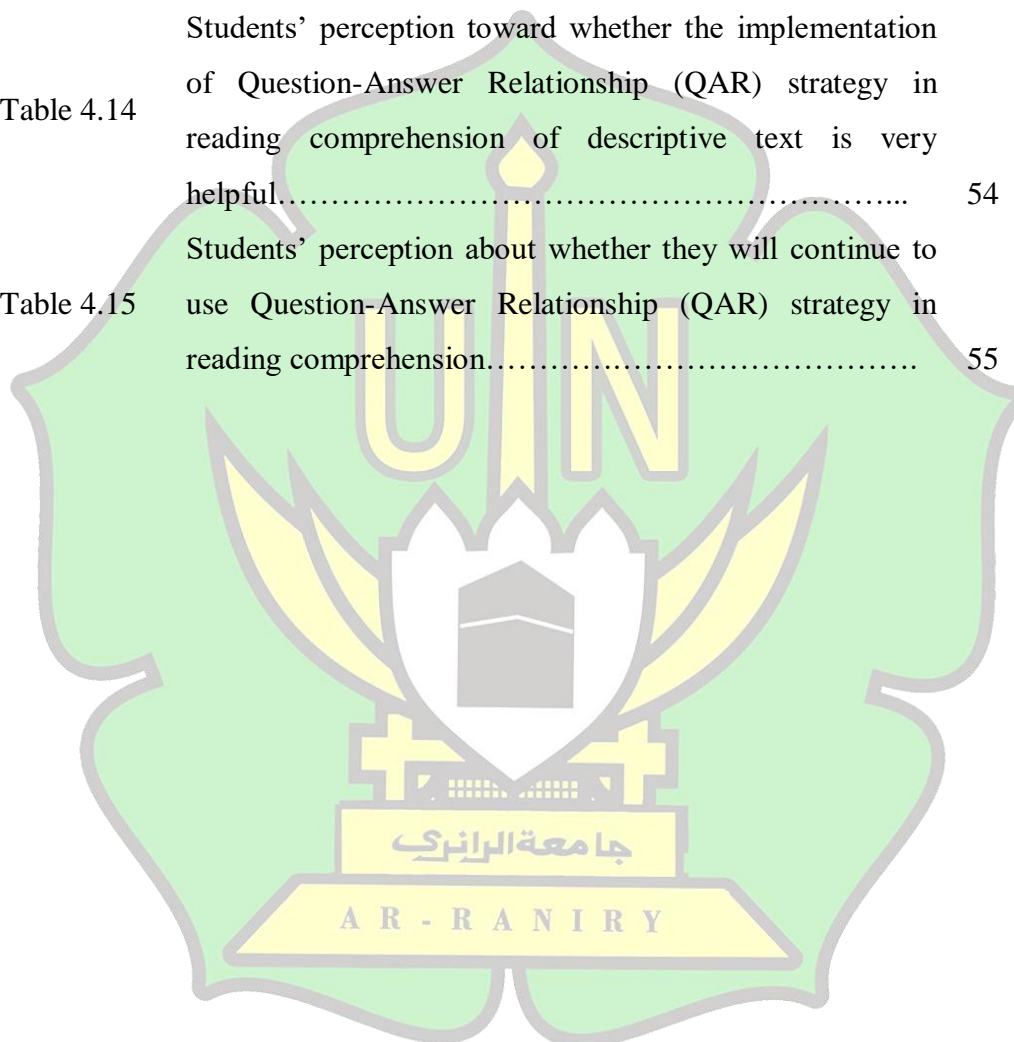
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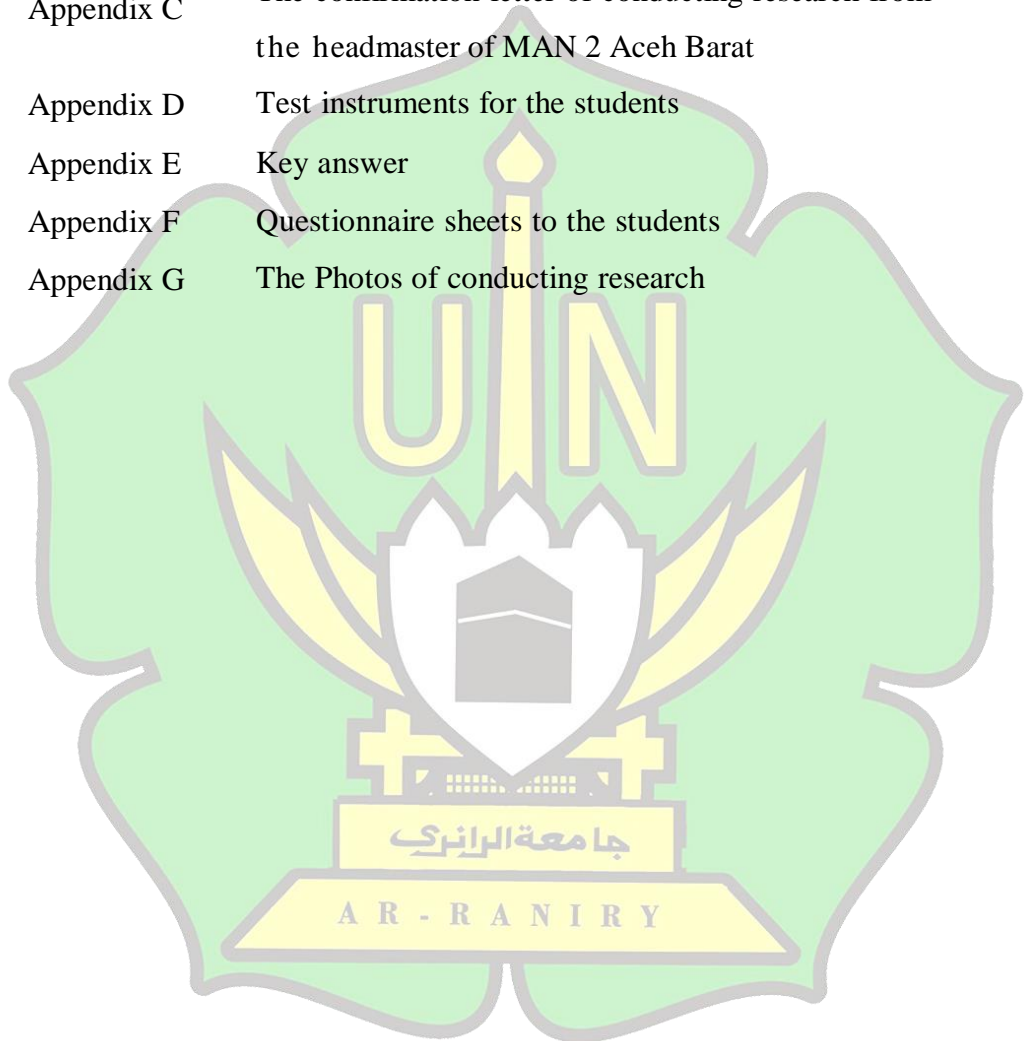
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CHAPTER I

INTRODUCTION

A. Background of Study

In any kind of language learning, especially English, every learner should be master these several skills: Listening, reading, speaking, and writing. Those four language skills according to Harmer (2007), are divided into two categories of skills; receptive and productive skills. Receptive skills are skills that focused on how people essence meaning from the discourse that they have been heard or seen, meanwhile productive skills are skills where people have to produce language themselves. Listening and reading are receptive skills as they used in receiving information and speaking and writing are productive skills as they are useful for delivering and producing information. Here, the word “receptive skills” doesn’t mean the opposite of active, because to be able to receive information either from listening or reading, we also need to conduct several processes to understand the information.

Based on what cited by Randi Stone (2009) from the National Council of Teachers of English (NCTE), his stated that reading is a cognitive process that has a specific purpose in which the reader at the same time uses some knowledge about text topics, culture to construct meaning with text, and their spoken and written language. From these statements, it can be inferred that reading activity needs a lot of interaction between the text and the reader, which the interaction is

created when the reader involves the text and tries to make meaning of the message in the text.

Furthermore, to obtain new information and knowledge by reading, the readers need to comprehend what they read, this statement is supported by William Grabe and Stoller (2011), who stated that the capability to interpret the information appropriately what is meant by the text and understand it in a text is the mean of reading comprehension. Moreover, they assumed that without comprehension, reading is nonsense and useless, it's related to each other and cannot be separated. In a simple way to understand, the essence of the reading process is reading comprehension, which means we have to know the meaning of the text that we read.

Reading is a strongly important activity in our life; this statement was stated by Zua (2017) because with the reading we can follow the development of the surrounding events and ideas. Moreover, reading is a process that negotiates the meaning between the text, and there are many students in senior high school who are asked to be able to produce and comprehend short functional texts that consist of narrative, recount, report, explanation, procedure, analytical exposition, and descriptive.

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 the second-grade high school (XI MIA) students in MAN 2 Aceh Barat in reading comprehension of descriptive text, 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.

However, in this thesis, the author only wants to focus on descriptive text, which is a kind of text that usually used to give information and description of particular things, such as animals, people, or others. The general structure of the descriptive text is (1) Description: Describes characteristics, parts, and qualities. (2) Identification: Identifies a phenomenon to be described.

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.

Fran Lehr, Jean Osborn, and Elfried H. Hibert (2005) said that there are many strategies that could improve the learners reading comprehension, including the descriptive text, one of them is the Question-Answer Relationship (QAR) strategy that developed by Raphael in 1968, which intended to clarify how students approach the tasks of reading texts and answering questions.

In this strategy, Margaret Bouchard (2005) classifies four terms that can help the learners identify the answer. Those four terms, which are also known as QAR taxonomy, include the "think and search", the "author and me", the "on my own", and the "right there" layers. In the "think and search" layer readers need to think about how information or ideas in the passage relate to each other. In the "author and me" layer readers need to use information and ideas that are not stated directly in the passage to answer the question, this means, that the readers have to think about what they've just read and formulated their opinions or ideas. In the "on my own" layer readers need to use their background knowledge on a topic to answer the questions, and that means, the readers don't have to refer to their passage anymore. Meanwhile, in the "right there" layer readers need to go back to the passage and find the correct information to answer the question.

The QAR strategy shows the relationship between questions and answers, how to find information in the text according to various types of questions, it conveys that the answers can be found in the source text or from our experience

and knowledge. The use of this strategy is particularly helpful in schools for serving many students of dissimilar backgrounds. According to Raphael and Au (2005), QAR instruction can be used for all content areas and grade levels of the learners because of the way categories from the development of difficulties.

Based on all the definition above, the researcher would like to conduct the research entitled “The Implementation of Question Answer Relationship (QAR) Strategy in Improving Students’ Reading Comprehension of Descriptive Text.”

