



**THE COMPARATIVE STUDY BETWEEN STUDENTS' READING COMPREHENSION
TAUGHT BY USING QUESTION ANSWER RELATIONSHIP (QAR) STRATEGY
AND DIRECTED READING THINKING ACTIVITY (DRTA) STRATEGY
AT GRADE XI MAS N.U. SIBUHUAN**

A THESIS

*Submitted to State Institute for Islamic Studies (IAIN)
Padangsidempuan As a Partial Fulfillment of Requirement
For Degree of Islamic Educational Scholar
(S.Pd.I) in English*

Written by:

MUAMMAR HAMIDI LUBIS

Reg. No. 09 340 0011

ENGLISH EDUCATION STUDY PROGRAM

**TARBIYAH AND PAEDAGOGY FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN**

2014



**THE COMPARATIVE STUDY BETWEEN STUDENTS' READING COMPREHENSION
TAUGHT BY USING QUESTION ANSWER RELATIONSHIP (QAR) STRATEGY
AND DIRECTED READING THINKING ACTIVITY (DRTA) STRATEGY
AT GRADE XI MAS N.U. SIBUHUAN**

A THESIS

*Submitted to the State Institute for Islamic Studies Padangsidempuan
as a Partial Fulfillment of the Requirements for the Degree
of Islamic Educational Scholar (S.Pd.I) in English Program*

WRITTEN BY:

MUAMMAR HAMIDI LUBIS

Reg. No. 09 340 0011

ENGLISH EDUCATION DEPARTMENT

**TARBIYAH AND PEDAGOGY FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN**

2014



**THE COMPARATIVE STUDY BETWEEN STUDENTS' READING COMPREHENSION
TAUGHT BY USING QUESTION-ANSWER RELATIONSHIP (QAR) STRATEGY
AND DIRECTED READING THINKING ACTIVITY (DRTA) STRATEGY
AT GRADE XI MAS N.U SIBUHUAN**

A THESIS

*Submitted to the State Institute for Islamic Studies (IAIN) Padangsidimpuan
as a Partial Fulfillment of the Requirements for the Degree
of Islamic Educational Scholar (S.Pd.I) in English Program*

WRITTEN BY:

MUAMMAR HAMIDI LUBIS

Reg. No. 09 340 0011



Advisor I

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

Advisor II

Eka Sustri Harida, M.Pd
NIP. 19750917 200313 2 002

ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND PEDAGOGY FACULTY

STATE INSTITUTE FOR ISLAMIC STUDIES

PADANGSIDIMPUAN

2014

Hal: Munaqosyah
a.n. **Muammar Hamidi Lubis**
item: 5 (five) exemplars

Padangsidimpuan, 21 April 2014
To:
Dean of Tarbiyah and Pedagogy Faculty
Di _

Padangsidimpuan

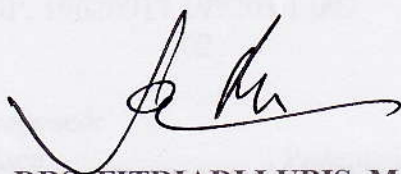
Assalamu'alaikum Wr. Wb.

After reading, studying and giving advice for necessary revise on thesis belong to **Muammar Hamidi Lubis**, entitle "*The Comparative Study between Students' Reading Comprehension Taught by Using Question Answer Relationship (QAR) Strategy and Directed Reading Thinking Activity (DRTA) Strategy at Grade XI MAS. N.U. Sibuhuan*", we assume that the thesis has been acceptable to complete the assignments and fulfill the requirements for the degree of Sarjana Pendidikan Islam (S.Pd.I), Tarbiyah and Pedagogy Faculty in IAIN Padangsidimpuan.

Therefore, we hope that she could be to defend her thesis in Munaqosyah. That's all and thank you for the attention.

Wassalamualaikum Wr. Wb.

Advisor I



DRS. FITRIADI LUBIS, M.Pd
NIP. 19620917 199203 1 002

Advisor II



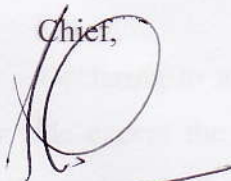
EKA SUSTRI HARIDA, M.Pd
NIP. 19750917 200312 2 001

EXAMINERS

SCHOLAR MUNAQOSYAH EXAMINATION

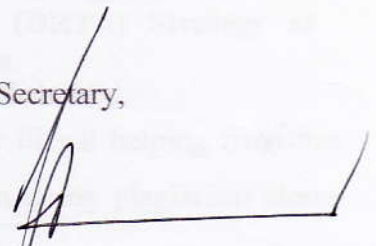
Name : MUAMMAR HAMIDI LUBIS
Reg. No. : 09. 340 0011
Thesis : THE COMPARATIVE STUDY BETWEEN STUDENTS' READING COMPREHENSION TAUGHT BY USING QUESTIONS ANSWER RELATIONSHIP (QAR) STRATEGY AND DIRECTED READING THINKING ACTIVITY (DRTA) STRATEGY AT GRADE XI MAS. N.U. SIBUHUAN

Chief,



Anhar, M.A.
NIP. 19711214 199803 1 002

Secretary,

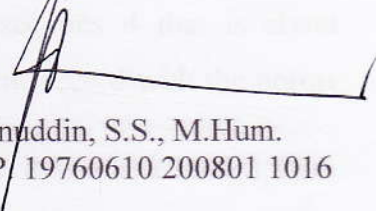


Zainuddin, S.S., M.Hum.
NIP. 19760610 200801 1016

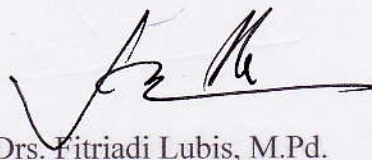
Members,



Anhar, M.A.
NIP. 19711214 199803 1 002



Zainuddin, S.S., M.Hum.
NIP. 19760610 200801 1016



Drs. Fitriadi Lubis, M.Pd.
NIP. 19620917 199203 1 002
002



Eka Susti Harida, M.Pd.
NIP. 19750917 200812 2

Proposed:

Place : Padangsidempuan
Date : May, 16th 2014
Mark : 73.5 (B)
IPK : 3.37
Predicate : Very Good

DECLARATION LETTER OF WRITING OWN THESIS

In the name of Allah, the Beneficent and the Merciful, the name who signed here:

Name : **MUAMMAR HAMIDI LUBIS**
Reg. No. : 09 340 0011
Faculty/Department : Tarbiyah And Pedagogy/ English Education
Title of Thesis : **The Comparative Study between Students' Reading Comprehension Taught by Using Question Answer Relationship (QAR) Strategy and Directed Reading Thinking Activity (DRTA) Strategy at Grade XI MAS N.U Sibuhuan.**

Declaring to arrange own thesis without asking for illegal helping from the other side except the guiding of advisor team and without doing plagiarism along with the students' ethnic code in article 14 subsections 2.

I made this declaration truthfully, if there is a derivation and incorrect of my declaration later on, I resign to get the punishment as what has involved in student's ethic code of IAIN Padangsidempuan in article 19 subsections 4 that is about dispossession of degree disrespectfully and other punishment accord with the norms and accepting legal requirement.

Padangsidempuan, 21 April 2014

Declaration Maker,



Muammar Hamidi Lubis
Muammar Hamidi Lubis

Reg. No. 09 340 0011



RELIGION MINISTRY OF
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
TARBIYAH AND PEDAGOGY FACULTY

LEGALIZATION

The Thesis with Title : THE COMPARATIVE STUDY BETWEEN STUDENTS' READING COMPREHENSION TAUGHT BY USING QUESTION-ANSWER RELATIONSHIP (QAR) STRATEGY AND DIRECTED READING THINKING ACTIVITY (DRTA) STRATEGY AT GRADE XI MAS N.U SIBUHUAN

Written by : MUAMMAR HAMIDI LUBIS

Reg. No. : 09 340 0011

The thesis had been accepted as a partial fulfillment of the requirement for the degree of Islamic Educational Scholar (S.Pd.I) in English Education.



Padangsidimpuan, May, 21st 2014
Dean
H. ZULHIMMA, S.Ag, M.Pd.
NIP. 19720702 199703 2 003

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Praise is to Allah lord of the world who has bestowed upon me the ability to complete this thesis. Peace and blessing upon our prophet Muhammad SAW, his families, his companions, and his followers.

In writing this thesis, I found various difficulties. Fortunately, there are many people who help me to finish this thesis. May be without their help and support, this thesis would not be as it is now.

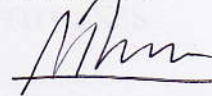
Therefore, I would like to express my thanks to:

1. Mr. Fitriadi Lubis, M.Pd, as the first advisor and Mrs. Eka Sustri Harida, M.Pd, as the second advisor who always give their time, valuable help, guidance, correction, and suggestion for completion of this thesis.
2. Dr. H. Ibrahim Siregar, MCL., the Rector of IAIN Padangsidimpuan who has given chance and time. So, I could learn and got some knowledge from IAIN Padangsidimpuan
3. Mrs. Hj. Zulhingga, S.Ag., M.Pd., the Dean of Tarbiyah and Teaching Faculty.
4. Mrs. Rayendriani Fahmei Lubis, M.Ag., the Leader of English Department.
5. Drs. H. Irwan Saleh Dalimunthe, M.A., as academic advisor who has given advice and motivation to me. All lecturers and staff in English Department who had give their valuable, advice, and cooperative.

6. IAIN Padangsidempuan Librarians, for their cooperative and permission to use their books.
7. My beloved parent (Masmin Lubis and Lannida Daulay), my beloved sisters (Saniyah Ulfah), and my beloved brothers (Imam, Zul Fitri, Alwi and Sarwan) who always give their materials, prays, motivation, and moral encouragement to finish my study.
8. My beloved friends who was patience and care to support me.
9. All my friends in IAIN Padangsidempuan, good luck for you.
10. All the people who have helped me to finish my study that I can't mention one by one.

May Allah, The almighty bless them all, Amin. Finally, I realize that there must be some weaknesses in this thesis. Therefore, I welcome to all good and value critics that can improve this thesis.

Padangsidempuan, 21 Mei 2014
The Researcher,



MUAMMAR HAMIDI LUBIS
NIM. 09 340 0011

ABSTRACT

Name : **MUAMMAR HAMIDI LUBIS**
Reg. No : **09 340 0011**
Faculty : **TARBIYAH AND PEDAGOGY**
Department : **ENGLISH EDUCATION**
Title of Thesis : **THE COMPARATIVE STUDY BETWEEN STUDENTS' READING COMPREHENSION TAUGHT BY USING QUESTIONS ANSWER RELATIONSHIP (QAR) STRATEGY AND DIRECTED READING THINKING ACTIVITY (DRTA) STRATEGY AT GRADE XI MAS. N.U. SIBUHUAN**

This research discuss about students' reading comprehension taught by using Question Answer Relationship and Directed Reading Thinking Activity strategy. The formulation of the problem: Is there significant different between students' reading comprehension taught by using Question Answer Relationship and Directed Reading Thinking Activity strategy at grade XI MAS. N.U. Sibuhuan? This research intended to know the comparison both of strategies on students' reading comprehension at grade XI MAS. N.U. Sibuhuan.

The method of this research was conducted by experimental method with quantitative approach. The population of this research was all of students at grade XI MAS. N.U. Sibuhuan, the total of population was 112 students. Then, the sample was taken by using purposive sampling, they were 48 students. Next, this research used test as instrument, test was divided to pre-test and post-test about reading comprehension text. The data were analyzed statistically by applying T-test formula.

Based on the result of the research, researcher showed the description of the data was found that, there is effect both of strategy on students' reading comprehension text. It can be seen from the mean score of experimental class after using QAR was higher than before using QAR strategy ($80.92 > 65.6$) and control class after using DRTA strategy is higher than before using DRTA strategy ($76.8 > 58.69$). Next, the average score of experimental class higher than control class ($80.92 > 76.8$), it means that students' reading comprehension taught by using Question Answer Relationship is better than Directed Reading Thinking Activity and the score of t_0 was higher than t_t ($3.20 > 1.67$). It means that the hypothesis was accepted. It was concluded that there was the significant different between Students' reading comprehension taught by using Question Answer Relationship and Directed Reading Thinking Activity at grade XI MAS N.U Sibuhuan.

APPENDIX I

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Identitas

Satuan Pendidikan : MAS N.U. Sibuhuan
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI/I
Pertemuan ke : I dan II
Alokasi Waktu : 4 x 45 menit

Standar Kompetensi:

1.1.Membaca. Memahami makna teks tulis fungsional dan essay sederhana berbentuk Narrative, Recount, dan Procedure dalam konteks kehidupan sehari-hari.

Kompetensi Dasar :

1.2. Merespon makna secara akurat, lancar dan berterima dalam teks monolog sederhana yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam berbagai konteks kehidupan sehari-hari dalam teks Narrative, Recount dan procedure.

I. Indikator Pencapaian Kompetensi

Indikator Pencapaian Kompetensi	Nilai Karakter
<ol style="list-style-type: none">1. Mengidentifikasi ide utama dalam teks.2. Mengidentifikasi tujuan dari teks.3. Mengidentifikasi informasi penting dari teks.4. Menarik kesimpulan dari teks.	Religius, jujur, rasa ingin tahu, mandiri, cinta tanah air, bersahabat, komunikatif, kreatif, kerja keras, demokratis, menghargai prestasi, disiplin, toleransi, peduli lingkungan.

Kewirausahaan/ Ekonomi Kreatif :

Percaya diri (keteguhan hati, optimis).

Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik).

Pengambil resiko (suka tantangan, mampu memimpin)

Orientasi ke masa depan (punya perspektif untuk masa depan).

II. Tujuan Pembelajaran

Siswa dapat membaca nyaring bermacam wacana ragam tulis yang di bahas dengan ucapan dan intonasi yang benar, mengidentifikasi topik dari teks yang dibaca dan informasi tertentu.

III. Materi Pokok :

Narrative Text

Narrative is the text which tells what happened in the past.. Its function is to entertain the readers and listeners with real or imaginary story.

Structure of Narrative:

1. Orientation: provides the setting and introduces to the characters.
2. Complication or problem: tells the happening in sequences. The writer introduces a problem, a change in the situation or an action that requires a response.
3. Resolution: the writer present the way the complication is resolved.

Language features:

1. Written in the first person or the third person
2. Using connective (linking words) to do with time.
3. Using action verb: ate, ran, etc.
4. Using past tense.
5. Told in chronological order.

Contoh:

The Legend of Beowulf

Once upon a time, there was a horrible monster called Grendel. He was half-man and half-monster. He lived in Denmark. One day, he went to the King's castle. The king and his men tried to kill the monster but their swords were useless. A knight called Beowulf heard about the problem and went to Denmark to help the king.

That night, Beowulf and his men took off their armour and put away their swords and went to sleep. The monster came into the castle and killed a knight. Beowulf woke up and fought the monster-he pulled off an arm! Grendel went back to his home in a lake and died. Grendel's mother was very angry and the next night she went to the castle and killed a knight.

In the morning, Beowulf went to the lake. He killed Grendel's mother with a special sword. When he came back, the king was very happy and he gave Beowulf presents and money.

Beowulf went back to his country and became a king. He was king for fifty years. But one day, a dragon came to his country, and it attacked people. It lived in a cave with treasure. The dragon was very big and breathed fire. The knights were afraid and they did not want to fight the dragon. King Beowulf was an old man but he put on his armour again and went to the dragon's cave with his men. ...

IV. Metode/Strategy Pembelajaran : *Question Answer Relationship*

V. Langkah – Langkah Pembelajaran

Kegiatan Awal (10')

Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (*nilai yang ditanamkan: santun, peduli*)

Mengecek kehadiran siswa (*nilai yang ditanamkan: disiplin, rajin*)

Mengaitkan materi/kompetensi yang akan dipelajari dengan karakter

Dengan merujuk pada silabus, RPP, dan bahan ajar, menyampaikan butir karakter yang hendak dikembangkan selain yang terkait dengan SK/KD

Siswa berdiskusi mengenai pertanyaan yang tertera di buku teks

Kegiatan Inti (70')

Eksplorasi

Dalam kegiatan eksplorasi guru:

- Memilih atau membuat teks pendek untuk digunakan sebagai bahan ajar. Membuat rangkaian pertanyaan mengenai teks tersebut dan memastikan bahwa menggunakan semua jenis pertanyaan: right there, Think and Search, on My Own Author and me.
- Mengulangi kembali pertanyaan dengan siswa sebelum membaca teks. Jika pertanyaannya menggunakan pilihan ganda, siswa disuruh untuk mengulas semua jawaban.
- Menyuruh siswa untuk membuat sebutan tiap-tiap pertanyaan. Sebutan yang mudah termasuk menggunakan hal-hal sebagai berikut: B (in the book, right there), B+ (in the book, think and search), H (in my head, on my own) dan H+ (in my head, author and me).
- Sebelum membaca, diskusikanlah sebutan yang dibuat siswa untuk pertanyaan
- Menyuruh siswa untuk membaca teks dan menjawab pertanyaan.
- Memperagakan proses diatas beberapa kali dengan siswa sebelum menanyakan mereka untuk mengerjakan tugas secara berkelompok atau sendirian.
- Menganjurkan siswa untuk memberikan sebutan pertanyaan dalam test yang dibuat dan penentu ukuran test.

Elaborasi

Dalam kegiatan elaborasi guru:

- Membiasakan siswa membaca teks naratif dan menjawab pertanyaan dengan menggunakan label yang tersedia.
- Memfasilitasi siswa melalui pemberian tugas mengerjakan latihan soal yang ada pada buku ajar Bahasa Inggris untuk dikerjakan secara individual/ kelompok.

Konfirmasi

Dalam kegiatan konfirmasi guru:

- Memberikan umpan balik pada siswa dengan memberi penguatan dalam bentuk lisan pada siswa yang telah dapat menyelesaikan tugasnya.
- Memberi konfirmasi pada hasil pekerjaan yang sudah dikerjakan oleh siswa melalui sumber buku lain.
- Memfasilitasi siswa melakukan refleksi untuk memperoleh pengalaman belajar yang sudah dilakukan.
- Memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti dalam materi.

Kegiatan Akhir (10')

- Siswa diminta membuat rangkuman dari materi tentang naratif bermacam wacana ragam tulis yang di bahas dengan ucapan dan intonasi yang benar, mengidentifikasi topik dari teks yang dibaca dan informasi tertentu.
- Siswa dan Guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.
- Siswa diberikan pekerjaan rumah (PR) berkaitan dengan materi tentang naratif bermacam wacana ragam tulis yang di bahas dengan ucapan dan intonasi yang benar, mengidentifikasi topik dari teks yang dibaca dan informasi tertentu dari soal-soal latihan yang belum terselesaikan di kelas .

VI. Alat / Bahan / Sumber Belajar :

Ira Wijayanti, *Be Smart in English*, Solo: PT. Tiga Serangkai Pustaka Mandiri, 2013

VII. Penilaian

- Teknik : Tugas individu, Kuis, Ulangan harian.
- Bentuk Instrumen : Tertulis uraian singkat.

Read the text and answer the question!

Beauty and the Beast

Beauty was a beautiful girl. She was also hard-working. She always helped her father on the farm. One day, her father set out for the city. He saw an old castle and went in. no one was in there but there was food on the table! He picked a roe from the garden for beauty.

Suddenly, an angry beast appeared. He wanted to kill beauty`s father unless beauty was brought to him. Beauty`s father told his daughters what had happened. Beauty`s sisters ordered her to see the beast. Beauty went to see the beast and had to stay at the castle. She felt scared, lonely and sad. She tried to run away but was stopped by the beast. However, the beast treated beauty very well. Soon, beauty began to like the beast.

One day, through the beast`s magic mirror, beauty saw her father was sick. The beast allowed her to go home. Her father was happy to see beauty.

One night, beauty had a dream. A fairy told her that the beast was sick. Beauty hurried back and saw the beast lying without any life or motion. She began to cry.

Tears fell onto the beast. Suddenly, the beast changed into a handsome prince. Beauty and the beast married and lived happily ever after.

Jawablah pertanyaan di bawah ini dengan baik dan benar!

