

**IMPROVING STUDENTS' READING COMPREHENSION USING  
QUESTION-ANSWER RELATIONSHIP STRATEGY**  
*(A Classroom Action Research in Eleventh Grade of SMA Negeri 10 Gowa)*



**A Thesis**

*Submitted to the Faculty of Teacher Training and Education  
Muhammadiyah University of Makassar in Partial Fulfillment  
of the Requirement for the Degree of  
Sarjana Pendidikan*

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**ENGLISH DEPARTMENT  
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MUHAMMADIYAH UNIVERSITY OF MAKASSAR  
2018**



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

APPROVAL SHEET

Title : Improving Students' Reading Comprehension Using  
Question-Answer Relationship (QAR) Strategy at Eleventh  
Grade of SMA Negeri 10 Gowa

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be examined.

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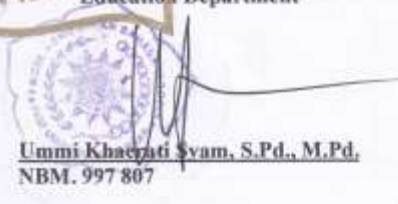
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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

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Skripsi atas nama **EKA USWATUN HASANAH**, NIM **10535 5501 13** diterima dan disahkan oleh Panitia Ujian Skripsi berdasarkan Surat Keputusan Rektor Universitas Muhammadiyah Makassar Nomor: **146 Tahun 1439 H/2018 M**, tanggal 06 Dzulhijjah 1439 H/ 18 Agustus 2018 M, sebagai salah satu syarat guna memperoleh gelar **Sarjana Pendidikan** pada Jurusan Pendidikan Bahasa Inggris (S1) Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari Jumat tanggal 31 Agustus 2018.

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COMPREHENSION USING QUESTION-ANSWER  
RELATIONSHIP STRATEGY**

*(A Classroom Action Research in Eleventh Grade of SMA  
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Dengan ini menyatakan bahwa:

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1. Mulai dari *penyusunan proposal* sampai selesainya skripsi ini, saya akan *menyusun sendiri skripsi saya* (tidak dibuatkan oleh siapapun).
2. Dalam penyusunan skripsi saya akan selalu melakukan konsultasi dengan pembimbing, yang telah ditetapkan oleh pimpinan fakultas.
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4. Apabila saya melanggar perjanjian saya seperti butir 1, 2, dan 3, maka saya bersedia menerima sanksi sesuai aturan yang berlaku.

Demikian perjanjian ini saya buat dengan penuh kesadaran.

Makassar, Juni 2018

Yang membuat perjanjian

**Eka Uswatun Hasanah**



## **MOTTO**

*“always be grateful with everything you have got”*

*“Be Humble”*

- \* I dedicate to my beloved mom and dad,  
who always keep and love me by their pray.*
- \* I dedicate to my sisters, who always be my first  
best friend ever.*

## ABSTRACT

**EKA USWATUN HASANAH. 2018. Improving Students' Reading Comprehension Using Question-Answer Relationship (QAR) Strategy (A Classroom Action Research in Eleventh Grade of SMA Negeri 10 Gowa).** A thesis of English Department. The Faculty of Teacher Training and Education. Makassar Muhammadiyah University. Supervised by Ummi Khaerati Syam and Nunung Anugrawati.

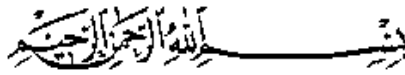
This research aimed to explain the improvement of the students' reading comprehension in terms of literal comprehension dealing with main ideas and interpretive comprehension dealing with conclusion.

To explain the improvement, the researcher used a classroom action research (CAR) which was conducted in two cycles in which every cycle consisted of four meetings. The location of this research was taken at the eleventh year students of SMA Negeri 10 Gowa with the number of subject were 30 students.

The research findings indicated that the application of Question-Answer Relationship (QAR) Strategy was significant in improving the students' reading comprehension in terms of literal comprehension and interpretive comprehension. It was proved by the mean score of cycle I was 56.4 then improved to be 74.23 in cycle II. They are higher than the mean score of diagnostic test namely 48,74. Therefore there was the improvement of the students' reading comprehension in terms of literal comprehension dealing with main ideas and interpretive comprehension dealing with conclusion.

**Keywords: teaching reading, reading comprehension, question-answer relationship strategy, main ideas of the text, text conclusion**

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In the name of Allah, the most gracious and merciful, the lord of universe. Because of Him, the writer could finish this thesis as one of the requirement for Sarjana Pendidikan at English Department of Teacher Training and Education Faculty of Makassar Muhammadiyah University in 2018. Secondly, peace and salutation always be given to our prophet Muhammad Saw who has guided us into educational era.

However, this success would not be achieved without those supports, guidance, advice, help, and encouragement from individual and institution, and I somehow realize that an appropriate moment for me to deepest gratitude for:

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- g. My deepest thanks for all friends in Class D 2013 (DAMN1), Muti'a, Fade', Dilla, Firda, Adi, Fitri Haris, Fitri Hamka, Acha, Amel, and whose names could not be mentioned one by one.
- h. Special for my best brothers, Oman and Herry and my best sisters, Teh Tia, Kak Sulfi, Nunu', Puput, Uthick, Mega, Ayu Asyura, Chika, Laely Nur Adilla, Apri and Kiki for their helps, pray and supports.

Finally, by reciting Alhamdulillah Robbil 'Alamin, the researcher could finish his research successfully according to the target of time and also target of the research. Hopefully, there is nothing left or forgotten anymore to do. Aamiin.

*Billaahi fii Sabilil Haq, Fastabiqul Khirat*

Makassar, Agustus 2018

**EKA USWATUN HASANAH**

# CHAPTER I

## INTRODUCTION

### **A. Background**

As a subject matter in school, there are four skills which is taught in learning English. They are listening, speaking, reading, and writing. In every subject, students learning activities involve reading.

However, in reality, reading is difficult skill in language especially the students who are still difficult to understand the content of the reading text. Generally, the teachers only provide text for students and teachers ask students to read and look for the answers of the existing text with aids namely English dictionary and the students do it individually or work with their partner.

Based on the experience of Magang 3 and P2K, the researcher got information that the students were still difficult to comprehend the reading text. The students were confused to identify general information, found specific information in reading text. When students were given questions by the teacher and they looked for the answers in the text, the students were still confused how to answer the questions with correct grammatical forms.

There are many strategies to help students in comprehending the texts that can be used by the teachers. One of the strategies that can be applied in teaching reading is Question-Answer Relationships (QAR) developed by Raphael. Walpole and McKenna (2007: 114) state that question-answer relationship is a comprehension strategy to be used after learners have read. QAR teaches learners how to decipher what types of questions they are being

asked and where to find the answers to them. The focus of this strategy is on defining and using four types of questions: Right There (explicit), Think and Search (making inferences across sentences in the text), Author and You (making inferences between the text and prior knowledge), and On Your Own (making personal responses to themes in the text).

Based on the experience after surveying in the eleventh grade of SMA NEGERI 10 GOWA, the researcher got information that only about 28% students could pass the KKM (Kriteria Kelulusan Minimal), it meant that the students still had low qualification in reading English skill.

Based on the description above, the researcher was interested in carrying out a research entitled “Improving Students’ Reading Comprehension Using Question-Answer Relationship (QAR) Strategy”.

## **B. Research Question**

According to the statement above, the research question formulate: How does the Question-Answer Relationship (QAR) Strategy improve the students’ reading comprehension of the eleventh grade of SMAN 10 Gowa?

## **C. Objective of the Study**

The objective of the research is to find out how the Question-Answer Relationship (QAR) Strategy improve reading comprehension of the eleventh grade students of SMAN 10 Gowa.

#### **D. Significance of the Study**

The results of the study provide an insight into reading instruction related to Question Answer Relationships (QAR) for handling reading questions and deriving reading comprehension. The research findings could be used as a guideline for teachers to understand how QAR can be framed around the reading cycle to improve students' reading comprehension and to prepare students for any kind of reading questions they may encounter from reading activities.

#### **E. Scope of Study**

Based on the problems and objectives of this research, the researcher focused on the use of Question-Answer Relationship (QAR) Strategy in improving reading comprehension in literal (main idea) and interpretive (conclusion) comprehension of the eleventh grade students of SMAN 10 Gowa.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. Previous Related Research Findings**

Stafford (2012) in his thesis found that the QAR treatment did not increase students' ability to accurately answer comprehension questions. Between the pre- and posttests, scores in both groups decreased. In order to further evaluate student learning in the experimental group, students participated in a post-knowledge survey which mirrored the prior knowledge survey administered as a pretest. Survey results indicated that although the experimental group students did not gain a working knowledge of the strategy, they did gain a basic understanding of the taxonomy.

Fard (2014) in his thesis found that a statistically significant difference among the reading comprehension of the experimental group and the control group in their posttest scores. The results of this study cater for several incentives for the researchers in the fields of applied linguistics, psychologists, language teaching methodology, English for Specific or Academic Purpose (ESP/EAP), and many other language-related areas of interest who are interested in improving reading comprehension ability of EFL students.

Rothong (2013) in her thesis found that the mean score of the reading comprehension posttest was higher than the mean score of the pretest at the significant level of 0.05. The students had positive attitude towards English



reading and the interest in answering reading questions had increased considerably.

Wahyuni (2014) in her thesis found that from the pre-test, post-test 1, post-test 2, post-test 3, and post-test 4 where their results were 39.02, 53.9, 69.58, 74.72, and 79.03. In the first cycle, there were no subjects who achieved the minimum passing grade in post-test 1 and 11 subjects who achieved the minimum passing grade in post-test 2. Then, in the post-test of cycle II, the subjects' achievement increased significantly. There were 25 subjects who achieved the minimum passing grade in the first post-test of cycle II. Then, in the last post-test of cycle II, there were 31 subjects who achieved the minimum passing grade. In addition, the mean score and the subjects who achieved the minimum passing grade in the posttest 4 was much higher than pre-test, post-test 1, post-test 2, and post-test 3.

Based on the previous findings above the researcher explains that her research is different from Tammy, his writing concern to students' ability to accurately answer comprehension questions. The other finding by Mehrnaz Hosseini Fard, his thesis research was only concern to analyze the effect of question-answer relationship (QAR) strategy on first grade high School EFL students' reading comprehension. Miss Apaporn Rothong concern to find out the effect of reading instruction using question-answer relationship (qar) and reading strategies on reading comprehension ability of eleventh grade students. While NI Made Wahyuni concern to improving reading comprehension through question-answering instruction. The similarities of these research is to improving students'

reading comprehension. While this research concern to improving students' reading comprehension using question-answer relationship strategy.

## **B. Pertinent Ideas**

### **1. Reading Comprehension**

Reading comprehension is essentially defined as the ability to understand the information which has been read. Reading comprehension is a process to recognize the text and remember any information in the text. Most of English Teacher has used “the traditional ways” in teaching reading. The teachers only gave the students instruction to read books (intensive reading) and then write down the information or to find out the main idea from books. This way give the students feel bored to study (Sangkala I, 2014).

Walberg (2003:6) states that reading is about understanding written texts. It is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences and connected text. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text.

Blachowicz and Ogle (2011:2) state that reading is essential. It is the process which people gain information and ideas from books, newspapers, letters, advertisements and other materials. Thus, people find any information

in various media. Patel and Jain (2008:133) state that reading comprehension involves understanding the meaning of context, vocabulary, and grammatical structure. Moreover, the students are also given the opportunity to explore the language that they are learning. Warsnak (2006:9) states that reading comprehension is a process of constructing meaning from written text.

Levels of comprehension :

a. Literal Comprehension

It is the reader's ability to remember ideas and information that are directly stated in the textbook material.

b. Interpretive or Inferential Comprehension

It is the reader's ability to extract ideas and information not directly stated in the textbook material, using prior or background knowledge to assist in such understanding.

c. Critical Comprehension

It is the reader's ability to respond with personal judgments and ideas about the content of the textbook material, using his or her past knowledge and thoughts on the subject.

d. Creative Comprehension

It is the reader's "emotional" response to the content of the textbook material read. This level of comprehension also includes creating new ideas from what was learned in school and life.

## **2. Question-Answer Relationship (QAR) Strategy**

Walpole and McKenna (2007: 114) state that question-answer

relationship is a comprehension strategy to be used after learners have read. QAR teaches learners how to decipher what types of questions they are being asked and where to find the answers to them. The focus of this strategy is on defining and using four types of questions: Right There (explicit), Think and Search (making inferences across sentences in the text), Author and You (making inferences between the text and prior knowledge), and On Your Own (making personal responses to themes in the text).

