IMPROVING STUDENTS' READING COMPREHENSION AT THE EIGHT GRADE OF SMPN 8 PALOPO BY USING QUESTION ANSWER RELATIONSHIP (QAR) STRATEGY

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THESIS APPROVAL

This thesis entitled **"Improving Students' Reading Comprehension Throught Question Answer Relationship (QAR) Strategy at the Eight of SMPN 8 Palopo"** written by **Jamalia, Reg. Number. 14 16 3 0161**, English Language Education S.1 Study Program of Tarbiyah and Teacher Training Faculty the State Islamic Institute of Palopo, has been examined and defended in **MUNAQASYAH** session which is carried out on **Thursday, April 1st, 2021 M**, coincided with **Syakban 18th 1442 H.** It is authorized and acceptable as partial fulfillment of requirement for S.Pd. degree in English language teaching.

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Amin.

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ABSTRACT

Jamalia, 2020, "Improving Students' Reading Comprehension through Question Answer Relationship (QAR) Strategy at the Eight Grade 0f SMPN 8 Palopo". Thesis English Study Program of Tarbiyah and Teacher Training Faculty of State Institute for Islamic Studies (IAIN) Palopo. Supervised by: (1) Wisran and (2) Andi Tenrisanna Syam.

Key Words: Reading Comprehension, The Question-Answer Relationship (QAR) Strategy.

The aim of this study is to evaluate the degree of progress in implementing the Question-Answer Relationship (QAR) Strategy in Class VIII of SMP Negeri 8 Palopo. Based on the foregoing applications, the aim of this research is to see if the Question-Answer Relationship (QAR) Strategy is efficient is effective in learning reading comprehension and to find out how students respond to reading comprehension using Question Answer Relationship Strategy (QAR) in Class Eight 0f SMPN 8 Palopo. The participants in this study were SMPN 8 Palopo students. Purposive sampling was used to collect data. Sixty-six students from classes VIII.6 and VIII.8 were included in the survey. This author employs a quasi-experimental design, which includes a pre-test, procedure, post-test, and data collection in the form of a reading test and a questionnaire. The success of data analysis depends on a number of factors. The mean score of students in the pre-test experimental class and control class is 50.76 and 49.24, respectively, indicating that data analysis was successful. The mean score of students in the experimental class and control class is 64.39 and 54.85, respectively, indicating that data analysis was successful. This indicates that using the Question-Answer Relationship (QAR) technique to improve students' reading comprehension is efficient, and students may wish to further learn reading comprehension using the Question-answer relationship (QAR) strategy for grade VIII students at SMPN 8 Palopo.

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CHAPTER I

INTRODUCTION

A. Background

One of the meanings of reading is the ability to learn a second language, especially in the sense of people who speak English as a second or foreign language. Of course, if we think that learning English is something very foreign to the world, some students think which underliesthe principal reason for learning a foreign language is reading so that it makes it easier for us to understand the meaning of language acquisition. without the ability to read, reading comprehension in a second language is not effective in increasing knowledge and so is the ability to speak English. in Reading, it is not passive, but active, and in fact, the interactive process of reading comprehension over some time in the first or second language.[1] One way to increase their knowledge and experience is by reading. Through this step, it can develop our memory, comprehension, and more knowledge for example when the people read the textbook, article, short story, and even a novel. It can increase our knowledge and give us new information about everything.

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But not all people like reading, especially students. They do not like to learn reading, moreover reading comprehension. students consider reading comprehension quite difficult. the reason is that after they understand from sentence, certainly they proper answer the questions of the sentence and students do not know to identify categories of the questions and do not know where to find

[1]Patricia L. Carrel, "*Interactive Approaches to Second Language Reading",* (London: Cambridge University Press, 1988). p.58.

the answer. They consider that all answers exist in the text. But actually, sometimes there are questions which have the answer out the text and should use their prior knowledge Students at SMPN 8 Palopo also face this problem, especially second-year students of SMPN 8 Palopo. The majority of them are also having trouble understanding the text and answering the questions. They always think that answers to the question can be found in the text. They have not known about categories of questions a question in reading comprehension. So they do not understand how to answer questions correctly and how to find answers to questions in the text.

With this problem in learning reading comprehension needs a good strategy. Teachers should understand what the best strategy can help students to identify categories often questions so that they can learn reading comprehension easily. The Question Response Relationship is one of several reading comprehension techniques that can be used the methods that havee been taught. This learning strategy teaches students how to responsive the text by identifying question categories, with answers to some text-related questions, as well as where to look for the answers. This encourages students to read the text actively and strategically.

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The Question-Answer Relationship (QAR) strategy links questions, text information, and expertise together. The methods that have been taught approach demonstrates that audience know in what way ask guesses and are prepared to respond to themThis process makes it easier for students to understand the process of making questions as a step towards more efficient reading comprehension.

The method used in this study formed the guesswork into two large groups; "In Book" questions then "In My Head" questions. and then there are several parts or types of questions contained in the Question-Answer Relationship (QAR), namely: Right There (literal questions whose answers are contained in the reading text. sometimes the words used in the questions are part of the words contained in the text.). Think and Search (Answers that are deduced from several segment from sentence and then arrange the sentences so that they become answers), Author and Me (Answers that are not in the text, but the answers needed are still related to the information from the text. Combine what you already know and what the author has said to you in the text, to get answers to these types of questions), and On My On (Students do not need to read the passage to address these questions, but they should make use of previous experience or knowledge to do so).[2]

The next writer is involved in researching in accordance with what has been previously described description "Improving Reading Comprehension of Eighth Grade Students of SMPN 8 Palopo with a Question-Answer Relationship (QAR) strategy."

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B. Problem Statement

Through the description from research background above, the researchers mobilized several parts of the problem in this study, namely as follows:

[2]Adilt. Strategies. http://www.adilt.org/strategies/. (Accessed on August 2019)

1. Does the use of Question-Answer Relationship (QAR) Strategy effective to improve students' reading comprehension at the eighth grade of SMPN 8 Palopo?

2. How is the student's response positive toward to use of the Question-Answer Relationship (QAR) strategy in improving the students' reading comprehension?

C. Objective of the Research

With this experiment the writer will find out:

1. To find out the effectiveness of using Question Answer Relationship (QAR) to improve students' reading comprehension at the eighth grade of SMPN 8 Palopo or not.

2. To find out Students' response toward the use of Question-Answer Relationship (QAR) strategy in improving the students' reading comprehension at the eighth grade of SMPN 8 Palopo.

D. Significances of the Research

The theoretical and practical intent of the research care elaborately described below:

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1. Theoretically

In the sense of furthering the author's study, which aims to decide how to enhance students' reading comprehension in English used in the methods that have been taught approach. The findings of this study would then be useful to English teachers in improving their teaching methods and revolutionizing their classrooms.

2. Practically

This research process aims to collect data that can be used by teachers as well as an audience studying English like a second language and, in particular, those who want to develop their English reading comprehension by using Question Answer Relationships (QAR).

E. The Scope of the Research

This study will prioritize research that uses the methods that have been taught question category. then categories on position the Text questions ("Right There" and "Think & Search") and In the Head questions ("Author & Me" and "On My Own") to improve reading comprehension at eight years of SMPN 8 Palopo, where the research concentration English Narrative text in textbooks.

F. Definition of Terms

1. Reading is a fairly difficult process, the Reader's goal in reading is to get various information taken from a written page. The reader must also can tell every word exactly and understand the words, signs, letters, and symbols listed by providing their meanings.[3]

2. Reading comprehension is a multi-step phase in the growth of the brain components in order to determine the meaning of a text that is produced by the reader's action.

3. When students are reading and decoding a text, one of the techniques they use is the Question-Answer Relationship (QAR) approach, that either enables

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[3]Stallfter, "Definition of Reading" (Ukessay.com:19,06,2017), https://www.ukessays.com. Acessed on August 2019

students to describe the multiple questions they are asking and where they can find the answers.

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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous of Related Research

Researchers formulate research that has been carried out related for the sake of further observation below:

Mutia Soraya (2017) the titled "The Effects Question-Answer Relationship (QAR) and Thinks-Aloud Strategies on Reading Comprehension Ability" (2017). The aim of the study is advance students' reading comprehension skills and to see how they react to a combination of these strategies. This research used quantitative methodology. The conclusion is Question-Answer Relationship (QAR) and Think Aloud Strategie are processes of increasing students' reading comprehension skills and students can respond positively to the use of all approaches. Approaching each and every student argued that the QAR strategy and think aloud are very helpful in the field of reading comprehension.[4]

Forthemore, Amira Muflicha Darainien titled "Enhancing Students' Reading Comprehension Using Question-Answer Relationship (QAR) Strategy in Narrative Text" (2017). The observation is intended to understand how the Question-Answer Relationship (QAR) Strategy was implemented to improve students' reading comprehension in narrative texts and to determine the results of using the QAR Strategy in narrative texts at SMA Muhammadiyah 4 Andong in the 2017/2018 academic year. The concluded, in this research, The QAR strategy

[4]Mutia Soraya, "*The Effects Question-Answer Relationship (QAR) and Think Aloud Strategies on Reading Comprehension Ability".* (State: UIN Ar-raniry / University Darussalam-Banda Aceh, 2017) (Accessed on 04 August 2019). https://respository.ar-raniry.ac.id

was implemented successfully to improve the level of audience reading comprehension in narrative text.[5]

Forthemore, Surya Ningsi titled "Improving the Students' Ability In Reading Comprehension of Narrative Text Through Question Answer Relationship At The Tenth Grade of MAN Binjai" (2017). The thesis' aim is to assess the degree of students' reading ability step to find out the narrative text, the application of this strategy is related to question and answer and to know the strategies related to question and answer so that students' narrative text reading comprehension can be easily enhanced. This thesis made use of classroom action research. The thesis conclusion was effective in terms of the audience reading comprehension abilities. [6]

On the basic of explanation of the Question Answer Relationship (QAR) Strategy implementation, The three researchers above applied the same strategy and the conclusion that an appropriate teaching way is a need by an English teachers in improving students' reading comprehension. Teachers should understand what the best Students may benefit from this approach if they are having trouble with what they are reading. Teachers also should know about good material which can make students interest and easy to understand the reading. Besides, it also can increase student's knowledge after studying in the classroom.

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[5]Amira Muflicha Draini "*Enhancing Students' Reading Comprehension Using Question Answer Relationship (QAR) Strategy in Narrative Text*". (State: Institute for Islamic Studies (IAIN) Salatiga). (Accessed on 04 August 2019). E-repository.perpus iainsalatiga.ac.id

[6] Surya Ningsih "*Improving the Students' Ability In Reading Comprehension of Narrative Text Through Question Answer Relationship At The Tenth Grade of MAN Binjai"*. (State: Islamic University of North Sumatera, medan). (Accessed on 03 august 2019). Repository.uinsu.ac.id

B. Reading Comprehension

1. The Concept of Reading Comprehension

Apart from listening, speaking, and writing, reading is an attempt to achieve good quality in language learning. The primary goal of reading is to gain knowledge through language. Some people have disagreements about reading. Reading the text can also confuse students who are studying the language, according to Harmer Jeremy. [7] Based on this experience, the researcher can formulate that reading is a method of learning about the literature we've been reading.

