THE EFFECTIVENESS OF QUESTION ANSWER RELATIONSHIP (QAR) STRATEGY TO PROMOTE STUDENT'S READING COMPREHENSION AT SMK NEGERI 2 PONOROGO

THESIS

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DEDICATION

The researcher would like to dedicate this thesis for:

1. My beloved parents (Mr. Edi Sufyani and Mrs. Siti Munawaroh) who always support me, pray for my success and thanks for your love.

2. My beloved best friends (Ninda, Luthfiah and Liza), thanks for all of the laughs and always give me ideas and suggestions.

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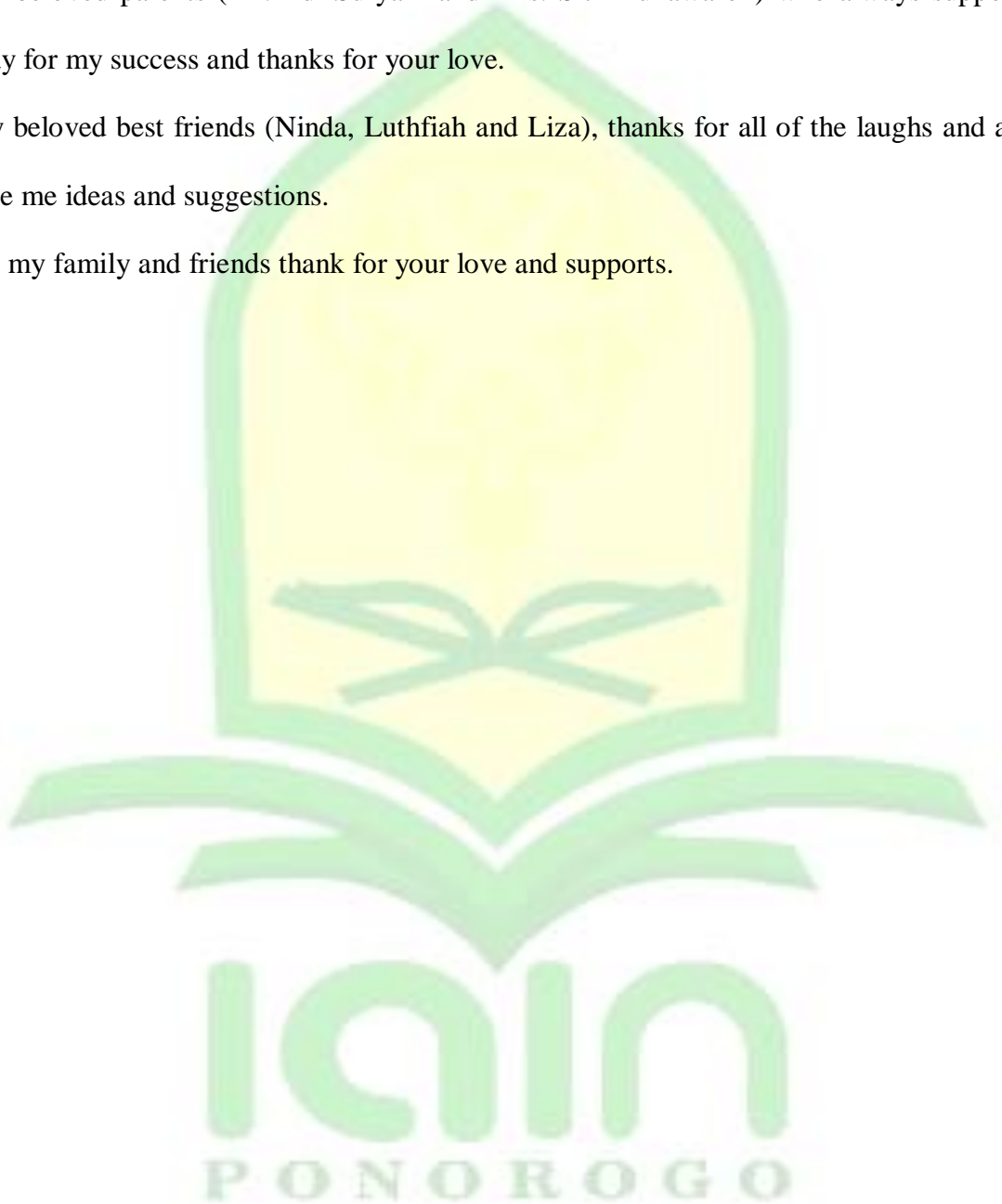
MOTTO

"The more that you read, the more things you will know. The more that you learn, the more

places you will go."[1]

~ Dr. Seuss ~

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[1] https://www.goodreads.com/author/quotes/61105.Dr_Seuss

ABSTRACT

Farhani, Liza Nur Alfina. 2022**.** *The Effectiveness Of Question Answer Relationship (QAR) Strategy To Promote Student's Reading Comprehension At SMK Negeri 2 Ponorogo.* Thesis, English Education Department, Faculty of Tarbiyah and Teacher Training, State Institute of Islamic Studies Ponorogo. Advisor, Dra. Aries Fitriani, M.Pd.

Key words: Question Answer Relationship (QAR) Strategy, Reading Comprehension

Reading is one of the language skills that must be mastered by students well. Because reading is an important factor that affects one's activities in learning communication. Through reading, students can acquire new knowledge of information and knowledge. In improving student achievement, teachers have an important role in teaching reading. Teachers must be creative in finding better strategies for delivering material. Therefore, Question Answer Relationship (QAR) is a strategy that can be used to solve problems in reading comprehension. By using the QAR strategy, students do not need to spend a lot of time reading section to find answers to questions that require students to answer the question using their background knowledge.

The objective of the study is to know whether there is any significant difference in reading comprehension between the students who are taught using QAR strategy and those who are not at the tenth grade students of SMK Negeri 2 Ponorogo.

This study uses a quantitative approach and uses quasi-experimental design. The population of this research is tenth grade students consisting of 446 students of SMK Negeri 2 Ponorogo for the academic year 2022/2023 and the sample are X A3 as the experimental class and X A1 as the control class which consists of 60 students. This study was taken as a sample using a purposive sampling. Data collection is done by using tests. To analyze the data, the researcher uses the t-test formula as the data procedure analysis.

The results showed that the value of the students who were taught after using the QAR strategy was 4.247. The t-table value at the 5% significance level with db=58 is 1.671. Based on the data analysis and testing of hypothesis, the result of the calculation found that the null hypothesis (H_0) was rejected, and the alternative (H_a) hypothesis was accepted. So, from the computation above it can be concluded that there is any significant difference between the students who are taught using QAR strategy and those who are not at tenth grade students of SMK Negeri 2 Ponorogo in academic year 2022/2023.

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Bismillahirrahmanirrahim

In the name of Allah SWT, the most gracious, the most merciful praise to Allah, the lord of the world his mercy and blessings, none of these possible. Furthermore, Shalawat and Salam to our best prophet Muhammad SAW, who has taught all Muslims with knowledge based on the Qur'an and As-Sunnah and has become my figure to serve Allah SWT. The writer is very grateful for the chances to accomplish this undergraduate thesis.

An undergraduate thesis is presented as partial fulfillment of requirements for the Degree of Sarjana Pendidikan (S.Pd) at the Department of English Education, Faculty of Tarbiyah and Teacher Training, State Institute of Islamic Studies Ponorogo. The undergraduate thesis entitled "The Effectiveness Question Answer Relationship (QAR) Strategy To Promote Student's Comprehension In Reading At SMK Negeri 2 Ponorogo"

In the process of completing this thesis, the writer has received many supports and help from many people. Therefore, the writer would like to thank:

1. Dr. Hj. Evi Muafiah, M.Ag as Rector of the State Institute of Islamic Studies Ponorogo.

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7. My beloved parents, for my mother Siti Munawaroh my father Edi Sufyani who always give pray, support, loving to me. So, I can finish my S1 degree.

8. Thanks to all my dearest friends for their support and sharing the happiness and sorrow during finishing this thesis.
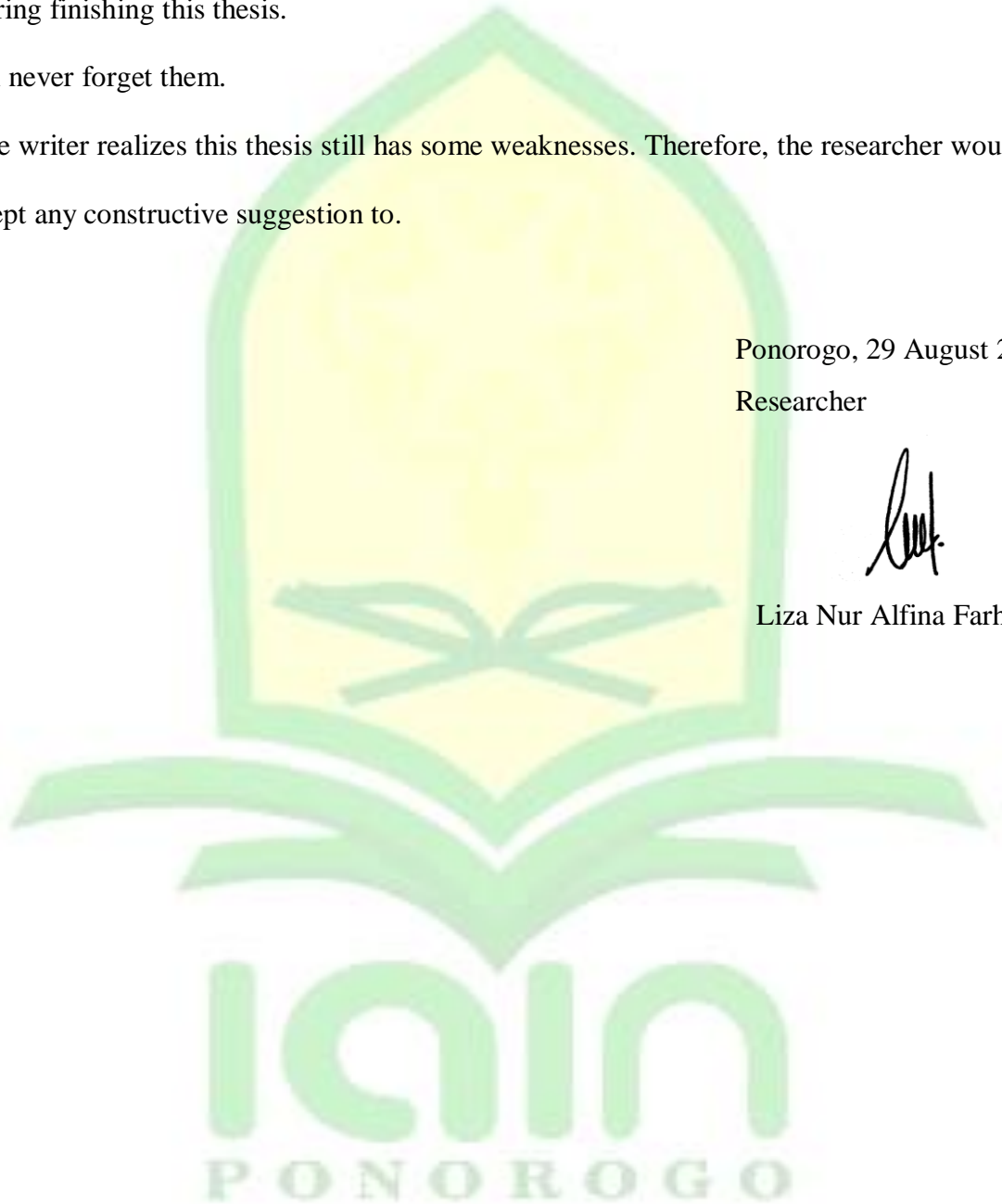
I'll never forget them.

The writer realizes this thesis still has some weaknesses. Therefore, the researcher would like to accept any constructive suggestion to.

<div align="right">

Ponorogo, 29 August 2022
Researcher

Liza Nur Alfina Farhani

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CHAPTER 1

INTRODUCTION

In this chapter the researcher discusses about background of the study, identification the problem, limitation of the study, statement of the problem, objective of the study, significant of the study and organization of the study.

A. Background of the Study

English must be learned as a second language. To make students feel comfortable and enjoy learning to read, teachers must choose interesting sentences teach reading. Reading as one of the skills in English is very important. It is the process of getting information from the written language. Reading text is a good model for writing in English. In many situations, reading can encourage to focus on vocabulary, grammar, punctuation and the way to construct sentences, paragraphs and texts.[2] Reading activities help students obtain information from various sources to support learning in school. Besides that, daily activities cannot be separated from reading activities. Various information can be obtained by reading, such as reading news in newspapers, the internet, billboards, story books and so on. Through reading, people can get a lot of information, knowledge, and even problem-solving. Therefore, the ability to read any form of text will bring great benefits to the reader. All of these purposes require good reading comprehension.

