

**IMPROVING STUDENTS' READING COMPREHENSION  
THROUGH QUESTION ANSWER RELATIONSHIP (QAR)  
STRATEGY AT THE SECOND YEAR OF SMPN 8 PALOPO**



**A THESIS**

**Submitted to the English Language of S1 Tarbiyah Department of State College  
for Islamic Studies of Palopo in Partial Fulfillment of Requirement for the  
Degree of Sarjana Pendidikan ( S.Pd.) in English Education**

**By:**

**BAYU ANGGRIANI**

**10.16.3.0022**

**ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT  
OF THE STATE COLLEGE FOR ISLAMIC STUDIES  
(STAIN) PALOPO  
2014**

**IMPROVING STUDENTS' READING COMPREHENSION  
THROUGH QUESTION ANSWER RELATIONSHIP (QAR)  
STRATEGY AT THE SECOND YEAR OF SMPN 8 PALOPO**



**A THESIS**

**Submitted to the English Language of S1 Tarbiyah Department of State College  
for Islamic Studies of Palopo in Partial Fulfillment of Requirement for the  
Degree of Sarjana Pendidikan ( S.Pd.) in English Education**

**By:**

**BAYU ANGGRIANI  
10.16.3.0022**

**IAIN PALOPO**

**Supervised by:**

- 1. Wahibah, S.Ag., M.Hum.**
- 2. Wisran, S.S., M.Pd.**

**ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT  
OF THE STATE COLLEGE FOR ISLAMIC STUDIES  
(STAIN) PALOPO  
2014**

## THESIS APPROVAL

This thesis entitled **Improving the Students' Reading Comprehension through Question Answer Relationship (QAR) Strategy at the Second Year of SMP Negeri 8 Palopo**, which is written by **Bayu Anggriani** Reg. Number 10.16.3.0022, **English S1 Study Program of Tarbiyah** Department of The State College For Islamic Studies, and has been examined and defended in *MUNAQASYAH* session which is carried out on Monday, Desember 29<sup>th</sup> 2014, coincide with 7 Rabiul Awal 1436 H, it is authorized and acceptable as partial fulfillment for S.Pd. degree in English language teaching

**Palopo, Desember 29<sup>th</sup> 2014 M**  
**7 Rabiul Awal 1436 H**

### COMMITTEE OF EXAMINATION

- |                              |               |         |
|------------------------------|---------------|---------|
| 1. Dr. Abdul Pirol, M.Ag     | Chairman      | (.....) |
| 2. Dr. Rustan S., M.Hum.     | Secretary     | (.....) |
| 3. Dr. H. Dahlan, M. Hum.    | Examiner I    | (.....) |
| 4. Amalia Yahya, S.E., M.Hum | Examiner II   | (.....) |
| 5. Wahibah, S.Ag.,M.Hum      | Consultant I  | (.....) |
| 6. Wisran, S.S.,M.Pd.        | Consultant II | (.....) |

**Approved by,**

**The Chief of STAIN Palopo**

**The Chief of Tarbiyah Department**

**Dr. Abdul Pirol, M.Ag**

NIP. 19691104 199403 1 004

**Drs. Nurdin K., M.Pd.**

NIP 19681231 1 99903 1 014

## NOTA DINAS PEMBIMBING

Perihal : Skripsi

Lamp : -

Kepada

Yth. Ketua Jurusan Tarbiyah STAIN Palopo

di-

Palopo

*Assalamu alaikum Wr.Wb.*

Sesudah melakukan bimbingan terhadap skripsi mahasiswa tersebut di bawah ini:

Nama : Bayu Anggriani

Nim : 10.16.3.0022

Program study : Tadris Bahasa Inggris

Judul skripsi : ***Improving the Students' Reading Comprehension through Question Answer Relationship (QAR) Strategy at the Second Year of SMPN 8 Palopo***

Menyatakan bahwa skripsi tersebut sudah layak untuk diujikan.

Demikian untuk diproses selanjutnya.

*Wassalamu alaikum Wr.Wb.*

Palopo, 20 November 2014

Consultant I

**Wahibah, S.Ag.,M.Hum.**  
NIP 1969050 042013 2 002

## PRONOUNCEMENT

Signed by:

Name : Bayu Anggriani

Reg. Number :10.16.3.0022

Study Program : Bahasa Inggris

Department : Tarbiyah

Declares that thesis I wrote to fulfill of requirement for the degree of Sarjana Pendidikan (S.Pd) in Tarbiyah Department, the State College for Islamic Studies Palopo entitled, “Improving the Students’ Reading Comprehension through Question Answer Relationship (QAR) Strategy at the Second Year of SMPN 8 Palopo”, is truly my original work. It does not incorporate any materials previously written or published by another person except does indicated in quotations and bibliography. Due to this fact, I am the only person responsible for this thesis if there is any objection and claim from others.

IAIN PALOPO

Palopo,  
Researcher

Bayu Anggriani  
10.16.3.0022

## ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Alhamdulillah Rabbil Alamin, praise and thanks to the Almighty God, Allah SWT, without His blessing and mercy, the researcher would have never been able to start and finish this thesis as the requirement for degree of Sarjana Pendidikan (SP.d) at the State College for Islamic Studies (STAIN) Palopo. To our beloved prophet, the chosen one Muhammad SAW, safety and peace be upon him.

The researcher realizes that the support and encouragement from many people have been important to the researcher in the preparation of this thesis. Therefore, the researcher would like to acknowledge them.

1. Dr. Abdul Pirol, M.Ag, as the head of STAIN Palopo, who always supports and gives motivation the writer during studying at STAIN Palopo.
2. Dr. Rustan S, M.Hum, as the first deputy head of STAIN Palopo, who always advises the researcher during her studying.
3. Drs. Nurdin K.,M.Pd as the chief of Tarbiyah Department of STAIN Palopo, who always gives explanation in writing this thesis.
4. Jufriadi, S.S.,M.Pd, as the chief of English Department of STAIN Palopo, who always gives support, encouragement and ideas to researcher during her studying at STAIN Palopo.

5. Wahibah, S.Ag., M.Hum as the first consultant and Wisran, S.S, M.Pd., as the second consultant. Thanks for the idea, helping, explanation, suggestion, and guidance since the preliminary until the researcher complete this thesis.

6. All the lectures of STAIN Palopo. Thanks for guidance, attention, knowledge and motivation in learning and also for all staffs in STAIN Palopo, thanks for helping and kindness.

7. All of her family, special thanks for her beloved parents (Subandi and Rahayu) who always give the best to the researcher until now. And also, thanks for her beloved brother and sister (Sukarji, Randi Seswanto, and Citra Ayu Septiani) who have given the researcher support, motivation and strength to finish the thesis.

8. All of her best friends in STAIN Palopo, thanks for the nice friendship, support and help during our togetherness.

Finally, the researcher prays to the God, May Allah SWT, gives reward to all people who have helped the researcher and the reseacher hopes this thesis can be useful and gives positive constribution for readers and other reseachers.

IAIN PALOPO

Palopo, November 2014

The researcher

Bayu Anggriani

## TABLE OF CONTENT

<b>TITLE OF PAGE</b> .....	<b>i</b>
<b>THESIS APPROVAL</b> .....	<b>ii</b>
<b>PRONOUNCEMENT</b> .....	<b>iii</b>
<b>CONSULTANT APPROVAL</b> .....	<b>iv</b>
<b>ACKNOWLEDGEMENT</b> .....	<b>v</b>
<b>TABLE OF CONTENT</b> .....	<b>vii</b>
<b>LIST OF TABLE</b> .....	<b>x</b>
<b>ABSTRACT</b> .....	<b>xii</b>
<b>CHAPTER I INTRODUCTION</b>	
A. Background .....	1
B. Problem Statements .....	3
C. Objective of the Research .....	3
D. Significance of the Research .....	4
E. Definition of the Terms.....	4
F. Scope of the Research.....	5
<b>CHAPTER II REVIEW OF RELATED LITERATURE</b>	
A. Previous of Related Research Findings .....	6
B. Reading Comprehension .....	8
1. The Concept of Reading Comprehension .....	8
2. Components of Reading.....	9
3. The Reasons of Reading.....	12
4. Types of Reading .....	13
5. Level of Comprehension.....	14
6. Parts of Reading Text.....	16



C. The Concept of Text.....	18
1. Definition of Text.....	18
2. Types of Text .....	18
D. Question Answer Relationship (QAR) Strategy .....	21
1. What is Question Answer Relationship?.....	21
2. The Reasons Use Question Answer Relationship.....	24
E. Teaching Reading Comprehension through QAR .....	25
F. Theoretical framework .....	29
G. Hypotheses .....	30
<b>CHAPTER III RESEARCH METHOD</b>	
A. Method and Design of The Research .....	31
B. Research Variable .....	32
C. Population and Sample .....	32
D. Instrument of the Research .....	32
E. Procedure of Collecting Data.....	34
F. Technique of the Data Analysis .....	37
<b>CHAPTER IV FINDING AND DISCUSSION</b>	
A. Finding .....	40
B. Discussion .....	64
<b>CHAPTER V CONCLUSION AND SUGGESTION</b>	
A. Conclusion .....	70
B. Suggestion.....	71
<b>BIBLIOGRAPHY .....</b>	<b>72</b>
<b>APPENDIXES</b>	

## LIST OF TABLES

Table 4.1	The Students' Correct Answer in Pre-Test .....	41
Table 4.2	The Mean Score of Students' in Pre-Test .....	42
Table 4.3	Scoring of the Students Reading Test in Pre-Test .....	43
Table 4.4	Rate Percentage of Students' Scoring in Pre-Test .....	44
Table 4.5	The Students' Correct Answer in Post-Test.....	45
Table 4.6	The Mean Score of Students' in Post-Test.....	46
Table 4.7	Scoring of the Students Reading Test in Post-Test.....	47
Table 4.8	Rate Percentage of Students' Scoring in Post-Test.....	48
Table 4.9	The Mean Score and Standard Deviation of Pre-Test and Post-Test.....	49
Table 4.10	The Paired Samples Statistic of Pre-Test and Post-Test. ....	50
Table 4.11	The Paired Samples Correlations of Pre-Test and Post-Test .....	50
Table 4.12	The Paired Samples Test of Pre-Test and Post-Test.....	51
Table 4.13	Table Distribution of t.....	51
Table 4.14	Questionnaire Number 1 .....	54
Table 4.15	Questionnaire Number 2 .....	55
Table 4.16	Questionnaire Number 3 .....	56
Table 4.17	Questionnaire Number 4 .....	57
Table 4.18	Questionnaire Number 5 .....	58
Table 4.19	Questionnaire Number 6 .....	59

Table 4.20	Questionnaire Number 7 .....	60
Table 4.21	Questionnaire Number 8 .....	61
Table 4.22	Questionnaire Number 9 .....	62
Table 4.23	Questionnaire Number 10 .....	63
Table 4.26	Table of the t-test of the Students in Reading Comprehension.....	64



**IAIN PALOPO**

## ABSTRACT

**Bayu Anggriani, 2014**, “Improving Students’ Reading Comprehension through Question Answer Relationship (Qar) Strategy at the Second Year of SMPN 8 Palopo”. Thesis, English Study Program Educational Departement in State College for Islamic Studies (STAIN) Palopo. Supervised by Wahibah, S.Ag., M.Hum and Wisran, S.S., M.Pd

**Key Words:** Reading Comprehension, Question Answer Relationship (QAR) strategy

This thesis attempted to discover students’ ability in reading comprehension by using Question Answer Relationship (QAR) strategy at the second year of SMPN 8 Palopo. The problem statement of this thesis consists of two questions, they are: “Does Question Answer Relationship (QAR) strategy improve the students’ reading comprehension at the second year of SMPN 8 Palopo? And how is the students’ response toward the use of Question Answer Relationship (QAR) strategy in learning reading comprehension at the second year of SMPN 8 Palopo?”.

Based on the description above, the researcher answer the objectives of the research to find out the improving reading comprehension at the second year of SMPN 8 Palopo and to find out the students’ response toward the use of Question Answer Relationship (QAR) strategy in learning reading comprehension at the second year of SMPN 8 Palopo. This thesis used pre-experimental method. The target population of this research was all of the second year of SMPN 8 Palopo. The sample was taken by random sampling. The class was VIII-8 and the numbers of sample were 25 students.

The result of the data analysis showed that t count ( $t_0$ ) with value (12.758) was greater than t table ( $t_t$ ) with value (2.064). It indicated that Question Answer Relationship (QAR) strategy was effective in improving reading comprehension at the second year of SMPN 8 Palopo. Besides that, the result of the questionnaire the students gave positive response in learning reading comprehension by Question Answer Relationship (QAR) strategy.

# CHAPTER I

## INTRODUCTION

### *A. Background*

Nowadays, science and technology development demand people to increase their knowledge and experience. One way to increase their knowledge and experience is by reading. Reading is one step to study effectively. Through this step, it can develop our memory, comprehension, and more knowledge for example when the people read textbook, article, short story, and even a novel. It can increase our knowledge and give us new information about everything.