1. Who are the characters in the story?
2. How does the story begin?
3. How does the story end?
4. Do you think the beast is good person or a bad person?
5. Do you like the story?

Sibuhuan, 16 Oktober 2013

PENELITI,

MUAMMAR HAMIDI

NIM. 09. 340.0003

LUBIS

Guru Mata Pelajaran
Sibuhuan

Kepala MAS. N.U

Ihwan Rahmat Hasibuan, S.S.

Syarifuddin Daulay, S. Ag

APPENDIX II

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Identitas

Satuan Pendidikan : MAS N.U. Sibuhuan
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI/I
Pertemuan ke : I dan II
Alokasi Waktu : 4 x 45 menit

Standar Kompetensi:

1.1.Membaca. Memahami makna teks tulis fungsional dan essay sederhana berbentuk Narrative, Recount, dan Procedure dalam konteks kehidupan sehari-hari.

Kompetensi Dasar :

1.3.Merespon makna secara akurat, lancar dan berterima dalam teks monolog sederhana yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam berbagai konteks kehidupan sehari-hari dalam teks Narrative, Recount dan procedure.

III. Indikator Pencapaian Kompetensi

Indikator Pencapaian Kompetensi	Nilai Karakter
5. Mengidentifikasi ide utama dalam teks. 6. Mengidentifikasi tujuan dari teks. 7. Mengidentifikasi informasi penting dari teks. 8. Menarik kesimpulan dari teks.	Religius, jujur, rasa ingin tahu, mandiri, cinta tanah air, bersahabat, komunikatif, kreatif, kerja keras, demokratis, menghargai prestasi, disiplin, toleransi, peduli lingkungan.

Kewirausahaan/ Ekonomi Kreatif :

Percaya diri (keteguhan hati, optimis).

Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik).

Pengambil resiko (suka tantangan, mampu memimpin)

Orientasi ke masa depan (punya perspektif untuk masa depan).

IV. Tujuan Pembelajaran

Siswa dapat membaca nyaring dengan bermacam wacana ragam tulis yang di bahas dengan ucapan dan intonasi yang benar, mengidentifikasi topik dari teks yang dibaca dan informasi tertentu.

III. Materi Pokok :

Narrative Text

Narrative is the text which tells what happened in the past.. Its function is to entertain the readers and listeners with real or imaginary story.

Structure of Narrative:

4. Orientation: provides the setting and introduces to the characters.
5. Complication or problem: tells the happening in sequences. The writer introduces a problem, a change in the situation or an action that requires a response.
6. Resolution: the writer present the way the complication is resolved.

Language features:

6. Written in the first person or the third person
7. Using connective (linking words) to do with time.
8. Using action verb: ate, ran, etc.
9. Using past tense.
10. Told in chronological order.

Contoh:

The Legend of Beowulf

Once upon a time, there was a horrible monster called Grendel. He was half-man and half-monster. He lived in Denmark. One day, he went to the King's castle. The king and his men tried to kill the monster but their swords were useless. A knight called Beowulf heard about the problem and went to Denmark to help the king.

That night, Beowulf and his men took off their armour and put away their swords and went to sleep. The monster came into the castle and killed a knight. Beowulf woke up and fought the monster-he pulled off an arm! Grendel went back to his home in a lake and died. Grendel's mother was very angry and the next night she went to the castle and killed a knight.

In the morning, Beowulf went to the lake. He killed Grendel's mother with a special sword. When he came back, the king was very happy and he gave Beowulf presents and money.

Beowulf went back to his country and became a king. He was king for fifty years. But one day, a dragon came to his country, and it attacked people. It lived in a cave with treasure. The dragon was very big and breathed fire. The knights were afraid and they did not want to fight the dragon. King Beowulf was an old man but he put on his armour again and went to the dragon's cave with his men. ...

IV. Metode/Strategy Pembelajaran : *Directed Reading Thinking Activity*

V. Langkah – Langkah Pembelajaran

Kegiatan Awal (10')

Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (*nilai yang ditanamkan: santun, peduli*)

Mengecek kehadiran siswa (*nilai yang ditanamkan: disiplin, rajin*)

Mengaitkan materi/kompetensi yang akan dipelajari dengan karakter

Dengan merujuk pada silabus, RPP, dan bahan ajar, menyampaikan butir karakter yang hendak dikembangkan selain yang terkait dengan SK/KD

Siswa berdiskusi mengenai pertanyaan yang tertera di buku teks

Kegiatan Inti (70')

Eksplorasi

- Guru menyelidiki dan memperluas latar belakang pengalaman siswa.
- Menunjukkan/ memperkenalkan materi bacaan kepada siswa
- Guru memperhatikan kemampuan siswa untuk menyesuaikan teks terhadap tujuan yang ditetapkan dan terhadap materi pelajaran.
- Guru menyediakan teks bacaan yang terdiri dari empat atau lima titik. Perencanaan ini bertujuan untuk menurunkan ketagangan siswa ketika membaca teks.
- Guru mempersiapkan sebuah table dan menjelaskan kepada siswa bahwa mereka akan membaca sebuah cerita. Dalam hal ini guru mesti mengingatkan siswa untuk tidak membaca melebihi tanda titik. Siswa akan membuat prediksi dan membaca teks untuk memperkuat prediksi tersebut.

- Guru menyuruh siswa untuk membaca judul cerita. Membicarakan jenis, menunjukkan uraian sampul dan membaca judul.
- Guru menyuruh siswa untuk membaca cerita sampai kepada titik pertama yang telah ditentukan dan ketika mereka telah mencapai titik yang ditentukan, siswa harus berhenti dan kembali ke kalimat sebelumnya serta mempertimbangkan kembali prediksi yang sudah mereka buat sebelumnya dan guru menerangkan apa sesungguhnya yang terjadi.
- Guru meninjau kembali prediksi tersebut dan menanyakan dimana salah satu yang paling benar. Guru menyuruh siswa membaca dengan nyaring bagian dari teks yang menguatkan atau tidak menguatkan prediksi mereka.
- Siswa membuat prediksi yang mereka anggap akan terjadi pada bagian teks selanjutnya dan menawarkan suatu prediksi yang baru dengan bukti-bukti yang pasti terhadap prediksi-prediksi yang mereka buat untuk dimasukkan ke dalam ruang yang telah disediakan. Kemudian siswa harus membaca, memeriksa prediksi mereka kembali apa yang sudah terjadi, membuat prediksi baru, mendiktekan bukti terhadap prediksi-prediksi tersebut dan membaca bagian terakhir.
- Siswa memeriksa prediksi yang terakhir kembali apa yang sesungguhnya terjadi di dalam cerita dan mendiktekan penemuan mereka tentang apa sesungguhnya yang terjadi untuk dicatat di ruang formulir atau tabel yang telah disediakan.

Elaborasi

Dalam kegiatan elaborasi guru:

- Membiasakan siswa membaca teks naratif dengan seksama dan diam (silent reading) untuk mendapatkan tujuan dari teks yang dibaca.
- Memfasilitasi siswa melalui pemberian tugas mengerjakan latihan soal yang ada pada buku ajar Bahasa Inggris untuk dikerjakan secara individual.

Konfirmasi

Dalam kegiatan konfirmasi guru:

- Memberikan umpan balik pada siswa dengan memberi penguatan dalam bentuk lisan pada siswa yang telah dapat menyelesaikan tugasnya.
- Memberi konfirmasi pada hasil pekerjaan yang sudah dikerjakan oleh siswa melalui sumber buku lain.
- Memfasilitasi siswa melakukan refleksi untuk memperoleh pengalaman belajar yang sudah dilakukan.

- Memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti materi.

Kegiatan Akhir (10')

- Siswa diminta membuat rangkuman dari materi tentang naratif untuk mengidentifikasi topik dari teks yang dibaca dan informasi tertentu.
- Siswa dan guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.
- Siswa diberikan pekerjaan rumah (PR) berkaitan dengan materi tentang naratif untuk mengidentifikasi topik dari teks yang dibaca dan informasi tertentu dari soal-soal latihan yang belum terselesaikan di kelas .

Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

VI. Alat / Bahan / Sumber Belajar :

Buku Panduan Ira Wijayanti, *Be Smart in English*, Solo: PT. Tiga Serangkai Pustaka Mandiri, 2013.

VII. Penilaian

- Teknik : Tugas individu, Kuis, Ulangan harian.
- Bentuk Instrumen : Tertulis uraian singkat.

Read the text and answer the question!

Beauty and the Beast

Beauty was a beautiful girl. She was also hard-working. She always helped her father on the farm. One day, her father set out for the city. He saw an old castle and went in. no one was in there but there was food on the table! He picked a roe from the garden for beauty.

Suddenly, an angry beast appeared. He wanted to kill beauty`s father unless beauty was brought to him. Beauty`s father told his daughters what had happened. Beauty`s sisters ordered her to see the beast. Beauty went to see the beast and had to stay at the castle. She felt scared, lonely and sad. She tried to run away but was stopped by the beast. However, the beast treated beauty very well. Soon, beauty began to like the beast.

One day, through the beast`s magic mirror, beauty saw her father was sick. The beast allowed her to go home. Her father was happy to see beauty.

One night, beauty had a dream. A fairy told her that the beast was sick. Beauty hurried back and saw the beast lying without any life or motion. She began to cry.

Tears fell onto the beast. Suddenly, the beast changed into a handsome prince. Beauty and the beast married and lived happily ever after.

Jawablah pertanyaan di bawah ini dengan baik dan benar!

6. Who are the characters in the story?
7. How does the story begin?
8. How does the story end?
9. Do you think the beast is good person or a bad person?
10. Do you like the story?

Sibuhuan, 16 Oktober 2013

PENELITI,

Muammar Hamidi Lubis

NIM. 09. 340.0011

Guru Mata Pelajaran
Sibuhuan

Kepala MAS. N.U

Ihwan Rahmat,Hasibuan, S.S.
S. Ag

Syarifuddin Daulay,

APPENDIX III

INSTRUMENT TEST (Pre-Test before Testing Validity)

Read the text below then answer the question!

Thomas Alfa Edison

Thomas Alfa Edison was only one of the most important scientist and inventors of the past two centuries, but his memory will live on because of the huge number of his inventions and their usefulness even today. Most likely, the next electronic device you pick up is one he invented or improve or at least tried to.

Edison was born on February 11, 1847, in Milan, Ohio and raised in Port Huron, Michigan. At an early age, he showed sign of having a serious hearing problems. This may have the reason for Edison's poor performance at school. Edison did not do well there and was often teased by the other kids teach him at home.

Edison wound up teaching himself. He enjoyed reading chemistry books and was also a keen observer of anything complex, electronic, or telegraphic. He never stopped studying and experimenting.

In 1871, Edison move to Newark, New Jersey, and set up his first laboratory. Later that year, he married Mary Stilwell, with whom he would later have three children. In 1876, when his lab in Newark became too small, Edison decided to build a huge factory at Menlo Park, New Jersey. This would become the first private research laboratory in the U.S.

Edison worked to many projects, including sound recording devices,. In 1877, he successfully recorded and played back a message by phonograph machine, or phonograph, was like a record player without the disc. Instead, it used a cylinder with tin foil to record and play sounds.

In 1879, Edison developed the first successful incandescent lamp, otherwise known as the electric light bulb. This invention not only made Edison rich, but it also made him famous. Edison worked until he was vey old, although he was tormented by many diseases. He died on October 18, 1931.

Choose one the correct answer of each following question!

1. What is the text tell us about?
 - a. Thomas Alfa Edison and his wife

- b. The death of Thomas Alfa Edison
 - c. The birth of Thomas Alfa Edison
 - d. Tomas Alfa Edison`s career and work.
2. What is the main idea of the first paragraph?
- a. Thomas Alfa Edison was the only one
 - b. Thomas Alfa Edison and his success
 - c. Thomas Alfa Edison was only one of the most important scientist and inventors of the past two centuries.
 - d. Thomas Alfa Edison`s memory will live on because of the huge number of his inventions.
3. Why do we always remember Edison?
- a. Because he is very clever and handsome
 - b. Because of the huge number of his inventions and their usefulness even today
 - c. Because he is very rich and famous
 - d. Because he worked on many project
4. Where and when was Edison bon?
- a. In Milan, Ohio, on February 11, 1847
 - b. In Milan, Ohio, on February 12, 1847
 - c. In Milan Ohio, on October 18, 1931
 - d. In Milan, Ohio, on October 17, 1931
5. What problem did Edison have at an early age?
- a. Edison have a poor performance in the school
 - b. Edison have a many disease
 - c. He showed signs of having a serious hearing problem

- d. He showed sign of having a serious sight problem
6. Why did Edison run away from school?
- a. Because he have a serious problem with his sight
 - b. Because he have a serious problem with his hearing
 - c. Because he is very dirty and conservative
 - d. Because his performance was poor at school and was often teased by the other kids
7. What did Edison do after that?
- a. He moved to Newark
 - b. He still went to school
 - c. He wound up teaching himself and he never stopped studying and experimenting
 - d. He set up his first laboratory
8. The following sentences are false, *except*.....
- a. He married with Mary Stilwell and they have not a child
 - b. He married with Mary Stilwell and they have three children
 - c. He married with Mary Stilwell and they have three child
 - d. He never married Mary Stilwell and they have three children
9. Why did Edison build a huge factory in Menlo Park?
- a. He want to become a rich man
 - b. He want to become a success man
 - c. He want to become it the first private research laboratory in the U.S.
 - d. He want to become it the biggest library in the U.S
10. What is the fifth paragraph tell us?
- a. Edison worked on to many projects, including sound recording devices
 - b. Edison successfully recorded

- c. Edison successfully played back a message
- d. Using cylinder with tin foil to record and play sounds

11. What is phonograph for?

- a. It was a like a record player without the disc
- b. Machine to record a message
- c. Record and play sound
- d. A cylinder with tin foil to record and play sounds.

12. What is the subject of the last paragraph?

- a. The death of Thomas Alfa Edison
- b. Thomas Alfa Edison developed the first successful incandescent lamp
- c. Thomas Alfa Edison work until he was very old
- d. Electric light bulb

13. What made Edison rich and famous?

- a. The big of his factory and his money
- b. He successfully recorded and play back a message
- c. The phonograph machine
- d. He successfully invention incandescent lamp

14. Why did Edison die?

- a. He was tormented by many disease
- b. The problem of his hearing
- c. He have a stomachache
- d. He have accident

15. From the text above, we conclude that....

- a. Thomas Alfa Edison is the rich and famous man in the world
- b. Thomas Alfa Edison is the first and successful man in developing incandescent lamp in the world.
- c. Thomas Alfa Edison is the first and successful man in developing phonograph in the world.
- d. Thomas Alfa Edison is the man in building research laboratory in the world.

Read the text then answer the question!

Sometime we say that someone we know is "a square peg in a round hole". This simply means that the person we are talking about is not suited for the job he is doing. He may be a bookkeeper who really wants to be an actor or a mechanic who likes cooking. Unfortunately, many people in the world are "square pegs," they are not doing the kind of work they should be doing, for one reason or another. As a result they probably are not doing a very good job and certainly they are not happy.

Choosing the right career is very important. Most of us spend a great part of our lives at our jobs. For that reason we should try to find out what our talents are and how we can use them. We can do this through aptitude tests, interviews with specialists, and study of books in our field of interest.

There are many careers open to teach of us. Perhaps we like science. Then we might prepare ourselves to be chemists, physicist, biologists. May be our interest take us into the business world and such work as accounting, personnel management or public relations. Many persons find their place in government service. Teaching, newspaper work, medicine, engineering-these and many other fields offer fascinating careers to persons with talent and training.

Choose the best answer!

16. The best title of the passage above is.....

- a. A square peg in a round hole
- b. Work and career
- c. Square peg
- d. Persons` talent

17. The first paragraph tell us about.....

- a. Square peg
 - b. The important of job
 - c. Incompatibility of the job
 - d. The suitable of the job
18. "a square peg in around hole" (first paragraph) mean.....
- a. The person we are talking about is not suited for the job he is doing
 - b. The person we are talking about is suited for the job he is doing
 - c. A book keeper who really wants to be an actor
 - d. A mechanic who likes cooking
19. "square peg" (paragraph 1 line 5) mean.....
- a. Not suited for the job
 - b. Not doing the kind of work that should be doing
 - c. Kind of work
 - d. Not very happy
20. From the first paragraph, we conclude that....
- a. Many people are not doing a very good job
 - b. Many people are not happy
 - c. Job is very important
 - d. Many people are not doing the kind of work they should be doing
21. In the first paragraph, there are mentioned kinds of work and career, except.....
- a. Actor, mechanic, cooking
 - b. Mechanic, cooking, actor, bookkeeper
 - c. Actor, cooking, housekeeper, mechanic

- d. Mechanic and bookkeeper
22. The second paragraph tell us about....
- a. Choosing the right career is very important
 - b. Most people spend a great part of our lives at their job
 - c. Career and time
 - d. Field interest
23. According to the text, how we can find out and use our talents ?
- a. Through aptitude test
 - b. Interviews with specialist
 - c. Study of books in our field of interest
 - d. a, b, and c correct
24. The subject of the last paragraph is.....
- a. There are many careers open to each of us
 - b. The people like science
 - c. We might prepare ourselves to be chemist or biologist
 - d. Teaching, newspaper work and medicine is very important
25. From the text above, we conclude that.....
- a. Every people try to find out the best job
 - b. Many people we know is "a square peg in a round hole", so they are talking about is not suited for the job he is doing
 - c. Every people must have a good career and job
 - d. Career is very important, so every people must try to find out talent and use them to get the suitable job in this life.

APPENDIX IV

INSTRUMENT TEST (Post-Test before Testing Validity)

Read the text below, then answer the question!

Sport is one of the activities known in the world. Most people like to do this activity. In addition, sport is the cheapest activity that can be done in the every time and everywhere and sports have many benefits.

There are many kinds of sport. Like football, volleyball, swimming, long jump, high jump, softball, basketball etc. You can choose which one you like. Sport is the cheapest activity because we can practice this activity without spending a lot of money. Besides that, sport is an easiest activity. Like running, we can practice it everywhere. We do not need to spend much money; even we do not spend money. Sport is the beneficial activity without spending a lot of money. Even we can take many benefits from this cheaper activity. The main benefit if we practice sport is it can make our body healthy. Moreover, the general effects of sport are it can motivate social activity, economic, and political, the labor absorption and a service activity.

Then the other benefits of the sport are Increase the ability of brain cells. Regularly physical exercise can improve concentration, creativity, and mental health. That is because of sport; we can increase the amount of oxygen in the blood and accelerate the blood circulation to the brain. The experts say that this thing what contribute to improve the ability of brain cells.

Decrease the risk of stress. If we practice sport, it can decrease nervousness; even it can help us control our anger. Aerobic can increase the ability of the heart and it help us quickly to solve stress. Besides that, the other activities such as walking, swimming, cycling, and running are the best way to decrease stress.

Therefore, realizing that there are so many health benefits of sport for our bodies, people at least 10 minutes every day to practice sport.

Choose one the correct answer of each following question!

1. The best title of the text above is....
 - a. The information of the sport
 - b. Kind of the sport
 - c. The advantage of the sport
 - d. Sport
2. What is the subject of the first paragraph?
 - a. Sport is one of the activities known in the world
 - b. Most of people like sport because is good for our healthy
 - c. Sport is the cheapest activity
 - d. Sport has many benefits
3. The second paragraph tells us about....
 - a. The cheapest activity for us
 - b. Kinds of sport
 - c. Foot ball and volley ball
 - d. Sport can safe our money
4. Why sport is the cheapest activity for us?
 - a. Because sport can safe our money
 - b. Because sport does not need much money
 - c. Because we can practice this activity without spending a lot of money
 - d. Because we can practice it without money
5. What is the main benefit of the sport for us?
 - a. It can make our body healthy
 - b. It can make our body perspiring
 - c. It can make us clever and smart
 - d. It can make our body bigger than usual
6. From the second paragraph, we conclude that...
 - a. Sport is the cheapest activity and make our body healthy
 - b. There are many kinds of sport like football, volleyball and high jump

- c. We can practice sport everywhere
 - d. We do not spend much money for sport
7. The third and fourth paragraph tells us about....
- a. The other benefits of the sport for us
 - b. Sport can increase ability of brain cell
 - c. Sport can decrease the risk of stress
 - d. The main benefit of the sport for us
8. What is the benefit of the sport for our brain?
- a. Sport can make our brain stress
 - b. We can increase the amount of oxygen in the blood and accelerate the blood circulation to the brain
 - c. Regularly physical exercise
 - d. Can improve concentration, creativity, and mental health
9. From the fourth paragraph, we conclude that...
- a. Sport can decrease the risk of stress
 - b. Sport can decrease nervousness
 - c. Aerobic can increase the ability of the heart
 - d. Running is the best way to decrease stress
10. The conclusion of the text is...
- a. Sport is very important for us because it does not spend much money
 - b. Sport is very good for us because we can practice it everywhere
 - c. Sport is very important for us because it makes our body healthy and it is the cheapest activity.
 - d. Sport is very important for us because it does not spend much money and we can practice it everywhere.