According to Alyousef, reading can be seen as an "interactive" process between the reader and the text, leading to automation or fluency in reading.[3] In the process of reading, the reader needs to comprehend the text. Pang stated that comprehension is a process that draws meaning from the relevant text. This includes not only knowledge of words, but also

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[2] Jeremy Harmer, *How to Teach English (6th Edition)*, (England: Pearson /Longman, 2010), p. 99.
[3] Hesham Suleiman Alyousef, "Teaching Reading Comprehension to ESL/EFL Learners," *Journal of Language and Learning* 5, no. 1 (2006) p. 64.

thinking and reasoning.[4] Therefore, reading comprehension is an active operation, not a passive one. Readers actively participate in the construction of meanings in the text. This successful involvement requires the use of prior knowledge.

Successful reading comprehension requires proactive processing of what students have read. With this processing skill, students must have automatic reading skills and fluency, the required vocabulary and text. Successful comprehension is enhanced by implementing strategies for students to monitor comprehension, increasing their intrinsic interest in the text, and creating reading goals and objectives.[5]

Teaching reading at school is aimed to improve the reading comprehension of students who understand the reading text. The goal of teaching reading is to improve students' reading comprehension so that they can read English texts efficiently and effectively. Most students find reading very difficult work because they don't really understand how to comprehend a reading material. Reading comprehension is one of the most important elements in understanding reading text.

Based on interviews with English teachers at SMK Negeri 2 Ponorogo, students still have difficulty understanding the reading text after they have read it. This is because they do not have a lot of vocabulary, so they find it difficult to understand the text and recognize new words. Then, students are unable to find the main idea in a paragraph. In addition, the problem is the difficulty in understanding the meaning of the text, capturing information throughout sentences and paragraph and connecting the information from the text with their own knowledge.[6] Then the researcher conducted an interview with one of the students of SMK Negeri 2 Ponorogo, she said that the teacher had not applied any method. The teacher

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[4] Mensi Resolusi, "Teaching Reading Comprehension By Experience-Text-Relationship (Etr) Strategy To the Eight Grade Students of Smp Sandika Palembang," *Edukasi: Jurnal Pendidikan Dan Pengajaran* 2, no. 2 (2015), p. 135.

[5] Judy willis, Teaching the Brain to Read (Virginia USA: Association for Supervision and Curriculum Development, 2008), p. 127-128.

[6] Dyah Rahayu P, S.Pd., English Teacher of SMK Negeri 2 Ponorogo, Interview on February 2022.

only explains and writes on the blackboard then asks students to copy the material in their books.[7]

In fact, there are many strategies that teachers can use in helping student's reading comprehension process, one of them is Question Answer Relationship (QAR) strategy. The researcher chose this topic because the researcher read several thesis about new strategies such as fishbowl strategy, book talk strategy, SQ3R (Survey Question Read Recite Review), PQRST (Preview Question Read Summarize Test), and strategy QAR (Question and Answer Relationship). So that researchers are interested in choosing one of them as follows, the strategy is the question answer relationship strategy (QAR). It is hoped that the implementation of this strategy will later help students in reading comprehension and become a teaching strategy for teachers.

Using the QAR strategy allows students to identify possible answer locations by categorizing questions by type and monitoring comprehension of the text. In addition, implementing QAR encourages students to think critically because the technique involves quality questions. Klingner Janette K Sharon Vaughn and Alison Boardman stated that the QAR framework was selected for professional development initiatives. Students are usually asked to answer questions in the text. QAR strategy gives a framework for thinking about these questions and provides students with the tools and language to identify relationships between texts and questions. Does guide, but also helps students become more strategic or metacognitive when reading.[8]

Based on previous research has been done by Desti Anggraini, explained that "QAR as a useful and effective strategy to training to improve students' reading comprehension skills in

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[7] Imelda Safira, Student of SMK Negeri 2 Ponorogo, Interview on April 2022.

[8] Klingner Janette K, Sharon Vaughn & Alison Boardman, Teaching Reading Comprehension to Students with Learning Difficulties, (New York: The Guilford Press, 2007), pp. 110 – 111.

class".[9] So, the QAR strategy is useful to help students in reading comprehension and answering questions. Question Answer Relationship (QAR) strategy is a reading strategy developed by Raphael in 1986 which serves to assist the readers in connecting reading purpose to text and to personal information sources.[10] Rapahel identifies two categories of board from Question Answer Relationship (QAR) to find information and to answer questions: first, in the book questions consisting of Right There and Think and Search. Next is in your head question consisting of Authors and you and on your own. By applying the Question Answer Relationship Strategy (QAR), it is expected to help teachers improve their students' reading comprehension, as QAR provides students with question-and-answer strategies on reading comprehension. The categories of questions offered in the QAR allow students to spend less time.[11]

From the explanation above, the researcher to conduct experimental research entitled "The Effectiveness Of Question Answer Relationship (QAR) Strategy To Promote Student's Reading Comprehension At SMK Negeri 2 Ponorogo."

B. Identification of Problem

Considering about the background of the study above, some problems can be identified in this research, they are:

1. Students have difficulty understanding in the text.

2. Students are lack of vocabs.

3. Students are unable to find the main idea of the paragraph.

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[9] Desti Anggraini, *Question-Answer Relationship (QAR) as A Strategy Training to Improve Student's Reading Comprehension Of Narrative Text,* RETAIN (Research on English Language Teaching in Indonesia), Vol. 09 No. 02 (2021), p. 167.

[10] Donna E. Alverman, et. al., *Theoretical Models and Processes of Reading* (USA: International Reading Association (IRA), 2013), p. 1043-1044.

[11] Fuad Abdul Baqi, *Employing Question Answer Relationships (QAR) Strategy to Improve Students' Reading Comprehension (A Classroom Action Research at the Eleventh Year Students of SMA Negeri 1 Rangkasbitung in 2012/2013 Academic Year),* (Thesis, Jakarta, 2014), p. 39.

C. Limitations of the Study

The limitations of this study are:

1. The research subjects were students of tenth graded SMK Negeri 2 Ponorogo in academic year 2022/2023, they are X A3 and X A1.

2. The method use Question Answer Relationship (QAR) Strategy to student's reading comprehension.

3. Text material is narrative text.

D. Statement of the Problem

Based on the background above, the writer formulates the research question as follow:

Is there any significant difference in reading comprehension between the students who are taught by using QAR strategy and those who are not at tenth grade students of SMK Negeri 2 Ponorogo?

E. Objective of the Study

Based on the statement of the problem above, the objective of the study is:

Whether there is any significant difference in reading comprehension between the students who are taught by using QAR strategy and those who are not at tenth grade students of SMK Negeri 2 Ponorogo.

F. Significances of the Study

This research has several benefits and the author hopes that the results of this research can be useful theoretically and practically:

1. Significances theoretically

The theoretical benefits obtained from this research are as a development language learning strategies, especially reading comprehension learning using QAR strategi strategy.

2. Significance practically

The result of this study is expected practically to be beneficial for:

a. Teachers

For teachers, this research can be useful to increase knowledge and provide inspiration about learning strategies in teaching, especially learning to read comprehension using the QAR strategy.

b. Students

It is useful to improve students' ability to understand reading and understand the level of difficulty in each reading question and it can motivate students to improve their reading comprehension by using the types of QAR categories.

c. The researchers

This research can be used as an additional consideration to solve the reading problem when they find the same problem for their research.

G. Organization of the Study

The researcher writes this thesis in five chapters, as follows:

The first chapter of organization is introduction. Introduction is general description of the thesis. The first chapter consists of background study, limitation and statement of the problem, objective, significance of the study, and organization of the thesis.

The second chapter of organization is literature review. The review of related about definition of reading, teaching reading, reading comprehension, definition of QAR strategy, categorization of QAR, procedure of QAR, the advantages of QAR strategy.

The third chapter is research methodology. It is very important to explain since the research method can help researchers in collecting data. The research methodology discusses about research design, research setting, population and sample, operational definition of variable, instrument and data collection technique and data analysis technique.

The fourth chapter is result of research, which includes describe the results of this study and the analysis which is discussion of findings related to existing theories. It talks about student progress in their reading comprehension through Question Answer Relationship strategy. Besides, this is also contained a discussion about the comparison of two classes that use the Question Answer Relationship strategy with those that do not use this strategy in the tenth grade of SMK Negeri 2 Ponorogo.

The fifth chapter is conclusion. It consists of conclusion of the research and recommendation for the next researcher.
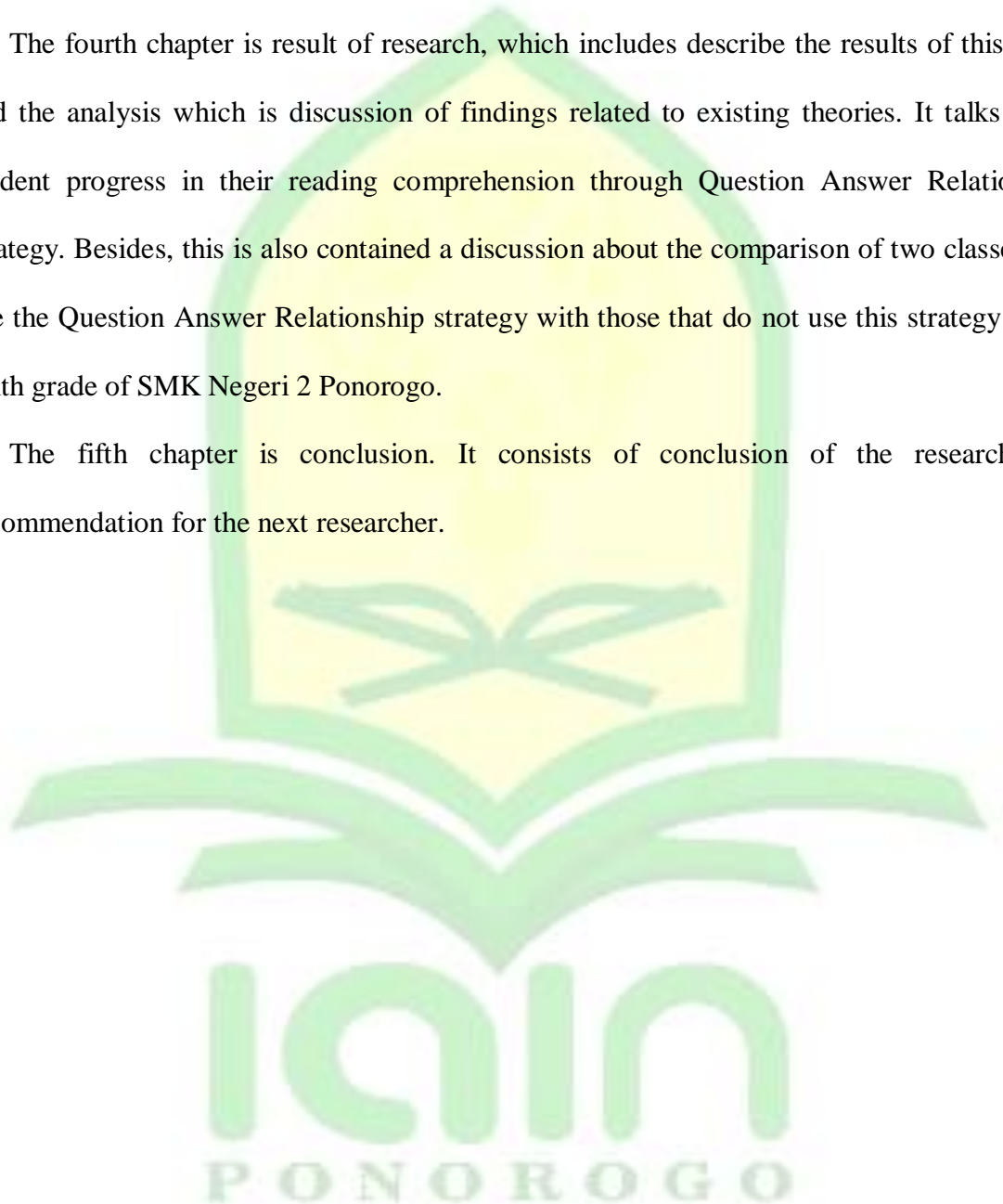
CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher discussed about theoretical background, conceptual framework and previous research finding and hypothesis.

A. Theoretical Background

1. Reading Comprehension

a. The nature of Reading Comprehension

Reading is an activity that we do to obtain information. According to Petel and Praveen, reading is an important life activity that can be used to update his/her knowledge.[12] It means that reading helps to give more understanding in the subject learning, it plays an important role in life that can update the reader's knowledge.