Reading is the process of deciphering intent from a collection of linked relationships between:

a. The knowledge that makes readers interested.

b. Information that is filtered depending on the text being read.

c. In a reading situation, the activity context is essential.

Besides, Harrison discusses the value of reading, which is not only linked to the advancement of science, but also to the ability of people's thought patterns.[8] Comprehension is a reaction that can influence one's experience, thought, teaching, history, and information.[9]

Klingner and colleagues (Klingner et al.) say that understanding what you're reading also relates more than just the audiences response to the sentence. Reading comprehension is a multi-material mechanism that connects and connects

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[7] Jeremy Harmer, "*The practice of English Language Teaching*." (New York: longman, 1991) p.19

[8] Harisson C, "*Understanding Read Development,"* (London: SAGE Publication Ltd, 2004), p.3

[9] Prado, L. & Plourde, L, "*Increasing reading comprehension through the explicit teaching of reading strategies: is there a difference among the genders?,"* (Chicago: questia, 2005), p.32-43

a variety of interaction of te result that sudents understand and what students monitor from the text (usage of policy and prior experience) and factors tied the text (desire on the text, interpretation the type of text).[10] Also, Snow explained his knowledge that comprehension reads in a different way than usual. Snow applies the components that interact and are involved in reading comprehension into three components.[11] According to Hodsson reading is one of the processes carried out by readers to get messages or information that the researcher's representation wants to convey and reading is also a sport focused on the eyes and brain. The eye receives the message and the brain must understand the importance of the message. Reading seems to be an important resource. proven because we get a variety of information, expand our knowledge and understanding of a subject, and sometimes by reading makes its fun.[12]

with this, the purpose of understanding is to understand what we have read and is the substance and purpose of reading. how important understanding is in academic learning and life. Comprehension is a mental mechanism that exists between the author and the reader in order for the reader to comprehend what is being said or the text's meaning. Will the reader be able to describe the context of the text if they have received the author's message in a straightforward and understandable manner? (see in his head), narrate provision, shorten, analyze, discuss, match, repeat, share, and practice suggestions from sentence.

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[10] Klingner, Janette K., Sharon Vaughn and Alison Boardman, "*Teaching Reading C omprehension to Students with Learning Difficulties,"* (New York: The Guilford Press, 2007), p.8

[11]Snow, C., Chair, "*Reading for understanding (Towards an R&D Program in Reading Comprehension),"* (Santa Monica: RAND,2002), p.11

[12]Suparman Ar, "*Improving students' Reading Skill Through Scanning and Skimming at the second year of Madrasah Aliyah Negeri (MAN) Palopo." (Thesis STAIN Palopo, 2008), p.4*

Concluded, in reading comprehension is the brain's reaction in the process of sharpening the ability to analyze and summarize reading results to produce a good understanding.

2. Types of Reading Comprehension

a. Intensive reading

In a reading process that produces accurate knowledge, in the field of reading comprehension, there is a detailed and accurate text that is very easy to understand because it uses the linguistic method.

In this case, reading the text briefly and thoroughly is easier to obtain accurate information and aims to develop a detailed vocabulary, this understanding will result in the development of knowledge of idioms.

b. Extensive reading

Based on Carrel and Carson, extensive reading on a large and wide scale, this understanding triggers the text to be read, but the reader only focuses on the purpose of the reading content.[13]

Aims to train audience in order to develop the level of reading ability, so that in this case students can feel their ability without the help of others.

c. Reading aloud

Reading ability above is very influential in the field of English. Especially at this level, it can only be given at the elementary level because the level of brain-teasing is only in the memorization process.

d. Silent reading

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[13] Carrel and Carson, "*Extensive Reading Programs"*, (Romania: RATE, 1997), p.49.

Silent reading is the student's ability to read and listen thoroughly to the reading text so that the information obtained by students is more accurate. Students' abilities can also improve rapidly because they only focus on reading.

Silent reading requires students to develop their ideas in reading the text so that students can easily digest the definition from the text and more easily deduce the results of the reading text. Reading ability also greatly influences student focus.

3. Strategies of Reading Comprehension

Zhang and Hui-fang mentioned that achieving strategies and skills in reading comprehension is done with integrity, so it is easy to improve comprehension.[14] Chamot and O'Malley Bouchard agree that at the learning level three categories must be recommended in group strategies, namely cognitive, meta-cognitive, and socio-affective strategies so that students find it difficult to read.[15] Chamot and Kupper in Zhang and Bouchard stated that manipulating the reading text carried out by the reader is a cognitive process in a strategy.[16] According to Chamot and Kupper in Zhang, the meta-cognitive strategy states that the learning process that the reader goes through must be thought out in detail, task planning and evaluation monitoring are achieved. Bouchard defines socio-affective strategy as an understanding process carried out by the reader but requires the role of others to comprehend the reading text's context.

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[14]Zhang, Hui-fang, "*Reading Strategy Use, Self-Efficacy and EFL Reading Comprehension"*, (Busan: Asian EFL Journal Press, 2010).

[15]Bouchard, Margaret,*" Comprehension Strategies for English Language Learners"*, (New York: Scolastic Inc, 2005), p.4

[16]Zhang,*op,cit*

Sometimes some students do not think about the importance of the information conveyed in the reading text so that the text is less interesting. What type of text is suitable for students to read so that it is easy for students to respond. Several nonfiction readings can be recommended to students, including lessons, art, personal opinions, problems, technical, current, science, social, and also affair.[17] one way to get information is to read so that what we need can be achieved and more accurate. by reading we are easier to achieve goals and information we get more and our abilities also increase.

4. The Reasons for Reading

a. Reading for Information

A variety of information is needed not only in conversation but also in the introduction of the subject of what you know. similarities and differences go hand in hand so that we can know the meaning of the reading.

In terms of reading the process of absorbing information is still easier while it is in progress. The most difficult part of reading the first part is the quantity of news information and the various questions that must be answered. However, to make it easier we have to read often. because by reading it is easier for us to get any information related to our reading text.

b. Reading for Pleasure

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Reading as a hobby is an act that is done happily according to the tastes of the reading text and without the involvement of other people. Readers use their imagination to involve themselves in the reading text such that the context of the textbook is easily understood. Reading text in a foreign language is also too useful for the system of improving brain memory so that we also get broader information

[17]Josep Bellatiore, "*English Language Art"*, (Limited State of America : Amsco School Publication Inc, 2013), p.318

and knowledge. the information we get is not only in one place but according to what we read.

5. Level of Comprehension

In the field of reading, comprehension learning is carried out by a teacher, namely the application of material to assess various criteria within a predetermined time and its implementation in the classroom. In this case, the teacher is motivated by presenting information in the text in the form of writing. There are several categories in reading comprehension, namely:

a. Literal Reading

Level interpretation gets direct and primary literal reasoning. What is meant by the author is that the reader gets a conclusion or retells the context of the reading text; as a result, the student should first comprehend the author's intention. The student can be able to remember and express main ideas in detail so that they can easily conclude the main ideas discussed in the reading text.

At this level, to obtain information about the reading text and also to understand the text in a statement, sentence, or paragraph In the context of the reading text, the most basic the aim of reading is to learn something new obtain more accurate information. This role is very important because it is a prerequisite for understanding at a higher level.

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Several facts must be understood at this level, namely; knowing that the woman's name is Miss chow, who lives in the apartment on the 10th floor, is a neighbor of the crowd, this woman had previously complained to the old owner. Information like this is contained explicitly in the text.[18]

b. Interpretative Reading

[18]Peter Westwood, "*Reading and Learning Difficulties: Approaches to Teachng and Assessment*".(Victoria: The Australian Council for Educational Research). P,21

The thinking skill in question is where the reader can distinguish meanings and ideas where they are not displayed accurately in the reading text. and the literal reading in the reading can be generalized at a higher level. determine cause and effect relationships, identify motives, and make comparisons. understands the reader's impression or viewpoint and is also able to understand the associated indirect message in literal words, and must conclude what the author asks. Interpretive understanding includes making conclusions about the main idea of a part, adverb references, omitted words. Also, it also contains the determination of the mood of reading and the purpose of the author in writing selection, drawing conclusions, as well as deciphering figurative words

c. Applied Reading

Literal understanding and explicative understanding, which accommodate requires readers to interact in terms of interests that are clear and meaningful and make new insights or reading is used to analyze written content and to acquire information about it.

d. Creative Reading

The involvement of a positive response to the creative understanding provided by the reader can apply new knowledge to existing conditions or vice versa, to apply existing knowledge back to a new state. the results of ideas related to open problem-solving, which allows more than one step when the reader presents his understanding of the results of his reading with the addition of ideas from the author and then make it one unit to produce a new concept.[19]

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C. The Concept of Narrative Text

1. Definition of Narrative Text

[19]Paul Burn, ect al., "*Principles of Learning and Teaching*," (Boston, 1994). P,150

Literary and factual are the main categories and there are different types of texts. each type has its way of use in common and ordinary language. Researchers focused on one discussion used in the study, namely the narrative text. Narration is an example of a sentence which also describe the storyline so that it can entertain participants.[20] Also, what dominates the purpose of the narrative is to inform the main points of the events in the reading text sequentially or comprehensively, because the narrative is idealistic and authentic. Anderson and Kathy explain that There's several forms of narratives; i.e. humor, romance, crime, real-life fiction, historical fiction, mystery, fantasy, science fiction, diary novels, and adventures.[21]

Based on the descriptions that have been explained, the explanation of the narrative text is a storyline whose discussion took place in the past to entertain the reader. written with certain symbols and the use of the language.

2. Generic Structure of Narrative Text

a. The adjustment, character recognition, time, and place where the action took place were listed. It answers the questions: who, when, what, and where.

b. To complicate matters, once characters and settings are introduced, challenges something arise. As well as resistance, challenges, problem, or complication in the character's life begins.

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c. The resolution, of the story may be achieved in a number of ways. After overcoming an obstacle, the lead actor will be able to continue his journey happily, within that case, we have a thoughtful outcome or a good outcome. In

[20]Mark Anderson and Kathy Anderson, "*Text Type in English* 3", (South Yarra: Mcmillan, 1998), p.3

[21]Mark Aderson and Kithy Aderson, "*Text Type in English* 2", (South Yarra: Mcmillan, 2003), p.18

this situation, we have a traumatic or devastating conclusion. A tale can be completed, but some questions remain unanswered.[22]

3. Language Features of Narrative Text

a. Use simple past tense (killed, drunk, etc).

b. Use Adverb of time (once upon a time, one day, etc).

c. Use time conjunction (when, then, suddenly, etc).

d. Use specific characters. The character of the story is specific, not general. (Cinderella, snow white, Ali baba, etc).

e. Action verbs. A verb that shows action. (killed, dug, walked, etc).[23]

4. The Purpose of Narrative Text

When writing narrative text, it is possible because it is only for fun, to maintain and gain the reader's interest in a story., appreciation of the reading text can also mean that the reader likes or likes writing types of stories, to enjoy and teach their readers to like to write various types of stories. The storyline is entertaining or even give the reader understanding of the writer's description of his experiences.

