THE EFFECT OF USING QUESTION ANSWER RELATIONSHIP (QAR) STRATEGY TO STUDENTS READING COMPREHENSION OF FIRST YEAR AT SENIOR HIGH SCHOOL 5 PEKANBARU

A THESIS

Intended to Fulfill One of the Requirements for the Award of Sarjana Degree in English Language and Education Faculty Islamic University of Riau

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2020

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ACKNOWLEDGEMENT

Alhamdulillahirobbil'alamin, first of all I would like to extend my thanks to Allah SWT, for blessing and giving me strength and health to complete this thesis entitled **"The Effect of Using Questions Answer Relationship (QAR) Strategy to Students Reading Comprehension of First Year at Senior High school 5 Pekanbaru."**This thesis intended to fulfill one of the requirements of Sarjana Degree in English Language Education, Faculty of Teacher Training and Education, Universitas Islam Riau.

The researcher would like to express her thanks deeply to all people who gave many contributions in completing this thesis. The researcher addresses her appreciation and expressed deep gratitude to the following individuals namely:

1. Drs Alzaber, M.Si as Dean of FKIP UIR and Dr. Sri Amnah, M.Si as the vise Dean of FKIP UIR and all administrative staff of FKIP UIR Pekanbaru.
2. Miranti Eka Putri, M.Ed. as the chief of English Language Education of FKIP UIR and Muhammad Ilyas, M.Pd. as the secretery of English Language Education of FKIP UIR who has given suggestion and guidance during this thesis held.
3. Special thanks for my beloved advisor Dra. Betty Sailun., M.ED, who always contributes a lot of time in giving motivation, suggestion, correction, encouragement and guidance for me in accomplishing this thesis.
4. All lectures of English Language Education of FKIP UIR who gave knowledge and helped me during my study.

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5. Deep gratitude to my beloved parents, my father Mikamto and my mother Teti Suriani, the people who have giving everything for me. Because of them, I can finish this thesis. Thanks a lot for the endless love, patient, support, advice, praying and financial or other things that the researcher cannot mention one by one. I am proud to be your daughter.
6. Sincere thanks to my brother Wahyu Ardiansyah Putra, Aditya Cristofer, and Dafa Ibnu Hafiz who never give up to remind me and give me supports to finish this thesis.
7. Special thanks to my beloved friends as motivators for me, who always give me supports and love during my time in completing this thesis. And to my indirect support system singer Kang Daniel.

Finally, the researcher realize that this thesis may have several weaknesses. Therefore, supportive feedbacks, suggestions, and comments are really needed for improvement of this research.

Pekanbaru, December 2019

DHEA AYUDA PRATIWI

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ABSTRACK

Dhea Ayuda Pratiwi, 2019 : ***The Effect of Using Questions Answer Relationship (QAR) Strategy to Students Reading Comprehension of First Year at senior high school 5 Pekanbaru.***

Keywords : QAR Strategy, Reading Comprehension.

The objective of the research was to know the effect of using question answer relationship (QAR) strategy to students reading comprehensionof first year at senior high school 5 Pekanbaru. Question answerrelationship (QAR) strategy is useful for student ability in comprehending text. When it was implemented, it also made student interested in topic and make the students understand how to answer the question with the steps in QAR strategy.

This research was one group pre test and post test design. It consist of only one class, X MIPA 1 as the experimental class by doing pre test and post test design. In this research, the instrument was using 30 multiple choice questions. The population of this research was in grade X SMAN 5 PEKANBARU. There were ten classes.The researcher only chose one class as the experimental class. There were 36 students for each class. The researcher used SPSS 24 to analyzed the data in order to find out whether there was the effect of Using Questions Answer Relationship (QAR) Strategy of Students Reading Comprehension of First Year at SMAN 5 Pekanbaru.

The result of analysis the data showed that, the value of $T_{calculated}(t_0)$ in experimental class was 10.414. While $T_{table}(t_t)$ of level significant 5% was 2.030. It can read 10.414 > 2.030, it means that $T_{calculated}(t_0)$ higher than T_{table} (t_t). Furthermore, it could be seen that the significant value in experimental class was 0.000 and it was lower than significant 5%, 0.000 < 0.05. Therefore, null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted. It can be concluded that there was significant effect of using Question Answer Relationship (QAR) strategy to students reading comprehension of first year at senior high school 5 Pekanbaru.

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ABSTRAK

Dhea Ayuda Pratiwi, 2019: ***Pengaruh Penggunaan Strategi Question Answer Relationship (QAR) Terhadap Pemahaman Membaca Siswa Kelas Satu SMA Negeri 5 Pekanbaru.***
Kata kunci: Strategi QAR, Pemahaman Membaca.

Tujuan dari penelitian ini adalah untuk mengetahui pengaruh penggunaan strategi question answer relationship (QAR) terhadap pemahaman membaca siswa tahun pertama di SMA Negeri 5 Pekanbaru. Strategi Question answerrelationship (QAR) berguna untuk kemampuan siswa dalam memahami teks. Ketika diterapkan juga membuat siswa tertarik dengan topik dan membuat siswa mengerti bagaimana menjawab pertanyaan dengan langkah-langkah dalam strategi QAR.

Jenis penelitian ini adalah one group pre test and post test design. Kelas X MIPA 1 hanya terdiri dari satu kelas sebagai kelas eksperimen dengan desain pre test dan post test. Instrumen yang digunakan dalam penelitian ini adalah 30 soal pilihan ganda. Populasi penelitian ini adalah siswa kelas X SMAN 5 PEKANBARU. Ada sepuluh kelas, peneliti hanya memilih satu kelas sebagai kelas eksperimen. Ada 36 siswa untuk setiap kelas. Peneliti menggunakan SPSS 24 untuk menganalisis data guna mengetahui apakah ada pengaruh Strategi Using Questions Answer Relationship (QAR) terhadap Pemahaman Membaca Siswa Tahun Pertama di SMAN 5 Pekanbaru.

Hasil analisis data menunjukkan bahwa nilai T hitung (t0) kelas eksperimen sebesar 10,414. Sedangkan Ttabel (tt) taraf signifikan 5% adalah 2,030. Dapat dibaca 10,414> 2,030, artinya T hitung (t0) lebih tinggi dari T tabel (tt). Selanjutnya terlihat bahwa nilai signifikansi pada kelas eksperimen adalah 0,000 dan lebih rendah dari signifikansi 5% yaitu 0,000 <0,05. Dengan demikian hipotesis nol (H0) ditolak dan hipotesis alternatif (Ha) diterima. Dapat disimpulkan bahwa terdapat pengaruh yang signifikan penggunaan strategi Question Answer Relationship (QAR) terhadap kemampuan membaca siswa kelas satu di SMA Negeri 5 Pekanbaru.