B. Research Question

Based on the explanation above, the writer in his research formulates the research question as follow:

1. Does the implementation of the Question-Answer Relationship (QAR) strategy improves the students’ reading comprehension of descriptive text in the classroom situation?
2. How are the students’ responses on Question Answer Relationship (QAR) strategy in improving their ability in reading comprehension of descriptive text?

C. Aims of study

1. To find out that the implementation of the Question-Answer Relationship (QAR) strategy improves students’ reading comprehension of descriptive text.
2. To find out students’ responses toward the implementation of the Question-Answer Relationship (QAR) strategy in improving their ability in reading comprehension of descriptive text.

D. Research Hypothesis

To get the answer, the researcher purposes two kind of hypothesis, which are Alternative Hypothesis (Ha) and Null Hypothesis (Ho) as below:

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

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

E. Significance of the study

This research was expected to give some benefits to the students and teacher, where the students can freely apply the QAR strategy as a way to help them to understand the text better so that they can answer the questions with less time-consuming reading activity. Thus, the students must train the capability to use QAR charts in order to answer the questions more easily especially in the final examination. Even though the students do not use the QAR chart for tests because it will take much time, they have known to use the strategy to answer the questions.

Based on 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 innovations in teaching. The

QAR strategy is very suitable to be implemented for conduct the final examination.

F. Terminology

There have 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.

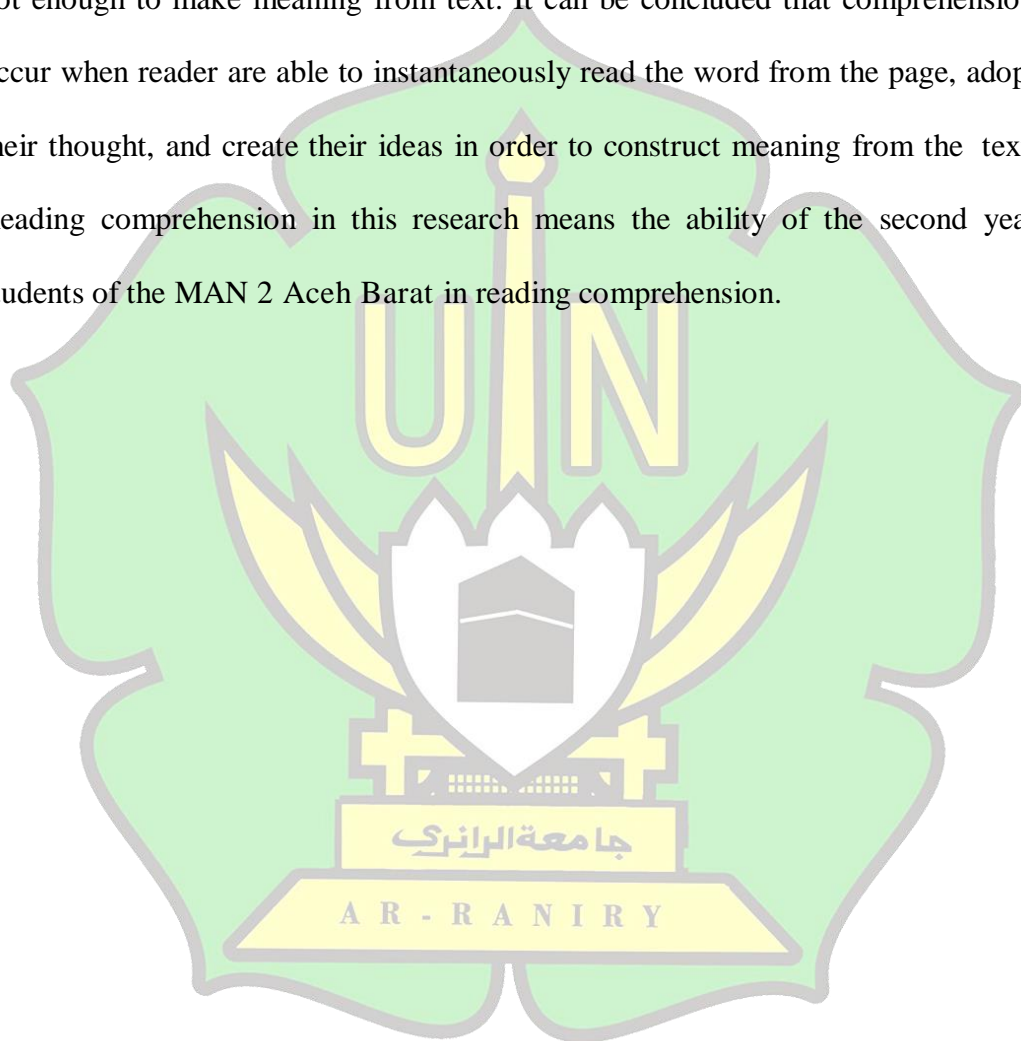
1. Question Answer Relationship (QAR)

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 MAN 2 Aceh Barat.

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 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 second year students of the MAN 2 Aceh Barat in reading comprehension.



CHAPTER II

LITERATURE REVIEW

This chapter presents a literature review that discusses some topics, including the understanding of reading comprehension, the level of reading comprehension, and the teaching reading comprehension strategy. This chapter also discusses the definition and purpose of descriptive text and kinds of descriptive Text. Furthermore, the chapter also discusses the definition of Question-Answer Relationship strategy, categories of Question-Answer Relationship strategy, and previous studies.

A. The Understanding Reading Comprehension

1. The Definition Reading Comprehension

Reading is one of the language skills that have an essential role in developing student knowledge. As we can see in any school that teaches this skill, the students apparently have to read many kinds of English text to understand what all those texts are about. That means reading has a very important role in the teaching and learning process. Like stated by Broughton (2003), reading consists of these three important components, including recognition of written symbols, linking them with language, and understanding meaning in the end, which make reading recognized as one of complex skill. On another hand, reading also known as a way to receive the information actively from a text by recognizing the

language, understanding written or printed words, decoding meanings, and finally makes inferences of that information.

Comprehension cannot be separated from reading because comprehension is the essence of reading itself. Where reading skills require the student to be able to comprehend the text itself. In detail, comprehension is an active constructive process in which the final understanding of a text is determined by a combination of what is stated directly in the text and the readers' prior knowledge related to the topic of the text. Comprehension also considers the goal of reading. According to David Nunan (2003), to reach reading comprehension; readers need to engage in fluent reading and strategic reading.

2. The Purpose of Reading Comprehension

Every person has their own purpose when they read a text. People read novels, comics, or magazines probably because they can get pleasure from reading those kinds of text. Then, other people may read textbooks, newspapers, journals, or scientific articles because they want to get factual information that they wanted to know. One of the purposes of reading is for information. Grabe and Stoller (2013) identify that reading purposes can be as:

a. Reading to skim and searching for simple information

Reading to skim, which is the combination of strategies on guessing where important information might be located in the text and then using basic reading comprehension skills on those parts of the text until a general idea is shaped. On another hand, reading to search for simple

information or scanning where the reader usually used this to find the specific words or specific piece of information.

b. Reading to learn something from the text

Reading to learn something from the text is when the readers have the intention of acquiring knowledge from what they read, or when they need to learn a considerable amount of information from a text they read.

c. Reading to writes and critique texts, and to integrate information

Reading to write and to critique tasks may be task variants of reading to integrate information. Meanwhile, reading to integrate information requires critical evaluation of the information being read so that the reader can decide what information to integrate and how to integrate it for the reader's goal.

3. Teaching Reading Comprehension Strategy

Getting students to read is one of the important parts of teachers' job. As stated by Harmer (2001), reading text provides opportunities to study language: punctuation, grammar, vocabulary, the way to construct sentences, paragraphs, and texts. Therefore, it is important for teachers to discuss with their students the approach to reading, and perhaps inform their students of information about the specific and actual benefits of reading activities.

In teaching reading, a teacher can use many different strategies. Harmer (2007) said that strategy is an action taken by the teacher to achieve one or more of the objectives of teaching and learning. This strategy can also be defined as a general direction set for the teaching process. The teacher should use many

strategies in teaching reading, such as applying various methods, media, and games to keep students interested.

According to Judi (2007), there are seven strategies in teaching reading comprehension; some of them are as followed:

a. Activating or Building Background Knowledge

Building and activating background knowledge refer to helping students to remember what they already know about a topic. Students are filled with information and ideas that will make them curious and then invite them to make a connection to construct new information.

b. Questioning

Questioning means that students are asking about what they are curious about to help them understand the text. Questioning for comprehension involves readers questioning the author and the text, searching for bias and point of view, and determining validity, and it helps readers learn more about what it means to ask meaningful questions.

c. Making Predictions and Drawing Inferences

Students can earn a prediction or draw inference by constructing their background knowledge with the information they find in the text. A reader who concludes is engaged in deep comprehension because they are trying to understand the implicit information and searching for deeper meaning.

d. Determining Main Ideas

Main ideas are always a part of something important in reading

comprehension. When students are asked to make notes, then they try to assess the importance and then distinguish main ideas from supporting details. It will help students to comprehend the whole text.

e. Synthesizing

Synthesizing refers to bringing the information together to create new knowledge. Students gather various information and background knowledge in order to make a piece of new knowledge.

However, all of those strategies are not enough to make the students concern about the reading activity, they also need opportunities to develop and analyze their own reading skills.

4. Assessing Reading (Reading Assessment)

Based on Brown's (2007) explanation, there is a significantly different meaning between assessment and test. Where the assessment is an ongoing process that encompasses a much wider domain. While, the test, on the other hand, 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. Based on these definitions, I can simplify that tests are instruments that are usually designed and that have identifiable scoring rubrics whereas assessment is a student's response to a question, it offers comment and it tries out a new word of structure. Assessment is usually found to assess students' performances that ultimately get assessed by themselves, the teacher, as well as other students. Brown (2007) also adds class assessments that can apply the principles of reading assessment, namely:

- a. The teacher must explain in depth which micro or macro skills will be explained.
- b. The teacher must identify the type of written communication that is being evaluated.
- c. The teacher must choose carefully among the various possibilities from understanding letters or words 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. Descriptive Text

1. The Definition of Descriptive Text

According to Oshima and Hogue (1997), descriptive writing appeals to the senses, so it tells how something smell, look, feel, taste, and sound. Besides, a good description is like a “word picture”; the reader can imagine the place, object, or person in the reader's mind. A writer with a good description is like an artist who paints a picture that can be “seen” clearly in the mind of the reader. There are two generic structures of a descriptive the first one is identification (an introduction to the subject of the description), and the second is the description of

features (describe the characteristic features of the subject). Descriptive text is usually used to persuade other people to think or act in a certain way, such as an advertiser describing a product to persuade people to buy it, a travel agent describing local places to persuade people to visit it, or a real estate agent describes their properties to stimulate people to see it. Descriptive texts also allow us to entertain, express feelings, relate to experiences, persuade, and inform. Although they can serve a variety of purposes, descriptive texts are most often expressive, so they most often help writers to share their perceptions.