At first, the strategy is taught by having learners identify the relationship between specific questions and answers. Once they understand that concept, the strategy can be employed during and after reading narrative and information text. Teachers can ask questions, telling learners what type they are. Alternatively, they can ask questions, elicit answers, and then ask learners to categorize the questions by type, essentially tracking their own thinking. Finally, teachers can ask learners to generate questions of each time during and after reading (Walpole and McKenna, 2007:115).

Question-answering instruction is a technique which could be useful as an alternative strategy which is expected to improve reading comprehension. Question-Answer relationship (QAR) is a strategy to be used after students have read. It also, teaches them how to decode what types of questions they are being asked and where to find the answers to them (Raphael & Au, 2005). QAR is a reading comprehension strategy developed to "clarify how students approach the tasks of reading texts and answering questions. It also, encourages them to be active, strategic readers of texts" (Raphael, 1986, p. 176). Taffy

Raphael (1985: 209) states that there are categories of question, they are In the book and In my head. These two categories of questions also have two different types of questions. The details of both categories are described as follows:

**a. In the Book Questions**

**1) Right There**

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

**2) Think and Search**

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

**b. In My Head Questions**

**1) Author and Me**

The answer to Author and Me questions are not found in the text. Instead they require students to think inferentially. Students must

think about what they already know, what the author is telling them, and how both pieces of information fit together.

## **2) On My Own**

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

The appropriate procedures in implementing QARs strategy in teaching reading consisted of the following steps: (1) dividing the students into groups, (2) engaging the students to read the text silently, (3) encouraging the students to discuss the content of the text with their group, (4) leading the students to identify four types of questions namely "right there", "think and search", "author and me" and "on my own" questions, (5) encouraging the students to generate types of questions based on text given, (6) engaging the students to exchange the questions to another group, (7) asking the students to answer the questions, (8) discussing to connect between questions and answers to each group.

### C. Conceptual Framework

The conceptual framework underlying in this research is given below:

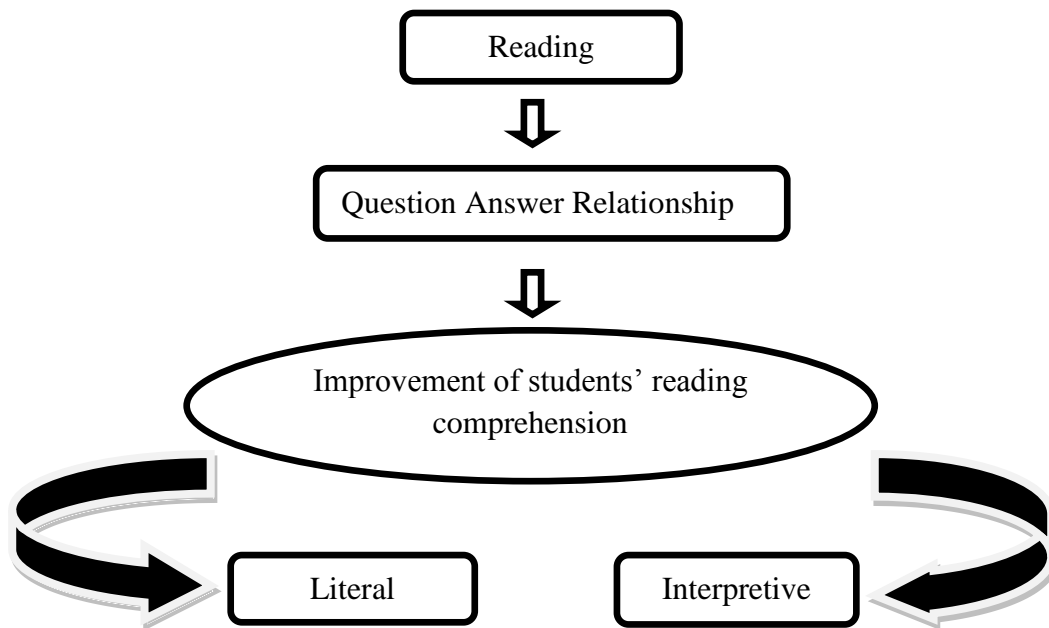


Figure. 1.1

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Test is an instrument used to measure the extend of the subjects' understanding of the material provided. The researcher gives text and the questions based on the text. The students must answer the questions using the procedure of Question-answer relationship the they have known.

Based on the conceptual framework above, it means that the researcher want to describes process of the application of Question Answer Relationship Strategy in reading comprehension, the researcher focuses in improving reading



comprehension. The researcher describes the process in improving students' reading comprehension using question answer relationship strategy.

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter consisted of research design, successful indicators, research subject, instrument of the research, procedure of collecting data and technique of data analysis.

#### **A. Research Design**

The type of this research was classroom action research (CAR). This research intended to improve reading comprehension of the eleventh grade of SMA NEGERI 10 GOWA using question answer relationship strategy. The method in this research was Classroom Action Research. According to Nunan (1992: 229), “Action research is a form of self-reflective inquiry carried out by practitioners, aimed at solving problems, improving practice, or enhancing understanding”. It means that action research is dealing with the improvement in solving problem by practitioners.

In doing action research, a researcher must follow the procedures. According to Kemmis and Taggart, the procedure of each step can be explained as follow: 1) Identify the Problem (Plan): The first thing to do when making a project is by identifying the problems, and then the researcher can make a plan to do the research; 2) Implementation of the Action: The researcher carried out the action by teaching reading based on lesson plan; 3) Observation: The researcher as the teacher observed the students’ activities when teaching learning activity was implemented; 4) Reflecting: After doing the teaching learning process, the researcher cited the result of the activities happens in classroom as the reflection

of action.

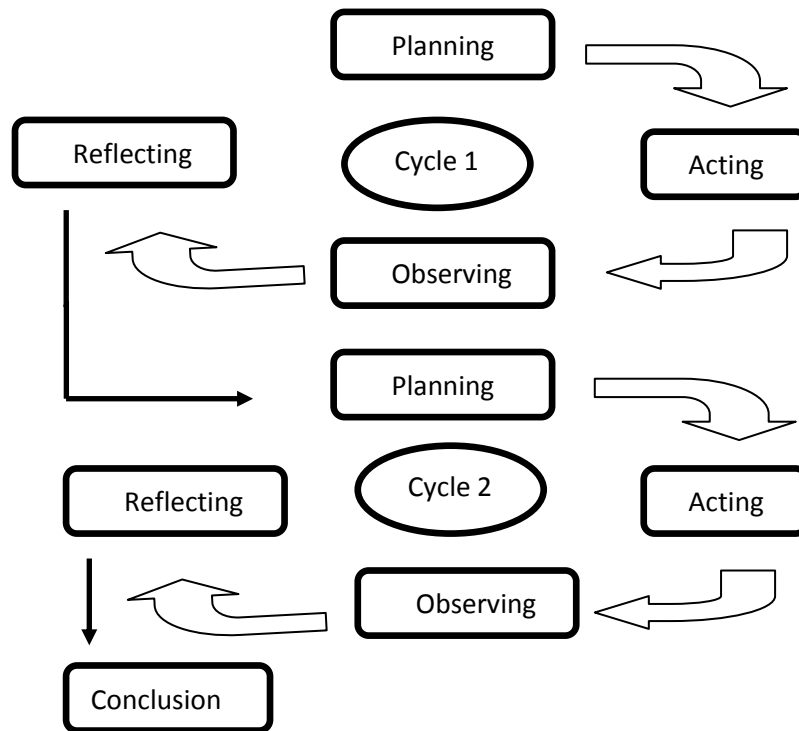


Figure 1.2 Adapted from Kemmis and Taggart

According to Chamot, A.U & et al (1998: 1), action research is classroom-based research conducted by teachers in order to reflect upon and evolve their teaching. It is a systematic, documented inquiry into one aspect of teaching and learning in a specific classroom. According to Kemmis and Mc Taggart in Burns (2009: 7), action research typically involves four broad phases in a cycle of research. Each cycle included planning (plan), action (action), observation (observation), and reflection (reflection). The purpose of the research was to gain understanding of teaching and learning within one classroom and to solve the problems, in this case, the students' difficulties in learning English especially in reading.

## **B. Successful Indicators**

The successful indicator of this research were when the students could comprehend the text in levels of Literal (main idea) and Interpretive (conclusion) comprehension in reading.

## **C. Research Subject**

The research was conducted at SMA NEGERI 10 GOWA, which was located in Gowa. The subject of the research was the XI MIA 4 class that consisted of 30 students. Male 13 people, and female 17 people.

## **D. Research Instruments**

In this research, the researcher used some instruments. They were: observation sheet and test.

### **1. Observation Sheet**

Observation is the process of observe toward the subject of observation by using all of sense. An observation task is a focused activity to work on while observing a lesson progress. It focuses on one or a small number of aspects of teaching learning and requires observing to collect data or information from actual lesson.

The researcher observed the events in classroom during teaching learning process from the beginning until the end. To observe the students, the researcher used observation guide. It was used to describe a range of teacher and learner behaviors. The instrument of observation as follow:

**Table 1. Observation Guide**

No	Name of the students	Description						
		a	b	c	d	e	f	g

Note:

- a. Students gave attention to teacher’s explanation.
- b. Students showed their activeness in classroom using Question Answer Relationship Strategy.
- c. Students’ participation in classroom activities.
- d. Students could use Question Answer Relationship Strategy to understand the material.
- e. Students could mention the component of Question Answer Relationship Strategy.
- f. Students could explain every level of question using Question Answer Relationship Strategy.
- g. Students could do their test individually using Question Answer Relationship Strategy.

The criteria of Scoring were:

- a. Score 1 if the students’ participation is little
- b. Score 2 if the students’ participation is enough
- c. Score 3 if the students’ participation is good
- d. Score 4 if the students’ participation is very good (Ruth, 1992: 103)

## **2. Test**

Test is an instrument used to measure to extend of the subjects' understanding of the material provided. The test was in the form of essay test consisting of ten numbers. In D-test, test cycle 1, test cycle 2, there were one question for literal and one question for interpretive.

### **E. Data Collection Procedure**

The data was obtained for analysis in this study involving participation of the eleventh grade students of SMA NEGERI 10 SUNGGUMINASA in learning reading comprehension using question answer relationship strategy. The data was obtained by collecting the result from observation, D-test, test cycle 1, and test cycle 2. Therefore, there were considerably four kinds of raw scores obtain for the present class action study.

#### **1. Observation**

This researcher used observation guide to observe the classroom. In selecting an observation scheme, it was necessary to match the purpose of the research. The researcher used the instrument of observation to know the students' participation.

The researcher was observed students' activities in teaching learning process and while they are doing assignment in each meeting (8 meetings). There are many aspects that were observed by the researcher and the teacher such as students' attention, students' ability to mention QAR, students' ability to use QAR, students' activeness in doing task individually or group.

## **2. Reading Test**

D-test in the form of text and ten questions was given to find the existing subjects' ability in reading comprehension. The question about main idea was at number 8 and the question about conclusion was at number 10. D-test was conducted before the treatment was carry out to find the existing subjects' ability in reading comprehension and to know the problems that the subjects faced. The researcher asked the subjects to answer the questions based on the topic given by the researcher. The score of D-test was showed the basic ability of the subjects in reading comprehension.

Post test cycle 1 and 2 was given in the end of each cycle after teaching reading to the subjects through question-answer relationship strategy to improve the ability of eleventh grade students of SMA NEGERI 10 GOWA in reading comprehension. Post test cycle 1 and 2 consisted of ten questions. The score of cycle 2 was indicated the subjects' improvement in reading comprehension and post test cycle 2 was used to know the result of the action.

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

The most important data required to answer the researcher question under study was collects through administering D-test, post test cycle 1 and post test cycle 2 to the subjects under study, the eleventh grade students of SMA NEGERI 10 GOWA.