Reading is also an interactive process in at least two ways. First, the various read-related processes are carried out virtually the same time. While we are recognizing words very rapidly and keeping the active in our working memories, we are also analyzing the structure of sentences to assemble the most logical clause level meanings, building a main idea model of text comprehension in our heads, monitoring comprehension and so on. Efficiently combine these skills makes general understanding of skills take a long time to master.[13]

Reading is basically a very important skill. Reading ability will not develop if it is not trained and get used to. In the world of education, reading is the main key obtain information and expand knowledge through appropriate references quality. Reading is not only about interpreting written symbols to become form of speech, but also get meaning and information from written texts.

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[12] M.F. Patel and Praveen M Jain, *English Language Teaching (methods, tools & technique)* (Jaipur: Sunrise Published, 2008), p. 113.

[13] William Grabe and Fredricka L. Stoller, *Teaching and Researching Reading Second Edition* (New York: Routledge Taylor & Francis Group, 2011), p. 11.

Comprehension is part of life. Every waking minute, the brain is busy making sense of the world. In reading, the reader learns how to understand what is read and remember it.[14] Reading comprehension means understanding what is read and connecting the ideas in the text with what is already known. It also means remembering what has been read. In other words, understanding means thinking while reading.[15]

Karen states that with a deep and complete comprehension, readers can process the text and give meaning by evaluating, summarizing, analyzing, and interpreting the text.[16] Students learning to read need more effort to get information and understand the meaning of the text. Therefore, the goal is to gain an overall understanding of what has been read.

Brown states that teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.[17] Teaching can be defined to provide learning opportunities. However, the result of the lesson will depend on the student himself. but, as a facilitator of instruction, teachers must give best effort for guiding students to make them get the best result. Reading comprehension is a process of interaction between reader and author to communicate successfully in gaining what the author means on the text. Therefore, by teaching reading comprehension, it is expected that students will be able to understand the text.

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[14] Beatrice S Mikulecky & Linda Jeffries, *More Reading Power* (USA: Addison Wesley Publishing Company, 1996), p. 14.

[15] Linda Jeffries & Beatrice S. *Mikulecky, Advanced Reading Power, Extensive Reading, Vocabulary Building, Comprehension Skills, Reading Faster* (USA: Longman, 2007), p. 74.

[16] Karen Tankersley, *The Threads of Reading: Strategies for Literacy Development* (Alexandria: ASCD, 2003), p. 116.

[17] H. Douglas Brown, *Teaching By Principle: An Interactive Approach To Language Pedagogy* (California: Longman, 2000), p. 7.

b. The Purpose of Reading Comprehension

Everyone has their own purpose in reading a text. By reading they can get factual information about things they want or the purpose of reading is just for fun or entertaining themselves. Grabe and Stoller identify the purpose of reading as: [18]

1) Reading to search for simple information and reading to skim

Reading to find simple information or scanning aims to find certain words, or certain pieces of information. On the other hand, skimming is described as a combination of strategies to guess which important information lies in the text and then using basic reading comprehension skills on the text until general ideas are formed.

2) Reading to learn from texts

Reading to learn is a condition where the reader needs to learn enough about a number of information from a text. This usually occurs in academic and professional contexts.

3) Reading to integrate information, write and critique texts

Reading to integrate information requires critical evaluation of the information read so that the reader can decide what information to integrate and how to integrate it for the purposes of the reader. In this case, critiquing the text may be a variant of the reading task to integrate information.

4) Reading for general comprehension

Reading for general understanding, for second language is more difficult because being a fluent reader has a longer time compared to skilled and fluent readers, requires very fast time and automatic word processing, strong skills in forming general meaning representations of ideas. main ideas, and efficient coordination of many processes with very limited time constraints.

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[18] William Grabe and Fredericka L. Stoller, *Teaching and Researching Reading: Second Edition*, (New York: Routledge, 2011), p. 7-9.

There are two general terms used to describe reading activities: skills and strategies. Skills represent relative linguistic processing ability automated in their use and combinations (e.g. word recognition, syntactic processing). Meanwhile, Strategy is often defined as a set of abilities under conscious control of the reader, although this general definition may not be entirely correct.

c. The Types of Reading Comprehension

The terms extensive reading and intensive reading are very familiar to learners of English as a foreign language. Both are "reading" teaching approaches that both aim to benefit from reading material. Those are extensive and intensive reading for the detail description of the two reading types are as the following:

1) Intensive Reading

Beatrice states that "intensive reading is an activity in which students (usually in a class group, led by teacher) carefully read and examine an essay, short story, or other reading material assigned by the teacher."[19] It means that students have extensively read to get some information from the short material that they have to answer.

Nuttal stated that intensive reading is "Intensive reading involves approaching the text under the teacher's guidance or task that forces students to focus on the text and its purpose is to arrive at an understanding not only of what the text means but also of how the meaning is produced."[20] In other word, intensive reading is used to obtain deep understanding of a text. Then to achieve reading comprehension needs to pay attention to reading accuracy about reading text, vocabulary, and organization.

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[19] Beatrice S. Mikulecky and Linda Jeffries, *More Reading Power*, (New York: Addison-Weasly Publishing Company, 1996), p. 292.

[20] Christine Nuttal, *Teaching Reading Skill in a Foreign Language*, (London: Heinemann Educational Books) 2005, p. 38.

2) Extensive Reading

The best way to improve our knowledge of a foreign language is to live with the speaker. However, many people don't have the chance to live there. Therefore, there is another way to improve the knowledge that is to read extensively in that language. According to Nuttal, extensive reading extensive reading is assumed that to understand the whole (e.g., book) it is made up. However, we can, in fact, often understand a text adequately without grasping every part of it.[21] He also said, extensive reading, as the easiest and most effective way to improve students' skills and claimed that it is "much easier to teach students to read better if they are learning in favorable climate."[22]

Based on the above statement, we know that there are two types of reading, the two have differences from each other. Intensive reading is reading in short texts to get specific information. In this reading activity, students only read one or several choices of existing reading materials. The intensive reading program is one of the efforts to grow and develop critical reading skills. Meanwhile, extensive reading is associated with longer texts than intensive reading; This requires students' ability to understand the whole text. If in intensive reading only read one text slowly, but in extensive reading, reading several related texts at once and done quickly.

d. **Teaching Reading Comprehension Strategy**

Some studies show that an important part of teaching reading is the student's background knowledge, what they learn and remember or what they already know. Besides that, in teaching reading teacher can use many different strategies. Teachers

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[21] Ibid., 38
[22] Ibid., 127

need to use many strategies when teaching reading, such as use different methods, media and games to attract students' interest.

In effectively teaching reading comprehension, teachers guide students in the class to become competent and successful readers. Creative teachers apply many strategies and skills to meet the needs and learning styles of each student in the classroom, rather than using just one particular method and technique. The strategy is essential to help students understand the text. According to Judi, there are seven strategies to improve reading comprehension, as follow:[23]

1) Activating or Building Background Knowledge

   Activating and building background knowledge means helping students remember what they already know about the topic. Students are filled with ideas and information and then invite them to connect to create new information.

2) Questioning

   Questioning means that students are asking about what they are curious about to help them understand the text. Questioning for comprehension involves the reader in questioning the author and the text, look for biases and points of view and determine validity. By focusing on this question, the reader can learn more about what it means to ask meaningful questions.

3) Making Predictions and Drawing Inferences

   Students can make predictions and draw conclusions by building background knowledge using the information found in the text. The reader, engages in a deeper understanding as he/she seeks to understand the implicit information and seeks a deeper meaning.

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[23] Judi Moreillon, *Collaborative Strategies for Teaching Reading Comprehension* (Chicago: American Library Association, 2007), p.v.

4) Determining Main Ideas

When reading the understanding, the main ideas are always part of the important ones. When asked to take notes, then they try to assess the importance and try to distinguish between key ideas and supported details. It will help students understand the text.

5) Synthesizing

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

2. The Concept of Reading Narrative Text

a. Definition of Narrative Text

Furthermore, the function of narrative text is for entertain the readers or listeners. The main parts of narrative text are: orientation, complication and resolution.[24]

According to Nikki and Sally Yates, narrative seep into our lives, it's the way humans understand them experience; narrative text can be a work of fiction or nonfiction; Then, non-fiction narrative texts include informational stories, biographies and autobiographies, diaries and letters. Which is a narrative fiction is constructed from a number of elements: narrative, narrative structure, setting, characters, themes, and language.[25]

From the quotation above, it can be concluded that the narrative has the function to entertain the readers and tell to the reader all about the story or the events and

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[24] Eny Maulita Purnama Sari, "Increasing The Student's Writing Narrative Text Ability Through Brainstorming Technique", in *Pedagogy Journal of English Language Teaching*, (Lampung Timur: UNU Lampung), Vol. 5, No. 28 Desember 2017, p. 151.

[25] Nikki Gamble, et all, *Exploring Children's Literature Teaching the Language and Reading of Fiction*, (London: Paul Chapman Publishing, 2002), p. 27.

experiences from the writer. The narrative text o can be written in fiction or non-fiction.

b. Generic Structure of Narrative Text

An Effective narrative text has several important features that readers can use as a basis for guiding their reading. According to Anderson M and Anderson in Rise et.al, narrative text was divided into five events, they are:[26]

1) Orientation

   In this paragraph that the narrator tells the audience who was in the story, when did it happen, where was it happened and what is going on.

2) Complication

   The part of the story where the narrator tells about something which will start the chain of events. This event will affect one or more characters. The complications are triggered.

3) Sequence

   The sequence of events in which the narrator narrates how the characters react to complications. This includes how they feel and what they do. The incident can be told in chronological order (order of occurrence) or with flashback. The audience is given a narrator including points from view.

4) Resolution

   This element contained of an event that talks about problem solving; even it is for better or worse.

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[26] Rise Hemawati et.al, "Objective Of The Research Is To Identify The Students' Ability In Comprehending Reading Of Narrative Text" Proceeding Of Shepo *(International Conference On Social Sciences & Humanity, Economics, And Politics)*, 2020, p. 132.

5) Code

The narrator includes a code if there is a moral message or a message for learn from story.

c. **The Example of Narrative Text**

The following is the example of generic structure of narrative text:

One hot day, an ant was seeking for some water. After walking around for a moment, she came to a spring. To reach the spring, she had to climb up a blade of grass. While making her way up, she slipped and fell unintentionally into the water.	Orientation
She could have sunk if a dove up a nearby tree had not seen her. Seeing that the ant was in trouble, the dove quickly put off a leaf from a tree and dropped it immediately into the water near the struggling ant. Then the ant moved towards the leaf and climbed up there. Soon it carried her safely to dry ground.	Complication
Not long after at that, there was a hunter nearby who was throwing out his net towards the dove, hoping to trap it in this way.	Sequence

Guessing what he should do, the ant quickly bit him on the heel. Feeling the pain, the hunter dropped his net and the dove flew away quickly from this net.	Resolution
The morality: One good turn deserves another.	Code

d. Language Feature of Narrative Text

The language features of narrative text, they are:

1) Using nouns and pronouns to identify people, animal or things involved. For example: king, princess, he, she, etc.

2) Specific participant is special characteristics object. For example: Cinderella, Aladdin, etc.

3) Using adjectives are useful to shape noun phrase. For example: beautiful white skinned lady, etc.

4) Using time connective and conjunctions to sequence the events. For example: then, when, suddenly, etc.

5) Using adverbs and adverbial phrases to indicate place and time. For example: here, there, at home, etc.[27]

The students need to know the generic structure and language features of narrative text, so that they can understand and identify the meaning of narrative text.

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[27] Peter Knap and Megan Watkins, Genre, text, grammar: technologies for teaching and assesing writing. (Australia: University of New South Wales. 2005) p. 221.

3. Question Answer Relationship (QAR) Strategy

a. Definition of QAR Strategy

Question Answer Relationship (QAR) strategy is a reading strategy developed by Raphael in 1986 which serves to assist the readers in connecting reading purpose to text and to personal information sources.[28] This strategy is useful for novice readers or struggling readers who find difficult drawing conclusions while listening and reading.[29] It means this strategy enables a reader to connect their aim for reading to what they read about. Question Answer Relationship (QAR) strategy is a procedure for improve students' ability to answer comprehension questions by giving them a systematic means of analyzing the task requirements of various sample questions.[30]

By applying this strategy, it is hoped that teacher can help students with reading comprehension question and answer strategies, which is expected to improve their reading comprehension. The categories of question provided in QAR enable students to consume much less time.[31]

b. The Categorization of QAR Strategy

Taffy E. Raphael categorizes QAR questions into two categorizations based on where the answer from questions can be found, they are:[32]

1) In the Book Question

   a) Right There

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[28] Donna E. Alverman, et. al., *Theoretical Models and Processes of Reading* (USA: International Reading Association (IRA), 2013), p. 1043-1044.