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CHAPTER I

INTRODUCTION

1.1 The Background of Problem

Reading is one of the most important skills that should be learned by every student from elementary school until university level, bisedes writing, speaking, and listening. It is that skill needs more attention the students, because in reading the students have good interaction with text in order to get meaning from the text. According to Wallace (2004), reading as the important role in almost every course of study. In learning English, reading is one of the prominent skills from four basics skill in English, and reading should be acquired by any students who learn English to get information and knowledge Reading is very important not only in teaching learning process but also in social outline, everyone needs to read. Reading is not easy as people think. Reading is a complex process, so that people face some difficulties when they want to get information through reading. Similarly, the students also find some difficulties in getting information, identifying meaning of word in text and drawing conclusion about the text.

Next, in reading process student learned how to get the meaning or information from the text, it needs a thinking process in order to be able to reach the comprehension. But some of students argue that reading some article or textbook is easy but reading is more difficult. Actually, reading skills was very important for students such as; the students can got information from reading, the students can

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increase their knowledge, students can enlarge the way of their thinking by reading any text. So the students should have skills in reading to enlarged their information and enrich their knowledge.

On the other hand, reading process the reader sometimes do not know the whole meaning of word found in passage. Students need to learn what word means and how they are used. Obvisiously, the dictionary provides one of the best resources for students. However, student prefer to guess the meaning of word that is found in the text. In this case stdent need to know how to guess the meaning of word in order to get appropriate information about the text.

And then, reading is an interactive process that goes on between the reader and the text, resulting in comprehension. The text present letters, word, sentences, and paragraphs that encoding meaning. The reader use knowledge, skills, and strategies to determine what the meaning it. The purpose for reading and type of text determine the specific knowledge, skills, and strategies that reader need to apply to achieve comprehension. Reading comprehension is thus much more decoding. Reading comprehension result what the reader know which skills and strategies are appropriate for type of text, and understand how to apply them accomplish the reading purpose.

Next, Strategy is management that deals with the implementation of ideas, planning and executing an activity within a certain period of time. Strategy is also about attaining and maintaining a postion of advantage over adversaries throuht the successive explotation of known or emergent possibilities rather than committing to

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any specific fixed plan designed at the outset. Using certain activity patterns, forming mission missions describing an activity. Strategies are also useful for minimizing problems in students. And to facilitate the operation of an activity formulated to achieve a goal.

Strategy is Question Answer relationship strategy. Question answer relationship strategy is a reading strategy in which student categorize comprehension questions according to where they get information they need to answer the question. The question answer relationship (QAR) strategy present a three-way relationship between question, text content, and reader knowledge. The purpose of QAR strategy is to increase the students' awareness of the necessary information to answer reading comprehension questions can be found. The QAR strategy helps students building schema on how to answer reading comprehension questions by providing an organizational framework that helps visualize whether the answers can be found in the text or in their head.

The reseachers choose the topic because the researcher read some researcher about new strategy such as fishbowl strategy, book talks strategy, story frames strategy, small group discussion, and questions answer relationship strategy. So reseacher interested to choose one of them as follows, the strategy is question answer relationship strategy (QAR). In teaching reading comprehension, teacher faced some problem such as : first problem come from the students, some students unable to answer questions. They feel unable to comprehending of the text because they don't know where the information is. Second, students' reading ability is low because they

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have lack of vocabulary. Third, lack of interest in students to learn how reading the correct English word. And the last one, the student not intresting to read the materials, the teacher give difficulty of materials that makes student lazy to read and sometimes the materials give not interesting at each meeting

The differences in my research with other are some researchers focused to increase students reading skill by using Questions Answer Relationship Strategy (QAR), but researcher focus on make a teaching more alive with Questions Answer Relationship Strategy (QAR). According Raphael and AU (2005) state that Question-Answer Relationship (QAR) strategy helps the students to plan reading and answering comprehension question, and also helps the students to ensure that there will not be an over emphasis of lower lever skill with questions that only require the students to locate and recall information.

Finally the researcher interested in conducting the research. The tittle **" The Effect of Using Questions Answer Relationship (QAR) Strategy of Students Reading Comprehension of First Year at Senior High School 5 Pekanbaru"**

1.2 The Setting of Problem

There are some problem based on setting of the problem :

First, some students unable to answer questions. They feel unable to comprehending of the text because they don't know where the information is. It makes them feel difficult to get information from the text so they don't know how to

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answer the questions. Because the teacher still use traditional strategy and the student feel bored to read the material the teacher gives.

Second, students' reading ability is low because they have lack of vocabulary. It makes it difficult to get information from the text. Most students are only focused on their dictionary to find the meaning of the unfamiliar words. The students feel lazy to memories some vocab because many unfamiliar word, that's one reason students cant understand about the text because they lazy to memories some vocab.

Third, lack of interest in students to learn how reading the correct English word. This is because they are not interested in knowing how to correct the reading of the English language due to the methods used are still using methods that are not of interest to the students. Teacher only gives monotonous lessons, and the teacher only provides the same learning method every week. Students feel lazy to pay attention what the teacher is doing, so students are less able to comprehending the text.

The last, the student not intresting to read the materials, the teacher give difficulty of materials that makes student lazy to read and sometimes the materials give not interesting at each meeting. The teacher also doesn't give refreshment such as games to studens, after that teacher only explains after giving assignment and teacher leaves the class until the bell rings.

1.3 The Limitation of Problem

Based on the setting of the problem above, the problem of this research is limited only one problem. Some students unable to answer questions. They feel

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unable to comprehending of the text because they don't know where the information is. It makes them feel difficult to get information from the text so they don't know how to answer the questions. Because the teacher still use traditional strategy and the student feel bored to read the material the teacher gives. This research is merely focused on descriptive text. The indicators such as finding the factual information the students must know about 2 generic structure in descriptive text, consist of identification and description.

1.4 Formulation of Problem

Based on the limitation of the problem above, the problem is formulated as follows:

" Is there any significant effect of using Question Answer Relationship (QAR) Strategy to students reading comprehension at SMAN 5 Pekanbaru?

1.5 Objective of Research

The objective of the research is:

To find out weither there is significant effect of using Question Answer Relationship (QAR) Strategy to students reading comprehension at SMAN 5 Pekanbaru or not.

1.6 The Needs of The Research

1. For the English teachers

   In order to give teachers a good way in teaching reading comprehension.

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2. For the Students

The students will be motivated to improve and to master their skills in reading comprehension.

3. For the Researcher

This research will add to the researcher's knowledge and experience in teaching reading comprehension.

1.7 Defenition of the Terms

1. Effect

Effect means change caused by something, a change that is a result or consequence of an action or other cause (Manser, 1995).