But not all people like reading, especially students. They do not like to learn reading, moreover reading comprehension. Students think that reading comprehension is difficult. Because after they read a text, certainly they must answer the questions of the text and students do not know identify categories of the questions and do not know where to find the answer. They consider that all answers are existed in the text. But actually, sometimes there are questions which have answer out of 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. Most of them still confused to comprehend a text and answer the questions. They always think that answer the question can be found in the text. They have not known about categories of question in reading comprehension. So

they do not understand how to answer the questions well and how to find the answer of question within the text

Seeing this problem, learning reading comprehension needs a good strategy. Teachers should understand what the best strategy can help students to identify categories of the questions, so that they can learn reading comprehension easily. A strategy that can be used in reading comprehension is Question Answer Relationship (QAR). This strategy teaches students how to comprehend a text by identifying categories of question, answer some questions related to the text and where to find the answers to them. It encourages students to be active, strategic readers of texts.

The Question Answer Relationship (QAR) strategy presents three ways relationship between *questions*, *text content*, and *reader knowledge*. Simply put, the Question Answer Relationship (QAR) strategy shows that students who understand how questions are written are better prepared to answer questions. These activities help students understand about the question building process as a step toward better reading comprehension.

Question Answer Relationship (QAR) strategy divides questions into two broad categories; "In the Book" questions and "In My Head" questions. It then breaks down the actual Question Answer Relationship (QAR) into four types: Right There (Literal questions whose answers can be found in the text. Often the words used in the question are the same words found in the text.), Think and Search (Answers are gathered from several parts of the text and put together to make meaning), Author and Me (The answer is not in the text, but you still need information from the text.

Combine what you already know and what the author tell you in the text, in order to answer this type of question), and On My Own (These questions do not require the student to have read the passage but he/she must use their background or prior knowledge to answer the question).<sup>1</sup>

Based on explanation above, the researcher interested in conducting a research about *“Improving the Students’ Reading Comprehension through Question Answer Relationship (QAR) Strategy at the Second Year of SMPN 8 Palopo”*.

### **B. Problem Statements**

Based on the description in the research background above, the researcher states some problems in this research as follows:

1. Does the use of Question Answer Relationship (QAR) strategy improve students’ reading comprehension at the second year of SMPN 8 Palopo?
2. How is the students’ response toward the use of Question Answer Relationship (QAR) strategy in learning reading comprehension at the second year of SMPN 8 Palopo?

### **C. Objective of the Research**

In this research, the researcher wishes to find out:

1. Whether the use of Question Answer Relationship (QAR) can improve students’ reading comprehension at the second year of SMPN 8 Palopo or not.
2. Students’ response toward the use of Question Answer Relationship (QAR) strategy in learning reading comprehension at the second year of SMPN 8 Palopo.

---

<sup>1</sup> Adilt. *Strategies*. <http://www.adlit.org/strategies/>. (Accessed on May 2014)

#### ***D. Significances of the Research***

The significance of this research was expected to be useful information to the students, especially students at the second year of SMPN 8 Palopo who want to improve their reading comprehension.

##### **1. Practically**

The purpose of this research is expected to be useful information for all teachers and especially learners of English as foreign language in general and especially for those who want to improve their English reading comprehension through Question Answer Relationship (QAR).

##### **2. Theoretically**

The purpose of this research is to know how to improve students' reading comprehension in English through Question Answer Relationship (QAR) strategy. Furthermore, the result of this research will be useful for the English teachers in developing their teaching method and further would revolutionize their teaching.

#### ***E. Definition of the Terms***

To get general understanding about the aim of the title, the researcher expected that:

1. Reading is a way of getting the meaning or knowledge from printed page such as textbooks, newspaper, magazines, and novels and also from media by using internet.



2. Reading comprehension is the ability to read text, to process and to understand its meaning. Then a series of questions are presented that test the reader's comprehension of this passage.

3. Question Answer Relationship (QAR) is one of strategy that is used by students when they are reading and comprehend a text. Question Answer Relationship (QAR) strategy teaches students how to comprehend a text by answering some questions related to the text and where to find the answers to them.

#### ***F. Scope of the Research***

The scope of the research was limited on the research in using the questions categories of Question Answer Relationship (QAR) strategy. The categories are *In The Text* questions (“Right There” and “Think & Search”) and *In The Head* questions (“Author & Me” and “On My Own”) to improve reading comprehension at the second year of SMPN 8 Palopo, where the researcher focused on the English text especially expository text in the textbooks.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### ***A. Previous Related Research Finding***

There were few researchers who have conducted research aimed at improving students' reading comprehension, they are:

a. Andhi Dwi Nugroho in his thesis entitled "The Effectiveness of Question and Answer Relationship (QAR) Method in Teaching Reading Viewed from Students' Intelligence: An Experimental Study in the Second Year Students of SMPN 2 Madiun" concluded that Question and Answer Relationship (QAR) was an effective method for teaching reading comprehension.<sup>2</sup>

b. Murtado in his thesis untitled "Using Question Answer Relationship (QAR) Strategy to Improve the Reading Comprehension of the Eighth Graders of MTs Miftahul Huda Curugbitung" concluded that Question Answer Relationships (QAR) Strategy to improve the reading comprehension of the eighth graders of MTs Miftahul Huda Curugbitung.<sup>3</sup>

c. Teguh Sulistyو in his thesis entitled "Improving the Reading Skills of the Students of Kanjuruhan University through Question Answer Relationship (QAR)

---

<sup>2</sup> Andhi Dwi Nugroho, *The Effectiveness of Question and Answer Relationships (QAR) Method in Teaching Reading Viewed from Students' Intelligence: An Experimental Study in the Second Year Students of SMPN 2 Madiun*, (Sebelas Maret University of Surakarta, Surakarta, 2012).

<sup>3</sup> Murtado, *Using Question Answer Relationships (QAR) Strategy to Improve the Reading Comprehension of the Eighth Graders of MTs Miftahul Huda Curugbitung*, (State University of Malang, Malang, 2011)

Strategy” concluded that the use of Question Answer Relationship (QAR) strategy was believed to improve students’ reading skills.<sup>4</sup>

Based on the previous of related studies above, the researcher concluded that an appropriate teaching way is needed by English teacher in improving students’ reading comprehension. Teachers should understand what the best strategy can help students to comprehend about the reading. Teachers also should to know about good material which can make students interest and easy to understand the reading. In addition, it also can increase student’s knowledge after studying in classroom.

In this research, the researcher used Question Answer Relationship (QAR) strategy to improve students’ reading comprehension. But the difference of the research above was type of the text. The researcher used expository text in textbook. The advantage of using expository text is significant, leading to its broad usage in curriculum. Expository text makes it possible to present a great deal of information in a straightforward manner. So the students can improve their reading comprehension while they can get new knowledge and information from the text which they read.

IAIN PALOPO

---

<sup>4</sup> Teguh Sulisty, *Improving the Reading Skills of the Students of Kanjuruhan University through Question Answer Relationship (QAR) Strategy*. (State University of Malang, Malang, 2010)

## ***B. Reading Comprehension***

### ***1. The Concept of Reading Comprehension***

Reading is a complex cognitive process of decoding symbols in order to construct or derive meaning. It is a means of language acquisition, communication, and sharing information and ideas. Like all language, it is a complex interaction between the text and the reader which is shaped by the reader's prior knowledge, experiences, attitude, and language community which is culturally and socially situated. The reading process requires continuous practice, development, and refinement.

In Oxford Learner's Pocket Dictionary explain that reading is act of reading something and way in which something understood.<sup>5</sup> Reading is a way of getting the meaning or knowledge from the printed page such as textbooks, newspaper, magazines, and novels and also from media by using internet.<sup>6</sup> Reading ability will be developed best in association with writing, speaking and listening activities.

Reading comprehension is the ability to read text, to process, and to understand its meaning. An individual's ability to comprehend text is influenced by their traits and skills, one of which is the ability to make inferences. If word recognition is difficult, students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read.

---

<sup>5</sup> Victoria Bull, *Oxford Learner's Pocket Dictionary*, Fourth edition; Oxford University Press, p. 366

<sup>6</sup> Team of Five, *Improving Reading Skill in English for University Student, Book 3 + Workbook 3*, (Jakarta : Kencana, 2006), p.51

There are a number of approaches to improve reading comprehension, including improving one's vocabulary and reading strategies.<sup>7</sup>

## **2. Components of Reading**

There are five components of reading, they are:

### 1. Phonics

Phonics matches the written letter or group of letters to the sound it makes. This skill includes spelling patterns and knowing how to apply these to reading and writing. Examples are: f sounds like /f/, c sounds like /k/ or /s/ and igh sounds like long /i/.

There are a number of ways that phonics can be taught because there is variety of ways to apply this aspect when reading. Each approach allows the reader to use phonics to read and learn new words in a different way. Synthetic phonics builds words from the ground up. In this approach readers are taught to first connect letters to their corresponding phonemes (sound units) and then to blend those together to create a word. Analytic phonics, on the other hand, approaches words from the top down. A word is identified as a whole unit and then its letter-sound connections are parsed out. Analogy phonics uses familiar parts of words to discover new words. Finally, phonics through spelling focuses on connecting sounds with letters in writing. All of these approaches can be taught and used independently or in combination to help young readers learn to identify new words.

---

<sup>7</sup> Wikipedia, *Reading Comprehension*. [http://en.wikipedia.org/wiki/Reading\\_comp](http://en.wikipedia.org/wiki/Reading_comp) (Accessed on May 2014)

## 2. Phonemic Awareness

Phonemic awareness is the ability to focus on, hear and manipulate phonemes (sounds) in spoken words. The examples are: hearing the difference between similar sounds (like /f/ and /th/), identifying that ‘smile’ without the /s/ is ‘mile,’ blending, segmenting, and rhyming. Phonemic awareness is an auditory (listening) skill.

Phonemic awareness can be taught and used in a number of ways. Phoneme isolation involves the reader parsing out the individual sounds in a word in order to determine its meaning. Similarly, phoneme segmentation asks the reader to break words into their corresponding phonemes (which may involve one or more individual sounds) to figure out the new word. Both of these approaches are very similar to synthetic phonics. Phoneme identification relies on the reader’s general knowledge of phonemes (usually developed through speaking) to identify sound patterns in words. For example a reader would identify the phoneme /d/ he knows from the words “dog” and “dad” to help him learn how to read a new word “doctor”. Finally, phoneme blending requires the reader to connect a series of phonemes together to create a word. This strategy is always used in conjunction with one of the others.

## 3. Vocabulary

Vocabulary involves continuously enriching and broadening of the reading vocabulary, daily adding new words to spoken and reading language, increasing understanding of what words mean in different situations, increasing clarity of word meanings and the ability to ‘play with’ words, as in poetry and puns. The children who read well until third or fourth grade, then struggle, are struggling with

vocabulary. Vocabulary needs to come from books, rather than talking or television. (We speak with an extremely limited vocabulary).

There are two primary ways of teaching and learning new vocabulary words. The first is explicit instruction. This involves someone telling you how a word is pronounced and what its meaning is. That “someone” might be a teacher, a dictionary, a vocabulary guide or any other resource offering definitions and pronunciations. Context clues provide another method for discovering new words. Context clues are the “hints” contained in a text that help a reader figure out the meaning of an unfamiliar word. They include other words in a sentence or paragraph, text features (ie. bold print, italics), illustrations, graphs and charts. Context clues are basically any item in the text that points to the definition of a new word

#### 4. Fluency

Fluency is the ability to read text with proper speed, accuracy, and expression. Fluency means the reader is stopping at periods, reading sentence as ideas, and using expression that enhances the understanding of the story. Poor fluency includes: robotic reading, unnatural pauses, repeating or correcting, and reading through periods.

Fluency is intimately tied to comprehension. A reader must be able to move quickly enough through a text to develop meaning. If he is bogged down reading each individual word, he is not able to create an overall picture in his mind of what the text is saying. Even if the reader is able to move rapidly through a text, if she cannot master the expression associated with the words, the meaning of it will be lost.

## 5. Comprehension

Comprehension (understanding what we read), is the essence and purpose of reading. Comprehension is critical to both academic and life-long learning. Comprehension is the mental interaction between the text and the reader with the result being that the reader is able to understand what the text is saying. When comprehension is good, a reader will understand the message the author is conveying in a deep enough way to be able to visualize it (see it in his or her head), draw conclusions, summarize, evaluate, question, compare, relate, share, and apply the ideas in the text.<sup>8</sup>

### ***3. The Reasons of Reading***

#### **a. Reading for Information**

This gathering of information is necessary a basic understanding of what is being talked about. You are also perhaps new to the subject much of this information can be tabulated in not from so that you can see side by side, the differences and similarities. Be aware that this basic information will not necessary be called on again once you know this information.

