



**IMPROVING STUDENTS' READING COMPREHENSION  
THROUGH QUESTION-ANSWER RELATIONSHIP (QAR) STRATEGY  
AT TENTH GRADE STUDENTS OF SMK N 2PADANGSIDIMPUAN**

**A THESIS**

*Submitted to the State Institute for Islamic Studies (IAIN) Padangsidimpuan as a partial  
Fulfillment of the requirement for the Graduate Degree of Education (S.Pd) in English Program*

Written By :

**EVI KHAIRANI**  
Reg. Number 14 203 00036

**ENGLISH EDUCATION DEPARTMENT  
TARBIYAH AND TEACHER TRAINING FACULTY  
STATE INSTITUTE FOR ISLAMIC STUDIES  
PADANGSIDIMPUAN  
2018**



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**Written By:**

**EVI KHAIRANI**

**Reg. Number. 14 203 00036**

**ADVISOR I**

**Eka Susti Harida, M.Pd**  
NIP. 19750917 200312 2 002

**ADVISOR II**

**Sojuangon Rambe, S.S., M.Pd**  
NIP. 19790815 200604 1 003

**ENGLISH EDUCATION DEPARTEMENT  
TARBIYAH AND TEACHER TRAINING FACULTY  
STATE INSTITUTE FOR ISLAMIC STUDIES  
PADANGSIDIMPUAN**

**2018**

Term : Thesis  
a.n EVI KHAIRANI  
Item : 7 (Seven) exemplars

Padangsidimpuan, November 2018  
To:  
Dean of Tarbiyah and  
Teacher Training Faculty  
In-  
Padangsidimpuan

*Assalamualaikum Wr. Wb.*

After reading, studying, and giving advice for necessary revision on thesis belongs to Evi Khairani entitled **“Improving Students’ Reading Comprehension through Question-Answer-Relationship (QAR) Strategy at Tenth Grade Students of SMK N 2 Padangsidimpuan”**. We approved that the thesis has been acceptable to complete the requirement to fulfill for the degree of Graduate of Education (S. Pd) in English.

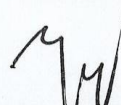
Therefore, we hope that thesis will soon be examined in front of the Thesis Examiners Team of English Department of Tarbiyah and Teacher Training Faculty IAIN Padangsisimpuan. Thank you.

Advisor I



**Eka Sustris Harida, M.Pd**  
**NIP. 19750917 200312 2 002**

Advisor II



**Sojuangon Rambe, S.S., M.Pd**  
**NIP. 19790815 200604 1 003**

### **DECLARATION OF SELF THESIS COMPLETION**

The name who signed here:

**Name** : EVI KHAIRANI

**Reg. Number** : 14 203 00036

**Faculty/Department** : Tarbiyah and Teacher Training Faculty/English  
Education Department

**The Title of Thesis** :IMPROVING STUDENTS' READING COMPREHENSION  
THROUGH QUESTION-ANSWER-RELATIONSHIP  
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Reg. Num. 14 203 00036

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**EVI KHAIRANI**  
Reg.Num. 14 203 00036



**EXAMINERS  
SCHOLAR MUNAQOSYAH EXAMINATION**

Name : EVI KHAIRANI  
Registration Number : 14 203 00036  
Faculty/Department : Tarbiyah and Teacher Training Faculty/English Education  
Department  
The title of Thesis : IMPROVING STUDENTS' READING COMPREHENSION  
THROUGH QUESTION ANSWER RELATIONSHIP  
(QAR) STRATEGY AT TENTH GRADE STUDENTS OF  
SMK N 2 PADANGSIDIMPUAN

Chief,



**Rayendriani Fahmei Lubis, M.Ag**  
NIP. 19760610 200801 1 016

Secretary,



**Dr. Fitriadi Lubis, M.Pd**  
NIP. 19620917 199203 1 002

Members



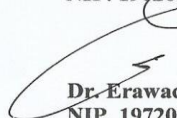
**Rayendriani Fahmei Lubis, M.Ag**  
NIP. 19760610 200801 1 016



**Dr. Fitriadi Lubis, M.Pd**  
NIP. 19620917 199203 1 002



**Eka Susri Harida, M.Pd**  
NIP. 19750917 200312 2 002



**Dr. Erawadi, M.Ag**  
NIP. 19720326 199803 1 002

Proposed:

Place : Padangsidempuan  
Date : November, 8<sup>th</sup> 2018  
Time : 14.00-16.30 WIB  
Result/Mark : 84,25 (A)  
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STATE INSTITUTE FOR ISLAMIC STUDIES PADANGSIDIMPUAN  
TARBIYAH AND TEACHER TRAINING FACULTY  
Jln. H.T. Rizal Nurdin Km. 4,5Sihitang Fax. 24022 Kode Pos: 22733  
Phone (0634) 22080 Fax (0634) 24022

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#### LEGALIZATION SHEET

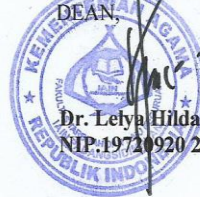
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AT TENTH GRADE STUDENTS OF SMK N 2 PADANGSIDIMPUAN**

**Written By : Evi Khairani**

**Reg. Num. : 14 203 00036**

The thesis has been accepted as a partial fulfillment of the requirement for graduate the degree of education (S.Pd) in English.

Padangsidimpuan, 8 November 2018  
DEAN,



**Dr. Lelya Hilda, M. Si**  
**NIP. 19720920 200003 2 002**

**Name** : Evi Khairani  
**Reg. Num.** : 14 203 00036  
**Faculty/Department** : Tarbiyah and Teacher Training Faculty/English  
Education Department  
**Title of Thesis** :IMPROVING STUDENTS' READING  
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RELATIONSHIP (QAR) STRATEGY AT TENTH  
GRADE STUDENTS OF SMK N 2 PADANGSIDIMPUAN

### ABSTRACT

This research was talked about *improving students' reading comprehension through Question-Answer Relationship (QAR) strategy at tenth grade students of SMK N 2 Padangsidimpuan*. The students problem were the students' comprehend about the meaning of a text was still lacking, the teacher did not use various resources in the teaching and learning process and only used the book given from the school as the main resource, and teaching strategy in the teaching and learning process of reading was monotonous. The purpose of this research to describe the improvement of students' reading comprehension and to identify the factors which influence students' reading comprehension through Question-Answer-Relationship (QAR) Strategy.

This research was categorized into action research that consisted of two cycles. This research used model proposed by *Kemmis and Mc Taggart designed* were consisted four steps, there were; plan, action, observe, and reflect. The participants of this research were consisted 28 *students in tenth grade DPIB<sup>-1</sup> students of SMK N 2 Padangsidimpuan*. The instrument of collecting the data were observation, test, and interview. To analyze the data, the researcher used quatitative and qualitative analysis.

Based on the research result, showed the improvement of students' reading comprehension through Question-Answer-Relationship (QAR) strategy. The students mean score in Cycle 1 was 63.93 (46.4%) and the student mean score in Cycle 2 was 74.64 (78.6%). It could be concluded that the mean score in the Cycle 2 was higher than previous Cycle. Based on Observation sheet stated that the students got improvement and the students were more active and interested in learning reading process. Related to the interview result, it could be known that students' reading comprehension had improved. It asserted that Question-Answer-Relationship (QAR) strategy improved the students' reading comprehension at tenth grade DPIB<sup>-1</sup> students of SMK N 2 Padangsidimpuan.

**Keywords:** *Improving, Reading Comprehension, and Question-Answer Relationship (QAR) Strategy*



## ABSTRAK

Penelitian ini membahas tentang meningkatkan pemahaman membaca siswa melalui strategi *Question-Answer Relationship (QAR)* siswa kelas X di SMK N 2 Padangsidempuan. Masalah-masalah siswa diantaranya pemahaman siswa tentang makna sebuah teks yang masih kurang, guru tidak menggunakan variasi sumber dalam proses belajar-mengajar dan hanya menggunakan buku yang diberikan dari sekolah sebagai sumber utama, dan strategi mengajar dalam proses belajar-mengajar membaca membosankan. Tujuan dari penelitian ini untuk mendeskripsikan peningkatan pemahaman membaca siswa dan untuk mengidentifikasi faktor-faktor yang mempengaruhi pemahaman membaca siswa melalui strategi Penelitian ini membahas tentang meningkatkan pemahaman membaca siswa melalui strategi *Question-Answer Relationship (QAR)*.

Penelitian ini dikategorikan kedalam penelitian tindakan yang terdiri dari dua siklus. Penelitian ini menggunakan model *Kemmis and Mc Taggart* yang terdiri dari empat langkah, diantaranya rencana, tindakan, observasi dan refleksi. Peserta dalam penelitian ini terdiri dari 28 siswa kelas X DPIB-1 SMK N 2 Padangsidempuan. Instrumen pengumpulan data terdiri dari observasi, tes, dan wawancara. Untuk menganalisis data, peneliti menggunakan analisis kuantitatif dan kualitatif.

Berdasarkan hasil penelitian menunjukkan peningkatan pemahaman membaca siswa melalui strategi *Question-Answer Relationship (QAR)*. Rata-rata skor di siklus 1 adalah 63.93 (46.4%) dan rata-rata skor di siklus 2 adalah 74.64 (78.6%). Hal ini dapat disimpulkan bahwa rata-rata skor di siklus 2 lebih tinggi dari siklus 1. Berdasarkan lembar observasi menunjukkan bahwa siswa memperoleh peningkatan, siswa lebih aktif dan merasa tertarik dalam proses pembelajaran membaca. Berdasarkan hasil wawancara dapat diketahui bahwa pemahaman membaca siswa meningkat. Ini menegaskan bahwa strategi *Question-Answer Relationship (QAR)* meningkatkan pemahaman membaca siswa kelas X DPIB-1 SMK N 2 Padangsidempuan.

***Kata Kunci:*** *Peningkatan, Pemahaman Membaca, dan Strategi Question-Answer Relationship (QAR)*

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The Researcher,

  
**EVI KHAIRANI**  
Reg. Num. 14 203 00036

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# CHAPTER I

## INTRODUCTION

### A. Background of The Problem

Language has an important position in human's life. Language is a tool that is used by people to inform others of tasks or information, to get things done, to request, to ask or give direction, to comment, to report, and many other ordinary verbal actions in daily interaction. In the world, people use different languages. One of the most popular languages is English and it is accepted as an international language.

In Indonesia, English has been used as the foreign language which is studied from elementary school until university. In English, there are four skills that should be mastered, they are: listening, speaking, reading, and writing. Reading is one of the skills that must be improved. Through reading the readers can explore the world and get a lot of information, knowledge, enjoyment and even problem solution. Through reading the readers can develop their thinking and imagination. In short, we can see the importance of reading through the discussion below.

First, reading is important to get the information in all aspects. Likewise, it is named as one of the information sources that Allah SWT taught to the human for

getting the knowledge. in other words, the science has to search as life guidance for be loyal. As Allah SWT said in Holly Qur'an Al-'Alaq: 96/1-5;<sup>1</sup>

أَقْرَأْ بِأَسْمِ رَبِّكَ الَّذِي خَلَقَ ① خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ② أَقْرَأْ وَرَبُّكَ الْأَكْرَمُ ③  
الَّذِي عَلَّمَ بِالْقَلَمِ ④ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ⑤

Meaning: “(1) Read! In the Name of your Lord who has created (all that exist). (2) Has created man from a clot of congealed blood. (3) Read! Your Lord is The Most Generous. (4) who has taught (the writing) by the pen. (5) He has taught man what he did not know.” (QS. Al-Alaq 1-5)

From the surah above, Allah asks to read. Reading makes readers knowing something that readers did not know before and also enriches their knowledge. Reading can be thought as a way to draw information from a text and to form an interpretation of that information.

Second, the students can use their background knowledge to understand the other learning by reading other information which prefer by they need. They read the subject and understand it by their information that they have read before. It makes them understand it easily and they are able to develop and concluded the subject matter which it is studying in their learning process. So, they get the complete information to support them in studying their learning.

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<sup>1</sup> Muhammad Taqi-ud-Din Al-Hilali and Muhammad Muhsin Khan, *Translation of the Meaning of the Noble Qur'an in the English Language*, (Madinah: King Fadh Complex for the Printing of Holy Qur'an, 1454), p. 840

Third, reading also helps the students to answer the question that refers to the subject matter they are studying. They search the answer in reading the information about the question they have. Reading gives them much information that they need through some of media such as books, newspaper, magazines or even internet. To sum up, to answer the question that appears in learning process can be exceeded by reading the other information that refers to the subject matter.

Based on the important of reading above, it is clearly that everyone who wants to get the information details or not it needs reading to add the knowledge, to answer the question and so on. Although reading is important and influent, reading comprehension was still problematic at Tenth Grade Students of SMK N 2 Padangsidimpuan. It was based on students' score of first KD (Kompetensi Dasar) and second KD (Kompetensi Dasar) in English lesson where only 12 students from 34 students who got the score upper of the standard quality of school (KKM) 70 or about 35% of students who achieved the target score in the first KD and 65% of students who failed the target score. In the second KD score only 15 students from 34 students who got the score upper of the standard quality of school (KKM) 70 or about 44% of students who achieved the target score and 56% of students who failed the target score.<sup>2</sup> So, it could be concluded that students have not gotten their target in English lesson especially in

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<sup>2</sup> List of students' scores at grade X DPIB class in academic year 2017/2018 SMK N 2 Padangsidimpuan, *Private Document* at October 25<sup>th</sup>, 2017

comprehending a text. There are some things that became problem of students' failure to reach KKM score, as delivered by Salmiah Pohan, S.Pd<sup>3</sup>.

First, the student's comprehend about the meaning of a text was still lacking. When students were asked to find out the meaning of a text, they just focused to look for the meaning of the word in dictionary. After all the word had a meaning based on the dictionary meaning, they translated it by lexicon of the word without necessary the context meaning or the real meaning in the text. So, according to their translation, it made them confuse in comprehend the text or it could be said as ambiguity meaning.

The second problem was related to the learning materials used by teacher. The teacher did not use our leaning materials or gave the additional materials from other resources in the teaching and learning process. She only used the book given from the school. Of course, this condition automatically made the students get bored and they are not interested in attending the class.

The third, teaching strategy in the teaching and learning process of reading is monotonous. The teacher just instructed the students to search the meaning of the important words that exist in the text and told students to memorize it. The strategy used by the teacher will not be effective in helping students to get the information of the text. The teacher did not use a strategy that make students get

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<sup>3</sup> Salmiah Pohan, S.Pd as English Teacher at Tenth Grade of SMK N 2 Padangsidempuan, *Private Interview* at October 04<sup>th</sup>, 2017

the information of the text easily. So, when students were given questions by the teacher and they are difficult to find out the answers in the text.

Based on the problem above, the students needed a way or the teacher had to apply other strategies to make students easy in comprehend reading text. The teacher needed to design comprehension activity. The teacher should have a strategy in teaching reading to help students comprehend the meaning of the text easily, and enjoy in reading activity. There were many strategies that could be applied by teacher to improve students' reading comprehension like Know-Want to know-Learned (KWL) strategy, Question-Answer Relationship (QAR) strategy, The 3 H (Here, Hidden, in my Head) strategy and many others. In this case, Question-Answer-Relationship (QAR) strategy was a teaching strategy that able to apply by teacher during reading learning to improve students' reading comprehension. What has been done by Asti Mayasari, et.al, they found that QAR strategy improved students' reading comprehension and makes the class situation became effective during teaching and learning process.<sup>4</sup> Beside it, the previous study conducted by Citra Mustika Zulya, et.al, showed that QAR strategy facilitates to improve students' achievement in reading comprehension.<sup>5</sup>

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<sup>4</sup> Asti Mayasari, Handoko Pudjobroto & Dewi Sri Wahyuni, "Improving Students' Reading Comprehension through Question-Answer Relationships (QAR) Strategy", on *English Education: Jurnal Pendidikan Bahasa Inggris Universitas Sebelas Maret*, Volume 2 Nomor 2, 2014, retrieved from [http://jurnal.fkip.uns.ac.id/index.php/bhs\\_inggris/article/view/7880](http://jurnal.fkip.uns.ac.id/index.php/bhs_inggris/article/view/7880), on September 21<sup>th</sup>, 2017 at 15.09 p.m

<sup>5</sup> Citra Mustika Zulya, Ari Nurweni & Gede Eka Putrawan, "Improving Students' Reading Comprehension through Question-Answer Relationship (QAR) Strategy", on *Unila Journal of English Teaching Faculty of Teacher Training & Education*, Volume 6 Nomor 6, 2017, retrieved from



It has also proved the experts' statement that Question-Answer-Relationship (QAR) can be useful both as a teacher tool for conceptualizing and developing comprehension questions and as a student tool for locating information and making decision about use of the text and background knowledge.<sup>6</sup> Based on their findings and the theory, the researcher believed that Question-Answer-Relationship (QAR) strategy could improve students' reading comprehension.

## **B. Identification of the Problems**

As a result from the background of this research, there were some problems related to students' reading comprehension at tenth grade of SMK N 2 Padangsidempuan. The problems were;

1. The students' comprehend about the meaning of a text was still lacking that made them did not try to think of how to comprehend the meaning of English words/sentence in a text and just focused to search meaning of the word in dictionary
2. The teacher did not use various resources in the teaching and learning process and only used the book given from the school as the main resource
3. Teaching strategy in the teaching and learning process of reading was monotonous where the teacher just instructed the students to search the

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<http://www.neliti.com/journals/unila-journal-of-english-teaching>, on September 21<sup>th</sup>, 2017 at 15.09 p.m

<sup>6</sup> Taffy E. Raphael, "Teaching Question Answer Relationships, Revisited" on *Journal of International Literacy Association and Wiley*, Volume 39 Nomor 6, 1986, p. 516-522, retrieved from <http://www.jstor.org/stable/20199149> , on July 4<sup>th</sup>, 2018 at 10.05 a.m

meaning of the important words that exist in the text and told students to memorize it.

Therefore, the researcher tried to give an alternative strategy of teaching English reading through Question-Answer-Relationship (QAR) strategy to improve students' reading comprehension at tenth grade of SMK N 2 Padangsidempuan.

### **C. Focus of the Problems**

Based on the explanation above, there were many problems was found. In general, the problems influencing the students' reading comprehension that was faced by the tenth grade students of DPIB class of SMK N 2 Padangsidempuan. It was impossible for the researcher to solve all the problems. This research focused to solved the students' problem in comprehending about the meaning of a text and in answering english questions.

### **D. Formulation of the Problem**

Based on the previous background above, the researcher can formulate the problem as:

1. How can Question-Answer Relationship (QAR) strategy improve students' reading comprehension at tenth grade of SMK N 2 Padangsidempuan?
2. What factors influence the improvement students' reading comprehension at tenth grade of SMK N 2 Padangsidempuan?

#### E. Objectives of the Research

Based on the formulation of the problem, the purpose of this research are:

1. To describe how Question-Answer Relationship (QAR) strategy can improve students' reading comprehension at tenth grade of SMK N 2 Padangsidimpuan.
2. To identify factors that influence the improvement students' reading comprehension at tenth grade of SMK N 2 Padangsidimpuan.

#### F. Definition of the Key Terms

##### 1. Improving

Improving is to make or become better.<sup>7</sup> It means the situation last tries to be better than the first situation.

##### 2. Students' reading comprehension

a. Student is person who is studying at a college of university, person studying at secondary school, any person interested in a particular subject.<sup>8</sup> So, student is someone who is trying to develop his/her self potential through the process of learning path of formal, informal or non-formal education.

##### b. Reading Comprehension

Reading comprehension is the instruction program, more emphasis and time may be placed on testing reading comprehension than on teaching

<sup>7</sup> A. S. Hornby, *Oxford Learner's Pocket Dictionary*, (New York: University Press, 2000), p. 222.

<sup>8</sup> *Ibid.* p. 672



reader how to comprehend.<sup>7</sup> In conclusion, reading comprehension is a process of getting information to comprehend the text and reconstruct the information in our mind.

#### 1. Question-Answer-Relationship (QAR) Strategy

Question-Answer-Relationship (QAR) strategy was developed by Raphael (1982) as a procedure for enhancing students' ability to answer comprehension questions by giving them a systematic means for analyzing task demands of different question probes.<sup>8</sup> In conclusion, Question-Answer-Relationship (QAR) strategy is a strategy to improve students' reading comprehension by using some questions where the answer directly shows the important information in the text that make students can easily to obtain the information without interpreting all the words.

### **E. Significances of the Research**

The significances of this research are :

1. Theoretically, this research is needed for the next researcher to study the other subjects especially in language teaching.
2. Practically, the result of this research is expected for the some people as following :

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<sup>7</sup> David Nunan, *Design Task for the Communicative Classroom*, (The United Kingdom: Cambridge University Press, 2002), p. 69

<sup>8</sup> Robert J. Tierney & John E. Readence, *Reading Strategies and Practices, Sixth Edition*, (United State of America : Pearson Education, 2005), p. 274, *e-book* retrieved from <http://gen.lib.rus.ec/book/index>

- a. For the English teacher, the result of this research can be useful to help the teacher to get the information and source of teaching in SMK N 2 Padangsidimpuan Institution, especially in teaching and learning in reading comprehension by using Question-Answer-Relationship (QAR) strategy.
  - b. For the students, this research can improve their ability in reading comprehension practically. Neither for their learning itself nor for their activities at outside of learning.
  - c. For the headmaster in SMK N 2 Padangsidimpuan, this research is expected can improve the program of the school by making this research as a source for the improving the students' reading comprehension to be better learning.
3. The result of the research can be useful for the researcher as an information, source and experience in teaching reading comprehension by using Question-Answer-Relationship (QAR) strategy.
  4. The research is expected can increase the knowledge and information for everyone who want to research that relate with this research.

#### **F. Indicator of Action**

Classroom action research is a type of practitioner research that is used to improve the practitioner's practice; action implies doing or changing something.<sup>9</sup>

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<sup>9</sup> L.R. Gay & Peter Airasian, *Educational Research: Competencies for Analysis and Application*, (USA: Prentice Hall, 2000), p. 593



Classroom action research involves teachers in their classrooms. It can involve groups of teachers examining common issue. The purpose of classroom action research is to improve classroom practice or to improve practices in the school.<sup>10</sup> In action research, the researcher is as the investor, explorer or one of participant of her personal teaching context.

Action research process begins with problems finding, and then formulating possible actions for the problem, applying an action, and finally evaluating on the outcome of the action. These activities go round in a circle. Sometimes, the researcher should repeat the process until it run well as expected.

That's why the researcher made learning program or lesson plan by using Question-Answer-Relationship (QAR) strategy in teaching reading comprehension in the classroom. Moreover, researcher did collaboration with English teacher and made a team work to solve the students' problem in improving reading comprehension through Question-Answer-Relationship (QAR) at tenth grade of SMK N 2 Padangsidempuan.