Read the text, and then answer the question!

Ali Baba

Once upon a time, 40 cruel thieves put their stolen money and treasures in a cave. They went in the cave by saying "Open Sesame" to the cave entrance. A poor person, named Ali Baba saw them while they were doing that, so he heard the opening word. After they left, he went toward the cave and opened it. Suddenly he found a very large quantity of money and golden treasures. He took some of it and went back home. After that, he became a rich man and his brother wanted to know how he became rich.

Ali Baba turned into the richest man in his village. His evil brother was jealous of him, and wanted to know how he could get such a lot of money. Therefore, when Ali Baba went to the cave again to take some more money, his brother followed him. He saw everything, and decided to go back the next day to take some money for himself. The next morning he found a lot of money in the cave, and he wanted to take all of them. Unfortunately, when he was busy carrying the money to his house, the thieves came. The boss of the thieves asked him how he knew about the cave. He told everything, but unluckily they killed him and went to Ali Baba's house.

After finding Ali Baba's house, they made a plan to kill him the following night. Some of the thieves hid in big jars, and the boss pretended that he was a merchant who wanted to sell the jars to Ali Baba. Ali Baba who was a kind man invited the boss of the thief to have lunch together.

After lunch, they took a rest. Luckily, the house cleaner went out of the house, and found that there were thieves inside the jars. She finally boiled hot oil and poured it into the jars to kill all of them. The boss of the thieves was caught, and put into prison. Ali Baba was saved from the danger, and he finally lived happily ever after with his maid who became his wife shortly after.

Choose one the correct answer of each following question!

11. The conclusion of the first paragraph is....

- a. Once upon a time, 40 cruel thieves put their stolen money and treasures in a cave
 - b. Ali Baba found a very large quantity of money and golden treasures
 - c. Ali Baba became a rich man and his brother wanted to know how he became rich
 - d. Ali Baba took some of it and went back home
12. The second paragraph tells us about...
- a. Ali Baba`s evil brother was jealous of him
 - b. Ali Baba turned into the richest man in his village
 - c. Ali Baba wanted to know how he could get such a lot of money
 - d. Ali Baba`s brother was killed by the boss of thieves
13. What does Ali Baba`s brother want?
- a. He wanted the Ali Baba`s money
 - b. He wanted to kill Ali Baba
 - c. He wanted to know how Ali Baba could get such a lot of money
 - d. He wanted all of the money
14. What is the subject of the third paragraph?
- a. The thieves made a plan to kill Ali Baba
 - b. The boss pretended that he was a merchant
 - c. Ali Baba who was a kind man invited the boss of the thief to have lunch together
 - d. Some of the thieves hid in big jars
15. What is the conclusion of the text?
- a. Ali Baba was saved from the danger
 - b. he finally lived happily ever after
 - c. Ali Baba turned into the richest man in his village and his brother wanted to know how he became rich

- d. Ali Baba became the richest man in his village and lived happily ever after with his maid who became his wife shortly after

Read the text below and then answer the question!

Reading habit is poor among Indonesians because most people have not realized the importance of reading.

Reading is important to transform knowledge and technology. By reading, one knows the world. He or she will understand what he doesn't see by himself or herself. The lines of the paragraphs in an article contain pieces of knowledge. The knowledge is needed to improve the quality of human's life. Technology transformation from other country can only be done by reading a lot various sources of literature. Valuable books in libraries and bookstores mean nothing if they are not read.

Realizing the importance of reading will make someone motivated to read. When we know that something is very important because it can give us valuable information, we will try to get or do the thing. For example, a businessman who always follows latest information or news, will know what to do in his/ her business. He will make a good decision to make a transaction. Most people in all developed countries have realized the importance of reading and they have good reading habits. In bus and train stations, vehicles, waiting rooms, parks, people like reading. They enjoy reading which gives them valuable knowledge and inspiration.

A good understanding toward the importance of reading can be achieved by well organized and effective campaign. To plant an understanding in a generation's minds is not an easy job. It needs a hard work from all components of the nation, especially the government. A serious campaign which is organized by the central and local government can help common people wake up and stand to face the real competition. The campaign can be done through various kinds of mass media such as TV, radio, booklets, bulletins, newspapers, magazines. It can also be conducted by teachers, parents and all people who care.

Therefore, a nation-wide effective campaign of the importance of reading by all components of the nation should be done, facilitated by the government, to face the tighter competition. The world has forced globalization. Those people with little knowledge will be left behind. To speed up the better change in this country, a good reading habit is really important.

Choose one the correct answer of each following question!

16. What is the text tell us about?
 - a. The importance of reading
 - b. Everyone must have good reading habit
 - c. Reading for enjoyment
 - d. Reading can make us clever
17. According to the text, what is the function of knowledge?
 - a. To know everything
 - b. To improve the quality of human's life
 - c. To help people who are stupid
 - d. To success in our life
18. The second paragraph is about...
 - a. Reading is important to transform knowledge and technology
 - b. By reading, one knows the world
 - c. Valuable books in libraries and bookstores mean nothing if they are not read
 - d. The knowledge is needed to improve the quality of human's life
19. The conclusion of the second paragraph is...
 - a. Valuable books in libraries and bookstores mean nothing if they are not read
 - b. The lines of the paragraphs in an article contain pieces of knowledge because the knowledge is needed to improve the quality of human's life
 - c. The knowledge is needed to improve the quality of human's life

- d. Reading is important to transform knowledge and technology so, valuable books in libraries and bookstores mean nothing if they are not read
20. What must we do after we know that something is very important?
- a. Nothing
 - b. we will try to get or do the thing
 - c. we must find them
 - d. we will try to hide them
21. The conclusion of the third paragraph is....
- a. The people in the developed country enjoy reading which gives them valuable knowledge and inspiration.
 - b. Most of people in developed country will make a good decision to make a transaction
 - c. Realizing the importance of reading will make someone motivated to read
 - d. The people in the developed country enjoy reading in bus and train stations, vehicles, waiting rooms, parks
22. According to the text, the following sentences are false, *except*....
- a. Reading is important to decide knowledge and technology
 - b. Most people have realized the importance of reading
 - c. To plant an understanding in a generation's minds is an easy job
 - d. a good reading habit is really important
23. The main idea of the fourth paragraph is...
- a. A good understanding toward the importance of reading can be achieved by well organized
 - b. A good understanding toward the importance of reading can be achieved by effective campaign
 - c. A good understanding toward the importance of reading can be achieved by well organized and effective campaign
 - d. A good understanding toward the importance of reading

24. To plant an understanding in a generation's minds is not an easy job because....
- a. It needs a hard work from all components of the nation, especially the government
 - b. It needs a hard work from all government
 - c. It needs a hard work only from all components of the nation
 - d. It needs a hard work and idea from all components the nation, especially the government
25. The conclusion of the last paragraph is...
- a. a nation-wide effective campaign of the importance of reading by all components of the nation should be done
 - b. To speed up the better change in this country, a good reading habit is really important
 - c. People with little knowledge will be left behind
 - d. The world has forced globalization

APPENDIX V

KEY ANSWER

A. KEY ANSWER FOR PRE-TEST

1. D	6. D	11. D	16. D	21. D
2. C	7. C	12. C	17. C	22. C
3. B	8. B	13. B	18. B	23. B
4. B	9. B	14. B	19. B	24. B
5. C	10. C	15. C	20. C	25. C

B. KEY ANSWER FOR POST-TEST

1. D	6. D	11. D	16. D	21. D
2. A	7. A	12. A	17. A	22. A
3. B	8. B	13. B	18. B	23. B
4. C	9. C	14. C	19. C	24. C
5. A	10. A	15. A	20. A	25. A

APPENDIX VI

The Score of Experimental Class for Pre-test

Number of Students	Test Items																									R	S
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25		
1	1	1	1	0	1	1	0	1	0	1	0	1	1	1	0	1	0	1	0	1	1	1	1	0	17	68	
2	1	0	1	0	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	0	0	1	0	0	17	68
3	1	1	1	1	1	0	0	1	1	1	0	1	0	1	0	1	1	0	1	1	1	0	0	1	1	17	68
4	1	0	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	0	1	0	1	0	1	1	0	18	72
5	1	0	1	1	0	1	1	1	1	1	0	1	0	1	1	1	1	0	1	1	1	1	0	0	0	17	68
6	0	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	0	1	1	1	0	0	0	0	17	68
7	0	1	1	0	1	0	1	1	0	1	1	0	1	0	1	0	1	0	1	1	0	1	1	1	0	15	60
8	1	1	1	1	1	1	1	0	1	1	1	1	1	0	0	1	1	1	1	1	0	0	0	1	0	18	72
9	0	1	1	1	1	1	1	0	0	1	0	1	1	0	1	1	0	0	0	0	1	1	1	1	1	16	64
10	1	1	1	0	0	0	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	0	1	0	0	17	68
11	1	1	1	1	1	1	1	0	0	1	1	1	1	0	0	1	1	1	1	1	1	1	0	1	0	19	76
12	1	1	0	1	1	0	0	1	0	1	0	1	0	1	0	1	0	1	0	1	1	1	0	1	1	15	60
13	1	0	1	0	0	1	0	1	1	1	1	1	1	0	1	0	0	1	1	0	0	1	1	0	0	14	56
14	1	1	1	1	1	1	0	0	1	0	1	1	0	1	0	1	0	0	1	1	1	0	1	1	1	17	68
15	1	1	1	1	1	1	0	0	1	0	1	1	0	0	1	1	0	0	1	1	1	0	1	1	1	17	68
16	1	0	1	1	1	0	0	1	1	0	1	1	1	0	1	0	0	1	0	1	1	1	1	0	0	15	60
17	0	1	1	0	1	0	1	0	1	1	0	1	0	1	1	0	0	0	1	1	0	0	1	0	1	13	52
18	0	1	0	1	0	1	1	0	1	1	1	0	1	0	1	1	0	1	0	1	1	0	1	0	1	14	56
19	1	0	1	1	1	0	1	0	0	1	0	1	1	0	1	1	0	1	0	1	1	0	1	1	1	16	64
20	1	0	1	1	1	0	1	0	0	1	1	0	1	1	1	0	1	1	1	1	0	1	1	0	0	16	64
21	1	0	1	0	0	1	0	1	0	1	1	1	1	0	1	1	1	1	0	1	1	0	1	0	1	16	64
22	1	0	1	0	0	1	0	0	1	0	1	1	0	1	0	1	0	1	1	1	0	1	1	1	1	15	60
23	1	0	1	1	0	1	0	1	1	1	1	1	1	0	0	0	1	1	0	1	1	1	1	0	1	17	68

24	1	1	1	0	1	0	1	1	1	1	1	1	0	0	1	1	1	1	0	1	0	1	1	1	1	19	76
25	1	0	1	0	1	0	1	1	1	0	1	1	0	1	1	0	1	0	0	1	1	0	1	1	1	16	64

The Formula to get the score:

$$S = \frac{R \times 100}{N}$$

Where:

R = Right Answer

S = Score

N = Total Number of Items

Appendix VII

The Score of Control Class for Pre-test

Number of Students	Number Items																									R	S
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25		
1	1	1	1	1	1	0	1	1	1	0	1	0	1	0	1	1	0	1	0	1	1	0	1	0	0	16	64
2	1	1	1	1	1	0	1		1	1	1	1	1	1	0	1	0	1	0	1	0	0	0	0	0	16	64
3	1	1	1	1	1	0	1	1	0	1	0	1	1	1	0	1	0	1	0	1	0	1	0	0	1	16	64
4	1	0	1	1	1	0	1	0	0	1	1	0	1	0	1	0	1	0	1	0	1	0	1	1	1	15	60
5	1	0	1	1	0	1	0	1	0	1	0	1	0	1	1	1	0	1	1	1	0	1	0	0	0	14	56
6	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	1	1	14	56
7	1	1	1	0	0	0	1	0	0	1	0	1	0	1	0	1	1	1	1	1	0	1	1	1	0	15	60
8	1	0	0	1	1	0	1	1	1	0	1	1	1	1	1	0	1	1	1	0	1	0	1	1	1	18	72
9	1	1	0	1	1	1	1	0	0	1	1	1	0	1	0	1	0	1	1	1	1	0	1	1	1	18	72
10	1	0	1	0	1	0	1	0	1	1	1	0	1	0	1	0	1	0	1	0	1	1	1	0	1	15	60
11	1	1	0	1	1	0	1	0	0	0	1	0	1	0	1	1	0	1	0	1	1	0	1	1	0	14	56
12	1	0	1	0	1	0	1	0	1	1	1	1	1	0	0	1	1	0	1	0	1	0	0	1	0	14	56
13	0	1	1	0	1	0	1	1	0	1	0	1	0	1	1	0	1	0	1	0	1	1	1	0	1	15	60
14	0	1	1	0	0	0	0	0	1	1	0	1	0	1	0	1	1	1	1	1	1	1	1	0	0	15	60
15	0	0	1	0	1	1	1	1	0	0	1	0	1	0	1	1	1	0	1	1	0	1	0	1	0	14	56
16	1	0	0	1	0	1	1	1	1	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	14	56
17	0	0	0	1	0	1	0	1	0	1	1	1	1	0	1	0	1	1	0	1	0	1	0	1	0	13	52
18	1	0	0	0	1	0	1	0	1	1	0	1	0	1	0	1	0	1	0	1	0	0	1	1	0	12	48
19	0	1	0	0	1	0	1	1	0	1	0	1	0	1	1	0	1	0	1	1	0	1	0	1	1	14	56
20	1	1	0	1	0	1	1	0	1	0	1	0	1	1	1	0	1	0	0	1	0	1	1	0	1	15	60
21	0	0	1	0	1	0	1	1	1	1	0	1	0	1	0	1	1	0	1	0	1	0	1	0	1	14	56
22	1	0	0	0	1	1	0	1	0	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	12	48
23	0	1	0	1	0	0	1	0	1	1	0	1	1	1	1	1	1	1	1	0	1	1	0	0	1	16	64

The Formula to get the score:

$$S = \frac{Rx100}{N}$$

Where:

R = Right Answer

S = Score

N = Total Number of Items

24	1	1	1	1	0	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	0	0	1	1	20	80
25	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	24	96

The Formula to get the score:

$$S = \frac{R \times 100}{N}$$

Where:

R = Right Answer

S = Score

N = Total Number of Items

Appendix IX

The Score of Control Class for Post-test

Number of Students	Number Items																									R	S	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25			
1	1	0	1	1	1	1	0	1	1	1	0	1	1	1	1	0	1	1	1	1	0	1	0	1	1	19	76	
2	0	1	1	1	0	1	0	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	19	76
3	0	1	1	1	0	1	0	1	1	0	1	1	1	1	0	1	0	1	0	1	1	1	1	1	1	1	18	72
4	1	1	0	1	0	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	20	80
5	0	1	1	1	0	1	1	0	1	1	1	1	0	1	1	1	0	1	1	1	1	0	1	1	1	1	19	76
6	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	21	84	
7	0	1	1	1	1	1	0	1	1	1	0	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	20	80
8	1	1	1	1	0	1	0	1	0	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	20	80
9	1	1	0	1	0	1	1	1	1	1	0	1	1	1	0	1	0	1	1	1	1	1	0	1	1	1	19	76
10	1	1	1	1	0	1	1	1	0	1	1	1	1	1	0	1	0	1	0	1	1	1	1	1	1	1	20	80
11	1	0	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	19	76	
12	0	1	1	1	1	1	1	1	0	1	0	1	1	1	1	0	1	0	1	1	0	1	0	1	1	1	18	72
13	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	0	1	0	1	0	1	1	1	1	0	19	76
14	1	0	1	0	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	0	1	1	1	1	20	80
15	1	1	1	1	1	1	0	1	0	1	0	1	1	1	1	1	1	0	1	1	1	1	0	1	1	20	80	
16	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	0	1	1	1	1	1	21	84
17	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	0	0	1	1	1	1	1	19	76
18	0	0	1	0	1	1	1	1	1	1	0	1	1	0	1	0	1	1	0	1	0	1	1	0	1	16	64	
19	1	0	1	1	1	1	0	1	1	1	1	1	0	1	1	0	1	1	1	0	1	0	1	1	1	1	19	76
20	0	1	1	0	1	1	1	0	0	1	0	1	1	1	1	0	1	1	1	1	1	1	0	1	0	17	68	
21	0	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	0	1	0	1	1	1	18	72	
22	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	22	88	
23	0	1	1	1	1	0	1	1	1	1	1	0	1	0	1	1	0	1	0	1	0	1	1	1	1	18	72	

The Formula to get the score:

$$S = \frac{R \times 100}{N}$$

Where:

R = Right Answer

S = Score

N = Total Number of Items

Appendix X

The Score of Reading Comprehension in Experimental Class

Number of Students	Pre test		Post test	
	True	Score	True	Score
1	17	68	20	80
2	17	68	22	88
3	17	68	23	92
4	18	72	21	84
5	17	68	20	80
6	17	68	20	80
7	15	60	20	80
8	18	72	20	80
9	16	64	22	88
10	17	68	20	80
11	19	76	17	72
12	15	60	20	80
13	14	56	19	76
14	17	68	20	80
15	17	68	21	84
16	15	60	19	76
17	13	52	21	84
18	18	72	22	88
19	16	64	19	76
20	16	64	21	84
21	16	64	19	76
22	15	60	19	76
23	17	68	20	80
24	19	76	20	80
25	16	64	24	96

Score:

$$S = \frac{R \times 100}{N}$$

Where:

$$S = \text{Score}$$

R = Right Answer
N = Total Number of Items

APPENDIX XI

The Score of Reading Comprehension in Control Class

Number of Students	Pre test		Post test	
	True	Score	True	Score
1	16	64	19	76
2	16	64	19	76
3	16	64	18	72
4	15	60	20	80
5	14	56	19	76
6	14	56	21	84
7	15	60	20	80
8	18	72	20	80
9	18	72	19	76
10	15	60	20	80
11	14	56	19	76
12	14	56	18	72
13	15	60	19	76
14	15	60	20	80

15	14	56	20	80
16	14	56	21	84
17	13	52	19	76
18	12	48	16	64
19	14	56	19	76
20	15	60	17	68
21	14	56	18	72
22	12	48	22	88
23	16	64	18	72

Score:

$$S = \frac{R \times 100}{N}$$

Where:

