

**IMPROVING THE STUDENTS' READING COMPREHENSION OF
NARATIVE TEXT THROUGH QUESTION ANSWER RELATIONSHIP
(QAR) STRATEGY AT SMK PGRI ENREKANG**
*(A Classroom Action Research (CAR) at the Tenth grade students of SMK PGRI
Enrekang)*



A THESIS

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Requirement for the Degree of Education in English Department*

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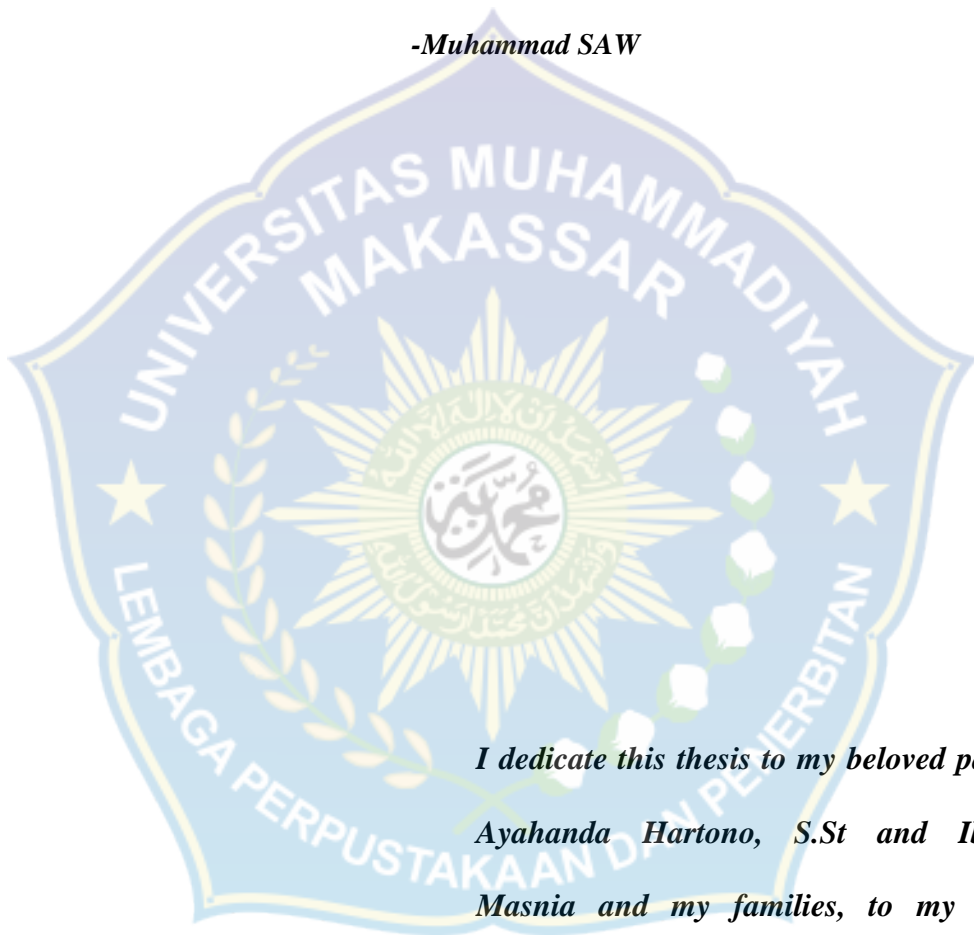
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MOTTO

**“Amalan yang lebih di cintai Allah adalah amalan yang terus menerus
dilakukan walaupun sedikit.”**

-Muhammad SAW



*I dedicate this thesis to my beloved parents
Ayahanda Hartono, S.St and Ibunda
Masnia and my families, to my lovely
friends that always support me.*

ABSTRACT

NUR ASMAUL HUSNA. 2019. Improving the Students' Reading Comprehension of Narrative Text through Question Answer Relationship (QAR) Strategy at SMK PGRI Enrekang. Thesis. The Faculty of Teacher Training And Education, Makassar Muhammadiyah University. Supervised by Nur Devi Bte Abdul and Muh. Astrianto Setiadi.

This research aimed at finding out whether or not the use of Question Answer Relationship improve students' literal reading comprehension in terms of finding main idea and supporting details and to determine whether or not the use of Question Answer Relationship improve the students' interpretative reading comprehension in terms of conclusion.

The research used a Classroom Action Research (CAR) as a research design. The subjects of this research were the tenth grade students of SMK PGRI Enrekang which consisted of 30 people in class X B of SMK PGRI Enrekang, the researcher used purposive sampling technique to take a sample of this research.

The finding shown that the use of question answer relationship strategy can improve the students' literal reading comprehension from the result of the test in the cycle I, the mean of the students score was 78.57 and the test in the cycle II, the mean of the students score was 82.85. Moreover, the use of question answer relationship strategy can improve the students' interpretative reading comprehension. It shown that the mean score of test in the cycle I at 55.7 and mean score in the cycle II at 16.42. It can be concluded that the use of Question Answer Relationship strategy in teaching reading is effective to improve both the students' literal reading comprehension in terms of main idea and supporting details and the student' intrepretative reading comprehension in terms of conclusion.

Keywords : Classroom Action Research, Reading Comprehension, Narrative Text, Question Answer Relationship

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Hopefully, this thesis would be useful for many people who need it.

May almighty, Allah SWT bless us all now and forever, *Ameen*.

Makassar, May 2019

The Researcher

NUR ASMAUL HUSNA

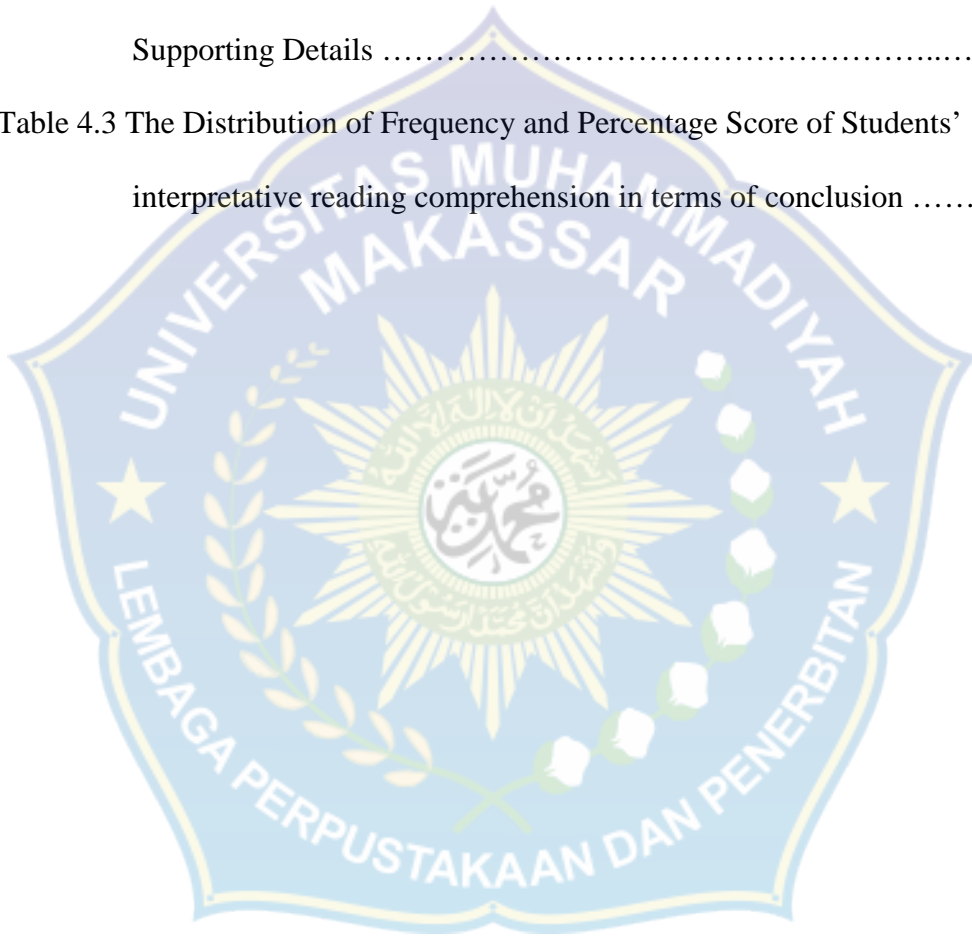
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CHAPTER I

