**THE EFFECTIVENESS OF USING QUESTION ANSWER
RELATIONSHIP (QAR) TECHNIQUE IN TEACHING READING FOR
THE SEVENTH GRADE STUDENTS OF MTS DARUL HUDA MAYAK
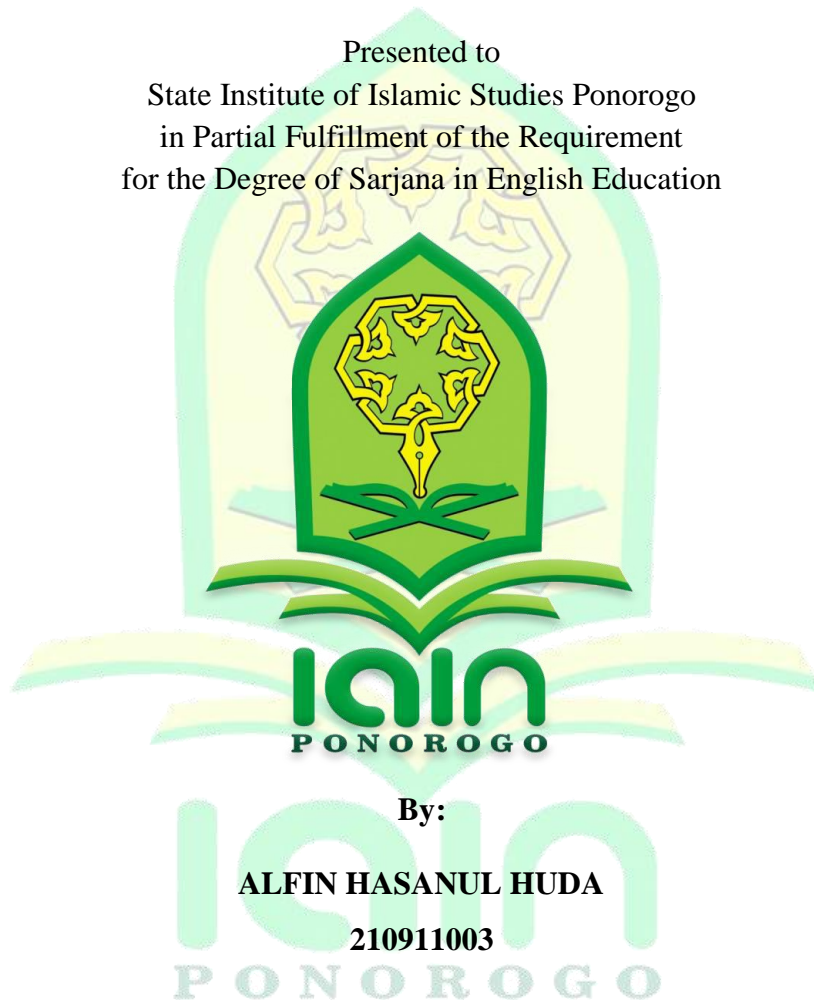IN ACADEMIC YEAR 2014/2015**

THESIS

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JULY 2018

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THESIS

Presented to
State Institute of Islamic Studies Ponorogo
in Partial Fulfillment of the Requirement
for the Degree of Sarjana in English Education

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ABSTRACT

HASANUL HUDA, ALFIN. 2018. *The Effectiveness of Using Question Answer Relationship (QAR) Technique in Teaching Reading for the Seventh Grade Students of MTs Darul Huda Mayak in Academic Year 2014/2015.***Thesis**. English Education Department, Tarbiyah Faculty, State Institute for Islamic Studies of Ponorogo. Advisor Dr. Dolar Yuwono, M.Pd

Key Word: Question Answer Relationship (QAR), Reading Comprehension

Reading is one of the most uniquely human and complex of all cognitive activities. Besides, reading is one of language skills; should be mastered well by the students because reading is an essential factor that influences one's activity in communication. Teachers must apply some technique to attract their students to improve their reading. One of many techniques is QAR technique. By this technique students will be more active and enthusiast in reading class.

The purpose of this research was to reveal the effectiveness of Question Answer Relationship (QAR) Technique in Teaching Reading for the Seventh Grade Students of MTs Darul Huda Mayak in Academic Year 2014/2015

The researcher applied quantitative approach and used the quasi-experimental design. It used two classes which are taught by using two different strategies. The experimental class was taught by using QAR (Question Answer Relationship) and control class was taught by using conventional method. The population was male students of seventh grade MTs Darul Huda which consist of 433. The sample is 58 students (29 experiment classes, 29 control classes). The data were gathered thought test. This research was conducted by following procedure: giving pre-test, applying treatment, and giving post-test.

After getting the score of the test, the data were analyzed and processed by using t_{test} formula by using SPSS. The result of this research shows that the average of pre-test of experimental class 65,69 and the average of post-test is 74,31. The value of $t_{test} = 4.521$ is consulted with 5% significance level with df 78, that is 2.000 (t_{test} > t table). So, H_a is accepted and H_o is rejected.

So, it can be concluded that there is significant effect on reading comprehension that is taught by using QAR technique. In other word, QAR technique is effective on reading comprehension of seventh grade students of MTs Darul Huda Mayak. It is become important for the teachers to increase and to develop their ability in teaching. The teacher should be able to use the appropriate method in learning English especially in learning reading to make the students are more motivated in learning reading.
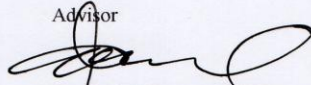
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has been approved by the board of examiners on
Day   :   Monday
Date   :   July, 30th 2018

and has been accepted as the requirement for the degree the sarjana in English Education on :
Day   :   Thursday
Date   :   August 2nd 2018
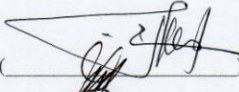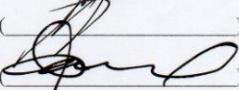
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CHAPTER I
INTRODUCTION

A. Background of Study

Nowadays, English plays an important role. It becomes an international language. Therefore, in this modern era it is necessary for us to learn it. English also has been taught in many countries in the world as a second foreign language such as in Japan, Malaysia, China, Germany and Indonesia in those countries students always make efforts to make the better in teaching English as a second language.

Teaching English language, as a foreign language is not an easy task. Since English is a foreign language for Indonesian students, it will surely cause some problems for them. Learning a foreign language is different from learning a native language because the students' environment in achieving their first language and a foreign language are different.

English language as one of subject matter in school has the four basic language skills: listening, speaking, reading, and writing. In every subject, students learning activities involve reading. Reading is defined as a set of skills that involves making sense and deriving meaning from the printed word.[1] For the beginner, reading is concerned mainly with learning to recognize the printed symbols that represent language and to respond intellectually and emotionally when being asked about the content of the

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[1] Caroline T. Linse, *Practical English Language Teaching: Young Learners*, (New York: Mc Graw- Hill companies,Inc, 2006), 69.

text he/she has read. Elizabeth S. Pang, et al., explain that learning to read is a different process because it involves learning about a symbolic system (writing) used to represent speech.[2] Before children begin to learn to associate the written form with speech, they need to learn the vocabulary, grammar and sound system of the oral language. So, it will help students to get meaning of the text and understanding the content of text.