Reading often only becomes easier during the process of absorbing information. The first reading is often the most difficult because of quantity of news information. If you set yourself question with which to give your reading, and keep

---

<sup>8</sup> The National Reading Pannel “*Reading and Learning*”.  
<http://home.earthlink.net/~epemersons/id0.html> (Accessed on September 2014)



them in mind so that you know way you are reading, you will find that the more reading you do, the easier it becomes.

#### b. Reading for Pleasure

Reading for pleasure is done without other people. But according to an individual read with mood and taste. Reading for pleasure aims at giving the reader pleasure through an imaginative experience and centers upon human can see such love, ambition, revenge, family live etc. Its purpose is to enable and enrich the reader by deeming his emotion and live and sharpening is sensitivity to life's value. The purpose of reading in any language is to inform ourselves about something we are interest in, or to challenge our knowledge on certain matters in other words, to extend our experience of the world in which we live. While the states that the purpose of reading is to though that expected in the world.

#### 4. *Types of Reading*

There are four basic types of reading: study reading, rapid reading, skimming, and scanning. Each type suited to a particular type of reading material and reading purpose, and each should be practiced at different speeds.<sup>9</sup>

1. *Study reading* on difficult textbook or technical material when your purpose is through understanding and/or memorization. Reading rates usually do not exceed 250 words per minute.

2. *Rapid reading* should be used when your purpose is to get a general idea of what you read and when the material is not extremely complicated. Types of material

---

<sup>9</sup> Inmon, and Lenier. 1992. *College Reading Book 2*. New York: Prentice Hall.

suitable for rapid reading include newspapers, magazines, novels, and light nonfiction.

3. *Skimming* is quickly looking over a selection to get the general idea rather than reading every word. It is used (a) when surveying a chapter or article, (b) when all you need is a general overview, and (c) when reviewing something you once read to refresh your memory. To give you an example of skimming, we have emphasized some words, in the following article.

4. *Scanning* is locating specific information, such as a name, a place, or a date. For example, when you look up something in the dictionary or in the telephone book, you are scanning. You run your eyes over the page and read only the information surrounding what you are looking for. You may also use scanning in textbooks for example, when you particular name or date in a chapter.

#### **5. *Level of Comprehension***

In teaching reading comprehension, the teacher should be aware of levels by comprehension, so that they have some criteria by which to judge the material they use in the classroom, and also levels of comprehension used by the students at any particular time. Reading comprehension refers to the ability to understand information presented in written form. According to Burn, reading comprehension consists of four categories, they are:

##### **a. Literal Reading**

This is the level getting primary, direct literal reasoning for it merely a skill of finding what the authors say. In this case, a reader must first understand what the

authors say he/she can draw an inference or make evaluation. The students are able recall, identify, classify, and sequence details, facts, effects, and stated main ideas from a variety of written materials, and can interpret directions.

At this level, reading is aimed at obtaining the information of a text effectively, especially in comprehending the text as it stated by words, sentences, or paragraph in the text. Therefore this level of comprehension is important since it serves as a prerequisite for higher level comprehension.

At the literal level the basic facts are understood. For example, knowing that the lady's name is Miss Chow, she lives in an apartment on the 10th floor, her neighbors are noisy, she has complained to the landlord before. This information is contained explicitly within the text.<sup>10</sup>

#### b. Interpretative Reading

It includes thinking skills which readers identify ideas and meaning that are not stated explicitly in the written text. In addition, it is higher level than literal reading in that reader may generalize. Determine cause and effect relationship, identify motives, and make comparison. To comprehend at the interpretative level the reader must be able to understand an indirect message which is contained in literal words, and must infer what the author means or tries to say. Interpretative comprehension usually includes making inference about main ideas of passage, referents of adverbs, omitted words. Besides, it also contains detecting the mood of

---

<sup>10</sup> Peter Westwood, *Reading and Learning Difficulties: Approaches to Teaching and Assessment*. (Victoria: The Australian Council for Educational Research).p.21

passage and the author's purpose in writing a selection, drawing conclusion, and interpreting figurative language.

c. Applied Reading

It includes both literal comprehension and interpretative comprehension. It requires a reader to react in term of its relevance and significance and he/she also involved in creating new insights about the material. Put of applied reading is evaluating written material.

d. Creative Reading

Creative comprehension involves the positive response of the reader about what has been read. Sometimes a response may not be evident because it is intensely private. Understanding at the creative level involves applying new knowledge to an existing situation or applying existing knowledge to a new situation. It is concerned with the production of new idea and the solving of problem of an opened kind, where more than one course of action is possible. This occurs when reader applies what has been read a new situation and then recombines the authors' ideas to make new concepts. Through creatively comprehension, a reader creates something new.<sup>11</sup>

**6. Part of Reading Text**

Reading text is composed from several sentences that are formed into a paragraph. Each paragraph has two parts or kinds that composed it namely main idea and supporting detail text.

---

<sup>11</sup> Paul Burn, et al., *Principles of language Learning and Teaching*, (Boston, 1994), p.150

a. Main Idea

The main idea is about the topic. Main is general that summarize. The main idea of paragraph tells more about the topic. It tells the writer's idea of topic. The main idea is important. Which can be many paragraph about the same topic, but they all do not have the same main idea. To fully understanding any selection someone read, it is important to find first main idea and supporting detail text. One of way to find the main idea is to use two step processes: (1) find the topic, (2) find the writes about topic can make someone know the main idea.

b. Supporting Detail Text

They come after the topic sentences, making body of paragraph. They give detail to develop and support the main idea paragraph. You should give supporting detail. The topic is broad, general topic or message. It is what some call the subject. The main idea is a key concept being expressed. Details, major and minor, support the main idea by telling how, what, where, why, how much, or how many.<sup>12</sup>

From the definition above, the main idea and supporting details text can help you understand the points the writers is stamping to express.

---

<sup>12</sup> Ahmad Perdana Putra, *The Effectiveness of Using Authentic Material in Teaching Reading Comprehension To The Second Year Students of English Education Study Program in STAIN Palopo*, (Palopo: STAIN, 2010), p.22

## ***C. The Concept of Text***

### ***1. Definition of Text***

Text is a main printed part of a book or magazine.<sup>13</sup> Text is also a language unit with a definable communicative function, it can be spoken or written and size does not matter.

Different texts serve different purposes:

- 1) To tell a story
- 2) To describe an entity or event
- 3) To provide instructions on how to operate a device
- 4) To convince someone or something
- 5) To explain how something work

### ***2. Types of Text***

The two basic types of texts are narrative and expository. They are:

#### **a. Narrative Text**

Narrative is a text focusing specific participants. Its social function is to tell stories or past events and entertain the readers. The main purpose of narrative text is to tell a story. Narrative text has beginning, middle and end, characters, plot or conflict, and setting. Usually, narrative texts are written from the authors' imagination.

---

<sup>13</sup> Victoria Bull. *Oxford: Learner's pocket Dictionary.*( Oxford University Press). p.459

The story of narrative is usually told by a narrator. If the narrator is one of the characters in the story, the story is said to be told in the first person. If a person outside in the story is the narrator, then the story is being told in the third person.

There are many kinds of narrative text. The examples of narrative text include:

- a) Myths
  - b) Fairytales
  - c) Aboriginal dreaming stories
  - d) Historical fiction
  - e) Romance novels
- b. Expository Text

Expository text is considered to be nonfiction reading material of which intent is to inform or explain something to the reading audience. Expository text can be found in many different informational resources including textbooks, nonfiction trade (library) books, newspaper and magazines articles, directions, essays, speeches, websites, almanacs, encyclopedias, and as well as any other nonfiction text. If you are learning, it is probably expository.

Expository text makes up the most of what adults read. For example teachers read textbook, policeman read reports and records, lawyers read legal papers, veterinarians read medical book, and etc.

The main purpose of expository text is to inform, describe or explain a topic. Authors who write expository texts research the topic to gain information. The

information is organized in a logical and interesting manner using various expository text structures. The most common expository text structures include:

- 1) Description, the authors lists characteristic, features, and example to describe a subject.
- 2) Sequence, the authors lists item or events in numerical or chronological order.
- 3) Comparison and contrast, the authors explain how two or more things alike or different.
- 4) Cause and effect, the author explains one or more causes and resulting effects or effect.
- 5) Problem and solution, the authors state a problem and lists one or more solutions for the problem.<sup>14</sup>

The advantages of using expository text are significant, leading to its broad usage in curriculum. Expository text makes it possible to present a great deal of information in a straightforward manner.

Expository text also has an advantage over narrative text because they facilitate a clear interpretation without literary devices can be understood differently by various people. While these advantages might seem obvious to most people because of the social expectation of using expository text in most written material throughout academic subject and society, they are worth noting because they explain not only the utility of specifically teaching students how to read and understand this

---

<sup>14</sup> Lewis Clark. *Expository Text Structures*. <http://www.homepages.dsu.edu/> (Accessed on September 2014)



text but also the necessity of comprehending exposition as a part of basic life skills in modern society.<sup>15</sup>

Besides, expository text also has disadvantage. The disadvantage of expository text is the text must also be explored. Expository text tends to be less intrinsically interesting than narrative text because students tend toward enjoying stories more than their drier descriptive counterparts. Expository text is also instrumental not only in the understanding of the primary textbooks utilized in the class but for the purposes of teaching students to write, making it an important aid in the teaching of writing.

The researcher in this research took expository text in using Question Answer Relationship (QAR) strategy because the text is suitable to improve students' reading comprehension while get new knowledge and more information after reading the text.

#### ***D. Question Answer Relationship (QAR) Strategy***

##### **1. What is Question Answer Relationship?**

There was a period between 1969 to about 2000 that a number of "strategies" were devised for teaching students to employ self-guided methods for improving reading comprehension.

Improving reading skill sometimes depends on the ability of the reader to handle a sentence or a passage. Simple sentences are easy to understand, but compound and complex sentences need strategies to understand the author's

---

<sup>15</sup> Daniels and Bizar, *Using Expository Text in the Secondary Classroom*. <http://www.allfreepapers.com/print/Using-Expository-Text-Secondary-Classroom/3928.html>. (Accessed on September 2014)

message.<sup>16</sup> A strategy utilized in developing and improving reading comprehension skills is what Taffy E. Raphael refers to as Question Answer Relationship (QAR).

Question Answer relationship (QAR) is one of strategy to be used students when they are reading and comprehend a text. Question Answer Relationship (QAR) teaches students how to comprehend a text by answering some questions based on the text and where to find the answers to them. It encourages students to be active, strategic readers of texts. Question Answer Relationship (QAR) outlines where information can be found "*In the Text*" or "*In the Head*". It then breaks down the actual Question Answer Relationships (QAR) into four types: *Right There*, *Think and Search*, *Author and Me*, and *On My Own*.<sup>17</sup>

a. "*Right There*"

Answer is in one sentence of the text; the question and answer usually have the same wording. Answers usually are one word or short phrase responses. There is usually only one right answer to "*Right There*" questions. Some examples of phrases used for "*Right There*" questions:

Who is...?

Where is...?

What is...?

When is...?

---

<sup>16</sup> Team of Five. 2006. *Improving Reading Skill in English for University Student*. (Jakarta : Prenada Media group). p. 4

<sup>17</sup> <http://www.readingrockets.org/article/3479/> (Accessed on May 2014)

How many...?

When did...?

Example: Who is Frog's friend? Answer: Toad

*b. "Think and Search"*

The answer is found in several parts of the text. The question and answer have different wordings. Answers are usually short answers. Questions based on the recall of facts that can be found directly in the text. Answers are typically found in more than one place, thus requiring students to *"think"* and *"search"* through the passage to find the answer.

Some examples of phrases used for *"Think and Search"* questions:

How did...?

Why was...?

What caused...?

Example: Why was Frog sad? Answer: His friend was leaving.

*c. "Author and Me"*

Questions require students to use what they already know, with what they have learned from reading the text. Student's must understand the text and relate it to their prior knowledge before answering the question. Students must synthesize the text to fully understand the question.

Some examples of phrases used for *"Author and Me"* questions:

Would you...?

Which character...?

Did you agree with...?

What did you think of...?

Example: How do think Frog felt when he found Toad?

Answer: I think that Frog felt happy because he had not seen Toad in a long time. I feel happy when I get to see my friend who lives far away.

*d. "On My Own"*

Questions are answered based on a student prior knowledge and experiences. Reading the text may not be helpful to them when answering this type of question.

Some examples of phrases used for "*On My Own*" questions:

Do you know...?

Have you ever...?

Would you ever...?

Example: How would you feel if your best friend moved away?

Answer: I would feel very sad if my best friend moved away because I would miss her.

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

There are many reasons to use Question Answer Relationship (QAR) Strategy in improving reading comprehension, they are:

- a. It teaches students how to ask questions about their reading and where to find the answers to them.
- b. It helps students to think about the text they are reading and beyond it, too.