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<sup>10</sup> Donald Ary, Lucy Cheser Jacobs & Christine K. Sorensen, *Introduction to Research in Education*, Eighth Edition, (Canada : WADSWORTH CENGAGE Learning, 2010), p. 515, *e-book* retrieved from <http://gen.lib.rus.ec/book/index>

## CHAPTER II

### THE REVIEW OF RELATED LITERATURE

#### A. Theoretical Review

##### 1. Reading Comprehension

###### a. Definition of Reading

Reading is an activity to get information about something. Reading is one way to develop the human's capability to perceive the world around them.<sup>1</sup> The linguistics state about reading in many ways, such as Beatrice S and Linda said that Reading is one of important way to improve general language skills in English. Reading is a good way to find out about new ideas, facts, and experiences.<sup>2</sup> In reading, readers can discover new things. Books, magazine and even the internet are great learning tools which require the ability to read and understand what is read. A person who knows how to read can educate themselves in any area of life they are interested in. So, reading activity is the main way to take many information.

Next, David Nunan argues that reading is a fluent process of readers combining information from a text and their own background knowledge

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<sup>1</sup> Eka Sustri Harida, "Students' Ability and Difficulties in Understanding English Text (A Study at English Program IAIN Padangsidempuan)", on *Al-Ta'lim Journal Faculty of Islamic Education and Teacher Training UIN Imam Bonjol Padang*, Volume 21 Nomor 3, 2014, p.183-188 retrieved from <https://journal.tarbiyahainib.ac.id>, on July 4<sup>th</sup>, 2018 at 10.09 a.m

<sup>2</sup> Beatrice S Mikulecky & Linda Jeffries, *More Reading Power*, (USA: Addison Wesley Publishing Company, 1996.), p.1, *e-book* retrieved from <http://gen.lib.rus.ec/book/index>

to build meaning.<sup>3</sup> Readers construct new knowledge from their interaction between texts and their own background knowledge. In other word, they integrate it with the text to create the meaning. The strategy and fluency are needed as the abilities to read at an appropriate rate with adequate comprehension. In conclusion, the text, the reader, fluency and strategies combined together define the act of reading.

Last, reading is a process of getting meaning from print. Understanding information in the text is, of course, the whole purpose of reading,<sup>4</sup> or reading is a set of skills that involves making sense and deriving meaning from printed word.<sup>5</sup> Generally, the process getting meaning has three phase are, before reading as the first phase before the reader starts to read the text, it is as a phase to know or introduce the topic or the idea of the text; during reading as the second phase when the reader starts to read the text, it can be the activities during reading the text; and after reading as the last phase to get the conclusion what we have read based on our goal to read.

In conclusion, reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning and get the information from printed media or visual information

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<sup>3</sup> David Nunan, *Practical English Language Teaching*, (New York: Mc Graw Hill, 2003), p. 68

<sup>4</sup> Peter Westwood, *Reading and Learning Difficulties; Approaches to teaching and assessment*, (The Australian Council for Educational Research Ltd 19 Prospect Hill Road, Camberwell, Victoria: ACER PRESS, 2001), p. 10, *e-book* retrieved from <http://gen.lib.rus.ec/book/index>

<sup>5</sup> Caroline T. Linse, *Practical English Language Teaching: Young Learners*, (New York: The Mc-Graw Hill Companies, Inc., 2005), p. 69, *e-book* retrieved from <http://gen.lib.rus.ec/book/index>

like books, magazine and even the internet. It helps the reader to get new ideas, facts, and experiences.

## **b. Kinds of Reading**

There are many types of reading, as the following illustrates about it:

### **1) Silent Reading**

Reading is primarily a silent activity. The majority of reading that we do will be done silently.<sup>6</sup> When the readers want to read the title book firstly, they will read it silently. For some reader, silent reading is very effective to the comprehensive completely. They consider silent reading helps them to be concentration in reading.

In short, silent reading is the way of reading by silent or without oral in reading which it is using visual memory and condition of not speaking to relay pay attention in understanding of a text. Situation or condition of the reader physically or mentally will influence the quality of readers' comprehension in reading silent.

### **2) Reading Aloud**

Reading aloud is the test-taker sees separate letters, words, and/or sort sentences and reads aloud, one by one, in the presence of an administrator.<sup>7</sup> In this modern era, the teachers still believe that oral reading is the best approach for teaching. It hels the reader either in

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<sup>6</sup> David Nunan, *Practical English Language.....*, p. 69

<sup>7</sup> H.Douglas Brown, *Language Assessment Principle and Classroom Practice*, (San Fransisco State University: Longman, 2003), p. 190

pronunciation or understanding a text, they can do it in the same time.

Thus, Ministry of Education states that read-alouds provide rich opportunities for literacy development. They also play a significant role in developing a child's love of reading, as the experience of listening to others read well is a highly motivating factor in the pursuit of becoming a good reader.<sup>8</sup> When the readers take aloud in reading, they can give the information which they are reading to the listener. The listener hear the information without read it again and it trains them in pronunciation or speaking ability.

To sum up, reading aloud is the activity of reading that using voice or pronounce it loudly until the listener get the information. This activity not only make the listener get the information but also it helps them increase their ability in pronunciation or speech. Reading aloud also enable teachers to demonstrate connections between the text being read and other texts or life experiences. It is important for teachers to facilitate students' linking of their prior knowledge with new information encountered in the text through discussions before, during, and after the reading session.

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<sup>8</sup> Ministry of Education, *A Guide to Effective Instruction in Reading, Kindergarten to Grade*, (Ontario: Queen's Printer 2003), p. 4.3, *e-book* retrieved from <http://gen.lib.rus.ec/book/index>

### c. Types of Reading

H Douglas Brown divides four types of reading as following sentences;

1) Perceptive

In keeping with the set of categories specified for listening comprehension, similar specifications are offered here, except with some differing terminology to capture the uniquenesses of reading. Perceptive reading tasks involve attending to the *components* of larger stretches of discourse: letters, words, punctuation, and other graphemic symbols. Bottom-up processing is implied.

2) Selective

This category is largely an artifact of assessment formats. In order to ascertain one's reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language, certain typical tasks are used: picture-cued tasks, matching, true/false, multiple-choice, etc. Stimuli include sentences, brief paragraphs, and simple charts and graphs. Brief responses are intended as well. A combination of bottom-up and top-down processing may be used.

3) Interactive

Interactive included among interactive reading types are stretches of language of several paragraphs to one page or more in which the reader must, in a psycholinguistic sense, *interact* with the text. That is, reading is a process negotiating meaning; the reader brings to the text a set of schemata for understanding it, and in turn is the product of that interaction. Typical genres that lend themselves to interactive reading are anecdotes, short narratives and descriptions, excerpts from longer texts, questionnaires, memos, announcements, directions, recipes, and the like. The focus of an interactive task is to identify relevant features (lexical, symbolic, grammatical, and discourse) within texts of moderately short length with the objective of retaining the information that is processed. Top-down processing is typical of such tasks, although some instances of bottom-up performance may be necessary.

4) Extensive

Extensive reading, applies to texts of more than one page, up to and including professional articles, essays, technical reports, short stories, and books. The purposes of assessment usually are

to tap into a learner's global understanding of a text, as opposed to asking test-takers to "zoom in" on small details. Top-down processing is assumed for most extensive tasks.<sup>9</sup>

According to explanation above, there are four types of reading, they are: perceptive, selective, interactive, and extensive. In every types have different comprehension that making the readers active in connecting their prior knowledge with new information based on what they have read. Also, a teacher of reading wants her/his students to be able to read, to use reading effectively as a learning tool, and to enjoy and appreciate reading.

#### **d. Definition of Comprehension**

Comprehension refers to an activity of connecting a reader's ideas with what an author states in the text. Comprehension is the primary purpose for reading to raise students' awareness of main ideas in a text and exploring the organization of a text is essential for good comprehension.<sup>10</sup> In other words, "Comprehension is ability to understand something".<sup>11</sup> "To comprehend, readers must use information they already possess to filter, interpret, organise and reflect upon the incoming information from the page".<sup>12</sup> The readers who comprehend

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<sup>9</sup> H.Douglas Brown, *Language Assessment Principle* ....., p. 189-190

<sup>10</sup> Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*, (United Kingdom: Cambridge University Press, 2002), p. 277, *e-book* retrieved from <http://gen.lib.rus.ec/book/index>

<sup>11</sup> H.Douglas Brown, *Language Assessment Principle* ....., p. 263

<sup>12</sup> Peter Westwood, *What teachers need to know about Reading and writing difficulties*, (Australia: ACER Press, 2008), p. 31, *e-book* retrieved from <http://gen.lib.rus.ec/book/index>

about the topic, they have gotten the real goal of reading. Getting the main ideas of a text gives the reader a description to infer implied meaning from the text. It can be through knowing the word meaning or knowing what the content of message in a text is.

Next, comprehension refers to the ability to go beyond the words, to understand the ideas and the relationships between ideas conveyed in a text.<sup>13</sup> When the reader know how the way to comprehend written text, and they know about their need to comprehend information either it is new information or not, they can get the information that they need easier.

In addition, comprehension is the essence of reading because the goal of written language is communication of messages.<sup>14</sup> The main goal of reading is comprehension absolutely, either for details or not. In other words, The reader who want to get the messages from the written text, it must comprehend firstly.

In summary, comprehension is the process in reading which the reader understanding the meaning of written text. It is the main purpose of reading. It has the ways or the roles to do it easily.

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<sup>13</sup> Danielle S. McNamara, *Reading Comprehension Strategies: Theories, Interventions, and Technologies*, (United States of America: Lawrence Erlbaum Associates, 2007), p. Xi, *e-book* retrieved from <http://gen.lib.rus.ec/book/index>

<sup>14</sup> Gerald G. Duffy, *Explaining Reading: A Resource for Teaching Concepts, Skills, and Strategies Second Edition*, ( New York: The Guilford Press, 2009), p. 14, *e-book* retrieved from <http://gen.lib.rus.ec/book/index>



### e. **The Level of Comprehension**

In constructing the meaning of a text, readers may engage in different types or levels of thinking. Three levels of comprehension are typically identified, they are:

- 1) level 1 - *Literal comprehension* - involves the understanding of information stated directly in the text.
- 2) Level 2 - *Inferential comprehension* - involves making inferences that bridge the information directly stated in the text with information that the reader already possesses.
- 3) Level 3 - *Critical comprehension* - involves evaluating the information in the text relative to what it means to the reader and relative to the intentions, expertise, and/or perspective of the author.<sup>15</sup>

According to third levels above, it can be seen these levels refer to the kind of responses required by the reader. It can be as what the readers do in reading a text.

### f. **Factors Influencing the Comprehension**

To comprehend a text, reader is influenced by some factors which can affect both the quantity and the quality of our comprehension the main ones would seem to be “speed of reading, our purposes in reading, the nature of the material, the layout of the material, and the environment in which we are reading”.<sup>16</sup>

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<sup>15</sup> Donna M. Scanlon, Kimberly L. Anderson, and Joan M. Sweeney, *Early Intervention for Reading Difficulties: The Interactive Strategies Approach*, (New York: The Guilford Press, 2010), p. 278, e-book retrieved from <http://gen.lib.rus.ec/book/index>

<sup>16</sup> Gordon Wainwright, *How to read faster and recall more...Learn the art of speed reading with maximum*, (United Kingdom: howtobooks, 2007), p. 36

The factors above, shows us either quantity and quality of the readers' comprehension to reading material are the important one in reading. By taking note of the fifth factors can give us the improving in comprehension graduate, it may impossible to improve it instantly.

At the same case, Peter Westwood<sup>17</sup> argues the inability the reader to comprehend well is caused the factors below, they are:

- 1) Limited vocabulary knowledge
- 2) Lack of fluency
- 3) Lack of familiarity with the subject matter
- 4) Difficulty level of the text (readability)
- 5) Inadequate use of effective reading strategies
- 6) Weak verbal reasoning
- 7) Problems with processing information
- 8) Problems in recalling information after reading

To sum up, there are some factors that gives us the improving completely in comprehension. In contrast, there are also some factors are the main causes which make the reader inability to comprehend well. In the analysis of comprehension disability, someone has to analyze the reasons for detecting understanding and the remedial procedures to do it must be selected.

#### **g. Reading Comprehension**

Reading comprehension refers to reading for meaning, understanding and entertainment. There should be an interaction between reader and the

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<sup>17</sup> Peter Westwood, *What teachers need.....*, p. 33

text.<sup>18</sup> “Reading comprehension is a process of understanding the text, namely to take the ideas, the information, and then interpret the meaning”.<sup>19</sup> So, reading comprehension can be defined as an active thinking process through which a reader intentionally constructs meaning to form a deeper understanding of concepts and information presented in a text.<sup>20</sup> In reading comprehension, a reader should have knowledge about understanding the reading passage. The reader should be able to interpret of written symbols and apprehend the meaning to get the information.

Others, Reading comprehension is important for the students to become effective reading. Basically, reading comprehension is an ability to understand what the readers read where words have contexts and texts have meaning.<sup>21</sup> the words or text that relate to the context, the reader interprets it firstly to get the factual interpretation or in reading. The readers’ background knowledge also helps the reader to get the comprehension in reading.

In conclusion, reading comprehension is an ability to understand what has been read by the readers. The readers need to enable their thinking process to interpret the written symbol and apprehend the meaning. The

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<sup>18</sup> Janette K. Klingner, ET. al., *Teaching Reading Comprehension to Students with Learning Difficulties*, (US: The Guilford Press, 2007), p. 2, e-book retrieved from <https://goo.gl/hD98Ke>.

<sup>19</sup> Eka Susti Harida, “Students’ Ability and Difficulties.....”, p.184

<sup>20</sup> Peter Westwood, *What teachers need.....*, p. 31

<sup>21</sup> K. M Roehl, *Developing Reading Comprehension skill in EFL University Level Students*, (John \’s University: Taiwan, 2003), p. 177

readers also can use their background knowledge to get the information presented in a text.

#### **h. The Principles in Teaching Reading Comprehension**

Principle is one of hand grip for teacher to teach in the classroom. All of subjects have principles; hence, there are some principles in strategies in reading comprehension and teaching reading comprehension. Douglas Brown said that principles strategies in reading comprehension as follow:

- 1) Identify your purpose in reading text.
- 2) Apply spelling rules and conventions for bottom-up decoding,
- 3) Use lexical analysis (prefixes, roots, suffixes, etc.)To determine meaning.
- 4) Guess at meaning (of words, idioms, etc.) when you aren't certain.
- 5) Skim the text for the gist and for main ideas.
- 6) Scan the text for specific information (names, dates, key words).
- 7) Use silent reading techniques for rapid processing.
- 8) Use marginal notes, outlines, charts, or semantic maps for understanding and retaining information.
- 9) Distinguishing between literal and implied meaning.
- 10) Capitalize on discourse markers to process relationship. <sup>22</sup>

David Nunan presents the principle for teaching reading, are:

- 1) Exploit the reader's background knowledge.

A reader's background knowledge can influence reading comprehension. Background knowledge includes all of the experiences that a reader brings to a text: life experiences, educational experiences, knowledge of how texts can be organized rhetorically, knowledge of how one's first language works, knowledge of how the second language works, and cultural background and knowledge. Reading comprehension can be significantly enhanced if background knowledge can be activated by setting goals, asking questions, making predictions, teaching text structure, and so on. If students are reading on an unfamiliar

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<sup>22</sup> H.Douglas Brown, *Language Assessment Principle.....*, p. 188-189

topic, you may need to begin the reading process by building up background knowledge.

2) Build a strong vocabulary base.

There are three questions that enhance the vocabulary instruction, such as;

a) What vocabulary do my learners need to know ?

b) How will they learn this vocabulary ?

c) How can I best test to see what they need to know and what they now know?

3) Teach for comprehension.

In many reading instruction programs, more emphasis and time may be placed on testing reading comprehension than on teaching readers how to comprehend. Monitoring comprehension is essential to successful reading. Part of that monitoring process includes verifying that the predictions being made are correct and checking that the reader is making the necessary adjustments when meaning is not obtained.

4) Work on increasing reading rate.

One focus here is to teach readers to reduce their dependence on a dictionary. Skills such as scanning, skimming, predicting, and identifying main ideas get students to approach reading in different ways. Readers should spend more time analyzing and synthesizing the content of the reading, and not focusing on moving through the passage one word at a time. Part of the joy of reading is being able to pick up a book and comprehend it, without having to struggle through the task of reading.

5) Teach reading strategies.

A good technique to sensitize students to the strategies they use is to get them to verbalize (talk about) their thought processes as they read. Readers can listen to the verbal report of another reader who has just read the same material, and it is often revealing to hear what other readers have done to get meaning from a passage. I use this technique in my reading classes to get students to become more aware of their reading strategies and to be able to describe what those strategies are.

6) Encourage readers to transform strategies into skills.

An important distinction can be made between strategies and skills. Strategies can be defined as conscious actions that learners take to achieve desired goals or objectives, while a skill is a strategy that has become automatic. This characterization underscores the active role that readers play in strategic reading. As learners consciously learn and practice specific reading

strategies, the strategies move from conscious to unconscious; from strategy to skill.

7) Build assessment and evaluation into your teaching.

Assessing growth and development in reading skills from both a formal and an informal perspective requires time and training. Both quantitative and qualitative assessment activities should be included in the reading classroom. Quantitative assessment will include information from reading comprehension tests as well as reading rate data. Qualitative information can include reading journal responses, reading interest surveys, and responses to reading strategy checklists.

8) Strive for continuous improvement as a reading teacher.

The quality of the individual teacher is integral to success of second/foreign language readers. Reading teachers need to be passionate about their work. They should view themselves as facilitators, helping each reader discover what works best. Integrating the key principles discussed above can lead to more effective reading instruction in the second language classroom.<sup>23</sup>

According to explanation above, many principles in teaching reading comprehension, but the purpose of the experts is same. Principles can be used by teacher to avoid misunderstanding in teaching reading comprehension in the classroom. Therefore, the teacher should know the principles in teaching, especially reading.

**i. Factors Affecting Reading Comprehension**

There were many ideas of the factors affecting reading comprehension proposed by some experts. Below some factors affecting reading comprehension were presented:

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<sup>23</sup> David Nunan, *Practical English Language.....*, p. 74-77

### 1) Background knowledge of the text

Students' background knowledge of the text is one of the factors affecting reading comprehension. J.C. Alderson argues that the nature of the knowledge that readers have will influence not only what they remember of the text, but also their understanding of the text and the way they process it.<sup>24</sup> Here, the students' background knowledge is important since the students start to make connections about what they already know in order to construct meaning.

### 2) Affection

Affection factor includes the students' interest, motivation, attitudes and beliefs. The affective factors have an important role in influencing what is understood by the readers.<sup>25</sup> It is clearly important to understand in greater depth the constructive and imaginative process necessary to bring a text to life, in order to contribute to a more complete understanding of the reading process.

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<sup>24</sup> J. Charles Alderson, *Assessing Reading*, (Cambridge: Cambridge University Press, 2000), p. 33, *e-book* retrieved from <http://gen.lib.rus.ec/book/index>

<sup>25</sup> *Ibid* p. 55

### 3) Purpose of Reading

Purposes of reading help the reader to focus on information that they want to find out. “efficient reading consists of clearly identifying the purpose in reading.”<sup>26</sup> A reader can have problems in understanding a text if he reads with no particular purpose in mind.

From the theories above, it can be concluded that reading comprehension is not a single process. It is a complex process which affected by some factors such as the reader’s background knowledge of the text, the reader’s motivation and interest in reading, and the reader’s purpose of reading.

In addition, there were two factors that affect reading comprehension. They were internal factors and external factors.

#### 1) Internal Factors

Internal factors consisted of linguistic and non linguistic factors. The linguistic factors included semantic abilities and syntactic abilities. Semantic abilities related to the knowledge of word meaning. Syntactic abilities related to the knowledge of the sentence structure. Meanwhile, the non linguistic factors include intellectual, educational background, prior experiences with the literacy, reader’s motivation, and schemata(their knowledge of and beliefs of situations, and actions

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<sup>26</sup> H.Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy* (White Plains: Pearson Education Company, 2001), p. 306



based on their experiences).<sup>27</sup> So, reading comprehension problems could be caused by a variety of different factors, included linguistic and non linguistic factors as in internal.

## 2) External Factors

External factors influencing reading comprehension could be found at home, classroom, and the community that motivate students to read.<sup>28</sup> The external factors are opportunities to practice reading for various purposes, a lot of the texts to many different kinds of reading materials, features of the texts being read, the suitability of topic to individual reader's interest, and socio-cultural context which reading take place.

From the theories above, it can be concluded that there were two factors that affect reading comprehension. They were internal factors included linguistic and non linguistic factors and external factors could be found at home, classroom, and the community that motivate students to read.

### **j. Assessing Reading**

Routman states that in order for reading assessment teachers should consider the following:

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<sup>27</sup> Marianne Celce-Murcia, *Teaching English as a Second or Foreign Language 3<sup>rd</sup> Edition*, (Boston: Heinle and Heinle Thomson Learning, 2001), p. 154, *e-book* retrieved from <http://gen.lib.rus.ec/book/index>.

<sup>28</sup> *Ibid* p. 155

- 1) Be thoroughly familiar with developmental learning processes and curriculum.
- 2) Articulate a philosophy of assessment and evaluation.
- 3) Know about and have experience collecting, recording, interpreting, and analyzing multiple sources of data.
- 4) Be flexible and willing to try out multiple assessment procedures.
- 5) Be committed to understanding and implementing an approach to evaluation that informs students and directs instruction.<sup>29</sup>

Based on explanation above, teachers should consider it to make students' evaluation more useful.

Beside it, there are some basic points to remember in the assessment of reading of English language learners, they include:

- 1) Activities for assessing reading should be based on activities for teaching reading.
- 2) Assessment of reading, like instruction, takes planning, time, and experience.
- 3) Assessment of reading should include both decoding skills and reading comprehension strategies.
- 4) Assessment of reading should include students attitudes and feelings toward reading.
- 5) Assessment of reading should hold students accountable for how they use time in class for reading.
- 6) Assessment of reading should be conducted regularly and be ongoing.
- 7) Students should be actively involved in their own assessment, whether it be in setting criteria, engaging in self-assessment, or evaluating peers.
- 8) Teachers observations of reading should be recorded systematically.
- 9) Assessment of reading should consist of multiple assessments for each student in order to monitor student progress.
- 10) Results of reading assessment should be used to inform students, parents, and teachers of needed changes in students performance and in instruction.<sup>30</sup>

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<sup>29</sup> J. Michael O'Malley and Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners*, (USA: Addison-Wesley Publishing Company, 1996), p. 97-98

<sup>30</sup> *Ibid*, p. 132-133

Based on the explanation above, it can be concluded that in assessing students' reading, a reading teacher should remember and bend on the tenth points. There were some indicators in assessing students' reading,<sup>31</sup> as follow:

**Table 1**  
Indicators of Reading Assessment

NO	Indicators of Reading Assessment
1	Able to identify the main idea of the text
2	Able to identify specific information of the text
3	Able to identify detail information of the text
4	Able to get the meaning of the text (words or sentences)

Based on indicators of reading assessment above, the students should able to identify the main idea of the text, the specific information of the text, detail information of the text and able to get the meaning of the text in reading (it can be word or sentence). These indicators will be an escort for a teacher in assessing students' reading comprehension. So do researcher who want to research in a reading class.