INTRODUCTION

A. Background

Teaching and learning are kinds of activities that can be complex. Teaching can be said as a work art activity because teaching needs good preparation. Besides, Learning involves the activities of students which encourage using their prior or background knowledge. Students at different level have some significant problems because there is no instruction to stimulate their learning process. Thus, Learning language cannot be separated from four skills such as listening, speaking, reading and writing. Master all skills can help the learner to confront the English as the foreign language in Indonesia.

English is one of the importance subject and also language that should be maste by the people and the students. It is one of the tool of communication that can helps people to communicate with other people from different background. One of the skill that is important to be master is reading.

Reading is categorized into one of language skills. This skill is categorized into receptive skill. According to Harmer (2008) in receptive skill, there are two types of task named type 1 where students read or listen to something to get general understanding and type 2, where the purpose of those activities is to get more specific information. Moreover, according to Sari (2017) on her research said that although readingskill is categorized into receptive skill,

it does not mean that reading is passive. It is an active process that depends on author's ability to convey meaning using words and readers' ability to create meaning from them. Thus, to understand the reading itself, the students need a reading comprehension.

Reading comprehension is a fairly complex subject and requires precision, accuracy and a deeper understanding of the work because reading comprehension lesson that can not only read but also have to understand the message of the text. It is needed to achieve the goal of reading.

To achieve the goal of reading by improving the students' reading comprehension, the teacher need to use a correct method and strategy of teaching reading. One of the strategy is question answer relationship. Questioning is one of the reading strategies which can be practiced with texts including answering literal, inferential and evaluative questions. The questioning strategy should encourage the students to create a question so that they can comprehend the text.

Creating and preparing a question can be very difficult especially if the students do not have a strategy which assists to modify it. In contrary, answering the question itself needs little or much effort to be solved. According to the types, there are explicit and implicit questions. Students must have strategy to recover the problem while reading and answer the questions based on the text given. One of the reading comprehension strategies that the writer discusses is Question-Answer Relationships (QARs) which deal with question. Students can use the following QAR question types to analyze and answer questions.

Futhermore, QAR strategy had been used by some researchers in some parts of world. This strategy was examined can improve students' reading comprehension. According to Sari (2017) using this strategy is believed can develop students' higher order of thinking. This strategy is contained of four types question that categorized based on where the answer of those questions can be found, includes; right there, think and search, author and you, and on your own. The questions can be found from the passage itself, from students' background knowledge and from students' experience.

Based on the previous mentioned problem, the researcher argues that QAR Strategy is a strategy that will help students in improving their reading comprehension. Even, this strategy can activate students' background knowledge which is important in reading process. Hopefully, this strategy not only will help students to comprehend a passage, but also can enrich their vocabulary and develop their higher order of thinking. That is why, the researcher choose "Improving The Students Reading Comprehension Of Narrative Text Through Question Answer Relationship (QAR) Strategy - (*A Classroom Action Research at SMK PGRI Enrekang*)" as the title of this research.

B. The Problems of the Research

According to the limitation, the researcher formulates the research questions as follows:

1. Does the use of Question Answer Relationship improve students' literal reading comprehension in terms of finding main idea and supporting details?
2. Does the use of Question Answer Relationship improve the students' intepretative reading comprehension in terms of conclusion?

C. The Objectives of the Research

Based on the previous mentioned problem statement, it appears some objectives of the research as follows:

1. Whether or not the use of Question Answer Relationship improve students' literal reading comprehension in terms of finding main idea and supporting details.
2. Whether or notthe use of Question Answer Relationship improve the students' intepretative reading comprehension in terms of conclusion.

D. The Significance of the Research

The researchwasexpected and gives to both positive theoretical and practical significance as follows:

Theoretically, this study was expected to be benefical in English teaching and learning process by giving information about the effectiveness of

using QAR strategy to improve the students' reading comprehension in narrative text including the students' literal reading comprehension in terms of main idea and supporting details and also the students' interpretative reading comprehension in terms of conclusion

Practically, this study was expected to be a as reference to look for technique in English Foreign Language classroom, especially in teaching reading. Thus, the teachers can apply QAR as a strategy in their English classroom to improve the students' reading comprehension especially in narrative text.

E. The Scope of the Research

This research focused on examining the QAR strategy to improve the students' reading comprehension in narrative text including the students' literal reading comprehension in terms of main idea and supporting details and also the students' interpretative reading comprehension in terms of conclusion. It conducted in the tenth grade of SMK PGRI Enrekang, Enrekang Regency, Province of South Sulawesi, Indonesia.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Findings

In order to make different research from the previous research, the research has found a few previous studies that are concerned with the use of Question Answer Relationship as follows:

*First, Hamzah, et. al.(2015) conducted a research about “The Effect of Question Answer Relationships (QARS) Strategy and Reading Motivation Toward Students’ Reading Comprehension on Descriptive Text at Grade X OF SMAN 4 Lubuklinggau.”*In the research, the researchers concluded that of based on the result of the data analysis and findings of this research which was conducted at grade X of SMAN 4 Lubuklinggau, it can be drawn several conclusions that QARs strategy gives significant effect on students’ reading comprehension of descriptive text. It can be seen from mean score of experimental and control class. The students’ mean score of experimental class who are taught by QARs strategy is higher than students’ mean score of control class who are taught by Small Group Discussion strategy. Next, the students with high reading motivation who are taught by QARs strategy have significant higher result on reading comprehension in descriptive text than the students with high reading motivation who are taught by Small Group Discussion strategy.

Second, Mashur (2015) conducted a research about “*The Effect of Question And Answer Relationship (QAR) Strategy and Achievement Motivation Toward Students’ Reading Ability at The Second Semester Students of Gunung Rinjani University In East Lombok In Academic Year 2013/2014*”. The findings can be stated as follows: (1) QAR method is more effective than conventional technique in teaching reading; (2) there is interaction effect of teaching techniques and achievement motivation toward students’ reading ability; (3) there is a significant difference of reading ability between high achievement motivation students who were taught using QAR technique and high achievement motivation students who were taught using conventional technique; (4) there is no significant difference of reading ability between low achievement motivation students who were taught conventional technique and low achievement motivation students who were taught using QAR technique. To sum up, QAR strategy is more effective than conventional technique for teaching reading for high achievement motivation students than of those with low achievement motivation students.