S = Score

R = Right Answer

N = Total Number of Items

APPENDIX XII

THE PRE TEST EXPERIMENTAL CLASS

1. The score of experimental class from low score to high score

52 60 64 68 72

56 60 64 68 72

56 64 68 68 72

60 64 68 68 76

60 64 68 68 76

2. High score : 76
3. Low score : 52
4. Range : high score-low score
: 76-52= 24

5. The total of classes (BK)

$$BK = 1 + 3.3 \log n$$

$$= 1 + 3.3 \log 25$$

$$= 1 + 3.3 (1,39)$$

$$= 1 + 4.587$$

$$= 5$$

6. Interval (i)

$$i = \frac{R}{BK} = \frac{24}{5} = 4,8 = 5$$

7. Mean score:

No.	Interval	F	X	F. X	fkb	fka
1.	52-56	3	54	162	25	3
2.	57-61	4	59	236	22	7
3.	62-66	5	64	320	18	12
4.	67-71	8	69	552	13	20
5.	72-76	5	74	370	5	25
Total		25		1640		

$$M = \frac{\sum fx}{N} = \frac{1640}{25} = 65.6$$

8. Median.

$$Me = \ell + \left(\frac{1/2 n - fkb}{fi} \right) i$$

$$= 66.5 + \left(\frac{12.5 - 5}{8} \right) 5$$

$$= 66.5 + (0.93) 5$$

$$= 71.18$$

9. Modus.

$$Mo = \ell + \left(\frac{fa}{fa + fb} \right) i$$

$$= 66.5 + \left(\frac{5}{5+5}\right)5$$

$$= 66.5 + 2.5$$

$$= 69$$

APPENDIX XIII

THE PRE TEST OF CONTROL CLASS

1. The score of Control group from low score to high score

48	56	56	60	64
48	56	60	60	72
52	56	60	64	72
56	56	60	64	
56	56	60	64	

2. High score: 72
3. Low score: 48
4. Range : High score-Low score
 $72 - 48 = 24$

5. The total of classes (BK):

$$BK = 1 + 3.3 \log n$$

$$= 1 + 3.3 \log 23$$

$$= 1 + 3.3 (1.361)$$

$$= 1 + 4.493$$

$$= 5.493$$

$$= 5$$

6. Interval (i).

$$\frac{R}{BK} = \frac{24}{5} = 4.8 = 5$$

$$= 7$$

7. Mean score:

No.	Interval	F	X	F.X	fk _b	fk _a
1.	48-52	3	50	150	23	3
2.	53-57	8	55	440	20	11
3.	58-62	6	60	360	12	17
4.	63-67	4	65	260	6	21
5.	68-72	2	70	140	2	23
Total		23		1350		

$$M = \frac{\sum fx}{N} = \frac{1350}{23} = 58.69$$

8. Median.

$$\begin{aligned}
 Me &= \ell + \left(\frac{1/2 n - f_{kb}}{f_i} \right) i \\
 &= 52.5 + \left(\frac{11.5 - 12}{8} \right) 5 \\
 &= 52.5 + 0.31 \\
 &= 52.18
 \end{aligned}$$

9. Modus.

$$Mo = \ell + \left(\frac{fa}{fa + fb} \right) i$$

$$= 52.5 + \left(\frac{3}{3+6}\right)^5$$

$$= 52.5 + 1.66$$

$$= 54.16$$

THE POST TEST OF EXPERIMENTAL CLASS

1. The score of experimental class from low score to high score

72	76	80	80	88
76	80	80	84	88
76	80	80	84	88
76	80	80	84	92
76	80	80	84	96

2. High score: 96
3. Low score: 72
4. Range = High score – Low score
= 96-72= 24

5. The total of classes (BK)

$$BK = 1 + 3.3 \log n$$

$$= 1 + 3.3 \log 25$$

$$= 1 + 3.3 (1.397)$$

$$= 1 + 4.613$$

$$= 5$$

6. Interval (i)

$$i = \frac{R}{BK} = \frac{24}{5} = 4.8 = 5$$

7. Mean score:

No.	Interval	F	X	F.X	fk _b	fk _a
1.	72-76	6	74	444	25	6
2.	77-81	10	79	790	19	16
3.	82-86	4	84	336	9	20
4.	87-91	3	89	261	5	23
5.	92-96	2	94	192	2	25
Total		25		2023		

$$M = \frac{\sum fx}{N} = \frac{2023}{25} = 80.92$$

8. Median.

$$\begin{aligned}
 Me &= \ell + \left(\frac{1/2 n - f_{kb}}{f_i} \right) i \\
 &= 76.5 + \left(\frac{12.5 - 9}{10} \right) 5 \\
 &= 76.5 + 1.75 \\
 &= 78.25
 \end{aligned}$$

9. Modus

$$\begin{aligned}
 Mo &= \ell + \left(\frac{fa}{fa + fb} \right) i \\
 &= 76.5 + \left(\frac{6}{6 + 4} \right) 5 \\
 &= 76.5 + 3 \\
 &= 79.5
 \end{aligned}$$

10. Standard deviation

No.	Interval	F	X	F.X	F.X ²
1.	72-76	6	74	444	32856
2.	77-81	10	79	790	62410
3.	82-86	4	84	336	28224
4.	87-91	3	89	261	22707
5.	92-96	2	94	192	17672
Total		25		2023	163869

$$\begin{aligned}
 S^2 &= \frac{n(\sum fxi^2) - (\sum fxi)^2}{n(n-1)} \\
 &= \frac{25(163869) - (2023)^2}{25(25-1)} \\
 &= \frac{4096725 - 4092529}{600} \\
 &= \frac{4196}{600} \\
 &= 6.99 \\
 S &= \sqrt{6.99} \\
 &= 2.64
 \end{aligned}$$

APPENDIX XV

THE POST TEST OF CONTROL GROUP

1. The score of control class from low score to high score

64 72 76 80 84
 68 76 76 80 84
 72 76 76 80 88
 72 76 76 80
 72 76 80 80

2. High Score = 88
3. Low score = 64
4. Range: High Score - Low score
 $88 - 64 = 24$

5. The total of classes (BK)
 $BK = 1 + 3.3 \log n$

$$\begin{aligned}
 &= 1 + 3.3 \log 23 \\
 &= 1 + 3.3 (1.361) \\
 &= 1 + 4.493 \\
 &= 5.493 \\
 &= 5
 \end{aligned}$$

6. Interval (i)

$$\begin{aligned}
 i &= \frac{R}{BK} = \frac{24}{5} = 4.8 \\
 &= 5
 \end{aligned}$$

7. Mean score:

No.	Interval	F	X	F.X	fk _b	fk _a
1.	64-68	2	66	132	23	2

2.	69-73	4	71	284	21	6
3.	74-78	8	76	608	17	14
4.	79-83	6	81	486	9	20
5.	84-88	3	86	258	3	23
Total		23		1768		

$$M = \frac{\sum fx}{N} = \frac{1768}{23} = 76.8$$

8. Median.

$$Me = \ell + \left(\frac{1/2n - fkb}{fi} \right) i$$

$$= 73.5 + \left(\frac{11.5 - 9}{8} \right) 5$$

$$= 73.5 + 1.56$$

$$= 75.06$$

9. Modus

$$Mo = \ell + \left(\frac{fa}{fa + fb} \right) i$$

$$= 73.5 + \left(\frac{4}{4 + 6} \right) 5$$

$$= 73.5 + 2$$

$$= 75.5$$

10. Standard deviation

No.	Interval	F	X	F.X	Fi.X ²
-----	----------	---	---	-----	-------------------

1.	64-68	2	66	132	8712
2.	69-73	4	71	284	20164
3.	74-78	8	76	608	46208
4.	79-83	6	81	486	39366
5.	84-88	3	86	258	22188
Total		23		1768	136638

$$\begin{aligned}
 S^2 &= \frac{n(\sum fx^2) - (\sum fx)^2}{n(n-1)} \\
 &= \frac{23(136638) - (1768)^2}{23(23-1)} \\
 &= \frac{3142674 - 3125824}{506} \\
 &= \frac{16850}{506} \\
 &= 33.30 \\
 S &= \sqrt{33.30} \\
 &= 5.77
 \end{aligned}$$

APPENDIX XVI

Percentage Points of the t Distribution

Tail Probabilities

	One Tail	0.10	0.05	0.025	0.01	0.005	0.001	0.0005	
	TwoTails	0.20	0.10	0.05	0.02	0.01	0.002	0.001	
D E G R E E S O F F R E E D O M	1	3.078	6.314	12.71	31.82	63.66	318.3	637	1
	2	1.886	2.920	4.303	6.965	9.925	22.330	31.6	2
	3	1.638	2.353	3.182	4.541	5.841	10.210	12.92	3
	4	1.533	2.132	2.776	3.747	4.604	7.173	8.610	4
	5	1.476	2.015	2.571	3.365	4.032	5.893	6.869	5
	6	1.440	1.943	2.447	3.143	3.707	5.208	5.959	6
	7	1.415	1.895	2.365	2.998	3.499	4.785	5.408	7
	8	1.397	1.860	2.306	2.896	3.355	4.501	5.041	8
	9	1.383	1.833	2.262	2.821	3.250	4.297	4.781	9
	10	1.372	1.812	2.228	2.764	3.169	4.144	4.587	10
	11	1.363	1.796	2.201	2.718	3.106	4.025	4.437	11
	12	1.356	1.782	2.179	2.681	3.055	3.930	4.318	12
	13	1.350	1.771	2.160	2.650	3.012	3.852	4.221	13
	14	1.345	1.761	2.145	2.624	2.977	3.787	4.140	14
	15	1.341	1.753	2.131	2.602	2.947	3.733	4.073	15
	16	1.337	1.746	2.120	2.583	2.921	3.686	4.015	16
	17	1.333	1.740	2.110	2.567	2.898	3.646	3.965	17
	18	1.330	1.734	2.101	2.552	2.878	3.610	3.922	18
	19	1.328	1.729	2.093	2.539	2.861	3.579	3.883	19
	20	1.325	1.725	2.086	2.528	2.845	3.552	3.850	20
	21	1.323	1.721	2.080	2.518	2.831	3.527	3.819	21
	22	1.321	1.717	2.074	2.508	2.819	3.505	3.792	22
	23	1.319	1.714	2.069	2.500	2.807	3.485	3.768	23
	24	1.318	1.711	2.064	2.492	2.797	3.467	3.745	24
	25	1.316	1.708	2.060	2.485	2.787	3.450	3.725	25
	26	1.315	1.706	2.056	2.479	2.779	3.435	3.707	26
	27	1.314	1.703	2.052	2.473	2.771	3.421	3.690	27
	28	1.313	1.701	2.048	2.467	2.763	3.408	3.674	28
	29	1.311	1.699	2.045	2.462	2.756	3.396	3.659	29
	30	1.310	1.697	2.042	2.457	2.750	3.385	3.646	30
	32	1.309	1.694	2.037	2.449	2.738	3.365	3.622	32
	34	1.307	1.691	2.032	2.441	2.728	3.348	3.601	34
	36	1.306	1.688	2.028	2.434	2.719	3.333	3.582	36
	38	1.304	1.686	2.024	2.429	2.712	3.319	3.566	38
	40	1.303	1.684	2.021	2.423	2.704	3.307	3.551	40

42	1.302	1.682	2.018	2.418	2.698	3.296	3.538	42
44	1.301	1.680	2.015	2.414	2.692	3.286	3.526	44
46	1.300	1.679	2.013	2.410	2.687	3.277	3.515	46
48	1.299	1.677	2.011	2.407	2.682	3.269	3.505	48
50	1.299	1.676	2.009	2.403	2.678	3.261	3.496	50
55	1.297	1.673	2.004	2.396	2.668	3.245	3.476	55
60	1.296	1.671	2.000	2.390	2.660	3.232	3.460	60
65	1.295	1.669	1.997	2.385	2.654	3.220	3.447	65
70	1.294	1.667	1.994	2.381	2.648	3.211	3.435	70
80	1.292	1.664	1.990	2.374	2.639	3.195	3.416	80
100	1.290	1.660	1.984	2.364	2.626	3.174	3.390	100
150	1.287	1.655	1.976	2.351	2.609	3.145	3.357	150
200	1.286	1.653	1.972	2.345	2.601	3.131	3.340	200
Two Tails	0.20	0.10	0.05	0.02	0.01	0.002	0.001	
One Tail	0.10	0.05	0.025	0.01	0.005	0.001	0.0005	

Tail Probabilities

APPENDIX XVII

Daftar Nilai Persentil untuk Distribusi t

V	t _{0,995}	t _{0,99}	t _{0,975}	t _{0,95}	t _{0,90}	t _{0,80}	t _{0,75}	t _{0,70}	t _{0,60}	t _{0,55}
1	63,66	31,82	12,71	6,31	3,08	1,376	1,000	0,727	0,325	0,158
2	9,92	6,96	4,30	2,92	1,89	1,061	0,816	0,617	0,289	0,142
3	5,84	4,54	3,18	2,35	1,64	0,978	0,765	0,584	0,277	0,137
4	4,60	3,75	2,78	2,13	1,53	0,941	0,741	0,569	0,271	0,134
5	4,03	3,36	2,75	2,02	1,48	0,920	0,727	0,559	0,267	0,132
6	3,71	3,14	2,45	1,94	1,44	0,906	0,718	0,553	0,265	0,131
7	3,50	3,00	2,36	1,90	1,42	0,896	0,711	0,549	0,263	0,130
8	3,36	2,90	2,31	1,86	1,40	0,889	0,706	0,546	0,262	0,130
9	3,25	2,82	2,26	1,83	1,38	0,883	0,703	0,543	0,261	0,129
10	3,17	2,76	2,23	1,81	1,37	0,879	0,700	0,542	0,260	0,129
11	3,11	2,72	2,20	1,80	1,36	0,876	0,697	0,540	0,260	0,129
12	3,06	2,68	2,18	1,78	1,36	0,873	0,695	0,539	0,259	0,128
13	3,01	2,65	2,16	1,77	1,35	0,870	0,694	0,538	0,259	0,128
14	2,98	2,62	2,14	1,76	1,34	0,868	0,692	0,537	0,258	0,128
15	2,95	2,60	2,13	1,75	1,34	0,866	0,691	0,536	0,258	0,128
16	2,92	2,58	2,12	1,75	1,34	0,865	0,690	0,535	0,258	0,128
17	2,90	2,57	2,11	1,74	1,33	0,863	0,689	0,534	0,257	0,128
18	2,88	2,55	2,10	1,73	1,33	0,862	0,688	0,534	0,257	0,127
19	2,86	2,54	2,09	1,73	1,33	0,861	0,688	0,533	0,257	0,127
20	2,84	2,53	2,09	1,72	1,32	0,860	0,687	0,533	0,257	0,127
21	2,83	2,52	2,08	1,72	1,32	0,859	0,686	0,532	0,257	0,127
22	2,82	2,51	2,07	1,72	1,32	0,858	0,686	0,532	0,256	0,127
23	2,81	2,50	2,07	1,71	1,32	0,858	0,685	0,532	0,256	0,127
24	2,80	2,49	2,06	1,71	1,32	0,857	0,685	0,531	0,256	0,127
25	2,79	2,48	2,06	1,71	1,32	0,856	0,684	0,531	0,256	0,127
26	2,78	2,48	2,06	1,71	1,32	0,856	0,684	0,531	0,256	0,127
27	2,77	2,47	2,05	1,70	1,31	0,855	0,684	0,531	0,256	0,127
28	2,76	2,47	2,05	1,70	1,31	0,855	0,683	0,530	0,256	0,127
29	2,76	2,46	2,04	1,70	1,31	0,854	0,683	0,530	0,256	0,127
30	2,75	2,46	2,04	1,70	1,31	0,854	0,683	0,530	0,256	0,127
40	2,70	2,42	2,02	1,68	1,30	0,851	0,681	0,529	0,255	0,126
60	2,66	2,39	2,00	1,67	1,30	0,848	0,679	0,527	0,254	0,126
120	2,62	2,36	1,98	1,66	1,29	0,845	0,677	0,526	0,254	0,126
∞	2,58	2,33	1,96	1,645	1,28	0,842	0,674	0,524	0,253	0,126

Sumber: Statitital Tables for biological, agricultural, and Medical Research, Fisher.

R.A dan Yates, F. Table 111, Oliver and Boyd Ltd. Edinburg

CURRICULUM VITAE

A. Identity

Name : MUAMMAR HAMIDI LUBIS
Reg. Number : 09 340 0011
Place and Birthday : Pagaran Silindung, 10 September 1990
Sex : Male
Religion : Islam
Address : Jl Gunung Tua Km. 3 Sibuhuan

B. Parent

1. Father's name : Masmin Lubis
2. Mother's name : Lannida Daulay

C. Educational background

1. Graduated from Primary School number 142932 Sibuhuan Jae in 1997-2003
2. Graduated from MTs. N.U. Sibuhuan in 2003- 2006
3. Graduated from MAS N.U. Sibuhuan in 2006-2009
4. Be University student in IAIN Padangsidempuan.

CHAPTER I

INTRODUCTION

A. Background of the Problem

English is one of the most urgent languages used by many people in all over the world and social life such as in economy, tourism, technology, and politic fields. It is also usually used when two or more people from different countries are involved in communication, for example in an international meeting, seminar, conference, workshop, and others.

English has significant position in educational curriculum. It has studied from elementary schools until senior high schools and up to university. From this phenomenon appears that English is very important to study about writing, speaking, reading, and listening. That is why English must be taught from primary school up to university levels as one of compulsory subject.

It is known that in the context of English, communicative competence includes four major aspects categorized in two main ways that is receptive competence and productive competence. Receptive competence consist of two different modes of language behavior, namely listening and reading; and productive competence consist of two modes namely speaking and writing.

Reading comprehension is the ability to understand information presented in written form. It is a mental process in which the readers try to understand the meaning in the text by interpreting what have been read in order to find the new idea that given by the writer. In reading comprehension the readers have to try to comprehend the main idea of the reading material. Without comprehending the paragraph, it will be very difficult to understand what the writer means in the reading material.

Nowadays, reading has an important case in English. Many efforts have been done by teachers to increase the students' ability in reading Comprehension. A lot of technique, method an strategy has been done but the reality in the society shows that there are many senior high school students still unable to understand and comprehend reading text. This condition is signal that the students do not have ability in reading.

Reading is easy, but to understand the text is not easy. Because by understanding the text, enable the readers to know the purpose of the writer in writing the text. Nevertheless, reading comprehension is problematic at MAS N.U Sibuhuan either in the aspect of test score, the substantive fact will describe in the following cases. First, When the English teacher orders the students to read a text, the students feel difficult to comprehend the text. Next, the students are low to answer the question about the text. Then, the English teacher has taught the

students by many strategies in reading such as skimming, scanning and other but the students` ability are still low in reading comprehension.¹

Teaching reading strategy is one of the most effective to helping students in reading comprehension. Strategy can be defined as conscious action that learners take to achieve desired goals or objectives. Using strategy in second language learners not only knowing what strategy to use, but also knowing how to use and integrate a range of strategies. Reading strategy plays important role in guiding students to gain the materials of teaching. Reading strategy is the way to make the reader easier to understand and more interest in reading the text. By applying suitable strategy the students will be easy what the teacher conveyed, students are motivated to learn the material which taught by teacher and not get bored or surfeited.

There are many strategies that can solve the students` problems in reading comprehension, such as skimming, scanning, 3H, SQ3R, PQRS, SQ4R, QAR, DRTA and others. All strategy can increase students` reading comprehension.

From some alternative above, the researcher chooses between QAR and DRTA strategy. Those strategies can increase students` reading comprehension and generally, the students` reading materials are textbooks. QAR strategy helps the students to realize the need to consider both information in the text and

¹*Private Interview* with Mr. Iwan, English Teacher at Grade XI MAS N.U. Sibuhuan, (Sibuhuan: MAS N.U. Sibuhuan, 2013), Monday, 18 March 2013.

information from their own background knowledge. Beside it, DRTA asks the students to make prediction from the text, it can useful to students to gain information from the text. So, QAR and DRTA strategies make the students to be active readers.

Question Answer Relationship (QAR) is a reading comprehension strategy developed to improve students` test-taking skill. It is very important to make connection between the students` mind to the reading text. Teaching Question Answer Relationship can greatly aid students` abilities to answer question proficiently. This strategy also teaches the students how to find the answer that does not written in the text.

Directed Reading Thinking Activity (DRTA) strategy is a reading comprehension strategy to improve students` reading comprehension; it is a form of guided problem solving. DRTA directs students to make prediction before reading and check the accuracy of their prediction while and after reading. So, this strategy makes the students to be active readers.

Based on the discussion above, the researcher is interested in conducting a simple research entitled “The Comparative Study between Students` Reading Comprehension Taught by Using Question-Answer Relationship (QAR) Strategy and Directed Reading Thinking Activity (DRTA) Strategy at Grade XI MAS N.U Sibuhuan.”