2. The variations of Descriptive Text

According to David Jolly (1984, p. 470) in Tiur Asih Siburian Journal (2013, p. 34), there are five types of descriptive text:

a. Describing Process

Describing a process not only explains how something was done, but also explains why it was done and what was needed to complete the process.

b. Describing an event

To describe an event, a writer should be able to memorize and remember what happened in the event. Supposed the writer will write about Tsunami that was happened in Japan. In this case, he/she has to explain all details related to the event, so that the readers can imagine the real situation and condition.

c. Describing a personality

In describing a person, the first thing that we do was recognizing

his/her individual characteristics. We need to describe people occurs fairly areas of physical attribute (hair, eyes), emotional (warm, nervous), moral attributes (greedy, honest, worthy, trust), and intellectual (cleverness, perception)

d. Describing a place

Presenting something concrete was the way to describe place, for example: a home, a hospital, and school.

e. Describing an object

To describe an object accurately was done by providing the physical characteristics of the object such as the color, form, shape, and so on.

In addition, the descriptive text also consists of two important parts, namely identification as a means for general identification of objects, and descriptions as detailed paragraphs that describe objects. Meanwhile, a closing paragraph is optionally added to close the text.

3. The Structure of Descriptive Text

Based on the opinion of Sarwono and Purwanto (2013), descriptive text generally consists of three parts. First, the introduction, which usually includes the main aspects covered by the subject. Second, the content section usually contains a description of aspects A, B, C, etc. Third, the concluding section consists of the conclusions of the entire text.

On the other hand, Noprianto (2017), states that the schematic structure of a descriptive text is an identification or statement and description that is generally

stated. General identification statements aim to introduce and identify specific participants such as objects, people, animals, places, and events. On the other hand, descriptions are structured to describe an object in terms of appearance, characteristics, personality, and qualities or habits.

4. The Language Features of Descriptive Text

Besides the structure, the descriptive text also has some language features which are very simple and easy to be taught. According to Allexandermongot Jaya (2008), there are several language features that commonly uses in descriptive text, which including:

- a. Has certain noun/clear noun, for example: my car, my new house, etc.
- b. The describing subject is unique and when describing is sticks the difference or uniqueness out of the others, for example: my dog doesn't like bones.
- c. Using simple present, for example: I live in a simple house; the house is very beautiful; it has a wonderful park.
- d. Using detailed noun phrase; to inform about the subject, for example: I have white skinned girlfriend, etc.
- e. Using some kinds of adjectives that have describing, numbering, and classifying something, for example: two strong legs.
- f. Using thinking verbs and feeling verbs.
- g. Using Action verbs, for example: my cat eats mouse; etc.
- h. Using figurative language; like simile or metaphor. For example: John is white as chalk; her hair is black as ebony.

Those language features are important to differentiate descriptive with

other texts. Therefore, writers should be aware of that and apply it in their works. This study will emphasize those language features of descriptive text during the research.

C. The Explanation of Question-Answer Relationship (QAR) Strategy

1. The Definition of Question-Answer Relationship (QAR) Strategy

According to T. E. Raphael (1986), the Question-Answer relationship strategy is a strategy in learning reading comprehension which is concerned with improving students' understanding in comprehending the text-based relationship among the reader's prior knowledge, the question, and the text. Furthermore, the QAR strategy usually used after students have read, and based on what stated by Raphael and Au (2005), the Question-Answer Relationship (QAR) strategy was developed to clarify how students approach the task of reading texts, and it also teaches them on how to decide what types of questions they are being asked, and where to find those answers.

On another occasion, McKnight (2010), states that the Question-Answer Relationship (QAR) strategy requires students to create a question of specific types, enabling them to become strategic in their comprehension because they will understand where the information is needed to be answered. McKnight also adds that the Question-Answer Relationship (QAR) strategy will develop students' several reading strategies, namely: using prior knowledge, connecting, visualizing, predicting, making inferences, and monitoring. Therefore, I can conclude that this QAR strategy is one of the most challenging content reading

strategies. Begin teaching this strategy by helping students understand that their question will come from the text or their previous knowledge.

In another hand, Corner (2006) highlights QAR as a reading strategy in which students categorize comprehension questions according to where they get the information they need to answer each question. The students are asked to identify whether the information they use to answer the question about the text is textually explicit or implicit information.

There are several rationales of implementing the Question-Answer Relationship (QAR) strategy in teaching reading comprehension that stated by Raphael and Au (2005):

- a. It helps students learn the kind of thinking that different types of questions require, as well as where to go for answers in the text, and also encourages students to be more proficient and strategic readers.
- b. It helps students to ask effective questions as they read and respond to the text.
- c. Teachers use QAR to guide and check student learning and to advance higher-level thinking on their students.

Furthermore, this strategy is designed so that teaching and learning activities are more effective and can achieve the expected competencies, especially in learning reading comprehension. As stated by Wiesendanger (2011), the purpose of implementing this QAR strategy is to train students to focus on meaning in context and encourage students to explain information obtained from

reading. He also proved that QAR can encourage readers to be more active, involved, and independent in understanding the text.

2. Question-Answer Relationship (QAR) Strategy Categories

According to Taffy Raphael in the article by the National Behaviour Support Service, QAR strategy could be categorized QAR question into two basic classifications they are “In the Book” and “In My Head” questions. For “In the Book” group of question, it’s consists “Right There” and “Think and Search” questions, and for “In your Head” group of questions, it’s consist “Author and You” and “In My Own” question.

a. In the Book Question

For “In the book” type of question, it have two categories, which are “Right there” type of question where the answers can be found in the text, and the “Think and search” type of question where the question can be answered using information from within the text, but it is not clearly located in one spot.

1) Right There

In this question category, the students can find their answer in one of the sentences in the text. “Right there” questions sometimes include the words; what is, According to the passages, Who is, How many, Where is, etc. The steps may be purposed to answer Right There question includes scanning to locate information, note-taking strategy to support easier recall of essential information, using context clues for creating definitions.

2) Think and Search

In this category, the student needs to draw a conclusion that requires the integration of information from more than one part of the text. The questions usually require the reader to think about information or ideas in the passage that relates to each other. Think and Search questions sometimes include the words; what factor, what cause, why did, for what reason, etc. The steps may be purposed to answer Think and Search question includes identifying important information, summarizing, using text organization (comparison/contrast, problem/solution, list, explanation) to identify relevant information, visualizing (setting, mood, procedures), using context to describe symbols and figurative language, clarifying, making text-to-text connections, and making simple inferences.

b. In Your Head Questions

For “In my head” type of question, it also have two different category, which are the “Author and You” type of question where the answers to these kind of question are not found in the text, and “On my own” type of question where to answer this type of question the readers need to use their background or prior knowledge, own ideas, and experiences.

1) Author and You

These questions require students to connect information from the text to what they have already learned and consider their own opinions

and experiences to an extent what they have learned. Author and You questions commonly include the words: The speaker's attitude, What is the author's message, The passage suggests, etc. The steps may be purposed to answer author and you question includes, predicting, visualizing, making simple and complex inferences, distinguishing fact and opinion, and making text-to-self connections.

2) On My Own

This type of question does require the reader to refer to the passage, so this does not usually appear on tests of reading comprehension. This question also can be used for the before reading procedure where the question is used to elicit students' prior knowledge, and also for after reading where the questions are used to connect what students have just read what they already know. The question sometimes includes the words: In your opinion, do you know, Based on your experience, have you ever, what have you learned, etc. The steps may be purposed to answer on my own question includes, activating prior knowledge (genre, experiences, authors), and connecting to the topic (self text-to-text).

3. *The advantages and the disadvantages of Question-Answer Relationship (QAR) Strategy*

Question Answer Relationship is one of several strategies used in teaching reading comprehension. This strategy has many benefits to increasing students'

comprehension of reading. According to Afflerbach (2010), there are several advantages of the QAR strategy:

- a. Using the QAR strategy, the instructions used by the teacher can be adjusted based on the class level and content area. So that this strategy can be applied across grade levels and content areas.
- b. This strategy allows students to learn reading strategies, such as scanning, skimming, or context instructions to find specific information in the text.
- c. The QAR strategy is able to generate critical thinking of students when dealing with texts or assignments on high-risk tests because QAR questions are not only limited to the Right there or in my head, which is the answer to the questions in the book, but also QAR's strategy of having questions 'on my own or author and me'.

Besides having advantages, the QAR strategy also has limitations. According to Credence in the Journal of Linguistics, Literature, and Language Teaching by Sa'daulloh Muzammil (2016), Credence raises two things that are of concern in the use of QAR: First, QAR only helps provide an overview of types answer to a question, does not guarantee the correct answer. Therefore, it was not asked to tell students that the answers to questions came from a separate category such as readers or text. Second, he argues that determining the nature of the question-and-answer relationship logically follows the answer to that question, not before. He stated that QAR can only help as the best tool to help feedback readers on their responses to answer questions.

D. Teaching Reading Descriptive Text Using QAR Strategy

In using QAR Strategy, there is no certain step that must be followed by the teacher in order to teach reading comprehension. The instruction used by the teacher may be adjusted on the grade levels. So, the QAR strategy can be applied in various grades. Here are several steps in teaching QAR;

First, the teachers explain the definition of QAR strategy and how to use it to their students. Then, the teachers explain the question categories of the QAR strategy and the teachers give examples of QAR strategy to make students more understand about those types of question categories. In this step, the teachers introduce what is “in the book” and “in my head” questions and how to find its answer. The teachers also give their students the example of each type and the answer to the question.

Next, the teachers explain that both “in the book” and “in my head” questions are divided again into two categories of each. They are the “right there”, the “think and search”, the “me and author”, and the “on my own” questions. The teachers explain that the “right there” and “think and search” questions are types of questions in which the answer can be found in the text. The teachers also give the example of each type. Then, the teachers make another question and ask students to categorize the questions. Which questions belong to the “right there” type and which are belong to the “think and search” type. The teachers also ask them to show where they find the answer.

Furthermore, the teachers explain the “me and the author” and “on my own” type of questions. The teachers clarify that the answers of these types are

not in the text, but the students need to use their prior knowledge and fit all the information they get from the text. To make those two types of questions clear, the teachers have to ask their students to categorize those types of questions. Because these types of questions are a little bit difficult to explain, and the teachers need to ask the students to work in groups. By working in groups, the students can discuss with their friends, and it also makes them brave to share their assignment results.