Third, Fard (2014) conducted a research about “*The Effect of Question-Answer Relationship (QAR) Strategy on First Grade High School EFL Students’ Reading Comprehension*”. The QAR strategy was conducted in experimental group, with no treatment for the control group. After the treatments, students answered the questions of an equivalent post-test. The data was analyzed using SPSS software to determine the effect of strategy as an independent variable on

students reading comprehension as a dependent variable. The results suggested that there was a statistically significant difference among the reading comprehension of the experimental group and the control group in their post-test 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.

Finally, Sari, et al. (2016) conducted a research about “*The Effectiveness of Question Answer Relationship Technique in Teaching Reading Comprehension on Narrative text*”. Based on the research findings, the use of QAR technique is effective to teach reading comprehension on narrative text. The mean score of pretest is 61.44 and the mean score of posttest is 71.44. The interval score of the mean score of pretest and posttest is 10. It means that there was improvement on students’ score in reading comprehension on narrative text. The data calculation also shows the effect size is 1.19 greater than 0.8 ($1.19 > 0.8$). It is categorized as large effect. It indicates that the implementation of QAR technique was effective in teaching.

Based on the variety of the previous studies, this research will discuss similar object of the study from a number of the previous studies, are the use of Question Answer Relationship. Moreover, beside the similarity of the topic,

there are also a different between this research and the previous research that carried out by the some researchers including this research will use narrative text as a topic and a teaching material that will be integrated with the use of Question Answer Relationship and also this research will use Class Action Research design in conducting this research.

B. The Nature of Reading

1. The concept of Reading

Reading is a form of communication, using written language or symbols (text). According to (Deborah, 2014:5), reading is two-way communication between an author and a reader. Reading is interpretation and understanding. All of these responses are correct. Written words are meaningless if you do not understand, or think about, what an author is saying. Furthermore, according to (Deborah, 2014:5), reading is an active process that depends on both an author's ability to convey meaning using words and your ability to create meaning from them. To read successfully, you need to constantly connect what you already know about the information to the words the author has written.

The reading process begins with decoding words, that is, deciphering the letters that make up individual words. But reading is more than merely processing letters and sounds. The real meaning of a text lies in the relationship the words have with each other. Reading well requires

us to recognize these relationships and to put together the meaning of the text. When you think about everything that goes on simultaneously in the human mind as one reads, the process not only defies easy explanation but also takes on almost magical qualities. Isolating the steps makes the process seem mechanical or reducible to a formula. But nothing about reading is mechanical or formulaic (Deanne, 2011:2).

2. The Purpose of Reading

According to Grabe (2012:14) when we begin to read, we actually have a number of initial decisions to make, and we usually make these decisions very quickly almost unconsciously in most cases. In other settings, usually academic or professional ones, we sometimes synthesis information from multiple reading sources, from different parts of a long and complex text, or from a prose text and accompanying diagram or chart. Such reading is quite different from searching, skimming, or reading for general comprehension.

a. Reading to Search for Simple Information and Reading to Skim

Reading to search simple information is a common reading ability, though some researchers see it as a relatively independent cognitive process. It is used to often in reading tasks that it is probably best seen as a type reading ability.

Reading to skim (i.e. sampling segments of the text for a general understanding) is a common part of many reading tasks and a useful skill in its own right. It involves, in essence, a combination of strategies for guessing where important information might be in the text, and then using basic reading comprehension skills on those segments of the text until a general idea is formed.

b. Reading to Learn From Text

Reading to learn typically occurs in academic and professional context in which a person needs to learn a considerable amount of information from a text. It requires abilities to:

- 1) Remember main ideas as well as a number of details that elaborate the main and supporting ideas in the text.
- 2) Recognize and build rhetorical frames that organize the information in the text.
- 3) Link the text to the reader's knowledge base.

Reading to learn is usually carried out at a reading rate somewhat slower than general reading comprehension (primarily due to rereading and reflection strategies to help remember information).

c. Reading to Integrate Information, writers, and Critique Text

Reading to integrate information requires additional about the relative importance of complementary, mutually supporting of conflicting

information and the likely restructuring of a rhetorical frame to accommodate information from multiple sources. These skills inevitably require critical evaluation of the information being read that the reader can decide what information to integrate and how it for the reader's goal.

d. Reading for General Comprehension

The action of general reading comprehension has been intentionally saved for last in this discussion for two reasons. First, it is the most basic purpose for reading, underlying and supporting most other purposes for reading. Second, general reading comprehension is actually more complex than commonly assumed.

Reading for general comprehension, when accomplished by a skilled fluent reader, requires very rapid and automatic processing of words, strong skills informing a general meaning representation of main idea, and efficient coordination of many processes under very limited time constraints.

C. Reading Comprehension

1. The concept of Reading Comprehension

Heilman stated that reading is a process of making sense of written ideas through meaningful interpretation and interaction with language. Reading comprehension is best viewed as a multifaceted process affected by several thinking and language ability (Athur, 2011:242).

Otto states that reading comprehension is a multiplication affected by various skills based on the statement. At comprehending text, reader has to find the main ideas that will determine the quality of their reading comprehension (Wayne, 2010:241). From the definition above, the writer can conclude the reading is not just saying the word. Reading must be always meaning getting process. Many people can read the words in a passage perfectly, but are unable to answer the question even though the answers were directly contained in the words they pronounced.

People should realize that the main goal of reading process is comprehension. Comprehension is a process of deriving meaning from connected text. It involves word knowledge (vocabulary) as well as thinking and reasoning. Otto states that at comprehending reading text, reader has to find the main ideas to obtain the message.

It means that in reading comprehension, the reader expected to understand fully the reading material. The reader should be able to give a clear explanation about the reading material when she/he is asked some questions concerning the ideas contained there. Is he/she is able to do, so we can say that he/she has already understood the reading material (Athur, 2011:241).

2. Level of Reading Comprehension

Reading has different levels of comprehension. Burn divided comprehension into four levels, namely: literal comprehension, interpretive comprehension, critical comprehension, and creative comprehension (Burn, 2010:144).

a. Literal Comprehension

Literal comprehension is the most obvious comprehension at this level involves surface meaning. At this level teacher can ask students to find information and idea that they are explicitly stated in the text. The readers can usually outline, paraphrase, or summarize the ideas expressed by the author.

Literal comprehension is the understanding of information and facts directly stated in the text. It is recognised as the first and most basic level of comprehension in reading. Students can employ literal comprehension skills (keywords, skim reading and scanning) to better locate information efficiently.

Key words are the content words that carry the most meaning in a text. Students can underline or highlight the key words.

Skimming quickly reading through a text to get the main idea. Students can skim read by looking at headings and sub-headings, pictures, diagrams, captions, any italicised or bold words, and the first and last

paragraphs of the text.

Scanning reading to locate particular elements or specific details in a text, such as key concepts, names, dates or certain information in answer to a question. Students can scan by looking through the text to locate key words to find the specific information quickly.

b. Interpretive Comprehension

Interpretive reading involves reading between the lines or making inferences. It is process of deriving ideas that are implied rather than directly stated.

c. Critical Comprehension

Critical reading is evaluating within material, comparing the ideas discovered in the material with known standards and drawing conclusion about the accuracy appropriate and timelines.

d. Creative Comprehension

It is text involves going beyond the material presentably by author. It required thinking as they read.