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

### a. Definition of Question Answer Relationship (QAR) Strategy

Question-Answer-Relationship (QAR) is a reading strategy that has a purpose to help students figure out how to answer questions based on a

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<sup>31</sup> Silabus, "Bahasa Inggris SMK Kelas X", Kurikulum 2013, retrieved in <http://pemerintah.net/download-silabus-smk-kelas-10-11-12-kurikulum-2013-lengkap/>, on Sunday, December 17, 2017

given text. This strategy is useful for novice readers or struggling comprehenders who are having difficulty drawing inferences during listening or reading. QAR shows students the relationship between questions and answers in finding information in the text. QAR also helps students consider both information from the text and information from their own background knowledge. By applying QAR the students are expected to use their time well during the reading class.

Question-answer relationships (QARs) are closely connected with question clusters in that they allow teachers to capitalize on questions at more than one level of comprehension.<sup>32</sup> Some peoples in some institutions or organisations use strategy to achieve a better long-term goal.

#### **b. Question-Answer-Relationship Categories**

Question-Answer-Relationship (QAR) strategy teach students how to categorize questions by the type of information that is used to answer them. Question-Answer-Relationship (QAR) strategy will not build fluency, vocabulary, or word recognition.<sup>33</sup> The focus of this strategy is

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<sup>32</sup> Sharon Walpole & Michael C. McKenna, *Differentiated Reading Instruction STRATEGIES FOR THE PRIMARY GRADE*, (New York and London : The Guilford Press, 2007), p. 113, *e-book* retrieved from <https://goo.gl/Rq2217>

<sup>33</sup> *Ibid* p. 114

on defining and using two broad categories. These two categories are then each subdivided into two components, as shown and explained below.<sup>34</sup>

### **1) In The Text**

This information (answer) is found written in the passage or text.

#### a) Right There

This information that can be found in a single sentence or with another connecting sentence. The reader can point to the answer “Right There” in the text.

#### b) Putting the Parts Together/ Think and search

This information is found in various parts of the passage, perhaps in two separate paragraphs or the answer will still be in the text, but the details necessary to answer the questions may be in more than one location. To answer the question effectively, the reader will have to “think and search” throughout the text. It is often associated with these types of questions: compare/contrast, cause/effect, list/example, problem/solution

### **2) In My Head**

These questions and answers involve thinking on the part of students.

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<sup>34</sup> Margaret Bouchard, *Comprehension Strategies for English Language Learners*, (USA: Scholastic Inc., 2005), p. 36, *e-book* retrieved from <https://goo.gl/QS6R9w>.

a) Author and Me

The information is found in the written text and readers' background knowledge. Students have to analyze some aspect of the text to derive meaning. This may be the theme, tone, mood, etc. These questions are based on information provided in the text but the students need to relate it to their own experience. Although the answer does not lie directly in the text, the student must have read it in order to answer the question. Otherwise in simple, the answer is not in the text. However the reader must read the text to get the information provided by the author then add personal knowledge in order to answer the question.

b) On My Own

The information is come from readers' personal knowledge or background knowledge. It will not be found in the text. Opinion questions are an example. The reader reflects on the meaning of some aspect derived from the text but is not tied to the text directly. This question can be answered even without reading the text. The text serves only as a springboard for a discussion of a much broader significance.

### c. Procedures of Question Answer Relationship (QAR) Strategy

The procedures of Question-Answer Relationship Strategy promoted by Margaret Bouchard in reading are:<sup>35</sup>

- 1) Introduce the strategy showing the relationship of the Questions to Answers. An enlarged chart of this can be hung in the classroom where students can refer to it.
- 2) Create QAR questions from small sections of text (not longer than five sentences) for each of the four levels. Using these questions, model how each level of the QAR questions can be identified and answered. Discuss the differences between questions using the class textbook and subject exam papers.
- 3) Give the students sample questions to answer in small groups and identify which of the QAR levels they used.
- 4) Have students work individually on questions from longer passages. Get students to examine the types of questions in their textbooks.

### B. Review of Related Findings

There are some researches related to this research. Many researchers had done research about students' reading comprehension. First, the research conducted by Reza Aristyanti.<sup>36</sup> Based on the result of the research, it seems that

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<sup>35</sup> National Behavior Support Service. (n.d)., *Question Answer Relationship (QAR)*, Retrieved September 27<sup>th</sup>, 2017, from: <http://www.nbss.ie/>

<sup>36</sup> Reza Aristyanti, "Using Question Answer Relationship (QAR) Strategy to Improve Students' Reading Comprehension for Senior High School", (Surakarta: English Learning Education, Teacher

the application of the Question Answer Relationship (QAR) strategy in English classes have a positive impact on the quality of students' reading comprehension. After applying QAR strategy, the students' score are above the KKM (Minimum Standard Criterium): 75. It means that there is an improvement of students' reading comprehension after being taught using QAR strategy. It also proved that QAR strategy was successfully helpful the students in comprehending the text by the types of questions.

The second research conducted by Rikma Restiani.<sup>37</sup> Based on the result of the research in first cycle test, she found students' achievement was 64.67. it meant that students' reading comprehension still has problem. Then, on the second cycle, the students' average increase to be 77.45. It can conclude that QAR strategy can improve students' reading comprehension.

Based on related findings above, it could be concluded that reading comprehension still had problems for students. Some researchers had been done the research about reading comprehension by using QAR strategy to solve the reading problem. First researcher, Reza Aristyanti, he used QAR strategy to solve students' reading comprehension problem, and it improved well. Second researcher, Rikma Restiani also did the same thing. She used QAR strategy to solve students' reading comprehension problem, and it also worked well.

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Training and Education Faculty, Slamet Riyadi University, 2015), p.1, retrieved from <http://jurnal-mahasiswa.unisri.ac.id/index.php/fkiping/article/viewFile/337/280>, on October 14<sup>th</sup>, 2017 at 21.13 p.m

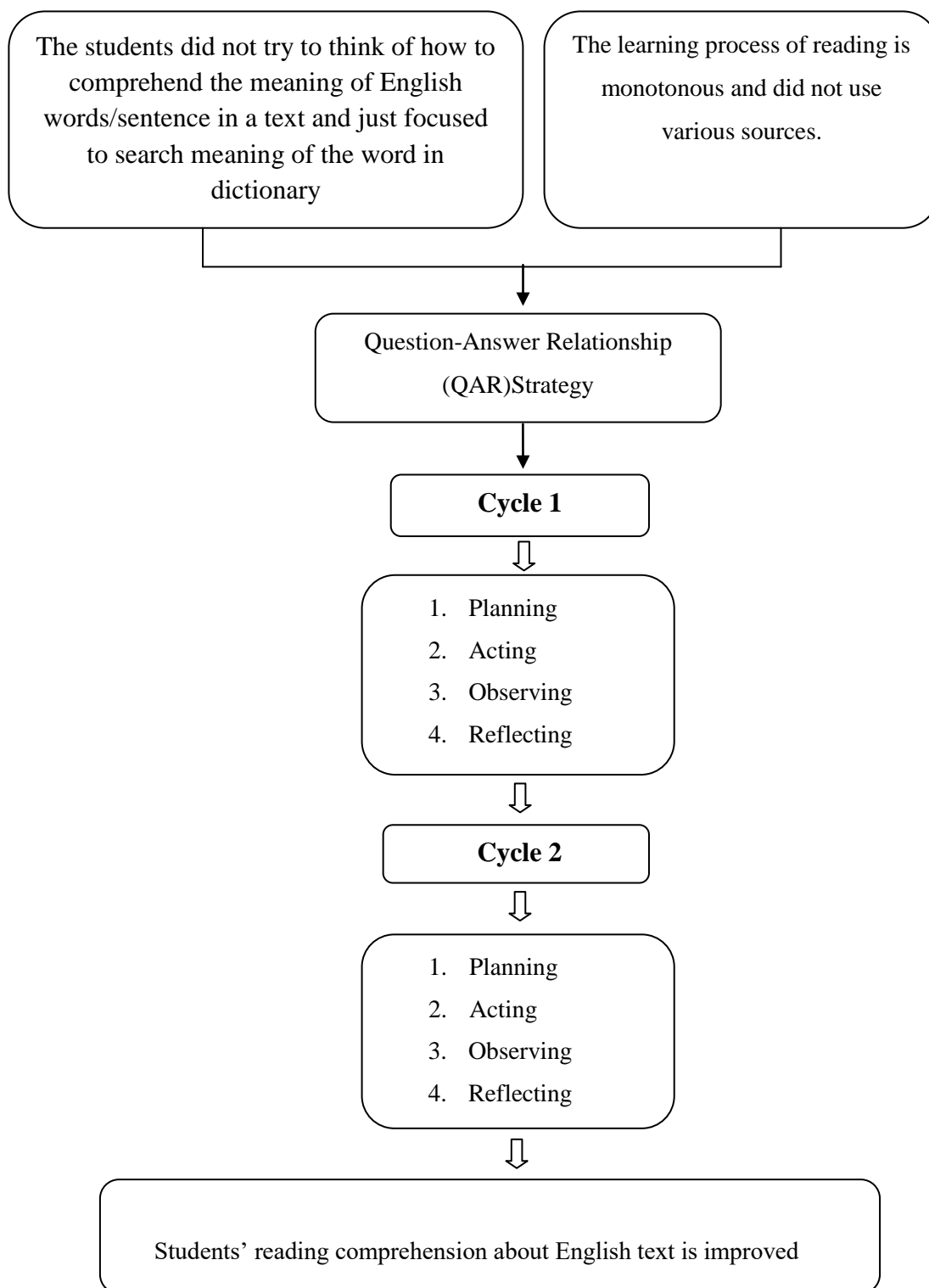
<sup>37</sup> Rikma Restiani, "Improving The Eight Grade Students' Reading Comprehension of Recount Text through Question-Answer Relationship (QAR) at SMP Muhammadiyah 1 Jember in The Academic Year 2014/2015", retrieved from <http://digilib.unmuhjember.ac.id/download.php?id=3019>, on October 14<sup>th</sup>, 2017 at 21.21 p.m



In summary, this strategy could increase the students' reading comprehension. Thus, the researcher thought Question-Answer Relationship (QAR) strategy can increase students' reading comprehension. Then, this research will do by researcher to add the kind of researches before. The researcher want to solve students' reading problem in order to improve students' reading comprehension at tenth grade students of SMK N 2 Padangsidempuan through Question-Answer Relationship (QAR) strategy.

### **C. Conceptual Framework**

The below scheme illustrates the conceptual framework in doing this research, as:



**Figure 1: Research Conceptual Framework**

The scheme above, illustrates the chronology of this research. It started from the students' problem, the solution to solve these problems, how the research was done or conducted. It also helped the researcher to do this research easier.

#### **D. Hypothesis of The Action**

The hypothesis of this research was state that using Question-Answer Relationship (QAR) Strategy can improve Students' Reading Comprehension at Tenth Grade Students Of SMK N 2 Padangsidempuan”.

### **CHAPTER III**

#### **RESEARCH METHODOLOGY**

##### **A. Place and time of the research**

This research was conducted in SMK N 2 Padangsidempuan. This school was located on JL. ST. Soripada Mulia No. 25 Kota Padangsidempuan. It was started from October, 13<sup>th</sup> 2017 until September, 15<sup>th</sup> 2018.

##### **B. Research Design**

This research was categorized as Classroom Action Research (CAR). This research was aimed to show the process of the improvement of the students' reading comprehension. In this study, the researcher did collaboration with the English teacher to conduct the research.

Action research was a teachers' strategy to investigate a problem or area of interest specific to their professional context. It provided the structure to engage in a planned, systematic and documented process of professional growth.<sup>1</sup> So, action research is one form of applied research. Because action research draws on a range of designs and methodologies, it could provide teachers with the opportunity to examine a practical problem within a classroom or school setting.

Additionally, classroom action research is a research which combines the procedure in substantive action as inquiry dicipline in the process of improving

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<sup>1</sup> Alberta Teachers, *Action Research Guide for Alberta Teachers*, (Street NW, Edmonton, Alberta: The Alberta Teachers' Association (ATA), 2000), p. 2

and changing.<sup>2</sup> Classroom action research was part of a broad of movement that has been going on in education generally for some time. Actually, the main goal of classroom action research was only to improve one's teaching practice or to enhance the functioning of a school. Moreover, research design of this research follows action research spiral by Kemmis because this form was one of the best model as it summarise very succinctly the essential steps of the classroom action research process.

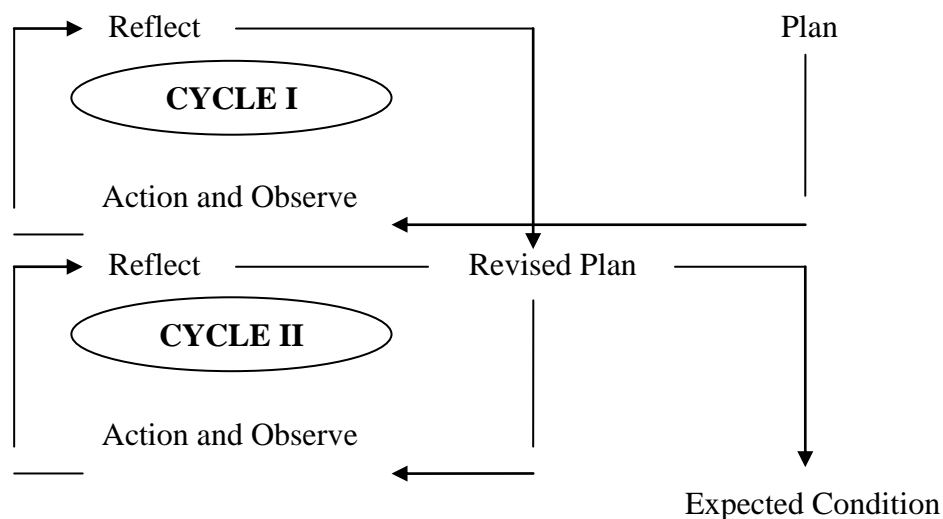


Figure 1 : Action Research Spiral by Kemmis<sup>3</sup>

So, the limitation of each cycle will be done when students reach scores 70 as the standard quality of school (KKM) or upper of the standard quality of school (KKM). The cycles recured until the action of researcher had achieved a satisfactory outcome and it is time to stop.

<sup>2</sup> Rochiati Wiriadmadja, *Metode Penelitian Tindakan Kelas*, (Bandung: Rosda, 2005), p.11

<sup>3</sup> Anne Burns, *Doing Action Research in English Language Teaching* (New York: Routledge, 2010), p. 2, e-book retrieved from <http://gen.lib.rus.ec/book/index>

### **C. Participants**

The participants in the research were the students at grade X DPIB (Desain Pemodelan dan Informasi Bangunan) 1 SMK N 2 Padangsidempuan because the researcher found some problems of reading comprehension in the class. Based on the researcher observation, the subjects in this class were still lacking to comprehend English text especially in answering the questions. Moreover, there was collaboration with one of English teacher at grade X DPIB (Desain Pemodelan dan Informasi Bangunan) 1 SMK N 2 Padangsidempuan.

### **D. Instrument of Collecting Data**

The instruments for collecting the data were a test instrument and non-test instruments. They are:

#### **1. Test**

Test was used to know the ability of students where it was sequence of question or practice that used for surveying the skill, intelligence, knowledge or trail that was owned by individual or group. Test was used for determining the students' output from the lesson which was given. So, in this case, test measured students' comprehension in reading.

Researcher tested the students based on the indicator by using reading test type multiple choice that consist of 20 items by 4 indicators for reading comprehension. The indicators could be seen in the following table:

**Table 2**  
**The Indicators of Reading Comprehension Test of First Test**

NO	Indicators of Reading Assessment	Item	Number of Items	Score	Total Score
1	Able to identify the main idea of the text	4	5, 7, 9, 18	5	20
2	Able to identify specific information of the text	6	1, 6, 10, 11, 13, 14	5	30
3	Able to identify detail information of the text	6	2, 3, 8, 15, 16, 19	5	30
4	Able to get the meaning of the text (word or sentence)	4	4, 12, 17, 20	5	20
Total		20		5	100

**Table 3**  
**The Indicators of Reading Comprehension Test of Second Test**

NO	Indicators of Reading Assessment	Item	Number of Items	Score	Total Score
1	Able to identify the main idea of the text	4	4, 9, 16, 19	5	20
2	Able to identify specific information of the text	6	1, 2, 5, 8, 12, 14	5	30
3	Able to identify detail information of the text	5	3, 7, 11, 15, 18	5	25
4	Able to get the meaning of the text (word or sentence)	5	6, 10, 13, 17, 20	5	25
Total		20		5	100

There were two kinds of validity were used, the first is construct validity, it refers to the nature of the psychological construct or characteristic being measured by the instrument. In the research, there are the validator to validate this research instrument. The instrument and lesson plan were appropriate to apply to the research. The second is content validity, this validity was very

important since it was accurate measure of what was supposed to measure. To know whether or not a test has content validity, a specification of the skills should be made based on the curriculum and syllabus. Then, the result analysis in constructing the content validity was presented in the test of specification table including: objective of the text, text's title, test indicators, number of items, type of the test, total of the questions and answer keys.<sup>4</sup>

Besides, there was reliability of the test to measure the consistency of scores or answers obtained for each individual from an instrument to another and from one set of items to another. It meant a test was reliable to the extent that it measures consistently from one time to another.

## **2. Observation Sheet**

There were some kinds of observation; they were behaviour checklist, observation notes, reflective observation, analytical observation, and narrative observation. But in this research, the researcher used observation notes in application. As Anne Burns states that observation notes is a simple form and the data are not counted but using note to describe what happened in the classroom.<sup>5</sup> The researcher observed students' activities and teachers' activities during the teaching-learning process and the factors which influence the teaching-learning process. The data from this session was used as a basis to

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<sup>4</sup> Sugiyono, *Metode Penelitian Pendidikan*, (Bandung: Alfabeta, 2013), p.177

<sup>5</sup> Anne Burns, *Doing Action Research.....*, p. 67



continue to next season and to prepare all materials needed in the following steps.

### **3. Interview Guidance**

Interview was used to get the data or information that was not expressed in observation orally. The researcher used the interview to know the condition or situation of the students and also to know the students' problems in reading comprehension by using QAR strategy in the classroom.

The type of interview used unstructured interview. Unstructured interview was chosen because the interviewer could expound the topics by modifying the questions so that the interviewer could catch the meaning easier, moreover the interviewer could ask the participants to elaborate the answer. There were four indicators as students problem in reading comprehension:

- a. The students' problem in identifying main idea
- b. The students' problem in identifying specific information
- c. The students' problem in identifying detail information
- d. The students' problem in getting meaning (words or sentences)

### **E. Procedures of The Classroom Action Research**

This action research followed the model of Kemmis. It was a famous representation of the action research "spiral" that consists of four stages; planning, acting, observing, reflecting. These stages were the fundamental steps in a spiraling process through which participants in an action research group undertake to:

1. Develop a plan of critically informed action to improve what is already happening,
2. Act to implement the plan,
3. Observe the effects of the critically informed action in the context in which it occurs, and
4. Reflect on these effects as the basis for the further planning, subsequent critically informed action and so on, through a succession of stages.

The action research used the action research model based on Kemmis. In this research, the researcher applied two cycles. Every cycle consisted of two meetings, and the time allocation is 2x40 minutes / 80 minutes.

In this classroom action research, in the cycle 1, the researcher's procedures were:

### **1. Cycle I**

#### **a. Planning**

- 1) Making lesson plan that consist of the steps of action.
- 2) Making learning planning approach that using QAR strategy.
- 3) Preparing the topic to do QAR strategy along with first test reading to be given to the the students and make an instrument as a tool to see the students' reading comprehension achievement improvement.
- 4) Discussing how QAR strategy to be done in teaching-learning activity.
- 5) Preparing all materials that would be need in teaching-learning process, such as lesson plan and value criteria.

b. Action

- 1) Explaining the purpose of the research and technique QAR strategy to the students.
- 2) Giving learning material to the students.
- 3) Using QAR strategy to students in learning process.
- 4) Monitoring every step that had been planned.
- 5) Monitoring time allocation with all activity was done.
- 6) Prepare the solution if have problem when the action was done.
- 7) Collecting the students discussion result.

c. Observation

- 1) Discussion with the English teacher to observe planning
- 2) Monitoring QAR strategy was done
- 3) Making note activity and different when QAR strategy using in teaching-learning was done.
- 4) Discussion with the English teacher about the weakness or finding activity during observation was done.

d. Reflection

- 1) Analyzing the finding during the observation was done.
- 2) Analyzing the weakness and the teacher progress that using QAR strategy to determine the followed up of activity.
- 3) Reflecting strategy was used.
- 4) Reflecting the teacher learning activity.

- 5) Evaluating or interpreted the data gotten from the class and make any decisions for the next meeting.

## 2. Cycle II

### a. Planning

- 1) Analyzing the reflection result in the first cycle.
- 2) Preparing all materials that would be needed in the teaching-learning process, as lesson plan and value criteria.
- 3) Encoding the problem and progress in the learning process.

### b. Action

- 1) Giving motivation to students.
- 2) Giving the explanation and hint about the passages. Therefore, every student could answer the test correctly.
- 3) Using QAR strategy to students in learning process.
- 4) Monitoring time allocation with the all activity was done.
- 5) Collecting the students result.

### c. Observation

- 1) Monitoring the teaching-learning by using QAR strategy in teaching-learning process, especially in teaching reading comprehension.
- 2) Discussing the problem in process learning and giving the solution.
- 3) Monitoring QAR strategy was done.
- 4) Making note activity and different when QAR strategy using in teaching-learning was done.

#### d. Reflection

- 1) Analyzing the weakness and progress when QAR strategy was done to determine the next activity planning.
- 2) Reflecting of QAR strategy that using in learning process.
- 3) Reflecting of teaching activity and students learning result that using QAR strategy.
- 4) Evaluating or interpreted the data that getting from the class and make any decisions for the next meeting.

### **F. Technique of Data Collection**

#### 1. Test

The test was conducted to the students of SMK N 2 Padangsidempuan at grade X DPIB 1. The test included the first test and the second test. The researcher gave the reading comprehension test at the end of each cycle. Before doing the test, the researcher gave the instruction. After that, the researcher taught reading comprehension by using QAR strategy. Then, the researcher gave first test consists of 20 questions (every question consist of indicator of reading test) in multiple choices form in cycle I. Next, the writer took the total score from the result of the reading comprehension test and analyzed the data. Then, the result of the data was used for making decision for the next cycle.

## 2. Observation

The observation method is most commonly used method, especially in students reading behavioral science. This season, the researcher as only an observer because the researcher took a nonparticipant observation.<sup>6</sup> The observer monitored and recorded the data of the teacher's classroom management and interaction with students. The observer also monitor the students' performance during learning and teaching process in the class. By direct observing, the researcher take some notes, behaviour, development, and so on, which happens anytime.<sup>7</sup>

The observation was conducted to the teacher's performance and students of SMK N 2 Padangsidempuan at grade X DPIB 1. The observer filled an observation sheet in every meeting in cycle I and cycle II to observe teacher's and students' performance during learning and teaching process in the class.