Based on interview with English teacher of MTs Darul Huda, it's known that the students still have low capability in understand the English reading. It can be seen when the students were told to read the materials. After giving some questions related to the materials about what they read, some students could not answer questions from the teacher. Besides that, the students often forget some materials that the teacher has explained. Their achievement and motivation in reading also low. It can be caused many things, such as, the teachers are using method which is not suitable and monotone, students do not understand teacher's explanation, and students aren't interested in English lesson especially in reading English.[3]

One of method in teaching reading is Question Answer Relationship (QAR). Question answer relationship is as a tool for clarifying how students can approach the task of reading texts and answering questions. It helps them realize the need to consider both information in the text and information from their own background

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[2] Peng et al. (2007). *Impact of Question-Answer-Relationships on Reading Comprehension*. A Paper. Singapore: Pei Chun Public School and Marymount Convent. Minister of Education. Retrieved from www3.moe-edu.sg/edumall/rd/alar/ar peichun/ar peichun qar.pdf.

[3] Interview at MTs Darul Huda on Sunday, May 3th 2015.

knowledge. Without QAR instruction students often over rely on text information or background knowledge.

Raphael devised the QAR technique as a way for students to understand that the answer to a question is directly related to the type of question asked.[4] QAR assist students in differentiating among questions based on where the answer can be found: either In the Book or In My Head. If answers are In the Book, the questions will be of a literal type because the answers are "right there" in the text. If the questions are In My Head, inferential questions have been posed, and the readers must use their own background knowledge to compose answers that require information not found in the text.

The two categories of questions, In the Book and In My Head, can be further delineated into four subcategories. For questions that can be found In the Book, students will either find them right there in one place in the text, or they will have to think and search, also called search and find. For these types of questions, students will need to look in several places in the text to find the answer. Questions from the In My Head category are going to be Author and your questions, where the student will need to use their own background knowledge and experiences in addition to the textual information to answer the question. They might also be classified

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[4]Raphael, T.E & Pearson, *Increasing Student's Awareness of Source of Information for Answering Question.* American Educational Research Journal, (1982) 187-190.

as on my own questions, where the student will rely solely on background experiences and knowledge to supply the answer.[5]

MTs Darul Huda is one of institution and located in Ir. Hadi Juanda Street Gg. VI No. 38 Mayak Tonatan Ponorogo. In this school, English is taught from the seventh class. Especially in reading skill, their ability is so low. Because, most of the teachers often use the conventional method (lecturing) and most of the students are passive to join the class. So eventually we solve this problem to conduct the teaching and learning process. These phenomenons make the researcher interested to improve of students' reading ability using Question Answer Relationship technique. The subject of study is the seventh grade of MTs Darul Huda Mayak Tonatan Ponorogo. The title of study is *"The effectiveness of using question answer relationship (QAR) technique in teaching reading for the seventh grade students of MTs Darul Huda Mayak in academic year 2014/2015"*.

B. Limitation of the Problem

From the identification of the study above, the limitation of the problem is focused on the use of question answer relationship technique toward teaching reading to the seventh grade of MTs Darul Huda in academic year 2014/2015.

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[5] Ezell, Helen K & Kohler, Frank W. Use of Peer-Assisted Procedures to Teach QAR Reading Comprehension Strategies to Third-Grade Children. Education and Treatment of Children, 15 (3) 205-128. Journal of Inquiry & Action in Education, 4(3), 2012.

C. Statement of the Problem

Do students who use "question answer relationship (QAR)" technique have higher score than who do not?

D. Objective of the Study

To know whether the students who use question answer relationship (QAR) technique has higher score than who do not.

E. Significances of the Study

1. Theoretical Significances

The result of the research is expected to add the reference of teaching reading which can be accessed by some educational practices. It can be contributed in developing the education quality especially for English subject in teaching reading.

2. Practical Significances

The result of this research is expected to be useful information and gives contributions for educational environment.

a. Teachers

It is expected to give useful contribution in teaching reading especially for English teacher of MTs Darul Huda in improving teaching skill, it also can motivate English teacher to be a professional teacher who is creative and innovative teacher.

b. Students

It is expected to be useful for students especially for the seventh grade of MTs Darul Huda in academic year 2014/2015. It makes their study more active, enjoy, and it also can increase their reading ability.

c. Readers

It is expected to be useful for readers especially for the students of English Department of STAIN Ponorogo as a reference to use related technique for reading class.

d. Other Researcher

This study is expected to give contribute to other researchers in enriching references concerned.

F. Organization of the Thesis

To make easy to arrange the thesis, this section explains the organization of the thesis. There are five chapters discussed in this research report. They are highlighted in detail as follows:

Chapter I	:	Introduction; consists of background of the study, limitation of the problem, statement of the problem, objective of the study, significance of the study and organization of the thesis.
Chapter II	:	Review on related literature; consists of previous study, theoretical background, theoretical framework and hypothesis.
Chapter III	:	Research methodology; consist of research design, population and sample, instrument of data collection,

technique of data collection, and technique of data analysis.

Chapter IV   : Research result; consist of research location, data description, data analysis, discussion, and interpretation.

Chapter V   : Conclusion; consist of conclusion and recommendation

CHAPTER II

REVIEW ON RELATED LITERATURE

A. Previous Research Findings

The first research from Ni'ma Ro'yin Fadlilah by the title "*Improving Students' Reading Skill through PQRST (Preview Question Read Self-Recitation Test) Technique at the Eighth Grade of AL-Islam Islamic Boarding School Joresan Mlarak Ponorogo in Academic Year 2011/ 2012 ".[6]* It was classroom action research; the result of the research was the use of PQRST technique in teaching reading skill can improve the students' reading skill. It can be identified that after the implementation, there was an improvement of the students' interest, activeness and achievement.

The second one is research from Ann Susana Raj from Faculty of Education and Languages Open University Malaysia entitle " *The Effectiveness of the Question and Answer Relationship (QAR) Strategy in Enhancing Reading Comprehension Among ESL Students[7].* In this research he used Question Answer Relationship (QAR) in enhancing reading comprehension. The result of the research is teaching reading trough QAR was better and it was effective to the students and they more interesting to

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[6] Ni'mah Ro'yin Fadlilah, *Improving Students' Reading Skill through PQRST (Preview Question Read Self-Recitation Test) Technique at the Eighth Grade of AL-Islam Islamic Boarding School Joresan Mlarak Ponorogo in Academic Year 2011/ 2012 ".*

[7] Ann Susana Raj, *"The Effectiveness of the Question and Answer Relationship (QAR) Strategy in Enhancing Reading Comprehension Among ESL Students"* Faculty of Education and Languages Open University Malaysia (2008)

learn in communicative way and can solve their problem each other in their group.

Related to this research, previous research finding becomes a contribution and reference to the researcher. The researcher realizes well that applying an appropriate teaching technique is one of the factors that determine the success of teaching reading. The technique used should be a communicable material to helping the students to comprehend the text.

B. Theoritical Background

1. Reading Comprehension

   a. Definition of Reading

   Reading is one of the most uniquely human and complex of all cognitive activities.[8] Caroline say, reading is a set of skill that involves making sense and deriving meaning from the printed word.[9] Reading is the complex communicative behaviour of deriving meaning from presented text.[10] Reading has been defined in many ways since it first became the object if intense educational and psychological research at the turn of the century.[11]

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[8] Elaine K. McEwan, *Raising Reading Achievement in Middle and High Schools,* (California: Corwin Press, 2001), 32.

[9] Caroline T. Linse, *Practical English Language Teaching Young Learners,* (New York: McGraw-Hill, 2005), 69

[10] Richad E. Mayer, *Handbook of Research on Learning and Instruction*, (New York: Routledge, 2011), 7

[11] McEwan, *Raising Reading Achievement in Middle and High Schools,* (California: Corwin Press, 2001), 43.