One of the ideas from Anderson's explanation is that exposure make use of express a perspective of a world problem then seems to entertain or inform the reader. and often to amuse audiences by narrating a tale, with this application It's possible interpreted that a narrative text's meaningful purpose is to captivate readers and provide entertainment, it can also make participants think of a problem, provide them with knowledge, or arouse emotions from participants or readers.

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[22]Kurniawati Cicik, "*Bahasa Inggris Program Ilmu Pengetahuan Alam dan Ilmu Pengetahuan Sosial untuk. SMA/MA"*. (Surabaya: Intan Pariwara, 2011), P.92-93

[23]Ade Ulfayani,"*Narrative Text*", Http://adeulfayani.wordpress.com/narrative-text-2/, Accessed on 9th August 2019

There are much kinds of narrative texts. The examples of the narrative text include:

a. Myths

b. Fairy stories

c. Legends

d. Personal experience

e. Romance novels

f. Horror stories, etc.

D. Question-Answer Relationship (QAR) Strategy

1. What is a Question Answer Relationship?

Starting from the 1969 to 2000 period which states that there are several strategies designed to aim at teaching students using independent methods so that increasing reading comprehension is more effective.

The process of improving reading skills is sometimes related with a potential audience to handle sentences from reading text. which is easy to understand, namely simple sentences, but compound and complex sentences require a strategy to understand the intent of the author.[24] A strategy utilized in developing and improving reading comprehension skills is what Taffy E. Raphael refers to as the Question Answer Relationship (QAR) strategy.

Question-Answer Relationship (QAR) is one strategy to be use by students when they are reading and comprehend the text. Question-Answer Relationship (QAR) teaches students in what way to comprehend the text by answering some questions based on the text and where to find the answer to them.

[24]Team of Five. 2006. *" Improving Reading Skill in English for Univesity Student*", (Jakarta: Prenada Media Group), p. 4

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this triggers students to be more active in reading strategy texts. The first statement is known as a question that is "in the book" because the answer comes from the reading text, and the question is "in the head" because the answer requires details and principles not included in the book or reading text.[25]

a. In The Book Questions

1) Right There Question

Readers The reader can discover the solution "Right There" of the text, sometimes there is something similar to the word question in speech. This is a literal level question "right There" question requires you to return to that section and know the relevant details to respond to the query. Since the right choice can be found somewhere in this section, these questions are also known as literal questions. "Right There" according to the passage, questions that often contain the words "How many" "Where is"

2) Think and Search Questions

The third answer is found in the reading text, but the reader must look for answers contained various branches of the story then combine the results of his thoughts. this question comes from a conclusive level. Questions sourced from "Think and Search" generally require the reader to look for results about how the initiative or information in the quote relates to one another. the reader only needs to go back to the beginning, get the information from the address of the question, and then find out how the information or suggestion might relate to one another. Questions stemming from "Think and search" often add the words, "the main concept of the passage" "What causes" "equates/differentiates"

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[25]Raphael T. E, " *Questions Answer Relationship (QAR)"* (NBSS: 1982-1986) Accessed On August 2019, https://www.nbss.ie

b. In My Head Questions

1) Author and Me Questions

Sometimes today's readers use a mix of the author and himself to get answers to questions. This type of questioning typically combines a level of deduction and execution. “Think and search” questions require readers to apply the main idea and new not explicitly recognized through the answer to the riddle, the reader only needs to answer with the results of his thoughts. “Think and search” usually includes words. “The author implies…” “The passage suggests” “The speaker's attitude.”

2) On My Questions

For readers it is necessary to apply their ideas to answer the questions at hand; usually to answer questions do not have to read the reading text. because this question is both an applicability and an approximate level. for Questions type “Own my Own” answering questions with answers using our background knowledge of the problem topic. questions like this do not require us to focus on that part alone. “Own my Own” guesses usually listedthe words, “in your opinion…” in our finesse…” Think about someone/something we recognize.”

They are recommended ways to teach the strategy:

a. Choose a text and write an accompanying question for each of the four categories.
b. Teach students this key concept: when asking a question, the answer comes from either (1) the text or (b) what you already know
c. Introduce the two broad categories and the four subcategories of the question in the classroom

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d. Try to have students read the text and then the question. Identify which Question Answer Relationship (QAR) categories the questions fall under.
e. Answer the question together and discuss it
f. Students can be diffrentiated by forming groups and then each group is given a reading text accompanied by a question. Based on the Question-Answer Relationship (QAR) framework, have the groups identify each type of question.

Provide opportunities for independent practice

2. The Reasons Use Question Answer Relationship (QAR) Strategy

There is much reason to use the Question answer relationship strategy in improving reading comprehension, they are:

a. Giving lessons for students so that they know to make a question about reading the text and then how to find answers to these questions.
b. Hereby supporting the students to think more about the problem of the reading text are they reading.
c. By motivating them to think creatively and work together so that they adopt higher-order thinking skills.
d. Reduces the frustration for students who believe that the answer can always be found contained in the reading text if they read carefully.
e. Gives students practice in drawing conclusion and making inferences from explicit and implicit information.

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The first and second questions come from questions that are in “In the book” because the provide the results requested from the book, then the third and

fourth guesses are obtained from "In the head" because everything in these questions does not have answers in the book but from our mind.[26]

There are suggested ways to teach the strategy:

g. Choose a text and write an accompanying question for each of the four categories.
h. Teach students this key concept: when asking a question, the answer comes from either (1) the text or (b) what you already know
i. Introduce two of the most important sections and the four questions types in the classroom
j. Suggests students read the text first and then move on to the question. Identify which Question Answer Relationship (QAR) categories the questions fall under.
k. Answer the question together and discuss it
l. Students can be differentiated by forming groups and given to each group a reading text related to ongoing material.

Based on the Question-Answer Relationship (QAR) framework, have the groups identify each type of question. Provide opportunities for independent practice.

Using QAR with given questions

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Shopping Malls

People in Jakarta like going to shopping malls. A shopping mall is a place with many kinds of stores. In malls you can find department stores, music shops, fashion shops, restaurants, bookshops, hairdressers, cinemas, and many others. In short, a mall is a one-stop place. People like going to malls because they can go

[26]Raphael T. E, " *Questions Answer Relationship (QAR)"* (NBSS: 1982-1986) Accessed On August 2019, https://www.nbss.ie

shopping or window-shopping three. For teenagers, a mall becomes a place to meet their friends.

People in Tur, Yogyakarta do not go shopping every day. They go shopping at the market and the market is open once a week. The market day starts very early in the morning and finishes at noon. On the market, people from villages go to the market to sell their crops, such as vegetables and fruits, and their farm products, such as eggs, chickens, and goats. They use the money they get from their crops and farm products to buy their daily needs.

In the Text

a. Right There: What is a shopping mall?

(Shopping mall is a place with many kinds store)

b. Think and Search: What makes the people in Jakarta different from people in Yogyakarta?

(People in Jakarta like going to malls to go shopping or window-shopping three, whereas people in Yogyakarta go to the market to sell their crops and their farm products)

In My Head

a. Author and Me: What do you think of teenager's feelings when they go to a mall?

(I think that the teenagers feel happy because they can meet with their friends. I feel happy when I can meet and shop together with my friends)

b. On My Own: What will you do if your home near malls?

(I will go to the mall on Sunday with my friends to enjoy our weekend three)

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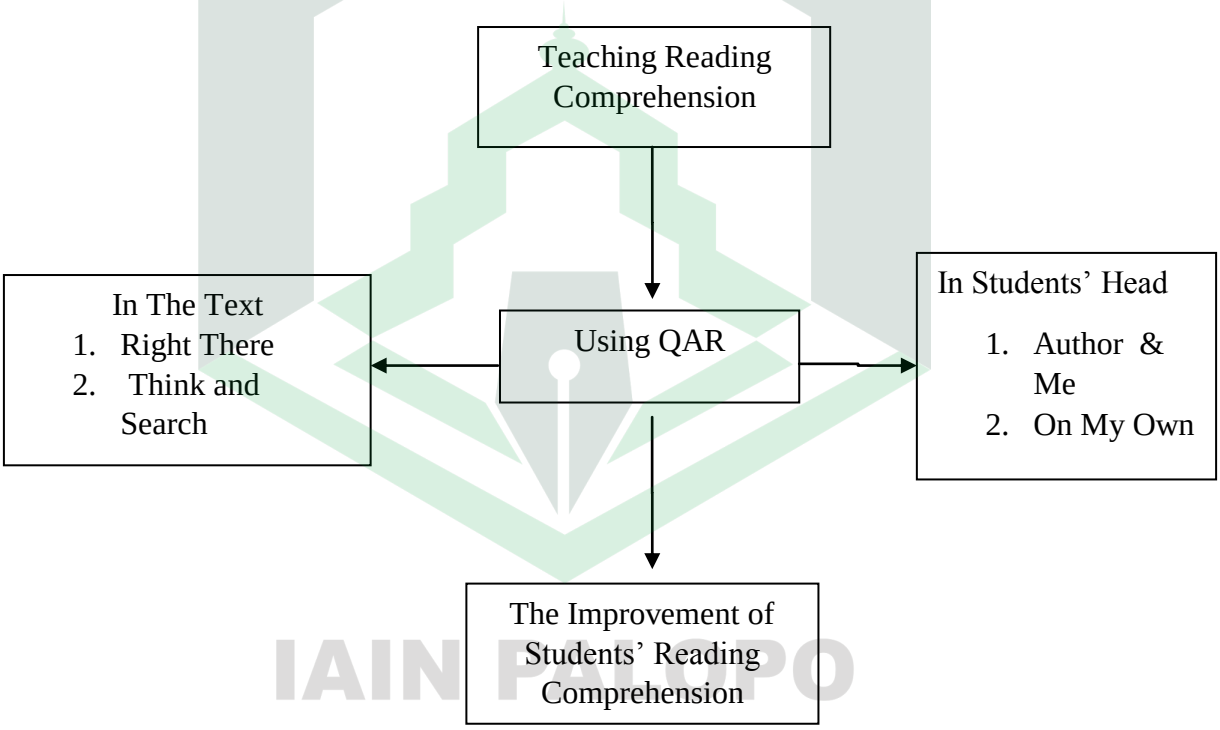
E. Theoretical Framework

Shows the steps started investigative in improving students' reading comprehension in used Question Answer Relationship (QAR) Strategy which Question Answer Relationship (QAR) teaches two categories of question, they are In The Head questions. In the Text is divided into two subcategories, they are Right There and the Think & Search question. In The Head is also divided into two subcategories, they are Author & Me and Me and On My question. The theoretical context that guides these observations is given in the following describe picture;



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The following is an explanation of the three main elements, namely:

Input: This applies to supplying materials to students who are using reading comprehension skills.