## 3. Interview

Interview is technique of data collection by asking question to respondents and the answer will be noted and record.<sup>8</sup> This season was used to get the data needed. It was done direct to the subject orally. Researcher prepared the interview guidance before. Then, at the end of the research, the researcher interviewed students that had problem in reading comprehension in

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<sup>6</sup> Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, (Bandung: Alfabeta, 2013), p. 145

<sup>7</sup> Moh. Nazir, *Metode Penelitian*, (Bogor: Galia Indonesia, 2005), p. 175

<sup>8</sup> M. Iqbal Hasan, *Pokok Pokok Metode Penelitian dan Aplikasinya*, (Jakarta: Ghalic Indonesia, 2002), p. 85

the class. The researcher asked the questions to the students related to the use of QAR strategy in the teaching and learning process. The interview run out after each cycle in order to know what the students feel about teaching and learning process in the class. Also, the result of interview was taken as guideliness to complete the data needed to see students improvement in reading comprehension.

### G. Technique of Analyzing Data

In technique of analyzing the data, the researcher used quantitative and qualitative data. The quantitative data was collected and analyzed by computing the mean score of students' reading comprehension which was found by test. The researcher applied the following formula:<sup>9</sup>

$$M = \frac{\sum f\bar{x}}{N} \times 100\%$$

Explanation:

M : The mean of the students

$\sum f\bar{x}$ : The total score

N : The number of the students

The percentage of students' improvement in reading comprehension was analyzed by the following formula:<sup>10</sup>

$$P = \frac{R}{T} \times 100\%$$

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<sup>9</sup> Hartono, *Statistik: Untuk Penelitian*, (Yogyakarta: Pustaka Pelajar Offset, 2004), p. 30.

<sup>10</sup> Zainal Aqib, et. al., *PTK untuk Guru SD, SLB, TK* (Bandung: CV. Yrama Widya, 2008), p.40.

Explanation:

P : the percentage of students who get the score 70

R : the number of students who get the score up 70

T : total numbers of students do test

After calculating and scoring students' answer sheets then, their score were classified on the table below, the aim of this scoring was after test taking by students and calculating them, this was to know the comprehension of students and classify of students in reading comprehension through QAR strategy.

**Table 4**  
**The Classification Quality of Students Score<sup>11</sup>**

No	Percentage	Criteria
1	0% - 20%	Very low
2	21% - 40%	Low
3	41% - 60%	Enough
4	61% - 80%	Good
5	81% - 100%	Very Good

After the researcher found the mean scores of all students, it is consulted to the criteria as follows:<sup>12</sup>

1. If the value of mean score 81 – 100%, it can be categorized into very good.
2. If the value of mean score 61 – 80%, it can be categorized into good.
3. If the value of mean score 41 - 60%, it can be categorized into enough.
4. If the value of mean score 21 - 40%, it can be categorized into low.

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<sup>11</sup> Riduwan, *Belajar Mudah Penelitian untuk Guru-Karyawan dan Penelitian Pemula*, (Bandung: Alfabeta, 2005), p. 89.

<sup>12</sup> *Ibid* p. 88



5. If the value of mean score 0 - 20%, it can be categorized into very low.

The other technique as qualitative data was used to describe the situation during the teaching process in analyzing qualitative data, the researcher followed the technique that developed by Gay and Airasian<sup>13</sup> which consists of five steps as follows:

1. Data managing

This step involves creating and organizing the data collected during the research in a form that facilitate analysis. The purpose of data managing is to organize the data and check for completeness and to start analyzing the data.

2. Reading

This step concerns with reading in data recorded in the field notes, transcription of the interview data and observation sheets is order to get explanation of the data.

3. Description

This step is devoted to address the issue on what happen in the field based on the collected data.

4. Classifying

This step concerns with grouping every small pieces of data into larger categories in order to make explanation or meaning and to find the connection among the data.

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<sup>13</sup> L. R Gay and Peter Airasian, *Education Research Competencies.....*, p. 240-249.

## 5. Interpreting

This step, data is interpreted based on the connections, common aspects, and relationship among the data pieces, categories and pattern.

## **CHAPTER IV**

### **THE RESEARCH FINDINGS AND DISCUSSION**

#### **A. Data Description**

This chapter presents finding and discussion based on analysis and result of data collected from implementation Question-Answer-Relationship (QAR) Strategy in the classroom. Research result is the important things that present the quantitative and qualitative data of Classroom Action Research (CAR) in term of triangulation. It discussed the way to improve students' reading comprehension through Question-Answer-Relationship (QAR) Strategy at Tenth Grade Students Of SMK N 2 Padangsidempuan in academic year 2018/2019. In this chapter would be described about the data description involved; learning process and students' reading comprehension score on cycle 1 and 2, influencing factors, comparison of learning process and students' reading comprehension score on cycle 1 and 2, discussion, and threats of the research. The data could be found from learning process in every cycle. It was based on instrument are; test, observation sheet, and interview guidance. The researcher described that in the cycle 1 and cycle 2.

##### **1. Students' Achievement**

Researcher divided this action research into two cycles. The data could be found from learning process in every cycle. It was based on the instrument: test, interview and observation. Researcher would describe learning process of cycle 1 and cycle 2 and students' score in cycle 1 and cycle 2.

### **a. Cycle 1**

The first cycle was done at 25<sup>th</sup> August and 01<sup>th</sup> September of 2018. In this case, the cycle was conducted for two meetings. In SMK N 2 Padangsidempuan the meeting was done 180 minutes. Every meeting was done for  $2 \times 45$  minutes. So, two meetings were done for  $4 \times 45$  minutes or 180 minutes. The learning material was descriptive text and the observation sheet consisted of students' condition and teacher's performance

#### **1) Learning Process of Cycle 1**

Teaching activity had some stages from opening learning until closing the class. Every activity in each meeting of teaching learning runs chronologically. Researcher would describe learning process and activity of teacher in cycle 1. There were criteria of teaching learning process in every cycle. They were teacher physical appearance, teacher written, teacher sound and classroom management, teacher opening, teaching procedure, teacher reinforcement, teacher classroom interaction and teacher closing.

*Teacher physical appearance* when the first time came to the class. First, teacher dressed green, green veil, black skirt, and dressed cleanly and neatly. Second, teacher used shoes and socks when teaching in class. Third, teacher always gave her smile for students,

smart, friendly, good manners, and neat in the classroom. Last, teacher taught the learning energetically.

*Teacher whiteboard written* when writing something in the whiteboard. First teacher stood and wrote sideways. Second, teacher divided whiteboard in two parts if needed. Third, the teacher wrote the definition and the categories of Question-Answer-Relationship (QAR) strategy. When the teacher wrote it, her writing was not nice and readable. That's why the teacher's writing could not be read clearly by students from all sides. Third, teacher did not write and explain the material integrated. When the teacher wrote on the whiteboard, her explanation was not harmonious with the written. Last, teacher faced to the students when writing on the whiteboard.

*Teacher sound* when explain the material. First, teacher's sound was audible. Teacher's voice is loud and can be heard all over the room. Second, teacher talked intelligibly so that the students could understand the teacher's explanation. Third, teacher talk fluently. It meant every word sounded clearly. Last, teacher did not show the important part from the material clearly.

*Classroom management* was the strategies used by teacher in organizing the classroom, learning and students. First, for seating arrangement, teacher asked them to be consistent on their seating (do not move wherever or whenever they want) while teaching-learning

process was going on. Their seating lined up in columns that were perpendicular to the front wall of the room. Second, teacher walked around the class for checking learning and providing support as necessary. Researcher always check the formation of class before starting the lesson, but researcher could not control noise of class. During reading activities, some students asked the answer to other but their friend did not give the answer, it made the class to be noisy.

*Teacher opening* while started learning process. The first teacher greeted to students and students respond. Second, teacher gave them motivation by saying the information of the powerful of English. After that, teacher asked students' background knowledge when answering questions before using this strategy. Third, the teacher explained the purpose of the learning by introducing Question-Answer-Relationship (QAR) strategy to students and how to use Question-Answer-Relationship (QAR) strategy in answering questions.

*Teaching procedures* were the proper way of doing or applying the Question-Answer-Relationship (QAR) strategy by the teacher to the students. First, teacher introduced Question-Answer-Relationship (QAR) strategy. She explained and showed the function of Question-Answer-Relationship (QAR) by writing it at the whiteboard. She told the students that Question-Answer-Relationship (QAR) comprised two board categories: *in the text and in my head*. *In the text* category

consisted of “*Right There*” and “*Think and Search*”. This category included the question that called for student to find information in the text while the latter category involved *Author and Me* and *On My Own*. This category required the students to find the information according to their background knowledge and experiences. Second, the teacher gave the example of both question categories and conveyed how to find the answer, either from the text or from the students’ own head (experiences). Third, after introducing and practicing the Question-Answer-Relationship (QAR) strategy, the teacher distributed a descriptive text to the students. The teacher asked the students to read the questions silently. The questions were proposed by using Question-Answer-Relationship (QAR) categories. After that, she asked them to find out the answer based on Question-Answer-Relationship (QAR) categories from the text given. In this phase, the students worked individually to find the answer while the teacher monitored them by turning around the class to help whether students got difficulties. Fourth, having finished to think the answer, the teacher asked the students to report their answer by raising their hand and answered the question on their seats.

*Teacher reinforcement* while teaching in the classroom with students was the actions by the researcher to make the students be motivated and enthusiast in teaching-learning process. Teacher did

individual performance reward. It meant when students gave response to the teacher's questions in learning process, the researcher gave reward to them by saying "excellent", gave applause and good job for the students who answered the teachers' question correctly. In other ways for the students who got wrong in answering the questions, teacher said "it could be" and asked the other students to help or revise the students' wrong in answering the question.

*Teacher classroom interaction* in the classroom. First, teacher stimulated students' responses by giving some questions to the students about the material and also about their knowledge or experience during learning process. Second, teacher stimulated students' question by asking them to give their questions related to their comprehension to the learning material. Third, the teacher responded students' questions by answering students' question when the teaching learning process was run.

*Teacher closing* in the classroom. First, the teacher made the conclusion about the learning material that had been learned. Second, teacher asked the students about their difficulties in understanding Question-Answer-Relationship (QAR) strategy during the teaching learning process was run.



After the class was over, some students were interviewed informally by asking about their feeling of activity they already had. The interview activities were done after the class was over.

## 2) Students' Reading Comprehension Score of Cycle 1

After analyzed the result of first test, the students' reading comprehension at tenth grade students of DPIB<sup>-1</sup> SMK N 2 Padangsidimpuan could be seen that there were only 13 students who passed the Minimum Mastery Criterion (KKM) and 15 students who did not pass the Minimum Mastery Criterion (KKM). Based on the calculation, the mean score of students in first cycle was 63.93 and the percentage of students' score was 46.4 %. Below the students' reading comprehension score in the first cycle:

**Table 5. Students' Reading Comprehension Scores in First Cycle**

No	Students' initial	Indicators				Total Score	Test score
		Main Idea	Specific Information	Detail Information	Meaning of The Text (word/sentence)		
1	AA	3	2	5	3	$(3+2+5+3) \times 5$	65
2	AK	3	2	3	1	$(3+2+3+1) \times 5$	45
3	ARB	4	4	3	0	$(4+4+3+0) \times 5$	55
4	AMS	3	5	6	3	$(3+5+6+3) \times 5$	85*
5	ARP	3	6	5	4	$(3+6+5+4) \times 5$	90*
6	AH	3	5	5	2	$(3+5+5+2) \times 5$	75*
7	AS	3	3	2	2	$(3+3+2+2) \times 5$	50
8	AF	2	6	3	3	$(2+6+3+3) \times 5$	70*
9	ASa	3	2	3	2	$(3+2+3+2) \times 5$	50

						x5	
10	AM	2	3	2	2	$(2+3+2+2)$ x5	45
11	CR	2	5	3	3	$(2+5+3+3)$ x5	65
12	DSM	2	4	3	1	$(2+4+3+1)$ x5	50
13	FY	3	2	3	0	$(3+2+3+0)$ x5	40
14	GAP	3	2	3	1	$(3+2+3+1)$ x5	45
15	ILT	3	5	4	2	$(3+5+4+2)$ x5	70*
16	KL	3	5	6	3	$(3+5+6+3)$ x5	85*
17	MP	3	4	3	2	$(3+4+3+2)$ x5	60
18	MPi	3	3	3	0	$(3+3+3+0)$ x5	45
19	NAR	3	5	5	4	$(3+5+5+4)$ x5	85*
20	RZP	4	5	5	3	$(4+5+5+3)$ x5	85*
21	RZ	2	2	1	1	$(2+2+1+1)$ x5	30
22	RZS	2	6	3	3	$(2+6+3+3)$ x5	70*
23	RHA	3	6	5	4	$(3+6+5+4)$ x5	90*
24	SSS	3	2	3	2	$(3+2+3+2)$ x5	50
25	SJA	2	5	3	1	$(2+5+3+1)$ x5	55
26	SRN	3	5	5	3	$(3+5+5+3)$ x5	80*
27	TAS	3	4	6	3	$(3+4+6+3)$ x5	80*
28	QA	4	4	3	4	$(4+4+3+4)$ x5	75*
<b>TOTAL SCORE</b>							1.790
<b>MEAN SCORE</b>							63.93
<b>PERCENTAGE</b>							46.4 %

\*: The students who passed the KKM (70) in first cycle

Based on table above, it could be concluded that there was one students got score 30, one students got score 40, four student got score 45, four students got score 50, two students got score 55, one students got score 60, two students got score 65, three students got score 70, two students got score 75, two students got score 80, four students got score 85, and two students got score 90.

There were six students were categorized into very good category (the scores 85-90), nine students were categorized into good category (the scores 65-80), eleven students were categorized into enough (the scores 45-60), and two students were categorized into low category (the scores 30-40). That's why students' achievement in cycle 1 was categorized still enough. The classification of students' scores would describe as the following table.

**Table 6. The Classification of Students' Scores in the First Cycle**

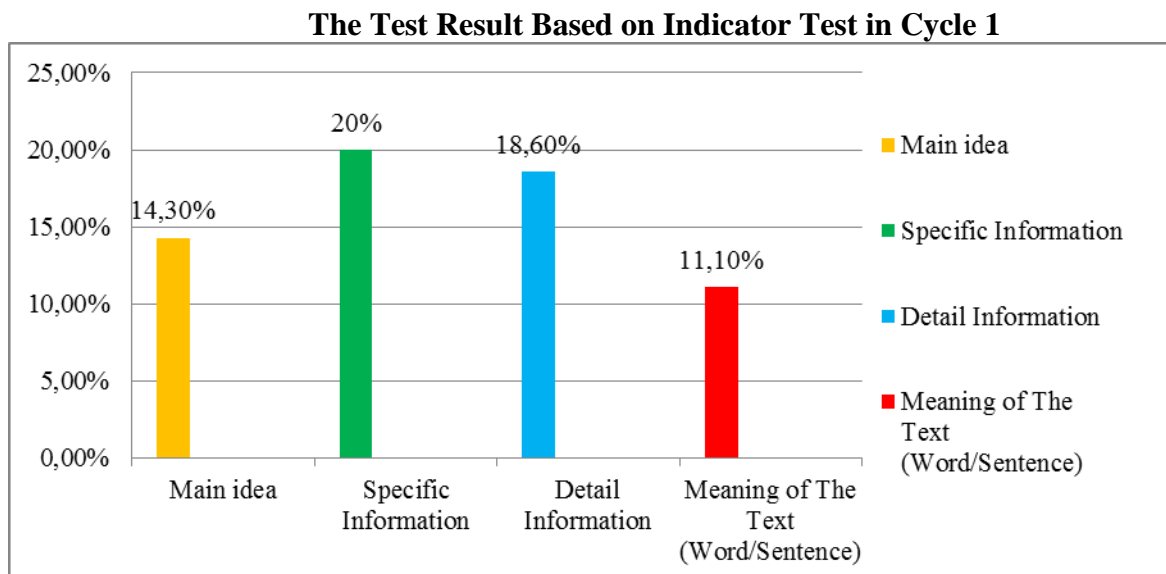
No	Classification	Predicate	Total of Student	Percentage
1	0% - 20%	Very Low	-	-
2	21% - 40%	Low	2 students	7.14 %
3	41% - 60%	Enough	11 students	39.29%
4	61% - 80%	Good	9 students	32.14%
5	81% - 100%	Very Good	6 students	21.43%
<b>Total</b>				<b>100%</b>

There were four indicators in reading comprehension that focused of this research. They were identifying main idea, specific information, detail information, and meaning of the text (word or sentence). These indicators became problem in students' score. It could be seen through the following table and chart below;

**Table 7. Students' Scores Based on Indicator Test in the First Cycle**

No	Indicator	Total the correct answer	Percentage	Maximal Score Percentage
1	Main idea	80	14.3%	20%
2	Specific Information	112	20%	30%
3	Detail Information	104	18.6%	30%
4	Meaning of The Text (Word/Sentence)	62	11.1%	20%
Total		358	64%	100%

Based on table above, there were 20 questions in cycle 1; 4 items for main idea with total score 20, 6 items for specific information with total score 30, 6 items for detail information with total score 30, and 4 items for meaning of the text (word/sentence) with total score 20. The result of indicator reading comprehension in cycle 1 could be seen in chart below:



**Figure. Chart 1**

From the chart above could be seen the students' ability for each indicator of reading comprehension. The higher indicator that the students had achieved was identifying specific information. The percentage score was 20% from maximal score was 30%. Meanwhile, the lower indicator that the students had achieved was getting meaning of the text (word/sentence). The percentage score was 11.1% from maximal score was 20%. Therefore the researcher had to continue it to learning process in cycle 2.

#### **b. Cycle 2**

The second cycle was done at 08<sup>th</sup> and 15<sup>th</sup> of September 2018. In this case, the cycle was conducted for two meetings. In SMK N 2 Padangsidimpun the meeting was done 180 minutes. Every meeting was done for  $2 \times 45$  minutes. So, two meetings were done for  $4 \times 45$  minutes

or 180 minutes. The learning material was descriptive text and the observation sheet consisted of students' condition and teacher's performance.

### **1) Learning Process of Cycle 2**

Learning process describe the students series to do something that would be expected in this research. In sum up this section describe the learning process and teacher activity in cycle 2. Same as the first cycle, the criteria for it were teacher physical appearance, teacher written, teacher sound and classroom management, teacher opening, teaching procedure, teacher reinforcement, teacher classroom interaction and teacher closing.

*Teacher physical appearance* was ways of teacher performing based on for her physical for doing teaching learning process. Similarity with cycle 1, the first teacher wore black skirt, and dressed cleanly and neatly. Second, teacher used shoes and socks when teaching in class. Third, teacher always gave her smile for students, smart, friendly, good manners, and neat in the classroom. Last, teacher taught the learning energetically. Different with cycle 1, in cycle 2 the teacher dressed brown, black veil and she did some action for adding and improving student reading comprehension from cycle 1. The teacher explained material more enthusiastically to make students more active in learning activity. Then, teacher used facial and

hand gestures to enhance meaning of words and sentences that might otherwise be unclear during learning activities.

*Teacher whiteboard written* when write something or word in whiteboard. Similarity with cycle 1, the first teacher stood and wrote sideways. Second, teacher divided whiteboard in two part if is needed. Last, the teacher faced to the students when she wrote on the whiteboard. Different with cycle 1, in cycle 2 teacher's writing was nice and readable. It made teacher's writing could be read clearly by students from all side. Then, teacher wrote and explained the material integrated. When the teacher wrote on the blackboard, her explanation was harmony with the written. After that teacher wrote the numbering and bullet in every section for students' understanding easily and she underlined the words or sentences that need the explanation more.

*Teacher sound* when explain the material. Similarity with cycle 1, the first, teacher's sound was audible. Teacher's voice is loud and can be heard all over the room. Second, teacher talked intelligibly so that the students could understand the teacher's explanation. Third, teacher talk fluently. It meant every word sounded clearly. Different with cycle 1, in cycle 2 teacher showed the important part from the material clearly.

*Classroom management* was the strategies used by teacher in organizing the classroom, learning and students. Similarity with cycle

1, the first, for seating arrangement, teacher asked them to be consistent on their seating (do not move wherever or whenever they want) while teaching-learning process was going on. Their seating lined up in columns that were perpendicular to the front wall of the room. Second, teacher walked around the class for checking learning and providing support as necessary. teacher always check the formation of class before starting the lesson. Different with cycle 1, in cycle 2 teacher could control noise of class during reading activities because the teacher gave punishment to the student who made noise in the classroom and teacher answered students' questions clearly (explained the material twice). It helped students not to ask their friends and made the class more conducive than before.

*Teacher opening* while start learning process. Similarity with cycle 1, the first teacher greeted to students and students respond. Different with cycle 1, in cycle 2 teacher asked students how far they understood about Question-Answer-Relationship (QAR) strategy that had been learned.

*Teaching procedures* were the proper way of doing or applying the Question-Answer-Relationship (QAR) strategy by the teacher to the students. Similarity with cycle 1, the first, teacher reviewed the explanation about the function of Question-Answer-Relationship (QAR) by writing it at the whiteboard. She explained both of



categories of Question-Answer-Relationship (QAR) briefly and clearly. She told the students that Question-Answer-Relationship (QAR) comprised two board categories: *in the text and in my head*. *In the text* category consisted of “*Right There*” and “*Think and Search*”. This category included the question that called for student to find information in the text while the latter category involved *Author and Me* and *On My Own*. This category required the students to find the information according to their background knowledge and experiences. Therefore, the teacher also invited students to ask about what they did not understand. Second, the teacher gave the example of both question categories and conveyed how to find the answer, either from the text or from the students’ own head (experiences). Third, after introducing and practicing the Question-Answer-Relationship (QAR) strategy, the teacher distributed a descriptive text to the students. The teacher asked the students to read the questions silently. The questions were proposed by using Question-Answer-Relationship (QAR) categories. After that, she asked them to find out the answer based on Question-Answer-Relationship (QAR) categories from the text given. In this phase, the students worked individually to find the answer while the teacher monitored them by turning around the class to help whether students got difficulties. Different with cycle 1, in cycle 2 having finished to think the answer, the teacher asked the

students to report their answer by raising their hand and answered the question by writing in the whiteboard. In this phase, the teacher told to the students who could answer the questions would be given additional scores and at the end of meeting, the teacher would give reward to students who had the highest score during the teaching and learning process. It made the students more active and enthusiastic looking for the answers.

*Teacher reinforcement* while teaching in the classroom with students was the actions by the researcher to make the students felt enthusiast in teaching-learning process. Similarity with cycle 1, Teacher did individual performance reward. It meant when students gave response to the teacher's questions in learning process, the researcher gave reward to them by saying "excellent", gave applause and good job for the students who answered the teachers' question correctly. In other ways for the students who got wrong in answering the questions, teacher said "it could be" and asked the other students to help or revise the students' wrong in answering the question.

*Teacher classroom interaction* in the classroom. Similarity with cycle 1, the first, teacher stimulated students' responses by giving some questions to the students about the material and also about their knowledge or experience during learning process. Second, teacher stimulated students' question by asking them to give their questions

related to their comprehension to the learning material. Third, the teacher responded students' questions by answering students' question when the teaching learning process was run.