Based in david nunan, reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. The goal of reading is comprehension.[12] Based on explanation above, those can be conclude reading is an activities of people to can get some information of meaning from a text.

National reading panel's on elaine says, three important ideas emerged from the examination of the research on comprehension: 1) reading comprehension is a cognitive process that integrates complex skills and cannot be understood without examining the critical role of vocabulary learning and instruction and its development; 2) active interactive strategies provesses are critically necessary to the development of reading comprehension; 3) the preparation of teachers to best equip them to facilitate these complex processes is critical and intimately tied to the development of reading comprehension.[13]

Durkin in elaine, reading comprehension is "international thinking during which meaning is constructed throught interactions between text and reader". Comprehension is something that happens in the mind of the reader and concerns not only what is in

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[12] David Nunan, *Practical English Language Teaching* (Singapore:McGraw-Hill, 2003), 68

[13] Elaine K. McEwan, *Raising Reading Achievement in Middle and High Schools,* (California: Corwin Press, 2001), 35.

the text but also the experiences and prior knowledge a reader brings to the text.[14]

Based on the explanation above, those can be concluded reading comprehension is a cognitive process of the reader to get meaning from a text.

b. The Component of Reading

Reading has component to reach the successfully in reading activity. It can help students in their learning process. As fielding and Pearson states in partivular, reading programs having the following four components can lead to student success, they are:

1) Extensive amounts of time in class for reading

In reading activity, the students need a hard effort to catch the information. Therefore they need much time to read and understand the text carefully. Another it give the opportunity to the students in processing information. The students must know the vocabulary because without know it, they are not find the meaning or intention of the text. So, much time for reading class is needed.

2) Direct stategy instruction in reading comprehension.

The teacher gives direct instruction to the students in order that they can be guided for reading comprehension.

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[14] Ibid,

The purpose of rading is to find information of the text. So, students focus in processing the maning of the text.

3) Opportunity for collaboration

The teacher can make groups in students' reading activity. In group they can work together to collect information. It is called cooperative learning.

4) Opportunity for discussion on responses to reading[15]

In group they can share their ideas and integrate the result of reading activity. They discuss the material and how they respond it. Thus, they can find the best meaning with their group.

c. **Models of Reading Comprehension**

1) Bottom-up Models

Bottom-up models typically consist of lower-level reading processes. Students start with the fundamental basic of letter and sound recognition, which in turn allows for morpheme recognition followed by word recognition building up to the identification of grammatical structures, sentence, and longer text. Letter, letter clusters, word, phrases, sentences, longer text, and finally meaning is the order in achieving comprehension.[16]

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[15] J. Michael O' Malley, Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners,* 95.

[16] David Nunan, *Practical English Language Teaching* (Singapore:McGraw-Hill,2003), 70.

Christine nuttall in douglas brown, compares bottom-up process with the image of a scientist with a magnifying glass of microscope examining all the minute details of some phenomenon[17].

2) Top-down Models

Top-down models, other hand, begin with the idea that comprehension resides in the reader. The reader use background knowledge, makes prediction, and searchers the text to confirm or reject the predictions that are made. A passage can thus be understood even if all of the individual words are no understood. Within a top-down approach to reading the teachers should focus on meaning generating activities rather than on mastery of word recognition.[18]

Christine nuttal in douglas, top-down processing is like taking an eagle's eye view of a landscape below.[19]

3) Interactive Models

The models that are accepted as the most comprehensive description of the reading process are interactive models. An interactive approach to reading would include aspects of both intensive and extensive reading. We need to provide learners

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[17] H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pegagogy,* (New York: Longman, 2000), 299.

[18] David Nunan, *Practical English Language Teaching* (Singapore:McGraw-Hill, 2003), 71.

[19] H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pegagogy,* (New York: Longman, 2000), 299.

with shorter passages to teach specific reading skills and strategies explicitly.[20]

2. Question Answer Relationship (QAR) Technique

a. Definition

QAR is useful as a tool for conceptualizing and developing comprehension questions. QAR creates a way of thinking about the types of questions that are most appropriate for different points in guiding students through a text.

Taffy Raphael developed QAR as a tool for clarifying how students can approach the task of reading texts and answering questions. It helps them realize the need to consider both information in the text and information from their own background knowledge. Without QAR instruction students often over rely on text information or background knowledge.[21]

b. Categories of Question

Taffy Raphael states that there are categories of question, they are In the book and In my head. These two categories of questions also have two different types of questions.

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[20] David Nunan, *Practical English Language Teaching* (Singapore:McGraw-Hill, 2003), 72

[21] Raphael, T.E & Pearson, *Increasing Student's Awareness of Source of Information for Answering Question.* American Educational Research Journal, 217.

The details of both categories are described as follows:

1) In The Book Questions

  a) Right There

       The answer to Right There questions can be found in one sentence in the text. Students can point to these answers. It was easy for the students to answer this type of question. Indeed, Raphael added, "the answers to the Right There questions are generally easy to find in the text; in fact, often some of the words used in the question are found in the same sentence as the answer". Shortly, the students always looked back directly at the text when they wanted to answer the Right There question.

  b) Think and Search

       The answers to Think and Search questions are pieced together using information from different parts of the text. The answer is in the text, but you need to put together different pieces of information to find it. Words in the question and words for the answer are not found in the same sentence. They come from different places in the passage or text.

2) In My Head Questions

   a) Author and Me

       The answer to Author and Me questions are not found in the text. Instead they require students to think inferentially. Students must think about what they already know, what the author is telling them, and how both pieces of information fit together.

   b) On My Own

       The answer to On My Own question is not in the text. It can be answered without even reading the text. The answers to these questions comes entirely from their own experiences. On My Own questions sometimes include the words: In your opinion or based on your experience.

c. The Advantages of QAR Technique

       Raphael discloses the rationales of implementing QAR in teaching reading comprehension;

1) It helps students learn the kind of thinking that different types of questions require, as well as where to go for answers in the text. It encourages students to be more proficient and strategic readers

2) It helps students to ask effective questions as they read and respond to the text

3) Teachers use QAR to guide and check student learning and to advance higher-level thinking in their students.[22]

C. Theoretical Framework

Reading is a fundamental skill upon which all formal education depends and about understanding written texts.[23] Besides, reading is one of language skills; should be mastered well by the students because reading is an essential factor that influences one's activity in communication.

The technique which may apply in teaching reading is Question Answer Relationship Technique. Question Answer Relationship will be a fun strategy to be used in the classroom by the teacher because it will form the students to be more confidence and interested in reading especially in English.

This research is experimental research, with the effectiveness of using question answer relationship technique in teaching reading at the seventh grade students of MTs Darul Huda in academic year 2014/2015. The research used question answer relationship technique in teaching reading comprehension achievement. After that the researcher observed this process to know, do students who are taught using Question Answer Relationship (QAR) have higher score than who are not taught using question answer Relationship (QAR) at the seventh grade of MTs Darul Huda in academic year 2014/2015.

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[22] Raphael, T.E & Pearson, *Increasing Student's Awareness of Source of Information for Answering Question.* American Educational Research Journal, 235

[23] Elyzabeth, S. Pang, *Teaching Reading* (Chicago:IAE Educational Practices Series University of Illionis, 2003), 6.

This research consists of two variables:

X: Reading comprehension

Y : Question Answer Relationship Technique

The researcher assumes that in teaching reading taught using Question Answer Relationship (QAR) Technique at the seventh grade of MTs Darul Huda Mayak have higher score than who are not.