2. Reading comprehension

Reading comprehension is a complex process of constructing meaning from the text by interacting with it through a combination of prior knowledge, previous experiences, information in the text, and the stance the reader takes in relationship to the text (Pardo, 2004).

3. Question-Answer Relationship (QAR)

QAR as a tool for clarifying how students can approach the task of reading texts and answering questions. It helps them to realize the need to consider both

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information in the text and information from their own background knowledge. These two primary sources of information for answering questions are "In the Book" and "In My Head". "In the Book" category is expanded to include two types of situations, they are Right There and Think and Search question. "In My Head" category can also be divided into two types, they are Author and You and On my own question (Raphael, 1986).

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CHAPTER II

REVIEW OF LITERATURE

2.1 The Nature of Reading

Reading as one of the basic language skills requires competence including, grammar, vocabulary, fluency, accuracy, these elements are needed to measure the capability of the students in reading using appropriate technique. Brown (1994: 103) in Mashur (2015) states that reading is a skill in producing (1994) has assured us, reading is the active production skill. Reading is an active cognitive process of interaction with printed and monitoring comprehension to establish meaning (Bromley, 1992) in Toiyibah (2016). People usually read the text to find the message or information. Whether or not they can understand about the text they read, it depends on their reading comprehension ability. Kosanovich (2013) in Toiyibah (2016) adds that reading comprehension as the process of simultaneously extracting and involment with written language is very important since it supports students' academic performance.

Moreover, Keith Topping (1995) in Fauziah, et al (2016), said that paired reading is a straightforward and enjoyable way for more able reader to help less able readers develop better reading skills. In paired reading students have to summarize the main point and the details from the reading text. In order to complete the task in paired reading, the researcher used graphic organizer. According to Hall and Strangman (2004) in Amin (2014:3) graphic organizers is a visual and graphic

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display that depicts the relationship between facts, terms, or ideas within a learning task.

According to Ashoor and Hawamdeh (2007) in Happy (2016), reading is considered one of the most important academic skills. Besides, it is a major pillar on which the teaching or learning process is built. Reading ability plays a central role in the teaching or learning success at all educational stages. Du Boulay (2004) in Happy (2016) assures that weakness in reading ability constitutes one of the biggest problems encountered by students‟ at all educational levels. Thus, teaching reading is viewed as a teaching objective at the different educational.

Reading has been called as a process of decoding a particular writing system into a language or a process of getting meaning from written material. Reading is an enjoyable activity when it is carried out effectively. The students should be motivated to acquire this skill and they should and they should also read a lot of any kind of information in order to increase their knowledge. Harmer (1998:68) in Sriwahyuni, et al (2015) stated that: “Reading is a useful for other purpose too: any exposure to English (provide students understand it more or less) is good thing for language students. At the very least, some of the language sticks in their minds as part of process of language acquisition, and, if the reading text is especially interesting and engaging, acquisition is likely to be even more successful.”

According to Bean (1996, p. 134-137) in Nofitarina (2017) there are ten factors of reading difficulties, there are misunderstanding of the reading process, failure to adjust reading strategy for different purposes, difficulty in perceiving the

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structure of an argument as they read, difficulty in assimilating the unfamiliar, difficulty in appreciating a text's rhetorical context, difficulty seeing themselves in conversation with the author, lack of cultural literacy assumed by the text's author, inadequate vocabulary, difficulty in tracking complex syntax, and difficulty in adjusting reading strategies to the varieties of academic course.

It can be summarized reading can be defined as the ability to understand and get information from the text. The reader not only read but also use strategies to get the main point in the text. The reader must be able to read consisting of main sentences and select the min ideas. From that statements reading must be easy if the reader understand about the text.

2.1.1 The Purpose of Reading

According to Rivers and Temperly (1978) in Hanisah (2012), they suggest that are there are seven main purposes in Reading:

1. To obtain information for some purpose of because we curious about some topics.
2. To obtain instruction on how to perform some tasks for our work or daily life (ex: knowing how appliance works).
3. To act in play, play a game, do a puzzle
4. To keep in touch with a friends by correspondence or to understand business letter.

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5. To know when or where something wills takes place or what is available.
6. To know what is happening or has happened (as reported in newspaper, magazines, or reports)
7. For enjoyment or excitement.

Reading needs a clear purpose in order to get the best understanding about content of the books or text. To understand the text, we must know then way to it. According to Johan (2002, in Hanisah 2012) there are some skills of understanding the text, they are:

1. Deducing meaning of the word from context by analyzing the words and phrases in the text. So, the function and the type of the words can be identified.
2. Understanding the form and the meaning of non-idiomatic phrases of noun phrases, gerund phrases, predictive verb, phrases, and infinitive phrases.
3. Understanding meaning through syntactical structure.
4. Recognizing and understanding rhetorical structure as framework of content related to the topic written as the purpose of the writer and the reader.
5. Critical reading skill.
6. Understanding the purpose, view, and type of the writer.
7. Making generalization and conclusion.
8. Understanding the writer resource.

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The purpose of reading comprehension is to help students develop the knowledge, skills, and experiences they must have if they are to become competent readers.

2.1.2 The Advantages of Reading

There are many advantages of reading. Because of that, if someone does not read, he/she will be left behind or may lose some information.

In this case,Muhammad Ali (1994) states the advantages of reading, they are:

1. Reading can increase our knowledge
2. Reading can direct our opinion
3. Reading can help the ability of critical thinking

2.2 Reading Comprehension

Reading comprehension is a flexible ongoing cognitive and constructive process (Wolley, 2011). It is a two-way process that integrates information from text-based with information from prior knowledge of the reader. During reading, a reader attempt to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. He also asserts that a reader must link ideas across sentences and construct the meaning that is implied by drawing the situation from their own background knowledge. Thus, to be an effective reader must

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set reading goals, monitor meaning and reflect upon their own understanding (Wolley, 2011).

Meanwhile, reading comprehension has many definitions as described by experts. Snow (2002) describes reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Furthermore, Grellet (1981), explains that reading comprehension is understanding a written text by means of extracting required information from it as efficiently as possible. By means of reading, a reader can find out the meaning, get the main idea, get the structure of the text, and reveal other information from the text.

Next, Block & Pressley (2002) in Pang (2003) stated that comprehension is an active process in the construction of meaning. Comprehension is the process of deriving meaning from connected text. It involves word knowledge (vocabulary) as well as thinking and reasoning. Therefore, comprehension is not a passive process, but an active one. The reader actively engages with the text to construct meaning. This active engagement includes making use of prior knowledge.