*Teacher closing* in the classroom. Similarity with cycle 1, the first, the teacher made the conclusion about the learning material that had been learned. Second, teacher asked the students about their difficulties in understanding Question-Answer-Relationship (QAR) strategy during the teaching learning process was run. Different with cycle 1, in cycle 2 teacher motivated them to learn more about the Question-Answer-Relationship (QAR) strategy at their home and practiced Question-Answer-Relationship (QAR) strategy when answering questions in English text at another times.

## **2) Students' Reading Comprehension Score of Cycle 2**

After analyzed the result of first test, the students' reading comprehension at tenth grade students of DPIB<sup>-1</sup> SMK N 2 Padangsidimpuan could be seen that there were only 6 students who did not pass the Minimum Mastery Criterion (KKM) 70 and there were 22 passed the Minimum Mastery Criteria (KKM) 70 from 28 students. Below the students' reading comprehension score in the second cycle:

**Table 8. Students' Reading Comprehension Scores in First Cycle**

No	Students' initial	Indicators				Test score
		Main Idea	Specific Information	Detail Information	Meaning of The Text (word/sentence)	
1	AA	4	5	4	3	80
2	AK	1	3	1	1	<b>30</b>
3	ARB	3	3	3	5	70
4	AMS	4	4	5	5	90
5	ARP	4	6	5	4	95
6	AH	3	5	5	4	85
7	AS	3	5	3	4	75
8	AF	4	5	2	5	80
9	ASa	2	4	4	4	70
10	AM	2	5	3	3	<b>65</b>
11	CR	2	5	4	3	70
12	DSM	2	5	4	4	75
13	FY	3	4	3	1	<b>55</b>
14	GAP	3	2	1	0	<b>30</b>
15	ILT	3	5	5	4	85
16	KL	4	6	5	4	95
17	MP	3	5	4	2	70
18	MPi	3	4	3	3	<b>65</b>
19	NAR	4	5	4	5	90
20	RZP	4	5	5	4	90
21	RZ	1	4	3	2	<b>50</b>
22	RZS	3	5	4	3	75
23	RHA	4	5	5	5	95
24	SSS	3	4	4	3	70
25	SJA	3	4	3	5	75
26	SRN	4	5	4	5	90
27	TAS	4	5	5	3	85
28	QA	4	5	4	4	85
<b>TOTAL SCORE</b>						2.090
<b>MEAN SCORE</b>						74.64
<b>PERCENTAGE</b>						78.6%

*Bold name who did not pass the KKM (70) in second cycle*

Based on the data in the table, the researcher could explain that the mean score of students were 74,64. There were two students got score 30, one students got score 50, one students got score 55, two student got score 65, five students got score 70, four students got score 75, two students got

score 80, four students got score 85, four students got score 90, and three students got score 95.

From the scores of students, it could be concluded that the students' achievement in cycle 2 was increased. The mean score of students in cycle 2 was 74.64 and the percentage of students' score was about 78.6%. Students' achievement in reading comprehension was categorized high. The students' score in cycle 2 got improvement from the cycle 1. It shown that cycle 1 was 63.93 (46.4%) and cycle 2 was 74.64 (78.6%).

There were eleven students were categorized into very good category (the scores 85-95), thirteen students were categorized into good category (the scores 65-80), two students were categorized into enough (the scores 50-55), and two students were categorized into low category (the score 30). The classification of students' scores would describe as the following table:

**Table 9. The Classification of Students' Scores in the Second Cycle**

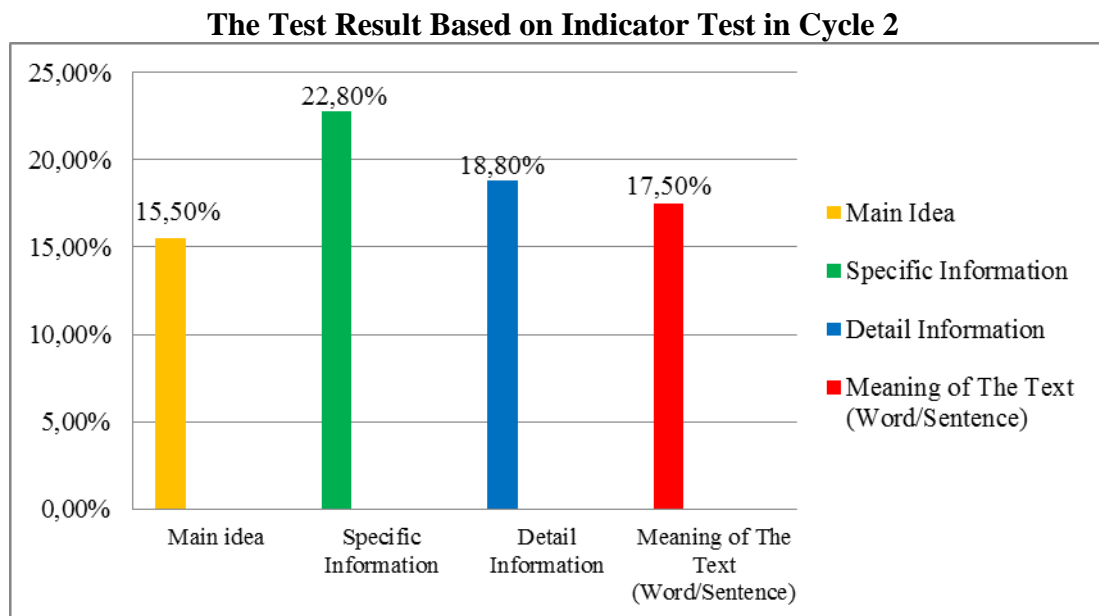
No	Classification	Predicate	Total of Student	Percentage
1	0% - 20%	Very Low	-	-
2	21% - 40%	Low	2 students	7.14%
3	41% - 60%	Enough	2 students	7.14%
4	61% - 80%	Good	13 students	46.43%
5	81% - 100%	Very Good	11 students	39.29%
<b>Total</b>				<b>100%</b>

Most of the students showed the improvement in the indicator of reading test; main idea, specific information, detail information, and meaning of the text (word or sentence). The students improvement in indicator of reading comprehension test could be seen through the following figure.

**Table 10. Students' Scores Based on Indicator Test in the Second Cycle**

No	Indicator	Total the correct answer	Percentage	Maximal Score Percentage
1	Main idea	87	15.5%	20%
2	Specific Information	128	22.8%	30%
3	Detail Information	105	18.8%	25%
4	Meaning of The Text (Word/Sentence)	98	17.5%	25%
Total		418	74,6%	100%

Based on table above, there were 20 questions in cycle 2; 4 items for main idea with total score 20, 6 items for specific information with total score 30, 5 items for detail information with total score 25, and 5 items for meaning of the text (word/sentence) with total score 25. Most of the students showed the good improvement in reading comprehension indicators were; main idea, specific information, detail information, and meaning of the text (word/sentence). It could be seen from chart below:



**Figure. Chart 2**

From the chart above can be seen the students' ability for each indicator of reading comprehension. After getting students' reading comprehension scores in the second cycle, the researcher found the students' achievement in all indicators. It meant that the students who had some problems in reading comprehension in the first cycle were improved and the problems in the first cycle were solved.

## **2. Influencing Factors**

From the description of students' achievement in the first cycle, it could be concluded that the students, problem in learning process had been resolved and it had improved in the second cycle. There were two factors could influenced students' reading comprehension, they were internal factors and internal factors. It would be explained below.

### **a. Internal Factors**

#### 1) Main Idea

There were four items main idea in reading comprehension test in cycle 1. There were 28 students in the classroom, 3 students answered 4 items correctly, 18 students answered 3 items correctly, and 7 students answered 2 items correctly. The percentage students' score of this indicator was 14.3% from maximal percentage 20%

The researcher and co-teacher had found students who had difficulty in dealing with the questions of identifying main idea in English text. Based on the interview had done in the class, AM, RZ, DSM, and AF admitted that they confused in identifying main idea because they could not determine which one main idea of the text after reading it. They thought main idea just their opinion about the text. In conclusion, students who had difficulty in dealing with the questions of identifying main idea in English text caused due to their lack of understanding the concept of a paragraph or texts' main idea. So, they were misunderstanding to identify main idea in English text.

There were some actions conducted by the researcher in cycle 2 to solve the concerning problems. They were; the researcher gave example to the studentss how to identify main idea, the main idea of a paragraph is commonly found in the first sentence and also could be



found in the last sentence of paragraph or text. Students must analyze important idea that the author develops throughout paragraph or text.

As a result, students' achievement in this indicator was improved. There were also four items main idea in reading comprehension test of cycle 2. The percentage students' score of this indicator was 15.5% from maximal percentage 20%.

## 2) Specific Information

There were six items specific information in reading comprehension test in cycle 1. From 28 students in the classroom, 4 students answered 6 items correctly, 9 students answered 5 items correctly, 5 students answered 4 items correctly, 3 students answered 3 items correctly, and 7 students answered 2 items correctly. The percentage students' score of this indicator was 20% from maximal percentage 30%.

Based interview had done in the class, AK, GAP, AS, and RZ said that they did not know how to find the specific information in the text, caused by their lack of specific reading technique for locating certain information rapidly. There were some actions conducted by the researcher in cycle 2 to solve the concerning problems. They were; the researcher advised the students to identify that specific information develops the topic sentence by giving definition and examples.

As a result, students' achievement in this indicator was improved. There were also six items specific information in reading comprehension test of cycle 2. From 28 students in the classroom, 2 students answered 6 items correctly, 16 students answered 5 items correctly, 7 students answered 4 items correctly, 2 students answered 3 items correctly, and 1 students answered 2 items correctly. The percentage students' score of this indicator was 22.8% from maximal percentage 30%.

### 3) Detail Information

There were six items detail information in reading comprehension test in cycle 1. From 28 students in the classroom, 3 students answered 6 items correctly, 7 students answered 5 items correctly, 1 students answered 4 items correctly, 14 students answered 3 items correctly, 2 students answered 2 items correctly, and 1 students answered 1 items correctly. The percentage students' score of this indicator was 18.6% from maximal percentage 30%.

Based interview had done in the class, RZ, AS, AM, and SJ said that they were difficult to find the detail information in the text, caused by their lack of reading technique for locating certain information rapidly and difficult to combine the answer from several location in the text. There were some actions conducted by the researcher in cycle 2 to solve the concerning problems. They were; the

researcher motivated them to read text clearly and found the answer from several locations in the text carefully.

As a result, students' achievement in this indicator was improved. There were five items detail information in reading comprehension test of cycle 2. From 28 students in the classroom, 8 students answered 5 items correctly, 10 students answered 4 items correctly, 7 students answered 3 items correctly, 1 students answered 2 items correctly, and 2 students answered 1 items correctly. The percentage students' score of this indicator was 18.8% from maximal percentage 25%.

#### 4) Meaning of The Text (Word/Sentence)

There were four items to get meaning of the text (word/sentence) in reading comprehension test in cycle 1. From 28 students in the classroom, 4 students answered 4 items correctly, 9 students answered 3 items correctly, 7 students answered 2 items correctly, 5 students answered 1 items correctly, and 2 students did not answered all of the items correctly. The percentage students' score of this indicator was 11.1% from maximal percentage 20%.

Based interview had done in the class, AK, MP, FY and ARB said that they were difficult to get meaning of the text (word/sentence) in the text, caused by their limitations on vocabulary and looked for variations of words that had same meaning. There were some actions

conducted by the researcher in cycle 2 to solve the concerning problems. They were; the researcher asked students to bring the complete dictionary because certain word was not available in the “less general” dictionary the students had, and was only available in the “more complete” ones; and researcher gave methods to memorize unfamiliar words such as using list of synonym words and using key words that could be predicted by them in the school or in the house.

As a result, students’ achievement in this indicator was improved. There were five items to get meaning of the text (word/sentence) in reading comprehension test of cycle 2. From 28 students in the classroom, 7 students answered 5 items correctly, 9 students answered 4 items correctly, 7 students answered 3 items correctly, 2 students answered 2 items correctly, 2 students answered 1 items correctly, and 1 students did not answered all of the items correctly. The percentage students’ score of this indicator was 17,5% from maximal percentage 25%.

#### **b. External Factors**

By the observation notes, the researcher and co-teacher as observer had a duty to monitor all activities through Question-Answer-Relationship (QAR) strategy in the classroom. It was about class situation, students’ activities and teacher’s activities in teaching learning process in the classroom. There were some external factors that influenced students’

reading comprehension beside internal factors. In short, there were other factors that influenced students' problem that happened in the classroom.

#### 1) Students' Interest

Students' interest was the one of external factors in the first cycle. There were just 9 students be active in asking and answering about learning material during teaching learning process in cycle 1 or it could be said 19 students un-active during teaching learning process. They were not interest to share and report their ideas when the researcher gave them chance to share their ideas about learning material, especially in asking and aswering questions for whole of class. It made them were low attention to the material, and still confused about Question-Answer-Relationship (QAR) procedures. So, some of students cheated the answer from their friend when teacher gave some task to them,

By these problems, in the second cycle the researcher explained the Question-Answer-Relationship (QAR) strategy twice to make them more understand; motivated them to be active in reading comprehension activity because they need it for long time whether in reading English book or others; answered and explained the question slowly to make them understand easily. In summary, in the second cycle there were most of them more active during teaching learning

process and there were only three students who cheated their friends answer.

## 2) Disturbance

In the first cycle there were 3 students (AK, MP and GAP) who were noisy in the class where they sometimes could not be forbidden to chat with their friends about a topic that did not relate with learning material. It meant, they did not pay attention to teacher's explanation. There was also 1 students who moved to another chairs, he was MP. He always move from his chair to another chairs. Both of these conditions made other students disturbed and lost their focus on learning.

By these problems, in the second cycle the researcher gave punishment to students who made noise and who moved to another chairs that did not allow to follow teaching learning activities. As the result, the situation in the classroom during teaching learning process more conducive and most of them became focused to follow the teaching learning activities and made them easy to understand the material.

## 3) Asking Permission

For asking permission, in the first cycle there were two students (AAT and AS) asked permission to toilet that made them missed the material taught by the researcher. The researcher solved

these problems by limiting them to ask permission whether to the toilet or the outdoor only one time. They could accept the role of the researcher. The researcher also gave the reward to students who never asking permission to the toilet. The reward would be given after the class was finished. Finally there were not students who asked permission in the second cycle.

Finally, the problem solving for all indicators could be seen as the following table;

**Table 11.1. Problem and Solution of Internal Factors**

No.	Internal Factor	Problems	Solution
1	Main Idea	<ul style="list-style-type: none"> <li>• The students could not determine which one main idea of the text after reading it.</li> <li>• The students thought main idea just their opinion about the text.</li> </ul>	<ul style="list-style-type: none"> <li>• The researcher gave example to the students how to identify main idea commonly found in the first sentence and also could be found in the last sentence of paragraph or text.</li> <li>• The researcher ordered students must analyze important idea that the author develops throughout paragraph or text.</li> </ul>
2	Specific Information	<ul style="list-style-type: none"> <li>• The students did not know to find the specific information in the text, caused by their lack of specific reading technique for locating certain information rapidly.</li> </ul>	<ul style="list-style-type: none"> <li>• The researcher advised to identify that specific information develops the topic sentence by giving definition and examples</li> </ul>
3	Detail	<ul style="list-style-type: none"> <li>• The students were</li> </ul>	<ul style="list-style-type: none"> <li>• The researcher</li> </ul>

	Information	difficult to find the detail information in the text, caused by their lack of reading technique for locating certain information rapidly and difficult to combine the answer from several location in the text.	motivated them to read text clearly and found the answer from several locations in the text carefully.
4	Meaning of The Text (Word/Sentence)	<ul style="list-style-type: none"> <li>The students were difficult to get meaning of the text (word/sentence) in the text, caused by their limitations on vocabulary and looked for variations of words that had same meaning.</li> </ul>	<ul style="list-style-type: none"> <li>The researcher asked students to bring the complete dictionary because certain word was not available in the “less general” dictionary the students had, and was only available in the “more complete” ones; and researcher gave methods to memorize unfamiliar words such as using list of synonym words, and using key words that could be predicted by them in the school or in the house.</li> </ul>



**Table 11.2. Problem and Solution of External Factors**

No.	External Factor	Problems	Solution
1	Students' Interest	<p>1) The students did not active in asking and answering about learning material during teaching learning process because were not interest to share and report their ideas about learning material, especially in asking and aswering questions.</p> <p>2) The students who cheated the answer from their friends when the researcher gave them task.</p>	<p>3) The researcher explained the Question-Answer-Relationship (QAR) strategy twice to make them more understand; motivated them to be active in reading comprehension activity because they need it for long time whether in reading English book or others.</p> <p>4) The researcher answered and explained the question slowly to make them understand easily.</p>
2	Disturbance	<ul style="list-style-type: none"> <li>• The students who were noisy in the class where they sometimes could not be forbidden to chat with their friends about a topic that did not relate with learning material. It meant, they did not pay attention to teacher's explanation.</li> <li>• The students who moved to another chairs that made other students disturbed and lost their focus on learning.</li> </ul>	<ul style="list-style-type: none"> <li>• The researcher gave punishment to students who made noisy and who moved to another chairs that did not allow to follow teaching learning activities.</li> </ul>
3	Asking	<ul style="list-style-type: none"> <li>• The students who</li> </ul>	<ul style="list-style-type: none"> <li>• The researcher limited</li> </ul>

	Permission	asked permission to toilet that made them missed the material taught by the researcher.	<p>their time to toilet or the outdoor only one time.</p> <ul style="list-style-type: none"> <li>• The researcher also gave the reward to students who never asking permission to the toilet. The reward would be given after the class was finished.</li> </ul>
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### **B. The Comparative Result of the Action in Cycle 1 and Cycle 2**

The researcher used some steps to compare the learning process and students' achievement between first cycle and second cycle. The steps were calculating the students mean score, calculating the percentage students' improvement score from first and second cycle and calculating the improvement indicator of reading test score from first and second cycle. Based on the first and second test, it could be concluded that students' reading comprehension had improved by through Question-Answer-Relationship (QAR) strategy.

The result of the test in first cycle was one students got score 30, one students got score 40, four student got score 45, four students got score 50, two students got score 55, one students got score 60, two students got score 65, three students got score 70, two students got score 75, two students got score 80, four students got score 85, and two students got score 90.

It could be concluded that from 28 students at tenth grade DPIB<sup>-1</sup>, there were 13 students passed the Minimum Mastery Criteria (KKM) 70 score. Meanwhile, there were 15 students did not pass the Minimum Mastery Criteria (KKM) 70

score. In analyzing the data of first test, first step was calculating the mean score of the class. It was calculated as following:

$$X = \frac{\sum x}{N} \times 100\%$$

$$X = \frac{1.790}{28} \times 100\%$$

$$X = 63,93$$

Based on the calculation, the mean score of class in first test was 63.93. It showed that the students' reading comprehension was categorized into enough categories. The second step to know the percentage of students' score who passed the Minimum Mastery Criteria (KKM) 70. It was calculated as following:

$$P = \frac{R}{T} \times 100\%$$

$$P = \frac{13}{28} \times 100\%$$

$$P = 46,4\%$$

After that, in the second test for second cycle, the researcher calculated the result of second test to know the students' score improvement from the first test result. There was were two students got score 30, one students got score 50, one students got score 55, two student got score 65, five students got score 70, four students got score 75, two students got score 80, four students got score 85, four students got score 90, and three students got score 95.

It could be concluded that from 28 students at tenth grade DPIB<sup>-1</sup>, there were 22 students passed the Minimum Mastery Criteria (KKM) 70 score. Meanwhile, there was 6 student did not pass the Minimum Mastery Criteria (KKM) 70 score. In analyzing the data of first test, first step was calculating the mean score of the class. It was calculated as following:

$$X = \frac{\sum x}{N} \times 100\%$$

$$X = \frac{2.090}{28} \times 100\%$$

$$X = 74,64$$

Based on the calculation, the mean score of class in second test was 74.64. It showed that the students' reading comprehension was categorized into high categories. The second step to know the percentage of students' score who passed the Minimum Mastery Criteria (KKM) 70 score. It was calculated as following:

$$P = \frac{R}{T} \times 100\%$$

$$P = \frac{22}{28} \times 100\%$$

$$P = 78,6\%$$

Based on explanation above, it could be concluded that the mean score and the percentage of the second test had improved than the first test. In the first test, the mean score was 63.93 and the percentage was 46.4%. It included into enough

category. Meanwhile, mean score in second test was 74.64 and percentage was 78.6%. It included into high category. So, the mean score improved about 10.71 and the percentage improved about 32.2%.

The improvement of students' reading comprehension from first cycle to second cycle could be seen in the table below.