Process: Students are introduced to the education - learning of reading through the method that have been taught therefore in segment.

Output: Leads to the improvement of the students in reading comprehension.

F. Hypothesis

$H_0 = t_0 \leq t_t$: Reject null hypothesis

$H_1 = t_0 \geq t_t$: Accept the null hypothesis

Notation : t_t= t table

t_0= t count[27]

There was two hypotheses of this research, they are:

H_0 = Question Answer Relationship (QAR) Strategy is not effective to improve students' reading comprehension at theEight Year Students of SMPN 8 Palopo.

H_1 = Question Answer Relationship (QAR) Strategy is effective to improve students' reading comprehension at the Eighth Grade Students of SMPN 8 Palopo.

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[27]Anas Sudijono, "*Pengantar Statistik Pendidikan"*, (Jakarta: PT. Raja Grafindo Persada, 2010), p. 85.

CHAPTER III

RESEARCH METHOD

A. Method of Research

1. Method of the Research

The methodology make use of the research in this analysis is a quasi experimental research from Gay and Airaisian the researcher knows that queasy experimental research makes easier for researcher retrieve data, based on judgment related to subjective assessments of attitudes, opinion, and behavior.[28]

The samples taken were two classes in this study. Observation in the experimental class uses a method that will be taught in contrast to the control class does not use a method that will be taught to the experimental class.

Sample	Pre-test	Treatment	Post-test
Experimental Group (EG)	0_1	X_1	0_2
Control Group (CG)	0_1	X_2	0_2

0_1 = Pre-test

0_2= Post-test

X_1= The treatment of experimental group through QAR Strategy on the students' reading comprehension in narrative text

X_2= The treatments of an experimental group through QAR strategy on student's reading comprehension in narrative text

[28]L.R. Gay and Peter Airasian, "*Educational Research Competencies for Analysis and Application Sixth Edition",* (New Jesey: Prentice Hall, Inc.,2000), p. 367

B. Population and Sample

The participants in this study were started two classes, respectively VIII.6 and VIII.8, and those classes were given by the teacher. Those classes were given by the teacher because teacher that you needed to have a different result from your respondents. The total numbers of the number of people in Eight Grade of SMPN 8 Palopo in the academic year 2019/2020 consisted of 238 audiences.

1. Sample

In the academic year 2018/2019, the researcher uses two groups as a sample, namely VIII.6 and VIII.8. There are a total of sixty-six audiences (33 students of an experimental group and 33 students of the control group). Purposive sampling is the procedure used. The researcher chose purpose sampling because it is a non-probability sample chosen depending on the types of a population and the study's target. Purposive sampling is often used since the students also struggle with reading comprehension. The students, according to the researcher, may be a representative population.

C. An instrument of the Research

Reading assessments and questionnaires are used as testing toolsi

1. Reading Test

Before and after the therapies, the researchers used a questionnaire to determine the students' ability to comprehend the reading text. The reading test will be administered objectively in this situation.

In this reading test, each question has a score based on a scoring scale as follows:

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a. Appropriate responses to valid sentences based on language rules or speech which only has minor errors = 3
b. An appropriate response to a sentence that has 1 or even 2 minor errors but will not cause difficulty in studying = 1
c. Responses that are appropriate but have a level that is very difficult to accept because of one or more errors in the use of grammar = 1
d. Correct response result in sentence with or without error = 0.[29]

Even if only one individual is marking the objects, it is helpful to write down exactly how the marks should be awarded.

2. Questionnaire

The answers of the students were gathered using the questionnaire. Using the Question Answer Relationship (QAR) Technique, the questionnaire is structured to assess whether students are interested in learning.

The following is a summary of the study's structure:

O_1	X	O_2
O_3	-	O_4

Notes:

O_1: Pretest experimental group

O_2: Posttest experimental group

O_3: Pretest control group

O_4 : Posttest control group

[29]J.B. Heaton, "*Writing English Language Text"* (New York: Longman Group UK Limited, 1988), p. 133S

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X: Treatment

-: Nontreatment

D. Procedure of Collecting Data

Along with this is an explanation of the data collection procedure used in this study:

1. Giving pre-test

Before starting care, the first try is given to the audience to the determine their reading comprehension proficiency. The text was used in a five-question pre-test called

'*The Lion and the Mouse*".

2. Giving treatment

The researcher was treated after completing the pre-test, there are four meetings scheduled. The measures as follows:

a. The first treatment

1) The students were differentiated into five groups by the researcher. Six students make up each community.

2) The researcher chose a text with the title " *The Monkey and the Crocodile*" and wrote accompanying questions for each of the five categories.

3) The researcher has taught students this key concept: when asked a question, the answer comes from between (a) the sentence or (b) what you already to know.

4) The researcher has introduced the two broad categories and the five subcategories of questions in the classroom.

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5) The researcher was requires the audience to read the text and the questions. And identifying which Question Answer Relationship (QAR) categories the questions fall under.

6) The researcher was requires the audience to answer questions together and discussed them.

b. The second treatment

1) The students were differentiated into five groups by the researcher.Six students make up each community.

2) The researcher chose a text with the title " *Fox and A Cat*" and wrote accompanying questions for each of the five categories.

3) The researcher has taught students this key concept: when asked a question, the answer comes from between (a) the text or (b) what you already to know.

4) The researcher has introduced the two broad categories and the five subcategories of questions in the classroom.

5) The researcher was requires the audience to read the text and the questions. And identifying which Question Answer Relationship (QAR) categories the questions fall under.

6) The researcher was requires the audience to answer the questions together and discussed them.

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c. The third treatment

1) The students were differentiated into five groups by the researcher.Six students make up each community.

2) The researcher chose a text with the title " *The Ant and the Dove*" and wrote accompanying questions for each of the five categories.

3) The researcher has taught students this key concept: when asked a question, the answer comes from between (a) the text or (b) what you already know.

4) The researcher has introduced the two broad categories and the five subcategories of questions in the classroom.

5) The researcher was requires the audience to read the text and the questions. And identifying which Question Answer Relationship (QAR) categories the questions fall under.

6) The researcher was requires the audience to answer the questions together and discussed them.

d. The fourth treatment

1) The students were differentiated into five groups by the researcher.Six students make up each community.

2) The researcher was chose a text with the title " *Sura and Baya* " and wrote accompanying questions for each of the five categories.

3) The researcher has taught students this key concept: when asked a question, the answer comes from between (a) the text or (b) what you already know.

4) The researcher has introduced the two broad categories and the five subcategories of questions in the classroom.

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5) The researcher was requires the audience to read the text and the questions. And identifying which Question Answer Relationship (QAR) categories the questions fall under.

6) The researcher was requires the audience to answer the questions together and discussed them.

3. Giving Post-test

After giving treatment, a post-test was given to the researcher. In this text, the title of the text is "*Lonely Landy*". This text is the same as the pre-test to see whether the audience is able to obtain conflicting results after being given treatment or not.

E.Technique of the Data Analysis

Data analysis was the last procedure in the quasi-experiment procedure. The data was obtained and analyzed by the researcher using the following procedures:

1. Through using methodology, score the students' relevant solution on the pretest and posttest:

$$\text{Score} = \frac{\text{Value of students correct answer}}{\text{Total number of value}} \text{X } 100$$

2. To measure the percentage of students who completed the questionnaire, use the following formula:

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

Where:

P: Percentage

F: The Frequency

N: Total number of students

3. Classifying audience values according to the data below:

a. 96 – 100: Excellent

b. 86 – 95: Very good

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c. 76 – 85: Good

d. 66 – 75: Average

e. 56 – 65: Fair

f. 36 – 55: Poor

g. 0 – 35: Very poor.[30]

4. Evaluate the mean score, standard deviation, frequency table, and test between achievement of reading comprehension of the experimental in used SPSS 20.

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[30]Suharsimi Arikunto. " *Prosedure Penelitian* " : Suatu Pendekata Praktis, (Jakarta: Rineka Cipta, 1998), p. 185

CHAPTER IV
FINDING AND DISCUSSION

This part discusses the study results and how they were interpreted. The data was collected using an achievement test to assess the students' progress after having learned learning books in a question-answer relationship (QAR) strategy in the experimental class and without a QAR strategy in the control class. Students' pretest and posttest scores in each class are often used to assess student achievement after being taught using various techniques in each class. Much of this has to do with the results' interpretation and version.

A. Findings

The study described in this part focused on the review of data collected through questionnaires and pretest and posttest tests for the experimental and control groups.

1. The Analysis of Students' Score of Experimental Class and Control Class

Based on the findings of the students' reading comprehension achievement, the researcher discovered the pretest and posttest scores of the two schools. The researcher adds the results of a class by matching the pretest and posttest, as well as the results of the two classes by matching the two classes' pretest and posttest.

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a. Students' Score of Experimental Class

1) Scoring Classification of Students' Pretest and Posttest of Experimental Class

Researchers also prepared Pre- and post-test shows the percentage from audiences at the experimental class. with the aim of describing then achievement at student improvement in the experimental class before being given learning using a question-answer relationship (QAR) strategy and after being given learning.

Table 4.1. Frequency and Percentage of Students' Pretest and Posttest of Experimental class

No	Classification	Score	Pretest		Posttest	
			Frequency	Percentage	Frequency	Percentage
1	Excellent	96-100	0	0		0
2	Very Good	86-95	0	0		0
3	Good	76-85	1	3%	5	15%
4	Average	66-75	3	15%	11	34%
5	Fair	56-65	6	18%	8	24%
6	Poor	36-55	18	55%	9	27%
7	Very Poor	0-35	5	15%	0	0
Total			33	100	33	100

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List 4.1 Prior to receiving the medication, the majority at the students in the experimental class were rated as poor. 1 student (3%) received a good classification, 3 students (15%) received an average classification, 6 students (18%) received a fair classification, 18 students (55%) received a poor classification, and 5 students (15%) received a very poor classification. Following treatment 5 students (15%) received a good classification, 11 students (33%)

received an average classification, 8 students (24%) received an average classification, and 9 students (27%) received a poor classification, with none receiving a very bad category.

2) The Mean Score and Standard Deviation of Students' Pretest and Posttest of Experimental Class

from the discussion this time about proof by the mean value and standard deviation students' pretest and posttest outcomes. The mean value is evaluated to see whether there's a thing disparity in the students' scores in the pretest and posttest experimental classes.

Table 4.2.