Moreover, Gersten et al.,(2001) in Klinger (2007) stated that many of the reading comprehension strategies that have been associated with the highest effect sizes for students with learning disabilities are those that teach students strategies that prompt them to monitor and reflect before, during, and after reading. These strategies ask students to (1) consider their background knowledge on the topic they are reading, (2) summarize key ideas, and (3) self-question while they read.

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Comprehension has three elements that are linked together and cannot be separated. The first element is the readers who are trying to understand texts. At this point, someone's ability and background knowledge have an effect to the reading. Second, the text that is the object to be comprehended by the readers. That text may be in the form of printed books or electronic books that are used to read. The third element is the reading activity. This activity includes the purposes, processes, and consequences that are related to the reading activity (Snow, 2002).

According, Richard (1996: 164) affirms that comprehension activities may address different levels of comprehension, including literal comprehension (understanding meanings stated explicitly in a text), inferential comprehension (drawing conclusions and making predictions based on information in the text), and evaluation (making judgment about the content of a text based on personal or other values). Then, to sustain reading comprehension, the teacher should introduce students with strategies of reading. Richards (2002: 289) purposes the aim of reading strategies as follows:

1. Strategies help to improve reading comprehension as well as efficiency in reading.
2. By using strategies, students will be reading in the way that expert readers do.
3. Strategies help readers to process the text actively, to monitor their comprehension, and to connect what they are reading to their own knowledge and to other parts of the text.

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2.2.1 Components of Reading Comprehension

The components of reading are basic to know the content of the story, it is very important to know for the students, according to King and Stanley (1989:330) in Yosi (2018) there are components of reading, they are:

1. Finding main idea

   Main idea is the main topic that is being discussed in a paragraph. Finding main idea is not always in the first sentence. It can be in the middle or in the last sentence of the paragraph.

2. Finding factual information

   Factual information requires students to scan specific detail of the text. The factual information questions are generally prepared for junior and senior high school students. It usually appears with question words.

3. Guessing vocabulary in context

   It means that the students can develop his/her guessing ability to the word which is not familiar with him/her by relating the meaning of unfamiliar words in the text that is read.

4. Reference word

   Reference word is repeating the same word or phrase several times, after it has been used, students can usually refer to it rather than 10 repeat it. Reference words will help students to understand the reading text. Reference

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words are usually short and very frequently pronouns, such as her, him, it, them, her, him, and many others.

It can be summarized that reading comprehension is very important while reading. Reading comprehension can be defined as the ability to understand and get information from the text. The reader not only read but also use the strategies to get the main point in text. The reader must be able to read consisting of many sentences and select the main ideas. From that statement, it's not easy to comprehend the reading text, especially English text.

2.3 Teaching Reading Comprehension

The teaching of reading comprehension carried out effectively, teachers need to teach andencourage students in the use of reading comprehension strategies that comprise three divisionsnamely pre-reading, guided reading, and post-reading activities. In pre-reading activity, teachershould adopt several techniques which be able to encourage and enhance students' interest in thelearning topic In guided-reading, Students interact with reading text and teacher monitors theirlearning. Activities aim to help them to comprehend text's content, develop student's linguisticknowledge and rhetorical structure of a text, recognize the meaning of unfamiliar words, build upconscious reading, and train how to employ the strategies of skimming and skinning. In post-reading, ateacher works as an evaluator, Medina (2008).

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The teaching of reading as a foreign language in Indonesia can be generally included in the teaching of reading comprehension. This is because it aims to improve the skills of learners, who have been able to read in their first language and in EFL, in understanding the meaning of a written text. It is essential then that EFL reading instructors and researchers in the Indonesian context understand the reading process and the relationship between this process and the acquisition of messages, knowledge, or information from reading texts or other written materials (Cahyono & Widiati, 2006: 37-38). Comprehension is the ultimate goal of reading. Therefore, the primary purpose of reading instruction is to develop the skills and strategies for the students to construct meaning from text. Students must read a lot. students must be able to orchestrate multiple strategies before, during, and after reading. In addition, students must develop their knowledge base on a variety of topics in order to understand a wide array of texts. Overall, comprehension instruction must teach students how to intentionally interact with the text to create meaning (Chard & Santoro, 2008: 9).

The important of teaching reading

Hedge (2003) states that any reading component of an English language course may include a set of learning goals for

1. the ability to read a wide range of texts in English. This is the longrange goal most teachers seek to develop through independent readers outside ELF/ESL classroom.
2. building a knowledge of language which will facilitate reading ability

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3. building schematic knowledge.
4. the ability to adapt the reading style according to reading purpose (i.e. skimming, scanning)
5. developing an awareness of the structure of written texts in English
6. taking a critical stance to the contents of the texts

Similarly, Teaching is a process carried out by the teacher in the classroom which is intended to transfer the knowledge and skills to the student. Brown (2001:7) stated that teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.

According to Fauziah, Teaching process cannot be done without the students who learn. Teaching learning process should be effective in order to acknowledge the students in getting the new information. In conclusion, the teacher should prepare the appropriate and effective strategy in teaching, while the students should actively involve in the strategy that the teacher prepared.

Hedge (2003) in Alyousef states that any reading component of an English languagecourse may include a set of learning goals for:

1. the ability to read a wide range of texts in English. This is the longrange goal most teachers seek to develop through independent readers outside EFL/ESL classroom.
2. building a knowledge of language which will facilitate reading ability
3. building schematic knowledge.

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4. the ability to adapt the reading style according to reading purpose (i.e.skimming, scanning)
5. developing an awareness of the structure of written texts in English
6. taking a critical stance to the contents of the texts

Furthermore, there are several aspects of efforts that teachers can do to assist students to improve their reading skills. Fletcher, et al. (2012) in Natsir (2016) state that they can be done via: (i) the curriculum used in teaching reading, (ii) their preparations for teaching, (iii) proper methods of teaching, (iv) proper instructions, (v) authentic materials, (vi) the perception of the teachers toward the reading attitudes of their students, (vii) barriers in teaching reading and (viii) teaching strategies for poor readers.

In addition, In teaching reading comprehension, it is not only the students who must have ability in comprehending the text but also the teachers must have an appropriate strategy to assist their students in learning process, Nofitarina (2012).

2.4 Teaching Reading at Senior High School

Murray (1989, p.1) states that teaching is one of the most complicated human activities. The skills involved in teaching usually do not come naturally. Skillful teachers have a good understanding of the characteristics and backgrounds of learners. Therefore, as English teachers, it is pivotal to understand the psychology

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and cognition of learners because of their heterogeneous characteristics and backgrounds.