**Table 12**  
**Comparison of Students' Achievement in Reading Comprehension**  
**in First Cycle and Second Cycle**

No	Students' initial	Cycle 1	Cycle 2	State
1	AA	65	80	Improved
2	<b>AK</b>	<b>45</b>	<b>30</b>	<b>Declined</b>
3	ARB	55	70	Improved
4	AMS	85*	90	Improved
5	ARP	90*	95	Improved
6	AH	75*	85	Improved
7	AS	50	75	Improved
8	AF	70*	80	Improved
9	ASa	50	70	Improved
10	AM	45	65	Improved
11	CR	65	70	Improved
12	DSM	50	75	Improved
13	FY	40	<b>55</b>	Improved
14	<b>GAP</b>	<b>45</b>	<b>30</b>	<b>Declined</b>
15	ILT	70*	85	Improved
16	KL	85*	95	Improved
17	MP	60	70	Improved
18	MPi	45	65	Improved
19	NAR	85*	90	Improved
20	RZP	85*	90	Improved
21	RZ	30	50	Improved
22	RZS	70*	75	Improved
23	RHA	90*	95	Improved
24	SSS	50	70	Improved
25	SJA	55	75	Improved
26	SRN	80*	90	Improved

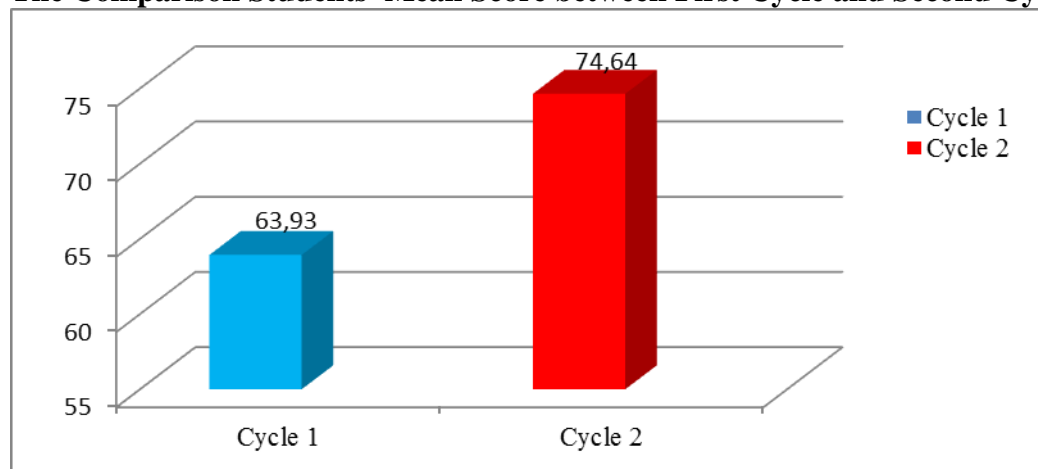
27	TAS	80*	85	Improved
28	QA	75*	85	Improved
Total score		1.790	2.090	Improved
Mean		63.93	74.64	Improved
Percentage		46.4 %	78.6%	Improved

\* : - The students who passed the KKM (70) in cycle 1 and cycle 2

- Bold name that did not pass the KKM (70) and declined from cycle 1 to cycle 2

Based on the table, 26 students got improvement and 2 students got declined on their score. In summary, the comparison of students' mean score could be seen in the following chart:

#### The Comparison Students' Mean Score between First Cycle and Second Cycle

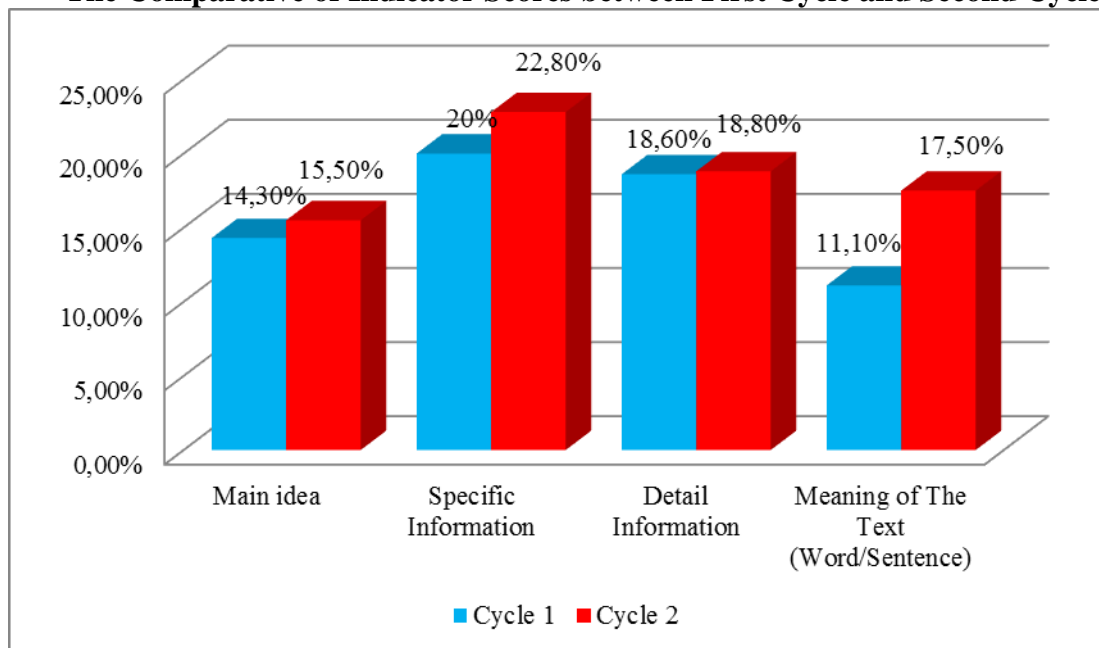


**Figure. Chart 3**

In the second cycle of the research, the students showed better understanding of the material. Those who had difficulty in the previous meeting in identifying main idea, specific information, detail information, meaning of the text (word/sentence) had shown improvement. They were able to give correct responses to the reading comprehension questions. It meant that students' reading

comprehension were improved and better than the previous cycle. It could be looked from the chart below:

**The Comparative of Indicator Scores between First Cycle and Second Cycle**



**Figure. Chart 4**

The highest improvement of indicator was meaning of the text (word/sentence) from 11.10% in cycle 1 became 17.50% in cycle 2 and the lowest improvement of indicator was detail information from 18.60% in cycle 1 become 18.80% in cycle 2.

As the result of test in cycle 1 and cycle 2, the observation sheet showed the improvement students in reading comprehension while learning process. Every students' problem while teaching learning process has been solved. The explanation above could be explained briefly in table below:

**Table 13.1 Students' Observation Comparison in Cycle 1 and Cycle 2**

Cycle 1	Cycle 2
A few of students were active during teaching learning process. They did not want to ask the teacher when they had difficulty.	Mostly the students were more active during teaching learning process. They were not ashamed and afraid again to ask to the teacher if they had difficulty. Even, students' confidences also improve when they were asked to answer the questions.
Some of students seemed do the useless activity during the reading lesson, such as making the noise, cheating their friends, and moving to another chair.	Most of students paid attention while learning process. The students were less of talking when teaching and learning had begun. Therefore the processed of teaching and learning became more effective because almost all the students were focus following the lesson.
Some of students asked permission during the teaching learning process. After getting permit from the teacher, they were very long to return to the classroom.	No students asked permission to the teacher during teaching learning process.

From the table above, it could be seen the students' activities has improvement through Question-Answer-Relationship (QAR) strategy (see appendixes). The students were more active in the next meeting and there were less of students who cheated, made a noisy, moved to another chair, and asked permission.

Based on the list of teacher indicators in teaching learning process, the teacher still had weaknesses in cycle 1. After getting the suggestions from the observer,



the researcher gained a better understanding about the teaching process. It could be seen in the following table:

**Table 13.2. Teacher's Observation Comparison in Cycle 1 and Cycle 2**

Cycle 1	Cycle 2
<p>The researcher performances in teaching reading comprehension by using Question-Answer-Relationship (QAR) strategy still had weaknesses. The researcher did not write face to students when writing the material in whiteboard. Also, researcher's writing was not nice and readable. That's why the researcher's writing could not be read clearly by students from all side. Then, researcher did not write and explain the material integrated, the researcher could not control the noise in the classroom. Last, researcher did not do celebration.</p>	<p>The researcher performances in teaching reading comprehension by using Question-Answer-Relationship (QAR) strategy was done well. All of the activities were improved by the researcher.</p>

From the observation, the researcher performances in teaching reading comprehension by using Question-Answer-Relationship (QAR) strategy was done well in cycle 2. All of indicators were improve by the researcher.

### C. Discussion

The researcher discussed the result of this research with two related findings because two of them also delivered the description about the applying Question-Answer-Relationship (QAR) strategy to teach reading comprehension in the classroom.

First, Ayu Saly Widowati conducted an action research focusing on reading comprehension of English text using Question-Answer Relationship (QAR) strategy for the Eighth Grade Students of SMP Negeri 14 Surakarta in 2014/2015 Academic Year. Based on result showed that the mean score of students in cycle 1 was 62.52 became 78.73 in cycle 2 and the students' achievement increased significantly from cycle 1 to cycle 2. It proved theory of T. E. Raphael stated that QAR as a tool for clarifying how students can approach the task of reading texts and answering questions. It helps them realize the need to consider both information in the text and information from their own background knowledge. Without QAR instruction students often over rely on text information or background knowledge.<sup>1</sup>

Meanwhile, in this research conducted an action research into two cycle that focused on reading comprehension by using Question-Answer Relationship (QAR) strategy. The result showed that the mean score of students in cycle 1 was 63.93 became 74.64 in cycle 2. The mean score showed the improvement of students reading comprehension through Question-Answer Relationship (QAR) strategy.

Second, Ridha Rahmawati, et.al conducted an action research focusing on reading comprehension of recount text using Question-Answer Relationship

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<sup>1</sup> Ayu Saly Widowati, "Improving Students' Reading Comprehension through Question-Answer Relationship (QAR) Strategy", on *E-Journal Karya Ilmiah Mahasiswa Progdi Pendidikan Bahasa Inggris FKIP*, Volume 1 Nomor 2, 2015, retrieved from <http://jurnal-mahasiswa.unisri.ac.id/index.php/fkiping>, on September 6<sup>th</sup>, 2018 at 21.13 p.m

(QAR) strategy for the eight grade students of SMP Hebat Islam Gontong Kubu Raya in Academic Year 2015/2016. As a conclusion, after using Question-Answer Relationship (QAR) strategy, students' ability in locating information, determining text structures and how they convey information, and determining when an inference is required increased in cycle 2. It proved theory of Armbruster and Osborn cited in Welberg stated that question-answering instruction encourages students to learn how to answer questions better and therefore to learn more as they read.<sup>2</sup>

This research also found that the students' reading comprehension improved significantly after using Question-Answer Relationship (QAR) strategy. The students' ability to understand main idea, specific information, detail information and getting meaning (word/sentence) increased. All of the indicators of reading improved in the second cycle and students problems happened during teaching learning process consisted of students interest, students' habit, concentration in the class improved in the second cycle.

Based on Eka Sustri Harida, students' ability in understanding English text is influenced by many factors; such as vocabulary, reading habit, interest, schemata, pronunciation, and other. As a result, reading strategies help the readers to understand English text well, increases motivation and interest. It

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<sup>2</sup> Ridha Rahmawati, et.al, "Improving Students' Reading Comprehension of Recount Text through Question Answer Relationship Strategy", on *E-Journal Pendidikan dan Pembelajaran*, Volume 5 Nomor 11, 2016, retrieved from <http://jurnal.untan.ac.id/index.php/jdpdp/article/view/17526>, on September 6<sup>th</sup>, 2018 at 21.13 p.m

proved theory of Mc. Whorter said that reading strategies can increase students' concentration, and become more active readers.<sup>3</sup>

Based on the evidences above, the using of Question Answer Relationship (QAR) strategy has been proven could achieve a good result in teaching English for the students' reading comprehension. It has become one of strategy that can be used by the English teacher in teaching reading.

#### **D. Threats of the Research**

Including this research, researcher found some threats of this research, were:

1. The teacher did not explain the characteristic of the questions commonly used for each category of the Question-Answer-Relationship (QAR) itself during teaching learning process that would help the students more aesy to comprehend each of category from the Question-Answer-Relationship (QAR) strategy.
2. The teacher interviewed some students at once and did not interview them one by one. It made other student followed the answers of their friends before. So, the teacher could only explore a few problems experienced by students.
3. The students were noisy while the learning process. They were not concentrating in following the learning process. Some of them talked to their friends and some of them did something outside the teacher's rule. Clearly, it made them could not get the teacher's explanation well.

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<sup>3</sup> Eka Sustri Harida, "Students' Ability and Difficulties.....", p.185-186

4. The teacher found problem during teaching learning process from outside of the class. Many students were noisy in other classroom. They made disturbance like singing loudly, banging on the table, running around, etc. When the researcher asked them why they were noisy, they said that their teacher did not come. This problem made students in DPIB-1 class felt disturbed and unfocused to pay attention the lesson that explained by the teacher.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on the result of the classroom action research had done, it could be concluded that:

1. Question-Answer-Relationship (QAR) strategy can improve the students reading comprehension at tenth grade DPIB<sup>-1</sup> SMK N 2 Padangsidempuan. It could be seen from the students' score from cycle 1 to cycle 2. The main score of students' reading comprehension in cycle 1 is 63.93 with the percentage is 46.4% and the main score of students' reading comprehension in cycle 2 is 74.64 with percentage 78.6%. The students' improvement is categorized as good. Based on the result, it meant that there was improvement between students' reading comprehension process result in the first cycle and second cycle.
2. There were two factors that influence the improvements of students' reading comprehension, they were; First, internal factors consisted of identifying main idea, specific information, detail information and getting the meaning of the text (word/sentence). Second, external factors consisted of students' interest, disturbance and asking permission.

## **B. Suggestion**

After conducting an action research and based on the research findings, the researcher want to propose some suggestions for the English teacher, the students, and other researcher. These suggestion were:

1. English teachers can apply Question-Answer-Relationship (QAR) strategy in teaching reading comprehension by looking at the students' problem in reading comprehension, give solutions to the students' problem, and looking at the teacher's ways in teaching. English teachers are expected be creative in designing teaching learning process, in explaining learning material, in motivating students, and in controlling the classroom so that students' reading comprehension can be improved as very high improvement.
2. Students can use Question-Answer-Relationship (QAR) strategy to figure out how to answer questions based on a given text and helps students consider both information from the text and information from their own background knowledge.
3. The other researcher can improve students' reading comprehension by using Question-Answer-Relationship (QAR) strategy until 100%. The other researcher can use the other creative solutions in solving students' reading comprehension and can do research in two or three cycles so that the improvement can be achieved until 100%.

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KEMENTERIAN AGAMA  
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan H.T. Rizal Nurdin Km. 4,5 Sihitang 22733  
Telephone 0634- 22080 Faximile 0634-24022

Nomor : 53 /In.14/E.6a/PP.00.9/ 09 /2017 Padangsidimpuan, 20 September 2017  
Sifat : Biasa  
Lampiran : -  
Perihal : *Pengesahan Judul dan Pembimbing Skripsi*  
Kepada Yth Bapak/Ibu:  
1. Eka Sustri Harida, M.Pd (Pembimbing I)  
2. Sojuangon Rambe, S.S., M.Pd (Pembimbing II)

Di-

Padangsidimpuan

*Assalamu'alaikum Wr. Wb*

Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi jurusan Tadris Bahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan. Maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi pembimbing skripsi dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

Nama : Evi Khairani

Nim : 14 203 00036

Fak/Jurusan : Tarbiyah dan Ilmu Keguruan/ TBI-1

Judul Skripsi : **Improving Students' Reading Comprehension Through Question-Answer-Relationship (QAR) at Tenth Grade Students of SMK N 2 Padangsidimpuan**

Demikian surat ini disampaikan, atas perhatian dan kesediaan Bapak/Ibu kami ucapkan terima kasih.

Ketua Jurusan Tadris Bahasa Inggris

Sekretaris Jurusan Tadris Bahasa Inggris

Ravendriani Fahmei Lubis, M.Ag  
NIP. 19710510 200003 2 001

Fitri Ravani Siregar, M.Hum  
NIP. 19820731 200912 2 004

Mengetahui

a.n. Dekan

Wakil Dekan Bidang Akademik

Dr. Lelva Hilda, M.Si

NIP. 19720920 200003 2 002

Pernyataan Kesiediaan Sebagai Pembimbing

BERSEDIA/TIDAK BERSEDIA  
PEMBIMBING I

Eka Sustri Harida, M.Pd  
NIP. 19750917 200312 2 002

BERSEDIA/TIDAK BERSEDIA  
PEMBIMBING II

Sojuangon Rambe, S.S., M.Pd  
NIP. 19790815 200604 1 003



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733  
Telepon (0634) 22080 Faximile (0634) 24022

Nomor : B - 1422 /In.14/E.4c/TL.00/08/2018

23 Agustus 2018

Hal : **Izin Penelitian**  
**Penyelesaian Skripsi.**

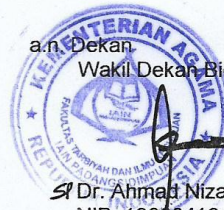
Yth. Kepala SMK N 2 Padangsidimpuan  
Kota Padangsidimpuan

Dengan hormat, Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Padangsidimpuan menerangkan bahwa :

Nama : Evi Khairani  
NIM : 1420300036  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Program Studi : Tadris/Pendidikan Bahasa Inggris  
Alamat : Padangsidimpuan Untemanis Kel. Losung Batu

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul **"Improving Students' Reading Comprehension Through Question-Answer-Relationship (QAR) Strategy at Tenth Grade Students of SMK N 2 Padangsidimpuan"**. Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas. Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

a.n Dekan  
Wakil Dekan Bidang Akademik



Dr. Ahmad Nizar Rangkuti, S.Si., M.Pd.  
NIP. 19800413 200604 1 002





PEMERINTAH PROVINSI SUMATERA UTARA  
DINAS PENDIDIKAN  
**SEKOLAH MENENGAH KEJURUAN (SMK) NEGERI 2 PADANGSIDIMPUAN**  
(KELOMPOK TEKNOLOGI DAN REKAYASA)

Website : <http://www.smkn2pasid.sch.id> e-mail : [smk2padangsidimpuan@yahoo.co.id](mailto:smk2padangsidimpuan@yahoo.co.id)  
Jl. Sutan Soripada Mulia No. 36 Padangsidimpuan Telp. (0634) 21444 KP. 22715

**SURAT KETERANGAN PENELITIAN**

Nomor : 800/226/SMK.02/2018

Yang bertanda tangan di bawah ini :

Nama : **Drs. H. SUYANTO**  
NIP : 196212061986031009  
Pangkat/ Golongan : Pembina Tk. I – IV/b  
Jabatan : Kepala SMK Negeri 2 Padangsidimpuan

Dengan ini menerangkan bahwa :

Nama : **EVI KHAIRANI**  
NIM/ NPM : 1420300036  
Jurusan : Tadris/ Pendidikan Bahasa Inggris  
Alamat : Untemanis, Padangsidimpuan

Telah melaksanakan penelitian pada sekolah yang kami pimpin mulai tanggal 25 Agustus s/d 15 September 2018 dengan judul :

***IMPROVING STUDENTS' READING COMPREHENSION THROUGH QUESTION – ANSWER  
RELATIONSHIP (QAR) STRATEGY AT TENTH GRADE STUDENTS OF SMK N 2  
PADANGSIDIMPUAN***

Demikian Surat Keterangan ini diperbuat dengan sebenarnya untuk dapat dipergunakan seperlunya

Padangsidimpuan, 15 September 2018



## **APPENDIX 1**

### **Cycle 1 (Siklus 1)**

#### **RPP**

#### **(Rencana Pelaksanaan Pembelajaran)**

**A. Sekolah** : SMK N 2 Padangsidempuan

**B. Mata Pelajaran** : Bahasa Inggris

**C. Kelas/Semester** : X/ 1

**D. Materi Pokok** : Teks descriptive

**E. Skill** : Reading

**F. Alokasi waktu** : 4 x 45 Menit (2 x Pertemuan)

**G. Kompetensi Inti :**

K.I : Memahami makna teks tulis fungsional dan esai pendek sederhana berbentuk deskriptif dan recount yang berkaitan dengan lingkungan sekitar.

**H. Kompetensi Dasar**

5.3 : Merespon makna dan langkah retorika dalam esai pendek sederhana secara akurat, lancar, dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk deskriptif dan recount.

**I. Indikator Pembelajaran**

- a. Mengidentifikasi gagasan utama dalam teks deskriptif
- b. Mengidentifikasi informasi rinci dalam teks deskriptif



- c. Mengidentifikasi informasi tertentu dalam teks deskriptif
- d. Memahami makna kalimat atau kata dalam teks deskriptif

**J. Tujuan Pembelajaran:**

Pada akhir pembelajaran, siswa dapat mengungkapkan:

- a. Siswa mampu mengidentifikasi gagasan utama dalam teks deskriptif
- b. Siswa mampu mengidentifikasi informasi rinci dalam teks deskriptif
- c. Siswa mampu mengidentifikasi informasi tertentu dalam teks deskriptif
- d. Siswa mampu mengidentifikasi kesimpulan dalam teks deskriptif
- e. Siswa mampu memahami makna kalimat atau kata dalam teks deskriptif

**K. Materi Pembelajaran:**

Describing someone and something

**L. Strategi Pembelajaran:**

Question-Answer-Relationship (QAR) Strategy

**M. Langkah-langkah Pembelajaran:**

**1. Pertemuan I**

Aktivitas Guru	Aktivitas Siswa	Alokasi Waktu
<p><b>1. Kegiatan Awal</b></p> <ul style="list-style-type: none"> <li>a. Guru membuka kelas dengan mengucapkan salam dan mempersiapkan siswa untuk membaca doa belajar sesuai dengan agamanya masing-masing</li> <li>b. Guru mengabsen siswa</li> <li>c. Guru bertanya kepada</li> </ul>	<ul style="list-style-type: none"> <li>a. Siswa menjawab salam dan berdoa sesuai dengan agama dan kepercayaannya masing-masing</li> <li>b. Menyatakan kehadirannya dengan mengatakan “present”</li> <li>c. Siswa mendengarkan dan</li> </ul>	<p><b>15 Menit</b></p>

<p>siswa tentang materi yang berkaitan dengan strategi yang akan digunakan</p> <p>d. Guru menjelaskan tujuan pembelajaran yang akan dicapai</p> <p><b>2. Kegiatan Inti</b></p> <p>a. Guru memperkenalkan strategi dengan menunjukkan hubungan antara pertanyaan dan jawaban. Memperluas penerapannya bisa diterapkan di dalam kelas dimana siswa bisa menerapkannya.</p> <p>b. Guru membuat pertanyaan terkait QAR dari bagian teks singkat menggunakan keempat level (Right There, Think and Search, Author and You, and On Your Own) dan menggunakan pertanyaan-pertanyaan berikut, serta menunjukkan bagaimana setiap level pertanyaan terkait bisa diidentifikasi dan dijawab.</p> <p>c. Guru memberikan siswa contoh pertanyaan dan bagaimana mengidentifikasi jawaban berdasarkan level Question-Answer-Relationship (QAR) yang</p>	<p>menjawab pertanyaan guru tentang materi yang berkaitan</p> <p>d. Siswa mendengarkan dan memahami tujuan yang dijelaskan guru</p> <p>a. Siswa menyimak penjelasan guru tentang hubungan antara pertanyaan dan jawaban sesuai dengan strategi yang akan diperkenalkan.</p> <p>b. Siswa memperhatikan penjelasan guru mengenai penggunaan keempat level (Right There, Think and Search, Author and You, and On Your Own) melalui pertanyaan-pertanyaan yang dibuat serta menjawab pertanyaan-pertanyaan tersebut jika dibutuhkan.</p> <p>c. Siswa memperhatikan penjelasan guru bagaimana mengidentifikasi jawaban berdasarkan level Question-Answer-Relationship (QAR) yang digunakan.</p> <p>d. Siswa menjawab pertanyaan teks yang lebih panjang berkaitan dengan level QAR</p>	<p><b>70 Menit</b></p>
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<p>digunakan</p> <p>d. Guru memerintahkan siswa menjawab pertanyaan teks yang lebih panjang berkaitan dengan level QAR yang digunakan (Right There, Think and Search, Author and You, and On Your Own) secara individu</p>	<p>yang digunakan (Right There, Think and Search, Author and You, and On Your Own)</p>	
<p><b>3. Kegiatan Penutup</b></p> <p>a. Guru dan siswa bersama-sama menyimpulkan pertemuan hari ini</p> <p>b. Guru menanyakan kesulitan siswa ketika kegiatan pembelajaran berlangsung</p> <p>c. Guru menutup pembelajaran dan memotivasi siswa dalam pembelajaran bahasa inggris</p> <p>d. Siswa memberi salam kepada guru</p>		<p><b>5 Menit</b></p>

## 2. Pertemuan II

Aktivitas Guru	Aktivitas Siswa	Alokasi Waktu
<p><b>1. Kegiatan Awal</b></p> <p>a. Guru membuka kelas dengan mengucapkan salam dan mempersiapkan siswa untuk membaca doa belajar sesuai dengan agamanya masing-masing</p> <p>b. Guru mengabsen siswa</p>	<p>a. Siswa menjawab salam dan berdoa sesuai dengan agama dan kepercayaannya masing-masing</p> <p>b. Menyatakan kehadirannya dengan mengatakan “present”</p>	<p><b>10 Menit</b></p>

<p>c. Guru menyelesaikan masalah-masalah yang terjadi dipertemuan sebelumnya.</p> <p><b>2. Kegiatan Inti</b></p> <p>a. Guru mengulang kembali penggunaan keempat level QAR (Right There, Think and Search, Author and You, and On Your Own) secara singkat.</p> <p>b. Guru memerintahkan siswa menjawab pertanyaan teks yang lebih panjang berkaitan dengan level QAR yang digunakan (Right There, Think and Search, Author and You, and On Your Own) secara individu</p>	<p>c. Siswa mengikuti semua arahan guru untuk menghindari terjadinya suatu masalah</p> <p>a. Siswa memperhatikan penjelasan guru mengenai penggunaan keempat level QAR (Right There, Think and Search, Author and You, and On Your Own) secara seksama</p> <p>b. Siswa menjawab pertanyaan teks yang lebih panjang berkaitan dengan level QAR yang digunakan (Right There, Think and Search, Author and You, and On Your Own) secara individu</p>	<p><b>30 menit</b></p>
<p><b>3. Kegiatan Penutup</b></p> <p>a. Guru dan siswa bersama-sama menyimpulkan pertemuan hari ini</p> <p>b. Guru memberikan test pertama kepada siswa</p> <p>c. Siswa memberi salam kepada guru</p>	<p><b>50 Menit</b></p>	

## N. Sumber Belajar

1. Internet
2. Handbook
3. Kamus Bahasa Inggris

## O. Media Pembelajaran

1. Laptop
2. Whiteboard
3. Printed media
4. Spidol

## P. Penilaian :

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen Soal
a. Mengidentifikasi gagasan utama dalam teks deskriptif b. Mengidentifikasi informasi rinci dalam teks deskriptif c. Mengidentifikasi informasi tertentu dalam teks deskriptif d. Memahami makna kalimat atau kata dalam teks deskriptif	Tes Tulis	Pilihan Ganda	Choose the best answer based on the text.