B. Identification of the Problem

Based on the background above, the problem in this research concerning reading comprehension, and the problems on reading comprehension are the students face difficulties to comprehend reading text and low to answer question about reading comprehension. Beside them, strategy of the learning is also the problem on reading comprehension. The teacher has taught students by using some reading comprehension strategy, but students' ability to comprehend reading text is still low.

C. Limitation of the Problem

The coverage of the variables stated above is so large in the matter of materials, space and time that are difficult to explore alone. Due to the limitation of the researcher in the aspects of ability, time and finance this research must be limited.

There are many strategies that can use in reading comprehension. In this research, the researcher just focus mainly on two strategies, those are Question Answer Relationship (QAR) and Directed Reading Thinking Activity (DRTA) strategy because these strategies make the students to be active reader and can be used to increase students' ability in reading comprehension.

D. Formulation of the Problem

Based on the background and identification of the problem above, the problem in this research could be formulated as follows:

1. How was the students' ability in reading comprehension taught by using Question Answer Relationship (QAR) strategy?
2. How was the students' ability in reading comprehension taught by using Directed Reading Thinking Activity (DRTA) strategy?
3. Was there any significant difference of the students' ability in reading comprehension taught by using Question Answer Relationship (QAR) and Directed Reading Thinking Activity (DRTA) strategy?

E. Objective of the Research

Based on problem that are mentioned previously, the objectives of study are:

1. To identify the students' ability in reading comprehension by using Question Answer Relationship (QAR) strategy.
2. To identify the students' ability in reading comprehension by using Directed Reading Thinking Activity (DRTA) strategy.
3. To identify the significant difference of the students' ability in reading comprehension by using Question Answer Relationship (QAR) and using Directed Reading Thinking Activity (DRTA) strategy.

F. Significance of the Research.

This research is expected to have significant benefits to the following individual and institutions:

1. To the English teacher, the result of this research can be used to teach reading comprehension better.
2. To the headmaster, the researcher hopes the result of this research can be used as important reference in making decision on learning process.
3. To other researchers: as a reference to conduct the new research in the different location.

G. Definition of the Operational Variable

To avoid misunderstanding the definition of the operational variable in this thesis, the following clarifications are probably required:

1. Students` reading comprehension taught by using QAR Strategy

Students` reading comprehension taught by using QAR strategy means an effort in teaching reading comprehension that helps students to clarify reading text, recognize the different types of the questions asked and how a student goes finding the best answer of these questions. The process requires the students to use background knowledge or experience to answer the

question that are not written in the text. Therefore, it is useful to improve students` comprehension and test score in reading comprehension.

2. Students` reading comprehension taught by using DRTA Strategy

Students` reading comprehension taught by using DRTA strategy means teaching reading by activated students` minds because before reading a text, students are required to make prediction and refute or revise the prediction during and after reading the text. So, teaching reading by using DRTA strategy encourages students to be active and thoughtful readers and enhance comprehension.

H. Outline of the Thesis

The systematic of this research is divided into five chapters, and each chapter consists of many sub chapters with detail as follows:

In chapter one, consist of background of the problem was explained about students` ability in reading comprehension was low and cause effect. Identification of the problem, where the researcher identified many problems of the students in reading. Limitation of the problem was researcher`s way to focus this research. Formulation of the problem, objectives of the research, significances of the research, definition of operational variable and outline of the thesis.

In chapter two, consist of literature review, which consist sub chapter such as theoretical review consists of reading comprehension, Question Answer Relationship (QAR) strategy and Directed Reading Thinking Activity (DRTA) strategy. Then, review of related finding which talked about the other research which related with this title were done by researchers. Next, conceptual of thinking was researcher thought of reading comprehension and discussion strategy to describe implementation of this research. Last, hypothesis was temporary statement in using discussion strategy made by the researcher.

In chapter three, consist of research methodology that described about place and time of the research, research design discussed about kinds and method of the research, population and sample discussed about amount students as population and how to take the sample. Instruments of data collecting and validity of instrument discussed about how to make instrument valid. Technique of data collecting talked about planning before and after research were done and data analysis used to test hypothesis.

In chapter four, consist of the result of the research which consist of description of the data, where the data has calculated by using pre-test and post-test and applied by using quantitative analysis. Hypothesis testing discuss about analyzing data by using t-test to know the different between QAR and DRTA

strategy. Discussion and threats of research, where researcher explained the weakness of research.

The last, is chapter five, consist of conclusion and suggestion which researcher answer formulation of the problems and hypothesis. Then, suggestion discussed about problem solving which researcher found in this research.

CHAPTER II

LITERATURE REVIEW AND HYPOTHESES

A. Reading Comprehension

1. Definition of Reading Comprehension

Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. The goal of reading is comprehension.¹ It is the process recognition, interpretation and perception of a written or printed material. As stated by Goodman in Carrell that “reading is a receptive language process in which the readers construct the meaning. It happens in human minds. In processing in their mind, they make their own interpretations of the text they read”.² Then, Douglas Brown say, “reading is a process negotiating meaning; the reader brings to the text a set of schemata for understanding it, and it is take the product of that interaction”.³ Thus, reading is the process to get, to understand, to catch the content of the text and it is a process to understand a written text which means extracting the required information from it as efficiently as possible.

Most definition of reading stressed that reading is the process of getting meaning from print. Understanding information in the text is, of course, the

¹David Nunan, *Practical English Language Teaching*, (New York: McGraw-Hill Companies, 2003), p. 68

²Patricia L Carrell, et. al. *Interactive Approaches to Second Language Reading*, (New York: Cambridge University Press, 1998). P. 12

³H. Douglas Brown, *Language Assessment, Principles and Classroom Practices*, (USA : Longman, 2004), p.189

whole purpose of reading. A cognitive constructivist view of reading emphasizes that it is a process in which reader actively search for and make meaning for themselves in what they read.

Therefore, reading becomes essential for everyone to increase knowledge. This idea is supported by the fact that reading has become a part of daily activities. Through reading people can get a lot of information, knowledge, enjoyment and even problem solving. The one who eager reading being smarter than the one whom never care with reading.

Sylvia Linan et. al., say:

Reading comprehension has been described as a complex intellectual process involving a number of abilities. Readers must use information already acquired to filter, interpret, organize, reflect upon and establish relationship with the new incoming information on the page. In order to understand the text, the readers must be able to identify words rapidly, know the meaning of almost all of the words and able to combine units meaning into a coherent message.⁴

As the people read about reading comprehension with English language learners, remember that books need readers who want to read them. Help English language learners enjoy reading more, and the reader will do much to improve their reading comprehension.

Catherine Snow and Chair state:

Reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. The words extracting and constructing to emphasize both the

⁴Sylvia Linan, et. al., *Research-Based Method of Reading Instruction for English Language Learners Grade K-4*, (Virginia USA: Association for Supervision and Curriculum Development (ASCD), 2007), p. 115.

importance and the insufficiency of the text as a determinant of reading comprehension.⁵

Furthermore, reading comprehension is interaction between thought and language. Based on evaluation and success in comprehension on the extent to which the reader's constructed message agrees with the writer's intended message.⁶

Reading comprehension entails three elements:

- a. The *reader* who is doing the comprehending
- b. The *text* that is to be comprehended
- c. The *activity* in which comprehension is a part.⁷

In considering, the reader includes all the capacities, abilities, knowledge, and experiences that a person brings to the act of reading. Text is broadly construed to include any printed text or electronic text. In considering activity, it includes the purposes, processes, and consequences associated with the act of reading.

As stated by Sylvia Linan, et. al. reading comprehension includes the following:

- a. Applying one's knowledge and experiences to the text,
- b. Setting goals for reading, and ensuring that they are aligned with the text,

⁵Catherine Snow and Chair, *Reading for Understanding, Toward an R&D Program in Reading Comprehension*, (USA: RAND Education: 2002), p. 11.

⁶Wayne Otto, et. al., *How Teach Reading*, (USA: Addison-Wesley Publishing Company, 1979), p. 147.

⁷Catherine Snow and Chair, *Op., Cit.*, p. 11

- c. Using strategies and skills to construct meaning during and after reading,
- d. Adapting strategies that match the reader's text and goals,
- e. Recognizing the author's purpose,
- f. Distinguishing between facts and opinions, and Drawing logical conclusions.⁸

The teacher's role during reading comprehension instruction is to ensure that students participate actively prior to reading, have the strategies and skills to use when reading, and try to make sense of the text by understanding the author's intention and bringing their own experiences to bear on the text.

Sylvia Linan, et. al. say:

Reading comprehension can be divided into three types: textually explicit, textually implicit, and implicit only. Textually explicit suggests that information is in the text with little input from the readers' background knowledge. Questions that refer specifically to what a character did in the story, the meaning of a concept that is defined in expository text, or a summary of the most important events are examples of textually explicit comprehension questions. Textually implicit information is derived from the text, but readers must use their own knowledge and experience to assemble the ideas. Textually implicit reading comprehension questions can be challenging for English language learners if their background knowledge and experiences are not aligned with the text. Readers are required to read between the lines and combine information from previous experience and reading to make inferences. Providing adequate background knowledge and key concepts prior to reading helps English language learners succeed with textually implicit questions. Implicit only is information that is not stated in the text or is only vaguely suggested.⁹

So, reading comprehension is a process of interaction between the reader with the text and the reader relates the idea from the text to prior

⁸Sylvia Linan, et. al. *Loc., Cit.*

⁹*Ibid.*, p. 115

experiences and their knowledge. In other words, reading comprehension is a process by which the reader constructs meaning by interacting with the text.

Moreover, reading comprehension divided into three categories. The first is textual explicit, the reader read the text by using background knowledge to get the information from the text. The second is textual implicit, in this type the reader must using own knowledge or experience because it is helpful the reader to comprehend the text. In addition, the last is implicit only; sometime the information is not written in the text or hidden. So, the reader must used full background knowledge or experience and thinking hard to comprehend the text.

2. Purposes of Reading Comprehension

Reading comprehension is very important, because comprehension is the process by which a person understanding the meaning of written or spoken language. According to Paul S. Anderson in Widyamartaya, there are seven purposes of reading, they are:

- a. Reading for details and fact is reading to know what the subject of the text does.
- b. Reading for main idea is reading to get the problem statement
- c. Reading for sequence of organization is reading to know each part of the text

- d. Reading for inference is reading to know what is the writer meant by its text
- e. Reading for classifying is reading to find unusual thing
- f. Reading for comparing or contest is reading to compare the way of life of the text with the way of life of the reader.¹⁰

Whereas, Lester and Allice Crow classify the purposes of reading into two general purposes. The purposes include:

- a. Leisure-time reading. It is reading for enjoyment which may vary in follow your favorite sport, article, comic and movie program.
- b. More serious reading. It is reading to study for a goal such as to obtain factual information and solve problems.¹¹

Therefore, based on the statement above, the purposes of reading are to increase knowledge and to get the new information from the printed material.

3. Techniques of Reading Comprehension

Reading with a purpose means approaching text with a specific goal. The reading technique is used to increase reading skill. Reader needs to know the reading technique effectively, because by using some techniques will be better. The techniques of reading comprehension that can use in classroom are:

¹⁰A. Widyamartaya, *Seni Membaca untuk Studi*, (Yogyakarta: Kanisius, 1992), p. 90.

¹¹Lester and Alice Crow, *How to Study: to Learn Better, Pass Examination, Get Better Grades*, (USA: Collier Macmillan Publisher, 1976), p. 53

- a. Identify the purposes of reading
Efficient reading consists of clearly identifying the purpose in reading something. The reader must know what looking for and can weed out potential distracting information. It is important for the teacher to teach reading technique and to set up the purpose of reading to the students.
- b. Use grapheme and patterns to aid in bottom up decoding
At the beginning levels of learning English, one of the difficulties students encounter in learning to read is making the correspondences between spoken written English. Students may need to be given hint and explanations about certain English orthographic rules and peculiarities.
- c. Use efficient silent reading technique for relatively rapid comprehension
This technique is not suitable for the beginning level students because they are still struggling with the control of limited vocabulary and grammatical pattern. Silent reading must be teach for the intermediate to advanced level because these students level need not speed reading, but by using silent reading can help them to increase efficiency in teaching reading.
- d. Skimming
One of the most technique that using by the students in reading is skimming. Skimming consist of quickly running one` eyes across whole text to get the gist. Skimming gives the readers the advantage of being able to predict the purpose of the passage, the main topic or the message, and possibly some of the developing of supporting details.
- e. Scanning
The second in the most valuable category is scanning. Scanning is reading technique quickly searching for some particular piece of pieces of information in a text. This technique ask the students to look for names or dates, to find a definition or key concept, or to list a certain number of supporting details. The purposes of scanning is to extract certain specific information without reading through whole the text. Scanning involves looking through a text to find specific information. Look for words related to the topic or purposes for reading. Use scanning to research, review and find information.
- f. Semantic mapping
Semantic mapping or grouping ideas into meaning cluster helps the reader to provide some order to the chaos. Making such semantic maps can be done individually, but they make for a

productive group technique as students collectively induce order and hierarchy to a passage.

g. Guessing

Guessing is very helpful for the students, the advantages of the guessing or the students are: to guess the meaning of word, grammatical relationship, a discourse relationship, infer implied meaning, about cultural reference, and content message. The key to successful guessing is to make it reasonably accurate.

h. Vocabulary analysis

One-way for learners to make guessing pay off when the students don't immediately recognize a word is to analyze it in terms of what the students know about it. Several techniques are:

- (1) Look for the prefix
- (2) Look for the suffix
- (3) Look for the roots are familiar
- (4) Look for the grammatical context
- (5) Look at the semantic context.

i. Distinguish between literal and implied meanings.

This requires the application of sophisticated top-down processing skill. The fact that not all language can be interpreted appropriately by attending to its literal, syntactic surface structure makes special demands on readers implied meaning usually has to be derived from processing pragmatic information.

j. Capitalize on discourse makers to process relationship.

There are many discourse markers in English that signal relationships among ideas as expressed through phrases, clauses, and sentences. A clear comprehension of such markers can greatly enhance learners' reading efficiency. Enumerates almost one hundred of these markers that learners of intermediate proficiency levels ought to be thoroughly familiar with.¹²

Therefore, the techniques of reading can help the students to have more comprehension in reading text. By using reading technique in reading comprehension, the students will be easy to get the meaning and information from the text. Beside it, the students feel interest in reading.

¹²H. Douglas Brown, *Teaching by Principles, An Interactive Approach to Language Pedagogy*, (New Jersey: Prentice Hall Regents, 1994), p. 292-296

4. Models of Reading Comprehension

Theories of reading in second language have changed since the mid 1970s from exclusively bottom-up models to models that describe reading as interaction between bottom up and top down processes.¹³

a. Bottom-up

Bottom-up models typically consist of lower-level reading processes. Students start with the fundamental basic of letter and sound recognition, which in turn allows for the morpheme recognition followed by word recognition, building up the identification of grammatical structures, sentences, and longer texts. Letters, letter clusters, words, phrase, sentences, longer text, and finally meaning is the order in achieving comprehension. One element of a bottom-up approach to reading is that the pedagogy recommends a graded reader approach.¹⁴

All reading material is carefully reviewed so that students are not exposed to vocabulary that is too difficult or that contains sound that they have not yet been introduced to.¹⁵ Moreover, Bottom-up models refer to decoding of individual linguistic units on the printed page, working one's

¹³J. Michael O'Malley and Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners, Practical Approaches for Teachers*, (United States of America: Addison-Wesley Publishing, 1996), P. 94.

¹⁴David Nunan, *Op., Cit.*, p. 70

¹⁵*Ibid.*

way up from smaller to larger units to obtain meaning and to modify one's prior knowledge.¹⁶

So, bottom-up is reading models where the reader begin to read from the smallest units into the largest units in linguistic and finally build a meaning from a text to achieve comprehension.

b. Top-down

Top-down models begin with the reader's hypothesis and prediction about the text and students attempt to confirm them by working down to the smallest units of the printed text. Readers weak in one reading strategy might rely on the other process to compensate for this weakness.¹⁷

On the other hand, top-down model begin with the idea that comprehension resides in the reader. The reader uses background knowledge, makes prediction, and search the text to confirm or reject the prediction that are made. A passage can be understood even if all the individual words are not understood. Within a top-down approach to reading, the teacher should be focus on meaning generating activities rather than on mastery of word recognition.¹⁸

For the second language learners, top-down models do not appear to fit the process of reading in the second language unless the learners are already proficient readers. The limitation of top-down models is that they

¹⁶J. Michael O'Malley and Lorraine Valdez Pierce, *Loc., Cit.*

¹⁷*Ibid.*

¹⁸David Nunan, *Op., Cit.*, p. 71

emphasize higher-level skills. In contrast, interactive models suggest that fluent reading comprehension depends on mastery of grammar and a large vocabulary and that automatic word recognition is even more important than the use of context clues.¹⁹

From the statements above, top-down is models of reading where a reader makes a hypotheses or predictions and read to search or to confirm or reject the hypotheses. This model require the reader to use background knowledge before reading a text. So, comprehension resides to a reader.

5. Types of Reading

Reading is an activity to get the information from the text. An interactive approach to reading would include aspects of oral and silent reading. It is important to provide learners with shorter passage to teach specific reading skills and strategies explicitly and to encourage learners to read longer text without an emphasis on testing their skills. Materials will need to be selected that engage the learners in both types of reading. Variety of reading performance in the language classroom is derived more from the variety of text to which a teacher can expose students than from the variety of overt types of performance. Depending on the purposes of reading can be classified into two types of activity, they are oral and silent reading.²⁰

¹⁹J. Michael O, Malley and Lorraine Valdez Pierce, *Op., Cit.*, p. 94-95.

²⁰H. Douglas Brown, *Op., Cit.*, p. 297

a. Oral reading

Oral reading means to see separate letter, words, and/or short sentences and reads them aloud, one by one in the presence of an administrator. At the beginning and intermediate levels, oral reading can serve as an evaluative check on bottom-up processing skills, double as a pronunciation check and it can serve to add some extra students participant if a teacher want to highlight a certain short segment of a reading passage. Meanwhile, for advanced levels, oral reading only can serve to add some extra students' participant to highlight a certain short segment of a reading passage.²¹

So that, oral reading is reading a text aloud by see the separate letter, word and sentence. It can be used for all levels of the students, but it is not effective if a teacher asks the students to read orally when all the students are reading together because the students' attention and concentration will be lose.

b. Silent reading

Reading is primarily a silent activity. The majority of reading that everyone does will be done silently. Classroom approaches to teaching reading should emphasize the silent nature of this skill and avoid overemphasize on oral reading. Different strategies are used when reading

²¹*Ibid.*

orally than when reading silently. Since comprehension is the goal of reading, the primary focus in the classroom should be on getting meaning from print. Make silent reading the goal in the classroom instead of using oral reading.²² Next, Douglas Brown says, “Silent reading may be subcategorized into intensive and extensive reading.”²³

1. Intensive reading

Intensive reading is analogous to intensive listening that is usually a classroom-oriented activity in which the students focus on the linguistic and semantic detail of passage. Intensive reading calls the students' attention to grammatical forms, discourse makers, and other surface structure detail for the purpose of understanding literal meaning, implications, rhetorical relationship and other.²⁴

David Nunan states

Intensive reading is the most typical classroom focus within a bottom-up approach to reading. It involves a short reading passage followed by textbook activities to develop comprehension and/or a particular reading skill. Most textbooks used to teach first and second language reading use an intensive reading approach.²⁵

Therefore, in intensive reading students usually read to understand the literal meaning of the passage or the story and do not

²²David Nunan, *Op., Cit.*, p. 69.

²³H. Douglas Brown, *Loc., Cit.*

²⁴*Ibid.*

²⁵David Nunan, *Op., Cit.*, p. 71

pay a lot of attention to the details in the reading materials. Students are asked to read short passages in the class and pay a lot of attention to the details (vocabulary and grammar). There are usually some activities that should be done after the reading (answering questions, sentence completion, and other).

2. Extensive reading

Extensive reading can be contrasted with intensive reading. Extensive reading means reading many books without a focus on classroom exercises that may test comprehension skills.²⁶ The idea behind extensive reading is that a lot of reading of interesting material that is slightly below, or barely above the full comprehension level of the reader will foster improved language skills.