After the teacher explained all the types of questions, the teachers give the students a passage and ask the students to categorize the type of each question, and also ask their reason. This step better to do more than once, so the students are able to master applying this strategy.

In the next steps, after the students master applying this strategy, the teachers ask them to make a question of each type and also the answer of each question. In the last steps, the teachers give an assignment to their students, so their can worked it individually. The teachers give a text and question and the students are asked to answer it.

In short, the steps of using the QAR strategy to teach are; give an explanation and example of each question type of QAR, try to find where the answer is and how the answer is found, discuss with groups then answer the question using QAR strategy.

E. The Previous Related Study

Some previous studies related to this research. Those previous studies are conducted by Mutia Soraya from Banda Aceh, Rani Herning Puspita from

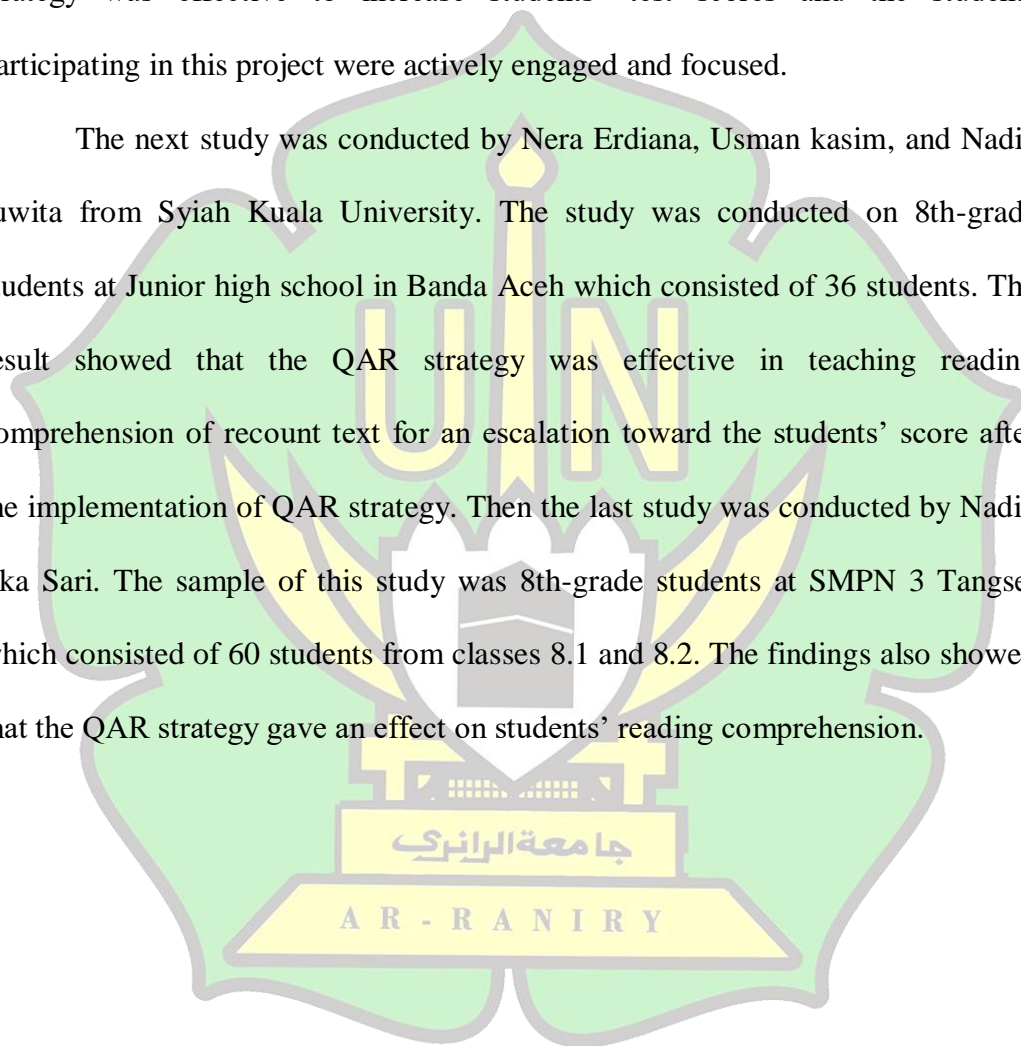
Semarang, and Sean Cummin Melisa Streiff and Maria Cerano from New York. Based on those previous studies, the researcher conclude that using QAR Strategy is effective for increasing students' reading comprehension.

The first study is "The Effects of Question-Answer Relationship (QAR) and Think Aloud Strategies on Reading Comprehension Ability" this study was conducted by Mutia Soraya on 29 first-year students of the English language education department (Unit 3) in UIN Ar-Raniry in the academic year 2016/2017. This study was conducted for four meetings includes pre-test and post-test. The result was QAR Strategy help students in improving their ability in reading comprehension. Also, they are interested in learning reading comprehension by using the QAR strategy.

In line with Mutia, the second study was conducted by Rani Herning Puspita which entitled "Question-Answer Relationship as a Strategy to Improve Reading Skill in Narrative Text of Students Grade X of SMK Negeri 2 Semarang in the Academic Year 2011/2012". This study aimed to find out the effectiveness of the Question-Answer Relationship Strategy in reading comprehension. She conducted the classroom action research on 32 students of grade X-1 of SMK Negeri 2 Semarang. The class was chosen because the score of the students' was lower than other classes. The study shows using QAR Strategy improved the students' reading comprehension and the statistical analysis was shows a significant score between the pre-test and the post-test. Furthermore, using the QAR strategy had positive effects and increase students' reading comprehension in narrative text.

The third study was conducted by Sean Cummin, Melisa Streiff, and Maria Cerano, which also have the same result. The participants for this study were four girls and two boys of 24 students in 4th grade. They were chosen based on the judgment of their day-to-day performance. The finding shows the QAR strategy was effective to increase students' test scores and the students participating in this project were actively engaged and focused.

The next study was conducted by Nera Erdiana, Usman kasim, and Nadia Juwita from Syiah Kuala University. The study was conducted on 8th-grade students at Junior high school in Banda Aceh which consisted of 36 students. The result showed that the QAR strategy was effective in teaching reading comprehension of recount text for an escalation toward the students' score after the implementation of QAR strategy. Then the last study was conducted by Nadia Eka Sari. The sample of this study was 8th-grade students at SMPN 3 Tangsel which consisted of 60 students from classes 8.1 and 8.2. The findings also showed that the QAR strategy gave an effect on students' reading comprehension.



CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher would like to discuss the research methodology that used in this study. It presents the setting and time of the research, method, and design of the research, population and samples of the research, the instrument of the research, data collecting technique, data analyzing technique, and statistical hypothesis.

A. The Setting and Time of the Research

This research was conducted in MAN 2 Aceh Barat, which is located in Suak Timah, Samatiga, Aceh Barat, Aceh. This research would be held for three weeks, started from September 16th to September 30th, 2021, in the uneven semester 2021/2022.

B. The Method and Design of the Research

The research used a quantitative method because the data were analyzed using a statistical procedure that provides the information to answer the research question or hypotheses. This study was developed to find out the effectiveness of the Implementation of the Question-Answer Relationship (QAR) in improving students' reading comprehension of descriptive text. The study used one class as an experimental class. Supported by Creswell (2005) this design includes a pre-test measure followed by a treatment and post-test 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 pre-test and post-test to grasp the significant improvement.

In this research design, the researcher applied a pre-experimental research design and use only one class to be respondents. The research design pertained is the pre-test and post-test control design. Therefore, data would take from the pre-test and post-test to find out whether or not QAR is effective in improving students' reading comprehension of the descriptive text.

C. The Population and Sample of Research

1. Population

Population, as stated by Arikunto (2006) is the entire subject of the research. The population is a group of people. A population is the total of all the individuals who have certain characteristics and are being the interest of a researcher. On the other hand, Creswell (2008) also 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-1) students of 2021/2022 in MAN 2 Aceh Barat which consist 29 students.

2. Sample

The sample is a representative part of the population being studied. A good sample is a sample that represents a generalized population for results. Arikunto (2013) states that if the subjects are less than 100 then all subjects should be taken. But if you have more subjects, they can be taken as a sample. In this study, taking a class consisting of 29 students as a sample and selected using purposive sampling technique. Purposive sampling technique was used to find

suitable participants for this study, based on this technique the researchers used several criteria for research participants, such as; (a) The class that has low value in English reading comprehension of descriptive text, (b) The class that had already learned basic reading of descriptive text.

D. Data collection

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

1. Pre-experimental class

The researcher conducted an experimental teaching for five meetings, including the meeting for pre-test and post-test. The researcher applied the QAR strategy in teaching reading comprehension of descriptive text. 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 the implementation of the Question-Answer Relationship (QAR) strategy improve students' reading comprehension of descriptive text. This experimental class consists of 29 students. The researcher took five meetings with 2x40 minutes allocated time for each meeting, and those meetings include:

a. The first meeting

At the first meeting, the writer introduced himself to the students and explained the research schedules. After introducing, he gave a pre-test that consist of 10 questions. After conducting the pre-test, he asked the

students to sit in small groups and continued by explaining about Question-Answer Relationship (QAR) strategy in reading comprehension of descriptive text.

b. The second meeting

At the second meeting, the writer greeted and checked the attendance list of the students. After that, the researcher gave some introduction about the Question-Answer Relationship (QAR) strategy, and then he explained the two basic classifications of the Question-Answer Relationship (QAR) strategy which are “In the Book” and “In My Head” questions. After the explanation of the basic classifications of the Question-Answer Relationship (QAR) strategy, the writer gave the students the procedures of how to implement this strategy in reading comprehension, the writer also gave them the advantages and the disadvantages of using the QAR strategy in reading comprehension. At the end of this meeting, the writer divided all of the students into five groups for the discussing section on the next meeting, and he ended the class.

c. The third meeting

At the third meeting, the writer greeted and checked the attendance list of the students. After that, the researcher reviewed the 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 groups. Each group consists of 5 to 6 members. They have to discuss with their own group members about the main idea

and try to answer the question by using the QAR strategy. After all of the students understood the text, the students and the writer discussed the questions provided in the text to find out a deep understanding of the text. Before leaving the class, he gave some motivation about the importance of reading in daily life. The writer also told them to read all kinds of written texts to improve their knowledge.

d. The fourth meeting

At the fourth meeting, the writer greeted and checked the attendance list of the students. Formerly, the writer reviewed about Question-Answer Relationship (QAR) strategy from the last meetings, which include the definition, procedures, and the advantages and the disadvantages of the Question-Answer Relationship (QAR) strategy, and then he gave the opportunity to all of the students to ask and share with their friends or the writer about the QAR strategy that they already learned, and this meeting the writer also gave them the opportunity to talk about their difficulties on using this strategy, and he asked them to give each of them feedback on how the research was implemented by the writer.

e. The fifth meeting

At the last meeting, the writer greeted and checked the attendance list of the students. Before giving the post-test sheet, the writer reviewed about Question-Answer Relationship (QAR) strategy from the last meetings, and then he gave them the post-test. The rules were similar to the pre-test that was already given in the first meeting. Then he distributed the

questionnaires to the students. After collecting the questionnaires, the writer ended the class

2. Test

As stated by Brown (2001), the test is a set of questions and exercises used to measure the achievement or capacity of the individual or group. 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 of descriptive text or not. The test is pre-test was given to students. It was conducted before the treatment. Meanwhile, post-test was given after the treatment. The result from students' test would be collected and compared. There are numerous 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. Nevertheless, 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 of descriptive text.