The English teacher of grade X has arranged it based on almost all the principles of lesson plan arrangement that mentioned in permendikbud number 103 of 2014. The principles are:

a. fully loads basic competence of spiritual attitudes, social attitudes, knowledge, and skills;

b. can be implemented in one or more than one session;

c. pay attention to individual differences of learners;

d. learner-centered, context-based, and contemporary- oriented;

e. develop independent learning;

f. provide feedback and follow-up of learning;

g. have relevance and coherence between competencies and between content;

h. untilize information and communication technology.

Teaching reading should be focused on helping the students to be able to make sense of ideas conveyed in the text. To achieve these goals, the teacher must arrange the activities before reading class begin as follows:

1. Preliminary activities

These first activities consist of sharing knowledge and experience by the students in preparation for a particular reading task. It might occur before the students look at the text. First, students discuss the topic generally and then come to the specific ideas of the text.

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2. Brainstorming

Brainstorming is when a teacher provides a cue associated with a text and what impressions from students, any words or phrases come into mind. The cues can be key words or phrases, headlines, general topics, pictorial or other contextual clues. Some students, especially when first using this activity may need further prompt, such as where, who and what. These phases allow the students to use their experience to formulate questions to be answered by reading.

3. Headlines and titles, pictorial, and contextual clues

These parts of the text help students to prepare for what they are going to read by providing important clues to meaning. They allow the students to use their experience to work out the possible content and to formulate questions to be answered by reading.

2.5 Teaching Reading by Using Question Answer Relationship (QAR) Strategy

Question-Answer Relationship (QAR) strategy is designed as a method for a deliberate and common way of thinking and talking about effective sources of information when answering questions in which QAR is a during reading strategy that improves comprehension. This strategy teaches students that all questions are not alike and that knowing how to identify the types of questions will help them answer the questions in which this strategy presents a three-way relationship between questions, text content, and reader knowledge (Raphael, 1982, 1986).

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Next, The Question-Answer Relationship (QAR) is an instructional activity designed to help students work with a standard feature of reading: answering questions based on a text.he first categorization of question is text implicit. In this category, the information to answer the question is located in a single place in the text. The second one is text explicit. The information necessary to answer the question in the text, on the other hand the reader would need to engage in inferential thinking or make intertextual connection. The last category is script implicit. The answers in this type come from the reader's schemata. QAR strategy is comprehension strategies developed by Raphael in 1986.The purpose of QAR strategy is to increase the students' awareness of the necessary information to answer reading comprehension questions can be found. The QAR strategy helps students building schema on how to answer reading comprehension questions by providing an organizational framework that helps visualize whether the answers can be found in the text or in their head.

Moreover, a strategy that has been used successfully to improve comprehension is QAR, which stands for Question-Answer-Relationship. Using this strategy, students analyze different comprehension questions to determine where they might find the answers to these types of questions. This strategy demonstrates for students that answers are not always found within the text, but at times require background knowledge to provide an answer. Past studies and research related to QAR, such as that reported by Raphael and Wonnacott, (1985), suggest that the strategy can be quite beneficial for students. In several studies, Raphael and

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Wonnacott report that students who received QAR instruction outperformed those who did not. This strategy also has been shown to have a positive impact upon average and low ability students (Ezell & Kohler, 1992).

According, Raphael (1986: 516) developed QAR as a tool for clarifying how students can approach the task of reading texts and answering questions. QAR shows students the relationship between question and answer, how to categories different types and levels of questions, as well as how the text does not have all the answers. It helps the students to understand and comprehend the text by answering the questions. QAR can be applied toward both fiction and non-fiction. According to Rafael and Au (2005: 208) QAR can help to solve the four problems to enhance students' level of literacy: (1) The need for a shared language to make visible the largely invisible processes underlying reading and listening comprehension, (2) The need for a framework for organizing questioning activities and comprehension instruction within and across grades and school subjects, (3) The need for accessible and straight forward whole-school reform for literacy instruction oriented toward higher level thinking, (4) The need to prepare students for high-stakes testing without undermining a strong focus on higher level thinking with text.

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.

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The details of both categories are described as follows:

1. In The Book Questions

a. Right There

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

b. Think and Search

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

c. In My Head Questions

- 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.

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- 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.

Procedure of QAR

The QAR framework below was used to frame the following teacher modeling of question-asking practices during the reading cycle (adapted from Table 2 and Table 3 in Raphael & Au, 2005).

The QAR framework

Reading Cycle	**QAR**	**Comprehension Strategies**	**Questions**
Before reading	On my own	Activating prior knowledge	From the title, what do I already know that can connect me to the text?
	Author & Me	Predicting Visualizing	From the title or illustrations, what might this text be about?
During reading	Author & Me	Making simple and	What do you think will

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		complex inferences	happen next? How would I describe the mood of the story and why is this important?
	Right There	Scanning to locate information	Who is the main character? What are some words that describe the setting?
	Think & Search	Summarizing Clarifying Making simple inferences	What is the problem and how is it resolved? What are the important events? What role do the characters play in the story?
After reading	Author & Me	Distinguishing fact and opinion	What is the author's message? How well does the

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			author make his argument?
	Think & Search	Identifying important information	Find evidence in the text to support an argument.

The steps of using QAR strategy described as follows:

1. Explain the concept of QAR to the students, possibly using a chart to show the four types and the two broad categories of information sources: in the text and in your head.
2. Have students read several short passages. Follow each reading with one question from each of the four QAR categories. Discuss the differences between the different types of questions and answers.
3. Give students short passages along with questions, answers and identified QAR. Discuss why a question and answer pair is one QAR an not another. Then give students passages with questions and answers an have them identify the QAR. Finally, give students passages with questions and have them decide which QAR strategy to use to find the answers.

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4. Give students a longer passage with up to six questions (at least one from each category). Students can work in groups to decided the QAR category and answer for each question.
5. As an extension students can write their own questions for reading passages using the QAR strategies.

2.6 Past Studies

The studies using Question Answer Relationship (QAR) to aid students in comprehending reading text have been conducted by some researchers. The research conducted by the previous researchers provided that Question Answer Relationship (QAR) can motivate the students in reading class and can help students become active principants.

There are some people conducted a research using Question Answer Relationship (QAR), they are : The Effect Of Question Answer Relationship Strategy On Students' Reading Comprehension Of Narrative Text At VIII Grade Of SMP Muhammadiyah 4 Giri By Diajeng Anggun (2017). She is use step by (Tompkins, 2010: 452), This is reflected in the steps strategy namely: (1) reading the questions, (2) understand the level QAR question, (3) read the text reading, (4) to answer questions, and (5) sharing answers. Such measures support the use levels QAR question so that they complement each other in achieving satisfactory reading comprehension of students.