D. Hypothesis

Hypothesis is the alternative of guess answer which has made by the researcher for the problems which has presented in his research. The guess answer is the truth which will be tasted his truth by collecting data which is collected by the research.[24] Hypothesis is temporary answer to the problem of theoretical research that is considered most likely and highest levels were correct.

There are two hypothesis:

H_a : Students who are taught by using question answer relationship (QAR) have higher score than who aren't

H_o : Students who aren't taught by using question answer relationship (QAR) have higher score than who are

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[24] Suharsimi Arikunto, *Manajemen Penelitian*, (Jakarta: PT Rineka Cipta, 2000), 71.

CHAPTER III

RESEARCH METHOD

The excistence of the research method has a goal of guilding, the researcher order to work systematically. The researcher methodology covers a set of research activities conducted by researcher. It involves research design, population, sample, respondent, instrument of data collection, technique of data collection, and technique of data anlysis.

A. Research Design

There are various research design in a research. In this study, the researcher use quantitative research approach. Quantitative research is explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics).[25] It means, to analyze the data the researcher used statistical calculation.

In this researc, the researcher applied experimental research. Experimental research is as experimental method that used to find the effect of the treatment toward something in controlled condition.[26]

There are four kinds of experiment, they are pre experiment, true experiment, quasi experiment, and ex post de facto. The researcher uses experimental research design method, especially quasi-experimental design to find the causal relation and use non-equivalent (pre-test and post-test) control group design. Quasi experimental research is a research that directly attempts to influence a particular variable, and when properly

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[25] Daniel Muis, *Doing Quantitative Research in education, 1.*
[26] Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2008), 107.

applied, it is the best type for testing hypothesis about cause-effect relationship.[27] This design is assumed to meet with the aim of this research that is to know whether or not there is a significant difference of the students" achievement that is given by using certain treatment.

Quasi-experimental indicates that random assignment of subject to treatment groups was not accomplished.[28] Therefore, the researcher can only assign randomly different treatment to two different classes. They were control class and experimental class.

The researcher used non-equivalent (pre-test and post-test) control group design. This is a popular approch to quasi experimental research design. This approach involved control class and experimental class. Both classes recieve pre-test and post-test but only the experimental class recieved the treatment. In addition, all of those classes are selected without random assigment.

This research has two variables, dependent and independent:

a. Independent variable: Question Answer Relationship (QAR) technique

b. Dependent variable: Reading Comprehension

The research design is as follows:

E $\rightarrow$ 01 $\longrightarrow$ X $\longrightarrow$ 03

C $\rightarrow$ 02 $\longrightarrow$ - $\longrightarrow$ 04

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[27] Jack Fraenkel and Norman Wallen, *How to Design & Evaluate Research In education* (San Fransisco: Mc Graw Hill companies, 2000), 283.

[28] Walther R. Brog, *Educational Research: An Introduction (London*: Logman, 1983), 680

Notes:

E : Experiment class (the students who are taught use QAR technique)

C : Control class (the students who are taught use lecturing technique)

O1: Pre test for the experiment class

O2: Pre test for the control class

X : Treatment

O3: Post test for the experiment class after using QAR technique

O4: Post test for the control class after using conventional technique

Based on the research design above, this research has two classes, which are experiment and control class as the subject. There is pre test before treatment to make the students in the same condition and to know the students' reading comprehension mastery, and post test after treatment to measure the effectiveness of treatment. The researcher uses two classes as the subject, which is VII^D class as an experiment which applies QAR technique and VII^E as control class which applies conventional technique. Those treatments use to teach reading comprehension of the recount text material.

The experiment and the control class must be parallel. It means that the students of those classes have same capability and achievement in reading comprehension. These classes are chosen based on the English teacher's recommendation who knows their capability exactly.

This research uses post test to conduct the data after treatment in each of class. Pre test uses in each class to make the students begin with same condition.

B. Population, Sample and Respondent

1. Population.

Before conducting in observation, the researcher needs to determine the population. Population is a collection of (whole) elements or individuals that have certain characteristics in a study.[29] According to Fred N.Kerlinger, population is defined as all members of any well defined class people, event or subject.[30]

From those statements, population is all of the students will be observed by the researcher. Population is also the whole object that the researcher wants to search which has specific characteristics. This research the population was the seventh grade of MTs Darul Huda Mayak Tonatan Ponorogo. There are 433 of male students and devide into 15 class.

2. Sample

Sample is part of population which is seleceted by the researcher as the representative of the population. Muhammad Adnan Latief states that sample is a small group of people selected

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[29] Andhita Dessy Wulansari, *Statistika Parametrik : Terapan untuk Penelitian Kuantitatif,* ed. Sofwan Hadi (STAIN Po PRESS), 8.

[30] John W. Cresweel, *Research Design Qualitative, Quantitative, Direct Methods Approaches Third Edition* (United Kingdom : Sage Publication, 2009), 160.

to represent the much larger entire population from which it iss drawn.[31]Sample is the small group that is observed or sample is a portion of a population.[32]

In this study, the researcher used cluster sampling as the sampling technique. Cluster sampling is used when it is more feasible to select groups of individuals rather than individuals from a defined population.[33]

3. **Respondent**

There were two classes used in this research. The clusters in this research are VII^D class for experiment group there are 29 students and VII^E for the control group there are 29 students of seventh grade students of MTs Darul Huda Mayak in academic year 2014/2015.

C. **Instrument of Data Collection**

1. **The Instrument of Data Collection**

Instrument can be defined as a tool to collect data; it has to be constructed and made show the empirical data accurately as the real condition of the subject of the research.[34] In this case, the researcher uses test and documentation as instruments of data collection.

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[31] Muhamad adnan latief, *Research methods on language learning an introduction,* 181.
[32] John W. Cresweel, *Research Design Qualitative, Quantitative, Direct Methods Approaches Third Edition* (United Kingdom : Sage Publication, 2009), 121.
[33] Muhamad Adnan Latief, *Research Methods on Language Learning an Introduction,* 174
[34] S. Margono, *Metodologi Penelitian Pendidikan* (Jakarta: PT. Rineka Cipta, 2005), 155.

The test was used to analyze whether any significant difference about the using of question answer technique on reading comprehension in MTs Darul Huda Mayak. In this research, the data are the result of pre-test and post-test of two groups as sample. The first group was taught using question answer relationship technique and the second group was taught without using question answer relationship technique. Then the researcher analyzed the test result to know the difference of students' achievement in reading and then interpreted it.

Table 3.1

The Instrument of Data Collection

Title Of Research	Variable	Indicator	Item
The Effectiveness of Using Question Answer Relationship (QAR) Technique In Teaching Reading For The Seventh Grade Students of MTs Darul Huda Mayak In Academic Year 2014/2015	Reading Comprehension (Y)	1) Memahami pengertian teks narrative, tujuan teks narative, generic structure teks narative dan ciri kebahasaan teks narative	1,2, 3,4, 17
		2) Menuliskan atau memaparkan generic structure dari teks Jaka Tarub and Seven Angels	6,8,9, 10,12, 13

		3) Menganalisis ciri kebahasaan dan makna yang ada di teks Jaka Tarub and Seven Angels	5,7, 15,16
		4) Menjawab pertanyaan tersurat dari teks Jaka Tarub and Seven Angels	11,19, 20

After make the instruments, the researcher was checking the validity and realibility of test. To know that data were valid or not and reliable or not the researcher must ensure that the matter was made in accordinance with the standards of competence and basic competence in related materials. The addition was to know about it is valid or not measured by using statistical formula.