3. Questionnaire

The questionnaire is probably the most common method in educational research. As suggested by Wilkinson and Birmingham (2003), the questionnaire can also be designed and used to collect vast quantities of data from various respondents. On other hand, Kabir (2016) also stated that a 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 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 the questionnaire is to achieve more concrete data 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 the Likert Scale technique, which is a type of scale that commonly used in survey research to measures respondents' attitudes towards a certain subject. Questions on the Likert scale are usually more in the form of single choice questions, and closed questions. The reason the researcher uses this Likert scale is that it can provide more detailed information related to people's attitudes towards the subject than the simple Yes/No question types. So, by using this Likert Scale, researchers can assess various levels of agreement, quality, importance, and other factors. The questionnaire was distributed to the participant of this study which consists of 29 students at MAN 2 Aceh Barat, they should choose the degree of agreement based on the student's opinion, and 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 the Question-Answer Relationship (QAR) strategy in reading comprehension of descriptive text, and the advantages of using the Question-Answer Relationship (QAR) strategy in reading comprehension of descriptive text, 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 analysis in this study uses quantitative analysis, where data analysis will be carried out to interpret data from the pre-test and post-test in order to determine the increase in students' understanding of the English text. The mean is used to determine the average of all samples (Arikunto, 2013). Therefore, in analyzing test scores, the researcher calculates the average score of students using a statistical formula (Sudjana, 2008), the formula is:

$$M1 = \frac{\sum FiXi}{\sum Fi}$$

Note:

Xi : Middle Score of interval class

Fi : Frequency

FiXi : The amount of implication between frequency and middle interval

Before calculating mean, the data must 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

N : The amount of sample

c. The length of sample

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

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

questionnaire item. It is used with tujuan to determine student responses after being taught about the use of the Question-Answer Relationship (QAR) strategy in learning English. Based on Sudjana (2008) the formula used is:

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

Notes:

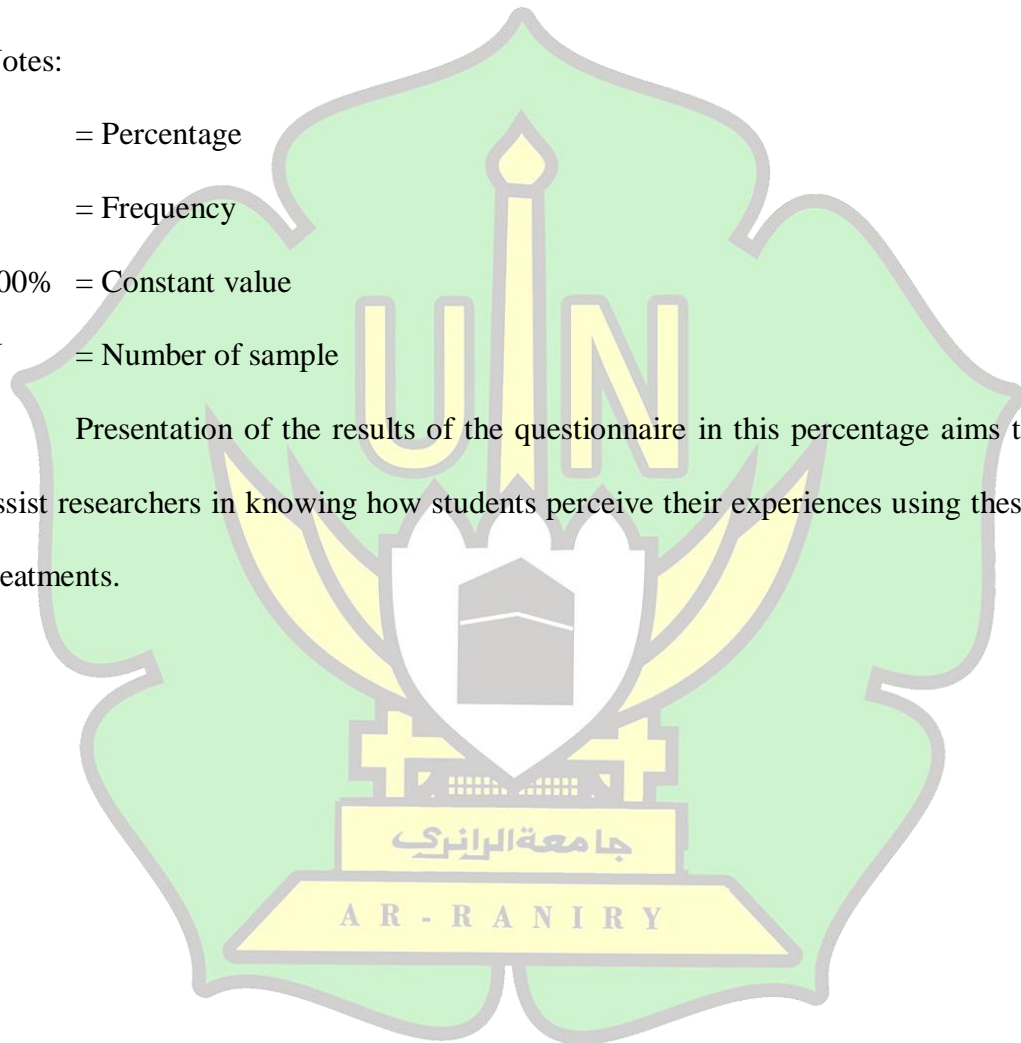
P = Percentage

F = Frequency

100% = Constant value

N = Number of sample

Presentation of the results of the questionnaire in this percentage aims to assist researchers in knowing how students perceive their experiences using these treatments.



CHAPTER IV

FINDINGS 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. Research Findings

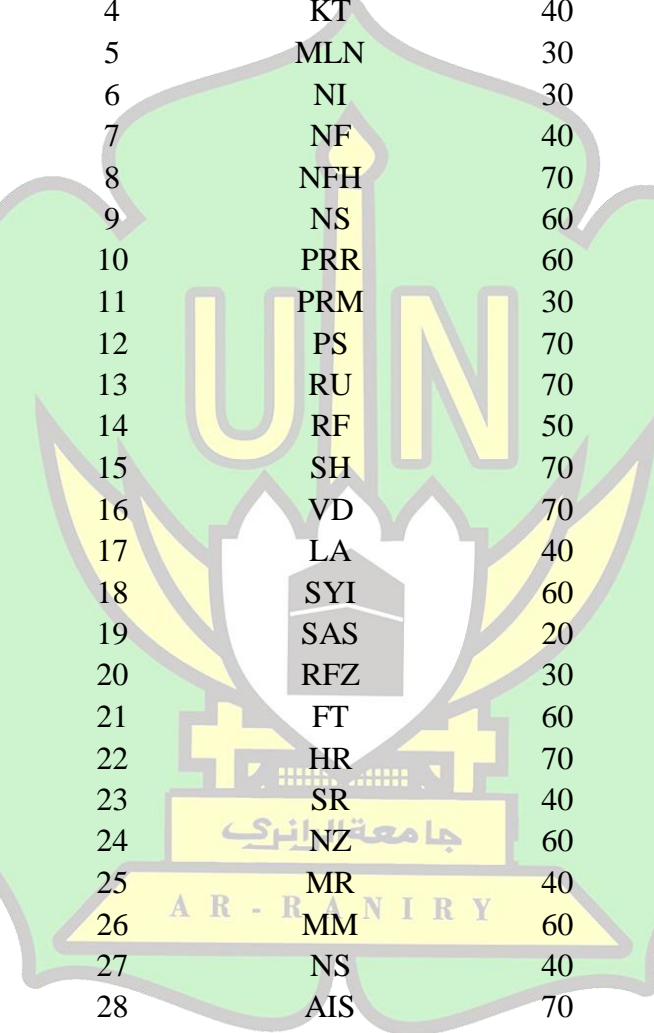
This subsection presents the findings of the implementation of the Question Answer Relationship (QAR) Strategy in Improving Students' Reading Comprehension of Descriptive Text in MAN 2 Aceh Barat. It based on the research question which has been provided earlier.

1. 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. After conducting the pre-test and post-test, the obtained data were calculated statistically to identify the mean scores and analyze whether the pre-test and post-test scores differed significantly after treatments. The first step was counted the mean of pre-test and post-test scores before doing the analysis.

a. The Result of Pre-test

Table 4.1

Students' scores in pre-test


NO	INITIAL	SCORE
1	AP	40
2	FA	60
3	IA	40
4	KT	40
5	MLN	30
6	NI	30
7	NF	40
8	NFH	70
9	NS	60
10	PRR	60
11	PRM	30
12	PS	70
13	RU	70
14	RF	50
15	SH	70
16	VD	70
17	LA	40
18	SYI	60
19	SAS	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

1) The Analysis of Pre-Test

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

a) 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:

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

b) Interval Class

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

$$\begin{aligned}
 I &= 1 + (3,3) \log n \quad (n = \text{number of students}) \\
 &= 1 + 3,3 \log 29 = 1 + (3,3) (1,46) = 1 + 4,825 \\
 &= 5,825 = 6
 \end{aligned}$$

c) Range of Interval Class

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

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

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

$$= 8,33 = 9$$

d) 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
	$\Sigma = 29$		$\Sigma = 1497$

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

e) The mean of the table

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

$$X = \frac{1497}{29} = 51,6$$

b. The Result of Post-test

Table 4.3

Students' scores in post-test

NO	INITIAL	SCORE
1	AP	100
2	FA	60
3	IA	90
4	KT	70
5	MLN	60
6	NI	80
7	NF	80
8	NFH	70
9	NS	60
10	PRR	60
11	PRM	50
12	PS	70
13	RU	60
14	RF	50
15	SH	80
16	VD	70
17	LA	40
18	SYI	70
19	SAS	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	RAIS	80
29	NA	50

1) The Analysis of Post-Test

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

a) 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 post-test is 100 and the lowest score is 40.