### **1. Observation**

Calculate the percentage of the students' participation, the formula which was uses as follows:

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

Notation:

P : Rate Percentage

F : Frequency of the students' achievement

N : The Total Number of Students (Sudjana 1999: 85)

## 2. Reading Test

Calculating the scores using the following simple formula:

$$\text{A Student's Score} = \frac{\text{The gain score}}{\text{The maximum score}} \times 10$$

(Heaton, 1989: 146)

## 3. Meanscore

$$M = \frac{\sum X}{N}$$

Note:

M = the mean score

$\sum X$  = the sum of total score

N = the total number of subjects under study

(Gay 1981: 98)



#### 4. Improvement

The researcher found the improvement's percentage of students' writing achievement after using service learning approach. The formula as follows:

$$P = \frac{X_2 - X_1}{X_1} \times 100 \%$$

Where:

P = the percentage of the students' improvement

X<sub>1</sub> = the mean score of pre-test

X<sub>2</sub> = the mean score of post-test

(Arikunto, 2015)

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter presents the finding and discussion of the research. The finding consist of the data obtained through achievement test to see the students' achievement after being taught the materials of reading comprehension through Question-Answer Relationship Strategy, data collected through observation and evaluation to see the students' improvement in learning reading comprehension after given treatment in the first and second cycles of the research.

#### **A. Findings**

The results of the data findings found that teaching reading comprehension through Question-Answer Relationship (QAR) Strategy can improve the students' achievement in literal comprehension and also can improve the students' achievement in interpretive comprehension. In the further interpretation of the data analysis were given below:

##### **1. The Improvement of the Students' Literal Comprehension**

The improvement of the students' literal comprehension, which focused on main ideas as indicators in XI MIA 4 class of SMA Negeri 10 Gowa as result of the students' assessment of Diagnostic-Test, cycle I and cycle II can be seen clearly in the following table:

**Table 2. The Improvement of the Students' Literal Comprehension**

Indicators	The Student' Score			Improvement		
	D-Test	Cycle I	Cycle II	DT→CI (%)	CI→CII (%)	DT →CII (%)
Main Ideas	48.83	56.6	73.27	7.77%	16.67%	24.44%

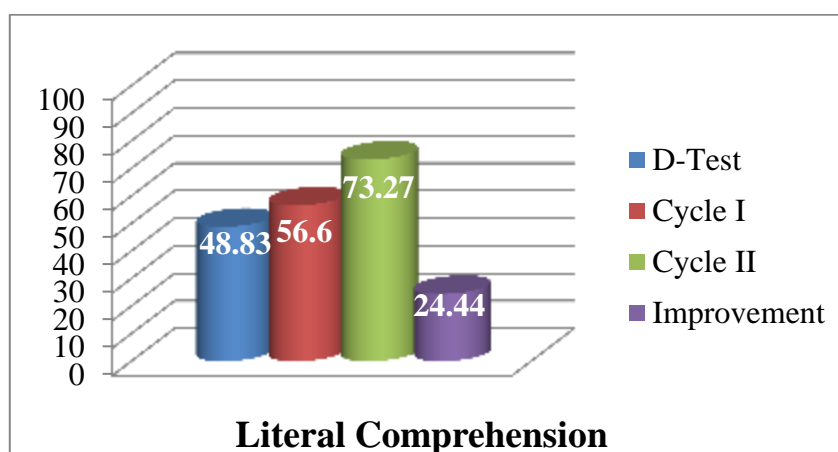
The table above indicates that there is the improvement of the students' literal comprehension from Diagnostic-Test to cycle I and cycle II (48.83 < 56.6 < 73.27) in which Diagnostic-Test of the students' mean score achievement in literal comprehension is 48.83 because the students are still confused determine the main ideas, after evaluation in cycle I, the students' literal comprehension becomes 56.6, so the improvement of the students' literal comprehension achievement from Diagnostic-Test to cycle I is 7.77%

There is also a significant improvement of the students' literal comprehension from cycle I to cycle II where the students' literal comprehension in cycle I is 56.6 and in cycle II is 73.27. Thus, the improvement of students' literal comprehension achievement from cycle I to cycle II is 16.67%.

The table above proves that the use of question-answer relationship strategy in teaching and learning process is able to improvement of students' literal comprehension after taking action in cycle I and cycle II in which the students' achievement in cycle II is the highest (73.27 > 56.6 > 48.83) and the

improvement of students' literal comprehension from diagnostic – test to cycle II is 24.44%.

To see clearly the improvement of the students' literal comprehension, the following chart is presented:



**Graphic 1. The Improvement of the Students' Literal Comprehension**

The chart above shows the improvement of the students' literal comprehension in which cycle II is higher (73.27) than that in cycle I (56.6) and Diagnostic -Test (48.83). ( $73.27 > 56.6 > 48.83$ ). It also shows that the result of Diagnostic-Test is the lowest mean score achievement. After evaluation in cycle I and cycle II, there is significant improvement of the students' literal comprehension. The improvement is shown clearly in the chart above that is 24.44%.

## **2. The Improvement of the Students' Interpretive Comprehension**

The improvement of the students' interpretive comprehension, which focused on conclusion as indicators in XI MIA 4 class of SMA Negeri 10 Gowa as result

of the students' assessment of Diagnostic-Test, cycle I and cycle II can be seen clearly in the following table:

**Table 3. The improvement of the students' interpretive comprehension**

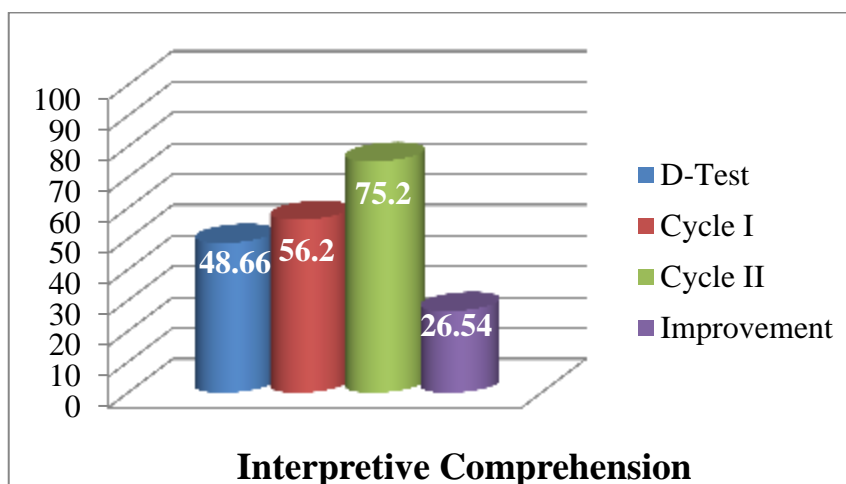
Indicators	The Student' Score			Improvement		
	D-Test	Cycle I	Cycle II	DT→CI %	CI→CII %	DT →CII %
Conclusion	48.66	56.2	75.2	7.54%	19%	26.54%

The table above indicates that there is the improvement of the students' interpretive comprehension from D-Test to cycle I and cycle II (48,66 < 56.2 < 75.2), in which D-Test the students' score achievement in interpretive comprehension is 48,66. After evaluation in cycle I the students' interpretive comprehension becomes 56.2, so the improvement of students' interpretive comprehension achievement from D-Test to cycle I is 7.54%.

There is also a significant improvement of students' interpretive comprehension from cycle I to cycle II where the students' interpretive comprehension in cycle I is 56.2 and in cycle II is 75.2. Thus, the improvement of students' interpretive comprehension achievement from cycle I to cycle II is 19%.

The table above shows that there is significant improvement of students' interpretive comprehension after taking action in cycle I and cycle II through the application of question-answer relationship strategy. The improvement of students' interpretive comprehension from diagnostic – test to cycle II is 26.54%.

To see clearly the percentage score improvement of the students' interpretive comprehension following chart is presented:



**Graphic 2. The Improvement of the Students' Interpretive Comprehension**

The chart above shows the improvement of the students' interpretive reading comprehension in cycle II is higher (75.2) than that in cycle I (56.2) and D-Test (48.66). It also shows that the result of D-Test is the lowest achievement. ( $48.66 < 56.2 < 75.2$ ). After evaluation in cycle I and cycle II, there is significant improvement of the students' interpretive reading comprehension that shown clearly in the chart after taking an action in cycle through question-answer relationship strategy that is 26.54%.

### **3. The Improvement of the Students' Reading Comprehension**

The improvement of the students' reading comprehension, which focused on literal comprehension and interpretive comprehension as subject in XI MIA 4 class of SMA NEGERI 10 GOWA as result of the students' assessment of Diagnostic-Test, cycle I and cycle II can be seen clearly in the following table:

**Table 4. The improvement of the students' reading comprehension**

N0	Indicators	The Student' Score			Improvement		
		D-Test	Cycle I	Cycle II	DT→CI %	CI →CII %	DT →CII %
1	Literal	48.83	56.6	73.27	7.77%	16.67%	24.44%
2	Interpretive	48.66	56.2	75.2	7.54%	19%	26.54%
	$\sum X$	97.49	112.8	148.47	15.31	37.67%	52.98%
	$\bar{X}$	48.74	56.4	74.23	7.66%	17.83%	25.49%

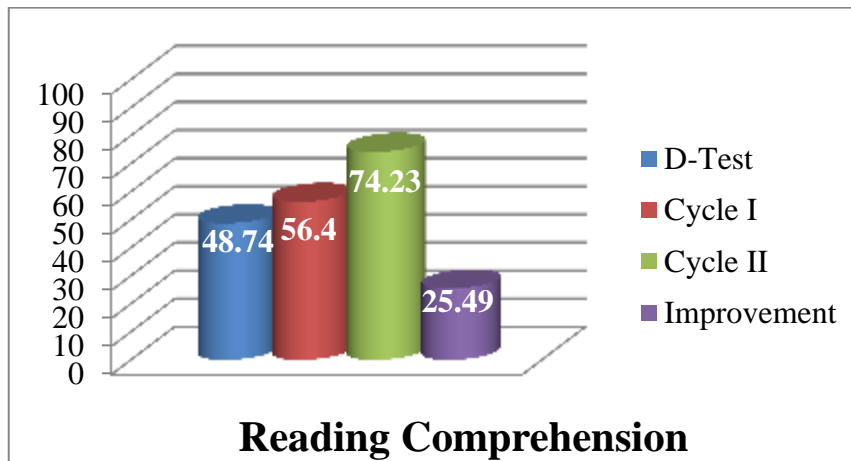
The table above indicates that there is improvement of the students' reading comprehension from D-Test to cycle I and cycle II, which in D-Test the students' mean score achievement in reading comprehension is 48.74. After evaluation in cycle I the students' reading comprehension becomes 56.4. Thus, the improvement of students' reading comprehension achievement from D-Test to cycle I is 7.66%.

There is also a significant improvement of students reading comprehension from cycle I to cycle II where the students' reading comprehension in cycle I is 56.4, and in cycle II is 74.23 and the improvement of students' reading comprehension achievement from cycle I to cycle II is 17.83%.

The table above proves that the use of question-answer relationship strategy in teaching and learning process is able to improvement of students'

reading comprehension after taking action in cycle I and cycle II where the students' achievement in cycle II is the highest ( $74.23 > 56.4 > 48.74$ ) and the improvement of students' reading ability from diagnostic – test to cycle II is 25.49%.

To see clearly the improvement of the students' reading comprehension, following chart is presented:



**Graphic 3. The improvement of the students' reading comprehension**

The chart above shows the improvement of the students' reading comprehension in cycle II is higher ( $74.23$ ) than that in cycle I ( $56.4$ ) and D-Test  $48.74$ . ( $74.23 > 56.4 > 48.74$ ). It also shows that the result of Diagnostic -Test is the lowest achievement. After evaluation in cycle I and cycle II, there is significant improvement of the students' reading comprehension. The improvement is shown clearly in the chart above that is 25.49%.



#### 4. The Result of the Students' Participation in Teaching and Learning Process

The result observation of the students' participation in teaching and learning process toward the use of Question-Answer Relationship (QAR) strategy in improving the students' reading comprehension at the eleventh grade students of SMA Negeri 10 Gowa in class XI MIA 4 which was conducted in 2 cycles during 8 meetings is taken through observation sheet. It can be seen clearly through the following table:

**Table 5.1: The Percentage of the Students' Participation Teaching Learning Process in Cycle I**

NO	Classification	Score	Cycle I	
			Frequency	%
1	Very Good	3.6-4.00	0	0%
2	Good	2.6-3.5	2	7%
3	Enough	1.6-2.5	28	93%
4	Little	0-1.5	0	0%
<b>Total</b>			<b>30</b>	<b>100%</b>

Table 5.1 shows that from 30 students who followed the Cycle I 0 (0%) student's participation was little, 28 (93%) students' participation were enough, 2 (7%) student participation were good and 0 (0%) student's participation was very good. It means that the students' participation in cycle I still low because 93% students' participation was enough.