- c. It inspires them to think creatively and work cooperatively while challenging them to use higher level thinking skills.
- d. Reduces the frustration for students who believe that the answer can always be found in the text if only they look hard enough
- e. Gives students practice in drawing conclusions and making inferences from explicit and implicit information

### ***E. Teaching Reading Comprehension through QAR Strategy***

Taffy Raphael's Question Answer Relationships (QAR) procedure teaches students to be consciously aware of whether they are likely to find the answer to a comprehension question "*Right There*" on the page, between the lines, or beyond the information provided in the text so that they are better able to answer it. Students use the Question Answer Relationship (QAR) procedure when they are reading both narrative and expository texts and answering comprehension questions independently.

This procedure differentiates among the types of questions and the kinds of thinking required to answer them: Some questions require only literal thinking whereas others demand higher levels of thinking. Here are Raphael's four types of questions:

#### **a. *Right There* Questions**

Readers find the answer "*Right There*" in the text, usually in the same sentence as words from the question. These are literal-level questions. "*Right There*" questions require you to go back to the passage and find the correct

information to answer the question. These are sometimes called literal questions because the correct answer can be found somewhere in the passage. “*Right There*” questions sometimes include the words, “According to the passage...” “How many...” “Who is...” “Where is...” “What is...”

**b. *Think and Search* Questions**

The answer is in the text, but readers must search for it in different parts of the text and put the ideas together. These are inferential-level questions. “*Think and Search*” question usually require you to think about how ideas or information in the passage relate to each other. You will need to look back at the passage, find the information that the question refers to, and then think about how the information or ideas fit together. “*Think and Search*” questions sometimes include the words, “The main idea of the passage...” “What caused...” “Compare/contrast...”

**c. *Author and Me* Questions**

Readers use a combination of the author's ideas and their own to answer the question. These questions combine inferential and application levels. “*Author and Me*” questions require you to use ideas and information that is not stated directly in the passage to answer the question. These questions require you to think about what you have read and formulate your own ideas or opinions. “*Author and Me*” questions sometimes include the words, “The author implies...” “The passage suggests...” “The speaker’s attitude...”

**d. *On My Own* Questions.**

Readers use their own ideas to answer the question; sometimes they don't need to read the text to answer it. These are application- and evaluation-level questions. "*On My Own*" questions can be answered using your background knowledge on a topic. This type of question does not usually appear on tests of reading comprehension because it does not require you to refer to the passage. "*On My Own*" questions sometimes include the words, "In your opinion..." Based on your experience..." "Think about someone/something you know..."

The first two types of questions are known as "*in the book*" questions because the answers can be found in the book, and the last two types are "*in the head*" questions because they require information and ideas not presented in the book.

Here are the suggested ways to teach the strategy:

1. Choose a text and write accompanying questions for each of the four categories.
2. Teach students this key concept: when asked a question, the answer comes from either **(a)** the text or **(b)** what you already know
3. Introduce the two broad categories and the four subcategories of questions in the classroom
4. Ask the students to read the text and the questions. Identify which Question Answer Relationship (QAR) categories the questions fall under.
5. Answer the questions together and discuss it.

6. Divide the students in groups and give each group another reading selection and accompanying questions. Based on the Question Answer Relationship (QAR) framework, have the groups identify each type of question.
7. Provide opportunities for independent practice.<sup>18</sup>

### ***Using QAR with given questions***

#### **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, hairdresser, cinemas, and many others. In short, a mall is a one stop place. People like going to malls because they can go shopping or window-shopping there. For teenagers, a mall becomes a place to meet their friend.

People in Turi, 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 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.

---

<sup>18</sup> Kerry Delduchetto. *Question Answer Relationship (QAR)*. <http://beeblebrox.org> (Accessed on September 2014)



### **In the Text**

a. *Right There*: What is a shopping mall?

(Shopping mall is a place with many kinds of stores)

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 there, whereas people in Yogyakarta go to market to sell their crops and their farm products)

### **In My Head**

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

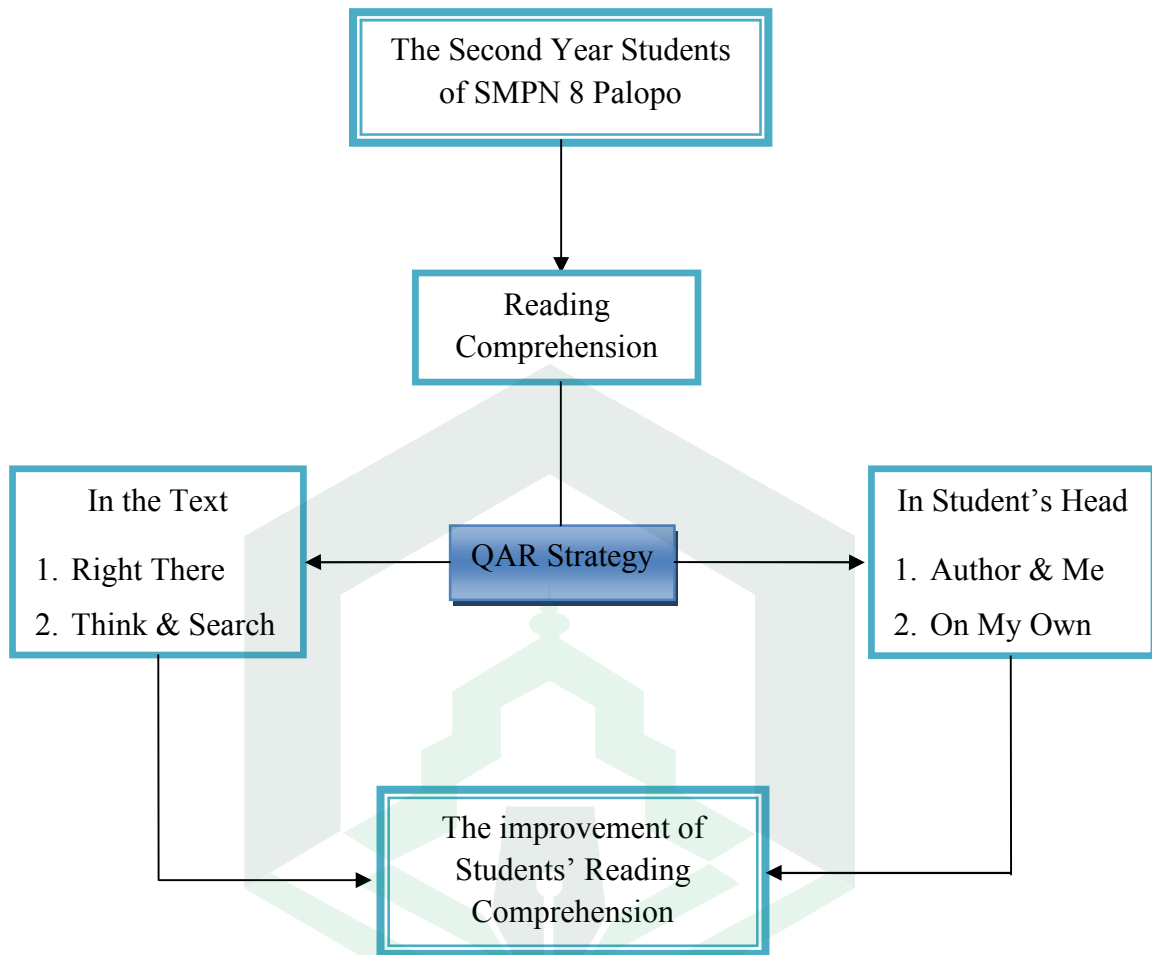
(I think that the teenagers feel happy because they can meet with their friends. I feel happy when I can meet n shopping together with my friends)

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

(I will go to the mall at the Sunday with my friends to enjoy our weekend there)

### **F. Theoretical Framework**

The conceptual framework shows the process of the research in improving students' reading comprehension by using Question Answer Relationship (QAR) strategy which Question Answer Relationship (QAR) teaches two categories of question, they are *In the Text* and *In the Head* questions. *In the Text* is divided two subcategories, they are *Right There* and *Think & Search* question. *In the Head* is also divided two subcategories, they are *Author & Me* and *On My Own* question. The theoretical framework underlying this research is given in the following diagram:



### ***1. Hypothesis***

There were two hypotheses of this research, they were:

a.  $H_0$  = there was not significant improvement on students' reading comprehension at the second year of SMPN 8 Palopo by using Question Answer Relationship (QAR) strategy.

b.  $H_1$  = there was significant improvement on students' reading comprehension at the second year of SMPN 8 Palopo by using Question Answer Relationship (QAR) strategy.

## CHAPTER III

### RESEARCH METHOD

This chapter describes about method and design of the research, variables, population and sample, instrument of the research, the procedure of collecting data, and technique of the data analysis.

#### ***A. Method and Design of the Research***

##### ***1. Method***

This research applied pre-experimental method, it aimed to find out whether or not *Question Answer Relationship (QAR) Strategy* improves students' reading comprehension at the second year of SMPN 8 Palopo.

##### ***2. Research Design***

A pre-experimental method consist of pre-test, treatment and post-test where the design of the research used formula as follows:

Pre-test	Treatment	Post-test
$O_1$	X	$O_2$

Notes:  $O_1$  : Pre-test

X : Treatment

$O_2$  : Post-test<sup>19</sup>

---

<sup>19</sup> Suharsimi Arikunto, *Procedur Penelitian*, (Jakarta: Rineka Cipta,1997). p.78

## ***B. Research Variable***

In this research, there were two categories of variable, namely:

### ***1. Dependent Variable***

Dependent variable was improvement of students' reading comprehension.

### ***2. Independent Variable***

Independent variable applied in this experimental research to comprehend the text by using Question Answer Relationship (QAR) strategy.

## ***C. Population and Sample***

### ***1. Population***

The population of the research was the students of the second year at SMPN 8 Palopo in 2014/2015 academic year and consisted of 9 classes. They were VIII-1, VIII-2, VIII-3, VIII-4, VIII-5, VIII-6, VIII-7, VIII-8, and VIII-9.

### ***2. Sample***

In this research, the researcher applied random sampling technique. The sample was class VIII-8 at SMPN 8 Palopo and the numbers of sample were 25 students.

## ***D. Instrument of the Research***

The instruments of the research were reading test and questionnaire.

### ***b. Reading Test***

The researcher used test to measure the students' ability to understand the reading text before and after giving treatments. In this case, reading test was given objective test.

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

- a. Correct answer in a grammatically correct sentence or a sentence containing only a minor error = 3
- b. Correct answer in a sentence containing one or two minor error (but causing no difficulty in understanding) = 2
- c. Correct answer but very difficult to understand because of one or more major grammatical errors = 1
- d. Incorrect answer in a sentence with or without errors = 0.<sup>20</sup>

It was useful to write down precisely how marks should be awarded, even if only one person was marking the items.

c. Questionnaire

Questionnaire was a technique in collecting data aims to find out the students' response about reading comprehension by using Question Answer Relationship (QAR) strategy. The questionnaire was provided in Likert scale which was modified in five alternative answers that consists of strongly agree, agree, neutral, disagree, and strongly disagree.

Every answer had different score, based on Likert scale as follows:

- a. Strongly Agree = 5
- b. Agree = 4

---

<sup>20</sup> J.B. Heaton, *Writing English Language Test* (New York: Longman Group UK Limited, 1988), p. 133

- c. Neutral = 3
- d. Disagree = 2
- e. Strongly Disagree = 1.<sup>21</sup>

### ***E. Procedure of Collecting Data***

The data was collected by using some procedures, they were:

#### 1. Giving pre-test

The researcher gave pre-test to the students to know their previous reading comprehension before giving treatment. The researcher asked the students to read a text and answered the questions. The title was “*Hobbies and Health*” and had four questions.

#### 2. Giving treatment

The researcher gave treatments after giving pre-test. They were follows:

##### Treatment 1

- a. The researcher divided the students in five groups. Each group consisted of five students.
- b. The researcher chose a text with title “Modern Games” and write accompanying questions for each of the four categories.
- c. The researcher taught students this key concept: when asked a question, the answer comes from either **(a)** the text or **(b)** what you already know
- d. The researcher introduced the two broad categories and the four subcategories of questions in the classroom

---

<sup>21</sup> Moh. Nazir, *Metode Penelitian*. ( Bogor: Penerbit Ghalia Indonesia, 2005), p. 339

- e. The researcher asked the students to read the text and the questions. Then identifying which Question Answer Relationship (QAR) categories the questions fall under.
- f. The researcher asked students to answer the questions together and discuss it.

#### Treatment 2

- a. The researcher divided the students in five groups. Each group consisted of five students.
- b. The researcher chose a text with title “Chocolate Taster” and write accompanying questions for each of the four categories.
- c. The researcher taught students this key concept: when asked a question, the answer comes from either **(a)** the text or **(b)** what you already know
- d. The researcher introduced the two broad categories and the four subcategories of questions in the classroom
- e. The researcher asked the students to read the text and the questions. Identify which Question Answer Relationship (QAR) categories the questions fall under.
- f. The researcher asked students to answer the questions together and discuss it.

#### Treatment 3

- a. The researcher divided the students in five groups. Each group consisted of five students.
- b. The researcher chose a text with title “Camping” and write accompanying questions for each of the four categories.