Douglas Brown says

Extensive reading is carried out to achieve a general understanding of a text. All pleasure reading is extensive. The latter especially, sometimes involves skimming and scanning as strategies for gaining the general sense of a text. At the other times, perhaps after the students have done some pre-reading activity, skimmed for the gist and scanned for the some keys details, extensive reading is quite simply a relatively rapid and efficient process of reading a text for global or general meaning.²⁷

Furthermore, extensive reading usually means reading many self-selected easy, interesting texts, and doing few or no exercises

²⁶*Ibid.*, p. 72.

²⁷H. Douglas Brown, *Op., Cit.*, p. 298

afterwards.

Extensive reading is order to gain a general understanding of what is read. It is intended to develop good reading habits, to build up knowledge of vocabulary and structure, and to encourage a liking for reading such as any interested books, novels, magazines and newspaper reading.

From the explanation above, intensive reading mainly to find out the specific information whereas in extensive reading the reader read to get the general meaning and knowledge from the text.

From the explanation above, the indicators of reading comprehension are to identify the main idea, phrase in context, inference, grammatical features, details, excluding facts not written, supporting ideas and vocabulary in context.²⁸

6. Materials of Reading Comprehension

Reading is one of the English skills. It is taught in senior high school with different material. The materials of reading at XI senior high school are report text, analytical exposition, narrative text, new reading text, hortatory exposition, spoof text, and short story text.²⁹ Below will be the explanation.

²⁸H. Douglas Brown, *Language Assessment, Principles and Classroom Practices*, p. 206

²⁹Ira Wijayanti, *Be Smart in English*, (Solo: PT. Tiga Serangkai Pustaka Mandiri, 2013).

- a. Report text, is a text to describe the way things are with reference to a range of natural and social phenomena in our environment
- b. Analytical exposition text is a text to persuade the reader that something is the case. It is containing thesis, arguments and reiteration.
- c. Narrative text is kinds of text tell about world event. To give information and entertain.
- d. New reading text is a text to inform readers about events of the day which are considered newsworthy or important.
- e. Hortatory exposition text is a text which represent the attempt of the writer to have the addressee do something or act in certain way.
- f. Spoof text is a text which tells what happened in the past with unpredictable and funny ending.
- g. Short story is fictional work of prose that is shorter in length than a novel.³⁰

Based on the reading material at grade XI senior high school, the researcher has used the same kinds of the text above as a material and test in doing this research.

B. Description of QAR and DRTA Strategy

Teaching strategies helps students become better language learners and to help students to develop control over and responsibility for learning. In another

³⁰*Ibid.*

word, using strategies in teaching help the students become self-regulated language learners. By using strategies in teaching will increase students` interest in learning. The English language classroom certainly becomes a more varied and interesting environment when learning strategies becomes an integral part of learning. Using strategies gives the teachers a more holistic view of learning and spawns creativity in the development.³¹

Many strategies are used in language teaching. Teachers should teach the strategy to the students, so that the students understand the process. However, teachers should be selective and thoughtful when choosing which strategies to teach for the students. Teaching too many strategies at one time will overwhelm and confuse students. Conversely, teaching too few strategies may bore students by not challenging students` intellectual. Teachers should look at the students instructional materials to determine which strategies to teach and when to introduce the strategies in the curriculum.³² There are many strategies can be used by a teacher in teaching such as QAR and DRTA strategy. Both of strategies are focused on students` reading comprehension. QAR and DRTA are teaching strategy that makes the students to be creative thinking. Teachers are required to use these strategies when teaching reading. The students` mind and background knowledge will be activated by these strategies. So, they will to be active and critical thinking in teaching reading.

³¹David Nunan, *Op., Cit.*, p. 275

³²Anna Uhl Chamot, et. al., *The Learning Strategies Handbook*, (New York: Longman, 1999).

Therefore, strategy has important role in teaching. The strategy helps the students to more interest in learning and makes the teaching to be effective and efficient. Teaching reading by using QAR and DRTA strategy included one of many efforts to make the learning process to be effective and efficient.

1. Question Answer Relationship (QAR) Strategy

a. Definition of QAR Strategy

Question Answer Relationship (QAR) strategy developed by Raphael to teach students` strategy with which to answer different question types. Students learn to categorize question by the type of information that is used to answer the questions.³³ It is a great way to help students figure out how to go about answering questions based on a given text. Often students assume that every question's answer is directly stated somewhere in the text, if only they look hard enough. Thus, many students spend far too much time looking for answers that are not "right there," and their frustration mounts. Teaching our students the four basic question-answer relationships is a valuable strategy that will help them to understand the different types of questions and know how to effective and efficient approach the text based on the different question types.

QAR is a reading strategy empowers students to think about the text they are reading and beyond it. It inspires students to think creatively and

³³Janette K. Klingner, et. al., *Teaching Reading Comprehension to Students with Learning Difficulties*, (New York: The Guildford Press, 2007), p. 110.

work cooperatively while challenging them to use literal and higher-level thinking skills. It increases students reading comprehension especially test score. This strategy can be used throughout the reading process, when use specially to improve test-taking skills, it is important to make the connection between the types of question asked and how a student goes about finding the best answer to those question. Frequently, students approach comprehension tests without the method for conquering the test format. Therefore, it is helpful for students to understand that answer to some question will not find in the text.³⁴

Basically, question can be answered by finding the answer “in the book” or “in my head”.

- 1) In the book question can be divided into two categories:
 - a) Right There: the answer is usually found in a single sentence within the text. Often the words in the question are also in the text.
 - b) Think and search: the answer is in the text, but might need to be combined with information found in more than one place.
- 2) In my head question can be also be further subdivided into two categories:
 - a) On My Own: these questions are less common on a standardized test because they do not require the students to use information

³⁴ESA 6 & 7. *On Target: Strategies to Improve Students Test Score, Grade 3-12*, (Rapid City: Black Hills Special Services Cooperative (BHSSC), 2005), p. 15.

from the text itself. On My Own questions are questions that can be answered without reading the text.

- b) Author and Me: the answer can't be found in the text, but need to combine what the reader knows with what have learned from the author.³⁵

b. The Purposes of QAR Strategy

QAR strategy is the reading strategy that helps students to answer many types of questions. Sometimes the students feel confusing how to answer of question, especially multiple choices. The answer that prepared in the multiple choices does not written in the text. So, this strategy is helpful for students to answer the types of question. According to Douglas Fisher and Nancy Frey there are six purposes of using QAR strategy:

- 1) Help the students to unearth misconception and check for factual knowledge of the text.
- 2) To discover how the students use exiting knowledge to formulate new understanding.
- 3) To extend the length and complexity of the students respond
- 4) To gain further details about the text
- 5) To determine the learners` ability to problem solve
- 6) To stimulate imaginative thought.³⁶

From the explanation above, QAR strategy helps the students to avoid the misconception about the text that sometimes the information is not written in the text.

³⁵*Ibid*, p. 16

³⁶Douglas Fisher and Nancy Frey, *Guided Instruction, How to Develop Confidants and Successful Learners*, (USA: ASCD, 2010), p. 27

c. The Principles of QAR Strategy

As a reading strategy, QAR is very important to teach for the students who have the problem in the reading skill. Therefore, this strategy should be done appropriately. The principles of QAR strategy can be divided into four types of questions, they are:

- 1) Right There questions contain wording that comes directly from the text, with an answer often found in a single sentence.
- 2) Think and Search questions are also derived directly from the text, but the answer must be formulated across more than one sentence. The other two types of questions are both implicit, meaning that the answer cannot be located directly in the text and must be formulated by connecting what the reader knows with the text.
- 3) Author and Me is an implicit question that requires readers to use both information learned in the text and their own background knowledge to answer.
- 4) The final type of implicit question is On My Own, which requires readers to use prior knowledge to answer. In this final case, the text may or may not be needed. It is helpful to think of these as “book” and “brain” questions.³⁷

Therefore, Right There and Think and Search are book questions, because the answers can be found directly in the text. On the other hand, Author and You and On Your Own questions are brain questions, in that readers must consider what they know as well as what they have learned from the reading.

d. The Advantage of QAR Strategy

Unfortunately, too often students approach test with a handful or strategies that do not work well for them in a testing situation. Some of

³⁷*Ibid.*, p. 28

these strategies are inappropriate; others are poor coping habits that they have developed over the years:

- 1) Many students will think that they can guess their way through a multiple-choice test. These students sometime wonder, “How difficult could it be to pick the best one of four?”
- 2) Students look for the words in the question that match the text. Sometimes it works; frequently this plan does not pay off.
- 3) Students assume that question follow the order of the text. They think once they have found the first answer, the second will appear in the text chronologically, and so on.
- 4) While some text takers neglect to search the text for answer, others will go back to the text no matter what the question is.³⁸

According to the problems of the students above, they can be helped by the QAR process, because the students will learn that not all answer can be found in one place.

From the explanation above, it can be concluded that QAR strategy helps the students to answer the question that are not written in the text.

e. The Weaknesses of QAR Strategy

Basically, QAR strategy is very useful to increase students reading skill, but is undeniable that QAR strategy has some weakness. In apply this strategy, some problems will be appeared. The weakness of QAR strategy are:

- 1) It is only useful if the students have background knowledge to the text
- 2) It is could not be effective in managing too many students.³⁹

³⁸ESA 6 & 7, *Op., Cit.*, p. 17

³⁹Douglas Fisher and Nancy Frey, *Op., Cit.*, p. 29

So, the students` background knowledge play important role in this strategy. Students without background knowledge will feel difficult to comprehend the text and to answer the question.

f. The Steps of QAR Strategy

Many teachers assume that every strategy will help the students, but the using of strategy in wrong way will be affected to the result of the strategy. QAR strategy must be applied chronologically to achieve the purpose of this strategy. In applying QAR strategy, the teacher has to implement some activity as follows:

- 1) Select or create a short text to use as a model for introducing the strategy. Create a series of question regarding to the text. Make sure you use all types of the questions: Right there, Think and Search, on My Own, Author and Me.
- 2) Go over the question with the students before reading the text. If the question are multiple choice, ask students to cover up the answer.
- 3) Students label each question. Easy labels include B (In the Book, Right There), B+ (In the Book, Think and Search), H (In My Head, On My Own), H+ (In My Head, Author and Me).

The example of label is:

<p>B= Right There Questions</p>

- | |
|--|
| <ul style="list-style-type: none"> • The answer is right there in the text. |
|--|

- The answer is found in one sentence within the text.

B+= Think And Search

- The answer is in the text but probably not in one single place.
- In order to find the answer, students need to think and search in several parts of the text to answer.
- Examples of think and search question:
 - The details needed to solve math story problem.
 - Question that state “according to the text....”
 - Question that ask “what was NOT true according to the text..”

H= On My Own

- Answer is found in the reader`s own background knowledge.
- Reader did not even have to read the information in order to answer the question.

H+= Author and Me

- The answer is found using reader`s background knowledge combine with the thinking skills and information gained from the text.
- While the answer is implied in the text, it won`t be found in a statement from the text. Students can`t find an Author and Me answer by going back and searching through the material or

reading passage.

- Examples of author and me question:
 - Fact and opinion question.
 - Main idea questions
 - Vocabulary questions.

- 4) Before reading the text, discuss the label of the students created for the question. Sometimes the categories may not be clear cut. It is not essential that all students come up with the same category. Sometimes a student will say he or she knew the answer, therefore, it's an In My Head question, while another student may have labeled the question Think and Search.
- 5) Read the text and answer the question.
- 6) Model the process several times with students before asking them to work in pairs or independently.
- 7) Encourage students to label questions on teacher-made test and standardized test.⁴⁰

So, QAR strategy asks the teacher to use all its types questions by using right there, think and search, on my own, and author and me because the main point of this strategy by using all the types question.

This strategy does not only give the students an opportunity to work

⁴⁰*Ibid*, p. 16

individually, but also work in pairs. Furthermore, it will be better if the teacher apply this strategy repeatedly.

2. Directed Reading Thinking Activity (DRTA) Strategy

a. Definition of DRTA Strategy

The Directed Reading Thinking Activity was developed by Russell Stauffer (1975) as a more engaging alternative to the lesson plan pattern used in most basal series-the Directed Reading Activity (DRA). Teacher question in the traditional DRA focus on simple recall of story material. In the DRTA, in contrast, students are taught how to understand information in the text by engaging in a series of predictions prior to reading specified segment.⁴¹ Jeanne Shay Schumm say, “DRTA is designed to assist students in setting a purpose for reading, making, justifying, and verifying prediction and coming to conclusion.”⁴²

Anthony V. Manzo and Ula Casale Manzo state:

DRTA provides the master lesson structure for many methods and design used in education. It resembles the Directed Reading Activity (DRA) Betts found to be use in various forms in the 1930s. The DRTA is a form of guided problem solving. Several studies have shown that it improves purpose setting, critical thinking and personal social adjustment as measured by increase in constructive verbal responses during lesson.⁴³

⁴¹Ernest Balajthy and Sally Lipa-Wade, *Struggling Readers, Assessment and Instructional in Grade K-6*, (New York: The Guilford Press, 2003), p. 110

⁴²Jeanne Shay Schumm, *Reading Assessment and Instruction for All Learners*, (New York: The Guilford Press, 2006), p. 241.

⁴³Anthony V. Manzo and Ula Casale Manzo, *Content Area Reading, a Heuristic Approach*, (Ohio: Merrill Publishing Company, 1990), p. 104

In addition, DRTA is an instructional strategy designed to give children experience in predicting what an author will say, reading the text to confirm or revise the prediction and elaborating upon responses. Questioning by the teacher encourages children to think more analytically and critically about the subject matter, they are reading.⁴⁴ This strategy directs students to be active readers by providing questions that activate their prior knowledge. In addition, the strategy directs students to make prediction and check the accuracy of their predictions. When students complete the DRTA organizer, they will discuss with one another their prediction and what they learned as a result of the process.⁴⁵

Therefore, the writer states that DRTA strategy is helpful to the students` ability in reading comprehension; it makes the students become a thoughtful and active reader because this strategy asks them to set purpose or making prediction before reading text and then refute their prediction during and after reading the text.

b. The Purposes for Using DRTA

As the teacher guides the process, the DRTA teaches students to determine the purpose for reading and make adjustment to what students

⁴⁴Peter Westwood, *Op., Cit.*, p. 59

⁴⁵Vicki Urquhart and Dana Frazee, *Teaching Reading in the Content Area*, (USA: ASCD Publication Present, 2012), p. 96

think will come next based on the text. DRTA strategy serves five primary purposes:

- 1) Helps students monitor their comprehension of the text.
- 2) Provides a purpose for reading the text.
- 3) Allows students to assess their comprehension of the text.
- 4) Encourages elaborative and critical thinking.
- 5) Helps refute the common misconception held by students that the text tells all.⁴⁶

It can be concluded that DRTA strategy makes the students to be a good readers because this strategy asks the students to makes predictions and verify or refute them as they read. Students also make adjustments to what they think will come next based on the text. Therefore, DRTA is a strategy that explicitly teaches students to good reading habits.

c. The Principles of DRTA Strategy

DRTA strategy is reading strategy that engages between the teacher and students. DRTA builds three key “problem solving” action by the teacher and three action by the students. These can be done in sequence after a few paragraphs, pages, or the entry selection, as suggested by need:

Teacher action

- 1) What do you think you will find in the text? (active thought)
- 2) Why do you think so? (agitate thought)
- 3) Prove it! (require “evidence”)

Student actions

- 1) Predict (set purposes)
- 2) Read (process idea)
- 3) Prove (seek verification in the text).⁴⁷

⁴⁶William G. Brozo, Content *Literacy Strategy Description*, <http://instructionaltechnologyconnections4u.pbworks.com/.../Content+Literacy+Strategy+Description.s.doc>, accessed on January, 30th 2013

Thus, DRTA strategy asks the teacher to guide the process. In this case, the teacher asks the students to determine the purpose for reading and to introduce this strategy, the teacher gives example of how to make prediction. The prediction made at the beginning of the lesson should be revised at the end as a closing activity.

d. The Advantages of DRTA Strategy

Using DRTA strategy helps the students to develop critical thinking expertise. Not only will develop the ability to set up a purpose for reading, students also learn to make logical prediction and decision based upon the information read. According to Peter Westwood, the advantages of DRTA are:

- 1) It can be used with children at any stage of reading development.
- 2) It is easily accommodated at a simple level in shared book sessions or at a level involving higher order thinking with older readers when they process more difficult text.
- 3) It can be used to involve the reader more actively in thinking about what has been read after having struggled to decode the passage.
- 4) It is usually necessary to have the students re-read the passage, aiming for improved fluency. So that cognitive effort can be redirected towards the meaning of the words.⁴⁸

Therefore, DRTA strategy can be used for learners from beginner level until to the advanced level, it makes the learners to be active and fluent when read the text.

⁴⁷Anthony V. Manzo and Ula Casale Manzo, *Op., Cit.*, p. 106

⁴⁸Peter Westwood, *Op., Cit.*, p. 60

e. The Weaknesses of DRTA Strategy

In preparing DRTA strategy, a teacher should be observed the students` experience or level of the students. It is used to determine the text that will be used in teaching this strategy. Some problem will be appeared when applying this strategy, the problems are:

- 1) It is only useful if the students have not read or heard the text being used.
- 2) Classroom management may become a problem.⁴⁹

So, in application DRTA strategy the teacher will face some problems, the problem occurs on the students` background knowledge. Without background knowledge about the text, the students will feel difficult in comprehend the text.

f. The Steps of DRTA Strategy

DRTA can be used with an individual, a small group or a whole class. This activity can be adapted easily for a variety of subjects and reading levels. This strategy helps strengthen reading and critical thinking skills. The teachers should be guided the process of this strategy. So, DRTA strategy must follow these steps:

- 1) Prepare the text by marking four or five good stopping points. Plan stopping points to fall at moments of suspense in the text.
- 2) On the chalkboard or on chart paper, prepare a chart. Explain to the students that they will be reading the story, one bit at a time. Remind them that it is important not to read beyond the stopping

⁴⁹William G. Brozo, *Op.,Cit.*,

points. They will be making predictions and reading to confirm those predictions.

- 3) Ask the students to read the title of the story. Talk about the genre. Show the cover illustration, and read the title. Then ask for their prediction about what will happen in the story. Write those predictions in the space labeled “What do you think will happen?” after the title. Ask the students why they think so. Then enter their reasons under “Why?”
- 4) Then, ask the students to read to the first stopping point, and when they have reached it, they should go back and consider the prediction they made before, and say what actually happened. You should record their ideas in the space called “What did happen?”
- 5) The teacher reviews the predictions and asks which ones are coming true so far. The teacher asks them to read aloud parts of the text that confirm or disconfirm their predictions.
- 6) Then, the students should predict what they think will happen in the next block of text, and offer new predictions, with the evidence that led to their making those predictions to be entered in the spaces provided. Then they should read on, check their prediction against what did happen, make new predictions, dictate evidence for those predictions, and read the last section.
- 7) Finally, they should check their last predictions against what actually happened in the story, and dictate their findings about what happened, to be recorded in the space on the form.⁵⁰

So, the teacher`s involvement is mainly the asking of relevant focus question to active children thinking. It is important for teacher measure the students` background knowledge and experience, the essential activity of this strategy to emphasize the students to make prediction about the text. The DRTA approach can be used with children at any stage of reading development. It is easily accommodated at a simple level in shared book session.

⁵⁰Alan Crawford, et. al., *Teaching and Learning Strategies for Thinking Classroom*, (New York: Open Society Institute, 2005), p. 44-45.

From the explanation above, the writer will teach reading comprehension by using QAR and DRTA strategy at MAS N.U. Sibuhuan. QAR and DRTA is the strategy that used in this research, QAR have been developed by Raphael in 1982 to teach students how to locate and formulate answers based on specific types of questions often asked about a piece of text, this strategy is helpful for the students to answer the different type of question. Beside it, DRTA was developed by Russell Stauffer in 1975. Several studies have shown that DRTA improves purpose setting, critical thinking and personal social adjustment as measured by increase in constructive verbal responses during lesson.