Thus, the range is:

$$R = H - L = 100 - 40 = 60$$

b) Interval Class

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

$$\begin{aligned}
 I &= 1 + (3,3) \log n \quad (n = \text{number of students}) \\
 &= 1 + 3,3 \log 29 \\
 &= 1 + (3,3) (1,46) \\
 &= 1 + 4,825 \\
 &= 5,825 = 6
 \end{aligned}$$

c) Range of Interval Class

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

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

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

$$= 10$$

d) Table of frequency distribution

From those result, the frequency distribution table is:

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
	$\Sigma = 29$		$\Sigma = 1779,5$

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

e) 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 the Question-Answer Relationship (QAR) strategy that the writer gives during treatment improve students' reading comprehension ability of descriptive text.

2. *Significance of Examining Hypothesis*

According to Sudjana (2008), "t" test (to) it's used to determine the significant examining of the student score. The aim is to measure and examine the significant between two means of pre-test and post-test. Then the result 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 : There is a significant difference in the students' English achievement after they were taught by using the QAR strategy in reading comprehension of descriptive text in the classroom situation.

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

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	AP	40	100	60	3600
2	FA	60	60	0	0
3	IA	40	90	50	2500
4	KT	40	70	30	900
5	MLN	30	60	30	900
6	NI	30	80	50	2500
7	NF	40	80	40	1600
8	NFH	70	70	0	0
9	NS	60	60	0	0
10	PRR	60	60	0	0
11	PRM	30	50	20	400
12	PS	70	70	0	0
13	RU	70	60	-10	-100
14	RF	50	50	0	0
15	SH	70	80	10	100
16	VD	70	70	0	0
17	LA	40	40	0	0
18	SYI	60	70	10	100
19	SAS	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:

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

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

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

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

$$SD = \sqrt{342.25}$$

$$SD = 18.5$$

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:

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

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

$$SEM_D = \frac{18.5}{\sqrt{28}} = 3.49$$

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

$$SEM_D = 3.49$$

6. Calculating t_0 score by using the following formula:

$$t_0 = \frac{M_D}{SEM_D}$$

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

$$t_0 = 4.34$$

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

$$\begin{aligned} Df &= N-1 \\ &= 29-1 \\ &= 28 \end{aligned}$$

8. Examining t_0 through t_{table}

The hypothesis of this research uses T_{table} at significant level of $\alpha = 0.05$. 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 the implementation of Question-Answer Relationship (QAR) strategy improves students' ability in reading comprehension of descriptive text.

3. *The Analysis of Questionnaire*

The questionnaires consist of ten questions provided in Bahasa since the students use Bahasa in daily life communication. It is used to get more information about students' perception toward the implementation of the Question-Answer Relationship (QAR) strategy in improving their reading comprehension ability of descriptive text.

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 the Descriptive text.

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

The table shows that all of the students love reading especially a descriptive text, and no one of the students choose the option disagree and strongly disagree. It can be concluded that all the students love reading, especially reading descriptive text.

Table 4.7

The Students' Perception toward the Importance of Reading Comprehension.

No.	Options	F	%
2.	a. Strongly Agree	24	83%
	b. Agree	5	17%
	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

The Students' Perception about whether they have known The Question-Answer Relationship (QAR) Strategy before the treatment was given.

No.	Options	F	%
3.	a. Strongly Agree	0	0
	b. Agree	0	0
	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 The Question-Answer Relationship (QAR) Strategy before the treatment was given. It can be concluded from the data that no one of the students agree or strongly agree to this statement.

Table 4.9

The Students' Perception about whether they have known how to use any of reading comprehension strategy before the treatment was given.

No.	Options	F	%
4.	a. Strongly Agree	0	0
	b. Agree	5	17,20%
	c. Disagree	5	17,20%
	d. Strongly Disagree	19	65,50%
Total		29	100%

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

Table 4.10

Students' response whether they have known how to use The Question-Answer Relationship (QAR) strategy in reading comprehension of descriptive text before the treatment was given.

No.	Options	F	%
5.	a. Strongly Agree	0	0
	b. Agree	0	0
	c. Disagree	5	17,20%
	d. Strongly Disagree	24	82,80%
Total		29	100%

The data in the table shows that all of the students do not know how to use The Question-Answer Relationship (QAR) strategy in reading comprehension of descriptive text before the treatment was given. It can be concluded from the data that no one of the students agree or strongly agree to this statement.

Table 4.11

Students' response about whether they were good at reading comprehension before learning by using Question-Answer Relationship (QAR) strategy.

No.	Options	F	%
6.	a. Strongly Agree	0	0
	b. Agree	0	0
	c. Disagree	8	28%

	d. Strongly Disagree	21	72%
Total		29	100%

The data above signifies that all of the students have lack of ability in reading comprehension before learning the Question-Answer Relationship (QAR) strategy. It can be concluded from the data that no one of the students agrees or strongly agree to this statement.

Table 4.12

I became better at reading comprehension of descriptive text after learning by using Question-Answer Relationship (QAR) strategy.

No.	Options	F	%
7.	a. Strongly Agree	5	17,30%
	b. Agree	24	82,70%
	c. Disagree	0	0
	d. Strongly Disagree	0	0
Total		29	100%

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

Table 4.13

Students feel confident at reading comprehension of descriptive text after learning by using Question-Answer Relationship (QAR) strategy.

No.	Options	F	%
8.	a. Strongly Agree	5	17,20%
	b. Agree	22	76%
	c. Disagree	2	6,80%
	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 the Question-Answer Relationship (QAR) strategy. 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 the Question-Answer Relationship (QAR) strategy.

Table 4.14

Students' perception toward whether the implementation of Question-Answer Relationship (QAR) strategy in reading comprehension of descriptive text 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 the Question-Answer Relationship (QAR) strategy is very helpful. Moreover, there are 19 students (60%) confirms that they agree with the statement. Then, no one of the students disagrees or strongly disagrees with the question statement.

Table 4.15

Students' perception about whether they will continue to use Question-Answer Relationship (QAR) strategy in reading comprehension.

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

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

B. 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 $T_{\text{score}} > T_{\text{table}}$ ($4.34 > 1.7$). It can be concluded that H_a is accepted and H_0 is rejected. It appears that using the Question-Answer Relationship (QAR) strategy is effective in improving students' reading comprehension ability. Thus, this data can answer the first research question of the writer that that the implementation of

the Question-Answer Relationship (QAR) strategy improves students' reading comprehension of descriptive text.

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 of descriptive text after learning by using the Question-Answer Relationship (QAR) strategy 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 the Question-Answer Relationship (QAR) strategy improve their ability in reading comprehension of descriptive text.

From the analysis of the questionnaires, the writer finds that most of the students agree that the Question-Answer Relationship (QAR) strategy are very helpful and they will continue to use those strategy in reading comprehension. In addition, the Question-Answer Relationship (QAR) strategy 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 the Question-Answer Relationship (QAR) strategy in teaching reading comprehension of descriptive text improves the ability of the second-grade high school (XI MIPA-1) students of 2021/2022 in MAN 2 Aceh Barat.

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 strategy on reading comprehension ability:

1. Teaching reading comprehension of descriptive text 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 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 $T_{\text{score}} > T_{\text{table}}$ ($4.34 > 1.7$), 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) strategy improve students' reading comprehension ability of descriptive text.
2. The second-grade high school (XI MIPA-1) students of 2021/2022 in MAN 2 Aceh Barat gave positive responses toward the

implementation of the Question-Answer Relationship (QAR) strategy in improving students' ability in reading comprehension of descriptive text. They are interested in learning reading comprehension by using the Question- Answer Relationship (QAR) strategy. 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 the implementation of the Question-Answer Relationship (QAR) strategy in improving students' ability in reading comprehension of descriptive text.

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 Question-Answer Relationship (QAR) strategy to help students in enhancing their reading comprehension ability.
2. Students are suggested to use the Question-Answer Relationship (QAR) strategy to deal with various types of English texts.

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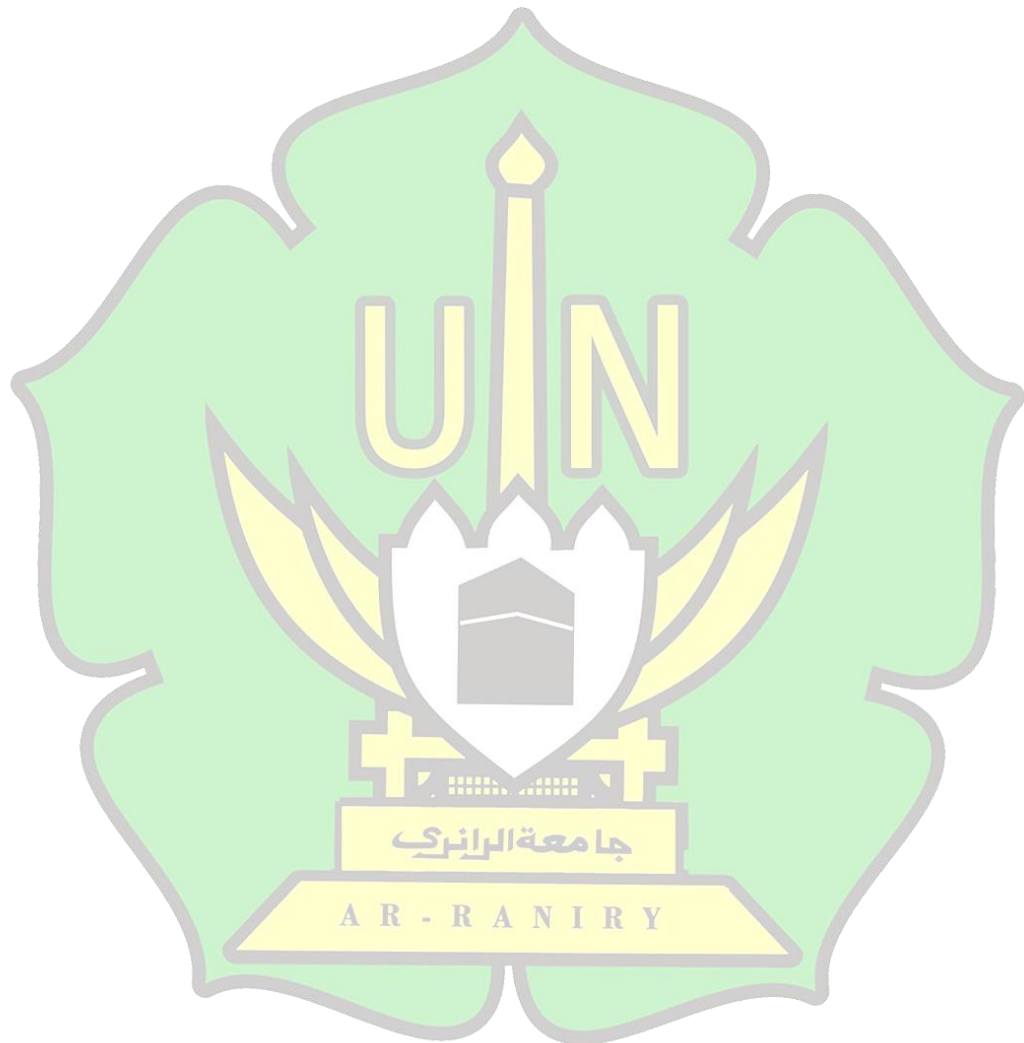
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SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Nomor : B-9896/UN.08/FTK/KP.07.6/06/2021

**TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN
UIN AR-RANIRY**

DEKAN FAKULTAS TARBIYAH 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 menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
- 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 Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
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9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
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11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 28 Mei 2021

MEMUTUSKAN

- Menetapkan
PERTAMA : Menunjuk Saudara:
1. Drs. Lukmanul Hakim, MA Sebagai Pembimbing Pertama
2. Fitriah, S.Ag, M.Pd Sebagai Pembimbing Kedua
- Untuk membimbing Skripsi :
- Nama : Robi Aulia Abdi
- NIM : 170203206
- Program Studi : Pendidikan Bahasa Inggris
- Judul Skripsi : THE IMPLEMENTATION OF QUESTION ANSWER RELATIONSHIP (QAR) STRATEGY IN IMPROVING STUDENTS' READING COMPREHENSION OF DESCRIPTIVE TEXT
- KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2020; No.025.04.2.423925/2020, tanggal 12 November 2019.
- KETIGA : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2021/2022
- KEEMPAT : 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: 11 Juni 2021

An. Rektor

Dekan



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.

THE RECOMMENDATION LETTER OF CONDUCTING RESEARCH FROM UIN AR-RANIRY



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-11671/Un.08/FTK-I/TL.00/08/2021
Lamp : -
Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,
Kepala Sekolah MAN 2 Aceh Barat

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

Nama/NIM : **ROBI AULIA ABDI / 170203206**
Semester/Jurusan : VIII / Pendidikan Bahasa Inggris
Alamat sekarang : Alue Raya, Samatiga, Aceh Barat, 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) STRATEGY IN IMPROVING STUDENTS' READING COMPREHENSION OF DESCRIPTIVE TEXT**

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

Banda Aceh, 16 Agustus 2021
an. Dekan
Wakil Dekan Bidang Akademik dan
Kelembagaan,



Dr. M. Chalis, M.Ag.

Berlaku sampai : 21 Oktober
2021

**THE CONFIRMATION LETTER OF CONDUCTING RESEARCH FROM
THE HEADMASTER OF MAN 2 ACEH BARAT**



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN ACEH BARAT
MADRASAH ALIYAH NEGERI 2 ACEH BARAT**

Jln. Pendidikan - Suak Timah - 23652-NPSN: 10114237.
NSM. 13111150002-AKREDITASI (A) Email : mansuaktimah15@gmail.com

Nomor : B-187/Ma.01.27/TL.00/10/2021
Lampiran : -
Perihal : Penelitian Mengumpulkan Data
Untuk Menyusun Data Skripsi

Kepada Yth. Pimpinan Fakultas Tarbiyah dan Keguruan
UIN Ar-Raniry Banda Aceh

di-

Banda Aceh

Assalamu'alaikum Warahmatullahi wabarakatuh.

Dengan hormat, menindak lanjuti surat dari Universitas Islam Negeri Ar-Raniry Fakultas Tarbiyah dan Keguruan Banda Aceh dengan Nomor : B-11671/Un.08/FTK-I/TL.00/08/2021 Tanggal 16 Agustus 2021, Perihal tersebut di pokok surat, maka dengan ini dinyatakan bahwa:

Nama : **Robi Aulia Abdi**
NIM : 170203206
Jurusan : Pendidikan Bahasa Inggris

Telah melaksanakan penelitian mengumpulkan data pada tanggal 16 September s/d 30 September 2021 Untuk menyusun Skripsi dengan judul, **The Implementation Of Question Answer Relationship (QAR) Strategy In Improving Students Reading Comprehension Of Descriptive Text.**

Demikian kami sampaikan untuk dapat dipergunakan seperlunya.

Wassalamu'alaikum Warahmatullahi Wabarakatuh.

Suak Timah, 04 Oktober 2021

Kepala MAN 2 Aceh Barat

SAIFAN IRWAN, S. Ag., M. Pd
NIP. 19730808 199905 1 001

Tembusan

1. Kepala Kantor Wilayah Kementerian Agama Provinsi Aceh;
2. Kepala Kantor Kementerian Agama Kab. Aceh Barat.

Test instruments for the students
(PRE-TEST)

Read the following text to answer questions number 1 to 4

Rose

Rose is plant with enchanting flowers from genus Rosa which has more than 100 species. This woody perennial plant grows in groups, allowing them to form climbing shrubs with prickles. Rose has various flowers in shape and sizes, making it one among popular flowering plants found in a house.

Most rose species are native to Asia, but some others are native to North America and Europe. It is typically grown for beauty and fragrant. Some species are used for commercial perfumery while some others are cut for ornamental flowers. In addition, rose also has minor medicinal uses.

1. What does the text tell about?
 - a. Gardening
 - b. Rose species
 - c. Flowers
 - d. How to grow rose plant
 - e. Where to plant rose
2. This statement is correct, except...
 - a. Rose has more than 100 species
 - b. Rose is native to Asia
 - c. Rose can be used for ornamental plant
 - d. Rose only has one variant of shape and size
 - e. Rose can be used in perfume
3. “It is typically grown...” (paragraph 2). The word “it” refers to...
 - a. Asia
 - b. Beauty
 - c. Rose species
 - d. Medicine

e. Commercial perfumery

4. Based on the text, which statement is true?

- a. Rose has minor benefit for medicinal uses
- b. People grow rose only for beauty
- c. Rose is not a popular flowering plant
- d. North America is not a native to rose species
- e. Rose has less than 100 species

Read the following text for questions number 5 to 7

Indonesia

Indonesia or commonly known as Republic of Indonesia is one of South East Asia countries. Located between Pacific and Indian Ocean, it makes Indonesia the world's largest archipelago country. Also called as Nusantara, this country has more than 17,000 islands. Having more than 261 million people, Indonesia becomes 4th most populous country in the world. Indonesia has more ethnics, languages and culture than other countries. Data showed that Indonesia has several ethnic groups including Javanese, Sundanese, and other with more than 700 recognized regional language.

5. What makes Indonesia one of most populous countries in the world?

- a. It is located in South East Asia
- b. Indonesia has more than 17,000 islands
- c. Indonesia has more than 261 million people
- d. Indonesia is rich
- e. It has more ethnics and languages

6. What is the main idea of the paragraph?

- a. Indonesia is one of South East Asia countries
- b. Indonesia is 4th most populous country
- c. Ethnics and languages make Indonesia rich
- d. Indonesia is an Asian country which has many cultures, ethnics, as well as people
- e. Indonesia is located between Pacific and Indian Ocean

7. The word "located" can be best replaced by....

- a. Situated
- b. Allocated
- c. Happened
- d. Borrowed
- e. Surrounded

Read the following text to answer questions number 8 to 10

My new cat

I have a new cat, its name is Shorty. I call it Shorty because it is short than the other cats. My cat is a Persian cat with flat nose and fluffy hair. It has sharp, yellow eyes that glow in the dark. Shorty likes to run around the house, chasing any moving things. I like to see Shorty sleeping because it looks cute. Shorty does not like to eat canned food, instead it prefers fresh tuna.

8. “My cat is....” (line 1). The word “my” refers to

- a. Reader
- b. Cat
- c. Writer
- d. Mother
- e. Tuna

9. Which breed is Shorty?

- a. Persian
- b. Angora
- c. Half-breed
- d. Domestic cat
- e. Egypt

10. What does the writer tell about?

- a. New toy
- b. New cat named Shorty
- c. Writer’s new hobby
- d. Family
- e. Job

Test instruments for the students
(POST-TEST)

This text is for no. 1–5

Orchard Road

Orchard Road is a Boulevard which becomes business and entertainment center in Singapore. Orchard Road is surrounded by a lush tropical and flower gardens which are beautiful. At first, Orchard Road is just a suburban street lined with orchards, plantations nutmeg, and pepper farming. However, in the 1970s, it turned into a shopping center in Singapore. In 1960 and 1970 entertainment industries began to enter this road. Shopping centers such as mall and Plaza was built in 1974.

Orchard Road runs along about 2.2 km. This road is one-way street flanked by a variety of shopping malls, hotels and restaurants. The shopping area which is nearly 800,000 square meters provides a wide range of Things, food, and entertainment. In this area there are many options that can satisfy visitors from all walks of life starting from the luxury branded things to the Popular branded, from exclusive restaurants to fast food.

There are so many ways that can be accessed to get to Orchard road such as: by taxi, bus or drive your own car. For those who are driving to Orchard Road can be entered from the west through the Napier Road. Vehicles from Dunearn Road can turn to left at the intersection of the Marriott Hotel junction. Vehicles that come from Paterson can turn right onto Orchard Road. Orchard is always crowded so you have to be careful in order not to get lost.

11. The text mainly focuses on

- a. Singapore
- b. Orchard Plantation
- c. Plaza and Mall
- d. Orchard road as business and entertainment center
- e. Shopping Center

12. Which statement is TRUE?

- a. At first Orchard Road is a crowded settlement
- b. Orchard road became business and entertainment center since 1974
- c. Vehicles from Dunrean road turn to the left at intersection of the Marriott Hotel junction
- d. Orchard road is infamous place at Singapore
- e. Orchard road is not surrounded by flower garden

13. In the third paragraph the writer describes about?

- a. The location of Orchard Road
- b. The things that we can see at orchard road
- c. The direction to get to Orchard Road
- d. The history of Orchard Road
- e. The distance of Orchard Road

14. Words “it” in line 4 refers to?

- a. The plantation
- b. Luxury branded things
- c. The plaza
- d. Singapore
- e. Suburban street

15. The word “satisfy” in line eighth has the closet meaning with?

- a. Pleased
- b. Free
- c. Frighten
- d. Threat
- e. Loved

This text is for no. 6–10

Petruk Cave

Petruk cave is one of the leading tourist attractions in Kebumen, Central Java. The cave is located in the dukuh Mandayana Candirenggo Village, Ayah

District, Kebumen regency. In the petruk cave there is no lighting that illuminates the cave. It is still very natural cave so that petruk cave is very dark to be entered. Petruk cave's name is taken from the punokawan of puppet characters that is Petruk. The cave Named Petruk cave because the length of cave is as long as petruk's nose.