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Citra MustikaZulya (2017) has done an experimental research entitle" Improving Students' Reading Comprehension Through Question-Answer Relationship (QAR) Strategy At The First Grade Of Mtsn 2 Lampung Selatan" she is used steps bye (Raphael and Au in Peng *et al*., 2007) QAR strategy have two categories of questions which have two different types more under each category. They are: *In the Book questions* that are classified into *Right There questions* or *Think and Search questions* where the answers of these types are right there in the text and the types of questions are literal; and *In My Head questions* are classified into *Author and You questions* or *On My Own questions* in which to answer these types of questions, the readers must use their prior knowledge because the answers do not apply explicitly in the text. It is important to note that the answers to *In the Book questions* can be found in the text or book, while answers to *In My Head questions* are based on what the learner knows. Those kinds of questions are framed and used in all activities within reading cycle.

2.7 Hypothesis

In order to answer the problem in this research, the writer makes her hypothesis as follows:

1. Ho : There is no significant effect of using question answer relationship (QAR) strategy to students reading comprehension at SMAN 5 Pekanbaru.
2. H1 : There is any significant effect of using question answer relationship (QAR) strategy to students reading comprehension at SMAN 5 Pekanabaru.

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CHAPTER III

RESEARH METHODOLOGY

3.1 Research Design

The researcher use one group pre test and post test and use one class as experimental class because the researcher is only allowed to use one class for research at the school, another class has been used by ppl students from other universities.

This study focused on examining questions answers relationship (QAR) in students reading achievement. The researcher used one group pre-test, post-test design. Pre- test was conducted to measure students' reading achievement before giving treatment. The researcher conducted treatment in four meetings by using QAR then the researcher gave post-test to the students in order to know the ability of students' reading achievement after treatment. The design of the research was described as follow:Note:

T1: pre-test

X: treatment

T2: post-test

T1 X T2

(Hatch and farhady, 1982)

This research was conducted in order to investigate whether Questions-Answers Relationship could be used to increase students reading achievement.

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3.2 Location and Time of the Research

The location of carrying out this research activity is at the first year students of SMAN 5 Pekanbaru in October 2019.The location of SMAN 5 Pekanbaru at Bawal Street, Pekanbaru.

3.3 Population and Sample of the Research

3.3.1 Population

The population of this research is the first year students of SMAN 5 Pekanbaru. The populations of this research consist of 10 classes. The total population of this research is around 288 students.

Table 3: Population of the Research

No	Class	Population
1	X MIPA 1	36
2	X MIPA 2	36
3	X MIPA 3	36
4	X MIPA 4	36
5	X MIPA 5	36
6	X MIPA 6	36
7	X IPS 1	36

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8	X IPS 2	36
9	X IPS 3	36
10	X IPS 4	36
TOTAL		**360**

3.3.2 Sample

The sample of this research chooses one class to be the samples. The sample of this class was X MIPA1

Table 4: Sample of the Research

No	**Class**	**Population**
1	X MIPA1	36
	Total	36

3.4 Instrument of the Research

The instrument in this researchis reading comprehension test. The instrument will be uses to measure students' reading comprehension after the treatment is done. There are 30 multiple choice questions in this research. The students should choose one of the correct answer relate to the topics.All of the question will be developed based on component of reading comprehension. The researcher only focuses on four component of reading comprehension. They are, The indicators such as finding the

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factual information, finding main idea, finding reference, and find generic structure about the text such as identification and description.

Table 5: Blueprint of the test

PRE-TEST		
No	Comprehension Questions	Number
1	Identification	1,2,3,5,1,2,1,2,6,8,10,11,12
2	Description	4,6,7,8,3,4,5,6,7,8,9,10,3,4,5,7,10
POST-TEST		
No	Comprehension Questions	Number
1	Identification	1,2,3,5,1,2,1,2,6,8,10,11,12
2	Description	4,6,7,8,3,4,5,6,7,8,9,10,3,4,5,7,10

3.5 Research Procedures

a. Pre- Test

Before treament, the students will give pre-test. The purpose to know the students' reading comprehension ability before treatment. Pre-test will conducted at the first meeting. The test items consist of 30 items of multiple choice.

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b. Treatment

The researcher will carry out the class in four meetings. In each meeting the researcher uses to be discuss a text and question essays.

c. Post- Test

After treatment, test will be administered in order to know the students' achievement after teachiNg by questions answer relationship (QAR) technique will be implemented in the classroom process. The post-tes will conducted at the last meeting.

3.6 Data Collection Technique

The researcher collected the data which needed to support this research by distribute reading test items to the class in the experimental class. It was conducted in pre-test and post-test to students. The purpose was to know the students' reading comprehension before the researcher give treatment. Also, the treatment was applied by Question-Answer Relationship Strategy. Therefore, the researcher gave post-test to know the students' result of reading comprehension on narrative text after the researcher using QAR strategy during teaching and learning process.

After the students did the test, the researcher then took the total score from the result of reading test. The Classification of students's score could be shown below:

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Table 5: The Classification of Students' Scores

Score	Grade	Level
80-100	A	Excellent
66-79	B	Good
56-65	C	Sufficient
40-55	D	Fairly-sufficient
30-39	E	Low

Adopted by Arikunto (2009:245)

3.7 Data Analysis Technique

In analysis data, the researcher used score of pre-test and post-test of the students. After teaching Question-Answer Relationships (QAR) strategy in reading comprehension, the data was analyzed by using statistical analysis. To know the result whether it is statistically significant, it was analyzed by using t-test. Therefore, the researcher used t-test from SPSS 24 program to analyze the significant different of QAR Strategy to students reading comprehension of SMAN 5 Pekanbaru.

The T-table was employed to know whether or not there was significant difference between mean score both experimental and control class. The obtained value of t-table at the degree of freedom (df) = (N1+N2) - 2.

Statistically

Hypotheses are:

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$H_a = t_o > t\text{-table}$

$H_o = t_o < t\text{-table}$

H_a is accepted if t_o < t-table or there is any significant effect of using question answer relationship (QAR) strategy to students reading comprehension at SMAN 5 Pekanabaru.

H_o is accepted if t_o > t-table or there is no significant effect of using question answer relationship (QAR) strategy to students reading comprehension at SMAN 5 Pekanbaru.

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CHAPTER IV

RESEARCH FINDINGS

This chapter present the research finding dealing with the data analyzed and interpreted, which have been taken from given pre-test and post-test of one class the researcher showed that the students' score increase from pre-test and post-test aims to find out whether there is significant effect of using Question Answer Relationship (QAR) strategy to students reading comprehension of first year at senior high school 5 Pekanbaru.

4.1 Data Presentation

This research was conducted to know the effect of using Question Answer Relationship (QAR) strategy to students reading comprehension of first year at senior high school 5 Pekanbaru. Subsequently, the researcher find out students' score in reading comprehension text at senior high school 5 Pekanbaru. This researcher was classified to experimental research that is quantitative research. Therefore data of this research got from students' score in pre-test and post-test.