**Table 5.2: The Percentage of the Students' Participation Teaching Learning Process in Cycle II**

NO	Classification	Score	Cycle II	
			Frequency	%
1	Very Good	3.6-4.00	0	0%
2	Good	2.6-3.5	26	86.7%
3	Enough	1.6-2.5	4	13.3%
4	Little	0-1.5	0	0%
<b>Total</b>			<b>30</b>	<b>100%</b>

Table 5.2 shows that from 30 students who followed the Cycle II 0 (0%) students' participation were little, 4 (13.3%) students' participation were enough, 26 (86.7%) students' participation was good and 0 (0%) student's participation was very good. It means that the students' participation in cycle II were good because 86.7% students' participation in teaching learning process using question-answer relationship strategy were good.

## **B. Discussions**

Fard (2014) in his thesis found that a statistically significant difference among the reading comprehension of the experimental group and the control group in their posttest scores. The results of this study cater for several incentives for the researchers in the fields of applied linguistics, psychologists, language teaching methodology, English for Specific or Academic Purpose (ESP/EAP), and many other language-related areas of interest who are interested in improving reading comprehension ability of EFL students.

Rothong (2013) in her thesis found that the mean score of the reading comprehension posttest was higher than the mean score of the pretest at the significant level of 0.05. The students had positive attitude towards English reading and the interest in answering reading questions had increased considerably.

Wahyuni (2014) in her thesis found that from the pre-test, post-test 1, post-test 2, post-test 3, and post-test 4 where their results were 39.02, 53.9, 69.58, 74.72, and 79.03. In the first cycle, there were no subjects who achieved the minimum passing grade in post-test 1 and 11 subjects who achieved the minimum passing grade in post-test 2. Then, in the post-test of cycle II, the subjects' achievement increased significantly. There were 25 subjects who achieved the minimum passing grade in the first post-test of cycle II. Then, in the last post-test of cycle II, there were 31 subjects who achieved the minimum passing grade. In addition, the mean score and the subjects who achieved the minimum passing grade in the posttest 4 was much higher than pre-test, post-test 1, post-test 2, and post-test 3.

Stafford (2012) in his thesis found that the QAR treatment did not increase students' ability to accurately answer comprehension questions. Between the pre- and posttests, scores in both groups decreased. In order to further evaluate student learning in the experimental group, students participated in a post-knowledge survey which mirrored the prior knowledge survey administered as a pretest. Survey results indicated that although the experimental group students did not

gain a working knowledge of the strategy, they did gain a basic understanding of the taxonomy.

Based on the previous findings above the researcher explains that her research is different from Tammy, his writing concern to students' ability to accurately answer comprehension questions. The other finding by Mehrnaz Hosseini Fard, his thesis research was only concern to analyze the effect of question-answer relationship (QAR) strategy on first grade high School EFL students' reading comprehension. Miss Apaporn Rothong concern to find out the effect of reading instruction using question-answer relationship (qar) and reading strategies on reading comprehension ability of eleventh grade students. While NI Made Wahyuni concern to improving reading comprehension through question-answering instruction. The similarities of these research is to improving students' reading comprehension. While this study aims to improve students' reading comprehension using a question and answer relationship strategy focused on literal (main ideas) and interpretive (conclusion) comprehension.

In this part, the discussion dealing with the interpretation of findings derived from the result of findings about the observation result of the students' reading comprehension in terms of literal comprehension dealing with the main ideas and interpretive reading comprehension dealing with conclusion.

### **1. The Improvement of the Students' Literal comprehension dealing with the main ideas.**

The application of Question-Answer Relationship (QAR) Strategy in improving the students' literal comprehension in terms of main ideas can be seen

the difference by considering the result of the students' Diagnostic Test and the students' achievement after taking action in cycle I and II through the application of Question-Answer Relationship (QAR) Strategy in teaching and learning process.

## **2. The Improvement of the students' Interpretive Comprehension dealing with Conclusion.**

The application of Question-Answer Relationship (QAR) Strategy in improving the students' interpretive comprehension in terms of conclusion can be seen the difference clearly by considering the result of the students' diagnostic test and result of the students' test in cycle I and II after using Question-Answer Relationship (QAR) Strategy.

## **3. The Improvement of the Students' Reading Comprehension dealing with the Students' Literal Reading Comprehension and Students' Interpretive Reading Comprehension.**

The result of the data analysis through the reading test shows the students' reading comprehension in terms of literal and interpretive improves significantly. It is indicated by the mean score of result of the students' D-Test is 48.74. It is also lower than the mean score of the students' reading test in cycle I that is 56.4 and cycle II is 74.23. Those scores are got from the result test of the students' literal reading comprehension and interpretive reading comprehension.

- a. The students' literal reading comprehension at the eleventh year students' of SMA Negeri 10 Gowa, class XI MIA 4 in 2017/2018 academic year through Question-Answer Relationship (QAR) Strategy.

The indicator of the main ideas of the students' literal reading comprehension in the first cycle has improved from Diagnostic test. The improvement can be seen after testing and observing the students where the improvement of the students' main ideas is 7.77% and the students' main ideas mean score is 48.83. In cycle II, the students' main ideas also improves from Cycle I to cycle II where the improvement is 16.67% and the students' mean score is 73.27.

- b. The students' interpretive reading comprehension at the eleventh year students' of SMA Negeri 10 Gowa, class XI MIA 4 in 2017/2018 academic year through Question-Answer Relationship (QAR) Strategy.

In the first cycle, the students' conclusion in reading is not bad. The result of the students' improvement of conclusion can be seen after testing and observing (reading test of first cycle), whereas the mean score achievement is 56.2. It is indicated that there is an improvement from diagnostic test to cycle I about 7.54% because the students' mean score in diagnostic test is only 48.66. Because of the target was not achieved in the first cycle, researcher worked hard in the second cycle to reach the target and try to evaluate the weakness in the first cycle. After testing and observing in the second cycle, the student' conclusion really has a good improvement where the improvement is about 19%. Because of the target score has been achieved, the research is not continued to the third cycle.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusions**

Based on the research findings and discussions in the previous chapter, the following conclusions are presented:

1. The use of Question-Answer Relationship (QAR) Strategy in presenting the reading comprehension material at the XI-MIA 4 class students of SMA Negeri 10 Gowa improves the students' achievement significantly. The findings indicate that the mean score of the students' reading comprehension in terms of literal comprehension dealing with the main ideas and interpretive reading comprehension dealing with conclusion in cycle II is greater than the mean score of test in cycle I ( $74.23 > 56.4$ ) and the improvement of reading comprehension is 25.49%
2. The use of Question-Answer Relationship (QAR) Strategy is able to improve the students' literal comprehension at the students of XI-MIA 4 class students of SMA Negeri 10 Gowa.
3. The use of Question-Answer Relationship (QAR) Strategy is able to improve the students' interpretive comprehension at the students of XI-MIA 4 class students of SMA Negeri 10 Gowa.

## **B. Suggestions**

Based on the conclusion above, the researcher addresses the following suggestion and recommendation.

1. It is suggested that the teachers, especially those who teach English of the senior high school they use Question-Answer Relationship (QAR) Strategy as one alternative among other teaching methods that can be used in teaching reading comprehension.
2. It is suggested that the English teachers use Question-Answer Relationship (QAR) Strategy in presenting the reading comprehension materials, because it is effective to improve the students' achievement.
3. For the teachers, they can attempt to call up the entire ability to increase the learning process by doing or using Classroom Action Research in other classes.
4. For next researcher, they use Question-Answer Relationship (QAR) Strategy in doing researching in the other variables, such as Summarize, critical reading etc.



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## Appendix I: Documentation





## **Appendix II : Instrument**

### **DIAGNOSTIC-TEST**

**Name :**

**Class :**

**Read the text silently and carefully and answer the questions based on the following text!**

Family and Nina live in a small house. It has six rooms in my house; there are three bedrooms, a living room, a bathroom, and a kitchen. Although Nina's house is small but she likes living in here for fill out her spare time. When the door is open, she can see the living room. It is so small with four chairs and a table, nothing else. She prefers reading a book in this room.

Nina's bedroom is in the left side of the living room. In this room, there are some equipment such as a TV, a table, a radio, and a computer. When being bored of reading, she usually plays online games, chat with her friends via Facebook and so on. In the right side of the living room there is the kitchen. In the kitchen she has everything when she gets hungry. It is very pleasure when Nina mother cooks and the smell fills her whole house. She knows it is a very small house but it is the best place she has ever seen.

1. What is the text about?
2. How many rooms are in Nina's house?
3. What does Nina do in her living room?
4. Who is staying in a small house?
5. What does Nina do when she feels bored of reading?
6. She knows it is a very small house but it is the best place she has ever seen.

What is antonym of the word "small"?

7. What does she do if she gets hungry?
8. What is the main idea of the first paragraph?
9. Can she find some equipments in the living room?
10. Make the conclusion of the text above by on your own words!

## **Instrument Test Cycle 1**

### **Narrative Text**

#### **The Story of the Smart Parrot**

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it. It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano. The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Say Catano, or I will kill you!" but the parrot would not say it. Then the man got to so angry that the shouted over and over, "Say Catano, or I'll kill you!" but the bird would not talk.

One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. "You are more stupid than the chickens. Soon I will eat them, and I will eat you, too." In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left.

The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw! He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "Say Catano, or I'll kill you!"

#### **Read the text and answer the following questions !**

1. Where does the story take place?
2. What is the word that the parrot cannot say?
3. How often did the owner teach the bird how to say the word?
4. What does the man do to the bird because the bird cannot say the name of a place?
5. What is the story about?

6. "It was very, very smart".

The underlined word refers to ...

7. "The parrot was very, very smart"

The word 'smart' means ....

8. "The parrot was screaming at the fourth chickens"

What does the underlined word mean?

9. What is the main ideas of the text above?

10. Make the conclusion of the text above based on your own!

(Adapted from <https://kumpulan-soal-dan-jawaban.blogspot.co.id/2015/05/soal-narrative-tentang-smart-parrot.html>)

## **Instrument Test Cycle 2**

### **Narrative Text**

#### **Armadillo**

There once lived an armadillo who loved music more than anything else in the world. After every rainfall, the armadillo would drag his shell over to the large pond filled with frogs and he would listen to the big green frogs singing back and forth, back and forth to each other in the most amazing voices.

"Oh," thought the armadillo, "Oh how I wish I could sing."

The armadillo would creep to the edge of the water and watch the frogs leaping and swimming in a frantic green ballet, and they would call back and forth, back and forth in beautiful, musical tones. He loved to listen to the music they made as they spoke, though he didn't understand their words; which was just as well - for the frogs were laughing at this funny animal that wanted so badly to sing like a frog.

"Don't be ridiculous," sang the frogs as they played. "Armadillos can't sing."

Then one day a family of crickets moved into a new house near the armadillo, and he was amazed to hear them chirp and sing as merrily as the frogs. He would creep next to their house and listen and listen all day, all night for their musical sounds.

"Oh," sighed the armadillo, "Oh how I wish I could sing."

"Don't be ridiculous," sang the crickets in their dulcet tones. "Armadillos can't sing."

But the armadillo could not understand their language, and so he just sighed with longing and listened to their beautiful voices laughing at him.

Then one day a man came down the road carrying a cage full of canaries. They were chirping and flittering and singing songs that were more beautiful even than those of the crickets and the frogs. The armadillo was entranced. He followed the man with the cage down the road as fast as his little legs would carry him, listening to the canaries singing.

"Oh," gasped the armadillo, "Oh how I wish I could sing."

Inside the cage, the canaries twittered and giggled. "Don't be ridiculous," sang the canaries as they flapped about. "Armadillos can't sing."



1. Why did the armadillo like to drag himself into pond when raining?
2. "Oh," thought the armadillo, "Oh how I wish I could sing.". From the sentence we know that?
3. He loved to listen to the music they made. The word "they" refer to? (Paragraph 2)
4. Why the frogs were laughing at the armadillo?
5. Don't be ridiculous". The word "ridiculous can be best replaced with..
6. Why did the armadillo still listen to frogs and crickets even though they were laughing at him?
7. ...would carry him. (Paragraph 4). The word "him" refer to...
8. What is the main idea of paragraph 3?
9. The canaries' singing is... the frog and crickets' singing.
10. Make the conclusion of the text base on your own words!