2. **Validity and Reliability of Instruments**.

   a) **Validity**

     Validity means the extent to which inferences made from assessment results are appropriate, meaningful, and useful in terms of the purpose of the assessment.[35] The test has validity if the result is in accordance with the criterion,

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[35] H. Douglas Brown, *Language Assessment Principles and Classroom Practice* (New York: Longman, 2000)22.

in term of parallels between the resuolt of test with the criterion.

The criteria of validity based on the comparison between r_{xy} and r-tabel. Where the getting of r_{xy} is from product moment formula and gaining the r_{tabel} is from correlation coefficient. If the $r_{xy} > r_{tabel}$ the item is valid.[36] The researcher takes correlation coefficient "r" product moment from Pearson in db/df 25 and on 5% of significant stage.[37] The result of validity of test can be seen in table 3.2

Table 3.2

Item Validity of Instrument for Reading Comprehension Test

No Item	"R" Arithmetic	"R" Table	Explanation
1.	0,010	0,380	Invalid
2.	0,582	0,380	Valid
3.	0,514	0,380	Valid
4.	0,474	0,380	Valid
5.	0,499	0,380	Valid
6.	0,332	0,380	Invalid
7.	0,588	0,380	Valid
8.	0,503	0,380	Valid

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[36] Retno Widyaningrum, *Statistik Edisi Revisi III*, (Ponorogo: STAIN PO Press, 2014), 84.

[37] George A. Ferguson, *Statistical Analysis in Psychology and Education sixth edition*, (USA:McGraw-Hill Book Company, 1989), 554.

9.	0,544	0,380	Valid
10.	-0,268	0,380	Invalid
11.	0,435	0,380	Valid
12.	-0.201	0,380	Invalid
13.	0,700	0,380	Valid
14.	0,463	0,380	Valid
15.	0,477	0,380	Valid
16.	0,457	0,380	Valid
17.	0,487	0,380	Valid
18.	0,057	0,380	Invalid
19.	0,500	0,380	Valid
20.	0,523	0,380	Valid
21.	-0,145	0,380	Invalid
22.	0,131	0,380	Invalid
23.	0,438	0,380	Valid
24.	0,465	0,380	Valid
25.	0,487	0,380	Valid
26.	0,499	0,380	Valid
27.	0,548	0,380	Valid
28.	0,102	0,380	Invalid
29.	0,437	0,380	Valid
30.	0,266	0,380	Invalid

31.	0,155	0,380	Invalid
32.	0,157	0,380	Invalid
33.	0,495	0,380	Valid

From the result above, there are 11 items that are invalid (1,6,10,12,18,21,22,28,30,31,32) and 22 items are valid (2, 3, 4, 5, 7, 8, 9, 11, 13, 14, 15, 16, 17, 19, 20, 23, 24, 25, 26, 27, 29, 33). The researcher used 20 valid items as the instrument to measure the students' reading comprehension. The calculation of validity test can be seen in appendix.

b) **Reliability**

Test reliability is defined as the extent to which the result can be considered consistent or stable.[38] An instrument is said reliable if the result of measurement on same tastes gives consistence or stable result.

Not only validity, but also reliability is important for an instrument to measure whether the instrument is reliable or not, the researcher was also used the enter SPSS 16 windows programs.

Table 3.3 The Result of Reliability Test

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[38] James Dean Brown, *Testing in Language Program a Comprehensive Guide to English Language Assessment,* (America: McGraw-Hill, 2005), 175

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.870	.871	19

Table 3.4 Test Item Reliability

"r" arithmetic	"r"table	Notes
0.870	0,380	Reliable

Based on the calculation result of reliability was the value of the students" reliability instrument is 0.870. Then the value of reliability is consulted with "r" table on the significance level of 5%. The value of "r" table is 0,380. The value of "r" index of reliability (0.870) > "r" table (0,388), so the test is reliable.

D. Technique of Data Collection

The technique of data collection is all of way nature who use by researcher to get data in the research. Data is important factors, because data is a need to prove the real hypothesis. To get data who real objective and complete, so need an instrument data collection.

Technique of data collection very much kind and that technique have characteristic and have weakness or remainder. There are three

ways to collect the data in this research; there are test, interview and documentation.[39]

1. **Test**

    Test is method of measuring of a persons' ability, knowledge, or performance in a given the domain.[40] Test is used to measure skills or abilities for the observed objects. Test is a series of practices of questions that is used to motive the students and as means of measuring skills, knowledge, intelligent, and talent.

    In this research test is used to gather about students' reading comprehension. The data are taken from the result of reading test.

    In this research, test applied to measure the reading comprehension of the seventh grade (VII^D and VII^E) students of MTs Darul Huda Mayak in academic year 2014/2015.

2. **Documentation**

    Documentation is a way of getting information or data through notes, transcripts, books, newspapers, magazines, agenda, and so forth. Documentation is an official paper giving information or evidence.[41] Documentation provided the researcher with the information that was used to find names, vision-mission, goals, facilities, infrastructures and organization of MTs Darul Huda Mayak.

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[39] S. Margono, *Metodologi Penelitian Pendidikan* (Jakarta: PT. Rineka Cipta, 2005), 158
[40] Douglas Brown, *Language Assessment, (* New York: Longman, 2004), 3.
[41] A S Hornby, *Oxford Advance Learner's Dictionary, sixth edition,* (New Delhi: New Age International (P) Ltd., 2006), 82.

E. Technique of Data Analysis

Data analysis is an effort of analyzing data collected in the framework of understanding research finding to fit the research problem. Before using statistical formula, researcher need to know the assumption that is used in the use of the formula. By knowing the basic assumption in using the formula, it would be more prudent in employing and calculation. Retno Widyaningrum said that the calculation is required to test the assumption / requirement, so in the use of the formula and the obtained result is do not deviate from the occur certainty. This requirement test is occurred to use of the parametric formula which the data are normal assumed.[42] Therefore, the researcher applied SPSS 19 program to find out the normality test.

After conduct normality test the researcher was testing hypothesis. In hypothesis test, the researcher used T-test analysis method.

To know is there any significant effect of using Question Answer Relationship (QAR) technique in teachinng reading for the seventh grade students of MTs Darul Huda Mayak in acaemic year 2014-2015.

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[42] Retno Widyaningrum, *Statistika,* (Yogyakarta: Pustaka Felica, 2011), 205

CHAPTER IV

RESEARCH RESULT

A. Research Location

1. History of School Establishment

Darul Huda Islamic Junior High School Ponorogo Mayak was established on November 29, 1990 with the establishment license number WM 06/03/004/B/ket/1990. This educational institution is under the shelter of Darul Huda Islamic boarding school foundations in Ponorogo district.

MTs Darul Huda has a vision.[43] By knowledge and charity can achieve a perfect human being and have *ahlakul karimah* missions. This is provided by islamic religious knowledge and mastery of science, according to level of capabilities and needs in preparation for continuation of education to pursue higher degrees in Islamic society.

MTs Darul huda Mayak has target:[44]

a. Creating the planned activities in school and directed by reference to the good management

b. Increasing of the management of the ranks of teachers and other school, enabling the creation of a conductive teaching-learning process and create a reliable output.