4.1.1 Data Presentation of Pre-Test

Before giving treatment, the researcher gave pre-test to the students. It was done to know the students ability in reading text. The researcher presented the students' reading text on pre-test as following table:

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Table 4.1 Students' Score of Pre-test

Name	Pre-Test
Student 1	53
Student 2	56
Student 3	63
Student 4	73
Student 5	70
Student 6	83
Student 7	70
Student 8	73
Student 9	73
Student 10	66
Student 11	73
Student 12	70
Student 13	86
Student14	56
Student 15	76
Student 16	70
Student 17	70
Student 18	50
Student 19	60

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Table 4.1 Students' Score of Pre-test (continued)

Student 20	83
Student 21	86
Student 22	60
Student 23	40
Student 24	53
Student 25	66
Student 26	63
Student 27	50
Student 28	50
Student 29	66
Student 30	56
Student 31	83
Student 32	66
Student 33	66
Student 34	86
Student 35	66
Student 36	73
Total	**2404**
Mean	**66.78**

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Table 4.1 showed the students' result in reading, particularly in reading of descriptive text in pre-test. From the data, it showed the result that the total score from 32 students in pre-test was 2404 before doing the treatment. From the total score of pre-test, the researcher get the mean of pre-test was 66.78

4.1.2 Data Presentation of Post-Test

After the researcher carried out treatments to the experimental class. The researcher gave post-test to the students in the last meeting. The researcher presented the students' reading text on post test as followed:

Table 4.2 Students' Score of Post - test

Name	Post-Test
Student 1	80
Student 2	80
Student 3	90
Student 4	90
Student 5	73
Student 6	93
Student 7	90
Student 8	86
Student 9	83
Student 10	80

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Table 4.2 Students' Score of Post-test (continued)

Student 11	93
Student 12	83
Student 13	90
Student 14	83
Student 15	90
Student 16	90
Student 17	76
Student 18	76
Student 19	80
Student 20	90
Student 21	83
Student 22	76
Student 23	76
Student 24	90
Student 25	76
Student 26	80
Student 27	80
Student 28	80
Student 29	93
Student 30	80

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Table 4.2 Students' Score of Post-test (continued)

Student 31	90
Student 32	73
Student 33	80
Student 34	93
Student 35	76
Student 36	86
Total	**3008**
Mean	**83.55**

Table 4.2 showed the result after doing the treatment the students achievements was very different from pre-test, the total score from 36 students in post-test was 3008. From the total score of post-test, the researcher get the mean of post-test was 83.55

After the researcher analyzed the data of pre-test and post-test in experimental class, the analysis of the paired sample test was also to find out the difference of both test which can be seen by this following table:

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Table 4.3 Paired Samples Statistics

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre test	66.78	36	11.517	1.920
	Post test	83.55	36	6.377	1.062

Based on the table 4.3 it could be seen the total of students was 36, the mean of pre-test was 66.78 and the mean of post-test was 83.55. Standard deviation pre-test was 11.517, while standard deviation from post-test was 6.377. Standard error mean from pre-test was 1.920, and post-test was 1.062. So it could be seen that students' score of pre-test and post-test was different. Students score was increase after getting treatment. Furthermore, the paired correlation of the test could be described by this following table:

Table 4.4 Paired Samples Correlation

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pre test & Post test	36	.544	.001

From the table 4.4, it could be seen the total of students was 36, the correlation between pre-test and post-test were 0.544, while significant was 0.001.

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Table 4.5 Paired Samples Test

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	df	Sig. (2-tailed)
Pair 1	Pre test – post test	-16.778	9.667	1.611	-20.048	-13.508	-10.414	35	.000

Based on output SPSS, Paired sample T-test showed paired differences to know the same variance.

If sig. (2-tailed) > 0.05 H_O is accepted and Ha is rejected.

If sig. (2-tailed) < 0.05 H_O is rejected and Ha is accepted.

From the table 4.5, it could be seen the level of significant was 0.000 and it was less than 0.05. It means that 0.000 < 0.05. Therefore, the null hypothesis (H_O) is rejected and hypothesis alternative (Ha) is accepted. So, there was significant effect of using Question Answer Relationship (QAR) strategy to students reading comprehension of first year at senior high school 5 Pekanbaru.

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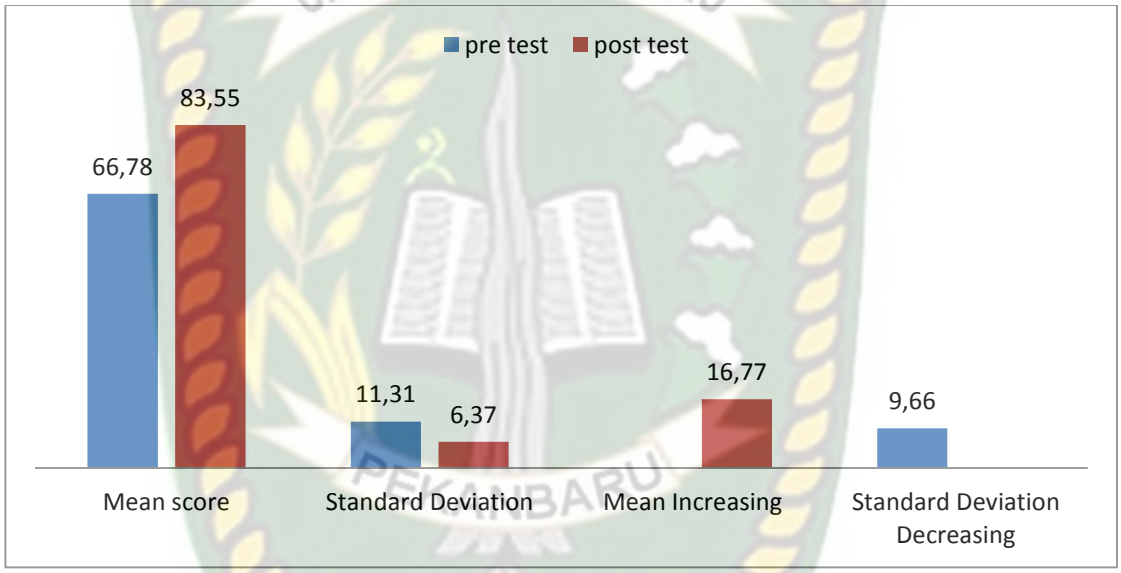
4.2 Progress of Students' Score

The researcher applied experimental research and got score of pre-test and post-test. The researcher analyzed the progress of students' result by using Question Answer Relationship (QAR) strategy to students reading comprehension.