- c. The researcher taught students this key concept: when asked a question, the answer comes from either **(a)** the text or **(b)** what you already know
- d. The researcher introduced the two broad categories and the four subcategories of questions in the classroom
- e. The researcher asked the students to read the text and the questions. Identify which Question Answer Relationship (QAR) categories the questions fall under.
- f. The researcher asked students to answer the questions together and discuss it.

#### Treatment 4

- a. The researcher divided the students in five groups. Each group consisted of five students.
- b. The researcher chose a text with title “Eight Glasses of Water a Day” and write accompanying questions for each of the four categories.
- c. The researcher taught students this key concept: when asked a question, the answer comes from either **(a)** the text or **(b)** what you already know
- d. The researcher introduced the two broad categories and the four subcategories of questions in the classroom
- e. The researcher asked the students to read the text and the questions. Identify which Question Answer Relationship (QAR) categories the questions fall under.
- f. The researcher asked students to answer the questions together and discuss it.

#### 3. Giving post-test



This test was given to the students after they had done the treatment. In this test, the title of the text was “*Children Games*”. This test was the same with the pre-test to know whether the students had different result after giving treatment or not.

#### ***F. Technique of the Data Analysis***

##### **1. Reading Test**

After collecting data by conducting the pre-test, treatments, and post-test which involve some instruments, the researcher then focused on the data analysis. The data which had been collected through pre-test and post test analyzed by using SPSS (Statistic Product Service Solution) 21 computer program. SPSS 21 was computer software/program for processing, calculating or analysis data of statistics. This program produced by IMB Company.

To find the scoring the students’ correct answer the researcher used the formula below:

$$\text{Score} = \frac{\text{---}}{\text{---}} \times 100$$

To understand level of students’ score the following classification were used:

The scores 96 – 100 classified as Excellent

The scores 86 – 95 classified as very good

The scores 76 – 85 classified as good

The scores 66 – 75 classified as average

The scores 56 – 65 classified as fair

The scores 36 – 55 classified as Poor

The scores 0 – 35 classified as very poor.<sup>22</sup>

In addition, to know whether the pre-test and post-test were significantly difference and also to know acceptability of hypothesis, the researcher used the criteria of hypothesis acceptability, which is:

If  $t_0 \geq t_t$  it means the null hypothesis is rejected

If  $t_0 \leq t_t$  it means the null hypothesis is accepted<sup>23</sup>

**In which:**

$t_0$  = test of significance (t – test)

$t_t$  = level of significance on once tailed test (t - table)

## 2. Questionnaire

To find out the percentage of students in questionnaire by used formula as follows:

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

Where:

P = Percentage

F = The frequency

N = Total number of students.<sup>24</sup>

---

<sup>22</sup> Suharsimi Arikunto. *Prosedur Penelitian : Suatu Pendekatan Praktis*, (Jakarta: Rineka Cipta, 1998), p. 185

<sup>23</sup> Anas sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: Raja Grafindo, 1995), p.289

<sup>24</sup> L.R Gay, *Educational Research*, (USA, 1981), p.225

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter deals with the description of findings and discussion of the research. The findings of the research deal with the result of the data analysis from the field and the discussion section deals with argument and further explanation of the finding.

#### ***A. Findings***

The findings of the research are showed to describe the result based on the analysis of data collected and the application of the technique explained in the previous chapter. The findings were processed to find out whether or not the Question Answer Relationship (QAR) strategy can improve the students' reading comprehension. It comprised of the students' score in pre-test and post-test, classification percentage of students score in pre-test and post-test, the mean score and standard deviation of the students' pre-test and post-test, and analysis data of questionnaires.

##### **1. The Analysis Students' Reading Score in Pre-test**

###### **a. The Mean Score of the Students in Pre-test**

In this section, the researcher shows the students' correct answer in pre-test, the mean score and standard deviation of students, and the rate percentage of students' reading score in pre-test. The researcher presents them in the tables and

calculated the score by using SPSS 21. For more clearly, at first the researcher shows the students' correct answer score in pre-test. It is tabulated by following:

**Table 4.1**

**The students' Correct Answer in the Pre-test**

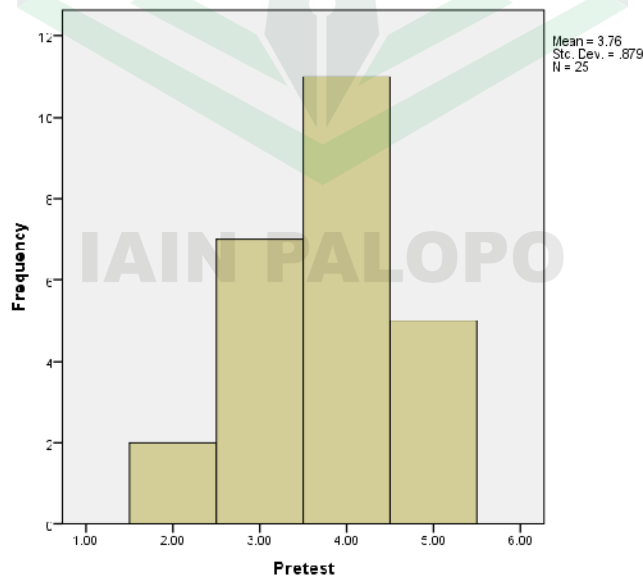
No	Respondent	Students' Correct Answer
1	R1	4
2	R2	3
3	R3	5
4	R4	4
5	R5	2
6	R6	4
7	R7	4
8	R8	5
9	R9	4
10	R10	4
11	R11	3
12	R12	4
13	R13	3
14	R14	3
15	R15	5
16	R16	4
17	R17	5
18	R18	2
19	R19	3
20	R20	4
21	R21	5
22	R22	3
23	R23	4
24	R24	3
25	R25	4

To find out the mean score of the students in pre-test, the researcher calculated by using SPSS 21. The result of the analysis can be seen in the table descriptive statistic as follows:

**Table 4.2**  
**The Mean Score of Students' in Pre-test**

Descriptive Statistics								
	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Pretest	25	3.00	2.00	5.00	94.00	3.7600	.17588	.87939
Valid N (listwise)	25							

**Chart 1**  
**The Mean Score of the Students in Pre-test**



From the table and the chart 4.2, it shows that the highest score of students were 5 and the lowest 2. Besides, it also indicates that the mean score of the students in pre-test were 3.76 and the standard deviation error was 0.17588.

b. The scoring classification and rate percentage of the students

**Table 4.3**

**Scoring of the Students' Reading Test in the Pre-test**

No	Respondent	Students' Correct Answer	Scoring of the Students
1	R1	4	44
2	R2	3	33
3	R3	5	56
4	R4	4	44
5	R5	2	22
6	R6	4	44
7	R7	4	44
8	R8	5	56
9	R9	4	44
10	R10	4	44
11	R11	3	33
12	R12	4	44
13	R13	3	33
14	R14	3	33
15	R15	5	56
16	R16	4	44
17	R17	5	56
18	R18	2	22
19	R19	3	33
20	R20	4	44
21	R21	5	56
22	R22	3	33
23	R23	4	44
24	R24	3	33
25	R25	4	44

To find out the rate percentage of the students, the researcher took the scoring students of reading test on the criteria of classifying level the students' score and then classified their score into table classification as follows:

**Table 4.4**  
**Rate Percentage of Students' Scoring in Pre-test**

No.	Classification	Score	Frequency	Percentage
1	Excellent	96 – 100	-	-
2	Very good	86 – 95	-	-
3	Good	76 – 84	-	-
4	Average	66 – 75	-	-
5	Fair	56 – 65	5	20 %
6	Poor	36 – 55	11	44 %
7	Very poor	0 – 35	9	36 %
Total			25	100 %

Based on the table classification above and the mean score of the respondents, the researcher found that none of students (0%) classified excellent, very good, good and average, there was 5 respondent (20%) classified as fair, 11 respondents (44%) classified as poor, and there was 9 respondents (36%) classified as very poor. It means that students' reading comprehension was poor.

## 2. The Analysis Students' Reading Score in Post-test

### a. The Mean Score of the Students in Post-test

In this section, the researcher shows the students' correct answer in post-test, the mean score and standard deviation of students, and the rate percentage of students' reading score in post-test. The researcher presents them in the tables and calculated the score by using SPSS 21. For more clearly, at first the researcher showed the students' correct answer score in post-test. It is tabulated by following:

**Table 4.5**  
**The Students' Correct Answer in the Post-test**

No	Respondent	Students' Correct Answer
1	R1	7
2	R2	5
3	R3	7
4	R4	5
5	R5	4
6	R6	6
7	R7	8
8	R8	7
9	R9	6
10	R10	6
11	R11	7
12	R12	7
13	R13	4
14	R14	6
15	R15	8
16	R16	7
17	R17	7
18	R18	7
19	R19	5
20	R20	7



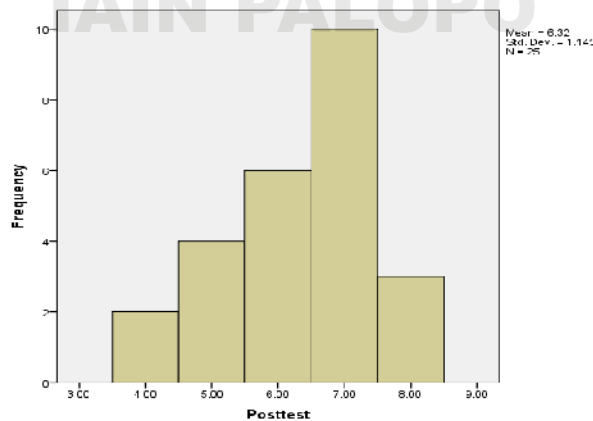
21	R21	8
22	R22	6
23	R23	5
24	R24	7
25	R25	6

To find out the mean score of the students in post-test, the researcher calculated by using SPSS 21. The result of the analysis can be seen in the table descriptive statistic as follows:

**Table 4.6**  
**The Mean Score of Students' in Post-test**

Descriptive Statistics								
	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Posttest	25	4.00	4.00	8.00	158.00	6.3200	.22891	1.14455
Valid N (listwise)	25							

**Chart 1**  
**The Mean Score of the Students in Post-test**



From the table and the chart 4.6, it shows that the highest score of students were 8 and the lowest 4. Besides, it also indicates that the mean score of the students in post-test were 6.32 and the standard deviation error was 0.22891.

b. The scoring classification and rate percentage of the students

**Table 4.7**

**Scoring of the Students' Reading Test in the Post-test**

No	Respondent	Students' Correct Answer	Scoring of the Students
1	R1	7	78
2	R2	5	56
3	R3	7	78
4	R4	5	56
5	R5	4	44
6	R6	6	67
7	R7	8	89
8	R8	7	78
9	R9	6	67
10	R10	6	67
11	R11	7	78
12	R12	7	78
13	R13	4	44
14	R14	6	67
15	R15	8	89
16	R16	7	78
17	R17	7	78
18	R18	7	78
19	R19	5	56
20	R20	7	78
21	R21	8	89
22	R22	6	67
23	R23	5	56
24	R24	7	78
25	R25	6	67

To find out the rate percentage of the students, the researcher took the scoring students of reading test on the criteria of classifying level the students' score and then classify their score into table classification as follows:

**Table 4.8**

**Rate Percentage of Students' Scoring in Post-test**

No.	Classification	Score	Frequency	Percentage
1	Excellent	96 – 100	-	-
2	Very good	86 – 95	3	12 %
3	Good	76 – 84	10	40 %
4	Average	66 – 75	6	24 %
5	Fair	56 – 65	4	16 %
6	Poor	36 – 55	2	8 %
7	Very poor	0 – 35	-	-
Total			25	100 %

Based on the table classification above and the mean score of the respondents, the researcher found that still none of them (0%) got excellent, there was 3 respondents (12%) classified as very good, 10 respondents (40%) classified as good, 6 respondents (24%) classified as average, 4 respondents (16%) classified as fair, 2 respondents (8%) classified as poor and none of them got very poor in post-test. It means that students' reading comprehension was improvement after using Question Answer Relationship (QAR).

### 3. The Mean Score of the Students' in Pre-test and Post-test

Besides showing about the mean score in each subject of reading test, the researcher also present the total mean score and standard deviation of in pre-test and post-test, and then compare both of them. The result is presented in the table descriptive statistic as follows:

**Table 4.9**

The Mean Score and Standard Deviation of Pre-test and Post-test

Descriptive Statistics							
	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation
Pretest	25	3.00	2.00	5.00	94.00	3.7600	.87939
Posttest	25	4.00	4.00	8.00	158.00	6.3200	1.14455
Valid N (listwise)	25						

The table above shows that the mean score of students' in pre-test was 3.76 and the mean score of the students' in post-test were 6.32. The mean score of students in post-test was greater than the mean score of students in the pre-test. This means that using Question Answer Relationship (QAR) strategy can improve the students' reading comprehension.