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[43]Look at documentation transcript number : 01/D/15-IX/2015 in appendix 6

[44] Look at documentation transcript number : 02/D/15-IX/2015 in appendix 6

c. Functioning of educational units related to the activities of students, teachers and principals as well as all levels of manager and the public, both organization and functional units. Allowing good cooperation and awakening sense of shared responsibility between school, students, parents and teachers

2. **Profile of MTs Darul Huda**

a. **Meaning of Symbol**

1. Star (golden yellow): lofty objective, knowledge, charitable, pious, glorious deeds

2. World sky (blue sky): shows insight

3. Triangle (yellow gold): stealing is good if flying up and falling down still stuck, do not waver aqidah

4. Left wing (white labeled islam) : islam is pure

5. The right wing (white cloud) writing" berilmu, bertaqwa" as motto of Darul Huda Islamic Boarding school

6. Posts Mayak Tonatan Ponorogo curved upwards: indicates location of Darul Huda Islamic Boarding School

7. Arabic writing : it is the name of the board

b. Geographical Location

MTs Darul Huda Mayak is located within urban areas, easily access via public transportation or private vehicle. It is located two km east of downtown of ponorogo and still part of the district of ponorogo. It is precisely located at Jl. Ir. H. Juanda Gg. VI No.38 Mayak Tonatan Ponorogo. The borders of MTs Darul Huda areas are:

North: Ronowijayan village

East: Ronowijayan village

South: Tonatan village

West: Bangunsari

c. Organization Structure of MTs Darul Huda

In an organization, it is necessary to make the structure so that the organization can run well. It is needed to make the authority of individual units work together and help to achieve the objectives that have been divined.

Organization structure of MTs Darul Huda Mayak Tonatan Ponorogo is as follows:

1. Head master   :   M. Syamsi Hasan, SE

2. Head of administration   :   Ali Muttaqin

3. Assistance of managing students   :   Umijan

4. Assistance of managing curriculum   :   Joko Yulianto, S.Pd

5. Assistance of managing school facilities   :   Anwar, S.H.I

6. Assistance of school public relation   :   Yasin Budyoko,S.H.I

7. Coordinator of students counselor   :   Umijan

d. Condition of Teachers and students of MTs Darul Huda Mayak

The number of teacher and staff in MTs Darul Huda Mayak Tonatan Ponorogo in academic year 2014/2015 are about 110 people. The teachers at MTs Darul Huda are mostly graduated from college or university in various fields and majority graduated from Darul Huda Senior high school. The table of number of teachers, staff and students in MTs Darul Huda are as follow:

Table 4.1 The Number of the teachers and Staffs in MTs Darul Huda

No	Type of teachers	Year				
		2010/ 2011	2011/ 2012	2012/ 2013	2013/ 2014	2014/ 2015
1	Civil servants	5	4	4	2	2
2	Permanent teachers foundation	2	2	2	2	2
3	Teacher not fixed	42	60	70	73	74
4	Center for teacher contract	-	-	-	-	-
5	Local teacher contract	1	-	-	-	-

6	Employees	9	9	9	-	-
	Total	59	75	85	88	89

From the table above it can be seen that the civil servants of MTs Darul Huda from 2010 until 2015 has declined. In 2010 amounted to 5 people and in 2015 only two people. The amount of Permanent teacher foundation from 2010 until 2015 is same. The opposite of civil servants, the teacher not fixed from 2010 until 2015 the number is increasing. Starting from 2010 amounted to 42 and in 2015 amounted to 95 people. Center for teacher contact and local teachers contact is the same amount that only one in 2010 .while the number of employees in 2010 until 2013 amounted to 9 people and in 2016 increased to be 11 people. Total teacher from 2010 to 2015 can be seen as it is attached above.

The amount of students MTs Darul Huda Mayak is increased years to years. The number of students in MTs Darul Huda from year to year can be seen as on the attachment below

Table 4.2 The Number of Students in MTs Darul Huda

No	Year	Class			Total
		VII	VIII	IX	
1	2010/2011	544	322	273	1.139
2	2011/2012	591	482	287	1.360

3	2012/2013	553	505	413	1.419
4	2013/2014	593	452	459	1.504
5	2014/2015	762	529	459	1.625

From the table above can be seen that the number of students in MTs Darul Huda from year to year is increasing. It can be seen from the total number of students of the whole class. Total student in 2010 amounted to 1.139 and then in 2015 increased to be 1.625 students

e. **Curriculum of MTs Darul Huda Mayak**

MTs Darul Huda Mayak uses the curriculum established by the ministry of religious affairs and also added with the local curriculum. The compositions of curriculum structure are as follow

Table 4.3 Compositions of curriculum structure

No	Subject Matter
1	Religious education
	a. Al-Quran Hadits
	b. Aqidah Akhlak
	c. Fiqih
	d. SKI(Sejarah Kebudayaan Islam)
2	Civil education
3	Discussion and literature of Indonesia
4	Arabic

5	English	
6	Math	
7	Science (biology, physics)	
8	Social science (geography, history, economy)	
9	Art education	
10	Physical education	
11	Skills/information and communication technology (ICT)	
	Local content	
12	a. Javanese language	
13	b. Refraction (pembiasaan)	

f. Infrastructures of MTs Darul Huda Mayak

Facilities and infrastructures of MTs Darul Huda Mayak include: classrooms, staff rooms, and the room of BP / BK, administrative room, UKS space, computer labs, co-operative and canteen, students' council room, bathroom/ WC for teachers, bathroom/ WC for students, halls and place for worship/ mosque. Here is the detail and the condition of facilities and infrastructures in MTs Darul Huda Mayak Tonatan Ponorogo

Table 4.4 the facilities of MTs Darul Huda

No	Name of room	Number of room	Explanation
1	Classrooms	55	Good/ ~~damage~~
2	Guest room	1	Good/ ~~damage~~

3	Library	2	Good/ ~~damage~~
4	Headmaster's room	1	Good/ ~~damage~~
5	Teachers' room	2	Good/ ~~damage~~
6	The room of BP/ BK	1	Good/ ~~damage~~
7	The room of administration	1	Good/ ~~damage~~
8	UKS space	1	Good/ ~~damage~~
9	Computer labs	2	Good/ ~~damage~~
10	Co-operative	1	Good/ ~~damage~~
11	Canteen	3	Good/ ~~damage~~
12	OSIS room	2	Good/ ~~damage~~
13	Bathroom/ WC for teachers	4	Good/ ~~damage~~
14	Bathroom/ WC for students	31	Good/ ~~damage~~
15	Hall	1	Good/ ~~damage~~
16	Place for worship/ mosque	1	Good/ ~~damage~~

B. Data Description

The data in this research were collected from students' score in pre-test and post-test of both experimental class and control class. The experimental class was taught using Question Answer Relationship technique and the control class was taught using lecturing technique.

1. Procedure of Experiment

This research used VII^D of MTs Darul Huda Mayak as experimental class. The number of this class was 29 students. They had followed pre-test and post-test conducted by researcher.

Firstly, the student were given pre-test. There were 20 multiple choice questions. It was held on May 7th 2015

Secondly, the treatment of Question Answer Relationship (QAR) technique held on May 11th 2015. The material was narrative text. The students must apply the Question Answer Relationship (QAR) technique to comprehend the text.

Thirdly, that was post test. It was hold on May 12th 2015. It used to measure whether the QAR (Question Answer Relationship) technique is success or not in teaching reading comprehension.

The post test and pre test took narrative test, but different text and items. It used to know the true result whether the method was effective or not. The test items were constructed based on the indicators.

2. **Procedure of Control**

This research takes VII^E of MTs Darul Huda Mayak as a control class. The number of this class was 29 students. They had followed pre-test and post-test conducted by researcher. In this class, the researcher used lecturing technique.

The material which was taught to the students was same with experimental class. Not only same in the material but also the pre-test and post-test. There were some activities that students did in the control class. First, teacher gave each student a copy of narrative text. Then, teacher explains the text briefly. After that, teacher divides the text into some parts. Teacher asked some students to read the text in front of the class and stops the reading activity when there is important point.