Figure 4.1 Result of Pre-test and Post-test



Based on the chart above showed that there was significant in mean score between result of pre-test and post-test. Mean score of pre-test is 66.78 while mean score of post-test is 83.55 it increased around 16.77 point. Furthermore, standard deviation between pre-test and post-test is decreased, it decreased 9.66 point. According to mean of pre-test and post-test increased 16.77 its mean the is a effect of

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using Question Answer Relationship (QAR) strategy to students reading comprehension.

4.3 Teaching and Learning Process

Researcher and students' activities while learning process can describes below:

The First Meeting: At the first meeting, the first, teacher introduced ourselves, after which alternative with the students while the teacher roll students. Students were asked to introduce themselves after their names were called. After all the students had a turn, the teacher asked the students to do the pre-test sheet about an orderly manner. This activity was carried out on an experimental class. This activity was carried out for 2 x 45 minutes, according allocation of lesson time. After all the students have finished, students were asked to collect the sheets about. To close the first class teacher discussed some matter with students together.

The Second Meeting: The first the teacher gives the material about descriptive text and gives an example of descriptive text about historical place, the text about "Tanjung puting national park". After giving the materials, the teacher introduces the question answer relationship (QAR) Strategy and how to use it in reading the text. The teacher showed the procedure or steps of question answer relationship (QAR) Strategy and relations with their material. After that, the

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teacher explained how to develop a topic becoming a test description using the question answer relationship (QAR) Strategy.

The Third Meeting: in the experimental class, before starting the lesson the teacher gives a gifted game, the game requires students to remember the lesson they learned last week. The teacher gives descriptive text to students, before students form a question answer relationship strategy, they are asked to read short or long texts about the topic. After they finish reading the text, the teacher asks students to make 4 groups according to 4 rows of seats. the first group, will discuss about "rigth there" the second group about "think and search" the third group "on my own 'and group 4 about" author and me ". the text used is "Taj Mahal" students are required to understand the 4 indicators contained in the QAR strategy. after that they create questions and answers that they will explain according to the group assignments they have done in front of the class, so that other groups understand the 4 indicators in answering questions according to the QAR strategy.

The Fourth Meeting: In this meeting, This questionable teacher clarified again about the strategy given to students last week. after the group presentation is complete the teacher wants to use the question and answer method so students are more questions about the question answer relationship strategy, students agree not to answer will be given a matter of singing and support students who can answer given a candy prize.

The Fifth Meeting: In this meeting, The teacher gives a test for students about the answer answer relationship strategy that is done individually, the teacher

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gives a paper assignment "about the way kambas national park" that must be filled with students, the paper is in accordance with the QAR strategy where students are required to create their own questions and answers. after students finish the assignment, the teacher explains again about the material.

The Last Meeting: As usual, the teacher starts by greeting and turning students. Then the teacher provides motivation so that students can learn about a successful future, before the teacher shares the post-test for all students in the experimental class. And the teacher warns again about the QAR strategy, after which students work on the post-test questions.

4.4 Data Interpretation

From the data analysis, the researcher interpretate these research finding of pre-test, post-test and the final finding of hypothesis as followed:

1. Based on data of experimental group in pre-test (table 4.1), it was found the total score was 2404 points with the mean 66.78. while based on data of experimental group in post-test (table 4.4) it was found the total score was 3004 points and the mean was 83.55.
2. Based on the statistical findings, the researcher found that the null hypothesis was rejected and the alternative hypothesis was accepted, because the sig. (1 tailed) was 0.000 its less than 0.05.

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3. Based on the result of statistical analysis, it could be interpreted that the used Question Answer Relationship (QAR) strategy to students reading comprehension.

4.5 Hypothesis Testing

The data was analyzed to know the significant effect of using Question Answer Relationship (QAR) strategy to students reading comprehension. The researcher use SPSS to analyzed the data.

From calculation of analysis data, it could be seen the value of $T_{calculated}(t_0)$ in experimental class was 10.414. While $T_{table}(t_t)$ of level significant 5% was 2.030. It can read 10.414 > 2.030, it means that $T_{calculated}(t_0)$ higher than T_{table} (t_t). Furthermore, it could be seen that the significant value in experimental class was 0.000 and it was lower than significant 5%, 0.000 < 0.05. Therefore, null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted. It can be concluded that there was significant effect of using Question Answer Relationship (QAR) strategy to students reading comprehension of first year at senior high school 5 Pekanbaru.

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CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusion

In this chapter, the reseacher would like to conclude about what have been discussed in the previous chapter. After analyzing the result of the experimental research, the researcher got the data from students' score before using Question Answer Relationship (QAR) strategy to students reading comprehension. Based on the data from the pre-test of the first year students of SMAN 5 Pekanbaru, the researcher found that the students' pre-test score was 2404 points its less than the post test with the total score 3008 or the total score of post-test was higher than total score of pre-test. So, the mean of post test was higher too than pre-test. the mean of pre-test was 66.78 while mean of post-test was 83.55. It is indicated that the students have a progress score when the teacher using Question Answer Relationship (QAR) strategy in reading text (post-test) than without using Question Answer Relationship (QAR) strategy in reading text (pre-test).

The conclusion can be seen from the statistical calculation from SPSS in the previous chapter, where the sig. (1 tailed) less than 0.005 which is 0.000. from the explanation it can be concluded that there is an effect of using Question Answer Relationship (QAR) strategy to students reading comprehension

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Finally the researcher conducted that:

1. After conducting the Question Answer Relationship (QAR) Strategy, the students' in reading comprehension at SMAN 5 Pekanbaru was increased, it can be seen from the result of pre-test and post-test of the students.
2. The use of Question Answer Relationship (QAR) strategy gives positive contribution and better outcomes to raise the students' reading comprehension.

5.2 Suggestions

Based on the result analysis and conclusion above, the researcher like to give the suggestion that might be useful. The suggestions was as followed:

1. **For the teacher**
   a. The teacher should apply Question Answer Relationship (QAR) Strategy to improve reading comprehension
   b. English teacher should use Question Answer Relationship (QAR) Strategy in teaching as much as possible to improve their students' reading comprehension
2. **For the students**
   a. The students can use Question Answer Relationship (QAR) Strategy to improve reading comprehension
   b. The students to be more active in learning process by using Question Answer Relationship (QAR) Strategy

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c. The students may learn more about components of reading comprehension to make their reading comprehension perfectly

3. For the Next Researcher

a. The researcher should be able to implement Question Answer Relationship (QAR) Strategy perfectly to know the improvement of students' reading comprehension in descriptive texts

b. The researcher should apply the strategy to get the data perfectly

c. This method was not implemented perfectly yet, if someone would like to conduct the research with the same problems, this strategy should be implemented perfectly

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