The Mean Score and Standard Deviation of Students' Pretest and Posttest of Experimental class

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	33	20	80	50.76	14.637
Posttest	33	40	85	64.39	12.232
Valid N (listwise)	33				

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Index 4.2 indicates are located may be a gap in the experimental class's measured pretest and posttest scores. The posttest's mean score was higher than the pretest's mean score (64.39 > 50.76). It means that after using the question-answer relationship (QAR) approach to treat the patient, there was a change. The standard deviation of the posttest (12.232 14.637) was smaller than that of the

pretest (12.232 14.637). hereby indicates that the score of the posttest is closer to the mean score than the pretest score.

3) The Calculation of t-test Pretest and Posttest for Experimental Class

List 4.3 step aside the results of students' scores before giving treatment to the experimental class or pretest results one after another treatment or posttest.

Table 4.3

The Paired Sample Test of Pretest and Posttest for Experimental Class

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	Df	Sig. (2-tailed)
Pair 1	pretest experiment posttest experimental	-13.636	15.526	2.703	-19.142	-8.131	-5.045	32	.000

the index 4.3 estimation estimates are expressed by pretest and posttest statistical examen- tals on prospect quality (substantially 2-tailed), and prospect quality less than alpha (0.000.05). This suggests there are a statistically significant difference between the experimental class's pretest and posttest scores after being given learning using the question-answer relationship (QAR) strategy.

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b. Students' Score of Control Class

1) Scoring Classification of Students' Pretest and Posttest of Control Class

In this list are the results of before and after giving treatment to the control class without used method that have been taught..

No	Classification	Score	Pretest		Posttest	
			Frequency	Percentage	Frequency	Percentage
1	Excellent	96-100	0	0	0	0
2	Very Good	86-95	0	0	0	0
3	Good	76-85	1	3%	2	6%
4	Average	66-75	1	3%	21	6%
5	Fair	56-65	15	46%	18	55%
6	Poor	36-55	9	27%	9	27%
7	Very Poor	0-35	7	21%	2	0
Total			33	100	33	100

Table 4.4

Frequency and Percentage of Students' Pretest and Posttest of Control Class

Index 4.4 identifies students in the control class that most of the students are categorized as, moderate, bad, and very bad. Before the treatment was given 7 or the equivalent of 21% of students in the very poor category, 9 or 27% of students in the bad category, 15 students or 46% in the moderate category, 1 student or 3% in the moderate classification, 1 student or 3% in the moderate category. no student achieved a very good score or category or was even included in the good category.In this section it explains that after giving treatment without using the question-answer relationship (QAR) strategy, there are some students who are still on bad chategory and also on moderate chategory, 2 students or the equivalent of 6% in the very bad category, 9 or 27 % of audiences are on the burk category, 8 or 55% of students are in positions. moderate, 2 or 6% of students are

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in the good classification and none of the students achieve or are in the very good category.

2) The Mean Score and Standard Deviation of Students' Pretest and Posttest of Control Class

The mean score and standard deviation of the control class audiences pretest and posttest results were used to determine the outcome. The object of the mean score analysis was to see that there is a discrepancy in the audiences scores in the control class's pretest and posttest. The standard deviation was used to determine how similar the scores were to the mean.

Table 4.5.

The Mean Score and Standard Deviation of Students' Pretest and Posttest of Control Class

	N	Minimum	Maximum	Mean	Std. Deviation
Pre test	33	30	80	49.24	14.476
post Test	33	30	80	54.85	13.433
Valid N (listwise)	33				

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Table 4.5 shows that the average value generated from the posttest is getting slender the average value of the pretest results in the control class (54.85> 49.24) and the standard deviation in the posttest is lower than the pretest standard deviation (13,433 <14,476). This shows an increase in student scores in the control class after being given treatment without the application of the Question-Answer Relationship (QAR) strategy.

3) The Calculation of t-test Pretest and Posttest for control class

Table 4.6 shows the scores produced by students in the control class before and after being given treatment or what is called the pretest and post-test.

Table 4.6

The Paired Sample Test of Pretest and Posttest of Control Class

		Paired Differences					t	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	Pretest posttest	-5.606	17.799	3.098	-11.917	.705	-1.809	32	.080

The likelihood value was higher than alpha (.080 > 0.05), as shown in Table 4.6. It means that after providing the treatment without the question-answer relationship (QAR) approach, there's no statistically accurate change in the scores produced by the control class students.

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c. Students' Score of Experimental and Control Class

1) Scoring Classification of Students' Pretest Result of Experimental and Control Classes

The observation discovered the acquisition of the audiences pretest in terms of the frequency and percentage for the experimental and control classes, figur lited in the list below:

Table 4.7

Frequency and Percentage of Students' Pretest of Experimental and Control Classes

No	Classification	Score	Experimental		Control	
			Frequency	Percentage	Frequency	Percentage
1	Excellent	96-100	0	0	0	0
2	Very Good	86-95	0	0	0	0
3	Good	76-85	1	3%	1	3%
4	Average	66-75	3	9%	1	3%
5	Fair	56-65	6	18%	15	46%
6	Poor	36-55	18	55%	9	27%
7	Very Poor	0-35	5	15%	7	21%
Total			33	100	33	100

Indeks 4.7 explains that there are the majority of the scores were obtained from experimental class students who are in a bad category, the results of these data are that there are 5 or the equivalent of 15% of students who are in the very bad category, 18 or equal to 55% are included in the category. which is bad, there are also 6 or the equivalent of 18% of students in the medium category, 3 or 15% of students who are in the moderate category, and the last one is 1 or equal to 3% is in the good category.

The next explanation is about the control class where most of the students are in the quite bad and moderate category. There are 7 students or the equivalent of 21% in the very very bad category, 27% or 9 students who are in the

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bad category, 15 or the equivalent of 46% in the very moderate category, there are 1 or 3% in the average category, and 1 or equivalent to 3% are in the good category. not a single student who scored very well in the experimental class at this time. and Similar results were observed in the control class, which showed that neither was in the very good category.

2) Scoring Classification of Students' Posttest Results of Experimental and Control Classes

when learning using the method that have been taught, there is a frequency and percentage of student post-test scores that are different from learning when using it without a question-answer relationship (QAR) strategy, as shown in the following graph

Table 4.8

Frequency and Percentage of Students' Posttest of Experimental and Control Classes

No	Classification	Score	Experimental		Control	
			Frequency	Percentage	Frequency	Percentage
1	Excellent	96-100	0	0	0	0
2	Very Good	86-95	0	0	0	0
3	Good	76-85	5	15%	2	6%
4	Average	66-75	11	34%	2	6%
5	Fair	56-65	8	24%	18	55%
6	Poor	36-55	9	27%	9	27%
7	Very Poor	0-35	0	0%	2	6%
Total			33	100	33	100

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The statement in indeks4.8 explains that the number of students in the experimental class is 33 students, 5 or 15% are in the good category, there are also 11 or the same as 33% who are in the medium category, also exist or are

equivalent to 24 % who are in the medium c ategory, and the last one is 9 or 27% in the medium category. in this category none of them got into a very bad category at this time.

This explanation is different from that in the control class, none of which are in the satisfactory or very good category, only most of which are still in the moderate or bad category. there are only 2 or 6% of students who are in a very bad classification, as well as 9 students or 27% who are in the very bad category, there are 18 or the same as 55% in the moderate category, while 2 or the equivalent of 6% in the medium category, and 2 or calculated with 6% who are in the good category.

3) The Mean Score and Standard Deviation of students' Pretest of Experimental and Control Classes

At the time from giving a pretest to the experimental class and the control class before the treatment to assess students' reading achievement. The aim of the test is to see if all experimental and control groups perform at the same stage. in order to judge how close the score is to the mean, the standard deviation is measured.

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Table 4.9

The Mean Score and Standard Deviation of Students' Pretest of Experimental and Control Classes

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation

Pre test	33	30	80	50.76	14.637	
post Test	33	30	80	49.24	14.476	
Valid N (listwise)	33					

Indeks4.9 reveals that the experimental class's mean pretest score was 50.76, while the control class's was 49.24. grounded list 4.9, it was calculated is the mean score of the experimental class is almost the similar as the control class.

4) The Calculation of t-test Pretest for Experimental and Control Classes

The following is the level of progress of the experimental group and also of the control group before being given treatment to that class.

Table 4.10

The Paired Samples Test of Pretest for Experimental and Control Class

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	Df	Sig. (2-tailed)
Pair 1	pretest experiment - pretest Control	1.511 5	16.978	2.956	-4.505	7.535	.513	32	.612

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The prospect value of the alpha value was higher (0.612> 0.05) adjusted for evidence of the results from the pretest (accurate 2-tailed) value prospect. which clarifies that, the mean score obtained by students at the time of giving the pretest to the experimental group as well as to the control is not statistically

relevant. In other words, the scores of students in the two classes before the treatment were given were almost somewhat similar

5) The Mean Score and Standard Deviation of Students' posttest of Experimental and Control Classes

With this the authors describe the differences that exist in student scores after giving treatment to the experimental and control groups. And the results of the posttest are proven by the following list:

Table 4.11

The Mean Score and Standard Deviation of Students' Posttest of Experimental and Control Classes

	N	Minimum	Maximum	Mean	Std. Deviation
Posttest Experimental	33	40	85	64.39	12.232
Posttest Control	33	30	80	54.85	13.433
Valid N (listwise)	33				

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Table 4.11 shows that the scores obtained from the average of the two classes, namely experiment and control, experience differences after treatment is given. The result than average value of the experimental class is higher than that of the control class (64.39> 54.85), while that of the experimental class the standard deviation obtained is 12.232 and the control class is 13.433.

This section explains that after giving treatment, the mean value found from the experimental class has progressed, which is higher than the control class. That way the use of the question-answer relationship (QAR) approach is very helpful in improving students' reading skills rather than not using the QAR strategy.

6) The Paired Sample of t-test Posttest for Experimental and Control Classes

Accompanying indeks present the explanation of the score of the experimental class and the same applies to the control class after being given treatment.

Table 4.12

The Paired Sample Test Posttest for Experimental and Control Class

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	Df	Sig. (2-tailed)
Pair 1	pretest experiment - posttest control	9.545	11.275	1.963	5.547	13.543	4.863	32	.000

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Table 4.12 More accurately, the level is getting less than allpha (0.00 0.05), which means that it is derived from the statistical hypothesis in the statistical test of the probability value (significant 2 tails). H1 is obtained, while H0 is rejected. After the treatment of the two groups, the scores obtained by students from the two classes were statistically different after using the question-

answer relationship (QAR) strategy in the experimental class and not in used the QAR strategy in the control class. Thus the use of the method that have been taught provides more improvement in improving audiences reading skills than the strategy without question-answer relationship (QAR).

7) Students' Score Achievement of Experimental and Control Classes

The following are the results of the performance of the tabulated data for students who explain in the table.

Table 4.13

	Pretest		**Posttest**	
	Experimental	Control	Experimental	Control
Respondents	33	33	33	33
Mean	50.76	49.24	64.39	54.85
SD	14.637	14.476	12.232	13.433

Students' Reading Achievement for Experimental and Control Classes

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Table 4. The fully resource person for some class was in the experimental class there were thirty-three students as well as thirty-three in the control class, as shown above. In both groups, the score of the mean and also the standard deviation which indicates central variation in pre-test likewise post-test.