C. Related Findings

In this planning research, the writer finds other related studies from other researches as follows: Thesis by Suariman (IAIN-SU Medan, 2010), entitled “The Implementation of Directed Reading Thinking Activity (DRTA) Strategy in Improving Students’ Ability to Comprehend Reading Text at MTS Al-Ittihadiyah Mayami Medan”. This research aimed to find out whether students’ ability in reading comprehension will be developed by using Directed Reading Thinking Activity (DRTA) Strategy. Based on the result above, it indicated that there was an improvement on students’ ability to comprehend reading text by applying Directed Reading Thinking Activity (DRTA) strategy significantly, and the writer suggested to the teacher to use DRTA strategy in teaching reading, because this

strategy helped the teacher in monitoring students' progress in reading comprehension.⁵¹

Then, Izmi Safitri (IAIN-SU Medan, 2012) has done research about "The Comparison of QAR (Question Answer Relationship) and DRTA (Directed Reading Thinking Activity) Strategies on The Students' Ability to Comprehend Reading Text at SMA Cerdas Murni Tembung." This research for 60 students. She found that teaching reading text by using DRTA strategy is better and more effective to increase students' ability in reading comprehension than QAR strategy. It is seen from the result students who were taught by using QAR strategy with the score 66.66 and average value of X_2 students who were taught by using DRTA strategy with the score 73,66, while the hypothesis test by using t_{test} the value of $t_{count} = 2.35$ and $t_{table} = 2.007$.⁵²

So, from the description of related findings above, it can be concluded that DRTA can increase the students' reading comprehension. Furthermore, using QAR and DRTA can increase students' reading comprehension. These strategies make them interest to studying. Next, it is hoped that using QAR and DRTA strategy also can increase students' reading comprehension at grade XI MAS.

⁵¹Suariman, The Implementation of Directed Reading Thinking Activity (DRTA) Strategy in Improving Students' Ability to Comprehend Reading Text at MTS Al-Ittihadiyah Mayami Medan, (Medan: IAIN-SU, 2010), p. 77

⁵² Izmi Safitri, The Comparison of QAR (Question Answer Relationship) and DRTA (Directed Reading Thinking Activity) Strategies on The Students' Ability to Comprehend Reading Text at SMA Cerdas Murni Tembung, (Medan: IAIN –SU, 2012), p. 71

D. Conceptual of Thinking

Reading is an integral for our lives. It is important at every level as it supports learning in many ways, and as well knows, learning is the way of life. It is absolutely necessary to develop this skill. The foremost thing and undoubtedly the most important that reading improves vocabulary, command on the language and communication skill. Reading books of a variety of subjects helps to add knowledge. It is absolutely necessary to develop this skill, especially in learning.

QAR strategy is reading comprehension strategy that helps the students to clarifying reading text and answering question. It helps the students realize the need to consider both information in the text and from their own background knowledge. QAR strategy presents a three-way relationship between questions, text content, and reader background knowledge.

Beside it, DRTA strategy can useful to students who are reading to gain information from a text. It is designed to move students in a step-by-step process guides them through process of reading text. Question are asked and answered, and prediction are made and tested through the reading. Additionally, new questions and predictions are formulated as the students` progresses through the text.

Therefore, the writer assumes that Question Answer Relationship is better than DRTA strategy. This is strategy that can solve the students` problem in reading comprehension. This strategy is suitable to increase students` reading

comprehension, especially for the students who have been low in reading. Question Answer Relationship is monitoring the students to combine their mind to the text, beside it QAR can increase students test score.

E. Hypothesis

The hypothesis of the research is:

1. H_a : There is a significant difference between Question Answer Relationship (QAR) and Directed Reading Thinking Activity (DRTA) strategies on the students' reading comprehension.
2. H_0 : There is no significant difference between Question Answer Relationship (QAR) and Directed Reading Thinking Activity (DRTA) strategies on the students' reading comprehension.

CHAPTER III

RESEARCH METHODOLOGY

A. Location and Time of Research

This research has been done at MAS N.U Sibuhuan. It is located on Jl. KI Hajar Dewantara No. 66 B. Sibuhuan. This place is chosen because the researcher graduated from this School. Beside it, this research was conducted from November 2013 up to February 2014.

B. Research Design

Based on the title and the aims of this research, where reading comprehension by using Question Answer Relationship (QAR) strategy as independent variable (X_1) and reading comprehension by using Directed Reading Thinking Activity (DRTA) strategy as independent variable (X_2). The kind of this research is quantitative approach. According to L.R Gay & Peter Airasian described: "Quantitative approach are based on the collection and analysis of numeral data, usually obtained from questionnaires, tests, checklist and other formal paper and pencil instruments".¹

This study used experimental research. According to John. W. Creswell, "Experimental research includes true experiment with the random assignment of

¹ L. R Gay & Peter Airasian. *Educational Research: Competence for Analysis & Application* (U.S.A: Prentice-Hall, 2000). p.8

subject to treatment condition as well as quasi experiment that use non randomized.”² Next, According to L.R. Gay and Peter Airasian say, ”Experimental research is the only type of research that can test hypotheses to established cause and effect”.³ The experimental research controls the selection of participant for the study and divides the select participant into more groups having similar characteristic at the start of experiment.⁴ In this research, the researcher used Pretest-Posttest Control Group Design.

Table 3.1

Pretest-Posttest Control Group Design

Group	Pre-test	Treatment	Post-test
Experiment	✓	✓	✓
Control	✓	✓	✓

So, the method of this research was experimental method which researcher used comparison technique analysis. It was mean that result of student`s reading comprehension by using Question Answer Relationship (QAR) strategy was compared with result of using Directed Reading Thinking Activity (DRTA) strategy.

²John W. Creswell, *Research Design*, (USA : Sage Publication, 2002). p.14.

³L. R Gay & Peter Airasian, *OP., Cit.*, p. 367

⁴Hamid Darmadi. *Metode Penelitian Pendidikan*, (Bandung: Alfabeta, 2011), p. 203.

C. Population and Sample

1. Population

The population of the research was the students of MAS N.U. Sibuhuan in academic year 2013, they were 112 students. It can be seen in the following table;

Table 3.2
The Population of Thirteenth Year Students of
MAS N.U SIBUHUAN

No.	Class	Number of Students
1.	XI IPA ¹	25
2.	XI IPA ²	35
3.	XI IPS ¹	33
4.	XI IPS ²	31
Total		124

2. Sample

Sample is a number of people that less than population. The researcher took the population as a sample by purposive sample. L.R Gay & Peter Airasian described: “purposive sampling referred to as judgment sampling, the researcher select a sample based his or her experience or knowledge of the group to be sampled.”⁵

⁵L. R Gay & Peter Airasian, *Op., Cit.*, p. 138.

So, the researcher chose class XI IPA¹ and XI IPA² as a sample because just these classes learning English in a same knowledge level. Beside it, the researcher wants to know the differences between QAR and DRTA strategies. Therefore, XI IPA¹ and XI IPA² have been taken as sample. It can be seen in the following table:

Table 3.3

Sample of Research

Experimental Class	Control Class
XI IPA ¹	XI IPA ²
23	25

The sample was chosen grade XI because their reading material is text and passage. It is undeniable that to read text or passage needs many strategies to avoid the student saturation.

D. Instrument of Collecting Data

Suharsimi Arikunto stated, “the instrument for collecting data is classified into two major categories, they are test and non- test.”⁶ In this study, the instrument for collecting data chosen was test.

Test is sequence of question or practice that will be used for surveying the skill, intelligence knowledge, ability or trail that is owned by individual or

⁶Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Jakarta:Rineka Cipta, 1997), p. 150

group. In this research used multiple choices. The test consists of 50 items with four options. The researcher used students as participant. In doing test, the researcher used written technique. In this research, the researcher was just being an observer then controls all the students when doing this test and the students involve this research.

The indicator of reading comprehension in this research consist of 50 items, it was divided into 25 for pre-test and 25 post-test. It can be seen in the following tables:

Table 3.4

The Indicator of Reading Comprehension For Pre-Test

No.	Indicator	Item	Number of Item	Score	Total Score
1.	Main idea	7	1, 2, 10, 12, 17, 22, 24	4	28
2.	Supporting ideas	4	3,5, 9, 13	4	16
3.	Details	4	4, 6, 7,14	4	16
4.	Grammatical features	1	8	4	4
5.	Vocabulary in context	1	11	4	4
6.	Excluding facts not written	2	21, 16	4	8
7.	Phrase in context	3	18, 19, 23	4	12
8.	Inference	2	15, 25	4	8
		25			100

Table 3.5

The Indicator of Reading Comprehension For Post-Test

No.	Indicator	Item	Number of Item	Score	Total Score
1.	Main idea	8	2, 3, 7, 12, 14, 16, 18, 23	4	32
2.	Supporting ideas	2	4, 8	4	8
3.	Details	2	5, 20	4	8
4.	Grammatical features	1	24	4	4
5.	Vocabulary in context	1	17	4	4
6.	Excluding facts not written	1	1	4	4
7.	Phrase in context	2	13, 21	4	8
8.	Inference	7	6, 9, 10, 11, 15, 19, 25	4	28
		25			100

To score the test was based on the kind of the test, the formula was used:

$$S = \frac{R \times 100}{N}$$

Where:

S = Score

R = Right answer

N = Total number of items

Next, to know the criteria of score, the researcher quoted Muhibbin Syah opinion as follow:⁷

Table 3.6
Criteria of Score

NO	Class of score	Predicate
1.	80-100	Very Good
2.	79-79	Good
3.	60-69	Enough
4.	50-59	Bad
5.	0-49	Fail

E. Validity of Instrument

In this research, the researcher used content validity to establish the validity of the instrument. As a state by Cyril J. Weir that “content validity is essential the systematic examination of the test content to determine whether it covers representative sample of behavior domain to be measured”.⁸

The researcher took content validity as the instrument because content validity refers to the extent to which instrument represents the content of interest. In order to have content validity, a measure must adequately sample both the topics and the cognitive processes includes in the content universe under

⁷Muhibbin Syah, *Psikology Pendidikan Pendekatan Baru*. (Bandung: Remaja Rosada Karya, 2000), p. 81

⁸Cyril J. Weir, *Communicative Language Testing*, (UK: Prentice Hall International, 1990), p. 25.

consideration. In this case, the researcher used reading test as the starting point of making the test.

In starting the research, the researcher validated the reading test. The reading test means to analyze the items of the test comprehensively. For establishing of the test validity in this research, the items of the test are constructed in such a way that the items are representative to both syllabus and cognitive aspect. In other words, the researcher concluded that the reading test was valid. So that, the instrument that used by researcher is valid.

F. Technique of Collecting Data

In collecting data, the research conducted twice of test for those groups. They were pre-test and post-test.

1. Pretest

The pre test conducted to find out the homogeneity of the sample. The function of the pre-test is to find the mean scores of the QAR group and DRTA group before the researcher gives treatment. In this case, the researcher hopes that the whole students' reading comprehension are same, or if there is a difference between those group, the difference is hopefully not significant.

2. Treatment

The experimental group and the control group were gave same material, which is consisting of reading aspects that has been taught by the teacher in

different ways. The experimental group has been given treatment, it has been taught by using the Question Answer Relationship strategy and the control group has been taught by using Directed Reading Thinking Activity strategy.

3. Post Test

After giving treatment, the researcher conducted a post-test, which different test with the pre-test, and has been conducted in the previous of the research. This post-test is the final test in this research, especially measuring the treatment, whether is significant or not. After conducting the post-test, the researcher analyzed the data.

G. Technique of Analyzing Data

To know the difference (variant) between the two groups, the researcher used T- test.⁹ The formula is:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Where:

\bar{X}_1 = Mean of X_1 variable

\bar{X}_2 = Mean of X_2 variable

S = Combination of standard deviation

⁹Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: PT. Raja Garfindo Persada, 2004), p. 314

CHAPTER IV

DATA ANALYSIS

As mentioned in earlier chapter, in order to evaluate a comparative between QAR and DRTA strategy on students` reading comprehension, the researcher has calculated the data using pretest and posttest. Applying quantitative analysis, the researcher used the formulation of analysis variant, continued by T-test. Next, the researcher described the data as follow:

A. Description of Data before Using QAR and DRTA

1. The score of pre-test Experimental Group

Table 4.1

The score of pre-test in Experimental Group

No.	Initial Name	Score
1.	AHH	68
2.	AHM	68
3.	AMI	68
4.	ARD	72
5.	AZI	68
6.	DIN	68
7.	DWA	60
8.	HAR	72
9.	HIM	64
10.	KAR	72
11.	KHOT	76
12.	NAI	60
13.	NHH	56
14.	NKH	68
15.	RIS	68

16.	ROS	60
17.	ROT	52
18.	SAF	56
19.	SRH	64
20.	TAU	64
21.	WAH	64
22.	WAR	60
23.	WIN	68
24.	YAN	76
25.	YUI	64
	Total	1636
	Mean	65.6
	Mode	69
	Median	71.18
	The lowest	52
	The highest	76

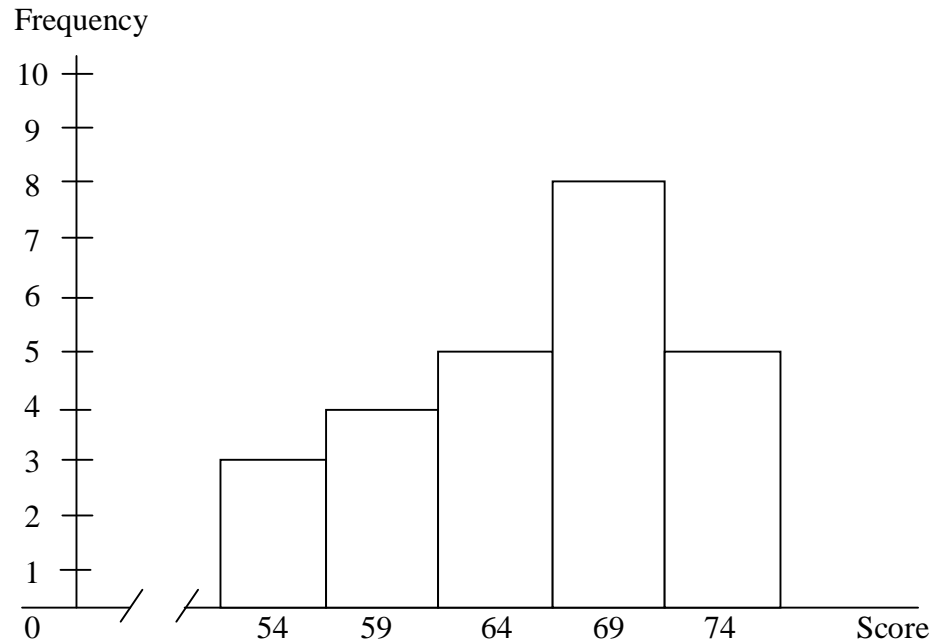
Based on the table above, the sum of score in pre test experimental group is 1636, mean is 65.6, mode is 69, median is 71.18, the lowest score is 52 and the high score is 76. The calculation of how to get it can be seen in the appendix XII. Then, the computed of the frequency distribution of the students' score in pre-test of experimental group can be applied in to table frequency distribution as follows:

Table 4.2

The percentage of students' score in pre test of experimental group

No.	Interval	Frequency	Median	Percentages
1.	52-56	3	54	12 %
2.	57-61	4	59	16 %
3.	62-66	5	64	20 %
4.	67-71	8	69	32 %
5.	72-76	5	74	20 %
Total		25		100 %

From the table above, it could be seen the picture in the picture below:



Picture 4.1. Histogram for the percentage of students` score in pre test of Experimental group.

From the table and histogram above, it could be seen that in experimental group, 80 % students got under 70, and 20 % students got upper 70. Next, the mean score was 65.6. Therefore, the students` reading comprehension before using QAR strategy was enough.

2. The Score of pre-test Control Group

Based on the result of pre-test, researcher drawn the score of the students in control class as below:

Table 4.3

The score of pre-test in control group

No.	Initial Name	Score
1.	AJI	64
2.	ALI	64
3.	ARM	64
4.	AUL	60
5.	FAN	56
6.	FIT	56
7.	GUN	60
8.	GUR	72
9.	HAS	72
10.	ISH	60
11.	JUM	56
12.	MIS	56
13.	NOR	60
14.	NUR	60
15.	PAR	56
16.	PIN	56
17.	RAJ	52
18.	SAK	48
19.	SAM	56
20.	SAN	60
21.	SIT	56
22.	SUM	48
23.	TAU	64
	Total	1356
	Mean	58.69
	Mode	54.16
	Median	52.18
	The lowest	48
	The highest	72

Based on the table sum of score in control class was 1356, mean was 58.69, mode was 54.16, median was 52.18, the researcher got the highest score was 72 and the lowest score was 48. Next, the calculation of how to get

it can be seen in the appendix XIII. Moreover, the computed of the frequency distribution of the students' score in pre-test of control group can be applied in to table frequency distribution as follows:

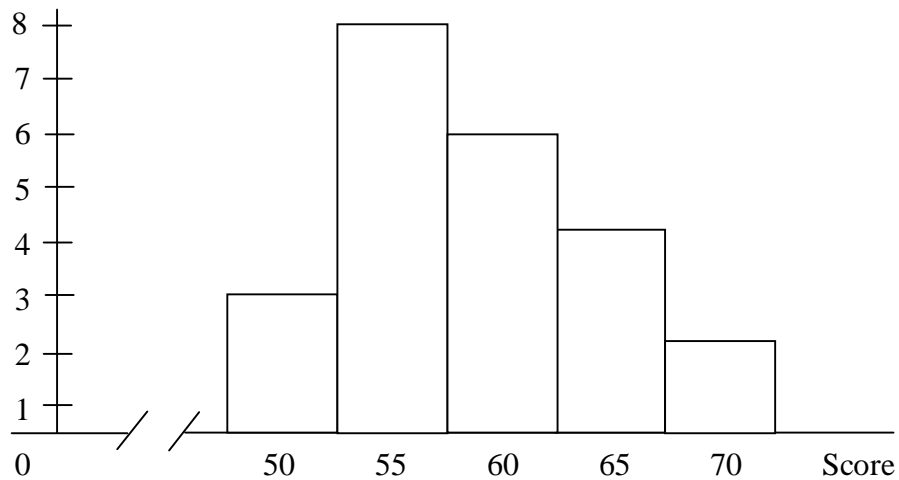
Table 4.4

The percentage of students' score in pre test of Control group

No.	Interval	Frequency	Median	Percentages
1.	48-52	3	50	13 %
2.	53-57	8	55	35 %
3.	58-62	6	60	26 %
4.	63-67	4	65	17 %
5.	68-72	2	70	9 %
Total		23		100 %

From the table above, it could be seen the picture in the picture below:

Frequency



Picture 4.2. Histogram for the percentage of students' score in pre test of Control group.

From the table and histogram above, it could be seen that in control group, 91 % students got under 70, and just 9 % students got upper 70. Next, the mean score was 52.18. Therefore, the students` reading comprehension before using DRTA strategy was bad.