### 4. Analysis the Hypothesis of Acceptability

To know whether the pre-test and post-test are significantly different, and also to know acceptability of hypothesis, the researcher used t-test and calculated by using SPSS 21. The results can be seen below:

**Table 4.10**

**The Paired Samples Statistics of Pre-test and Post-test**

		<b>Paired Samples Statistics</b>			
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Posttest	6.3200	25	1.14455	.22891
	Pretest	3.7600	25	.87939	.17588

The table sample statistic of pre-test and post-test above shows that students mean score increase from 3.76 to 6.32.

**Table 4.11**

**The Paired Samples Correlation of Pre-Test and Post-Test**

		<b>Paired Samples Correlations</b>		
		N	Correlation	Sig.
Pair 1	Posttest & Pretest	25	.535	.006

The table paired sample correlations of pre-test and post-test above shows that the correlation of the students' ability before and after treatment is 0.535. It means that there is a significant correlation of students' ability in reading comprehension through Question Answer Relationship (QAR) strategy before and after treatment.

**Table 4.12**

**The paired Samples Test of Pre-Test and Post-Test**

Paired Samples Test								
	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Posttest - Pretest	2.56000	1.00333	.20067	2.14585	2.97415	12.758	24	.000

From the table paired samples test of pre-test and post-test above, the researcher got the data that  $t_0 (t_{count}) = 12.758$  and  $df$  (degree of freedom) = 24.

To know clearly about the table distribution of  $t$ , we can see in the table below:

**Table 4.13**  
**The Table Distribution of t**

df	P (Level of Significance One Tailed Test)			
	0.01	0.05	0.01	0.001
1	6.314	12.706	63.657	636.619
2	2.920	4.303	9.925	31.598
3	2.533	3.182	5.841	12.924
4	2.132	2.776	4.604	8.610
5	2.015	2.571	4.032	6.869
6	1.934	2.447	3.707	5.959
7	1.895	2.365	3.499	5.408
8	1.960	2.306	3.355	5.041
9	1.833	2.262	3.250	5.781

10	1.812	2.228	3.169	5.587
11	1.796	2.201	3.106	4.437
12	1.782	2.179	3.055	4.221
13	1.771	2.160	3.012	4.318
14	1.761	2.143	2.977	4.221
15	1.753	2.131	2.947	4.140
16	1.746	2.120	2.921	4.073
17	1.740	2.110	2.989	4.015
18	1.734	2.101	2.878	3.922
19	1.729	2.093	2.861	3.883
20	1.725	2.086	2.856	3.850
21	1.721	2.080	2.831	3.819
22	1.717	2.074	2.819	3.792
23	1.714	2.069	2.807	3.767
24	1.711	2.064	2.797	3.745
25	1.708	2.060	2.787	3.725
26	1.706	2.056	2.779	3.707
27	1.703	2.052	2.771	3.690
28	1.701	2.048	2.763	3.674
29	1.699	2.045	2.756	3.659
30	1.670	2.042	2.750	3.646
40	1.640	2.021	2.704	3.551
60	1.571	2.000	2.660	3.460
120	1.558	1.980	2.617	3.373

Based on the t table distribution ( $t_t$ ), standard of signification 5% (0,05) with degree of freedom ( $df$ ) = 24, the researcher got 2.064. From this result, the researcher gave interpretation that  $t_0$  (t count) is greater than  $t_t$  (t table),  $t_0 > t_t$

$$12.758 > 2.064$$

Related the result that  $t_0$  (t count) is greater than  $t_t$  (t table),  $t_0 > t_t$ , so the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_1$ ) is accepted. It concluded that there was significant difference in teaching reading comprehension before and after using Question Answer Relationship (QAR) strategy. Therefore, the researcher believed that the Question Answer Relationship (QAR) strategy significantly improve the students' reading comprehension at the second year of SMPN 8 Palopo.

### 3. Analysis of Questionnaire

To find out the students' response toward reading comprehension by using Question Answer Relationship (QAR) strategy, the researcher made questionnaire that consist of 10 items. The percentages of students score would be presented by using table. It would be explained one by one according to the statement and it could be seen by the following tables:



**Table 4.14, Questionnaire Number 1**

***Question Answer Relationships (QAR) Strategy is appropriate to the English Subject***

No	Classification	Frequency	Percentage
1	Strongly agree	8	32%
2	Agree	15	60%
3	Neutral	2	8%
4	Disagree	-	-
5	Strongly disagree	-	-
		25	100%

Based on the table 4.14 above, from the 25 students, there were 8 students (32%) chose “strongly agree”, 15 students (60%) chose “agree”, and 2 students (8%) chose “neutral”. But in fact, there was none students chose “disagree” and “strongly disagree”. It means that most of students (15) agree with the statement that Question Answer Relationship (QAR) strategy is appropriate to the English Subject.

It means that after knowing Question Answer Relationship (QAR), 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.

**Table 4.15, Questionnaire Number 2**

**Comprehending the Contents of English Text by Using *Question Answer Relationship (QAR) Strategy* is More Interesting and Enjoyable**

No	Classification	Frequency	Percentage
1	Strongly agree	15	60%
2	Agree	7	28%
3	Neutral	3	12%
4	Disagree	-	-
5	Strongly disagree	-	-
		25	100%

Based on the table 4.15 above, from the 25 students, there were 15 students (60%) chose “strongly agree”, 7 students (28%) chose “agree”, 3 students (12%) chose “neutral”, and none students chose “disagree” and “strongly disagree” with statement in the questionnaire number 2.

It means that most of students (15) felt more interesting and enjoy when they learned to comprehend the contents of English text by using *Question Answer Relationship (QAR) Strategy*. It can be seen in learning process, they felt interest and enjoy with their friends when they tried to answer the question related to the text.

**Table 4.16, Questionnaire Number 3**

***Question Answer Relationship (QAR) Strategy Can Help Students in  
Comprehending English Text***

No	Classification	Frequency	Percentage
1	Strongly agree	13	52%
2	Agree	9	36%
3	Neutral	3	12%
4	Disagree	-	-
5	Strongly disagree	-	-
		25	100%

Based on the table 4.16 above, from the 25 students, there were 13 students (52%) chose “strongly agree”, 9 students (36%) chose “agree”, 3 students (12%) chose “neutral”, and none students chose “disagree” and “strongly disagree”. It means that most of students strongly agree with the statement that *Question Answer Relationship (QAR) Strategy* can help students in comprehending English text.

Before knowing Question Answer Relationship (QAR) strategy, the students had not known about categories of questions in reading comprehension. It can be seen at their answer in pre-test. But after knowing Question Answer Relationship (QAR), the students could identify the categories of question and answer the questions. Therefore, Question Answer Relationship (QAR) can help students to comprehend text well by answering the question related to the text.

**Table 4.17, Questionnaire Number 4**

***Question Answer Relationship (QAR) Strategy is very Effective in  
Comprehending English Text***

No	Classification	Frequency	Percentage
1	Strongly agree	3	12%
2	Agree	14	56%
3	Neutral	3	12%
4	Disagree	5	20%
5	Strongly disagree	-	-
		25	100%

Based on the table 4.17 above, from the 25 students, there were 3 students (12%) chose “strongly agree”, 14 students (56%) chose “agree”, 3 students (12%) chose “neutral”, 5 students (20%) chose “disagree”, and none students chose “strongly disagree”. It means that most of the students agree with the statement that *Question Answer Relationship Strategy* is very effective in comprehending English text.

It was said effective because Question Answer Relationship (QAR) made students know and understand how to comprehend a text well. After learning this strategy in the class, students began to use their thinking to answer and comprehend the text. So, Question Answer Relationship (QAR) is an effective strategy to improve the students’ reading comprehension.

**Table 4.18, Questionnaire Number 5**

***Question Answer Relationship (QAR) Strategy Makes Students Easier to Comprehend English Text***

No	Classification	Frequency	Percentage
1	Strongly agree	8	32%
2	Agree	14	56%
3	Neutral	2	8%
4	Disagree	1	4%
5	Strongly disagree	-	-
		25	100%

Based on the table 4.18 above, from the 25 students, there were 8 students (32%) chose “strongly agree”, 14 students (56%) chose “agree”, 2 students (8%) chose “neutral”, 1 students (4%) chose “disagree”, and none students chose “strongly disagree”.

It means that most of students agree (14) with the statement that *Question Answer Relationship (QAR) Strategy* makes students easier to comprehend 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 question.

**Table 4.19, Questionnaire Number 6**

**Students is More Active in the Class When They Study Using *Question Answer Relationship (QAR) Strategy***

No	Classification	Frequency	Percentage
1	Strongly agree	7	28%
2	Agree	11	44%
3	Neutral	6	24%
4	Disagree	1	4%
5	Strongly disagree	-	-
		25	100%

Based on the table 4.19 above, from the 25 students, there were 7 students (28%) chose “strongly agree”, 11 students (44%) chose “agree”, 6 students (24%) chose “neutral”, 1 students (4%) chose “disagree”, and none students chose “strongly disagree”.

It means that most of students agree with the statement that students are more active in the class when they study using *Question Answer Relationship (QAR) Strategy*. It can be seen at the learning process, most of students did not only see and wait correct answer from others. But they tried to found the answer of question and discussed with their friends in group.

**Table 4.20, Questionnaire Number 7**

***Question Answer Relationship (QAR) Strategy Can Improve Way of Students  
Thinking in Comprehending English Text***

No	Classification	Frequency	Percentage
1	Strongly agree	10	40%
2	Agree	10	40%
3	Neutral	4	16%
4	Disagree	1	4%
5	Strongly disagree	-	-
		25	100%

Based on the table 4.20 above, from the 25 students, there were 10 students (40%) chose “strongly agree”, 10 students (40%) chose “agree”, 4 students (16%) chose “neutral”, 1 students (4%) chose “disagree” and none students chose “strongly disagree”.

It means that most of students strongly agree with the statement *Question Answer Relationship (QAR) Strategy* can improve way of students thinking in comprehending English text. Because Question Answer Relationship (QAR) taught students to use their thinking and think creatively to answer the question related to the text.

**Table 4.21, Questionnaire Number 8**

***Question Answer Relationship (QAR) Strategy Can Give Motivation to Increase Their Reading Comprehension***

No	Classification	Frequency	Percentage
1	Strongly agree	10	40%
2	Agree	10	40%
3	Neutral	4	16%
4	Disagree	1	4%
5	Strongly disagree	-	-
		25	100%

Based on the table 4.21 above, from the 25 students, there were 10 students (40%) chose “strongly agree”, 10 students (40%) chose “agree”, 4 students (16%) chose “neutral”, 1 students (4%) chose “disagree”, and none students chose “strongly disagree”. It means that most of students strongly agree and agree with the statement that *Question Answer Relationship (QAR) Strategy* can give motivation to increase their reading comprehension.

It can be seen in the process of learning reading comprehension in class. Before the researcher introduced Question Answer Relationship (QAR), they did not have motivation to study. After knowing Question Answer Relationship (QAR), they seem have more spirit and motivation to answer and challenging with friends. They



raced to raise their hand to answer the question before their friends. It showed that this strategy give motivation to them in reading comprehension.

**Table 4.22, Questionnaire Number 9**

**Students Prefer to Choose *Question Answer Relationships (QAR) Strategy* than Others**

No	Classification	Frequency	Percentage
1	Strongly agree	5	20%
2	Agree	9	36%
3	Neutral	7	28%
4	Disagree	4	16%
5	Strongly disagree	-	-
		25	100%

Based on the table 4.22 above, from the 25 students, there were 5 students (20%) chose “strongly agree”, 9 students (36%) chose “agree”, 7 students (28%) chose “neutral”, 4 students (16%) chose “disagree”, and none students chose “strongly disagree”. It means that most of students agree with the statement that students prefer to choose *Question Answer Relationships (QAR) Strategy* than others. It could be seen from students’ questionnaire sheet, where most of students (9) agree to choose this strategy.

**Table 4.23, Questionnaire Number 10**

***Question Answer Relationship (QAR) Strategy Gives New Nuance in Learning English***

No	Classification	Frequency	Percentage
1	Strongly agree	16	64%
2	Agree	4	16%
3	Neutral	5	20%
4	Disagree	-	-
5	Strongly disagree	-	-
		25	100%

Based on the table 4.23 above, from the 25 students, there were 16 students (64%) chose “strongly agree”, 4 students (16%) chose “agree”, 5 students (20%) chose “neutral”, and none students chose “disagree” and “strongly disagree”. It means that most of students strongly agree with the statement that *Question Answer Relationship (QAR) Strategy* gives new nuance in learning English.

It could be seen at learning process in the class. They had enthusiastic to study in the class. They also gave more attention how to Question Answer Relationship (QAR) strategy answer question by identifying the categories of the questions.

## **B. Discussion**

### 1. Students' Reading Comprehension

This section presents the result of data analysis in findings. It discusses about the improvement the students' reading comprehension through Question Answer Relationship (QAR) strategy at the second year of SMPN 8 Palopo.