According to The data listed in indeks 4.13, the average result obtained from the pretest experimental and control groups was statistically the same before

the treatment was given post-test scores from both the experimental class likewise the control class identified differences in the average score after the treatment was given.

2. Analysis of Questionnaire

The researcher developed a 10-item questionnaire to collect data on students' responses to learning reading using a question-answer relationship (QAR) approach. Using the formula below, measure the percentage of students who completed the questionnaire assessment:

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

Where:

P = Percentage from the student's response

F = Frequency

N = number of students.

A table will be used to show the results as well as the the percentage of the value of students who are in the experimental and control class. It will be discussed one by one in accordance with the indicators of interest, as shown in the tables below:

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Table 4.14

Questionnaire no. 1

Statement	Classification	Frequency	Percentages
Question answer relationship (QAR) strategy is appropriate to the English subject?	Strongly Agree	24	72%
	Agree	9	28%
	Disagree	-	-
	Strongly Disagree	-	-
	Total	33	100%

Table 4.14 presents that there are twenty-four students in the experimental class who chose “Strongly agree”, 8 students in an experimental class (28%) chose “agree”. and after that, no one did (0%) chose “disagree” then “strongly disagree”.

The explanation that has been discussed is the choice of students who choose to very consensu and also agree rather than choose to disagree and strongly disagree, the means that after knowing question-answer relationship (QAR) strategy, students got new information and knowledge about an appropriate strategy in English subject, especially to comprehend a text and answer question is given by the text. So that students can improve their reading comprehension.

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Table 4.15

Questionnaire no. 2

Statement	Classification	Frequency	Percentages
Comprehending the contents of English text by using the question-answer relationship (QAR) strategy is more interesting and enjoyable.	Strongly Agree	9	27%
	Agree	24	73%
	Disagree	-	-
	Strongly Disagree	-	-
	Total	33	100%

Table 4.15 indicates that there are about nine students (27%) who chose "Strongly agree", 24 students (73%) who chose "agree". Apart from that, it appeared that there weren't any respondents (0%) chose "disagree" then "strongly disagree".

The explanation above reveals that all students have chosen to very consensu and likewise agree rather than choose to disagree and strongly disagree, then the author can conclude that audiences find it more interesting and fun when learning to respond to the core of the English reading text along with require question and answer relationship (QAR). This can be seen when the learning process takes place, they feel interested and enjoy being with their friends when trying to answer these questions related to the text.

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Table 4.16

Questionnaire no. 3

Statement	Classification	Frequency	Percentages
The Question answer relationship (QAR) strategy cannot help students in comprehending English text	Strongly Agree	2	6%
	Agree	1	3%
	Disagree	27	82%
	Strongly Disagree	3	9%
	Total	33	100%

Regarding from table 4:16 the statement proposes that there are 2 students or (6%) who chose “Strongly agree”, 1 student (6%) who chose “agree”. there were also 27 students (82%) who chose “disagree” and there are also about 3 students (9%) who chose “strongly disagree”.

Since all of the students preferred to “strongly disagree and disagree rather than strongly agree and agree”, there are times inferred that students enjoy learning reading using the QAR approach.

Before knowing the QAR strategy, the students had not known about categories of the question in reading comprehension. All that is shown from their answers in the pretest. But after knowing the method that have been taught, the audiences could identify the categories of guesses and answer the questions. Therefore, the method that have been taught get it support audiences to comprehend the sentences well by answering the question related to the text.

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Table 4.17

Questionnaire no. 4

Statement	Classification	Frequency	Percentages
The Question answer relationship (QAR) strategy is very effective in comprehending English text.	Strongly Agree	10	30%
	Agree	23	70%
	Disagree	-	-
	Strongly Disagree	-	-
	Total	33	100%

Index 4.17 seemed about ten audiences (30%) who chose "Strongly agree", 23 audiences (70%) who chose "agree". Apart from that, it appears that there is not a single respondent (0%) chose "disagree" and "strongly disagree". That is, that not all informants agree with the statement that the method that have been taught is very efficiency in comprehending English text.

It was said effective because the method that have been taught made students know then understanding in what way comprehend a text well. After learning this method in the class, informant began make use of their thinking to answer and comprehend the text. So, the question-answer relationship (QAR) strategy is an effective strategy to improve the students' reading comprehension.

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Table 4.18

Questionnaire no. 5

Statement	Classification	Frequency	Percentages
The Question answer relationship (QAR) strategy makes it students easier to comprehend English text.	Strongly Agree	1	3%
	Agree	9	27%
	Disagree	10	34%
	Strongly Disagree	3	9%
	Total	33	100%

Index 4.18presents that there were 13 students (39%) who chose “Strongly agree”, 20 students (61%) chose “agree”. Grounded, this indicated that the the informant is absent (0%) chose “disagree” then “strongly disagree”.

It means that the majority of students believe that the Question Answer Relationship (QAR) technique makes it easier for students to understand English text. Question answer relationship (QAR) made students understand the text by answering the question related to the text. So it was easy to comprehend the text when they know all about the categories of questions.

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Table 4.19

Questionnaire no. 6

Statement	Classification	Frequency	Percentages
Students are more active in the class when they study using the question-answer relationship (QAR) strategy.	Strongly Agree	24	73%
	Agree	9	27%
	Disagree	-	-
	Strongly Disagree	-	-
	Total	33	100%

Index 4.19 seemed about that there were 24 informant (73%) who chose "Strongly agree", 9 audiences (27%) who chose "agree". Grounded, this indicated that the the informant is absen or none (0%) chose "disagree" then "strongly disagree".

The statement that has been displayed is the result of selecting students that they strongly agree and agree rather than choose to disagree and strongly disagree, so that the author can conclude that there are most of the students who prefer the statement so that the resource person can be more reliable in the classroom when learning by utilizing Question answer relationship. (QAR. cases that are recorded successfully are estimated in the guidance procedure, most the students did not only see and wait for correct answers from others. But they tried to found the answer to the question and discussed it with their friends in the group.

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Table 4.20

Questionnaire no. 7

Statement	Classification	Frequency	Percentages
The Question answer relationship (QAR) strategy can improve the way students thinking in comprehending English text.	Strongly Agree	22	67%
	Agree	10	30%
	Disagree	1	3%
	Strongly Disagree	-	-
	Total	33	100%

Indeks4.20 If it contains twenty-two source (67%) who chose “Strongly agree”, 10 students (30%) chose “agree”. otherwise, be seen as straightforward as one source (3%) who chose “disagree” and there were none of the students who (0%) who chose “strongly disagree”.

From the explanation that has been there that all students have chosen the option strongly agree and also agree compared with the choice disagree and also with the choice strongly disagree. which means that most students strongly agree with the method that have been taught statement which support improve the way audiences think in understanding the reading text in English. Because the learning process Question answer relationship (QAR) triggers informant to use their thinking and creative thinking to answer questions related to the text.

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Table 4.21

Questionnaire no. 8

Statement	Classification	Frequency	Percentages
The Question answer relationship (QAR) strategy can give the motivation to increase their reading comprehension.	Strongly Agree	13	39%
	Agree	20	61%
	Disagree	-	-
	Strongly Disagree	-	-
	Total	33	100%

Index4.21 seemed about that there were 13 audience (39%) who chose "Strongly agree", 20 informant (61%) who chose "agree". otherwise, be seen as straightforward as none source (0%) chose "disagree" and "strongly disagree". Meaning, half of the interviewees strongly agreed with the statement that method that have been taught can give the motivation to increase their reading comprehension.

All of this support be seen during the guidance procedure of reading comprehension in the classroom. Before the research introduced Question answer relationship (QAR), they seem to have more spirit and motivation to answer and challenging with friends. They raced to raise a hand to answer the question before their friends. It showed that his strategy gives motivation to them in reading comprehension.

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Table 4.22

Questionnaire no. 9

Statement	Classification	Frequency	Percentages
Students prefer to choose Question answer relationship (QAR) strategy over others.	Strongly Agree	22	67%
	Agree	8	24%
	Disagree	3	9%
	Strongly Disagree	-	-
	Total	33	100%

List 4.22 seemed about that there were 22 students (67%) who chose "Strongly agree", 8 audiences (24%) chose "agree". otherwise, be seen as straightforward as three source (9%) chose "disagree" and then none of these informant (0%) chose "strongly disagree". which states that there are most of these students who choose students agree with the statement that students prefer to choose Question answer relationship (QAR) strategy over others. It could be seen from the students' questionnaire sheet, where most of the students (22) strongly agree to choose this strategy.

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Table 4.23

Questionnaire no. 10

Statement	Classification	Frequency	Percentages
Question answer relationship (QAR) strategy gives new nuance in learning English	Strongly Agree	21	64%
	Agree	11	33%
	Disagree	-	
	Strongly Disagree	1	3%
	Total	33	100%

List 4.23 That there were 21 saudiences (85%) who chose “Strongly agree”,11 informant (33%) chose “agree”. otherwise, be seen as straightforward as none source (0%) choose “disagree” and there was 1 student (3%) who chose “strongly disagree”. which states most of the students strongly agree with the statement that Question answer relationship (QAR) strategy gives new nuance in learning English.

The above result indicates that all students prefer to “strongly agree and agree” over strongly “disagree and strongly disagree”, implying that students prefer to research reading using the Question Answer Relationship (QAR) technique. As a result, it was evident in the classroom learning process. They had enthusiastic to study in the class. They also gave more attention to how to Question answer relationship (QAR) strategy answer question by identifying the categories of the questions.

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B. Discussion

1. Students Reading Comprehension

This discussion discusses reasons and further interpretations of the results of the study on audiences scores both at the pretest and posttest in the experimental class and the control class.

In reading comprehension learning, the Question-Answer Relationship (QAR) Strategy is discussed. While both the Question-Answer Relationship (QAR) and non-Question-Answer Relationship (NQAR) methods could be needed to review comprehension learning, the application phase in reading comprehension learning can substantially or effectively enhance students' reading skills. The proof is based on the results of the pretest scores and from each class, analyzing the posttest mean scores and standard deviations. In the experimental class, the posttest mean score was higher than the pretest mean score (64.39> 50.76) likewise, the leading variation has a substantial meaning according to the presumption for reason, in the posttest t-test where the prospect value is less than alpha (0.00 <0 , 05). Whereas in the control class, the mean posttest score seems much bigger than the mean pretest score (54.85> 49.24) however, there were differences that were not statistically cognitive because the value of the probability or the accuracy seems much bigger than that of alpha (0.080> 0.05). Strengthening was also accomplished by measuring the posttest t-test by equalizing the mean posttest scores of the two groups. The students in the experiment had a mean posttest score of 64.39. Students in the control class had a mean posttest score of 54.85. A important difference was observed in the posttest

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t-test when the value of probability is inversely proportional to that of less than alpha (0.00 0.05). When comparing the two methods for teaching reading comprehension, the Question-Answer Relationship (QAR) Strategy outperforms method that have been taught.