From the describtion above, it can be conclude that, the ordinary technique give more chance for students to read, but the students will be bored because there is no activity except read the text.

3. **The result of students' pre-test and post-test in Experiment Class**

The data of students' pre-test and post-test in Experiment Class is as follows:

Table 4.5

The Result of Students' Pre Test and Post Test in Experiment Class

No	Name	Pre-test	Post-test
1	A. Nuriyanto Subekan	80	80
2	Adam Rezico R.	70	80
3	Agit Suhartanto	75	80
4	Ahmad Shofii Nasrulloh	80	80
5	Ainurizqi	70	80
6	Alexandro Robert Hidayat	70	75
7	Alfan Nasrul Haq	80	80

8	An- Nafi Shodiq	85	95
9	Annanda Yusuf Dwi C.	80	85
10	Bagus Ambar Solehudin	65	70
11	Bintang Davita Permana	60	75
12	David Asroru Maulana	75	80
13	Dodi Kwinarko	80	80
14	Dody Saiful Fatoni	50	75
15	Eza Solikhin	70	80
16	Farhan Huda Lilmuttaqin	85	75
17	Felix Fahril Islam	50	70
18	Garda Nasrul Herlambang	45	75
19	Hanief Nur Faizin	50	80
20	Indra Wahyu	60	70
21	Juniar Muhammad Fajar	60	65
22	M. Danial Afani	50	60
23	M. Thoriq Al- Hasan	65	70
24	Masykur Amien	40	65
25	Moh. Bahrul Ulum	40	60
26	Muh Asyfinul Fawaiddin	55	65
27	M. Azhril Herliansyah	70	70
28	M. Habib Musthofa	65	60
29	M. Kahfi Nur Kholiq	80	75
	$\sum$	1905	2155

The result of pre-test in experimental class showed that the highest score is 85 that obtained by the students. Meanwhile the lowest score is 40: there are 2 students who got the lowest score.

From the result of post-test in experimental class we can know that the highest score are 95, it is higher than pre-test and

obtained by same student. The lowes score is 60, this score also higher than pre-test and there are 3 students who have the lowest score. The total score of post-test in experimental class is 2155. In short, the result of post-test is higher than pre-test.

4. **The result of students' pre-test and post-test in Control Class**

   The data of students' pre-test and post-test in Experiment Class is as follows:

Table 4.6

The result of students' pre-test and post-test in Control Class

No	Name	Pre test	Post test
1	Abdulloh Musyaffa'	70	60
2	Agung Priyo Dwi Cahyono	65	70
3	Ahmad Ilham Efendi	80	70
4	Ahmad Sulkeni	75	80
5	Anang Septian	70	60
6	Anwar Fauzi	75	75
7	Ariya Bimantara Maulana	70	80
8	Bagus Setya Wibowo	75	65
9	Cahyo Wardoyo	70	50
10	David Fictor Maulana	85	65
11	Fachriyan Nova Pradana	60	60
12	Fendi Fatwari	65	50
13	Gema Bagas Mahardika	50	75
14	Happy Cahyo Prakoso	65	70

15	Idfa Anal Gholaa	80	65
16	Indrawan Mustofa	75	50
17	Katon Nur Ihsan Bathara	50	65
18	Lukman Alifi	65	70
19	M. Fahmi Fadlul	60	65
20	M. Yazid Muzaki	75	60
21	Moh. Fahrian Yuliansyah	65	50
22	M Dicki Aminuddin Aryani	60	70
23	Muhammad Abdal Farid	65	60
24	Muhammad Abdul Basit	70	60
25	Muhammad Abdul Waris	80	70
26	Muhammad Azid Masyhudi	60	50
27	Muhammad Khoirul Anam	50	70
28	M. Nuraliv Fathin Alfadh	40	60
29	Muhammad Saifullah	60	70
	$\sum$	1930	1865

The result of pre-test in control class above showed that the highest score is 85 that obtained by 1 student and the lowest score are 40. The total score of pre-test for experimental class that is 29 students is 1930.

From the results of post-test in control class we can know that the highest score are 80 and the lowest score is 50. The total score of post-test in control class is 1865.

Table 4.7 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre Test Experiment	29	40	85	65,69	13,610
Post Test Experiment	29	60	95	74,31	8,098
Pre Test Control	29	40	85	66,55	10,446

Post Test Control	29	50	80	64,31	8,735
Valid N (listwise)	29				

It can be seen in table 4.7 that the experimental class highest pre-test score is 85 while lowest pre test score is 40. On the other hand, the control class highest pre test score is 85 while lowest pre test score is 40. Moreover, the post test experimental class' average or mean score is 74,31. On the other hand, the post test controlled class average score or mean is 64,31.

C. **Data Analysis**

After collecting the data by giving pre-test and post-test to the students, then the researcher will analyze the data. The result of pre-test and post-test will be analyzed by using T-test. Before using T-test, the data will be analyzed by using normality and homogeneity test.

1. **Normality Test**

Normality test is used to know whether the data is come the distribution or not. There are many ways to conduct normality test that is Kolmogorov-Smirnov, Lilieforsc, and Chi Square.[45]

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[45] Retno Widyaningrum, *Statistika* (Yogyakarta : Pustaka Felicha, 2014), 204.

Table 4.8

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		25
Normal Parameters[a]	Mean	.0000000
	Std. Deviation	3.74433606
Most Extreme Differences	Absolute	.137
	Positive	.137
	Negative	-.109
Kolmogorov-Smirnov Z		.685
Asymp. Sig. (2-tailed)		.736

a. Test distribution is Normal.

The result of table above, showed that significant value is 0.736 > 0.05. It means that the test is normality distribution.

2. Homogenity Test

Homogenity means the similarly variance of each groups, so the researcher will face with groups that have same condition from the beginning.[46] This test is needed to compare some group of data. It is also needed to test the homogenity of variance in comparing two or more groups. In experimental research, homogenity is used to know whether experiment and control class that are taken from population have same variant or not.

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[46] Retno Widyaningrum, *Statistika* (Yogyakarta : Pustaka Felicha, 2014), 203.

Table 4.9

Test of Homogeneity of Variances

Nilai Post test

Levene Statistic	df1	df2	Sig.
.245	1	56	.623

The result of table above, showed that significant value is 0.623 > 0.05. It means that the data distribution is homogent.

3. T-test

The t_{test} formula is employed to find the empirical evidence statistically and to test the hypothesis of this research. In performing the t_{test} , SPSS calculation is used by the writer. The t_{test} is used to measure the effectiveness of using question answer relationship (QAR) technique in teaching reading.

Table 4.10

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means					
	F	Sig.	t	df	tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference

								Lower	Upper
POST_TEST Equal variances assumed	0.245	0.623	4.521	56	0.000	-10.000	2.212	-14.431	-5.569
Equal variances not assumed			4.521	55.682	0.000	-10.000	2.212	-14.431	-5.569

Table 4.8 above is the result of statistic calculation of the analysis using SPSS Statistic 16 for windows. It can be seen that the value of t_o or t_{test} is 4.521 and degree of freedom is 56. The value of significance 5% or t_{table} of df 56 is 2.000.

D. **Interpretation and Discussion**

In this section it will be interpret and draw the conclusion. Based on the computation above it was shown that the differernce coeficient of students taught using Question Answer Relationship technique and the students taught using conventional technique is 4.521 (t_o) and t_{table} (t_t) is 2.000.

From the data above, the researcher interpret that there was significant difference because $t_o > t_t$, so Ha was acccepted.