- a. Pedoman penilaian
- 1) Jumlah skor maksimal keseluruhan adalah 100
  - 2) Setiap jawaban benar diberi skor 5. Skor keseluruhan  $5 \times 20 = 100$
  - 3) Nilai maksimal =  $\frac{\text{jumlah jawaban yang benar}}{\text{jumlah soal}}$
- b. Instrumen : menjawab pertanyaan berdasarkan kepada teks
- c. Rubrik penilaian

Uraian	Skor
Jawaban benar	5
Jawaban salah	0

Padangsidempuan, 25 August 2018

**Mengetahui,**

Guru Bahasa Inggris Kelas X

Researcher

Salmiah Pohan S.Pd  
NIP. 198011 25201406 200 2

Evi Khairani  
NIM. 14 203 00036

Validator

Sojuangon Rambe, S.S., M.Pd  
NIP. 19790815 200604 1 003

## LEARNING MATERIAL

### CYCLE I

#### My Pet

I have a pet. It is a cat and I call it Sweety. Sweety is a Chinese breed. It is small, fluffy, and cute. It has got thick black fur. When I cuddle it, the fur feels soft. Sweety does not like bones. Every day it eats soft food like steamed rice, fish, or bread. Every morning I give him milk and bread. When I am at school, Sweety plays with my rabbit. They get along well, and never fight maybe because Sweety is a friendly cat. It treats the other animals in our house gently. Sweety is really sweet and friendly animal.

1. What is the name of the writer's pet? (**Right There**)
2. What does it eat every day? (**Right There**)
3. Explain the reason why the writer said that Sweety is really sweet and friendly animal! (**Think and Search**)
4. If you have a pet like the writer's pet, what will you do? (**Author and You**)
5. Have you ever groomed a pet? Why? (**On Your Own**)

#### My Uncle

My Uncle Martin is my mother's elder brother. He is my favourite among my mother's brothers. He is a very interesting man. He lives quite near us with my Aunt Angela and my cousins Anne and Bob. I often go to his house. He is about 45 with grey hair. He is still quite good-looking. He is tall and well-built. He has blue eyes and a strong face. He wears glasses. He is short sighted. He takes them off when he doesn't work.

Uncle Martin is a textile engineer. He works for a big firm in the city. He travels widely in his job. He is an expert in solving problems with machines. At present, he is in the United States. He is visiting the firm's customers there. He is very

fond of the sea. He has a boat at seaside. He goes there every weekend in summer to sail it. I sometimes stay with my cousins at their house on the coast. When Uncle Martin is at home, he usually takes us out in the boat.

6. Who is his wife name ? **(Right There)**
7. What is uncle Martin job ? **(Right There)**
8. What are the activities he does for his love of the sea ? **(Think and Search)**
9. Why the writer often go to his uncle's house? **(Author and You)**
10. How would you feel if your father invited you to go to holiday every weekend?  
**(On Your Own)**

Padangsidimpuan, 2018  
Validator

**Sojuangon Rambe, S.S, M.Pd**  
**NIP. 19790815 200604 1 003**



**Key Answer**

1. *Sweety*
2. *Every day it eats soft food like steamed rice, fish, or bread*
3. *Sweety is really sweet and friendly animal because it has got thick black fur where the fur feels soft and Sweety plays with writer's rabbit. They get along well, and never fight*
4. The answer will be various. Example: *I will take care it by preparing and giving its necessary, such as its meals 'fish or bread', a large stable, and take care of it every day*
5. The answer will be various
6. *Angela*
7. *textile engineer*
8. *He goes to the sea every weekend in summer to sail it by riding his boat*
9. The answer will be various
10. The answer will be various

## **APPENDIX II**

### **FIRST TEST**

Class : X/SMK

Petunjuk :

1. Tulis nama, kelas, dan nomor absen pada lembar jawaban yang tersedia.
2. Jawablah pertanyaan- pertanyaan berikut ini.
3. Bacalah dengan teliti petunjuk mengerjakan soal.
4. Pilihlah jawaban yang tepat dengan memberi tanda silang (X) pada salah satu jawaban.
5. Periksa pekerjaan anda sekali lagi sebelum anda serahkan kepada pengawas.
6. Test ini disertakan dengan teksnya secara langsung.
7. Test ini bertujuan untuk mengetahui data dari murid- murid tentang kemampuan dalam menguasai pemahaman membaca (reading comprehension).
8. Waktu yang tersedia 40 menit.

**Instruction: Choose the correct answer by crossing (X) a, b, c, or d!**

**Read the following text and answer the questions 1 to 4**

### **My Best Friend**

I believe that a friend is an angel who lifts us off our feet when our wings have trouble. I'm so lucky because I have a friend. He is Jonathan McKellen, but I call him Jo.

Jonathan is a funny person. He can always find a way to make the people around him laugh. I wonder what it is in his head for he can create jokes spontaneously. He is plump. He's about 168 cm tall. His weight is 80 kg. He has a round face with brown eyes. Jo is a humorous, friendly and an easy going person. He is a movie freak. He would never miss any new movie in the cinema. He dreams of becoming a famous actor one day.

1. How tall is Jonathan?
  - a. 156 cm
  - b. 168 cm
  - c. 169 cm
  - d. 170 cm
2. What is Jonathan's characters?
  - a. He is plump, easy going, and funny
  - b. He is fat, stubborn, and funny
  - c. He is chubby, diligent, and sensitive
  - d. He is friendly, easy going, and slim
3. Which one is NOT TRUE ?
  - a. Jonathan has a round face
  - b. Jonathan wants to be an actor
  - c. Jonathan has brown eyes
  - d. Jonathan is slim
4. "Jo is a humorous, friendly and an easy going person" (paragraph 2)  
The underlined word in the sentence can be replaced by....
  - a. Funny
  - b. Eager
  - c. Elegant
  - d. forgetful

**Read the following text and answer the questions 5 to 8**

**Bale Kambang**

Bale Kambang is a small village in the Southern coast of East Java, seventy kilometers from Malang town and two hours' drive from South. It is well known for its long beautiful white sandy beach as well as the similarity of its temple to the one of Tanah Lot in Bali.

In Bale Kambang, there are three small rocky islands namely Ismaya Island, Wisanggeni Island, and Anoman Island, those names are taken from "wayang" figures (Java traditional puppets). These islands are surrounded by Indonesian Ocean which huge waves frighten most overseas cruisers.

5. What is the main idea of the first paragraph ?
  - a. The similarity of its temple to the one of Tanah lot is Bali
  - b. Bale Kambang is a small village in the Southern coast of East Java
  - c. Its long beautiful white sandy beach
  - d. Its located seventy kilometers from Malang town
6. What makes Bale Kambang famous ?
  - a. Small rocky islands
  - b. Long beautiful beach
  - c. Huge waves of ocean
  - d. Overseas cruisers
7. What is the main idea of the second paragraph ?
  - a. There are three small rocky islands in Bale Kambang
  - b. Huge waves frighten many overseas cruisers
  - c. Names of rocky islands are taken from "wayang" figures
  - d. The rocky islands are in the middle of the sea
8. According to text, which statement is NOT TRUE ?
  - a. Bale Kambang is a small village in the Southern coast of East Java
  - b. There are three small waterfall in Bale Kambang
  - c. It is located seventy kilometers from Malang town
  - d. It is well known for its long beautiful white sandy beach

**Read the following text and answer the questions 9 to 12**

**The Titanic**

The Titanic was the biggest ship in the world at that time. It was designed by the Irish shipbuilder William Pirrien and built in Belfast. It had good facilities such as: a fully air conditional cabin, restaurant, bar, mini shop, recreation space, ship's band and singers, medical facilities, telephone, etc.

The Titanic sailed from Southampton to New York in April 1912 with 819 crews and 1316 passengers, it sank after it sailed for four days. It happened in North Atlantic Ocean. It hit a very big iceberg. Since there were not enough lifeboats and all the passengers or the crews were very afraid, the ship sank rapidly, most of passengers and crews sank and only few people was safe.

9. What is the main idea of the first paragraph?
- a. The Titanic was the smallest town in the world
  - b. The Titanic was the biggest river in the world
  - c. The Titanic was the biggest ship in the world
  - d. The Titanic hit a very big iceberg
10. Who was designed the Titanic ship ?
- a. Billy Zane
  - b. William Pirrien
  - c. Caledon Hockley
  - d. Stevan Dawson
11. Where did the tragedy happen ?
- a. in the sea
  - b. in the high way
  - c. In the harbor
  - d. in the air
12. "It had good facilities." The underlined word refers to ....
- a. the world
  - b. the ship
  - c. the time
  - d. that biggest
13. Where did the Titanic sink exactly ?
- a. Southeast continent
  - b. in the sea
  - c. Atlantic ocean
  - d. North Atlantic Ocean



There are also two dimples near her mouth on the left and on the right. They make her more beautiful. I put her at my side when I sleep at night. I like my doll very much.

18. What is the main idea of the first paragraph?
- a. The writer's favorite toy is a doll
  - b. A doll is name of toy
  - c. The writer has many dolls
  - d. She likes a toy
19. According to text, which statement is TRUE?
- a. Writer got Becky in her 14th birthday
  - b. Becky's body is covered with yellow, orange, and blue
  - c. There are freckles and two dimples on Becky's face
  - d. Writer puts Becky in living room at night
20. "They make her more beautiful." (paragraph 2)  
The underlined word refers to ...
- a. Freckles
  - b. Green eyes
  - c. The left and bright cheeks
  - d. The dimples

Padangsidempuan, 2018

Mengetahui,

Validator

Researcher

**Sojuangon Rambe, S.S, M.Pd**

**NIP. 19790815 200604 1 003**

**Evi Khairani**

**NIM. 14 203 00036**

## **APPENDIX III**

### **Cycle 2 (Siklus 2)**

#### **RPP**

#### **(Rencana Pelaksanaan Pembelajaran)**

- A. Sekolah** : SMK N 2 Padangsidempuan
- B. Mata Pelajaran** : Bahasa Inggris
- C. Kelas/Semester** : X/ 1
- D. Materi Pokok** : Teks descriptive
- E. Skill** : Reading
- F. Alokasi waktu** : 4 x 45 Menit (2 x Pertemuan)
- G. Kompetensi Inti** :

K.I : Memahami makna teks tulis fungsional dan esai pendek sederhana berbentuk deskriptif dan recount yang berkaitan dengan lingkungan sekitar.

#### **H. Kompetensi Dasar**

5.3 : Merespon makna dan langkah retorika dalam esai pendek sederhana secara akurat, lancar, dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk deskriptif dan recount.

#### **I. Indikator Pembelajaran**

- a. Mengidentifikasi gagasan utama dalam teks deskriptif
- b. Mengidentifikasi informasi rinci dalam teks deskriptif



- c. Mengidentifikasi informasi tertentu dalam teks deskriptif
- d. Memahami makna kalimat atau kata dalam teks deskriptif

**J. Tujuan Pembelajaran:**

Pada akhir pembelajaran, siswa dapat mengungkapkan:

- a. Siswa mampu mengidentifikasi gagasan utama dalam teks deskriptif
- b. Siswa mampu mengidentifikasi informasi rinci dalam teks deskriptif
- c. Siswa mampu mengidentifikasi informasi tertentu dalam teks deskriptif
- d. Siswa mampu mengidentifikasi kesimpulan dalam teks deskriptif
- e. Siswa mampu memahami makna kalimat atau kata dalam teks deskriptif

**K. Materi Pembelajaran:**

Describing someone and something

**L. Strategi Pembelajaran:**

Question-Answer-Relationship (QAR) Strategy

**M. Langkah-langkah Pembelajaran:**

**a. Pertemuan I**

Aktivitas Guru	Aktivitas Siswa	Alokasi Waktu
<p><b>1. Kegiatan Awal</b></p> <p>a. Guru membuka kelas dengan mengucapkan salam dan mempersiapkan siswa untuk membaca doa belajar sesuai dengan agamanya</p>	<p>a. Siswa menjawab salam dan berdoa sesuai dengan agama dan kepercayaannya masing-masing</p>	<p><b>15 Menit</b></p>

<p>masing-masing</p> <p>b. Guru mengabsen siswa</p> <p>c. Guru menanyakan kembali kepada siswa tentang pengetahuan yang telah mereka dapat dan belum mereka fahami terhadap pelajaran yang telah dipelajari sebelumnya mengenai strategi Question-Answer-Relationship (QAR)</p>	<p>b. Menyatakan kehadirannya dengan mengatakan “present”</p> <p>c. Siswa memberikan respon mereka tentang pelajaran yang telah mereka pelajari sebelumnya mengenai strategi Question-Answer-Relationship (QAR).</p>	
<p><b>2. Kegiatan Inti</b></p> <p>a. Guru lebih fokus menjelaskan bagian-bagian dari strategy Question-Answer-Relationship (QAR) yang belum di fahami siswa</p> <p>b. Guru memberikan siswa contoh pertanyaan dan bagaimana mengidentifikasi jawaban berdasarkan level Question-Answer-Relationship (QAR) yang digunakan</p>	<p>a. Siswa memperhatikan penjelasan guru dengan serius dan mencatat bagian-bagian penting kedalam buku catatan mereka</p> <p>b. Siswa memperhatikan penjelasan guru bagaimana mengidentifikasi jawaban berdasarkan level Question-Answer-Relationship (QAR) yang digunakan.</p>	

<p>c. Guru memerintahkan siswa menjawab pertanyaan teks yang lebih panjang berkaitan dengan level QAR yang digunakan (Right There, Think and Search, Author and You, and On Your Own) secara individu</p>	<p>c. Siswa menjawab pertanyaan teks yang lebih panjang berkaitan dengan level QAR yang digunakan (Right There, Think and Search, Author and You, and On Your Own) secara individu</p>	
<p><b>3. Kegiatan Penutup</b></p> <p>a. Guru dan siswa bersama-sama menyimpulkan pertemuan hari ini</p> <p>b. Guru menanyakan kesulitan siswa ketika kegiatan pembelajaran berlangsung</p> <p>c. Guru menutup pembelajaran dan memotivasi siswa dalam pembelajaran bahasa Inggris</p> <p>d. Siswa memberi salam kepada guru</p>		<p><b>5 Menit</b></p>

**b. Pertemuan II**

Aktivitas Guru	Aktivitas Siswa	Alokasi Waktu
<p><b>1. Kegiatan Awal</b></p> <p>a. Guru membuka kelas dengan mengucapkan salam dan mempersiapkan siswa untuk membaca doa belajar sesuai dengan agamanya masing-masing</p>	<p>a. Siswa menjawab salam dan berdoa sesuai dengan agama dan kepercayaannya masing-masing</p> <p>b. Menyatakan kehadirannya dengan mengatakan</p>	<p><b>10 Menit</b></p>

<p>b. Guru mengabsen siswa</p> <p><b>2. Kegiatan Inti</b></p> <p>a. Guru mengulang kembali dan memperdalam penjelasan mengenai penggunaan keempat level QAR (Right There, Think and Search, Author and You, and On Your Own) secara singkat.</p> <p>b. Guru memerintahkan siswa menjawab pertanyaan teks yang lebih panjang berkaitan dengan level QAR yang digunakan (Right There, Think and Search, Author and You, and On Your Own) secara individu</p>	<p>“present”</p> <p>a. Siswa memperhatikan penjelasan guru mengenai penggunaan keempat level QAR (Right There, Think and Search, Author and You, and On Your Own) secara seksama</p> <p>b. Siswa menjawab pertanyaan teks yang lebih panjang berkaitan dengan level QAR yang digunakan (Right There, Think and Search, Author and You, and On Your Own) secara individu</p>	<p><b>31 menit</b></p>
<p><b>3. Kegiatan Penutup</b></p> <p>a. Guru dan siswa bersama-sama menyimpulkan pertemuan hari ini</p> <p>b. Guru memberikan test kedua kepada siswa</p> <p>c. Siswa memberi salam kepada guru</p>	<p><b>50</b></p>	

## N. Sumber Belajar

4. Internet
5. Handbook
6. Kamus Bahasa Inggris

## O. Media Pembelajaran

1. Laptop
2. Whiteboard
3. Printed media
4. Spidol

## P. Penilaian :

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen Soal
e. Mengidentifikasi gagasan utama dalam teks deskriptif f. Mengidentifikasi informasi rinci dalam teks deskriptif g. Mengidentifikasi informasi tertentu dalam teks deskriptif h. Memahami makna kalimat atau kata dalam teks deskriptif	Tes Tulis	Pilihan Ganda	Choose the best answer based on the text.

1. Pedoman penilaian
  - a. Jumlah skor maksimal keseluruhan adalah 100
  - b. Setiap jawaban benar diberi skor 5. Skor keseluruhan  $5 \times 20 = 100$

c. Nilai maksimal =  $\frac{\text{jumlah jawaban yang benar}}{\text{jumlah soal}}$

2. Instrumen : menjawab pertanyaan berdasarkan kepada teks

3. Rubrik penilaian

Uraian	Skor
Jawaban benar	5
Jawaban salah	0

Padangsidempuan, 25 Agustus 2018

**Mengetahui,**

Guru Bahasa Inggris Kelas X

Researcher

Salmiah Pohan S.Pd  
NIP. 198011 25201406 200 2

Evi Khairani  
NIM. 14 203 00036

Validator

Sojuangon Rambe, S.S., M.Pd  
NIP. 19790815 200604 1 003

## **LEARNING MATERIAL**

### **CYCLE II**

#### **Paris Whitney Hilton**

Paris Whitney Hilton has packed in many different careers in her short life. She has been, or is, a model, actress, writer, singer and businesswoman. She is also a celebrity socialite and daughter of the Hilton Hotel family. Hilton has also spent time in prison for driving violations. Reports are she will appear in the book of Guinness World Records as the world's "Most Overrated Celebrity".

Hilton was born with a silver spoon in her mouth in New York City in 1981. She grew up moving between exclusive homes in the States and France. She attended elite schools but wasn't so strong academically. She was expelled from one school for violating its rules. She did not go to university but decided to be famous instead.

When she was 19, Paris signed with a leading modelling agency. She was immediately very successful. She appeared in numerous high-profile advertising campaigns for some of the world's top brands. She also developed a reputation for being New York's top "party girl". She used her fame to launch her own perfumes, which are all best sellers.

Hilton branched out into acting and has appeared in several movies and TV shows. Her biggest role was as a co-star in the reality series 'The Simple Life'. In 2004, she founded Heiress Records and released her debut album, which sold poorly. Hilton has also written two best-selling books. Her plans are to continue promoting herself to become even more famous.

1. Where was Paris Hilton born? (**Right There**)
2. When she founded Heiress Records and released her debut album?  
(**Right There**)

3. How has Paris Hilton been ‘born with a silver spoon in her mouth’? (**Author and You**)
4. Why do you think she is considered the world’s “Most Overrated Celebrity”? (**Think and Search**)
5. What do you think are the advantages and disadvantages of being a celebrity? (**On Your Own**)

### **My best friend**

I have a special friend. She is my classmate and sits besides me. Her name is Rohmi. Rohmi is a quite girl and very simple on the look. However, I really adore her. She is not only kind but also tough.

Rohmi comes from a very simple family. Her father is a pedicab driver and her mother has passed away. She has a younger brother. His name is Rahmat. In order to help their father, Rohmi and her brother work part-time to earn some money. Rohmi sells food during our class break, while her brother sells newspapers and magazines after school.

One thing that I always admire about her is that she can manage her time well, and she always looks cheerful.

6. Who is her brother’s name? (**Right There**)
7. What is her father job? (**Right There**)
8. What do they do to help their father? (**Think and Search**)
9. Why they help their father to earn some money? (**Author and You**)
10. Have you ever help your parents? Why? (**On Your Own**)

Padangsidimpuan, 2018

Validator

**Sojuangon Rambe, S.S, M.Pd**

**NIP. 19790815 200604 1 003**



**Key Answer**

1. *New York City*
2. *In 2004*
3. The answer will be various
4. *She has packed in many different careers in her short life. She has been, or is, a model, actress, writer, singer and businesswoman. She is also a celebrity socialite and daughter of the Hilton Hotel family. Hilton has also spent time in prison for driving violations. The answer will be various*
5. The answer will be various
6. *Rahmat*
7. *pedicab driver*
8. *Rohmi and her brother work part-time where Rohmi sells food during her class break, while her brother sells newspapers and magazines after school.*
9. The answer will be various
10. The answer will be various

## **APPENDIX IV**

### **SECOND TEST**

Class : X/SMK

Petunjuk :

1. Tulis nama, kelas, dan nomor absen pada lembar jawaban yang tersedia.
2. Jawablah pertanyaan- pertanyaan berikut ini.
3. Bacalah dengan teliti petunjuk mengerjakan soal.
4. Pilihlah jawaban yang tepat dengan memberi tanda silang (X) pada salah satu jawaban.
5. Periksa pekerjaan anda sekali lagi sebelum anda serahkan kepada pengawas.
6. Test ini disertakan dengan teksnya secara langsung.
7. Test ini bertujuan untuk mengetahui data dari murid- murid tentang kemampuan dalam menguasai pemahaman membaca (reading comprehension).
8. Waktu yang tersedia 40 menit.

**Instruction: Choose the correct answer by crossing (X) a, b, c, or d!**

**Read the following text and answer the questions 1 to 3**

**Victoria Caroline Beckham**

Victoria Caroline Beckham is an English singer-songwriter, dancer, model, actress, fashion designer and business woman. She was born on April 17, 1974, in Essex, England. She became famous in the 1990's with the pop group "The Spice Girl" and was known as Posh Spice. In 1999, she married the Manchester United and England footballer, David Beckham. They have four children, three sons and a daughter.