3. The Assessment of Reading Comprehension

Turner states that in scoring the students' reading comprehension, they are some aspects of measuring reading comprehension. They are (Turner, 2011:161):

a. Different Sound

While the students are asked to read the text, the teacher will assess them by hearing their pronunciation or the sound that the students may say.

b. Paraphrase Recognition

Paraphrase recognition means that the students are able to develop the main idea by using their own words. The teacher will assess them by looking at the way of they develop the main idea and also coherence between the main idea with supporting idea.

c. Information Transfer. The teachers assess the students reading comprehension not only through their pronunciation, but also how they transfer the information to others (listener).

d. Finding The Stated Information

This study focuses on literal comprehension, so the aspects to be concluded in text are paraphrase recognition and finding the states information. It means that the teacher does not assess students through their findings on the printed page.

D. Students' Problem in Reading Comprehension

The weaknesses of students in reading are unquestionable. The lack prior knowledge which is a very important foundation in getting the gist of the paragraph (Sukirah, 2011:15), commonly students have problems in reading

comprehension related to what topic of the text is. The students are unable to understand the paragraph they have read. In order understand the paragraph they must have appropriate meaning for the key words and understand the meaning all of the words and their relationship within the paragraph. The problems involves come closely related phenomena, they lacks prior knowledge such as:

1) Word Recognition

The students face difficulties when trying to recognize words of the target language. These difficulties arise because these two languages, English and Indonesia, are not branches of the same language. They have different syntactical patterns such as ordering to express equivalent ideas. Word that is introduced to the students in the first time is greatly influenced by the prior knowledge about words.

2) The language system

Language system involves and structure, vocabulary and sound system, and vocabulary and spelling.

3) Others factors. Other factors that might weaken the students when learning a language are the student himself, the teacher and the educational context.

E. Narrative Text

Narrative text is an imaginative story to entertain people. Narrative text is a spoken or written account of connected events, a story. Narrative text is narrated part of a literary work, as distinct from dialogue. Narrative text is the practice or art or narration. From the definition above, the writer can conclude the narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration. The Generic Structure of Narrative Text as follows:

- a) Orientation: It is about the opening paragraph where the characters of the story are introduced. (person, time, and place)
- b) Complication: where the problems in the story developed
- c) Resolution: where the problems in the story is solved

F. Concept of Question Answer Relationship (QAR)

1. Definition of QAR

Question Answer Relationship is a strategy to teach students correct ways to answer questions. Tierney and Readence state that Taffy Raphael developed the technique to help student better answer comprehension questions by providing a systematic way to analyze the demands required by different kinds of questions. (Peltzman (2012:254).

According to Raphael and Au, the question answer relationship strategy helps students learn the thinking processes involved in reading comprehension. The strategy teaches students to use information “In the Book” or “In My Head”. Raphael explains that information “In the Book” this is found stated in one sentence in a text is called “Right There”. Students are to find the words in the question and read the sentence with those words to answer the question. When an answer is “In the Book” but needs information from several sentence or paragraphs, it is called “Think and Search”. When the answer to the question needs to come entirely from the students’ own knowledge the answer is called “On My Own”. When students need to use the text information and their knowledge, the answer called “Author and Me”. Students can decide which relationship to use by learning to differentiate among the various question answer relationships and the kinds of sources that answer each question. Direct teaching, modeling by the teacher and many opportunities to practice each relationship are necessary for students to become comfortable with the terminology of the strategy (Peltzman (2012:254).

Raphael (Peltzman (2012:224) suggests that the process start with four lessons over the course of a week. The strategy should be introduced by discussing the difference between text responses and background based responses. Then a three step practice period is suggested. Raphael recommends in stage one using paragraphs with questions for which the answers and the

question answer relationship are identified. Discuss the kind of question-answer relationship that fits each question. In stage two present passages, question and answers to the questions, with the students working as a whole class to tell which question answer relationship fits each answer. In stage three students are required to tell answers to each question and the question answer relationship for each answer. In stage three students work independently. Supervised practice after modeling and immediate correction to student answers is necessary. Raphael (Peltzman (2012:225) states that practice activities should involve a gradual increase in the length of passages and the difficulty of the answers required.

The types of questions and how they correspond with others familiar terms such as literal, synthesis, inferential, and critical/creative. Notice how the terminology used in this training program is appropriate for students and how it helps them to distinguish among the sources for different answer (Karen, 2010:95).

- a. *“Right There/In the Text”* The answer is located on the page. It is on the lines. Words from the question and words from the answer are clearly stated in the book.
- b. *“Think and Search/Search the Text”* The answer is harder to find. You might have to look in more than one sentence and piece the information together. The answer is in the text, but the reader must search various parts of the text and synthesize the information. It is “between the lines”.

- c. *“Author and You/Reader and Author”* The answer is not in the text. The reader must use prior knowledge as well as what the author says to answer the question.
- d. *“On My Own/In the Reader’s Head”*. The answer is not found right in the book. You must find it in your head and use what you already know. The text stimulates the reader’s own experiences and knowledge. The answer is “beyond the lines”.

How many times have you heard your students complain that they have been given questions on a study guide or at the end of a chapter for which they cannot locate the answer? Raphael, Au, and Highfield suggest that this situation occurs because students have not been given guidance in knowing how to answer (Roberta, 2011:44).

In order to combat this problem, Raphael developed the Question Answer Relationship (QAR) strategy, which enables students to recognize three types of questions: the “right there”, or textually explicit question, that is found easily in one place in the text; the “think and search”, or textually implicit question, which students must think about and peruse several sections of the text to answer, and finally, the “author and you” and “on your own” questions, which students must answer by processing and applying what they know and have learned and by transferring their knowledge to real-life applications.

2. The Prosedure of QAR

In the following categories of question answer relationships, the first two are “In the Book QARs” and the last two are “In My Head QARs” Implementing the QAR Instructional Strategy (Mary, 2012:19):

- a. Prepare a chart identifying the “In the Book QARs” and “In My Head QARs” for students to view.
- b. Prepare two short text selections with questions from all four categories
- c. Introduce the QAR chart, explain the illustrations, and give many examples of each category of QAR
- d. Review and practice identifying QARs using the prepared text selections. Have students work with partners or in small groups to read, answer questions, and categorize the questions from the first passage. In whole-class discussion, share group decisions and responses.
- e. Have students independently read the second prepared text selection and identify the QARs. Share answers and decisions in a whole-class discussion
- f. Have students select longer text passage, locate QARs in a variety of reading materials, and share them with partners or in small groups.

From the clarifications above, the researcher can concluded Question Answer Relationship (QAR) is a reading comprehension strategy developed to “clarify how students approach the tasks of reading texts and answering questions”. It encourages students to be active, strategic readers of texts. QAR or Question Answer Relationship outlines where information can be found “In

the Text” or “In my Head”. It then breaks down the actual question answer relationship into four types: Right There, Think and Search, Author and Me, and On My Own.