[29] Sharon Walpole & Michael c. McKenna, *Differentiated Reading Instruction: Strategies for The Primary Grades* (USA: The Guilford Press, 2007), p. 114.

[30] Robert T. Tierney and John E. Readence, *Reading Strategies and Practice: A Compendium* (USA: Pearson Education, Inc, 2005), p. 274.

[31] Sa'dulloh Muzammil, "QAR (Question Answer Relationship) As an Alternative Strategy to Teach Reading" *Journal of Linguistics, Literature & Language Teaching.* (December 2016), p. 108-109.

[32] Taffy E. Raphael, Et al, *QAR Now (Question Answer Relationships): Theory and Practice*, (New York: Wright Group, 2001), p. 22-30.

Right There question require readers to return to the hallway to successfully answer the question by only going to one place it in the text and find all the necessary information. At this level students can get answers easily in the form of words or phrases, examples of questions are asking the name (who), the place (where), the time (when), and so on.

b) Think and Search

For Think and Search questions, the answer is still included in the text, but the details needed to answer the question can be in more than one location. The question of usually requires the reader to think the idea or the information (implicit information) in the passage with each other. To effectively answer the question, the reader should "think and search" the entire text, look back at the text, find information related to the question, and think about matching the information and ideas.

2) In the Head Question

a) Author and You

The author and you question require the reader to answer the question using ideas and information that are not directly contained in the text. These questions encourage readers to think about what you have read and formulate your own include the words: *the author implies, the passage suggests*, and *the speakers' attitude*.

b) In Your Own

On Your Own questions can be answered using readers' background knowledge on a topic. This type of questions does not usually appear on tests of reading comprehension because it does require the reader to refer to the passage. On Your Own questions sometimes include the words: *In your*

opinion, Based on your experience, and *Think about someone/something you know.*

c. **Procedure QAR Strategy**

There are some steps that must be conducted while using Question-Answer Relationship:

1) The teacher introduces QAR and explains the four types of question/answer relationships (QAR's).

2) The teacher models the QAR process by using a short reading passage. First read the story and questions to the students. Then identify which QAR's are evidenced through the questions given. Finally, answer questions and discuss.

3) The teacher practices identifying the QAR's with the class.

4) The teacher provides independent practice.

5) The teacher gradually increases the length and complexity of the texts used with QAR.

6) The students continue to use QAR throughout the year, across the curriculum in science, social studies, health, etc.[33]

d. **The Advantages of QAR**

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

According to Raphael and Au, QAR can help to solve four problems to enhance students' level of literacy:

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[33] Taffy E. Raphael, Et al, *QAR Now (Question Answer Relationships): Theory and Practice*, (New York: Wright Group, 2001), p. 45-53.

1. The need for a shared language to make visible the largely invisible processes underlying reading and listening comprehension.

2. The need for a framework for organizing questioning activities and comprehension instruction within and across grades and school subjects.

3. The need for accessible and straight forward whole-school reform for literacy instruction oriented toward higher level thinking.

4. The need to prepare students for high-stakes testing without undermining a strong focus on higher level thinking with text.[34]

According to Afflerbach, there are several advantages of QAR strategy:

1. This strategy allows students to learn reading strategies, such as scanning, skimming, or context instructions to find specific information in the text.

2. 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 author and you or on my own.[35]

e. **The Disadvantages of QAR**

Raphael stated that QAR can help address the lack of a shared language between teachers and students to improve questioning practices, whether in daily life or not.

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[34] Taffy E. Raphael & Kathryn H. Au, *Teaching Question Answer Relationship,* Revisited, Vol. 59 No. 3, (Chicago: The Reading Teacher, 2005), p. 208.

[35] Peter Afflerbach, *Essential Reading on Assessment* (Newark, De: International Reading Association, 2010), p. 81-85.

During student activities in the classroom or outside the school, or in a high-stakes test situation.[36]

According to Credence in Sa'adulloh Mumzamil said that two concerns with using QAR. Firstly, QAR was intended to explain QAR was intended to explain, rather than make it easy to determine the correct responses. Therefore, it is not recommended to let students know that the answer to the question is "forthcoming from discrete categories like texts and readers". Secondly, He argues that determining the nature of the question-answer relationship continues logically answering the question instead of preceding it. He purports that QAR can be best seen as just a monitoring tool to help readers get feedback on the answer, not on helping to answer the question. Despite his concerns, Credence pointed out that the National Reading Panel has endorsed QAR as an effective means of improving comprehension.[37]

4. Teaching Reading Using QAR Strategy

Teaching reading means activities that guide or interact to communicate with each other. Teaching reading also mean teacher activities that teach students to learn reading in order to improve their reading comprehension in stages. In this step the teacher applied Question Answer Relationship (QAR) throwing as teaching strategy in teaching reading perfectly. It is begun by the students dividing into some groups and then each group is given a question sheet about narrative text. On the sheet there is a column containing the type of questions from QAR which will be filled in by each group. After finishing working, the group representatives come to the front of the class to read the results.

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[36] Taffy E. Raphael & Kathryn H. Au, *Teaching Question Answer Relationship,* Revisited, Vol. 59 No. 3, (Chicago: The Reading Teacher, 2005), p. 218.

[37] Sa'adulloh Muzammil, "QAR (Question Answer Relationship) As An Alternative Strategy To Teach Reading" in *Journal of Linguistics, Literature & Language Teaching*, (Pontianak: IAIN Pontianak) Vol. II, No. 2 December 2016, p. 115.

B. Previous Research Finding

There are some previous findings of some researchers that have relation to this research as follows:

The first relevant study is *"QAR Strategy Implementation for Reading Comprehension of Recount Texts"* by Nira, Usman and Nadia. The objective of this research is to find out whether or not QAR strategy is effective in teaching reading comprehension of recount text. For answering the question of study, the researcher used an experimental research design. The calculation result shows that the t-score value is higher than the critical value t-table (-5.62 > -2.03). It means that the alternative hypothesis (Ha) is accepted, and the null hypothesis (Ho) is rejected. The results of this study show that QAR strategy has successful in improving students' reading comprehension of recount texts. The similarity lies in the method used quasi-experimental research, while the difference lies in the material used.

The second study from Mabruka Z.A with entitled *"The Effectiveness of Question Answer Relationship (QAR) Strategy on Students' Reading Comprehension of Explanation Text at the Eleventh Grade of SMAN 4 Tangerang Selatan"*. The objective of this study was to find out whether QAR Strategy effective toward students' reading comprehension of explanation text and to what extend the effectiveness QAR strategy on students' reading comprehension of explanation text. She uses quantitative methods with quasi-experiments design. The test of hypothesis showed that that *sig*. 2 tailed was 0.028 while the determined alpha α was 0.05, which meant 0.028<0.05. It was also supported by the result of effect size that 0.52. It can be said that the Ho was rejected and Ha was accepted. The similarity between these researchers is that this study focuses on reading comprehension and how to improve their reading comprehension with Questions and Answer Relationship (QAR) strategy. The difference from this study is that the researcher uses explanatory text on the material used with the QAR strategy.

The third is *"The Use of Question-Answer Relationship (QAR) Strategy to Improve Reading Comprehension Ability in Narrative Text Among"* by Angela Ika R. N. This study aims to determine whether using a Question-Answer Relationship (QAR) strategy to improve reading comprehension. The method used is classroom action research (CAR) and this research was conducted in two cycles. The result score in the pre-test was 66 and the post-test was 74.68 to 76.79. So, it can be concluded that by using Question and Answer Relationship (QAR) can improve reading comprehension among students. The similarity with this research is the discussion of the QAR strategy on students' reading comprehension. While the difference lies in the method used, here the researcher used class room action research (CAR).

C. Theoretical Framework

In general, students' reading comprehension learning strategies are still using less varied strategies so that the expected results not appropriate. Students still have difficulty understanding the reading text after they read it because they do not have much vocabulary. Success or achievement good reading comprehension ability lies in implementing strategy relevant learning and teacher mastery of these strategies. So, the researcher designed to implement QAR strategies in teaching reading.

One strategy that is suitable for use in learning to read understanding, is Question-Answer Relationship (QAR) strategy. QAR Strategi Strategy is a strategy used to understand reading through systematic means namely the level of QAR questions. In learning, students start the stage of understand reading from easy to difficult level. It is expected the students' reading skill can increase especially their activeness, interest, and achievement.

D. Research Hypothesis

In line with the question of the study, the writer formulates two hypotheses that be tested by t-test. The researcher finds the hypothesis such as:

H_a : There is any significant different score in reading comprehension between the students who are taught using QAR strategy and those who are not at the tenth graded students of SMK Negeri 2 Ponorogo.

H_0 : There is no significant different score in reading comprehension between the students who are taught using QAR strategy and those who are not at the tenth graded students of SMK Negeri 2 Ponorogo.
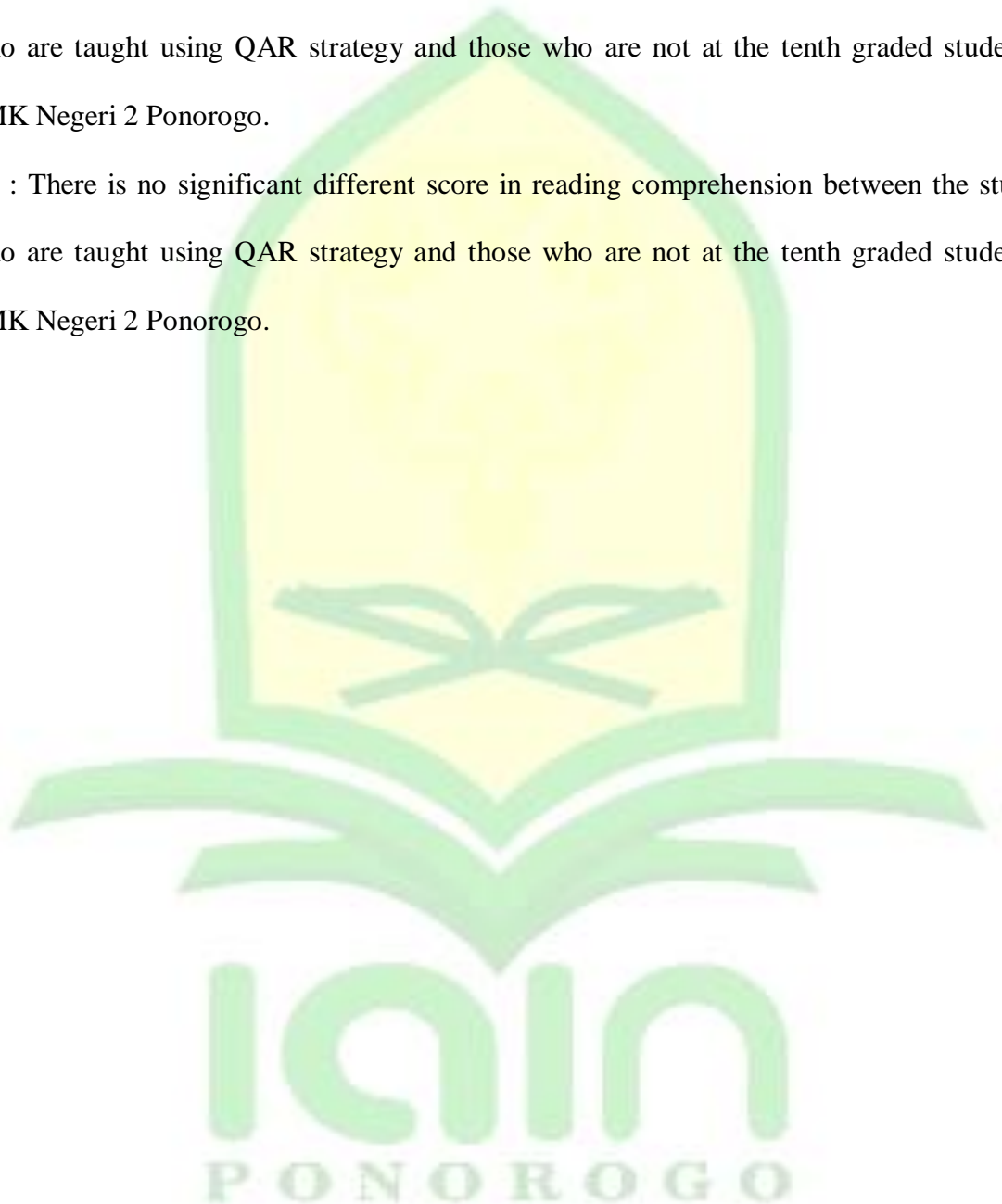
CHAPTER III

RESEARCH METHOD

In this chapter the researcher methods, the researchers discussed about research design, research setting, population and sample, operational definition of variable, instrument and data collection technique and data analysis technique.