After analyzing the data of students' reading test, it showed that t count ( $t_0$ ) with value (12.758) was greater than t table ( $t_t$ ) with value (2.064) with degree of freedom ( $df$ ) = 24 and on the level significance 0.05, so the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_1$ ) is accepted. It means that there was a significant difference between the result of pre-test and the result of post-test.

**Table 4.26**

**Table of the t-test of the students in reading comprehension**

Variable	t count ( $t_0$ )	t table ( $t_t$ )
$X_1-X_2$	12.758	2.064

The table of  $t_{\text{count}}$  above shows that the value of  $t_0$  was greater than  $t_{\text{table}}$ , it can be conclude that the research hypothesis was confirmed.

In pre-test, the researcher asked the students to answer questions in reading test. It consisted of 3 questions that were given to the students to get the score of students in reading comprehension. Each question was categories from Question Answer Relationship (QAR) questions. 2 (two) of "In the Text" questions and 1 (one) of "In the Head" question.

From the result showed that in first question, “What do people like on Sundays?” there were 15 respondents had correct answer with answer “People like watching TV, especially on Sundays” and there were 10 respondents had incorrect answer. In the second question, “What are the differences between watching television and jogging?” in this question there were 3 respondents had correct answer with answer “Jogging makes people’s body and mind healthy, but watching TV is not healthy because make them become passive.” There were 22 respondents had incorrect answer because they did not answer about the difference of jogging and watching TV.

In third question, “What do you think of other hobby?” in this question none respondent had correct answer. The question asked students how their opinion about other hobby besides hobbies in text. But they only answered about hobbies in the text.

Based on the analysis of the table of classification and percentage rate of students in pre-test and the students’ mean score (see table 4.2) the researcher concluded that the students’ reading comprehension on expository text were in poor category. It was found that none of students (0%) classified excellent, very good, good and average, there was 5 respondent (20%) classified as fair, 11 respondents (44%) classified as poor, and there was 9 respondents (36%) classified as very poor. It means that most of the respondents were still on lower level in reading comprehension.

After giving pre-test, the researcher gave treatments. The researcher had done it for four treatments. In the treatment, the students at the second year of SMPN 8

Palopo were expected can understand about categories of questions in Question Answer Relationship (*In the Text* and *In the Head*) and four subcategories questions of Question Answer Relationship (*Right There, Think and Search, Author and Me,* and *On My Own*).

The first treatment, most of students still confused to answer the question. There were 3 students can answer the question and others could not answer it. They had not known identify what the categories of the question well. In second treatment, students began to know and understand about the categories of the questions. It could be seen at their enthusiastic to answer the questions. In beginning only 3 students answered it become around 10 students could identify what the categories of the question and answer it easily.

In third treatment students increasing in number know about the categories of the question. Around 17 students could identify the question and answer easily. They raced to raise their hand answer the questions from other friends. In the last, fourth treatments almost of students in the class could identify the categories of question and can answer the question well, although they still used simple sentences to answer the question of “In the Head” categories.

After giving treatments, the researcher gave post-test to know students' improvement in reading comprehension by using Question Answer Relationship (QAR) strategy. In first question, “What is the most popular game?” in this question there were 20 respondents had correct answer with answer “Kite flying is the most popular game” and there were 5 respondents had incorrect answer.

In the second question, “What are the differences between playing marbles different from playing chess?” in this question there were 22 respondents had correct answer with answer “Play marbles needs your practice aiming. But to play chess, you should have a very good strategy and intelligence to win this game.” There were 3 respondents had incorrect answer because they did not answer about the difference of play marbles and play chess. In third question, “What do you think of other games?” in this question 18 respondents had correct answer. The question asked students how their opinion about other games. They answered about their opinion although still used simple sentence to answer it.

Based on the analysis of the table of classification and percentage rate of students in post-test and the students’ mean score (see table 4.6) the researcher found that some improvement of the respondents’ reading comprehension on expository text through Question Answer Relationship (QAR). There was still none of them (0%) got excellent, there was 3 respondents (12%) classified as very good, 10 respondents (40%) classified as good, 6 respondents (24%) classified as average, 4 respondents (16%) classified as fair, 2 respondents (8%) classified as poor and none of them got very poor in post-test. The researcher concluded that respondents were in good category after giving treatments by using Question Answer Relationship (QAR).

Related to the respondents mean score in pre-test and post-test, it showed that Question Answer Relationship can improve reading comprehension the second year students of SMPN 8 Palopo. It was proven by the students’ mean score of post-test (6.32) was greater than pre-test were (3.76) (see table 4.9).

Based on explanation above, it was concluded that Question Answer Relationship (QAR) strategy reduced the frustration for students who believed that the answer could always be found in the text. Question Answer Relationship (QAR) strategy taught students how to comprehend a text by identifying categories of question, answering some questions related to the text and where to find the answers to them. It encourages students to be active, strategic readers of texts.

## 2. Questionnaire

This research presents the result of data analysis from questionnaire. Based on the result of the questionnaire the students gave positive response in relation to the findings of the percentage on the students' response in learning reading comprehension by Question Answer Relationship (QAR) strategy.

Related to the result questionnaire above it could be said that Question Answer Relationship (QAR) Strategy is appropriate to the English subject. It means that after knowing Question Answer Relationship (QAR), 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.

Question Answer Relationship (QAR) also can help and make students easier to comprehend a text. Before knowing Question Answer Relationship (QAR) strategy, the students had not known about categories of questions in reading comprehension. It can be seen at their answer in pre-test. But after knowing Question Answer Relationship (QAR), the students could identify the categories of question

and answer the questions. Therefore, Question Answer Relationship (QAR) can help students to comprehend text well by answering the question related to the text.

Question Answer Relationship (QAR) also can improve way of students thinking in comprehending English text. Learning by Question Answer Relationship (QAR) taught students to think creatively and use their high level thinking to answer the question related to the text. They began use their thinking to find the answer and their thinking to make sentences in answering the question.

In addition, Question Answer Relationship (QAR) strategy is interesting and enjoyable, it is also effective and can give motivation students to increase their reading comprehension. So they are more active in the class when they study using Question Answer Relationship (QAR) Strategy.

It can be seen by during the learning process in treatments. Before the researcher introduced Question Answer Relationship (QAR), they did not have motivation to study. After knowing Question Answer Relationship (QAR), they seem have more spirit and motivation to answer and challenging with friends. They raced to raise their hand to answer the question before their friends. It concluded that Question Answer Relationship (QAR) strategy gives new nuance in learning English and Question Answer Relationship (QAR) Strategy is the right choice to improve students' reading comprehension.



## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

This chapter presents conclusions and some suggestions related to the findings and discussions from the data analysis in previous chapter.

#### *A. Conclusions*

Based on the findings, data analysis, and discussion in the previous chapter, the researcher gives conclusions as in following:

1. Question Answer Relationship (QAR) can improve reading comprehension at the second year students of SMPN 8 Palopo. It was proven by the result of t count (12.758) was greater than t table (2.064). Question Answer Relationship (QAR) train how to comprehend a text by using questions related to the text and where to find the answers. After knowing about categories of question in Question Answer Relationship (QAR), students could identify the questions and answered it, students also began to use their thinking to make sentences in their answer and can comprehend the text well.

2. Having analyzed the result of students' response toward the Question Answer Relationship (QAR) strategy applied in this research, it was found that most of the students gave positive response in learning by using the Question Answer Relationship (QAR) strategy. It can be seen during the learning process in treatments, most of the students got their motivation and to be active when they tried to answer the questions during the process of learning in class. It means that students of the

second year of SMPN 8 Palopo agree to use Question Answer Relationship (QAR) strategy in learning reading comprehension.

### ***B. Suggestions***

The researcher realized that this thesis was far from being perfect. Therefore, constructive critics and advice were really expected for the perfection of the thesis. The researcher hoped that the results of this research could be useful for the readers. It was hoped that the readers would have more information about Question Answer Relationship (QAR) strategy. This research could be one of the references for the next researcher in conducting other researchers with more detailed information about good strategy to improve students' reading comprehension.

Considering the conclusion above, the researcher gave some suggestions as follow:

1. An English learner and teacher in learning or teaching reading can use an appropriate strategy to the students as Question Answer Relationship (QAR) strategy. Because applying Question Answer Relationship (QAR) strategy can improve student's reading comprehension and increase their way of thinking after using this strategy.

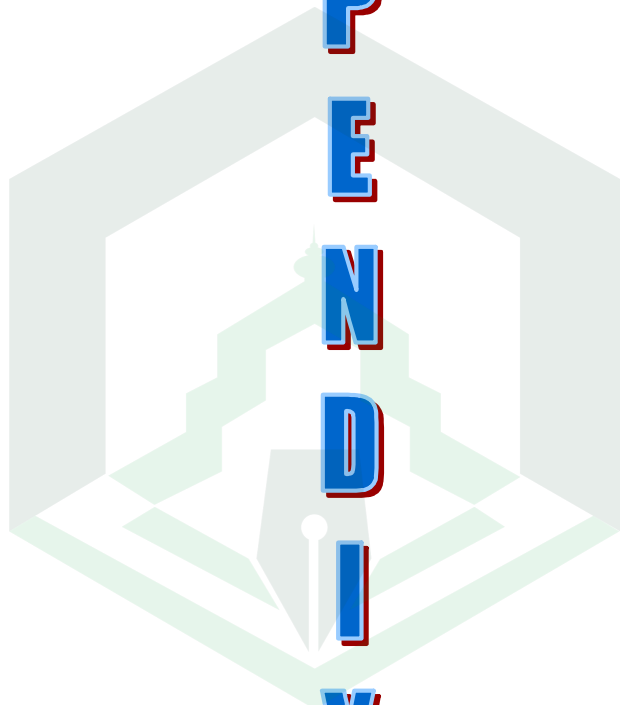
2. The students can practice more about reading comprehension on expository text or another material by applying Question Answer Relationship (QAR) strategy, because it can promotes students' learning motivation, make students to be active in thinking, and improve students' new knowledge by using this strategy.

## BIBLIOGRAPHY

- Adilt. *Strategies*. <http://www.adlit.org/strategies/> (Accessed on May 2014)
- Arikunto, Suharsimi. *Procedur Penelitian*. Cet. IV. Jakarta : Rineka Cipta. 1997.
- Bull, Victoria. *Oxford Learner's Pocket Dictionary*, Fourth edition; Oxford University Press
- Clark, Lewis. *Expository Text Structures*. <http://www.homepages.dsu.edu/> (Accessed on September 2014)
- Delduchetto, Kerry. *Question Answer Relationship (QAR)*. <http://beeblebrox.org> (Accessed on September 2014)
- Hadi, Amirul dan Haryono, *Metodologi Penelitian Pendidikan*. Bandung: CV Pustaka. 1998
- Heaton, J.B. *Writing English Language Test*. New York: Longman Group UK Limited. 1988
- Imam, D.L, *Pengolahan Hasil Test dan Penilaian hasil Belajar*. Jakarta: Kasturi. 1993.
- Inmon, and Lenier. *College Reading Book 2*. New York: Prentice Hall. 1992.
- Mukarto, *English on Sky for Junior High School Students*. Jakarta: Penerbit Erlangga. 2004.
- Murtado. *Using Question Answer Relationships (QAR) Strategy to Improve the Reading Comprehension of the Eighth Graders of MTs Miftahul Huda. Malang: Thesis State University of Malang*. 2011.
- National Reading Pannel. *Reading and Learning*. <http://home.earthlink.net/> (Accessed on September 2014)
- Nasrang. *Improving Reading Skill through Survey, Question, Read, Recite and Review (SQ3R) at the Second Year Student of MAN Palopo*. Palopo: Thesis STAIN Palopo 2011.
- Nazir, Moh. *Metode Penelitian*. Bogor: Penerbit Ghalia Indonesia. 2005

- Nugroho, Andhi Dwi. *The Effectiveness of Question and Answer Relationships (QAR) Method in Teaching Reading Viewed from Students' Intelligence: An Experimental Study in the Second Year Students of SMPN 2 Madiun*. Surakarta: Thesis Sebelas Maret University Surakarta. 2012
- Nuttal, Christine, *Teaching Reading Skills in a Foreign Language*. Oxford: Heinemann. 1982.
- Putra, Ahmad Perdana. *The Effectiveness of Using Authentic Material in Teaching Reading Comprehension to the Second Year Students of English Education Study Program in STAIN Palopo*. Palopo: Thesis STAIN Palopo. 2010.
- Richards, Jack. *Methodology in Language Teaching: An Anthology of Current Practice*. New York: Cambridge University Press. 2002.
- Shanahan, Timothy., Callison, K., et.al. *Improving reading comprehension in kindergarten through 3rd grade: A practice guide*. Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. 2010.
- Sudijono, Anas. *Pengantar Statistik Pendidikan*, Jakarta: Raja Grafindo. 1995.
- Sukardi. *Metodologi Penelitian Pendidikan: Kompetensi dan Prakteknya*. Jakarta: PT Bumi Aksara. 2011.
- Sulistyo, Teguh. *Improving the Reading Skills of the Students of Kanjuruhan University through Question Answer Relationship (QAR) Strategy*. Malang: Thesis State University of Malang. 2010
- Team of Five. *Improving Reading Skill in English for University Student*. (Jakarta: Prenada Media group). 2006.
- Westwood, Peter. *Reading and Learning Difficulties: Approaches to Teaching and Assessment*. Victoria: The Australian Educational Research. 2001.
- Wikipedia, *Reading Comprehension*. <http://en.wikipedia.org/wiki/Reading>. (Accessed on May 2014)
- Willis, Jane. *Teaching English through English: A Course in Classroom Language and Techniques*. England: Longman Group (FE) Ltd. 1981.