G. Conceptual Framework

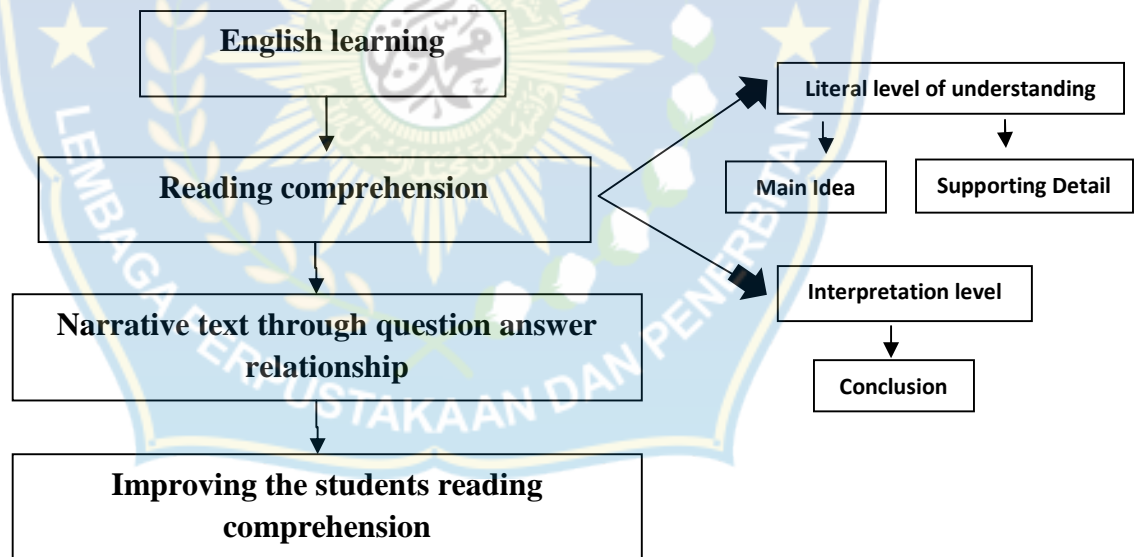
Based on the study of the theory which has been outlined in effect teaching and learning is a process of communication between teachers and students. Teachers should be able to create communication that makes it easy for students to be able to receive the knowledge presented by the teacher. The reality of communication in teaching and learning cannot take place as expected. Teachers still use methods that are tedious so students only receive information that resulted in students not only have the liveliness, and do not have the opportunity to actively participate in learning activities, and consequently the activity of low student learning outcomes.

In order to achieve the ability as present then a teacher is obligated create an effective learning process. Teachers also must be able to use appropriate learning strategy so as to increase the activity, creativity and avoid saturation of student learning. If students are often involved in the learning process, the ability to remember and understand is more powerful than passive learning. Given the strength and understanding will help students in solving tasks

given by the teacher. Therefore, students who are active in the learning affect student's ability.

Furthermore, to make the learning process becomes active and fun teachers divide students into groups and each group make inquiries and throw the question to be answered another group. And so on until all the groups get a share. In addition the groups so that students who have difficulty communicating with friends can be more capable, in order to know and understand the problems according to the material covered and can discuss together.

Figure 2.1 Conceptual Framework



CHAPTER III

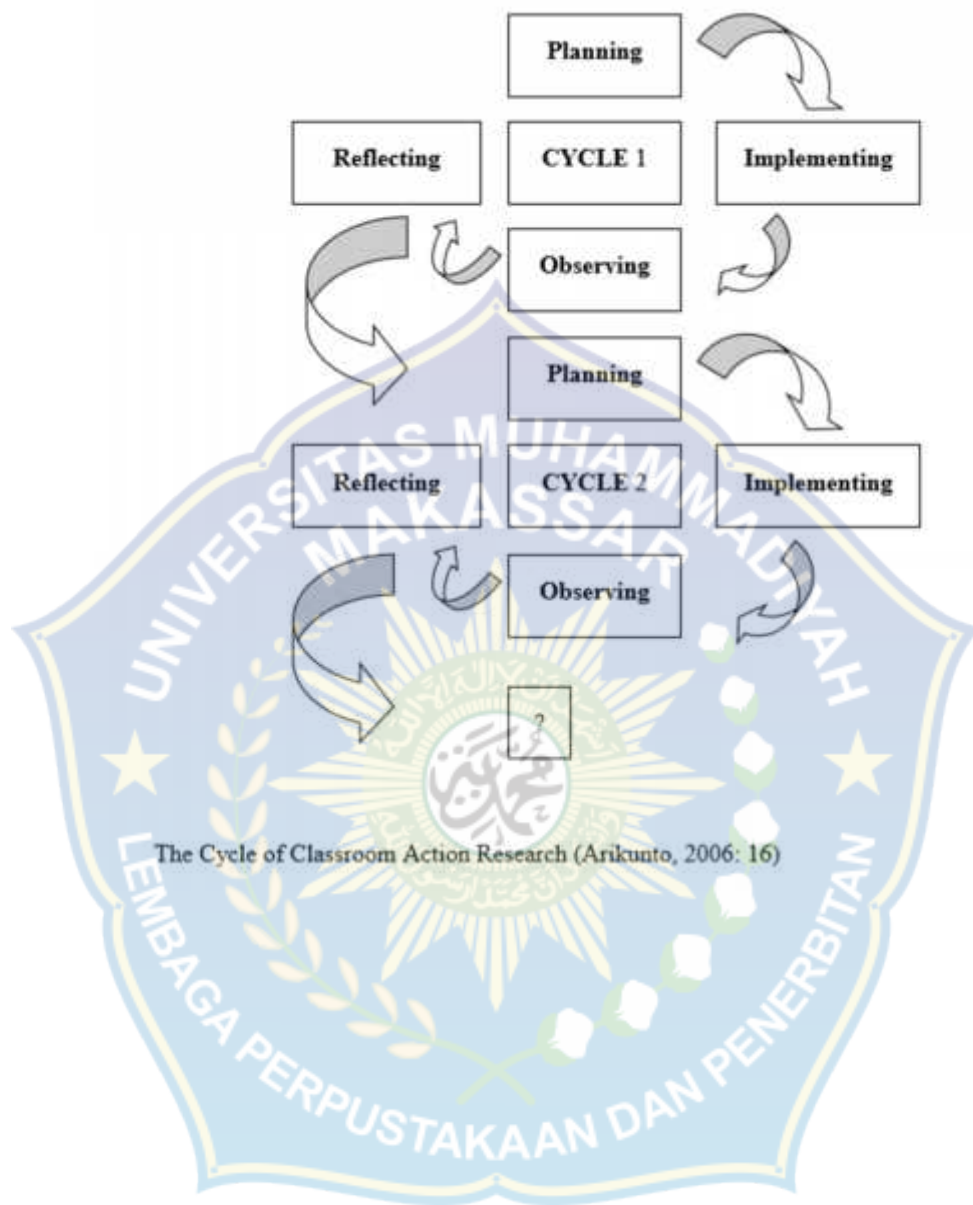
RESEARCH METHOD

A. Research Design

Classroom action research was the research in which combination the research procedures with substantive action, an action which going on inquiry disciplines, or somebody's effort to comprehend what is while join to the process of improving and increasing.

In the field of education, especially in practice the study, action research round into class action research. Classroom Action Research is action research executed in class when study take place. Classroom Action Research conducted as a meanto improve study quality. Classroom Action Research focuses on class of process that happened in class (Rochiati, 2013:34).

Based on the definition above, classroom action research was the way to make the learning process more active and disciplines, and as the alternatives to improve their practice, it aims to improve students' learning and the achievement in learning process. Thus, it involves four steps, namely: planning, action, observation, and reflection. Furthermore, the designof thisresearch wasCAR which tookone class to conduct this research.



B. Research Setting

This research conducted in February 2019 at SMK PGRI Enrekang at class tenth, which is located in Enrekang Regency, Province of South Sulawesi, Indonesia. The researcher was research three meeting in classroom. The reason of the researcher chosen this school based on the primary research was done described below:

1. Number of students in SMK PGRI Enrekang is good to do the research.
2. The problem of the research never done in this school.
3. The implementation of the research was in the second semester academic year of 2018/2019.