A. Research Design

In a study a researcher must use the type of proper research. This is so that researchers can obtain data or an overview of the problem and the steps used in overcoming the problem.

Research design is important because it can guide every step in the research so that it is more logical and systematic. Creswell stated that research is a process steps of used to collect information and analyze it to gain a better understanding of the subject or problem. He explained that conducting education and research is more than complete important steps in the research process. It also includes designing and writing the research in one of two major tracks: quantitative research or qualitative research. Quantitative research based on Creswell means when the investigator identifies a research problem based on the need to explain trends in the area or why something is happening.[38]

The type used in this research is the type of research quantitative. This research is quantitative research with a quasi-experimental research method. This is one of the research approaches that uses two groups. This study used two groups, namely the experiments taught using the QAR strategy and the control group taught without using a QAR strategy. To test ability reading comprehension, each group takes the same test, pretest and posttest. Design used in this study can be seen in the following table.

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[38] John W. Creswell, *Educational Research (Boston: Pearson Education, 2012),* p. 3.

Tabel 3.1 Research design pretest posttest group design

Group	Pretest	Treatment	Posttest
Experimental Group	O_1	X	O_2
Control Group	O_1	Y	O_2

Explanation:

O_1 : Pretest for experimental and control group

O_2 : Posttest for experimental and control group

X : Receiving treatment

Y : Without treatment

B. Research Setting

The research setting is the place where the research is carried out. The research setting is the environment, place or area planned by the researcher to be used as the object of research. This research conducted in SMK Negeri 2 Ponorogo, which is located in JL. Laksamana Yos Sudarso No. 21a, Krandegan, Kepatihan, Kec. Ponorogo, Kab. Ponorogo, Prov. Jawa Timur.

Table 3.2 Research Schedule

Date	Activities
August 1st 2022	Pre-test experiment class
August 1st – 5th 2022	Treatment for experiment class
August 5th 2022	Post-test experiment class
August 8th 2022	Pre-test control class
August 8th – 12th 2022	Treatment for control class
August 12th 2022	Post-test control class

C. Population and Sample

1. Population

According to Ary, population is defined as all members of any well define class of people, events, or objects.[39] Population is the number of people who have certain characteristics and are of interest to researchers. In this research, the researcher chooses the students of tenth grade of SMK Negeri 2 Ponorogo as a research population. There are 15 classes at this class level, with about 466 students.

2. Sample and Sampling

The sample is smaller than total of population. A sample can be defined as a finite part of a statistical population whose properties are used to make estimates about the population as a whole. When dealing with people, it can be defined as a set of target respondents selected from a larger population for the purpose of a survey.[40]

The researcher choses two classes of tenth grade of SMK Negeri 2 Ponorogo. They were X A3 class consist of 30 students as the experimental group that taught by using Question Answer Relationship and X A1 class consist of 30 students as the control group that taught without using the strategy.

In this study, the researcher used purposive sampling technique to take the sample. Purposive sampling was based on the judgement of the researcher of who provided the best information for the success of subject studies.[41] The reason for using a purposive technique is due to limited time to do research.

D. Operational Definition of Research Variables

Variables are an important aspect of a study, because with variables researchers can perform data processing that aims to solve research problems or answer research hypotheses.

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[39] Donald Ary, et. al, *Introduction to Research in Education Eighth Edition* (Canada: Wadsworth Cengage Learning, 2006), 148.

[40] Kultar Singh, *Quantitative Social Research Methods* (Los Angeles: Sage Publications, 2007), p. 88.

[41] Ilker Etikan & Kabiru Bala, *Sampling and Sampling Methods* (Cyprus: Biom Biostat Int J, 2017), p. 215.

Research variables in this study are everything as the object of research that is determined and studied so as to obtain information to draw conclusions. Research variables in quantitative research can be distinguished into two kinds, as below:

1. Independent Variable

   Independent variable is the cause of others variable. Creswell said "An independent variable is an attribute or characteristic that influences or affects an outcome or dependent variable".[42] Based on the definition above, the independent variable of this research was the use of QAR strategy.

2. Dependent Variable

   This variable is the effect of independent variable. Creswell said "A dependent variable is an attribute or characteristic that is dependent on or influenced by the independent variable".[43] This variable was not manipulated by researchers, but was influenced by the independent variable. The dependent variable of this research was the students' reading comprehension.

E. **Research Instruments and Data collection techniques**

   1. **Research Instrument**

      The instrument is one of the important steps in conducting this research. Therefore, when gathering data, the writer must select one of the instruments. The research instrument is a tool for collect data that must be valid and reliable. In this study, the researcher provided multiple choice questions pre-test and post-test. The writer uses 20 multiples choice to apply to students. Each correct number gets 1 point and a value of 0 is indicated if the test is answered incorrectly by the student. The test is given to students in class X A3 and X A1 at SMK Negeri 2 Ponorogo to measure student's reading comprehension.

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[42] John W. Creswell, *Educational Research (Boston: Pearson Education,* 2012*),* p. 116.
[43] Ibid.,115.

Table 3.3 Rubric of the Pre-test Instrument

Nama Sekolah   : SMK Negeri 2 Ponorogo   Kelas/Semester   : X/Ganjil

Mata Pelajaran   : Bahasa Inggris   Jumlah Soal   : 20 soal

Materi Pelajaran   : Narrative text   Penyusun   : Liza Nur Alfina Farhani

Kompetensi Inti	Kompetensi Dasar	Indikator	Nomor Soal
1. Menghayati dan mengamalkan ajaran agama yang dianutnya. 2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai) santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia. 3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual,	3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya	3.8.1 Mengidentifikasi jenis teks yang dibaca	1, 15
		3.8.2 Memahami fungsi social teks yang dibaca	2
		3.8.3 Menganalisis generic structures (struktur teks) dari narrative teks	6, 18
		3.8.4 Menentukan language features (unsur kebahasaan) dari sebuah narrative teks	3, 4
		3.8.5 Menemukan informasi tersurat/tersirat yang terdapat dalam sebuah narrative teks yang dibaca	5, 8, 9, 10, 11, 12, 13, 14, 16, 17, 19, 20

prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah. 4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.	4.8 Menyajikan teks naratif pendek dan sederhana terkait legenda rakyat secara lisan dan tulis dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaaan secara benar dan sesuai konteks	4.8.1 Mengurutkan bentuk narrative teks sederhana (legenda rakyat) dengan struktur yang benar	7

Table 3.4 Rubric of Post-test Instrument

Nama Sekolah : SMK Negeri 2 Ponorogo   Kelas/Semester : X/Ganjil

Mata Pelajaran : Bahasa Inggris   Jumlah Soal : 20 soal

Materi Pelajaran : Narrative text   Penyusun : Liza Nur Alfina Farhani

Kompetensi Inti	Kompetensi Dasar	Indikator	Nomor Soal
1. Menghayati dan mengamalkan ajaran agama yang dianutnya. 2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai) santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia. 3. Memahami, menerapkan, menganalisis	3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya	3.8.1 Mengidentifikasi jenis teks yang dibaca	8
		3.8.2 Memahami fungsi social teks yang dibaca	7, 2
		3.8.3 Menganalisis generic structures (struktur teks) dari narrative teks	15
		3.8.4 Menentukan language features (unsur kebahasaan) dari sebuah narrative teks	1
		3.8.5 Menemukan informasi tersurat/tersirat yang terdapat dalam sebuah narrative teks yang dibaca	3, 4, 5, 6, 7, 9, 10, 11, 12, 13, 14, 16, 17, 18, 19

pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah. 4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.	4.8 Menyajikan teks naratif pendek dan sederhana terkait legenda rakyat secara lisan dan tulis dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaaan secara benar dan sesuai konteks	4.8.1 Mengurutkan bentuk narrative teks sederhana (legenda rakyat) dengan struktur yang benar	20

2. **Data Collection**

The data collecting methods and instrument are needed to obtain the research data. The technique of collecting data used in this research are:

a. Test

This test is to measure student achievement after being taught the Question Answer Relationship (QAR) strategy. The tests designed by the researchers were pre-test and post-test to determine the effectiveness of the Question Answer Relationship (QAR) strategy to improve student's reading comprehension skills. Pre-test was applied for experimental class and controlled class and it was conducted before the QAR strategy was given. After giving treatments, post-test was given in order to measure the ability of students after given different treatments to experimental and controlled class.

b. Documentation

A set of documents provided on paper and pictures use to be the truth evidence of this research. Documentation method is to get a researcher data linked to research object that will be elaborated in this research. This method is used to collect the data from the result of student's test. It is also to get the data of the students' name list that include in population and sample of research documentation of teaching and learning process in English subject that can support research at SMK Negeri 2 Ponorogo.

F. **Validity and Reliability**

There are two important characteristics that every measurement instrument should process: validity and reliability.

1. **Validity**

Validity is very important because one of main characteristic of test, without having this characteristic a test is not important. According to Bolarinwa, "Validity

expresses the degree to which a measurement measures what it purports to measure". [44] It means that validity is used to test whether the instrument used is valid. The results of the instrument are valid if the data collected with the actual data occurs in the object under study.

The researcher used the Product Moment formula to calculate the test results on reading comprehension. The formulation is below:

$$r_{xy} = \frac{N\Sigma xy_{-(\Sigma x)}(\Sigma y)}{\sqrt{(N\Sigma x^2 - (\Sigma x)^2(N\Sigma y^2 - (\Sigma y)^2)}}$$

Note:

r_{xy}: Correlation

N: Total of Students

X: Point in a test

Y: Total point each student

ΣX: The summarize of point in a test

ΣY: The summarize of Total point each student

XY: Total of product between X and Y

ΣX^2: The number of quadrates in each test

ΣY^2: The number of quadrate each student

In this study, researchers used SPSS to measure validity and researchers used *Product Moment Formula Karl-Pearson*. Basic decisions making in validity testing per items are as follows:

1. If the score of $r_{hitung} > r_{tabel}$ in score signification 5% then the test items is valid.

2. If the score of $r_{hitung} < r_{tabel}$ in score signification 5% then the test items is not valid.

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[44] Oladimeji A Bolarinwa, "Principles and Methods of Validity and Reliability Testing of Questionnaires Used in Social and Health Science Researches" Nigerian Postgraduate Medical Journal, Vol 22 No. 4 (December 2015), p. 195.

Table 3.5 The Result of Validity Calculation

No	r hitung	r tabel	Criteria
1	0.371	0.361	Valid
2	0.460	0.361	Valid
3	0.005	0.361	Invalid
4	0.381	0.361	Valid
5	0.394	0.361	Valid
6	0.429	0.361	Valid
7	0.530	0.361	Valid
8	0.641	0.361	Valid
9	0.508	0.361	Valid
10	0.400	0.361	Valid
11	0.428	0.361	Valid
12	0.429	0.361	Valid
13	0.425	0.361	Valid
14	0.530	0.361	Valid
15	0.371	0.361	Valid
16	0.463	0.361	Valid
17	0.421	0.361	Valid
18	0.383	0.361	Valid
19	0.527	0.361	Valid
20	0.452	0.361	Valid
21	0.423	0.361	Valid
22	0.487	0.361	Valid
23	0.390	0.361	Valid
24	0.474	0.361	Valid
25	0.510	0.361	Valid
26	0.537	0.361	Valid
27	0.414	0.361	Valid
28	0.437	0.361	Valid
29	0.201	0.361	Invalid
30	0.487	0.361	Valid

With df 28 in 5% significance the price of r table is 0.374. When r hitung is under r table it could be concluded that the grains were not valid instruments. Thus, the item said to be valid instruments if the coefficient of correlation rxy of magnitude more than 0.374. Among 30 questions, there were 28 were valid and 2 question were invalid.

2. Reliability

According to Bolarinwa, "Reliability refers to the degree to which the results obtained by a measurement and procedure can be replicated".[45] A questionnaire is said to be reliable or reliable if someone's answer to the statement is consistent or stable over time. Reliability test used to measure the consistency of the measurement results from the questionnaire in repeated use.

Reliability is the consistency of a series of measurements or a series of measuring instruments. This can be in the form of measurements from the same measuring instrument that will give the same results, or for more subjective measurements. To counting the reliability the researcher uses program of SPSS 25.