## **Appendix III : Lesson Plan and Teaching Materials**

### **RENCANA PELAKSANAAN PEMBELAJARAN (RRP)**

Nama Sekolah	: SMA Negeri 10 Gowa
Mata Pelajaran	: Bahasa Inggris
Kelas / Semester	: XI / I
Aspek / Skill	: Reading
Alokasi Waktu	: 2 x 40 Menit

#### **Standar Kompetensi**

Memahami makna teks tulis fungsional pendek dan esei sederhana berbentuk *recount*, *narrative* dan *procedure* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

#### **Kompetensi Dasar**

5.2. Merespon makna dan langkah retorika teks tulis esei secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: *recount*, *narrative*, dan *procedure*.

#### **Tujuan Pembelajaran**

Pada akhir pembelajaran siswa dapat menentukan main idea dan memberikan kesimpulan dari teks bacaan.

#### **Indikator**

- a. Menentukan main idea dari teks bacaan
- b. Membuat kesimpulan dari teks bacaan
- c. Menjawab pertanyaan berdasarkan teks bacaan yang telah dibaca.

#### **Sumber belajar**

Teks bacaan bahasa inggris

#### **Materi Ajar**

Teks Bacaan

#### **Metode Pembelajaran**

QAR (Question-Answer Relationship)

## Langkah – langkah Pembelajaran :

- Kegiatan awal :
  1. Mengkondusifkan kelas untuk mengikuti proses pembelajaran.
  2. Salam dan tegur sapa
  3. Menyampaikan tujuan pembelajaran
- Kegiatan Inti :
  1. Menjelaskan metode QAR
  2. Memberikan materi berupa teks bacaan
  3. Mengaplikasikan metode QAR
    - a. Memberikan bacaan sesuai tingkat kecerdasan siswa
    - b. Memberikan waktu selama 15-20 menit
    - c. Pada 20-25 menit berikutnya, kegiatan diatur oleh guru sebagai tindak lanjut. Sebagai tindak lanjutnya:
      1. Guru mendiskusikan isi bacaan bersama siswa
      2. Memberikan penjelasan yang memadai dan mengajukan beberapa pertanyaan yang berhubungan dengan bacaan.
      3. Guru meminta siswa membuat sebuah laporan tertulis tentang apa yang telah dibaca berupa kesimpulan atau rangkuman.
- Kegiatan akhir
  1. Menanyakan kesulitan yang dihadapi oleh siswa
  2. Menyimpulkan materi pembelajaran
  3. Mengevaluasi siswa.

## Penilaian

- a. Teknik : tulisan
- b. Bentuk : menjawab sesuai teks bacaan
- c. Evaluasi  
Answer the Question!
  1. What is the main ideas of the text above?
  2. What did the traveler want?
  3. Where does the story take place?
  4. Why did the traveler become annoyed?
  5. How did he speak when he lost his temper?
  6. How did the clerk speak when he finally understood what the traveler wanted?
  7. What is the "Morrow" of the story?
  8. Make the conclusion of the test above of based on your own?
  9. a. Have you ever travelled by train?  
b. where and when?
  10. a. Do you like travelling by train?  
b. Why?
- d. Aspek penilaian

Jumlah soal adalah 10, setiap nomor mendapatkan point 1, dan jawaban yang salah tidak memperoleh point.

Gowa, Maret 2017

**Guru Kelas**

**Mahasiswa**

**A. Kamariah, S.Pd., M.Pd.**  
**NIP. 198508152009012009**

**Eka Uswatun Hasanah**

## **RENCANA PELAKSANAAN PEMBELAJARAN (RRP)**

Nama Sekolah : SMA Negeri 10 Gowa  
Mata Pelajaran : Bahasa Inggris  
Kelas / Semester : XI / I  
Aspek / Skill : Reading  
Alokasi Waktu : 2 x 40 Menit

### **Standar Kompetensi**

Memahami makna teks tulis fungsional pendek dan esei sederhana berbentuk *recount*, *narrative* dan *procedure* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

### **Kompetensi Dasar**

5.2. Merespon makna dan langkah retorika teks tulis esei secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: *recount*, *narrative*, dan *procedure*.

### **Tujuan Pembelajaran**

Pada akhir pembelajaran siswa dapat menentukan main idea dan memberikan kesimpulan dari teks bacaan.

### **Indikator**

- a. Menentukan main idea dari teks bacaan
- b. Membuat kesimpulan dari teks bacaan
- c. Menjawab pertanyaan berdasarkan teks bacaan yang telah dibaca.

### **Sumber belajar**

Teks bacaan bahasa inggris

### **Materi Ajar**

Teks Bacaan

### **Metode Pembelajaran**

QAR (Question-Answer Relationship)

### **Langkah – langkah Pembelajaran :**

- Kegiatan awal :

1. Mengkondusifkan kelas untuk mengikuti proses pembelajaran.
  2. Salam dan tegur sapa
  3. Menyampaikan tujuan pembelajaran
- Kegiatan Inti :
    1. Menjelaskan metode QAR
    2. Memberikan materi berupa teks bacaan
    3. Mengaplikasikan metode QAR
      - a. Memberikan bacaan sesuai tingkat kecerdasan siswa
      - b. Memberikan waktu selama 15-20 menit
      - c. Pada 20-25 menit berikutnya, kegiatan diatur oleh guru sebagai tindak lanjut. Sebagai tindak lanjutnya:
        1. Guru mendiskusikan isi bacaan bersama siswa
        2. Memberikan penjelasan yang memadai dan mengajukan beberapa pertanyaan yang berhubungan dengan bacaan.
        3. Guru meminta siswa membuat sebuah laporan tertulis tentang apa yang telah dibaca berupa kesimpulan atau rangkuman.
  - Kegiatan akhir
    1. Menanyakan kesulitan yang dihadapi oleh siswa
    2. Menyimpulkan materi pembelajaran
    3. Mengevaluasi siswa.

### Penilaian

- a. Teknik : tulisan
- b. Bentuk : menjawab sesuai teks bacaan
- c. Evaluasi
 

Answer the Question!

  1. What is the main idea of the text above?
  2. Why wasn't the old man happy?
  3. How did he wish to see his sons?
  4. What did he bring home? Why?
  5. Make the conclusion of the text base on your own words?
- d. Aspek penilaian
 

Jumlah soal adalah 5, setiap nomor mendapatkan point 1, dan jawaban yang salah tidak memperoleh point.

Gowa, April 2017

**Guru Kelas**

**Mahasiswa**

**A. Kamariah, S.Pd., M.Pd.**  
**NIP. 198508152009012009**

**Eka Uswatun Hasanah**

## **RENCANA PELAKSANAAN PEMBELAJARAN (RRP)**

Nama Sekolah : SMA Negeri 10 Gowa  
Mata Pelajaran : Bahasa Inggris  
Kelas / Semester : XI / I  
Aspek / Skill : Reading  
Alokasi Waktu : 2 x 40 Menit

### **Standar Kompetensi**

Memahami makna teks tulis fungsional pendek dan esei sederhana berbentuk *recount*, *narrative* dan *procedure* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

### **Kompetensi Dasar**

5.2. Merespon makna dan langkah retorika teks tulis esei secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: *recount*, *narrative*, dan *procedure*.

### **Tujuan Pembelajaran**

Pada akhir pembelajaran siswa dapat menentukan main idea dan memberikan kesimpulan dari teks bacaan.

### **Indikator**

- d. Menentukan main idea dari teks bacaan
- e. Membuat kesimpulan dari teks bacaan
- f. Menjawab pertanyaan berdasarkan teks bacaan yang telah dibaca.

### **Sumber belajar**

Teks bacaan bahasa inggris

### **Materi Ajar**

Teks Bacaan

### **Metode Pembelajaran**

QAR (Question-Answer Relationship)

### **Langkah – langkah Pembelajaran :**

- Kegiatan awal :

4. Mengkondusifkan kelas untuk mengikuti proses pembelajaran.
  5. Salam dan tegur sapa
  6. Menyampaikan tujuan pembelajaran
- Kegiatan Inti :
    4. Menjelaskan metode QAR
    5. Memberikan materi berupa teks bacaan
    6. Mengaplikasikan metode QAR
      - d. Memberikan bacaan sesuai tingkat kecerdasan siswa
      - e. Memberikan waktu selama 15-20 menit
      - f. Pada 20-25 menit berikutnya, kegiatan diatur oleh guru sebagai tindak lanjut. Sebagai tindak lanjutnya:
        4. Guru mendiskusikan isi bacaan bersama siswa
        5. Memberikan penjelasan yang memadai dan mengajukan beberapa pertanyaan yang berhubungan dengan bacaan.
        6. Guru meminta siswa membuat sebuah laporan tertulis tentang apa yang telah dibaca berupa kesimpulan atau rangkuman.
  - Kegiatan akhir
    4. Menanyakan kesulitan yang dihadapi oleh siswa
    5. Menyimpulkan materi pembelajaran
    6. Mengevaluasi siswa.

### Penilaian

- e. Teknik : tulisan
- f. Bentuk : menjawab sesuai teks bacaan
- g. Evaluasi
 

Answer the Question!

  1. What is Brown like?
  2. How often does Nina take her dogs to the veterinarian?
  3. Why does Nina keep dogs as her pets?
  4. What is the suitable title of the text about?
  5. He is short with long body, four strong legs and brown colour. What is antonym of the word "long"?
  6. They can also catch a ball with their mouth. What does the word "their" refer to?
  7. How many dogs does Nina have?
  8. What does she do after bathing her dog?
  9. What is the main idea of the text above?
  10. Make the conclusion of the text base on your own words!
- h. Aspek penilaian
 

Jumlah soal adalah 10, setiap nomor mendapatkan point 1, dan jawaban yang salah tidak memperoleh point.



Gowa, April 2017

**Guru Kelas**

**Mahasiswa**

**A.Kamariah, S.Pd.,M.Pd.  
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## **RENCANA PELAKSANAAN PEMBELAJARAN (RRP)**

Nama Sekolah : SMA Negeri 10 Gowa  
Mata Pelajaran : Bahasa Inggris  
Kelas / Semester : XI / I  
Aspek / Skill : Reading  
Alokasi Waktu : 2 x 40 Menit

### **Standar Kompetensi**

Memahami makna teks tulis fungsional pendek dan esei sederhana berbentuk *recount*, *narrative* dan *procedure* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

### **Kompetensi Dasar**

5.2. Merespon makna dan langkah retorika teks tulis esei secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: *recount*, *narrative*, dan *procedure*.

### **Tujuan Pembelajaran**

Pada akhir pembelajaran siswa dapat menentukan main idea dan memberikan kesimpulan dari teks bacaan.

### **Indikator**

- g. Menentukan main idea dari teks bacaan
- h. Membuat kesimpulan dari teks bacaan
- i. Menjawab pertanyaan berdasarkan teks bacaan yang telah dibaca.

### **Sumber belajar**

Teks bacaan bahasa inggris

### **Materi Ajar**

Teks Bacaan

### **Metode Pembelajaran**

QAR (Question-Answer Relationship)

### **Langkah – langkah Pembelajaran :**

- Kegiatan awal :

7. Mengkondusifkan kelas untuk mengikuti proses pembelajaran.
  8. Salam dan tegur sapa
  9. Menyampaikan tujuan pembelajaran
- Kegiatan Inti :
    7. Menjelaskan metode QAR
    8. Memberikan materi berupa teks bacaan
    9. Mengaplikasikan metode QAR
      - g. Memberikan bacaan sesuai tingkat kecerdasan siswa
      - h. Memberikan waktu selama 15-20 menit
      - i. Pada 20-25 menit berikutnya, kegiatan diatur oleh guru sebagai tindak lanjut. Sebagai tindak lanjutnya:
        7. Guru mendiskusikan isi bacaan bersama siswa
        8. Memberikan penjelasan yang memadai dan mengajukan beberapa pertanyaan yang berhubungan dengan bacaan.
        9. Guru meminta siswa membuat sebuah laporan tertulis tentang apa yang telah dibaca berupa kesimpulan atau rangkuman.
  - Kegiatan akhir
    7. Menanyakan kesulitan yang dihadapi oleh siswa
    8. Menyimpulkan materi pembelajaran
    9. Mengevaluasi siswa.

### Penilaian

- i. Teknik : tulisan
- j. Bentuk : menjawab sesuai teks bacaan
- k. Evaluasi
 

Answer the Question!