C. Research Instruments

In this research, the researcher used instrument such as lesson plan and speaking test to collect the data.

1. Lesson Plan

Lesson plan is a tool to conduct this research. It contains the general guidelines in conducting this research through the implementation of QAR strategy. Therefore, the indicators of this Lesson Plan as follows:

- a. Curriculum 2013
- b. QAR as a strategy.
- c. Narrative text as a material.

2. Reading Test

Reading test is a test to measure the students' reading skill, this test conducted in the end of each cycle. Therefore, the indicators of this instrument are as follows:

- a. Literal reading comprehension in terms of main idea and supporting details
- b. Interpretative reading comprehension in terms of conclusion.

D. Research Procedure

This research belongs to classroom action research (CAR), because the research focuses on a particular problem and a particular group of students in a certain classroom. The implementation of classroom action research was able to give improvement of the quality of teaching and learning of school in education since it can diagnose and solve the problem in teaching and learning activity. Furthermore, this research will conduct to collect data or information systematically through four steps: planning, acting, observing, and reflecting.

This research was conducted by making classroom action research method. The procedure of research has six meetings and divided into two cycles. Each cycle has three meetings and involves four phases: planning, acting, observing and reflecting.

1. The First Cycle

In the first cycle, the researcher observed the situation of teaching learning process in the class sample, make an oral interview with students in order to find out their opinions about learning English especially in reading activity, and identify the students' problem in reading. Thus, in the first cycle, the researcher conducted two days teaching activity by using QAR as a strategy of teaching reading in narrative and the third meeting, the researcher conducted a test to find out the students understanding.

a. Planning

Planning arranged for doing something, considered in advance. It purpose to the teacher as a handbook that used in the classroom to show the action. It involve detailed planning of lessons in advance such as the whole week's lessons. In this phase, researcher prepared the lesson plan for three meetings and the researcher also prepares assessment and the equipments that were necessary like laptop or LCD and paper. Finally, the researcher developed an observation format.

b. Action

Acting is the process of doing things. It is the implementation of planning. The researcher was flexible and welcome to the situation changing in the classroom. Thus, the action was dynamic, follows:

- (1) Teacher activated students' background knowledge about the topic through demonstrations, video, pictures, objects, field strips, or others real objects.

- (2) Teacher involve students in self questioning about the topic of study.
- (3) Teacher and the students read the text together: teacher read aloud, or cultural reading. There are a rich discussion and interaction around the text.
- (4) Students search a variety of texts about the topic for additional questions and for answer to questions.
- (5) Students create graphic organizers (diagrams) to integrate information learned.
- (6) Students share through the use of posters, diagrams, group projects, and oral report what they have learned.

c. Observing

Observing was used to find out information of action, such as the students' attitude during the teaching learning process and to record how well the process of teaching and learning is. Thus, observation done through diary note and observation sheet. Diary notes focuses on the activity of students. Every activity of the students related to the scenario of the teaching and learning process put on diary note. Teacher checklist focus on the activities that was applied by the researcher related to applying QAR.

d. Reflecting

Reflecting is a phase of giving a feedback process forms the action, which was done before. Reflection was used to help the teacher make decision. Reflection evaluated aspects to evaluate the effect of spacious

issue and suggests the way to handle it. In this phase, the researcher will reflect everything that was done. The reflecting process bases on the data: composition task and diary note. Thus, based on the reflecting process, the researcher conducted the second cycle. The second cycle is a revision of the first cycle.

2. The Second Cycle

The activities which conducted on the second cycle are based on the reflection of the first cycle. The second cycle is the follow up to the first cycle and to find out the improvement of the students' reading comprehension through QAR strategy in narrative text.

E. Techniques of Collecting Data

There are two kinds of test to measure students' reading comprehension namely test in the cycle I and cycle II. Test in the cycle I or initial reflection is intended to assess the pre-existing reading comprehension of the subjects which is administer in the first meeting before the researcher conduct the research by applying QAR strategy in the classroom. The test in cycle I and cycle II were administer in the end. The function of administering test in the cycle II was to evaluate the effectiveness of QAR strategy in improving the students' reading comprehension. The purpose of the test in cycle I conducted is to find out initial condition of subject in reading comprehension. Meanwhile the test in the cycle II

would reflect the effectiveness of QAR strategy when it is applied in English teaching and learning process at grade tenth students of SMK PGRI Enrekang.

F. Techniques of Analyzing the Data

This research was conducted to apply quantitative and qualitative data. The quantitative data analyzed in score while teacher taught reading the text by using QAR. Through quantitative data the researcher find out there were an improvement or not on the students' reading comprehension in narrative text by using QAR.

To find out the means of the students' score in each cycle, the research applied the following formula:

$$\bar{X} = \frac{\sum x}{N}$$

\bar{X} = The means of the student

$\sum x$ = The total score

N = The number of students

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The findings presented deal with the results of students' achievement in reading through Question Answer Relationship (QAR) strategy. In this case, the researcher want to find out whether the use of QAR Strategy improve both students' literal reading comprehension in terms of main idea and supporting details and the students' interpretative reading comprehension in terms of conclusion. The data were collected from 28 students in class tenth of SMP PGRI Enrekang. The instrument was a reading test both oral (reading) and writing forms. The test used in both test in the end of cycle I and test in the end of cycle II.

The following is the description of the data found which covers the rate percentage of the test in the end of cycle I and test in the end of cycle II result, mean score and the result of the data analysis.

1. The Improvement of Students' Literal Reading and Interpretative Reading Comprehension

Based on the the test in the end of cycle I and cycle II that conducted in SMP PGRI Enrekang, it can be known that there is an improvement of the both students' literal reading skill in term of main idea and supporting details and interpretative reading comprehension in terms of conclusion through the use of QAR Strategy. It can be seen clearly in the table below:

Table 4.1 The Mean Score of the Student's Improvement in Literal and Interpretative Reading Comprehension

NO	Indicators	Test in Cycle I	Test in Cycle II	Improvement (%)
1	Literal Reading Comprehension	78.57	82.85	4.28
2	Interpretative Reading Comprehension	55.71	76.42	20.71

Table 4.1 shows that the score of the students reading comprehension including the students' literal reading improved (4,28%) from the mean score in the test in cycle I is 78.57 to be 82.85 in test of cycle II from 28 students that conducted the reading test. Besides, the students' interpretative reading skill improved (20.71%) from the total score in the test of cycle I is 55.71 to be 76.42 in test of cycle II. It indicates that the score of the students speaking skill in term of literal and interpretative reading in each indicators in the cycle II were greater than the cycle I.

Based on the results of the test in cycle I and test in cycle II, it can be concluded that there were an improvement toward the students' reading skill in term of literal and interpretative reading though the use of Question Answer Relation strategy after implementing in several meeting in each cycles in the classroom especially to the students' literal reading comprehension in terms of

main idea and supporting details and the students' interpretative reading comprehension in terms of conclusion.