To test the reliability of the instrument, the researcher used the Cronbach's Alpha formula. Finally of the result of the calculation reliability is as follow.

$$r_{11} = \left(\frac{n}{n-1}\right)\left(1 - \frac{\sum \sigma_t^2}{\sigma_t^2}\right)$$

Notes:

r_{11} : reliability score

n   : item score

$\sum \sigma_t^2$: total variance score

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[45] Oladimeji A Bolarinwa, "Principles and Methods of Validity and Reliability Testing of Questionnaires Used in Social and Health Science Researches" Nigerian Postgraduate Medical Journal, Vol 22 No. 4 (December 2015), p. 195.

σ_{2t} : total variance

Table 3.6 Result of Reliability

Reliability Statistics

Cronbach's Alpha	N of Items
.847	30

Table 3.7 Cronbach's Alpha Interpretation

Cronbach's Alpha	Interpretation
0.86 - 100	Very high
0.66 - 0.85	High
0.36 – 0.65	Low
0.20 - 0.35	Very low
0.00 - 0.19	Unreliable

Based on calculation research reliability is student grade instrument reliability is 0.847. This calculation can be said to be reliable because it is included in the high category.

G. Data Analysis Technique

The data collected is used to determine the differences in student's achievement in the experimental class and the control class. In line with this, the author uses statistical calculations through the t-test formula to calculate the data. The researcher has conducted tests, pre-test and post-test. The data were compared from the mean scores of the pre-test and post-test. After getting the data from the score, then the data is analyzed and processed using the statistical calculation of the T-test formula to obtain a score.

The t-test in this study was used to test the difference in the average difference count, was there a significant difference or not between the experimental group and the controlled group.

However, before testing the hypothesis, it is necessary to test the prerequisite analysis first, namely distribution normality test and homogeneity test.

1. Normality Test

For the normality test, the sample data is whether it was obtained from a normally distributed population or not. Normality test was carried out on pretest and posttest score data in the control group and the experimental group. Normality testing is done by *Kolmogorov-Smirnov* formula. This study used normality test data SPSS 25. Data may be normal if significance must be more from 0.05. The following are the steps to perform a normality test on SPSS:

a. Open SPSS program

b. Input the data to the data view and write the name of the class in *variable view*

c. Click *analyze - descriptive statistics* then select *explore*

d. Enter the variables for which the normality test is performed in the *explore* window

e. Then click *plots* in the explore window and checklist *normality plot with test*

f. Click *continue* then click *ok*

g. The results are displayed in the output window

2. Homogeneity Test

Homogeneity test was carried out to determine whether the sample used in this study were obtained from groups who homogeneous or not. To test the homogeneity of variance it is necessary to perform a statistical test (test of variance) on the data the score of the group concerned. Test done using the help of the SPSS 2 computer program. If the results homogeneity test shows greater than the level of significance 0.05, the data from the group can be interpreted have a homogeneous variance. After the data is tested prerequisites and shows the results of the data being normally distributed and has a homogeneous variance, it can be analyzed further statistics to test the hypothesis. To measure the homogeneity, the researcher uses SPSS, here are the steps:

a. Open the SPSS program

b. Enter data into data view

c. On the data view menu then click *analysis - descriptive statistics* then select *explore*

d. Enter the variable whose homogeneity test is in the explore window

e. Then in the explore window click *power estimation*

f. Click *continue*

g. The result is displayed in the output window

3. Hypothesis T-test

The final data analysis of the experiment is to test the results reading comprehension in students from both groups after each received a different treatment. The t-test was used to test the differences in reading comprehension skills between the group taught using the QAR strategy and the group taught without using the QAR strategy. After testing for normality and homogeneity, research continues to analyze data using the T-test. T-test is used for determine if the mean of the two classes is statistically different from each other. In the T-test, the researcher analyzed the data with compare scores between experimental and control class in pre-test and post-test. The researcher used SPSS to calculate the data. The researcher analyzes t-test in SPSS. The steps of calculation are;

a. Open SPSS program

b. Input the data to the data view and write the name of the class in variable view

c. Click *analyze - compare means* then select *independent Sample T test*

d. Enter the variable being tested in the *independent Sample T test* window

e. Then in the *independent Sample T test* window click *define groups* and enter 2 values in the group variable

f. Click *ok*

g. The results are displayed in the output window.

The null hypothesis (Ho) is a hypothesis that states no there is a relationship or influence between one variable and other variables. The alternative hypothesis (Ha) is the opposite of the null hypothesis, is a hypothesis which states that there is a relationship or influence between one variable and another variable other. The research can be said to be successful or not if there is a significant difference in scores.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter discusses research findings including a description of the results of data collected through tests which can be discussed in the section below.

A. Data Description

The results of this study illustrate that these is a difference between the experimental class who are taught using Question Answer Relationship (QAR) strategy and the control class who are taught without using the strategy. In this study before the questions were given to students, the writer prepared 30 questions for a test instrument. The test was given in class X A2 of SMK Negeri 2 Ponorogo to analyze the validity and reliability of the items. Then from 30 questions, 20 valid questions were taken to be used in the pre-test and post-test.

The writer gave a test consisting of 20 items which were taken and declared valid based on the analysis test to be used in the pre-test and post-test. Then these items were given to 60 students from two classes. The researcher took two classes as samples, X A3 as the experimental class and X A1 as the control class. The researcher uses a quasi-experimental design in this study. From this test, we can see the results of students who are taught the Question Answer Relationship (QAR) strategy and students who are not taught the strategy.

Before to teaching students in both the experimental class and the control class, the researcher prepared a lesson plan for the class materials in advance. The lesson plan consisted of six meetings of the experimental class and control class.

B. Schedule of the Research

This research was conducted during 1st August – 12th August 2022. The schedule of experiment class and control class can be seen in the table this below:

Table 4.1 Schedule of Experiment class

Date	Activities
1st August 2022	Pre-Test and First Treatment
4th August 2022	Second Treatment
5th August 2022	Third treatment and Post-Test

Table 4.2 Schedule of Control class

Date	Activities
8th August 2022	Pre-Test and First Meeting
10th August 2022	Second Meeting
12th August 2022	Third Meeting and Post-Test

1. **Procedure of Experiment Class**

This study uses class X A3 as experimental class. The number of experimental classes are 30 students. In the experimental class, researcher used Question Answer Relationship in the process of teaching and learning. Several procedures are used in this class; pre-test, three treatments, and the final is post-test. The researcher only used narrative text in teaching this experimental class. The researcher gave multiple choices test for knows the students' reading comprehension beforehand and after being taught using the QAR strategy.

The first time on 1st August 2022, the researcher gave a pre-test on the narrative text before being given treatment. The researcher gave a pre-test to the students to answer 20 multiple choices. The students were given a pre-test to find out how their abilities were before starting the research. This pre-test was completed by students in 30 minutes. In the last 45 minutes on the same day, the researcher gave the first treatment to students with the QAR strategy in teaching reading skills in narrative text. The researcher gave some

questions about the narrative text to the students before starting the lesson. It turns out that many of the students still find it difficult to distinguish narrative text and descriptive text. Then, students listen to explanations starting from the definition, function, generic structure and linguistic features of the narrative text from the researcher. From here the researcher found that many students still do not understand about tenses in English. Therefore, the researcher provides a little information on tenses, especially for the past tense. Next, the researcher gives an example of a text entitled "The Ant and The Dove". The researcher asked one of the students to read the text in front of the class. Here the researcher also helps students in pronouncing English sentences. To help students understand the text, the researcher helps to translating in Bahasa. After that, the researcher also introduced the QAR strategy to students by explaining the meaning and types of QAR strategies. The explanation of this strategy is done briefly because of the limited time. The discussion of this QAR strategy is continued in the second treatment.

The second time on 4th August 2022, the researcher gave treatment to the second material which was also in the form of narrative text. Before that, the researcher tested the students' memory about the past tense. There are some students who still don't know about the past tense sentences. Then, at this second meeting the researcher repeated the previous material about the QAR strategy to students. Starting from the understanding of the QAR strategy then the types to the steps in working on this QAR strategy. Next, the researcher asked the students to make groups of 5 people in each group. The researcher gave worksheet 1 to work in groups. In worksheet 1 there is text entitled "Landline" and there are 5 essay questions and a column to determine the type of question that is suitable for the type of QAR strategy. Then after they finished the problem, the researcher asked one of the groups to read the results of their discussion in front of the class. They started by reading the text, reading the answers to the 5 essay questions and finally explaining the categories of the QAR strategy type. The researcher saw the cohesiveness of the

group in answering and presenting it in front of the class. The lesson closed with the researcher repeating a little of the material and appreciate them.

The last time was on 5th August 2022, the researcher gave the last action in the experimental class. This action is done with students working on worksheet 2 with the title "Sura and Baya". Previously, the researcher gave questions to students about narrative text and QAR strategies. This is also a way for them to remember the material that the researcher has conveyed before. After that, the researcher gave worksheet 2 for them to work on with the group as in the previous meeting. The questions given are still the same, there are 5 essay questions and a column to write the QAR question category. Then, the researcher chose one group at random to read the results of their discussion in front of the class. Like the previous meeting, students read from the text, answer questions and explain the categories of questions. With about 30 minutes remaining, researchers gave students a post-test of multiple-choice questions based on the QAR strategy of the narrative text. It is used to measure whether QAR strategy are successful in teaching reading comprehension. The pretest and posttest required narrative text, but the topics and items were different. It is used to find out whether the actual result or method is effective or not.

2. **Procedure of Control Class**

In the control class, the procedure is the same as in the experimental class, the only difference being the use of media. First, On 8th August 2022, as before, researcher conducted a pretest in class X A1 as a control class to measure students' reading comprehension before teaching the narrative text. The number of this class was 30 students and they were given 20 multiple choices as a pre-test. In the last 25 minutes the students entered the first meeting. Here students in the control class are taught conventionally to discuss materials related to narrative text. The researcher gave some

questions about the narrative text to the students before starting the lesson. Then, students listen to explanations starting from the definition, function, generic structure and linguistic features of the narrative text from the researcher. Just like the experimental class, students in the control class also don't know much about tenses in English. So, the researcher provides a little information on tenses, especially for the past tense to make it easier for them to understand the next material. Next, the researcher gave an example of a text entitled "The Ant and The Dove". The researcher asked one of the students to read the text in front of the class. Here the researcher also helps students in pronouncing English sentences. To help students understand the text, the researcher helped translate into Indonesian. Then, the researcher also asked the students to determine the structure of the text "The Ant and The Dove". To close the meeting in the control class, the researcher asked the students to explain the message contained in the text "The Ant and The Dove" by pointing to one of the students.

At the second meeting, on 10th August 2022 the researcher asked the previous narrative text material. Researchers asked again about the definition, structure and language elements of narrative texts to test their understanding. Researchers also asked about tenses to test their memory. Then the researcher gave worksheet 1 entitled "Landline" to be done in groups. Previously the control class students had been divided into several groups consisting of 5 people. On this worksheet 1 consists of text and 7 essay questions that they have to work on in groups. After they finished working, the researcher chose one group to read the results of their discussion in front of the class. They start by reading the text, reading the answers to the 7 essay questions. To understand the content of the text, the researcher helps them translate it in Bahasa. After that the class was closed and continued at the next meeting.

Finally, on 12th August 2022 is the last day of conventional meeting in the control class. At this meeting as before, before starting the lesson the researchers tested their

memory and understanding of the narrative text material. Then, the researcher re-explained the material starting from the definition, the structure of the text to the language features of the narrative text. To test their understanding, the researcher gave worksheet 2 as in the experimental class. They work on this worksheet in groups like the previous meeting. on worksheet 2 entitled "Sura and Baya" consists of 7 essay questions that they have to do. To understand the content of the text, the researcher helps them translate it in Bahasa. Before entering the next activity, the researcher chose one student to ask what message was contained in the text "Sura dan Baya". Next, the remaining time the researcher used to distribute the post-test as the last test in this treatment. With 20 multiple choices they are required to answer carefully and correctly. The purpose of the post test is to find out whether there is a difference before and after being taught with conventional methods as usual.

3. **The Result of Student's Pre-Test and Post-test in Experiment Class**

The following are the pre-test and post-test scores for class X A3 taught using the Question Answer Relationship strategy.