Based on the audiences pretest scores, both the experimental class then the control class had the similar reading comprehension skills in English before being given the lesson. However, the scores of students from the two classes on the posttest differed significantly. Achieving student scores teaches reading comprehension in unilising Question Answer Relationship (QAR) Strategy was higher than without method that have been taught.

The analysis of the outcome post-test will help the comparison of the students' scores in both groups. In the pretest, neither the experimental nor the control classes had any students rated as excellent classifiers (Table 4.7). The posttest revealed that 2 students (6%) which in in the very minimal category, 9 informant (27%) which in very minimal category, 18 informant (55%) which in decent category, 2 informant (6%) which in middle category, and 2 students (6%) were in good classification after treatment in experimental class with Question-Answer Relationship (QAR) strategy. Aside from that, no one in the control class got an excellent result on the posttest.

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The questions in the pretest and posttest were about the text. And guidance after the informants studied almost all of the assigment informant was easy to analyze a quess in numbers 1,2, and 3. Because the answer was in the text and most students who have difficulty answering questions outside the reading

text because students are really confused by the existence of questions in numbers 4 and 5.Some of these students do not have the correct answer to correct these questions, but they are different after carried out treatment there is a significant progress, namely the value generated from students being able to achieve in the good category.

This exploration very synchronous with the exploration that was previously carried by Mutia Soraya, Amira MuflichaDaraini and Surya Ningsihwho found that the Question-Answer Relationship (QAR) Strategy effective for improving students' reading skills. the development of students who have received lessons using the Question Answer Relationship (QAR) strategy, namely by achieving better performance then they are motivated and interested in the learning process while it is taking place.

According to the narrative that has been explained, to be able determined that the method that have been taught reduced the frustration for informant who believed that the answer could always be found in the text. The Question-Answer Relationship (QAR) methode taught informant how to comprehend a text by defining categories of questions, answering some text-related questions, and locating answers to those questions. It allows students to read texts actively and strategically.

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2. Analysis of Questionnaire

This study illustrates the view of the information from quesionnaire. According to the list of questions filled out by students gave a positive response

about the findings of the percentage over the students' response in learning reading comprehension by Question Answer Relationship (QAR) Strategy.

Related to the resulting questionnaire above it could be said that the method that have been taught is appropriate to the English subject. It means that after knowing the theory that have been guided, informant got new information and knowledge about an appropriate strategy in English subject, especially to comprehend a text and answer question is given by the text. So that students can improve their reading comprehension.

Theory that have been guided can make it easier and make interviewess easier to understand a text. Before knowing the Question Answer Relationship (QAR) Strategy, the students had not known about categories of the question in reading comprehension. The result they show from the answer in the pre-test. But after knowing the theory that have been guided, the audiences could identify the categories of questions and answer the guesses. Therefore, the theory that have been guided can make it easier informants to understand sentences well and solve questions related to the ext.

Question-Answer Relationship (QAR) Strategy also can improve the way students thinking In comprehension of English text. Learning by theory that have been guided taught audiences to think creatively then use their high-level thinking to solve problems related to the text. They began use their thinking to find the answer their thinking to make sentences in answering the question.

Also, the Question-Answer Relationship (QAR) Strategy is interesting and enjoyable, it is also effective and can give motivation students to develop their

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reading comprehension. So students' more active in the class when they study using the Question Answer Relationship (QAR) Strategy.

There is a difference before the researcher introduced the Question Answer Relationship (QAR) strategy, they did not have the motivation to study. After knowing the Question Answer Relationship (QAR) Strategy, they seem to have more spirit and motivation to answer and challenges with friends. They raced to raise a hand to answer the question before their friends. It concluded that the theory that have been guided gives nuance in learning English then giving this method provides effective results and is the right choice to improve reading comprehension in informants.

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CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

From the end of discussion in the previous chapter, the writer can draw conclusions from data interpretation, and conversatio in the previous chapter:

1. The authors get good answers from the students using the method that have been taught in improving students' reading skills, Grounded the data that has been analyzed. This process demonstrates that the difference between before and after using the Question Answer Relationship (QAR) strategy is correct.

According to the findings of the data review in the experimental class, the posttest mean ponits is better than the pretest mean ponits (64.39> 50.76), and there is statistical consistency since the posttest t-test notes that the likelihood value is less than alpha (0.000.05). The mean posttest score in the control group was also higher than the pretest mean score (54.85> 49.24), and it was not statistically accurate since the probability value was less than alpha (0.080> 0.05). It is too verified to calculate the pretest t-test and compare the scores on the pretest and posttest means of the two grades. The experimental class had a pretest average score of 50.76, while the control class had a score of 49.24. When the probability value is greater than alpha (0.612> 0.05), the t-test pretest indicates that there is no important difference. When the two strategies are contrasted in terms of increasing reading comprehension in students using the Question

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response relationship (QAR) strategy, the theory that have been guidede is found to be superior to the non-Question answer relationship (QAR) strategy.

2. After analyzing the results of students' responses to the method that have been taught that after applied in this study, most students gave positive responses and also showed their enjoyment in education giving techniques using the theory that have been guidede. Thus, the treatment learning process shows that students in the class mostly get the motivation seen when students try to answer questions at the time the guidance procedure that is taking location in the classroom. That way, students of class VIII SMPN 8 Palopo agree to increase student understanding by using the method that have been taught in learning reading comprehension.

B. Suggestions

Through conclusions above education success achieved by the supervisor in the English understand methode is not enough if it only depends on the lesson plan, but more importantly, the teacher's way of preparing lessons then using techniques to organize the class so that students are carried away with the atmosphere of the room fun class that has been arranged by the teacher. The Question answer relationship (QAR) strategy can also easier teachers organize the class well and provide countless hopes for students' to be more reliable in the understand methode By demand insight into discourse through the method that have been taught, this study suggests several suggestions, namely:

1. Teachers in English learning and teaching reading comprehension can use strategies that are targeted to students, namely the Question answer

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relationship (QAR) strategy. Because the application of the theory that have been education can improve audiences reading comprehension and improve their way of thinking after using this strategy.

2. Students can practice more about reading comprehension in narrative text by applying the Question answer relationship (QAR) strategy because it can increase student motivation, make students more active in thinking, and increase students' new knowledge by using this strategy.

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DOCUMENTASI

VIII. 6

KELAS V.8

Pre-Test

The lion and the mouses

One day, a Lion lay asleep in the jungle. A tiny Mouse, running about in the grass and not noticing where he was going, ran over Lion's head and down his nose.

The Lion awoke with a loud roar and down came his paw over the little Meuse. The great beast I was about to open his huge jaws to swallow the tiny creature when "Pardon me, O King, I beg of you," cried the frightened Mouse. "If you will only forgive me this time, I shall never forget your kindness. 1 meant no harm and I certainly didn't want to disturb Your Majesty. If you will spare my life, perhaps I may be able to do you a good turn, too." The Lion began to laugh, and he laughed and laughed. "How could a tiny creature like you ever do anything to help me? And he shook with laughter. "Oh well" he shrugged, looking down at the frightened Mouse, "you're not so much of a meal anyway." He took his paw off the poor little prisoner and the Mouse quickly scampered away. Some time after this, some hunters, trying to capture the Lion alive so they could carry him to their king set up rope nets in the jungle. The Lion, who was hunting for some

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food, fell into the trap. Her roared and thrashed about trying to free himself but with every move he made, the ropes bound him tighter

The unhappy Lion feared he could never escape, and he roared pitifully. His thunderous bellows echoed through the jungle. The tiny Mouse, scurrying about far away, heard Lion's roars "That may be there very Lion who once freed me," he said, remembering his promise. And he ran to whether he could help.

Discovering the sad state the Lion was in, the Mouse said to him, "Stop, stop! You must not roar. If you make so much noise, the hunters will come and capture you. I'll get you out of this trap." With his sharp little teeth, the Mouse gnawed at the ropes until they broke. When the Lion had stepped out of the net and was free once "Thank you, good Mouse," said the Lion gently. "You did help me even though I am big and you are so little. I see now that kindness is always worthwhile."

Answer the questions!

1. Where was the story happen?
2. Who is the main character of the story?
3. When was the lion captured by some hunters?
4. What was the moral value of the text above?
5. How did the lion wake up?

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LESSON PLAN TREATMENT I

School : SMPN 8 Palopo

Grade/Semester : VIII.6

Subject : English

Time Allocation : 2 x 45 Minutes

LEARNING OBJECTIVE

1. The students will be able to identify the categories of question in reading.
2. The students will be able to read and understand how to answer question related to text.
3. The students will be able to identify meanings and information in narrative text.

MATERIAL AND MEDIA

Narrative text and reading test

TEACHING LEARNING ACTIVITIES

STEP	ACTIVITIES	PROCEDURES	TIME
Warm Up	Greeting/Ice breaking	a. Greeting and praying b. Asking the students' condition c. Giving motivation to the students before giving the material	5 min
Presentation	Language/Skill	a. Dividing the students in five groups. Each group consisted of five students. b. Giving a text with title "Sura and Baya" and write accomanying questions for each of the five categories. c. Teaching students this key concept: when asked a question the answer	75 min

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		comes from either (a) The text or (b) What you already know. d. Introducing the two broad categories and the four subcategories of questions in he classroom. e. Asking the students to read the text and the questions. The identifying which question answer relationship (QAR) categories the questions fall under. f. The asking students to answer the questions together and discuss.	
Closing		a. Asking the students' problem during the process of learning. b. Giving some suggestion to the students about the course. c. Closing the class and praying.	10 min

Treatment I

The Monkey and The Crocodile

One day a Monkey wanted to cross a river. He saw a Crocodile in the river so he asked the Crocodile to help him. The crocodile told the monkey to jump onto its back. Then the crocodile swam down the river.

Now the crocodile was very hungry so when it was in the middle of the river it stopped and said the to the monkey, “Monkey then he will be strong again.”

The monkey thought for a while then he told the crocodile to swim back to the river bank.

“Because I didn’t bring my heart with me, “Said the monkey , “I left it under the tree near some coconuts.”

So the crocodile turned around and swam back to the bank of the river. As soon as they reached the river bank, the monkey jumped off the crocodile’s back and climbed up to the top of a tree. “Where is your heart?’ asked the crocodile,. “You are foolish,” the monkey said the crocodile, “Now, I am free and you have nothing.” The monkey told the crocodile not to try to trick him again. The crocodile swam away hungry

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Answer the questions!

LESSON PLAN TREATMENT II

School : SMPN 8 Palopo

Grade/Semester : VIII.6

Subject : English

Time Allocation : 2 x 45 Minutes

LEARNING OBJECTIVE

1. The students will be able to identify the categories of question in reading.
2. The students will be able to read and understand how to answer question related to text.
3. The students will be able to identify meanings and information in narrative text.