2. The Classification of the Students' Literal and Interpretative Reading Comprehension

Based on the data mentioned in the students' mean scores then the researcher found the distribution of frequency and percentage score of the students' students' literal and interpretative reading skill of the test in cycle I and test in cycle II were presented as follows:

a. Literal Reading

Table 4.2. The Distribution of Frequency and Percentage Score of Students' Literal Reading Comprehension in Term of Main Idea and Supporting Details

Classification	Score	Cycle I		Cycle II	
		F	%	F	%
Excellent	96-100	13	46.42	14	50
Very good	86-96	0	0	0	0
Good	66-85	7	25	8	28.57
Average	56-65	2	7.14	3	10.71
Poor	36-55	5	17.85	2	7.14
Very poor	0-35	1	3.57	1	3.57
Total		28	100	28	100

Based on the rate percentage in the table 4.2, in test of cycle I found that there were 13 students got excellent for their literal reading. Besides, none of the students got very good but there were 7 students got good, 2 students got average, and 5 students got poor, 1 students got very poor. Then, the result of the test in the cycle II found that there were 14

students got excellent, 8 students got good, 3 students got average and 2 of the students got poor and 1 very poor.

b. Interpretative Reading

Table 4.3. The Distribution of Frequency and Percentage Score of Students' interpretative reading comprehension in terms of conclusion

Classification	Score	Cycle I		Cycle II	
		F	%	F	%
Excellent	96-100	1	3.57	15	53.57
Very good	86-96	0	0	0	0
Good	66-85	11	39.28	3	10.71
Average	56-65	0	0	1	3.57
Poor	36-55	13	46.42	8	28.57
Very poor	0-35	3	10.71	1	3.57
Total		28	100	28	100

Based on the rate percentage in the table 4.3, it can be known that in reading test of cycle I, there was one student got excellent and none of the students got very good. Moreover, there were 11 students' got good and none of the students got average. Beside there were 13 students got poor but there was 3 student got very poor. Furthermore, there were an improvement in the cycle II related to the students interpretative reading, the researcher found that there were 15 students got excellent but none of the students got very good, 3 students got good and 1 students got average. Moreover, the number of students the got poor were 8 and very poor was 1.

B. Discussion

1. The use of Question Answer Relationship improve students' literal reading comprehension in terms of main idea and supporting details

Reading is one of the important skill in English. Through reading, the students are able to understand the meaning that the writer delivered through the text. Therefore, one of the aspect in reading is literal comprehension. It is the understanding of information and facts directly stated in the text. It is recognised as the first and most basic level of comprehension in reading. Thus, some of the students as non-English native speaker still confused to understand the text, it is because most of them lack of vocabulary and general understanding of English reading. Thus, the researcher tried to overcome this problem using a useful teaching strategy. One of them is question answer relationship.

In the cycle I, the researcher administered the reading test in the end of this cycle after teaching English reading with question answer relationship as a strategy used in the class. The reading test is used to evaluate the students' improvement in reading comprehension both for literal and interpretative reading comprehension. The school made 76 as *Kriteria Kelulusan Minimum* (Minimum Passing Grade) in English lesson. The number of students who took the test was 28, from the result reading test score in term of literal reading 2200 in total and the mean score 78,57. This means that the class already achieved the minimum passing grade 76 but there were still a number of students that still confused about reading and caused their literal reading comprehension is low, then the researcher made a

reflection to implemented in the second cycle to maintain the students' problem of their literal reading comprehension.

From the result of the observation was analyzed. The researcher evaluated the teaching process in the end of meeting in first cycle. The researcher asked the students about their difficulties and problem in reading and understanding the lesson and the researcher as a teacher give a clear and brief explanation about the topic though in the class and explain to the students about the strategy used in reading. The second and the third meeting were done by giving a short explanation about the materials and give the students an instruction of what they are going to do and let the students practice by doing some exercises. Then, the evaluation from the previous meeting conducted in the end of cycle I to know the students understanding about the material and to find out whether the use of question answer relationship are able to improve the students' literal reading comprehension and it becomes the reflection to the researcher in making cycle II.

There were many things that had been observed as follow: (a) many students still have difficulties in reading text, (b) some students were not interested with the topic, (c) many students difficult in make summary with they own language, (d) many students still got score 76 below. From the data, researcher decided to continue the second cycle in order get better result.

Here, the researcher found that the students' need a familiar reading reference and most of the words or phrase are applicable for the students so they are able to implement them to their daily life. Moreover, the reading text that presented

by the teacher should be easy to understand due to the students' lack of experience in English and also their English are still in beginners level.

Based on the result of cycle I, the cycle II was better than the first cycle. In this cycle the researcher found out that this cycle is better than the first cycle because the researcher had already got the reflection on the first cycle to be used as the information on the students' problem in class to overcome the students' problem toward their literal reading comprehension. The researcher conducted this cycle with the same step in the first cycle. The research created more supportive condition in order to foster the students to give more their responses and their participation actively in the class. In this step were some activities such as: prepare the lesson based on the material which would be thought, preparing material and media, the observation sheet to measure the students' participation in learning and students attitude during learning process.

Then, as an action in the cycle II, the researcher implemented question answer relationship as strategy. Then, the teacher give a brief and clear expiation with the understandable instruction, the researcher understand that the clear instruction will help the students to understand the materials. In this cycle, the researcher increase the number of exercises that done by the students and the researcher give a mutual feedback between the students and teacher and also among the students in each meeting and every reading exercises to improve the students understanding toward their literal reading comprehension.

In the end of cycle II, the researcher administered a reading test to find out the students understanding toward the lessons and also to find out whether there is an improvement toward the students' literal reading comprehension in term of main idea and supporting ideas though question answer relation strategy which was aimed to find out whether this strategy are useful to overcome the students problem in the class. The after analyzing the result of the reading test in the cycle II, the researcher will determine whether there this researcher should be continue to the next cycle or not.

Moreover, in this cycle, based on the observation and result test, the researcher could be concluded that having checked the student' reading test, researcher found that the students' score showed improvement. It means that the use of question answer relationship strategy is improved the students' literal reading comprehension.

The test in the cycle I, the total score of the students was 2200 for their literal reading and 1560 the number of the students who took the test was 28 students, so the mean of the students score was 78,57 and the test in the cycle II, the total score of the students was 2320 for their literal reading and the number of the students who took the test was 28 students, so the mean of the students score was 82,85. Where the distribution of frequency and percentage score of students' literal reading comprehension in term of main idea and supporting details was improved. The number of the students successfully got score upper the *KriteriaKetuntasan Minimal* set by the teacher was significantly increased.

Based on the reflection of this cycle II, it wasn't needed to conducting in the third cycle. The cycle of this research could be stopped because the students' in reading comprehension had been improved. Therefore, it can be conclude that question answer relationship strategy is beneficial to improve the students' literal reading comprehension.

2. The use of Question Answer Relationship improve the students' intepretative reading comprehension in terms of conclusion

Beside literal reading comprehension, one aspects of reading comprehension that the students need to understand is interpretative reading comprehension. It is the effective communication of thoughts and or feelings of an author to the listener. Where the reader should draw meaning from the selection to share with the audience.

The use of question answer relationship strategy in teaching reading will be beneficial for the students to improve their understanding toward their literal reading comprehension. It will help the students well understanding the content of the reading text.

In the first cycle, there were some activities was done by researcher. They were: made sure students understood the aims and the benefits of question answer relationship strategies for English learning. Emphasizing of question answer relationship strategies in activities. Where in the end of this cycle I, the researcher administered a reading test to find out the students understanding toward the previous lesson and to find out whether the use of question answer relationship

strategy are able to overcome the students' reading problem, especially their interpretative reading comprehension.