Table 4.3 The Score of Student's Pre-test and Post-test in Experimental Class

No	Name	Score	
		Pre-test	Post-test
1	Anggun Salsabila V.	55	85
2	Anissa Apriliya C.	70	90
3	Bela Hardiyanti	65	85
4	Bernessa Puti N.	60	90
5	Fiona Maheswati	55	85
6	Imelda Safira R.	60	80
7	Lusiana Putri Arisma	75	95
8	Lutfi Nur Azizah	70	85
9	Maya Puspita Sari	50	90

10	Maylafaisa Putri Witanti	65	90
11	Nani Sugiyanto	60	85
12	Nikmah Dwi Setya N.	50	80
13	Noor Azila Widiyowati	70	90
14	Nur Azizah Zalianti	55	75
15	Reisha Cahyarani	65	80
16	Resty Suci Febriani	55	85
17	Reza Fadhilatul Ulum	60	80
18	Rizqi Dwi Nurmala	55	75
19	Sendi Aulia Afriyani	65	80
20	Septy Anulia Prisilia	55	85
21	Silvi Ayu F.	70	90
22	Siti Ubaidillah B.	75	95
23	Tiara Diaz Nugraha	60	85
24	Yogo Tri Nugrahani	50	80
25	Dede Ayu A.	70	95
26	Dewi Fatimatul M.	50	85
27	Marsela Eka F.	60	95
28	Maulidatul Septiana S.	50	80
29	Moses Febrian Angga I.	55	80
30	Nuafal Zaki D.	60	90
	Total	1815	2565
	Mean	60.5	85.5

The data above is the result of reading comprehension in the experimental class before learning to use the Question Answer Relationship strategy, it can be seen that the highest score in the pre-test is 75, while the lowest score is 50 the total score in the Experiment class for the pre-test is 1815 with the mean score 60.5 and the post-test is 2565 with the mean score 85.5.

Histogram 4.1

Pre-test Score of Experimental Class
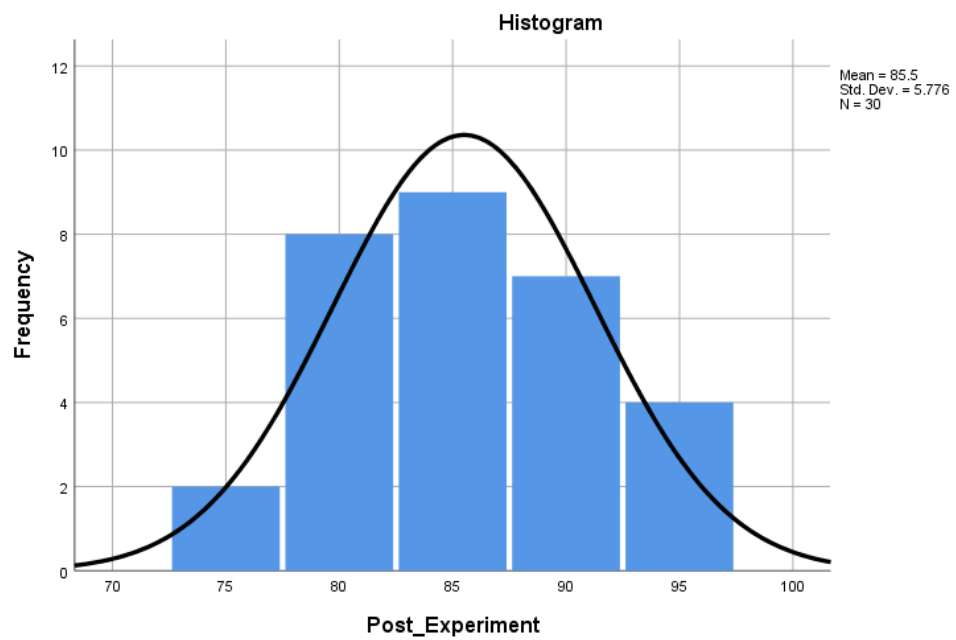
Histogram 4.2

Post-test Score of Experimental Class

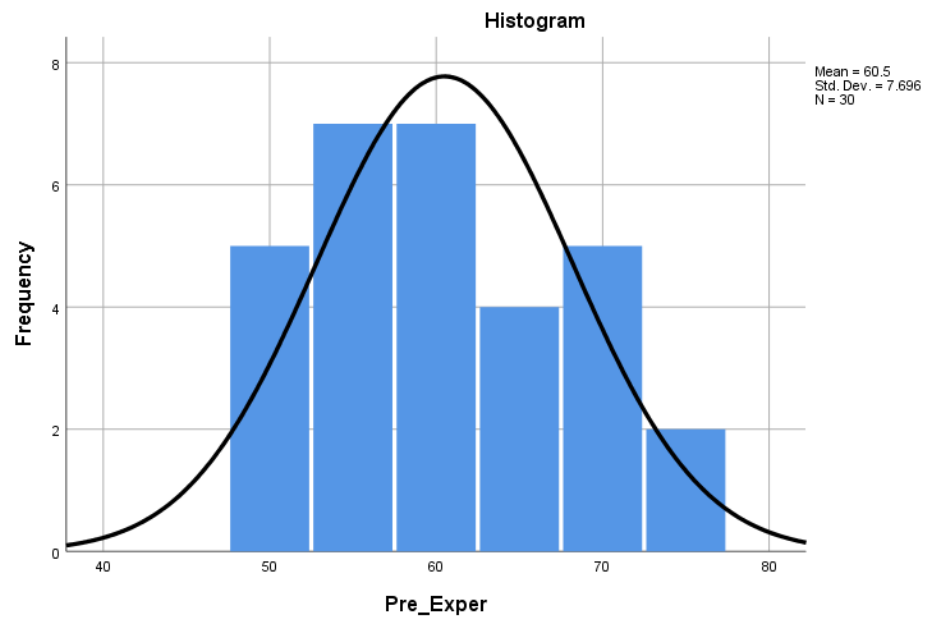4. **The Result of Student's Pre-Test and Post-test in Control Class**

The following are the pre-test and post-test scores for class X A2 taught using the Question Answer Relationship strategy.

Table 4.4 The Score of Student's Pre-test and Post-test in Control Class

No	Name	Score	
		Pre-test	Post-test
1	Adelia Risma E.R	65	75
2	Alief Alviona Iftitah	55	65
3	Aline Diandra Zahirra	50	70
4	Alisya Agustin	70	90
5	Alsafa Winsananda	65	75
6	Amanda Vina R.	60	80
7	Amelia Putri L.	50	75
8	Annisa Nurul S.	75	90
9	April Lia Susanti	60	75
10	Aprillia Ningtyas	65	85
11	Arzilla Elvatra	50	80
12	Astria Novianti	50	75
13	Aulia Devi Oktaviana	55	80
14	Bilqis Tyas Asma	65	80
15	Dea Amelia Ahmadiah	65	85
16	Dela Vera Rahmathus S.	70	75
17	Dewi Kumala Sari	75	80
18	Dina Puspitasari	75	90
19	Elda Sri Wahyuni	65	85
20	Endah Winarni	55	70
21	Fahdina Eka A.	60	75
22	Fany Tiara Indra	60	80
23	Faridha Eka A.	65	80
24	Farikhah Salsabila	70	75
25	Fatma	70	80
26	Felisa Linggarsari P.	75	85

27	Fidia Septianing	60	75
28	Fida Nur.	65	80
29	Fitriya Ayu N.	65	85
30	Fitri Nur Habidah	55	75
	Total	1885	2370
	Mean	62.8	79.0

The data above shows the highest and lowest pre-test and post-test scores in the control class. It can be seen that the highest score in the pre-test is 75, and the lowest is the value of 50. While the highest score in the control class post-test was 90 and the lowest post-test score was 65. The total pre-test score was 1885 with the mean score 62.8 and the total post-test score is 2370 with the mean score 79.0.
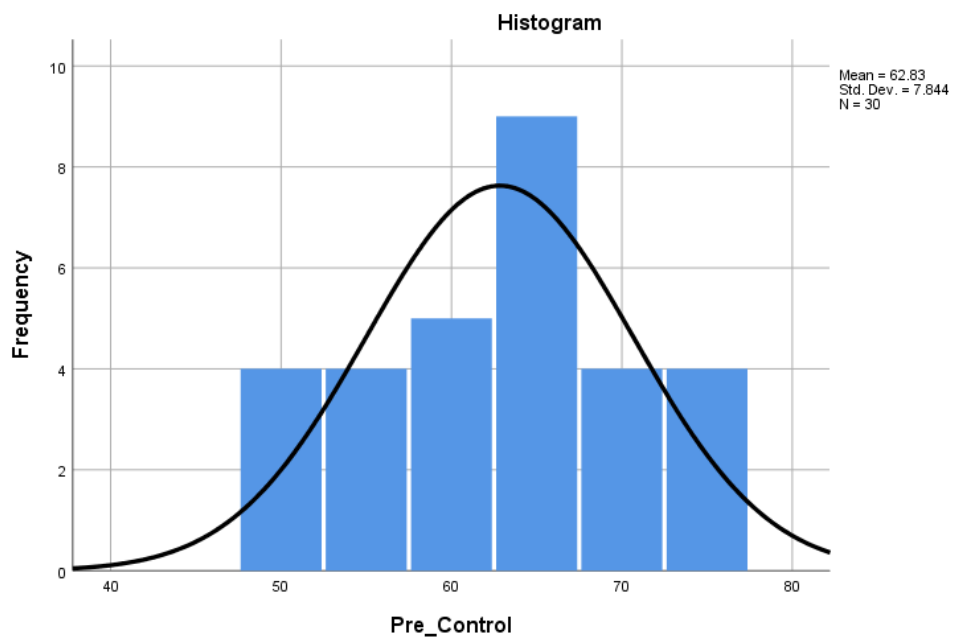
Histogram 4.3

Pre-test Score of Control Class
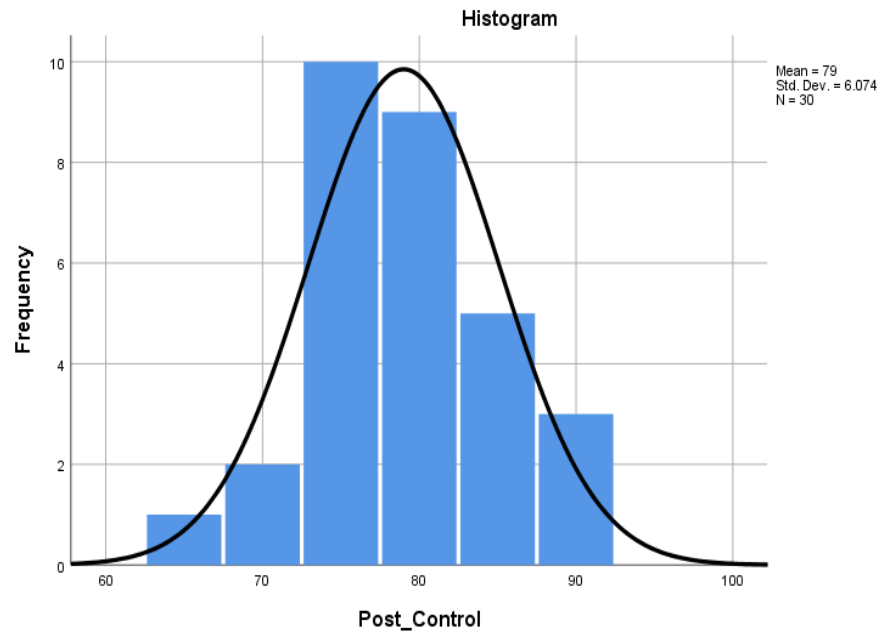
Histogram 4.4

Post-test Score of Control Class

C. Statistic Inferential

This section is used to draw conclusions about a population in general based on the sample results. In this analysis, the step is to find out whether there is a significant difference in reading comprehension between students who are taught using the QAR strategy and those who do not use it. The stages in question are normality testing, homogeneity, and hypothesis testing.

1. Normality Test

The data on the normality test were obtained from the results of the pre-test and post-test of both classes. This test was carried out using the SPSS 25 computer program. The normality test was conducted to determine whether the research data were normally distributed or not.

The normality test was carried out on the results of the two samples, namely the results of reading comprehension in the experimental class using the QAR strategy and

the results of reading comprehension in the control class without the strategy. The normality test is used to determine whether the data is normally distributed or not, provided that the data is normally distributed if it meets the criteria for the value of sig > 0.05. Data from the results of the normality test can be seen in the following table:

Table 4.5 The result of Normality test from Experimental Class and Control Class

Tests of Normality

	Class	Kolmogorov-Smirnov[a]		
		Statistic	df	Sig.
Students Learning Outcomes	Pre_Experimental	.163	30	.042
	Post_Experiment	.168	30	.031
	Pre_Control	.175	30	.019
	Post_Control	.178	30	.016

a. Lilliefors Significance Correction

Based on the table above, it shows the results of the normality test from the experimental class and the control class. It can be seen that the test used is the *Kolmogorov Smirnov One-Sample Test*. Sig (2-tailed) of the Experiment class is 0.042 for the pre-test and 0.031 for the post-test. While sour. Sig (2-tailed) of the Control class was 0.019 for the pre-test and 0.016 for the post-test. So, the experimental class and control class data are normally distributed, because the result is greater than 0.05.