  - What is the main idea of the first paragraph?
  - How far was he from the place he wanted to go?
  - Why did he want to take a becak?
  - How much did the becak driver want?
  - Why did he think the price was too high?
  - What did he say to the driver?
  - What was the becak driver's reply?
  - How often do you take a becak ?
  - How much do you feel you should pay for a one kilometer ride?
  - Make the conclusion of the text base on your own words!
- l. Aspek penilaian
 

Jumlah soal adalah 10, setiap nomor mendapatkan point 1, dan jawaban yang salah tidak memperoleh point.

Gowa, April 2017

**Guru Kelas**

**Mahasiswa**

**A.Kamariah, S.Pd.,M.Pd.  
NIP. 198508152009012009**

**Eka Uswatun Hasanah**

## **RENCANA PELAKSANAAN PEMBELAJARAN (RRP)**

Nama Sekolah : SMA Negeri 10 Gowa  
Mata Pelajaran : Bahasa Inggris  
Kelas / Semester : XI / I  
Aspek / Skill : Reading  
Alokasi Waktu : 2 x 40 Menit

### **Standar Kompetensi**

Memahami makna teks tulis fungsional pendek dan esei sederhana berbentuk *recount*, *narrative* dan *procedure* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

### **Kompetensi Dasar**

5.2. Merespon makna dan langkah retorika teks tulis esei secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: *recount*, *narrative*, dan *procedure*.

### **Tujuan Pembelajaran**

Pada akhir pembelajaran siswa dapat menentukan main idea dan memberikan kesimpulan dari teks bacaan.

### **Indikator**

- j. Menentukan main idea dari teks bacaan
- k. Membuat kesimpulan dari teks bacaan
- l. Menjawab pertanyaan berdasarkan teks bacaan yang telah dibaca.

### **Sumber belajar**

Teks bacaan bahasa inggris

### **Materi Ajar**

Teks Bacaan

### **Metode Pembelajaran**

QAR (Question-Answer Relationship)

### **Langkah – langkah Pembelajaran :**

- Kegiatan awal :

10. Mengkondusifkan kelas untuk mengikuti proses pembelajaran.
  11. Salam dan tegur sapa
  12. Menyampaikan tujuan pembelajaran
- Kegiatan Inti :
    10. Menjelaskan metode QAR
    11. Memberikan materi berupa teks bacaan
    12. Mengaplikasikan metode QAR
      - j. Memberikan bacaan sesuai tingkat kecerdasan siswa
      - k. Memberikan waktu selama 15-20 menit
      - l. Pada 20-25 menit berikutnya, kegiatan diatur oleh guru sebagai tindak lanjut. Sebagai tindak lanjutnya:
        10. Guru mendiskusikan isi bacaan bersama siswa
        11. Memberikan penjelasan yang memadai dan mengajukan beberapa pertanyaan yang berhubungan dengan bacaan.
        12. Guru meminta siswa membuat sebuah laporan tertulis tentang apa yang telah dibaca berupa kesimpulan atau rangkuman.
  - Kegiatan akhir
    - A. Menanyakan kesulitan yang dihadapi oleh siswa
    - B. Menyimpulkan materi pembelajaran
    - C. Mengevaluasi siswa.

### Penilaian

- m. Teknik : tulisan
- n. Bentuk : menjawab sesuai teks bacaan
- o. Evaluasi
 

Answer the Question!

  - What is the main idea of the text above?
  - Why did the man get on the buffalo?
  - Why did he get off?
  - Why did somebody say he was cruel?
  - Who said, "It's not right for a boy to ride while his father walks?"
  - What frightened the buffalo?
  - Make the conclusion of the text base on your own words?
- p. Aspek penilaian
 

Jumlah soal adalah 7, setiap nomor mendapatkan point 1, dan jawaban yang salah tidak memperoleh point.

Gowa, April 2017

**Guru Kelas**

**Mahasiswa**

**A.Kamariah, S.Pd.,M.Pd.  
NIP. 198508152009012009**

**Eka Uswatun Hasanah**

## **RENCANA PELAKSANAAN PEMBELAJARAN (RRP)**

Nama Sekolah : SMA Negeri 10 Gowa  
Mata Pelajaran : Bahasa Inggris  
Kelas / Semester : XI / I  
Aspek / Skill : Reading  
Alokasi Waktu : 2 x 40 Menit

### **Standar Kompetensi**

Memahami makna teks tulis fungsional pendek dan esei sederhana berbentuk *recount*, *narrative* dan *procedure* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

### **Kompetensi Dasar**

5.2. Merespon makna dan langkah retorika teks tulis esei secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: *recount*, *narrative*, dan *procedure*.

### **Tujuan Pembelajaran**

Pada akhir pembelajaran siswa dapat menentukan main idea dan memberikan kesimpulan dari teks bacaan.

### **Indikator**

- m. Menentukan main idea dari teks bacaan
- n. Membuat kesimpulan dari teks bacaan
- o. Menjawab pertanyaan berdasarkan teks bacaan yang telah dibaca.

### **Sumber belajar**

Teks bacaan bahasa inggris

### **Materi Ajar**

Teks Bacaan

### **Metode Pembelajaran**

QAR (Question-Answer Relationship)

### **Langkah – langkah Pembelajaran :**

- Kegiatan awal :



13. Mengkondusifkan kelas untuk mengikuti proses pembelajaran.
  14. Salam dan tegur sapa
  15. Menyampaikan tujuan pembelajaran
- Kegiatan Inti :
    13. Menjelaskan metode QAR
    14. Memberikan materi berupa teks bacaan
    15. Mengaplikasikan metode QAR
      - m. Memberikan bacaan sesuai tingkat kecerdasan siswa
      - n. Memberikan waktu selama 15-20 menit
      - o. Pada 20-25 menit berikutnya, kegiatan diatur oleh guru sebagai tindak lanjut. Sebagai tindak lanjutnya:
        13. Guru mendiskusikan isi bacaan bersama siswa
        14. Memberikan penjelasan yang memadai dan mengajukan beberapa pertanyaan yang berhubungan dengan bacaan.
        15. Guru meminta siswa membuat sebuah laporan tertulis tentang apa yang telah dibaca berupa kesimpulan atau rangkuman.
  - Kegiatan akhir
- D. Menanyakan kesulitan yang dihadapi oleh siswa
  - E. Menyimpulkan materi pembelajaran
  - F. Mengevaluasi siswa.

### Penilaian

- q. Teknik : tulisan
- r. Bentuk : menjawab sesuai teks bacaan
- s. Evaluasi

Answer the Question!

1. What is the main idea of the text above?
  2. Did Bob touch Dicky's toes?
  3. Did Dicky grab Bob's nose?
  4. How much money did Bob lose?
  5. Who was Bob walking with?
  6. When did Dicky grab Bob's nose?
  7. What is the title of the text?
  8. Who was shortest and tallest?
  9. Make the conclusion of the text base on your own words?
- t. Aspek penilaian  
Jumlah soal adalah 9, setiap nomor mendapatkan point 1, dan jawaban yang salah tidak memperoleh point.

Gowa, April 2017

**Guru Kelas**

**Mahasiswa**

**A.Kamariah, S.Pd.,M.Pd.  
NIP. 198508152009012009**

**Eka Uswatun Hasanah**

## **RENCANA PELAKSANAAN PEMBELAJARAN (RRP)**

Nama Sekolah : SMA Negeri 10 Gowa  
Mata Pelajaran : Bahasa Inggris  
Kelas / Semester : XI / I  
Aspek / Skill : Reading  
Alokasi Waktu : 2 x 40 Menit

### **Standar Kompetensi**

Memahami makna teks tulis fungsional pendek dan esei sederhana berbentuk *recount*, *narrative* dan *procedure* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

### **Kompetensi Dasar**

5.2. Merespon makna dan langkah retorika teks tulis esei secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: *recount*, *narrative*, dan *procedure*.

### **Tujuan Pembelajaran**

Pada akhir pembelajaran siswa dapat menentukan main idea dan memberikan kesimpulan dari teks bacaan.

### **Indikator**

- p. Menentukan main idea dari teks bacaan
- q. Membuat kesimpulan dari teks bacaan
- r. Menjawab pertanyaan berdasarkan teks bacaan yang telah dibaca.

### **Sumber belajar**

Teks bacaan bahasa inggris

### **Materi Ajar**

Teks Bacaan

### **Metode Pembelajaran**

QAR (Question-Answer Relationship)

### **Langkah – langkah Pembelajaran :**

- Kegiatan awal :

16. Mengkondusifkan kelas untuk mengikuti proses pembelajaran.
17. Salam dan tegur sapa
18. Menyampaikan tujuan pembelajaran
- Kegiatan Inti :
  16. Menjelaskan metode QAR
  17. Memberikan materi berupa teks bacaan
  18. Mengaplikasikan metode QAR
    - p. Memberikan bacaan sesuai tingkat kecerdasan siswa
    - q. Memberikan waktu selama 15-20 menit
    - r. Pada 20-25 menit berikutnya, kegiatan diatur oleh guru sebagai tindak lanjut. Sebagai tindak lanjutnya:
      16. Guru mendiskusikan isi bacaan bersama siswa
      17. Memberikan penjelasan yang memadai dan mengajukan beberapa pertanyaan yang berhubungan dengan bacaan.
      18. Guru meminta siswa membuat sebuah laporan tertulis tentang apa yang telah dibaca berupa kesimpulan atau rangkuman.
- Kegiatan akhir
- G. Menanyakan kesulitan yang dihadapi oleh siswa
- H. Menyimpulkan materi pembelajaran
- I. Mengevaluasi siswa.

### Penilaian

- u. Teknik : tulisan
- v. Bentuk : menjawab sesuai teks bacaan
- w. Evaluasi
 

Answer the Question!

  - What is the main idea of the text above?
  - What did the lion say when he caught he rat?
  - Did the lion let the rat go because he took pity on him or simply because he wasn't hungry?
  - Did the rat keep his promise to the lion?
  - What was the lion caught in?
  - What did the lion fall into?
  - Make the conclusion of the text base on your own words?
- x. Aspek penilaian
 

Jumlah soal adalah 7, setiap nomor mendapatkan point 1, dan jawaban yang salah tidak memperoleh point.

Gowa, April 2017

**Guru Kelas**

**Mahasiswa**

**A.Kamariah, S.Pd.,M.Pd.  
NIP. 198508152009012009**

**Eka Uswatun Hasanah**

## **RENCANA PELAKSANAAN PEMBELAJARAN (RRP)**

Nama Sekolah : SMA Negeri 10 Gowa  
Mata Pelajaran : Bahasa Inggris  
Kelas / Semester : XI / I  
Aspek / Skill : Reading  
Alokasi Waktu : 2 x 40 Menit

### **Standar Kompetensi**

Memahami makna teks tulis fungsional pendek dan esei sederhana berbentuk *recount*, *narrative* dan *procedure* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

### **Kompetensi Dasar**

5.2. Merespon makna dan langkah retorika teks tulis esei secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: *recount*, *narrative*, dan *procedure*.

### **Tujuan Pembelajaran**

Pada akhir pembelajaran siswa dapat menentukan main idea dan memberikan kesimpulan dari teks bacaan.

### **Indikator**

- s. Menentukan main idea dari teks bacaan
- t. Membuat kesimpulan dari teks bacaan
- u. Menjawab pertanyaan berdasarkan teks bacaan yang telah dibaca.

### **Sumber belajar**

Teks bacaan bahasa inggris

### **Materi Ajar**

Teks Bacaan

### **Metode Pembelajaran**

QAR (Question-Answer Relationship)

### **Langkah – langkah Pembelajaran :**

- Kegiatan awal :

19. Mengkondusifkan kelas untuk mengikuti proses pembelajaran.
  20. Salam dan tegur sapa
  21. Menyampaikan tujuan pembelajaran
- Kegiatan Inti :
    19. Menjelaskan metode QAR
    20. Memberikan materi berupa teks bacaan
    21. Mengaplikasikan metode QAR
      - s. Memberikan bacaan sesuai tingkat kecerdasan siswa
      - t. Memberikan waktu selama 15-20 menit
      - u. Pada 20-25 menit berikutnya, kegiatan diatur oleh guru sebagai tindak lanjut. Sebagai tindak lanjutnya:
        19. Guru mendiskusikan isi bacaan bersama siswa
        20. Memberikan penjelasan yang memadai dan mengajukan beberapa pertanyaan yang berhubungan dengan bacaan.
        21. Guru meminta siswa membuat sebuah laporan tertulis tentang apa yang telah dibaca berupa kesimpulan atau rangkuman.
  - Kegiatan akhir
    10. Menanyakan kesulitan yang dihadapi oleh siswa
    11. Menyimpulkan materi pembelajaran
    12. Mengevaluasi siswa.