In the cave there are 3 floors that are the first is a basic cave, Hindu caves and Petruk cave. The base cave is a short cave which is just 100 meters away. The cave is used for tourist attractions. Hindu cave is part of the cave that is usually used to put offerings to the ancestor. Inside Petruk cave there are so many stalactites and stalagmites which are really awesome. If you want to explore this cave, you must be led by guides who are ready to take you through the cave. After arriving at the end of the cave, you can see the beach or waterfall located near at the end of the cave.

16. What is the text purpose?

- a. To inform readers about tourism in Kebumen
- b. To entertain reader about Petruk Cave
- c. To explain the reader about floors in Petruk Cave
- d. To Introduce The Local tourism in Kebumen
- e. To describe Petruk Cave

17. Why did Petruk cave named as one of character in Punokawan puppet?

- a. Because the cave is belong to Petruk
- b. Because Petruk is the first explorer of the cave
- c. Because Petruk is buried at the cave
- d. Because the cave's length is as long as Petruk's nose
- e. Because the cave's depth is as deep as Petruk's hair

18. Which part of Petruk Cave which used for place to put foods for ancestor?

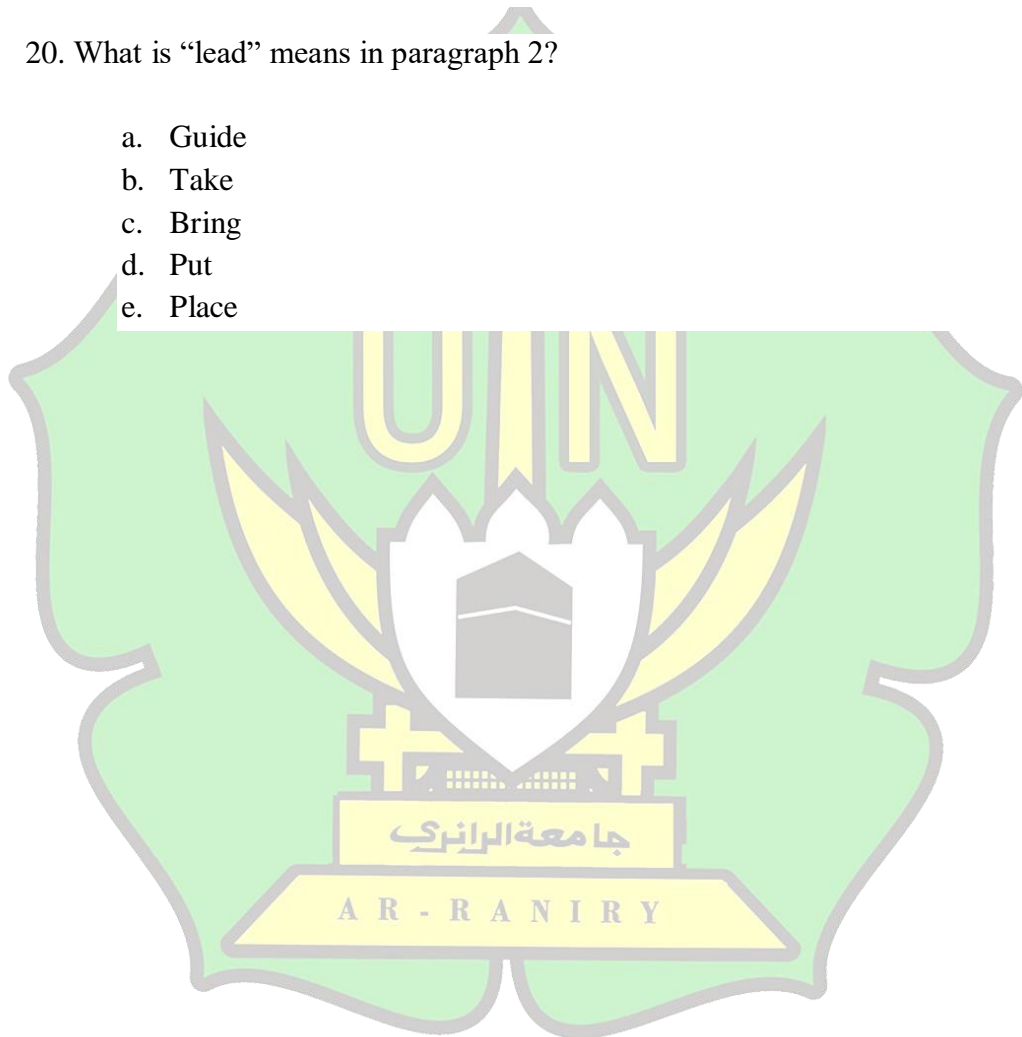
- a. In the basic cave
- b. In petruk cave
- c. In Hindu cave
- d. In front of the cave
- e. Inside the cave

19. What is stalactites means?

- a. A type of formation that hangs from the ceiling of caves
- b. Types of formation that lay on the floor of caves
- c. Types of food given to ancestor
- d. Someone who guide the visitor in the cave
- e. Kind of animals in the cave

20. What is “lead” means in paragraph 2?

- a. Guide
- b. Take
- c. Bring
- d. Put
- e. Place



KEY ANSWER

PRE-TEST

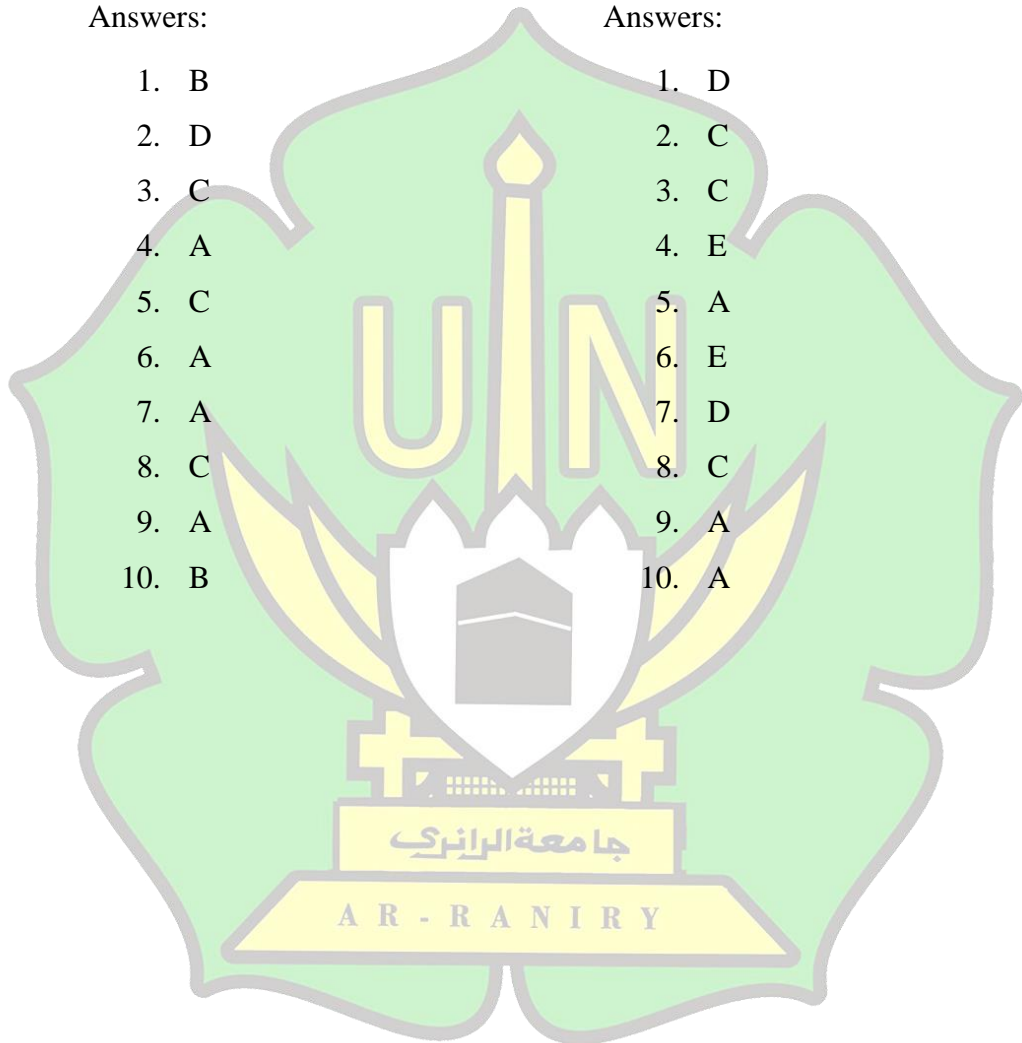
Answers:

1. B
2. D
3. C
4. A
5. C
6. A
7. A
8. C
9. A
10. B

POST-TEST

Answers:

1. D
2. C
3. C
4. E
5. A
6. E
7. D
8. C
9. A
10. A



SAMPLE OF STUDENT ANSWER

NAME : *Auliana putri*
CLASS : *XI MIPA 1*

Cross mark (X) on the correct option (A, B, C, D, and E)!

NO					
✓1.	A	B	C	D	E
✓2.	A	B	C	D	E
✓3.	A	B	C	D	E
✓4.	A	B	C	D	E
✓5.	A	B	C	D	E
✓6.	A	B	C	D	E
✓7.	A	B	C	D	E
✓8.	A	B	C	D	E
✓9.	A	B	C	D	E
✓10.	A	B	C	D	E

GOOD LUCK!

*B = 10
S = 0
PEMERIKSA = SHOLIH HAFIDZ*

QUESTIONNAIRE

QUESTIONNAIRE

Name : _____

This modified questionnaire is constructed to find out students' perception toward the implementation of Question-Answer Relationship (QAR) strategy in improving their ability in reading comprehension of descriptive text.

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

SAMPLE OF STUDENTS QUESTIONER ANSWER

QUESTIONNAIRE

Name : Auliana putri

This modified questionnaire is constructed to find out students' perception toward the implementation of Question-Answer Relationship (QAR) strategy in improving their ability in reading comprehension of descriptive text.

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

THE PHOTOS OF CONDUCTING RESEARCH