2. **Homogeneity Test**

Homogeneity test was carried out to find out whether samples taken from the population have the same variance and did not show a significant difference between one and another. Homogeneity test was carried out on post-test data on experimental class and control class. The calculation process is carried out with the help of SPSS 25 program. Data from test results homogeneity can be seen in the following table:

Table 4.6 The Result of Homogeneity Test from Experimental and Control Class

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Students Learning Outcomes	Based on Mean	.034	1	58	.853
	Based on Median	.030	1	58	.864
	Based on Median and with adjusted df	.030	1	57.457	.864
	Based on trimmed mean	.025	1	58	.875

Based on the table above, the researcher concluded that the data was homogeneous distributed. The result (Sig.) based on mean is 0.853 at the significance level 0.05. So that, the data was homogenous, because sig *Kolmogorov Smirnov* > 0.05.

3. **Hypothesis Test**

Independent sample t-Test is used to determine whether there is a significant effect of reading comprehension ability between students who are taught using QAR strategy with students who are taught without using the QAR strategy in class X students of SMK Negeri 2 Ponorogo, and is used to determine whether there is a significant difference in reading comprehension ability of the experimental class taught using the QAR strategy and the control class taught using conventional strategies. Independent sample t-test was conducted on post-test data in the experimental class and the control class. The calculation process is carried out with the help of the SPSS 25 program. Data from the results of the independent sample t-Test can be seen in the following table:

Table 4.7 The Mean Score of Experimental Class and Control Class

Group Statistics

	Kelas	N	Mean	Std. Deviation	Std. Error Mean
Nilai	Post_Experiment	30	85.50	5.776	1.055
	Post_Control	30	79.00	6.074	1.109

Based on the data in table above, the result of data analyzed showed that the mean score of students reading comprehension who are taught by QAR Strategy (Experimental Class) was 85.50 and mean score of students reading comprehension who are taught by scientific approach (Control Class) was 79.00.

Table 4.8 The Result of Independent Sample t-Test from Experimental and Control Class

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Nilai	Equal variances assumed	.034	.853	4.247	58	.000	6.500	1.530	3.437	9.563
	Equal variances not assumed			4.247	57.854	.000	6.500	1.530	3.437	9.563

From the table above, it can see that the t-test value is 4.247 with 58 degrees of freedom. The 5% significance value for the t-table with db = 58 is 1.671. It means the result was 4.247 > 1.671. Based on the criteria:

H_a accepted : if $t_{test} > t_{table}$ (the QAR strategy is effective in teaching reading skill)

H_o accepted : if $t_{test} < t_{table}$ (the QAR strategy is not effective in teaching reading skill)

So that, the result of calculation showed that 4.247 > 1.671 ($t_{test} > t_{table}$) which is means that there is any significant difference score between the students who were taught by QAR strategy and those who were not. The researcher can take the conclusion that QAR strategy is effective in teaching reading comprehension at tenth grade of SMK Negeri 2 Ponorogo.

D. Interpretation

This research was conducted at SMK Negeri 2 Ponorogo. The research sample is class X A3 which consists of 30 students as the experimental class and class X A1 which consists of 30 students as the control class. The purpose of this research is to determine the significant effect of reading comprehension skills between students who are taught using the Question Answer Relationship strategy (QAR) and what is taught without using the Question Answer Relationship (QAR) strategy to tenth grade students of SMK Negeri 2 Ponorogo.

Based on the teaching and learning process, it can be seen that the Question Answer Relationship (QAR) strategy can help students solve reading comprehension problems. After getting the results of the study, the comparison of the average score between the experimental class pretest and the control class pretest was significant/homogeneous. The average value of the experimental class is 85.50 and the value of the control class is 79.00. The progress between the pretest and posttest of the experimental class and the control class. The difference in the effect of the experimental class and the control class is on the treatment. Experimental class students were taught to use the Question Answer Relationship (QAR) strategy, while the control class did not use the strategy.

According to the results above, it can be concluded that the QAR strategy is effective in teaching reading comprehension of narrative texts. Using this strategy scores a more significant difference on students' reading comprehension compared to teaching reading comprehension using conventional teaching. It means that the QAR strategy is effective for teaching reading comprehension of narrative texts.

Sa'dulloh Muzzamil in Raphael developed QAR as a tool for clarify how students can approach the task of reading texts and answering questions. It helps them realize the need to consider both information in the texts and information from their own background

knowledge. Without QAR instruction, students often over rely on text information or background knowledge.[46]

The level of QAR questions has a level of thinking from low, medium, to high levels. At a low level are questions of explicit text or "right there". At this level students can get answers easily in the form of words or phrases, examples of questions are asking the name (who), the place (where), the time (when), and so on. At the moderate level questions are the "think-and-search" level, questions are formed from implicit texts or answers can be obtained by students from thinking and searching. Questions at this level require students to look for answers in reading and think more than low-level questions. This level usually has sample questions asking cause or effect, comparisons, seeking information (how and why).

Then the last level of questions or high-level questions are "author and you" and "on my own" in the type "in my head". The "author and you" question require the reader to answer the question using ideas and information that are not directly contained in the text. while for the level of "on my own". The information obtained in the reading text can be combined with the knowledge or experience possessed by students so that a higher level of thinking is obtained. An example of a question could be asking what is known students from the reading topic and other information they know, their experiences and impressions regarding the reading topic, or their opinion about the topic in the reading.

By using the indicator QAR strategy in learning reading comprehension in students can be achieved. These indicators include students being able to identify generic structures, social functions and language features in narrative texts. The next indicator is that students are able to find information in narrative texts. then in this QAR strategy students can also find information as discussion material. This can motivate students to discuss with friends about their experiences and information outside of reading.

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[46] Sa'dulloh Muzammil, *Journal of Linguistics, Literature & Language Teaching*. (JL3T. Vol. II, No. 2 December 2016), 107.

Next, after testing the hypotheses that give the results of the coefficient of difference between students taught by the QAR strategy and those who were not. The result was 4.247 (t-test). To compare the t-test with the t-table to get the results of hypothesis testing, use the following criteria;

a. H_a accepted; if $t_{test} > t_{table}$. It means the QAR strategy is effective in teaching reading comprehension.

b. H_0 accepted; if $t_{test} < t_{table}$. It means the QAR strategy is not effective in teaching reading comprehension.

The values df/db can then be seen in the t-table at the 5% significance level. Df/db 58 = 1.671 (t-table), comparing t-test and t-table based on hypothesis test criteria. The calculation was 4.247 > 1.671. This means that H_a was accepted and H_0 was rejected because t-test is higher than t-table.

Based on the description of the results in the table above, researcher can conclude that there is any significant difference in reading comprehension before and after teaching with the Question Answer Relationship Strategy. In other words, Question Answer Relationship strategy is effectively used in teaching reading comprehension at tenth grade students of SMK Negeri 2 Ponorogo for the academic year 2022/2023.

CHAPTER V

CONCLUSION

In this chapter, the researcher would like to give conclusion and recommendations about the result of study.

A. Conclusion

Based on the data analysis and discussion of the research results that have been described, the writer concludes that the use of the Question Answer Relationship strategy (QAR) is effective in improving reading comprehension in tenth grade of SMK Negeri 2 Ponorogo in academic year 2022/2023. It can be seen in the students who were taught using the Question Answer Relationship strategy (QAR) had better scores than those who were not taught. From the mean scores, it can be seen that the experimental class of 85.50 is higher than the control class of 79.00. In addition, the results of the comparison between t-test and t-table have been found. It can be seen that the t-test value is 4.247 and the value of t-table df/db 58 is 1.671. It means that H_0 is rejected and H_a is accepted. In other words, there is any significance differences between the students who are taught using QAR strategy and those who are not at tenth grade students of SMK Negeri 2 Ponorogo in academic year 2022/2023.

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B. Recommendation

Based on the conclusions and implications that have been presented, there are several suggestions as follows.

1. For English Teachers

After conducting research specifically on the implementation of the Question-Answer Relationship (QAR) strategy to improve students' reading comprehension skills, the researcher suggested to the English teacher to apply the QAR strategy in the classroom to teach English, especially teaching reading. The QAR strategy is the most effective way to

help students understand the text and answer comprehension questions easily because this strategy is designed as a reading comprehension strategy developed to clarify how students are faced with reading assignments and answering questions.

2. **For Students**

Students should be more active in class. The students should pay more attention when the teacher gives an explanation about learning. Students must understand reading lessons given by using a Question Answer Relationship strategy. Students are not afraid to ask the teacher to explain again if the explanation is not clear.

3. **For Other Researchers**

Other researchers can develop further studies in the area of QAR strategies in order to improve students' achievement in reading comprehension. The results of this study can be used as a reference for future research and strengthening of similar research. Then, other researchers can examine other factors that also affect reading comprehension achievement because there are so many variables that can stimulate the success of teaching and learning reading comprehension. For example, teacher performance, media attractiveness, or personality and motivation.
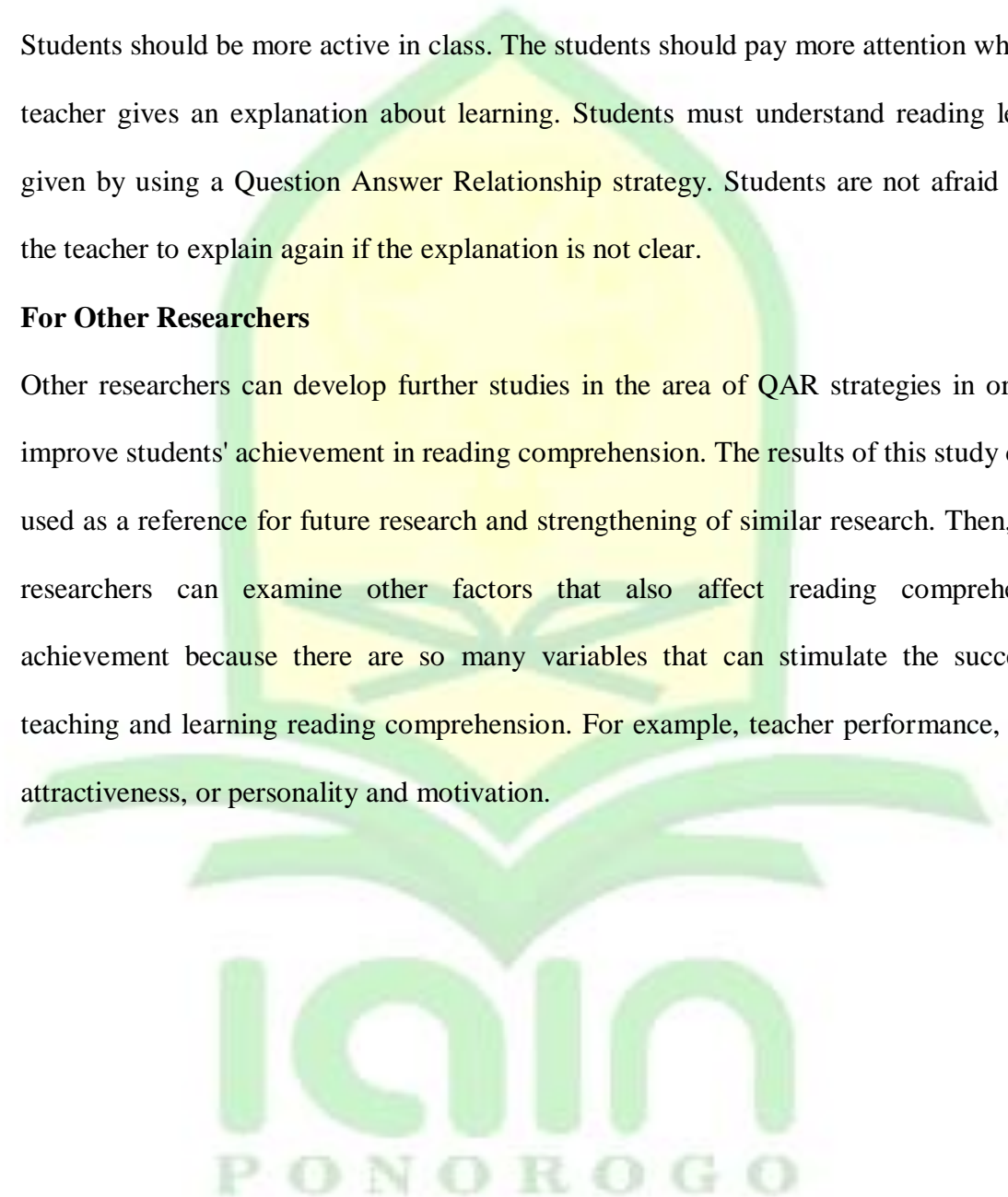
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