### Penilaian

- y. Teknik : tulisan
- z. Bentuk : menjawab sesuai teks bacaan
- aa. Evaluasi

Answer the Question!

1. With whom did the writer go to the beach?
2. What did he have to prepare at night before going the beach?
3. What would they choose for having breakfast?
4. What did father prepare?
5. How long did the trip from home until beach happen?
6. How much did they pay for the ticket?
7. What did father do in the beach?
8. Did the writer and his mother play together?
9. What did they go home?
10. What would they do after getting home from the beach?

bb. Aspek penilaian

Jumlah soal adalah 10, setiap nomor mendapatkan point 1, dan jawaban yang salah tidak memperoleh point.

**Guru Kelas**

**B. Kamariah, S.Pd., M.Pd.**  
**NIP. 198508152009012009**

**Mahasiswa**

**Eka Uswatun Hasanah**



## Appendix IV : Observation Guide

1

### Observation Guide

No	Name of the students	Description						
		A	b	c	d	e	f	g
1	Ahmad Rizaldi M	2	1	2	1	1	2	1
2	Andi Wardana	1	1	1	1	1	1	1
3	Anisaul Khoiriah	3	2	2	3	3	2	2
4	Annisa Ishmat Asir	3	2	2	3	3	2	2
5	Annisa Reski Amelia	3	2	2	2	2	2	2
6	Ayu Rahman	2	2	2	2	2	2	2
7	Dedi Hermawan	1	1	1	1	1	1	1
8	Emalia Putri	2	2	2	2	2	2	2
9	Fakhita Indira Haris	1	1	1	1	1	1	1
10	Fera Damaira	2	2	2	2	2	2	2
11	Fiqih Firmansyah	1	1	1	1	1	1	1
12	Firta Yunasti	3	2	2	2	2	2	2
13	Fitrah anggraeni	3	2	2	2	2	2	2
14	Jeniper Usmary	3	3	2	2	2	2	2
15	Muh. Agus Riadi	1	1	1	1	1	1	1
16	Muh. Arya Arifat	1	1	1	1	1	1	1
17	Muh. Fadly Amri	1	1	1	1	1	1	1
18	Muh. Nasrullah Kadir	1	1	1	1	1	1	1
19	Muhammad Akbar	1	1	1	1	1	1	1
20	Muhammad Rafly	1	1	2	1	1	1	1
21	Muh. Reza Akbar	1	1	2	1	1	1	1
22	Muh. Ridwan .M	1	1	2	1	1	1	1
23	Nur Aulya Ramadhani	1	1	2	1	1	1	1
24	Nur Suci Riski Amalia	1	1	1	1	1	1	1
25	Nurul Indah Sari	1	1	1	1	1	1	1
26	Riyan	2	1	2	1	1	1	1
27	Safutri Kamal	2	1	2	1	1	1	1
28	Siti Hajar	2	1	1	1	1	1	1
29	Sri Sulastri	2	1	1	1	1	1	1
30	Sri Wahyu Andini	1	1	1	1	1	1	1

Note:

- h. Students give attention to teacher's explanation.
- i. Students show their activeness in classroom using Question Answer Relationship Strategy.
- j. Students participation in classroom activities.
- k. Students can use Question Answer Relationship Strategy to understand the material.
- l. Students can mention the component of Question Answer Relationship Strategy.
- m. Students can explain every level of question using Question Answer Relationship Strategy.
- n. Students can do their test individually using Question Answer Relationship Strategy.

The criteria of Scoring are:

- e. Score 1 if the students' participation is little
- f. Score 2 if the students' participation is enough
- g. Score 3 if the students' participation is good
- h. Score 4 if the students' participation is very good

### Observation Guide

No	Name of the students	Description						
		A	b	c	d	e	f	g
1	Ahmad Rizaldi M	2	1	2	1	1	2	1
2	Andi Wardana	1	1	1	1	1	1	1
3	Anisaul Khoiriah	3	2	2	3	3	2	2
4	Annisa Ishmat Asir	3	2	2	3	3	2	2
5	Annisa Reski Amelia	3	2	2	2	2	2	2
6	Ayu Rahman	2	2	2	2	2	2	2
7	Dedi Hermawan	1	1	1	1	1	1	1
8	Emalia Putri	2	2	2	2	2	2	2
9	Fakhita Indira Haris	1	1	1	1	1	1	1
10	Fera Damaira	2	2	2	2	2	2	2
11	Fiqih Firmansyah	1	1	1	1	1	1	1
12	Firta Yunasti	3	2	2	2	2	2	2
13	Fitrah anggraeni	3	2	2	2	2	2	2
14	Jeniper Usmady	3	3	2	2	2	2	2
15	Muh. Agus Riadi	1	1	1	1	1	1	1
16	Muh. Arya Arifat	1	1	1	1	1	1	1
17	Muh. Fadly Amri	1	1	1	1	1	1	1
18	Muh. Nasrullah Kadir	1	1	1	1	1	1	1
19	Muhammad Akbar	1	1	1	1	1	1	1
20	Muhammad Rafly	1	1	2	1	1	1	1
21	Muh. Reza Akbar	1	1	2	1	1	1	1
22	Muh. Ridwan .M	1	1	2	1	1	1	1
23	Nur Aulya Ramadhani	1	1	2	1	1	1	1
24	Nur Suci RIski Amalia	1	1	1	1	1	1	1
25	Nurul Indah Sari	1	1	1	1	1	1	1
26	Riyan	2	1	2	1	1	1	1
27	Safutri Kamal	2	1	2	1	1	1	1
28	Siti Hajar	2	1	1	1	1	1	1
29	Sri Sulastri	2	1	1	1	1	1	1
30	Sri Wahyu Andini	1	1	1	1	1	1	1

### Observation Guide

No	Name of the students	Description						
		a	b	c	d	e	F	g
1	Ahmad Rizaldi M	2	1	2	1	2	1	1
2	Andi Wardana	2	1	2	1	1	1	1
3	Anisaul Khoiriah	2	2	2	1	1	1	1
4	Annisa Ishmat Asir	2	2	2	1	1	1	1
5	Annisa Reski Amelia	1	1	1	1	1	1	1
6	Ayu Rahman	2	1	2	1	1	1	1
7	Dedi Hermawan	1	1	1	1	1	1	1
8	Emalia Putri	1	1	1	1	1	1	1
9	Fakhita Indira Haris	2	1	1	1	1	1	1
10	Fera Damaira	1	1	1	1	1	1	1
11	Fiqih Firmansyah	1	1	1	1	1	1	1
12	Firta Yunasti	2	1	2	1	2	1	1
13	Fitrah anggraeni	2	1	2	1	2	1	1
14	Jeniper Usmady	2	1	2	1	2	1	1
15	Muh. Agus Riadi	1	1	1	1	1	1	1
16	Muh. Arya Arifat	1	1	1	1	1	1	1
17	Muh. Fadly Amri	1	1	1	1	1	1	1
18	Muh. Nasrullah Kadir	1	1	1	1	1	1	1
19	Muhammad Akbar	2	1	1	1	1	1	1
20	Muhammad Rafly	2	1	2	1	1	1	1
21	Muh. Reza Akbar	2	1	2	1	1	1	1
22	Muh. Ridwan .M	1	1	1	1	1	1	1
23	Nur Aulya Ramadhani	1	1	1	1	1	1	1
24	Nur Suci RIski Amalia	1	1	1	1	1	1	1
25	Nurul Indah Sari	1	1	1	1	1	1	1
26	Riyan	2	1	1	1	1	1	1
27	Safutri Kamal	1	1	1	1	1	1	1
28	Siti Hajar	2	1	2	1	1	1	1
29	Sri Sulastri	2	1	2	1	1	1	1
30	Sri Wahyu Andini	1	1	1	1	1	1	1

### Observation Guide

No	Name of the students	Description						
		a	b	c	d	e	f	g
1	Ahmad Rizaldi M	2	1	2	1	2	1	1
2	Andi Wardana	2	1	2	1	1	1	1
3	Anisaul Khoiriah	2	2	2	1	1	1	1
4	Annisa Ishmat Asir	2	2	2	1	1	1	1
5	Annisa Reski Amelia	1	1	1	1	1	1	1
6	Ayu Rahman	2	1	2	1	1	1	1
7	Dedi Hermawan	1	1	1	1	1	1	1
8	Emalia Putri	1	1	1	1	1	1	1
9	Fakhita Indira Haris	2	1	1	1	1	1	1
10	Fera Damaira	1	1	1	1	1	1	1
11	Fiqih Firmansyah	1	1	1	1	1	1	1
12	Firta Yunasti	2	1	2	1	2	1	1
13	Fitrah anggraeni	2	1	2	1	2	1	1
14	Jeniper Usmady	2	1	2	1	2	1	1
15	Muh. Agus Riadi	1	1	1	1	1	1	1
16	Muh. Arya Arifat	1	1	1	1	1	1	1
17	Muh. Fadly Amri	1	1	1	1	1	1	1
18	Muh. Nasrullah Kadir	1	1	1	1	1	1	1
19	Muhammad Akbar	2	1	1	1	1	1	1
20	Muhammad Rafly	2	1	2	1	1	1	1
21	Muh. Reza Akbar	2	1	2	1	1	1	1
22	Muh. Ridwan .M	1	1	1	1	1	1	1
23	Nur Aulya Ramadhani	1	1	1	1	1	1	1
24	Nur Suci RIski Amalia	1	1	1	1	1	1	1
25	Nurul Indah Sari	1	1	1	1	1	1	1
26	Riyan	2	1	1	1	1	1	1
27	Safutri Kamal	1	1	1	1	1	1	1
28	Siti Hajar	2	1	2	1	1	1	1
29	Sri Sulastri	2	1	2	1	1	1	1
30	Sri Wahyu Andini	1	1	1	1	1	1	1

### Observation Guide

No	Name of the students	Description						
		a	b	c	d	e	f	g
1	Ahmad Rizaldi M	3	3	3	2	3	2	2
2	Andi Wardana	3	3	3	2	3	2	2
3	Anisaul Khoiriah	3	3	3	2	3	2	3
4	Annisa Ishmat Asir	3	3	3	2	3	2	3
5	Annisa Reski Amelia	3	3	3	2	3	2	2
6	Ayu Rahman	3	3	3	2	3	2	2
7	Dedi Hermawan	1	1	1	1	1	1	1
8	Emalia Putri	3	3	3	2	2	2	2
9	Fakhita Indira Haris	3	3	3	2	2	2	2
10	Fera Damaira	3	3	3	2	3	2	1
11	Fiqih Firmansyah	3	3	3	2	2	2	1
12	Firta Yunasti	3	3	3	2	3	2	3
13	Fitrah anggraeni	3	3	3	2	3	2	3
14	Jeniper Usmady	3	3	3	2	3	2	3
15	Muh. Agus Riadi	3	3	3	2	2	2	1
16	Muh. Arya Arifat	3	3	3	2	2	2	1
17	Muh. Fadly Amri	3	3	3	2	3	2	1
18	Muh. Nasrullah Kadir	1	1	1	1	1	1	1
19	Muhammad Akbar	1	1	1	1	1	1	1
20	Muhammad Rafly	1	1	1	1	1	1	1
21	Muh. Reza Akbar	3	3	3	2	3	2	3
22	Muh. Ridwan .M	3	3	3	2	3	2	2
23	Nur Aulya Ramadhani	3	3	3	2	3	2	2
24	Nur Suci RIski Amalia	3	3	3	2	3	2	2
25	Nurul Indah Sari	3	3	3	2	3	2	2
26	Riyan	3	3	3	2	3	2	2
27	Safutri Kamal	3	3	3	2	3	2	2
28	Siti Hajar	3	3	3	2	3	2	2
29	Sri Sulastri	3	3	3	2	3	2	2
30	Sri Wahyu Andini	3	3	3	2	3	2	2