1. When Victoria Caroline Beckham was born ?
  - a. On April 17, 1947
  - b. On April 17, 1974
  - c. On August 21, 1974
  - d. On June 17, 1974
2. How many children do they have?
  - a. They have four children, three sons and a daughter.
  - b. They have five children, three sons and two daughter.
  - c. They have three children, a son and two daughter.
  - d. They have two children, a son and a daughter.
3. Based on the text, what do we know about Victoria?
  - a. She is an ordinary woman
  - b. She is a multi-talented woman
  - c. She has four sons
  - d. She married to an ordinary person

**Read the following text and answer the questions 4 to 7**

**Doraemon**

Doraemon is one of the characters in a Japanese manga series created by Fujiko Fujio. Doraemon is a robotic cat. He has small body and white hands and feet. Although he can hear perfectly well, Doraemon has no ears.

Doraemon possesses a large pocket that can produce many gadgets from the future. The pocket is called yojigen-pocket, or fourth-dimensional pocket. Doraemon's favorite food is dorayaki, a Japanese treat filled with red bean paste.

This robotic cat has the tendency to panic during emergencies. In an emergency situation, he will frantically pull out every unnecessary gadget from his pocket. Nevertheless, Doraemon is a good cat. He always helps Nobita.

4. What is the main idea of the second paragraph ?
  - a. The pocket is called yojigen-pocket
  - b. A Japanese treat filled with red bean paste
  - c. It's called fourth-dimensional pocket
  - d. Doraemon possesses a large pocket
5. What is the name of Doraemon's pocket ?
  - a. Dorayaki-pocket
  - b. Yojigen-pocket
  - c. Robotic-pocket
  - d. Gadget-pocket
6. "... he will frantically pull out every unnecessary ... ". (paragraph 3)  
The underlined word can be best replaced by ...
  - a. Happily
  - b. Calmly
  - c. Worriedly
  - d. Diligently
7. Which statement is not correct based on the text above ?
  - a. Doraemon is one of the characters in a Japanese manga series
  - b. Doraemon is a robotic cat
  - c. Doraemon's favorite food is teriyaki
  - d. Doraemon possesses a large pocket

**Read the following text and answer the questions 8 to 15**

**The Hobbit**

The Hobbit is a film series consisting of three epic fantasy adventure films directed by Peter Jackson. They are based on the 1937 novel The Hobbit by J. R. R. Tolkien, with large portions of the trilogy inspired by the appendices to The Return of the King, which expand on the story told in The Hobbit, as well as new material and characters written especially for the films.

The screenplay was written by Fran Walsh, Philippa Boyens, Jackson, and Guillermo del Toro, who was originally chosen to direct before his departure from the project. The films take place in the fictional world of Middle-earth sixty years before the beginning of The Lord of the Rings, and follow hobbit Bilbo Baggins (Martin Freeman), who is convinced by the wizard Gandalf the Grey (Ian McKellen) to accompany thirteen dwarves, led by Thorin Oakenshield (Richard Armitage), on a quest to reclaim the Lonely Mountain from the dragon Smaug (Benedict Cumberbatch).

The first film in the series premiered at the Embassy Theatre in Wellington, New Zealand on 28 November 2012. One hundred thousand people lined the red carpet on Courtenay Place, and the entire event was broadcast live on television in New Zealand and streamed over the Internet. The second film of the series premiered at the Dolby Theatre in Los Angeles, California on 2 December 2013. The third and final film premiered at Leicester Square in London on 1 December 2014.

8. The Hobbit is a movie which is based on a book whose author is...
  - a. Jackson
  - b. J.R.R Tolkien
  - c. Richard Armitage
  - d. Ian McKellen
9. What is the main idea of the first paragraph?
  - a. They are based on the 1937 novel The Hobbit by J. R. R. Tolkien
  - b. The Hobbit is a film series consisting of three epic fantasy adventure films
  - c. The films are subtitled An Unexpected Journey & The Desolation of Smaug



- c. The Hobbit film series are based on the 1937 novel The Hobbit by J. R. R. Tolkien
- d. The Third series of the Hobbit film was premiered at Leicester Square in London on 1 December 2014

**Read the following text and answer the questions 14 to 16**

I saw a very beautiful bag. It is made of thin but strong leather. The weight is light and the size keeps it from getting stuffed with junk. It has a long shoulder strap that I like because it keeps the bag hands-free. Its neutral color is fun and sporty. The design is simple and well-made.

The bag is very functional. It is the perfect size to carry a cell phone, a pocket sized wallet, a small book, a pack of gum, and pens. It also fits well into my laptop backpack for bike commuting to school. This bag also has more pockets inside so my small items don't all fall to the bottom. In overall I really satisfy with bag.

16. What is the main idea of the first paragraph?
- a. The writer saw a very beautiful bag
  - b. Its neutral color is fun and sporty
  - c. The design is simple and well-made
  - d. It has a long shoulder strap that the writer like
17. “Its neutral color is fun and sporty” (paragraph 1)  
The underlined word refers to ...
- a. A small book
  - b. A pocket sized wallet
  - c. A bag
  - d. A pack of gum
18. Which statement is not correct based on the text above?
- a. The bag keeps the bag hands-free
  - b. The neutral color is fun and sporty
  - c. The bag has a perfect size
  - d. The design is handmade and luxurious

19. What is the main idea of the second paragraph?
- a. The writer has a new bag
  - b. The bag is very functional
  - c. The bag has many pockets
  - d. The writer is satisfied with the bag
20. The word *beautiful* in the first paragraph line 1 has same meaning as ...
- a. Big
  - b. Wonderful
  - c. Famous
  - d. Bad

Padangsidempuan, 2018

Mengetahui,

Validator

Researcher

**Sojuangon Rambe, S.S, M.Pd**

**NIP. 19790815 200604 1 003**

**Evi Khairani**

**NIM. 14 203 00036**



**APPENDIX V**

**OBSERVATION NOTE SHEET  
STUDENTS' ACTIVITY IN TEACHING LEARNING PROCESS  
CLASSROOM ACTION RESEARCH**

**Subject Matter : English**  
**Class/ Semester : X/I**  
**Cycle : I**  
**Observer/Co-teacher: SalmiahPohan S.Pd**

No	Activities	Students																										Total Students		
		A A T	A K	A R B	A M S	A R P	A H	A S	A F	A S a	A M	C R	D S M	F Y	G A P	I L T	K L	M P	M P i	N A R	R Z P	R Z	R Z S	R H S	S S	S J A	S R A		T A	Q A
1.	Students are not active in asking questions about learning material	√	√	√	X	X	X	√	√	√	√	√	√	√	√	X	√	√	X	X	√	√	X	√	√	X	√	X	X	19
2.	Students are cheating	X	√	√	X	X	X	√	√	X	X	√	X	√	X	X	X	√	X	X	X	X	√	X	X	X	X	X	X	8
3.	Students are noisy	X	√	X	X	X	X	X	X	X	X	X	X	√	X	X	√	X	X	X	X	X	X	X	X	X	X	X	X	3
4.	Students who ask permission	√	X	X	X	X	X	√	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	2
5.	Students who move to another chair	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	√	X	X	X	X	X	X	X	X	X	X	X	1
<b>Condition of The Classroom</b>		In this cycle, condition of the classroom was not peaceful. There were 19 students from 28 students who were not active in asking questions about learning material, there were 8 students (MP,AK,RZS,CR,AF,AS,FY and ARB) who cheated, there were 3 students (AK, MP and GAP) who were noisy, there were 2 students (AAT and AS) who asked permission, and there was 1 student (MP) who moved to another chair. The students were confused in understanding the Question-Answer-Relationship (QAR) strategy procedures. They were low attention to the material.																												

Padangsidempuan, 25 August 2018  
Validator

**Sojuangon Rambe, S.S., M.Pd**  
NIP. 19790815 200604 1 003

APPENDIX VI

**OBSERVATION NOTE SHEET**  
**STUDENTS' ACTIVITY IN TEACHING LEARNING PROCESS**  
**CLASSROOM ACTION RESEARCH**

**Subject Matter : English**  
**Class/ Semester : X/I**  
**Cycle : II**  
**Observer/Co-teacher: SalmiahPohan S.Pd**

No	Activities	Students																								Total Students				
		A A T	A K B	A R S	A M S	A R H	A S P	A S F	A S a	A M	C R	D S M	F Y P	G A L	I L T	K L	M P	M P i	N A R	R Z P	R Z	R Z S	R H S	S S A	S J A		S R N	T A S	Q A	
1.	Students are not active in asking questions about learning material	X	√	√	X	X	X	X	X	√	√	√	X	√	√	X	X	√	√	X	X	√	X	X	√	X	X	X	X	9
2.	Students are cheating	X	√	√	X	X	X	X	X	X	X	X	X	X	X	X	√	X	X	X	X	X	X	X	X	X	X	X	X	3
3.	Students are noisy	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	-
4.	Students who ask permission	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	-
5.	Students who move to another chair	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	-
<b>Condition of The Classroom</b>		In this cycle, condition of the classroom better than cycle 1. There were less of students who were not active in asking questions about learning material, there were still 3 students (MP, AK, and ARB) who cheated, but there was no students who were noisy, there was no students who asked permission, and there was no student who moved to another chair. Most of the students were understand the Question-Answer-Relationship (QAR) strategy procedures that made them more attention to the material and helped them to answer the question easily and effectively.																												

Padangsidimpuan, 08 September 2018  
 Validator

**Sojuangon Rambe, S.S., M.Pd**  
 NIP. 19790815 200604 1 003

## APPENDIX VII

### Indicator List of Teacher in Teaching Learning Process in Cycle 1\*

Physic appearance and written	Checklist	
	Yes	No
1. Dressing cleanly and neatly	√	
2. Standing and writing face to students	√	
3. Energetic and enthusiasm	√	
4. Writing is nice and readable		√
5. Writing and explain integratedly		√
6. Writing is read from the all roomside		√
Sound and classroom management	Checklist	
	Yes	No
1. Loud voice	√	
2. Talking intelligibly	√	
3. Talking fluently	√	
4. Rhythm: it is clear in important part		√
5. Class noise control		√
6. Class formation arrangement	√	
Opening	Checklist	
	Yes	No
1. Doing the apperception	√	
2. Explaining the purpose of the learning outcome	√	
Implementing of learning material/Procedure	Checklist	
	Yes	No
1. Explaining reading material by using QAR strategy		
a. Teacher introduce the strategy showing the relationship of the Questions to Answers	√	
b. Teacher Create QAR questions from small sections of text for each of the four level:		
1) <i>Right There</i> : the answer is found in the text, usually as a phrase contained within one sentence.	√	
2) <i>Think and Search</i> : while the answer is in the text, the student is required to combine separate sections or pieces of text to answer the question.	√	
3) <i>Author and You</i> : as the answer is not directly stated in the text, the student draws on prior knowledge as well as what the author has written to answer the question.	√	
4) <i>On Your Own</i> : requires students to think about what is already	√	

known from their reading and experience (prior knowledge) to formulate an answer.		
2. Giving the suitable example in reading material	√	
3. Guiding students to practice the using of QAR strategy with additional questions	√	
<b>Reinforcement and interaction with students</b>	<b>Checklist</b>	
	<b>Yes</b>	<b>No</b>
1. Individual performance reward	√	
2. Stimulating students' questions	√	
3. Stimulating students' responses	√	
4. Responding students' questions	√	
<b>Closing</b>	<b>Checklist</b>	
	<b>Yes</b>	<b>No</b>
1. Making the conclusion based on reading material	√	
2. Asking the difficulties of students about reading material	√	
3. Giving the motivation to students to apply QAR strategy in reading comprehension	√	

\*Observed by Co-teacher (Mrs.Salmiah Pohan S.Pd)

Padangsidempuan, 25 August 2018  
Validator

**Sojuangon Rambe, S.S., M.Pd**  
NIP. 19790815 200604 1 003

## APPENDIX VIII

### Indicator List of Teacher in Teaching Learning Process in Cycle 2\*

Physic appearance and written	Checklist	
	Yes	No
1. Dressing cleanly and neatly	√	
2. Standing and writing face to students	√	
3. Energetic and enthusiasm	√	
4. Writing is nice and readable	√	
5. Writing and explain integratedly	√	
6. Writing is read from the all roomside	√	
Sound and classroom management	Checklist	
	Yes	No
1. Loud voice	√	
2. Talking intelligibly	√	
3. Talking fluently	√	
4. Rhythm: it is clear in important part	√	
5. Class noise control	√	
6. Class formation arrangement	√	
Opening	Checklist	
	Yes	No
3. Doing the apperception	√	
4. Explaining the purpose of the learning outcome	√	
Implementing of learning material/Procedure	Checklist	
	Yes	No
1. Explaining reading material by using QAR strategy		
a. Teacher introduce the strategy showing the relationship of the Questions to Answers	√	
b. Teacher Create QAR questions from small sections of text for each of the four level:		
1) <i>Right There</i> : the answer is found in the text, usually as a phrase contained within one sentence.	√	
2) <i>Think and Search</i> : while the answer is in the text, the student is required to combine separate sections or pieces of text to answer the question.	√	
3) <i>Author and You</i> : as the answer is not directly stated in the text, the student draws on prior knowledge as well as what the author has	√	

written to answer the question.		
4) <i>On Your Own</i> : requires students to think about what is already known from their reading and experience (prior knowledge) to formulate an answer.	√	
2. Giving the suitable example in reading material	√	
3. Guiding students to practice the using of QAR strategy with additional questions	√	
<b>Reinforcement and interaction with students</b>	<b>Checklist</b>	
	<b>Yes</b>	<b>No</b>
1. Individual performance reward	√	
2. Stimulating students' questions	√	
3. Stimulating students' responses	√	
4. Responding students' questions	√	
<b>Closing</b>	<b>Checklist</b>	
	<b>Yes</b>	<b>No</b>
1. Making the conclusion based on reading material	√	
2. Asking the difficulties of students about reading material	√	
3. Giving the motivation to students to apply QAR strategy in reading comprehension	√	

\*Observed by Co-teacher (Mrs.Salmiah Pohan S.Pd)

Padangsidempuan, 08 September 2018

Validator

**Sojuangon Rambe, S.S., M.Pd**

NIP. 19790815 200604 1 003

## **APPENDIX IX**

### **LIST OF INTERVIEW**

#### Interview to Students

1. Apakah kesulitan Anda dalam mengidentifikasi gagasan utama? Mengapa?

(What are your difficulties in identifying main idea? Why?)

Result:

AM, RZ, DSM, and AF admitted that they confused in identifying main idea because they could not determine which one main idea of the text after reading it. They thought main idea just their opinion about the text. In conclusion, students who had difficulty in dealing with the questions of identifying main idea in English text caused due to their lack of understanding the concept of a paragraph or texts' main idea. So, they were misunderstanding to identify main idea in English text.

2. Apakah kesulitan Anda dalam mengidentifikasi informasi rinci dalam sebuah teks? Mengapa?

(What are your difficulties in identifying specific information in a text? Why?)

Result:

AK, GAP, AS, and RZ said that they did not know how to find the specific information in the text, caused by their lack of specific reading technique for locating certain information rapidly.

3. Apakah kesulitan Anda dalam mengidentifikasi informasi tertentu dalam sebuah text? Mengapa?

(What are your difficulties in identifying detail information in a text? Why?)

Result:

RZ, AS, AM, and SJA said that they were difficult to find the detail information in the text, caused by their lack of reading technique for locating certain information rapidly and difficult to combine the answer from several location in the text.

4. Apakah kesulitan Anda dalam memahami makna kalimat atau kata dalam sebuah teks? Mengapa?

(What are your difficulties in understanding the meaning of the text (word or sentence)? Why?)

Result:

AK, MP, FY and ARB said that they were difficult to get meaning of the text (word/sentence) in the text, caused by their limitations on vocabulary and looked for variations of words that had same meaning.

5. Mengapa kamu jarang menanyakan dan menjawab pertanyaan berkenaan dengan materi pembelajaran di dalam kelas?

(Why do you rarely ask and answer questions about learning material in the classroom?)

Result:

AK, AM, FY, RZ, GAP and Mpi said that they had not familiar with this strategy and they were low attention to the material, and still confused about Question-Answer-Relationship (QAR) procedures. They were afraid to share and report their ideas about learning material, especially in asking and aswering questions.



6. Mengapa Anda mencontek jawaban dari teman anda?

(Why do you cheat the answer from your friend?)

Result:

MP, AK, RZS, AH, and ARB said that they were low attention to the material, and still confused about Question-Answer-Relationship (QAR) procedures.

7. Mengapa Anda sering membuat keributan di dalam kelas?

(Why do you often make noise in the classroom?)

Result:

AK, MP and GAP said that they made noise because they did not interest about the lesson. AK and GAP said that they wanted to ask the answer but their friend did not give the answer. It made the class were noisy.

8. Mengapa Anda sering berpindah- pindah tempat duduk di dalam kelas?

(Why do you often move to another chair in the classroom?)

Result:

MP said that his friend took his book so he went there to take back his book. He still repeated it. His reason were different from first, he said that his friend throwed a roll of paper at him and he went there to reply his friend's treatment. He also moved to another chair for cheating the answer to his friends.

9. Mengapa Anda sering permisi?

(Why do you often ask permission?)

Result:

AAT and AS said that they went permission because they wanted to go to toilet.

10. Mengapa nilai anda rendah?

(why is your score low?)

Result:

- ✓ AAT ARB, AS, RZ, ASa, AM and FY said that they were difficult to absorb the important point from the lesson taught by the researcher and to figure out how to answer questions based on a given text and Question-Answer-Relationship (QAR) procedures because this strategy was still new for them and they needed more time to understand it and more examples.
- ✓ SSS said that he lost the information taught by the researcher because his peer was very noisy and bothered him.

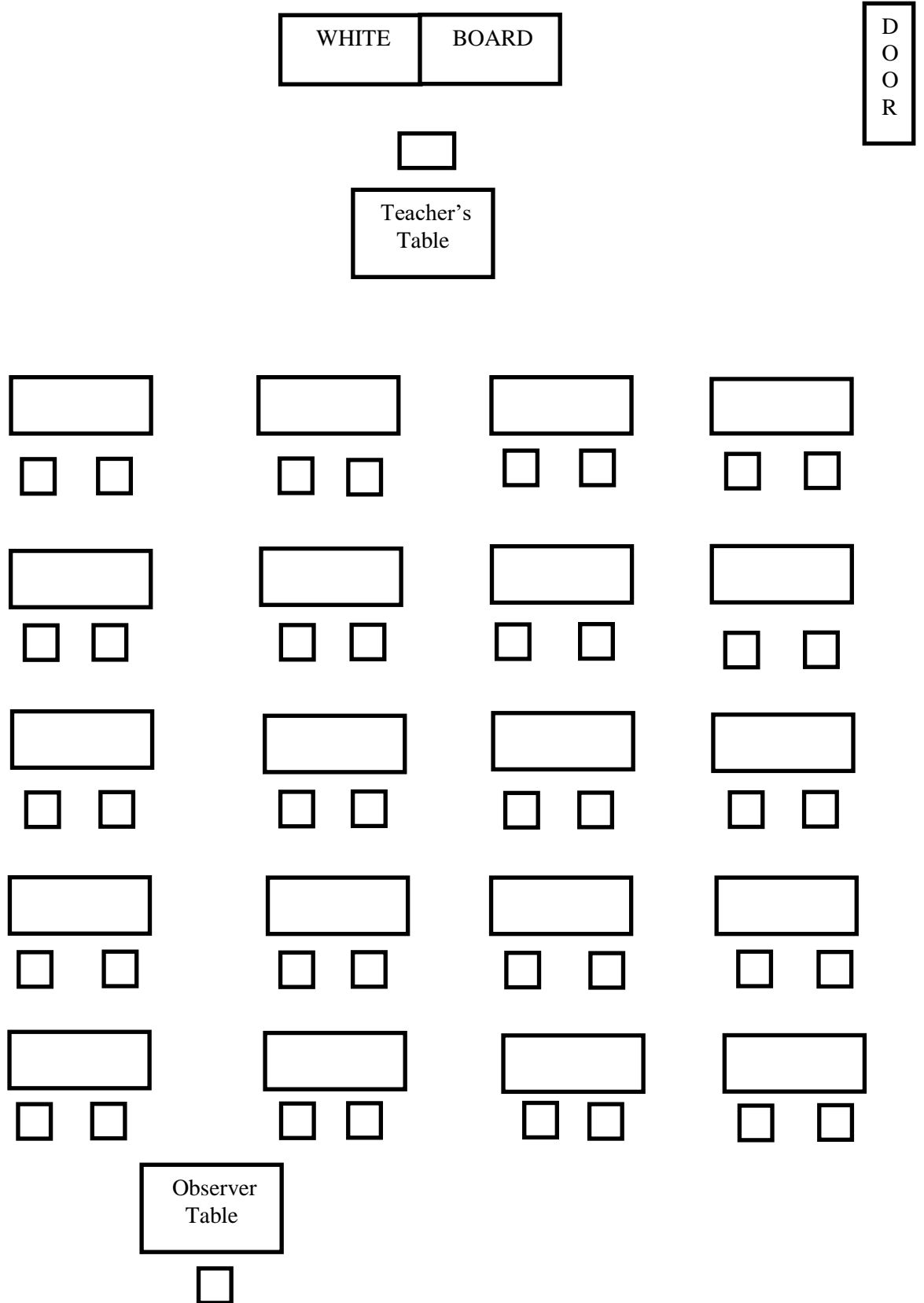
Padangsidempuan,  
2018  
Validator

**Sojuangon Rambe, S.S., M.Pd**

NIP. 19790815 200604 1 0

APPENDIX X

Classroom Arrangement in Cycle 1



## PHOTO GRAPHS IN CYCLE 1



Pict. 1 : The researcher explain the material



Pict. 2 : the students answer s the questions that given by researcher



Pict. 3 : teacher observe researcher and students and the performance. classroom.



Pict. 4 : The studets do the first test researcher monitors the



Pict. 5 : the researcher interviewed some students

## PHOTO GRAPHS IN CYCLE 2



Pict. 1 : The researcher explain the material explanation



Pict. 2 : students listen researcher's



Pict. 3 : The researcher give the example to students



Pict. 4 : The students do the second test

## CURRICULUM VITAE



### A. Identify

Name : EVI KHAIRANI  
Reg. Num. : 14 203 00036  
Place/Birth : Padangsidimpuan/August, 06<sup>th</sup> 1995  
Sex : Female  
Religion : Islam  
Address : Untemanis, Kel. Losung Batu, Kec.  
Padangsidimpuan Utara

### B. Parents

Fathers Name : Agus Salim  
Mothers Name : Rosidah Chaniago

### C. Educational Bckgrund

1. Elementary School : SD N 200118 Impres Sadabuan (2007)  
2. Junior High School : MTS N 1 Padangsidimpuan (2010)  
3. Senior High School : SMA N 4 Padangsidimpuan (2014)  
4. University : State Institue for Islamic Studies (2018)