MATERIAL AND MEDIA

Narrative text and reading test

TEACHING LEARNING ACTIVITIES

STEP	ACTIVITIES	PROCEDURES	TIME
Warm Up	Greeting/Ice breaking	a. Greeting and praying b. Asking the students' condition c. Giving motivation to the students before giving the material	5 min
Presentation	Language/Skill	a. Dividing the students in five groups. Each group consisted of five students. b. Giving a text with title "*Fox and A Cat*" and write accomanying questions for each of the five categories. c. Teaching students this key concept: when asked a question the answer comes	75 min

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		from either (a) The text or (b) What you already know. d. Introducing the two broad categories and the four subcategories of questions in he classroom. e. Asking the students to read the text and the questions. The identifying which question answer relationship (QAR) categories the questions fall under. f. The asking students to answer the questions together and discuss.	
Closing		a. Asking the students' problem during the process of learning. b. Giving some suggestion to the students about the course. c. Closing the class and praying.	10 min

Treatment II

Fox and A Cat

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One day, a cat and a fox were having a conversation. The fox, who was a conceited creature, boasted how clever she was. “Why, I know at least a hundred tricks to get away from our mutual enemies, the dogs,” she said. “I know only one trick to get away from dogs,” said the cat. “You should teach me some of yours!”. “Well, maybe someday, when I have the time, I may teach you a few of the simpler ones”, replied the fox airily.

Just then they heard the barking of a pack of dogs in the distance. The barking grew louder and louder – the dogs were coming in their direction! At once the cat ran to the nearest tree and climbed into its branches, well out of reach of any dog. “This is the trick I told you about, the only one I know”, said the cat. “Which one of your hundred tricks are you going to use?”. The fox sat silently under the tree, wondering which trick she should use. Before she could make up her mind, the dogs arrived. They fell upon the fox and tore her to pieces.

Answer the questions!

1. What lesson can we learn from the text?
2. What is seen fox and cat?
3. What the Cat did when the Dog were coming?
4. What the Dog did to Fox?
5. What do you think about Fox?

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LESSON PLAN TREATMENT III

School : SMPN 8 Palopo

Grade/Semester : VIII.6

Subject : English

Time Allocation : 2 x 45 Minutes

LEARNING OBJECTIVE

4. The students will be able to identify the categories of question in reading.
5. The students will be able to read and understand how to answer question related to text.
6. The students will be able to identify meanings and information in narrative text.

MATERIAL AND MEDIA

Narrative text and reading test

TEACHING LEARNING ACTIVITIES

STEP	ACTIVITIES	PROCEDURES	TIME
Warm Up	Greeting/Ice breaking	a. Greeting and praying b. Asking the students' condition c. Giving motivation to the students before giving the material	5 min
Presentation	Language/Skill	a. Dividing the students in five groups. Each group consisted of five students. b. Giving a text with title "The Ant and the Dove" and write accomanying questions for each of the five categories. c. Teaching students this key concept: when asked a question the answer	75 min

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		comes from either (a) The text or (b) What you already know. d. Introducing the two broad categories and the four subcategories of questions in he classroom. e. Asking the students to read the text and the questions. The identifying which question answer relationship (QAR) categories the questions fall under. f. The asking students to answer the questions together and discuss.	
Closing		a. Asking the students' problem during the process of learning. b. Giving some suggestion to the students about the course. c. Closing the class and praying.	10 min

Treatment III

The Ant and the Dove

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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.

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.

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.

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.

Answer the questions!

1. How did the Dove save the Ant?
2. What did the Ant do to save the Dove?
3. What the Ant looking for?
4. What happened to the Ant when she was trying to clime up a blade of grass?
5. What is the moral value of the story?

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LESSON PLAN TREATMENT IV

School : SMPN 8 Palopo

Grade/Semester : VIII.6

Subject : English

Time Allocation : 2 x 45 Minutes

LEARNING OBJECTIVE

7. The students will be able to identify the categories of question in reading.
8. The students will be able to read and understand how to answer question related to text.
9. The students will be able to identify meanings and information in narrative text.

MATERIAL AND MEDIA

Narrative text and reading test

TEACHING LEARNING ACTIVITIES

STEP	ACTIVITIES	PROCEDURES	TIME
Warm Up	Greeting/Ice breaking	a. Greeting and praying b. Asking the students' condition c. Giving motivation to the students before giving the material	5 min
Presentation	Language/Skill	a. Dividing the students in five groups. Each group consisted of five students. b. Giving a text with title "*The Donky of Guizhou*" and write accomanying questions for each of the five categories. c. Teaching students this key concept: when asked a question the answer	75 min

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		comes from either (a) The text or (b) What you already know. d. Introducing the two broad categories and the five subcategories of questions in he classroom. e. Asking the students to read the text and the questions. The identifying which question answer relationship (QAR) categories the questions fall under. f. The asking students to answer the questions together and discuss.	
Closing		a. Asking the students' problem during the process of learning. b. Giving some suggestion to the students about the course. c. Closing the class and praying.	10 min

Treatment IV

Sura and Baya

A long time ago in East Java lived two strong animals, Sura and Baya. Sura was a shark and Baya was a Crocodile. They lived in the sea. Actually, they were friends. But when they were hungry, they were very Greedy. They did not want to share their food. They would fight for it and never stop fighting until one of them gave up.

It was very hot day. Sura and Baya were looking for some food. Suddenly, Baya saw a gooat.

“Yummy, this is my lunch,” said Baya.

“No way! This is my lunch. You are greedy! I had not eaten for two days!” said Sura

Then Sura and Baya fought again. After several hours, they got very tired. Sura had a plan to stop their bad behavior.

“I’m tired of fighting, Baya,” said Sura.

“Me too. What should we do to stop fighting? Do you have any idea?’ asked Baya.

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“Yes, I do. Let’s share our territory. I live in the water, so I look for food in the sea. And you live on the land, right? So, you look for the food also on the land. The border is the beach, So we will never meet again. Do you agree?” asked Sura.

After thinking for a while, Baya finally agree with Sura's suggestion. Then they started living in the different places.

But one day, Sura broke the promise. He was roaming on the land trying to find food. Baya was very angry to see that. Then Sura and Baya again. They both hit each other. They fought days because both of them were strong animals. They fought and fought until both of them died because of tiredness.

The place where they were fighting was a mess. People then always talked about the fightbetween Sura and Baya. They then named the place 'Surabaya', from the shark and Baya the crocodile.

Answer the questions!

1. What was the border?
2. Who did break the promise?
3. Where did Sura and Baya live before the fight?
4. Where did Sura and Baya live after the fight?
5. What do think about the text?

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Post test

Lonely Landy

One day, there was a porcupine named Landy. He was lonely. No one wanted to play with him, because they were afraid of his spike.

"Dear Landy. We don't want to play with you because your spikes are too sharp. We don't want you to hurts us," said Cici the rabbit one day. Landy felt lonely. Landy spent most of the time day dreaming at the river bank, "I would be happy if there were no spikes on my body."

Suddenly, Kuku the turtle appeared from the river. He came to Landy and said, "Landy, what are you thinking of?"

Shortly, Landy told his problem. Kuku nodded his head. He said, "poor you. But it isn't your fault. I know, your spike are very useful and hopeful for you. They will realize it someday. Trust me!"

"Thanks, Kuku. You are my best friend."

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One day, Koko the frog invited all this friends, including Landy, to come to his party. But Landy decided not to come. He didn't want to mess up the party.

"I'll come with you Landy. I'll tell everyone that you're harmless," said Kuku. Finally Landy attended the party. Everyone enjoyed the party. Suddenly Tito screamed, "Help….help…! The evil wolf is coming. Save yourself!" Then, everyone saved their lives, except Kuku and Landy. Kuku pulled his head and his leg into his shell. And Landy rolled his body into a ball.

Unintentionally, the evil wolf touched Landy. Of course, the spike pricked him. He screamed, "Ouch!" Since his foot was bleeding, he didn't chase Landy's friends any longer. Then, he ran away.

"Hooray… hooray…! Long live Landy! He saved our lives," said Cici and her friends. They thanked him from then on. Landy wasn't lonely anymore.

Answer the questions!

1. Why Landy was lonely?
2. How many characters are there in the story?
3. What which Kuku and Landy did the time the evil wolf is coming?
4. Why Cici and her friend don't want to play with Landy?
5. What is the moral of the story of lonely Landy?

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QUESTIONNAIRE

A. IDENTITAS RESPONDENT

1. Nama Respondent :……
2. Kelas : ……...

B. PETUNJUK

1. Bacalah dengan teliti petunjuk sebelum menjawab pertanyaan.
2. Tulislah identitas anda pada tempat yang telah disediakan.
3. Berikan tanda ceklis (√) pada kolom yang telah disediakan, pada jawaban yang dianggap benar.

   SS = Sangat Setuju **TS** = Tidak Setuju

   S = Setuju **STS** = Sangat Tidak Setuju

   N = Netral
4. Terimalah atas kesediaanya mengerjakan angket peelitian dengan jujur.

No.	Pertanyaan	SS	S	N	TS	STS
1.	Question Answer Relationship (QAR) Strategy sangat erat hubungannya dengan pelajaran bahasa inggris					
2.	Memahami isi bacaan bahasa Inggris dengan menggunakan Question Answer Relationship (QAR) Strategy lebih menarik dan menyenangkan.					
3.	Question Answer Relationship (QAR) Strategy sangat tidak membantu siswa dalam memahami isi bacaan bahasa Inggris.					
4.	Question Answer Relationship (QAR) Strategy sangat efektif					

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	dalam meningkatkan memahami bacaan bahasa Inggris.					
5.	Question Answer Relationship (QAR) Strategy sangat memudahkan siswa dalam memahami isis bacaan bahasa Inggris.					
6.	Siswa lebih aktif dalam kelas ketika belajar dengan menggunakan Question Answer Relationship (QAR) Strategy.					
7.	Question Answer Relationship (QAR) Strategy dapat meningkatkan cara berpikir siswa dalam memahami bacaan bahasa Inggris.					
8.	Question Answer Relationship (QAR) Strategy mampu memotivasi dalam peningkatan membaca bacaan bahasa Inggris.					
9.	Siswa lebih memilih Question Answer Relationship (QAR) Strategy dibandingkan dengan strategy yang lain.					
10.	Question Answer Relationship (QAR) Strategy memberikan nuansa baru dalam proses pembelajaran bahasa Inggris.					

IAIN PALOPO

CURRICULUM VITAE

A. *Personal Information*

Full Name: Jamalia

Place of Birth: Lambarese, South Sulawesi

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Status: The fifth child

Mother's Name: Hanira

Father's Name: Naharuddin (Alm)

B. *Educational Background*

Year	Description
2002-2008	SDN 104 Jalajja
2008-2011	SMP Negeri 3 Burau
2011-2014	SMA Negeri 1 Burau
2014-2021	IAIN Palopo

C. *Organization Involvement*

Year	Description
2015	Kade of HMI MPO

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