### Observation Guide

No	Name of the students	Description						
		a	b	c	d	e	f	g
1	Ahmad Rizaldi M	3	3	3	2	3	2	2
2	Andi Wardana	3	3	3	2	3	2	2
3	Anisaul Khoiriah	3	3	3	2	3	2	3
4	Annisa Ishmat Asir	3	3	3	2	3	2	3
5	Annisa Reski Amelia	3	3	3	2	3	2	2
6	Ayu Rahman	3	3	3	2	3	2	2
7	Dedi Hermawan	1	1	1	1	1	1	1
8	Emalia Putri	3	3	3	2	2	2	2
9	Fakhita Indira Haris	3	3	3	2	2	2	2
10	Fera Damaira	3	3	3	2	3	2	1
11	Fiqih Firmansyah	3	3	3	2	2	2	1
12	Firta Yunasti	3	3	3	2	3	2	3
13	Fitrah anggraeni	3	3	3	2	3	2	3
14	Jeniper Usmady	3	3	3	2	3	2	3
15	Muh. Agus Riadi	3	3	3	2	2	2	1
16	Muh. Arya Arifat	3	3	3	2	2	2	1
17	Muh. Fadly Amri	3	3	3	2	3	2	1
18	Muh. Nasrullah Kadir	1	1	1	1	1	1	1
19	Muhammad Akbar	1	1	1	1	1	1	1
20	Muhammad Rafly	1	1	1	1	1	1	1
21	Muh. Reza Akbar	3	3	3	2	3	2	3
22	Muh. Ridwan .M	3	3	3	2	3	2	2
23	Nur Aulya Ramadhani	3	3	3	2	3	2	2
24	Nur Suci RIski Amalia	3	3	3	2	3	2	2
25	Nurul Indah Sari	3	3	3	2	3	2	2
26	Riyan	3	3	3	2	3	2	2
27	Safutri Kamal	3	3	3	2	3	2	2
28	Siti Hajar	3	3	3	2	3	2	2
29	Sri Sulastri	3	3	3	2	3	2	2
30	Sri Wahyu Andini	3	3	3	2	3	2	2

### Observation Guide

No	Name of the students	Description						
		a	b	c	d	e	f	g
1	Ahmad Rizaldi M	3	3	3	2	3	2	2
2	Andi Wardana	3	3	3	2	3	2	2
3	Anisaul Khoiriah	3	3	3	2	3	2	3
4	Annisa Ishmat Asir	3	3	3	2	3	2	3
5	Annisa Reski Amelia	1	1	1	1	1	1	1
6	Ayu Rahman	3	3	3	2	3	2	2
7	Dedi Hermawan	3	1	2	1	1	1	1
8	Emalia Putri	3	3	3	2	2	2	2
9	Fakhita Indira Haris	3	3	3	2	2	2	2
10	Fera Damaira	3	3	3	2	3	2	1
11	Fiqih Firmansyah	3	3	3	2	2	2	1
12	Firta Yunasti	3	3	3	2	3	2	3
13	Fitrah anggraeni	3	3	3	2	3	2	3
14	Jeniper Usmady	3	3	3	2	3	2	3
15	Muh. Agus Riadi	3	3	3	2	2	2	2
16	Muh. Arya Arifat	3	3	3	2	2	2	2
17	Muh. Fadly Amri	3	3	3	2	3	2	2
18	Muh. Nasrullah Kadir	3	1	2	1	1	1	2
19	Muhammad Akbar	3	1	2	1	1	1	2
20	Muhammad Rafly	3	1	2	1	1	1	2
21	Muh. Reza Akbar	3	3	3	2	3	2	3
22	Muh. Ridwan .M	1	1	1	1	1	1	1
23	Nur Aulya Ramadhani	3	3	3	2	3	2	2
24	Nur Suci RIski Amalia	3	3	3	2	3	2	2
25	Nurul Indah Sari	1	1	1	1	1	1	1
26	Riyan	3	3	3	2	3	2	2
27	Safutri Kamal	3	3	3	2	3	2	2
28	Siti Hajar	3	3	3	2	3	2	2
29	Sri Sulastri	3	3	3	2	3	2	2
30	Sri Wahyu Andini	1	1	1	1	1	1	1



### Observation Guide

No	Name of the students	Description						
		a	b	c	d	e	f	g
1	Ahmad Rizaldi M	3	3	3	2	3	2	2
2	Andi Wardana	3	3	3	2	3	2	2
3	Anisaul Khoiriah	3	3	3	2	3	2	3
4	Annisa Ishmat Asir	3	3	3	2	3	2	3
5	Annisa Reski Amelia	1	1	1	1	1	1	1
6	Ayu Rahman	3	3	3	2	3	2	2
7	Dedi Hermawan	3	1	2	1	1	1	1
8	Emalia Putri	3	3	3	2	2	2	2
9	Fakhita Indira Haris	3	3	3	2	2	2	2
10	Fera Damaira	3	3	3	2	3	2	1
11	Fiqih Firmansyah	3	3	3	2	2	2	1
12	Firta Yunasti	3	3	3	2	3	2	3
13	Fitrah anggraeni	3	3	3	2	3	2	3
14	Jeniper Usmady	3	3	3	2	3	2	3
15	Muh. Agus Riadi	3	3	3	2	2	2	2
16	Muh. Arya Arifat	3	3	3	2	2	2	2
17	Muh. Fadly Amri	3	3	3	2	3	2	2
18	Muh. Nasrullah Kadir	3	1	2	1	1	1	2
19	Muhammad Akbar	3	1	2	1	1	1	2
20	Muhammad Rafly	3	1	2	1	1	1	2
21	Muh. Reza Akbar	3	3	3	2	3	2	3
22	Muh. Ridwan .M	1	1	1	1	1	1	1
23	Nur Aulya Ramadhani	3	3	3	2	3	2	2
24	Nur Suci RIski Amalia	3	3	3	2	3	2	2
25	Nurul Indah Sari	1	1	1	1	1	1	1
26	Riyan	3	3	3	2	3	2	2
27	Safutri Kamal	3	3	3	2	3	2	2
28	Siti Hajar	3	3	3	2	3	2	2
29	Sri Sulastri	3	3	3	2	3	2	2
30	Sri Wahyu Andini	1	1	1	1	1	1	1

## Appendix V : Students' Score

D-test

Sample	Literal Reading Comprehension	Interpretive Reading Comprehension	Mean Score
	Main Ideas	Conclusion	
A-1	45	50	47.5
A-2	60	50	55
A-3	60	55	57.5
A-4	50	50	50
A-5	45	45	45
A-6	40	45	42.5
A-7	40	50	45
A-8	50	50	50
A-9	45	45	45
A-10	50	55	52.5
A-11	45	45	45
A-12	40	45	42.5
A-13	55	60	57.5
A-14	60	55	57.5
A-15	50	40	45
A-16	40	40	40
A-17	45	50	47.5
A-18	45	50	47.5
A-19	50	45	47.5
A-20	45	50	47.5
A-21	60	65	62.5
A-22	45	50	47.5
A-23	50	50	50
A-24	45	40	42.5
A-25	50	45	47.5
A-26	50	45	47.5
A-27	60	55	57.5
A-28	45	40	42.5
A-29	40	45	42.5

A-30	60	50	55
<b>Total</b>	<b>1465</b>	<b>1460</b>	<b>1462.5</b>
<b>Mean score</b>	<b>48,83</b>	<b>48,66</b>	<b>48,75</b>

### Cycle 1

Sample	Literal Reading Comprehension	Interpretive Reading Comprehension	Mean Score
	Main Ideas	Conclusion	
A-1	59	55	57
A-2	62	59	60.5
A-3	56	54	55
A-4	62	64	63
A-5	50	50	50
A-6	59	57	58
A-7	45	45	45
A-8	61	65	63
A-9	61	66	63.5
A-10	61	68	64.5
A-11	45	45	45
A-12	62	59	60.5
A-13	58	53	55.5
A-14	62	58	60
A-15	49	49	49
A-16	55	52	53.5
A-17	61	58	59.5
A-18	45	45	45
A-19	45	45	45
A-20	63	61	62
A-21	63	59	61
A-22	60	59	59.5
A-23	62	60	61

A-24	62	65	63.5
A-25	57	61	59
A-26	53	56	54.5
A-27	55	57	56
A-28	60	58	59
A-29	58	56	57
A-30	47	47	47
<b>Total</b>	<b>1698</b>	<b>1686</b>	<b>1692</b>
<b>Mean score</b>	<b>56.6</b>	<b>56.2</b>	<b>56.4</b>

Cycle 2

Sample	Literal Reading Comprehension	Interpretive Reading Comprehension	Mean Score
	Main Ideas	Conclusion	
A-1	72	69	70.5
A-2	72	69	70.5
A-3	72	69	70.5
A-4	75	78	77.5
A-5	69	72	70.5
A-6	75	78	76.5
A-7	70	81	75.5
A-8	74	79	76.5
A-9	74	80	77
A-10	76	81	78.5
A-11	75	76	75.5
A-12	76	76	76
A-13	76	76	76
A-14	76	83	80.5
A-15	71	74	72.5
A-16	74	78	76

A-17	74	78	76
A-18	73	72	72.5
A-19	73	72	72.5
A-20	77	83	81
A-21	70	81	75.5
A-22	77	84	81.5
A-23	80	83	82.5
A-24	74	82	79
A-25	73	72	72.5
A-26	69	78	73.5
A-27	69	78	73.5
A-28	69	81	75
A-29	72	75	73.5
A-30	68	69	68.5
<b>Total</b>	<b>2198</b>	<b>2256</b>	<b>2227</b>
<b>Mean score</b>	<b>73.27</b>	<b>75.2</b>	<b>74.23</b>

## Appendix VI

### Attendance List of Second Grade XI MIPA 4 at SMA Negeri 10 Gowa

No	Name of the students	Meetings						
		D-Test	Cycle 1				Posttest	
			1	2	3	4	Cycle 1	5
1	Ahmad Rizaldi M	√	√	√	√	√	√	√
2	Andi Wardana	√	√	√	√	√	√	√
3	Anisaul Khoiriah	√	√	√	√	√	√	√
4	Annisa Ishmat Asir	√	√	√	√	√	√	√
5	Annisa Reski Amelia	√	√	√	√	√	√	√
6	Ayu Rahman	√	√	√	√	√	√	√
7	Dedi Hermawan	√	√	√	√	√	√	√
8	Emalia Putri	√	√	√	√	√	√	√
9	Fakhita Indira Haris	√	√	√	√	√	√	√
10	Fera Damaira	√	√	√	√	√	√	√
11	Fiqih Firmansyah	√	√	√	√	√	√	√
12	Firta Yunasti	√	√	√	√	√	√	√
13	Fitrah anggraeni	√	√	√	√	√	√	√
14	Jeniper Usmady	√	√	√	√	√	√	√
15	Muh. Agus Riadi	√	√	√	√	√	√	√
16	Muh. Arya Arifat	√	√	√	√	√	√	√
17	Muh. Fadly Amri	√	√	√	√	√	√	√
18	Muh. Nasrullah Kadir	√	√	√	√	√	√	√
19	Muhammad Akbar	√	√	√	√	√	√	√
20	Muhammad Rafly	√	√	√	√	√	√	√
21	Muh. Reza Akbar	√	√	√	√	√	√	√
22	Muh. Ridwan .M	√	√	√	√	√	√	√
23	Nur Aulya Ramadhani	√	√	√	√	√	√	√
24	Nur Suci Riski Amalia	√	√	√	√	√	√	√
25	Nurul Indah Sari	√	√	√	√	√	√	√
26	Riyan	√	√	√	√	√	√	√
27	Safutri Kamal	√	√	√	√	√	√	√
28	Siti Hajar	√	√	√	√	√	√	√
29	Sri Sulastri	√	√	√	√	√	√	√
30	Sri Wahyu Andini	√	√	√	√	√	√	√

## CURRICULUM VITAE



**EKA USWATUN HASANAH** was born in Sungguminasa, on November 26, 1991. She has two sisters. Her father is Ismail and her mother is Nur Zaenab. She graduated her elementary school in 2004 at SD Negeri Sungguminasa II. She continued her study at SMP Negeri 1 Sungguminasa and graduated in 2007. Her senior high school was at SMA Negeri 10 Gowa and graduated in 2010. At the same year she was accepted as a student in the Wali Barokah Islamic boarding School Kediri and graduated in 2011. In 2013 she was accepted as English Department student of Training and Education Faculty Teacher, Makassar Muhammadiyah University. At the end of her study, she could finish her thesis in 2018 entitled *Improving Students' Reading Comprehension Using Question-Answer Relationship (A Classroom Action Research in Eleventh Grade of SMA Negeri 10 Gowa)*.