**A  
P  
P  
E  
N  
D  
I  
X  
E  
S**



IAIN PALOPO

## LESSON PLAN TREATMENT I

School : SMPN 8 Palopo

Grade/Semester : VIII/I

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 expository text.

### MATERIAL AND MEDIA

Expository 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 "Modern Games" and write accompanying	75 min

		<p>questions for each of the four categories.</p> <p>c. Teaching students this key concept: when asked a question, the answer comes from either <b>(a)</b> the text or <b>(b)</b> what you already know</p> <p>d. Introducing the two broad categories and the four subcategories of questions in the classroom</p> <p>e. Asking the students to read the text and the questions. Then identifying which Question Answer Relationship (QAR) categories the questions fall under.</p> <p>f. Then asking students to answer the questions together and discuss it.</p>	
Closing		<p>a. Asking the students' problem during the process of learning</p> <p>b. Giving some suggestion to the students about the course</p> <p>c. Closing the class and praying</p>	10 min

## LESSON PLAN TREATMENT II

School : SMPN 8 Palopo  
Grade/Semester : VIII/I  
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 expository text.

### MATERIAL AND MEDIA

Expository 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 "Chocolate Taster" and write accompanying	75 min



		<p>questions for each of the four categories.</p> <p>c. Teaching students this key concept: when asked a question, the answer comes from either <b>(a)</b> the text or <b>(b)</b> what you already know</p> <p>d. Introducing the two broad categories and the four subcategories of questions in the classroom</p> <p>e. Asking the students to read the text and the questions. Then identifying which Question Answer Relationship (QAR) categories the questions fall under.</p> <p>f. Then asking students to answer the questions together and discuss it</p>	
Closing		<p>a. Asking the students' problem during the process of learning</p> <p>b. Giving some suggestion to the students about the course</p> <p>c. Closing the class and praying</p>	10 min

### LESSON PLAN TREATMENT III

School : SMPN 8 Palopo  
Grade/Semester : VIII/I  
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 expository text.

#### MATERIAL AND MEDIA

Expository 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 "Camping" and write accompanying questions for	75 min

		<p>each of the four categories.</p> <p>c. Teaching students this key concept: when asked a question, the answer comes from either <b>(a)</b> the text or <b>(b)</b> what you already know</p> <p>d. Introducing the two broad categories and the four subcategories of questions in the classroom</p> <p>e. Asking the students to read the text and the questions. Then identifying which Question Answer Relationship (QAR) categories the questions fall under.</p> <p>f. Then asking students to answer the questions together and discuss it</p>	
Closing		<p>a. Asking the students' problem during the process of learning</p> <p>b. Giving some suggestion to the students about the course</p> <p>c. Closing the class and praying</p>	10 min

## LESSON PLAN TREATMENT IV

School : SMPN 8 Palopo  
Grade/Semester : VIII/I  
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 expository text.

### MATERIAL AND MEDIA

Expository 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 "Eight Glasses of Water a Day" and write	75 min

		<p>accompanying questions for each of the four categories.</p> <p>c. Teaching students this key concept: when asked a question, the answer comes from either <b>(a)</b> the text or <b>(b)</b> what you already know</p> <p>d. Introducing the two broad categories and the four subcategories of questions in the classroom</p> <p>e. Asking the students to read the text and the questions. Then identifying which Question Answer Relationship (QAR) categories the questions fall under.</p> <p>f. Then asking students to answer the questions together and discuss it</p>	
Closing		<p>a. Asking the students' problem during the process of learning</p> <p>b. Giving some suggestion to the students about the course</p> <p>c. Closing the class and praying</p>	10 min

## Pre-Test

### **Hobbies and Health**

People like watching television, especially on Sundays. They enjoy a lot of programs on television. They watch films, music, news, and many other things. People can relax when they watch television. It benefits people. It provides people with the latest information and entertainment. However, watching television too much is not healthy because people do not move much and it make they become passive.

Some other people prefer jogging rather than watching television. They believe that jogging is another way to relax. Jogging is also very healthy. It is good for health. Regular jogging can reduce weight and make the bones strong. Some studies also prove that jogging can improve social relationship. People can meet their friends and go jogging together. Jogging makes people's body and mind healthy.

Answer the questions!

1. What do people like on Sunday?
2. What are the differences between watching television and jogging?
3. What do you think of other hobby?

**IAIN PALOPO**

## Post-Test

### **Children Games**

Children have many different games which can be played either indoor or outdoor. Some examples are rope skipping, marbles, paper airplane, kite flying, hide and seek, tug of war and swing. Among them, kite flying is the most popular game.

Every game has characteristic. For example, Rope skipping needs physical skill to play and simultaneous movement between hands and legs. Play marbles needs your practice aiming. But to play chess, you should have a very good strategy and intelligence to win this game. Paper airplane, on the contrary will need a folding skill to fold the paper into a shape of an airplane. This also needs the power of the hand to throw the airplane.

Whereas play kite flying, you should run and fly the kite as soon as the wind blows. In tug of war, strength and team cooperation are main points. While cards, hide and seek, and swing do not need any skill to play. But basically, all the games give children fun and enjoyment.

Answer the questions!

1. What is the most popular game?
2. What are the differences between playing marbles and playing chess?
3. What do you think of other games?

## **Treatment I**

### **Modern Games**

Some modern games are very popular today. Children like to play games in their spare time. One of the famous popular modern games is the video game. Both children and teenagers like it a lot. Not only them but also adults love to play game. They usually play it at home or game centre. They often play football, boxing, billiard, car or motorcycle races.

They enjoy it much as if there is no time to eat and to take a bath. When they play the games, they often forget the time. They do not realize that maybe they have played the games all day without taking a rest. The games are very interesting. They can attract people to play without making them bored. By playing this game some people can release their stress and can be happy. The most important thing is that we can have fun by playing this game.

Answer the questions!

1. What is the famous modern game?
2. What are people doing until forget their time?
3. What do you think of other modern games?
4. What is your favorite modern game? Why do you like it?



## Treatment II

### Chocolate Taster

Everybody loves chocolate. But did you know that some people have jobs as chocolate taster? They work for candy companies and get paid to taste chocolate. It sounds like the best job in the world and the easiest. Perhaps it is fun, but it is not easy. A chocolate taster needs a college degree in food science, chemistry, or biochemistry.

The chocolate taster does not work alone. Several tasters sit a round table in an air conditioned room with samples of the products in front of them. The chocolate tasters do not speak to each other while they work. Instead, they take notes. Later the group discusses the “good” and “bad” flavors they taste. Chocolate tasters do not get fat, because they usually spit out the product, and they only taste a very small amount. Chocolate tasting is an important job. The quality of the product depends on the chocolate taster’s skill.

Answer the questions!

1. Who are the chocolate tasters?
2. Why does chocolate taster become an important job?
3. What do you think of other important job in your environment?
4. What is your dream job? Why do you choose it?

### **Treatment III**

#### **CAMPING**

People from different ages like camping. They live outside their house for one or more days. They bring food, clothes, and other daily needs with them. They spend several days, or even weeks in a tent. They do a lot of activities, like fishing, swimming, watching birds and wildlife, and playing games. Camping helps people free from stress of city life. They leave the city and move closer to the nature. Many people believe that camping is very good for health. Hiking around a campsite or swimming in a river or a sea nearby is a good exercise for the body.

People should prepare things they need for camping. They should not forget to bring clothes, food, sleeping bag, and a good tent. They should bring first aid kit, like bandage, disinfectant, pain reliever pills or other types of basic medicine. Last but not least, they should get enough information about the place where they build the tent. They should know the climate, plants, and animals in that area.

(Source: English on Sky for Junior High School)

Answer the questions!

1. What are people doing in outside?
2. Why do people in big city choose go to camping?
3. What do you think of other activity in outside?
4. What is your activity if you are camping? Why do you like it?

## **Treatment IV**

### **Eight Glasses of Water a Day**

Water is very important. We can live more than two weeks without food. However, we can only live for eight to ten days without water. Water goes around our body through blood. It carries oxygen and food for cells. It cleans our body and brings the waste in sweat or urine. It also keeps the balance of minerals in our body. Most parts of human body use water to work. We cannot move well if there is not enough water in our body.

Sixty five percent of our body is water. To keep that amount of water in our body we must drink an average of eight to ten glasses of water each day. How much water does a person need every day? It depends on the volume of urine and sweat. An athlete who does a lot of physical exercise certainly needs to drink more water than a bank manager who spends most of his time in the office. Besides drinking, many kinds of food are also a good source of water. Fruit and vegetable, is eighty to ninety five percent water.

(Source: English on Sky for Junior High School)

Answer the questions!

1. What is very important thing for our body?
2. Why does an athlete need more water than a bank manager?
3. What do you think about the function water for our body?
4. What will you do to get enough water in your body?

## 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 cheklist (√) pada kolom yang telah disediakan, pada jawaban yang dianggap benar.

SS = Sangat Setuju

TS = Tidak Setuju

S = Setuju

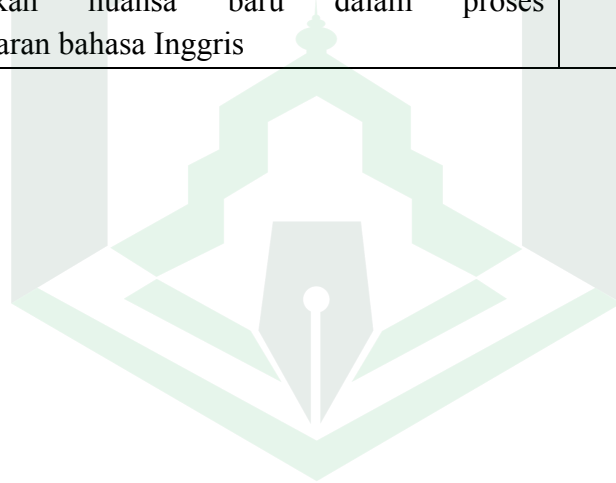
STS = Sangat Tidak Setuju

N = Netral

4. Terimakasih atas kesediaanya mengerjakan angket penelitian dengan jujur.

No.	Pernyataan	SS	S	N	TS	STS
1.	<i>Question Answer Relationships (QAR) Strategy</i> sangat erat hubungannya dengan mata pelajaran bahasa Inggris					
2.	Memahami isi bacaan bahasa Inggris dengan menggunakan <i>Question Answer Relationship (QAR) Strategy</i> lebih menarik dan menyenangkan					
3.	<i>Question Answer Relationship (QAR) Strategy</i> sangat membantu siswa dalam memahami isi bacaan bahasa Inggris..					
4.	<i>Question Answer Relationship Strategy</i> sangat efektif dalam peningkatan memahami bacaan bahasa Inggris					
5.	<i>Question Answer Relationship (QAR) Strategy</i> sangat memudahkan siswa dalam memahami isi bacaan bahasa Inggris					

6.	Siswa lebih aktif di dalam kelas ketika belajar dengan menggunakan <i>Question Answer Relationship (QAR) Strategy</i>					
7.	<i>Question Answer Relationship (QAR) Strategy</i> dapat meningkatkan cara berpikir siswa dalam memahami bacaan bahasa Inggris					
8.	<i>Question Answer Relationship (QAR) Strategy</i> mampu memotivasi dalam peningkatan membaca bacaan bahasa Inggris					
9.	Siswa lebih memilih <i>Question Answer Relationships (QAR) Strategy</i> dibandingkan dengan strategi yang lain					
10.	<i>Question Answer Relationship (QAR) Strategy</i> memberikan nuansa baru dalam proses pembelajaran bahasa Inggris					



IAIN PALOPO



## **CURRICULUM VITAE**

The researcher, Bayu Anggriani was born on Februari 13<sup>th</sup> in Sukamaju. Her friends usually call her Bayou. Her parents' name is Subandi and Rahayu. She is the first child in her family. She has one brother and his name is Randi Seswanto. She also has one sister and her name is Citra Ayu Septiani.

### **Educational Background:**

1. Elementary School – SDN 337 Sukamaju in 1997 and graduated in 2003.
2. Junior High School – SMPN 1 Sukamaju in 2003 and graduated in 2006
3. Senior High School – SMAN 1 Sukamaju in 2006 and graduated in 2009
4. English Department of State College for Islamic Studies (STAIN) Palopo in 2010 and graduated in 2014.

**IAIN PALOPO**