The result of the test in cycle I was the students' interpretative reading comprehension is still low. Most of the students are able to find out the main idea and supporting detail of the test but less of the students are able to draw a conclusion based on their own words.

Based on the result of the cycle I, the researcher needed to do cycle II. It can be seen from the students' score that still failed classification. These phase continued the aim of the research. The phases of the cycle II were constructed based on the reflection of the previous cycle I. in the cycle II, all the phases was done like in the cycle II, but special in action the researcher gave more chances for students to ask something which they did not understand yet.

Then, in the cycle II, question answer relationship strategies still was applied in teaching learning process. In this cycle, teaching learning process more emphasize students understanding toward their interpretative reading comprehension through answered some of questions test. There researcher created more supportive condition in order to foster the students to give more their responses and their participation actively in the class.

Moreover, the researcher was try to the best in teaching the students and was motivated them to increase their ability in reading comprehension by following the steps of question answer relationship and give them a brief and clear

explanation by following the clear and understandable instruction with lot of examples.

The feedback of the teaching learning process was taken from the result of the observation. As the observation and result test, the researcher could be concluded as follows:

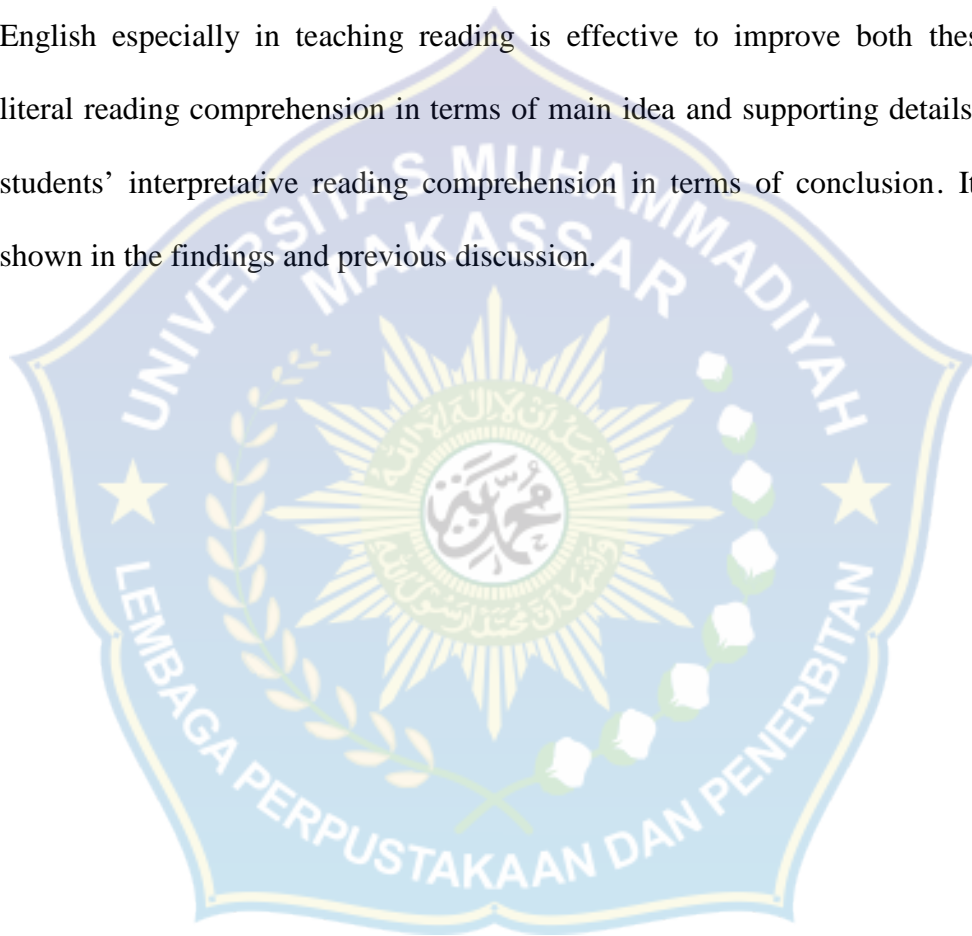
- a. The researcher could be increased on the students' interpretative reading comprehension by using question answer relationship strategies. Every group discussed enthusiastic, every students had braveness to asking what they did not know and gave their opinion.
- b. Students score had improvement from the first cycle with the total score 1560 for their interpretative reading and the number of the students who took the test was 28 students with the mean score 55,7 and the score in the cycle II was 2140 for their interpretative reading and the number of the students who took the test was 28 students, so the mean of the students score was 16,42.

Based on the result, it made the researcher felt that the second cycle could be stopped because the students could be comprehend the text and understood the text. Therefore, question answer relationship strategy are able to improve the students' interpretative reading comprehension.

Based on the data above, it proved the previous research that the use of question answer relationship strategy is useful to implement in the class and has a lot of beneficial. It closely related to the Hamzah, at. al. (2015) and Sari, at al. (2016) research about Question Answer Relationships (QARS) Strategy can

increase the students' motivation in reading and effective to improve the students' reading skill. While Mansul (2015) and Fard (2014) found that QARS can increase the students' learning achievements.

To concluded, the use of question answer relationship strategy in teaching English especially in teaching reading is effective to improve both the students' literal reading comprehension in terms of main idea and supporting details and the students' interpretative reading comprehension in terms of conclusion. It clearly shown in the findings and previous discussion.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research, it could be conclude that:

1. This research deals with the implementation of the question answer relationship strategies on the students' ability in reading comprehension both the students' literal reading comprehension in terms of main idea and supporting details and the students' interpretative reading comprehension in terms of conclusion.
2. The use of question answer relationship strategy can improve the students' literal reading comprehension. It shown from the result of the test in the cycle I, the total score of the students was 2200 for their literal reading and 1560 the number of the students who took the test was 28 students, so the mean of the students score was 78.57 and the test in the cycle II, the total score of the students was 2320 for their literal reading and the number of the students who took the test was 28 students, so the mean of the students score was 82.85.
3. The use of question answer relationship strategy can improve the students' interpretative reading comprehension. It shown from the result of the test from the first cycle with the total score 1560 for their interpretative reading and the number of the students who took the test was 28 students with the mean score

55.7 and the score in the cycle II was 2140 for their interpretative reading and the number of the students who took the test was 28 students, so the mean of the students score was 16.42.

B. Suggestions

Based on those findings above, the researcher here wanted to give the solutions to solve the problem in teaching English by giving these suggestions. First, question answer relationship strategy is one of a useful strategy that the teacher can implemented in teaching reading. Moreover, the teacher should be as a partner for the students in learning process and care to the students. The teacher should be creative to master the class became alive and interest and also the teacher should be prepared to give the learner a more meaningful role. They support and encourage the learner's desire to learn.

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DOCUMENTATION

1. CYCLE I



2. CYCLE II





CURRICULUM VITAE

Nur Asmaul Husna. She was born on Enrekang 1996, July 06. She is the fifth child of her beloved parents Hartono and Masnia. She began her education with finishing her elementary school in SDN 117 Enrekang at 2008. She continued her Junior High School at SMPN 1 Enrekang and finished at 2011. And then she continued her Senior High School at SMK Latanro Enrekang and finished at 2014. She registered and she was accepted as a student of English Educational Department, Faculty of Teacher Training Education, Muhammadiyah University of Makassar at 2014, and finished at 2019.