Based on the explanation about the result on the table above, the resercher could conclude that there was significant difference in reading score between students taught using Question Answer Relationship technique and students taught using conventional technique. In other

world, Question Answer Relationship technique is effective to be used in teaching reading at seventh grade students of MTs Darul Huda Mayak in academic year 2014/2015.

It is suitable with previous study from Ann Susana Raj[47] Question Answer Relationship technique is effective technique which influences students' participation in the classroom. It is because students become center of learning in this technique and they do many activities that make students becomes active learners.

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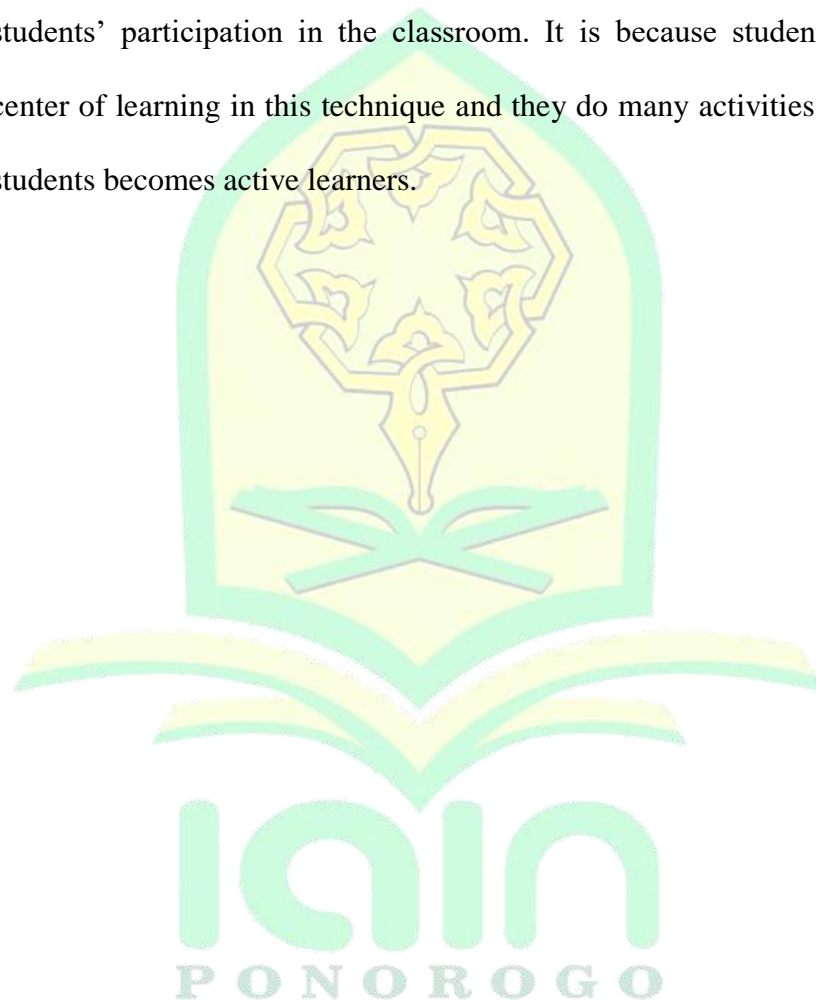
[47] Ann Susana Raj, "*The Effectiveness of the Question and Answer Relationship (QAR) Strategy in Enhancing Reading Comprehension Among ESL Students*" Faculty of Education and Languages Open University Malaysia (2008)

CHAPTER V

CLOSING

A. Conclusion

Based on the result of data calculation, the researcher concludes that Question Answer Relationship (QAR) Technique is effectives in teaching reading at the seventh grade students of MTs Darul Huda Mayak in academic year 2014/2015.

The result of this research based on the statistic calculation indicated that the value of $t_0 = 4.521$ and the value of db 56 significance 5% is 2.000, this is average significance level. Comparing the t_0 with t_{table}, the researcher find that t_0 is higher than t_{table}. The result showed that t-test (t_0) > t_{table} (t_t) = 4.521>2.000.

It can be conclude that, Question Answer Relationship (QAR) Technique was effeftive in teaching reading at seventh grade students of MTs Darul Huda Mayak in academic year 2014/2015.

B. Suggestion

Based on conclusion above, it can be delivered some recommendations that might be useful for English teacher, students and other researchers as follows

1. For the Teacher

   For the teacher, they should be creative to choose the best strategy to apply in learning process in order to make students interest

in attending the lesson. The teacher should present the material in enjoyable, comfortable, relaxed, and understandable situation. In learning process, the teacher should give motivation to their students in order to make them are eager to study. This motivation is needed to increase students" confidence so they have bigger spirit to learn.

2. For Students

    The researcher hopes that the students could have a great motivation to learn, especially English lesson. So they have a consideration that they have to improve their language skill.

3. For Readers

    For the other readers, the researcher hopes that the result of this study can be useful as a reference for a future research concerning with English reading.
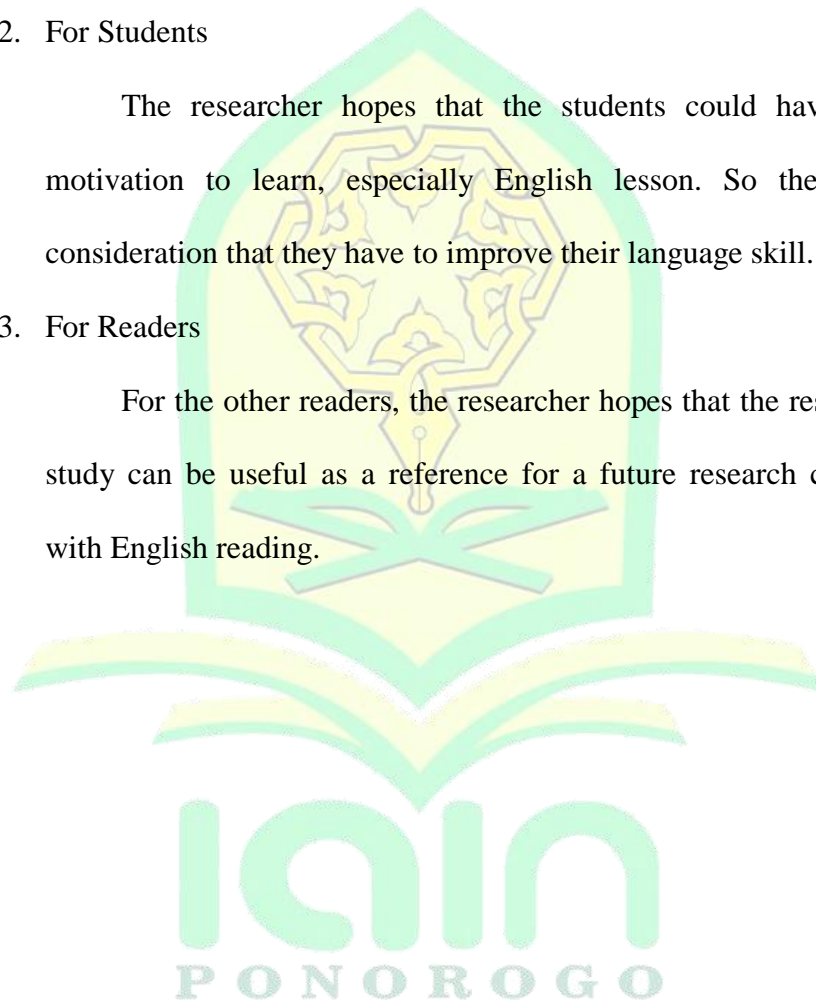
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