B. Description of Data after using QAR and DRTA

1. The score of post-test Experimental Groups (QAR)

Based on the result of post-test, researcher drawn the score of the students in experimental group as below:

Table 4.5

The Score of Post-test in Experimental Group (QAR)

No.	Initial Name	Score
1.	AHH	80
2.	AHM	88
3.	AMI	92
4.	ARD	84
5.	AZI	80
6.	DIN	80
7.	DWA	80
8.	HAR	80
9.	HIM	88
10.	KAR	80
11.	KHOT	72
12.	NAI	80
13.	NHH	76
14.	NKH	80
15.	RIS	84
16.	ROS	76
17.	ROT	84
18.	SAF	88

19.	SRH	76
20.	TAU	84
21.	WAH	76
22.	WAR	76
23.	WIN	80
24.	YAN	80
25.	YUY	96
	Total	1872
	Mean	80.92
	Mode	79.5
	Median	78.25
	The lowest	72
	The highest	96

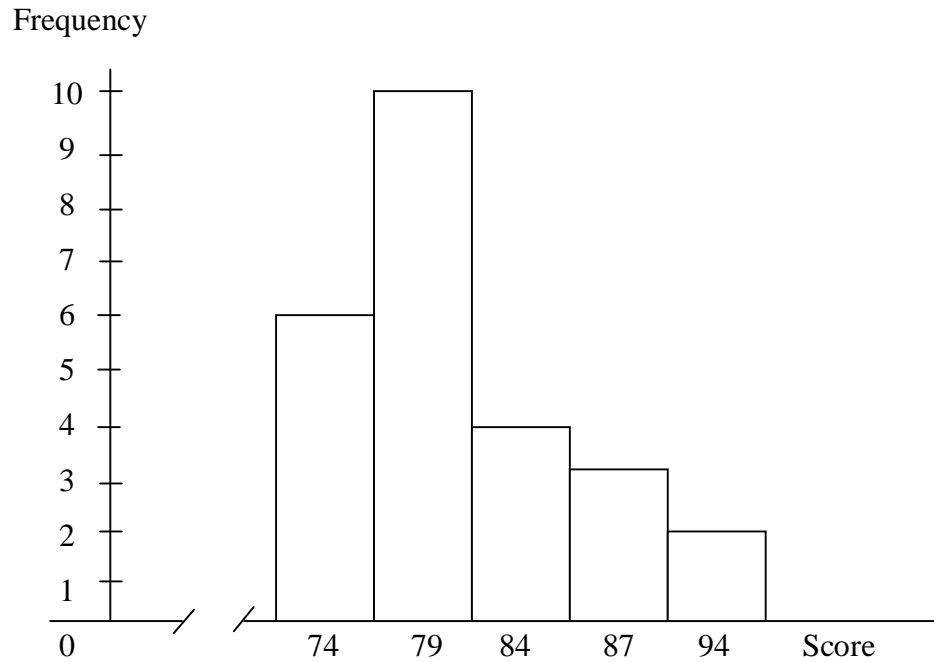
Based on the table sum of score in experimental class was 1872, mean was 80.92, mode was 79.5, median was 78.25, researcher got the highest score was 96 and the lowest score was 72. Next, the calculation of how to get it can be seen in the appendix XIV. Then, the computed of the frequency distribution of the students' score in post-test of group can be applied in to table frequency distribution as follows:

Table 4.6

The percentage of students' score in post-test of experimental group

No.	Interval	Frequency	Median	Percentage
1.	72-76	6	74	24 %
2.	77-81	10	79	40 %
3.	82-86	4	84	16 %
4.	87-91	3	87	12 %
5.	92-96	2	94	8 %
Total		25		100 %

From the table above, it could be seen the picture in the picture below:



Picture 4.3. Histogram for the percentage of students` score in post-test of Experimental group.

From the table and histogram above, it could be seen that in experimental group, all students got upper 70. Next, the mean score was 80.92. Therefore, the students` reading comprehension after using QAR strategy was good and increased quickly.

2. The score of post-test Control Groups (DRTA)

Based on the result of post-test, researcher drawn the score of the students in control class as below:

Table 4.7

The Score of Post-Test in Control Group (DRTA)

No.	Initial Name	Score
1.	AJI	76
2.	ALI	76
3.	ARM	72
4.	AUL	80
5.	FAN	76
6.	FIT	84
7.	GUN	80
8.	GUR	80
9.	HAS	76
10.	ISH	80
11.	JUM	76
12.	MIS	72
13.	NOR	76
14.	NUR	80
15.	PAR	80
16.	PIN	84
17.	RAJ	76
18.	SAK	64
19.	SAM	76
20.	SAN	68
21.	SIT	72
22.	SUM	88
23.	TAU	72
	Total	1764
	Mean	76.8
	Mode	75.5
	Median	75.06
	The lowest	64
	The highest	88

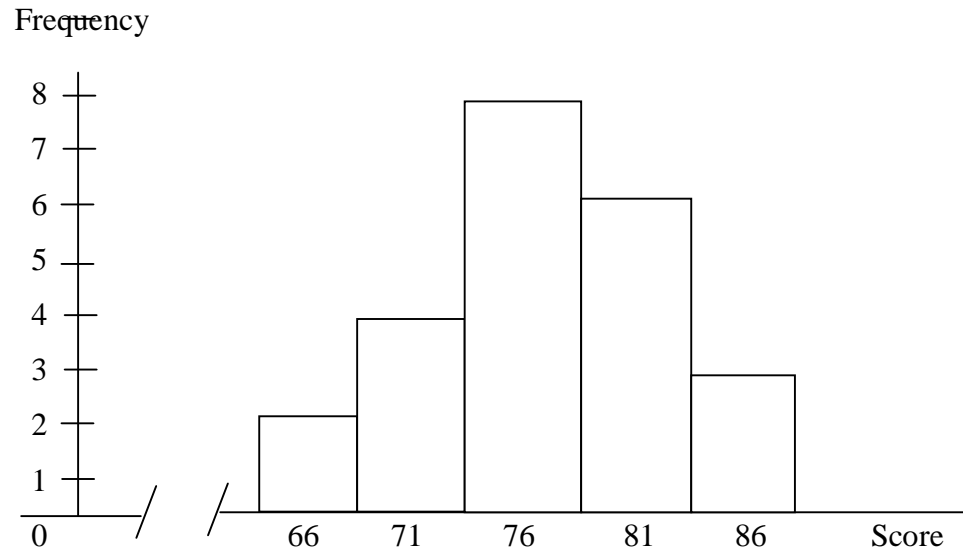
Based on the table sum of score in experimental class was 1764, mean was 76.8, mode was 75.5, median was 75.05, researcher got the highest score was 88 and the lowest score was 64. Next, the calculation of how to get it can be seen in the appendix XV. Then, the computed of the frequency distribution of the students' score in post-test of group can be applied in to table frequency distribution as follows:

Table 4.8

The percentage of students' score in post-test of Control group

No.	Interval	Frequency	Median	Percentages
1.	64-68	2	66	9 %
2.	69-73	4	71	17 %
3.	74-78	8	76	35 %
4.	79-83	6	81	26 %
5.	84-88	3	86	13 %
Total		23		100 %

From the table above, it could be seen the picture in the picture below:



Picture 4.4. Histogram for the percentage of students' score in post-test of Control group.

From the table and histogram above, it could be seen that in control group, 8 % students got under 70 and 92 % students got upper 70. Next, the mean score was 76.8. Therefore, the students' reading comprehension after using DRTA strategy was good and increased quickly.

C. Hypothesis Testing

The hypotheses of this research are:

1. H_a : There was a significant difference between Question Answer Relationship (QAR) and Directed Reading Thinking Activity (DRTA) strategies on the students' reading comprehension.

2. H_0 : There was no significant difference between Question Answer Relationship (QAR) and Directed Reading Thinking Activity (DRTA) strategies on the students' reading comprehension.

Based on the data collected, the data was be analyzed to prove hypothesis by using formula of T-test. The steps were started. It can be seen as follows:

There were many steps to analysis data, they were:

1. The first step, to find average score each class
 - a. The average score of experimental class

$$(\bar{X}) = \frac{\sum Fx}{N} = \frac{2023}{25} = 80.8$$

- b. The average score of control class

$$(\bar{X}) = \frac{\sum Fx}{N} = \frac{1768}{23} = 76.86$$

2. The second step, to find deviation score each class
 - a. Deviation of experimental group

$$\begin{aligned} S^2 &= \frac{n(\sum fxi^2) - (\sum fxi)^2}{n(n-1)} \\ &= \frac{25(163869) - (2023)^2}{25(25-1)} \end{aligned}$$

$$\begin{aligned}
 &= \frac{4096725 - 4092529}{600} \\
 &= \frac{4196}{600} \\
 &= 6.99 \\
 S &= \sqrt{6.99} \\
 &= 2.64
 \end{aligned}$$

b. Deviation of control group

$$\begin{aligned}
 S^2 &= \frac{n(\sum fx^2) - (\sum fx)^2}{n(n-1)} \\
 &= \frac{23(136638) - (1768)^2}{23(23-1)} \\
 &= \frac{3142674 - 3125824}{506} \\
 &= \frac{16850}{506} \\
 &= 33.30 \\
 S &= \sqrt{33.30} \\
 &= 5.77
 \end{aligned}$$

c. The combination of deviation of each class

$$\begin{aligned}
 S &= \sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}} \\
 &= \sqrt{\frac{(25 - 1)2.64^2 + (23 - 1)5.77^2}{25 + 23 - 2}}
 \end{aligned}$$

$$= \frac{\sqrt{24(6.96) + (22)33.29}}{46}$$

$$= \sqrt{\frac{167.04 + 732.38}{46}}$$

$$= \sqrt{\frac{899.42}{46}}$$

$$= \sqrt{19.55}$$

$$S = 4.42$$

3. The last step was using t-test

$$t = \frac{\bar{X}_1 - \bar{X}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$= \frac{80.8 - 76.86}{4.42 \sqrt{\frac{1}{25} + \frac{1}{23}}}$$

$$= \frac{3.94}{4.42 \sqrt{0.08}}$$

$$= \frac{3.94}{4.42 \cdot 0.28}$$

$$= \frac{3.94}{1.23}$$

$$= 3.20$$

Based on the calculation result of the difference test of the average, the score of both classes were $80.8 > 76.86$, so that, the students reading comprehension taught by using QAR strategy (experimental class) was better than DRTA strategy (control class). Then, from the calculation of t-test, the researcher found that $t_{\text{count}} = 3.20$. Then t_{count} was compared with t_{table} , at real level $\alpha = 0.05$ with $dk = 25 + 23 - 2 = 46$, and the researcher found that $t_{\text{table}} = 1.67$, cause $t_{\text{count}} > t_{\text{table}}$ ($3.20 > 1.67$). So that, from the calculation above, it was concluded that there was a significant difference between students' reading comprehension taught by using QAR and DRTA strategy. Thus, H_a was accepted and H_0 was rejected.

D. Discussion

Based on principles and the purpose of the QAR and DRTA strategy in the chapter II said that the primary skill to develop between QAR and DRTA strategy is student' reading comprehension. QAR strategy empowers students to think about a text they are reading and beyond it. It inspires students to think creatively and work cooperatively while challenging students to use literal and higher level thinking skill. Then, DRTA is designed to assist students in setting a purpose for reading, making, justifying and verifying prediction and coming to conclusion. It makes the students become thoughtful and active reader. So, the

researcher appropriated that the result of research has related with the above theory, the fact can be seen from the different value of average between pre-test and post-test of experimental class (QAR strategy) is $65.6 < 80.92$, then pre-test and post-test of control class (DRTA strategy) $58.69 < 76.8$. It is indicated that QAR and DRTA strategy has significant effect to increase students' reading comprehension

Second, in the research with title "The Implementation of Directed Reading Thinking Activity (DRTA) Strategy in Improving Students' Ability to Comprehend Reading Text at MTS Al-Ittihadiyah Mayami Medan".¹ It indicated that there was an improvement on students' ability to comprehend reading text by applying Directed Reading Thinking Activity (DRTA) strategy significantly. Further, in the research with title "The Comparison of QAR (Question Answer Relationship) and DRTA (Directed Reading Thinking Activity) Strategies on The Students' Ability to Comprehend Reading Text at SMA Cerdas Murni Tembung".² The result was teaching reading text by using DRTA and QAR strategy was increase. Next, DRTA strategy was better and more effective to increase students' ability in reading comprehension than QAR strategy.

¹Suariman, The Implementation of Directed Reading Thinking Activity (DRTA) Startegy in Improving Students' Ability to Comprehend Reading Text at MTS Al-Ittihadiyah Mayami Medan, (Medan: IAIN-SU, 2010), p. 77

²Izmi Safitri, The Comparison of QAR (Question Answer Relationship) and DRTA (Directed Reading Thinking Activity) Strategies on The Students' Ability to Comprehend Reading Text at SMA Cerdas Murni Tembung, (Medan: IAIN –SU, 2012), p. 71

Meanwhile, in this research, the researcher found the students' reading comprehension before using QAR and DRTA strategy was lower than the students' reading comprehension after using QAR and DRTA strategy. It can be seen from the different value of average between pre-test and post-test of experimental class (QAR strategy) was $65.6 < 80.92$, then pre-test and post-test of control class (DRTA strategy) $58.69 < 76.8$. It was indicated that QAR and DRTA strategy has significant effect to increase students' reading comprehension. Furthermore, analysis result and hypothesis testing shown that the score of QAR strategy was higher than DRTA strategy ($80.8 > 76.86$), while the hypothesis test by using t-test, the value of $t_{\text{count}} = 3.20$ and $t_{\text{table}} = 1.67$. So, H_a was accepted and H_0 was rejected and finally, the researcher concluded that students' who were taught by using QAR strategy was better than DRTA strategy.

From the explanation above, it can be concluded that learning reading comprehension by QAR and DRTA strategy helped the students to more understand the reading text. Moreover, the students' ability in learning reading comprehension was better and improved. Finally, the students became more creative and critical thinking. Nevertheless, in another case, there was a different result between this research with the research of Izmi Safitri. He found that teaching reading text by using DRTA strategy was better and more effective to increase students' ability in reading comprehension than QAR strategy, meanwhile, the result of this research was students' reading comprehension taught by Using QAR strategy was better than DRTA strategy.

E. Threat of the Research

The researcher found the threat of this research as follow:

1. The students needed more time for answering the test.
2. The students were lack serious to perform the strategy in their group
3. The limited of the instrument of research.
4. The limited of English books (especially reading book) in the researcher's campus.
5. The researcher was lack of experience in processing data or lack of knowledge about it.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research and calculation of the data, the researcher got the conclusions that students' reading comprehension taught by using QAR and DRTA strategy helped the students to more understand reading text, increase students' ability and make them more creative and critical thinking in learning reading comprehension. Next, QAR strategy is more effective teaching than DRTA strategy on students' reading comprehension. It was provided by analysis of mean score of experimental group and control group in which the average score of experimental class was higher than control class. The result is $QAR > DRTA$ ($80.8 > 76.86$).

From the calculation of t_0 is 3.20, while t_t score is 1.67, so there was the significant different between students' reading comprehension taught by using QAR strategy and DRTA strategy at grade XI MAS N.U Sibuhuan. So that, from the calculation in previous chapter, researcher concluded that H_a was accepted and H_0 was rejected because $t_0 > t_t$ ($3.20 > 1.67$).

B. Suggestion

After the researcher finished this research, the researcher has suggestions below:

1. For teacher, as an English teacher were hoped to use appropriate strategy to explain or to teach English subject to the students. Then, from the result of the research, QAR Strategy is better than DRTA Strategy. So that, the researcher suggests QAR strategy can be applied on the English teaching classroom especially for the teachers who want to increase students' reading comprehension.
2. For headmaster, to make students get the goal of learning, the teachers make a good preparation and headmaster must give teaching media to teacher to make students enjoy in learning.
3. For students, students must follow the procedure of learning strategy.
4. For other researcher should improve the research about QAR and DRTA strategy dealing with reading skill.

REFERENCES

- A. Widyamartaya, *Seni Membaca Untuk Studi*, Yogyakarta: Kanisius, 1992.
- Anas Sudijono, *Pengantar Statistik Pendidikan*, Jakarta: PT. Raja Garfindo Persada, 2004.
- Anthony V. Manzo and Ula Casale Manzo, *Content Area Reading, a Heuristic Approach*, Ohio: Merrill Publishing Company, 1990.
- Brown, Douglas, *Language Assessment*, USA: Longman, 2004.
- Brown, H. Douglas, *Teaching by Principles, An Interactive Approach to Language Pedagogy*, New Jersey: Prentice Hall Regents, 1994.
- Brozo, William G., *Content Literacy Strategy Description*,
<http://instructionaltechnologyconnections4u.pbworks.com/.../Content+Literacy+Strategy+Descriptions.doc>, accessed on January, 30th 2013.
- Chamot, Anna Uhl, et. al., *The Learning Strategies Handbook*, New York: Longman, 1999.
- Carrell, Patricia L, et. al., *Interactive Approaches to Second Language Reading*, New York: Cambridge University Press, 1998.
- Crawford, Alan, et. al., *Teaching and Learning Strategies for Thinking Classroom*, New York: Open Society Institute, 2005.
- Creswell, John W., *Research Design*, USA : Sage Publication, 2002.
- Douglas Fisher and Nancy Frey, *Guided Instruction, How to Develop Confident and Successful Learners*, USA: ASCD, 2010.
- Ernest Balajthy and Sally Lipa-Wade, *Struggling Readers, Assessment and Instructional in Grade K-6*, New York: The Guilford Press, 2003.
- ESA 6 & 7. *On Target: Strategies to Improve Students Test Score, Grade 3-12*, Rapid City: Black Hills Special Services Cooperative (BHSSC), 2005.
- Hamid Darmadi, *Metode Penelitian Pendidikan*, Bandung: Alfabeta, 2011.

- Ira Wijayanti, *Be Smart in English*, Solo: PT. Tiga Serangkai Pustaka Mandiri, 2013.
- Izmi Safitri, The Comparison of QAR (Question Answer Relationship) and DRTA (Directed Reading Thinking Activity) Strategies on The Students' Ability to Comprehend Reading Text at SMA Cerdas Murni Tembung, Medan: IAIN –SU, 2012.
- Klingner, Janette K., et. al., *Teaching Reading comprehension to Students with Learning Difficulties*, New York: The Guildford Press, 2007.
- L. R Gay & Peter Airasian. *Educational Research: Competence for Analysis & Application* U.S.A: Prentice-Hall, 2000.
- Lester and Alice Crow, *How to Study: to Learn Better, Pass Examination, get Better Grades*, USA: Collier Macmillan Publisher, 1976.
- Linan, Sylvia, et. al., *Research-Based Method of Reading Instruction for English Language Learners Grade K-4*, Virginia USA: Association for Supervision and Curriculum Development (ASCD), 2007).
- _____, *Research-Based Method of Reading Instruction for English Language Learners Grade K-3*, Virginia USA: Association for Supervision and Curriculum Development (ASCD), 2007.
- Muhibbin Syah, *Psikology Pendidikan Pendekatan Baru*. Bandung: Remaja Rosada Karya, 2000.
- Nunan, David, *Practical English Language Teaching*, New York: McGraw-Hill Companies, 2003.
- Nuttal, Christine, *Teaching Reading Skill in a Foreign Language*, London: The Nemenn Educational Ltd, 1982.
- O'Malley, J. Michael and Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners, Practical Approaches for Teachers*, (United States of America: Addison-Wesley Publishing, 1996.
- Otto, Wayne, et. al., *How Teach Reading*, USA: Addispsn-Wesley Publishing Company, 1979.
- Schumm, Jeanne Shay, *Reading Assessment and Instruction for All Learners*, New York: The Guilford Press, 2006.

- Snow, Catherine and Chair, *Reading for Understanding, Toward an R&D Program in Reading Comprehension*, USA: RAND Education: 2002.
- Suariman, The Implementation of Directed Reading Thinking Activity (DRTA) Strategy in Improving Students' Ability to Comprehend Reading Text at MTS Al-Ittihadiyah Mayami Medan, Medan: IAIN-SU, 2010.
- Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, Jakarta:Rineka Cipta1997.
- Urquhart, Vicki and Dana Frazee, *Teaching Reading in the Content Area*, USA: ASCD Publication Present, 2012.
- Weir, Cyril J., *Communicative Language Testing*, UK: Prentice Hall International, 1990.
- Westwood, Peter, *Reading and Learning Difficult*, Camberwell: The Australian Council for Educational Research Ltd, 2001.

TABLE OF CONTENT

	Page
TITLE PAGE	
ADVISOR`S LEGALIZATION PAGE	
ADVISOR`S DECLARATION PAGE	i
DECLARATION LETTER OF WRITING OWN THESIS	ii
MUNAQOSYAH EXAMINATION PAGE	iii
LEGALIZATION PAGE	iv
ABSTRACT	v
ACKNOWLEDGEMENT	vi
TABLE OF CONTENT	viii
LIST OF TABLE	x
LIST OF PICTURES	xi
LIST OF APPENDIXES	xii
CHAPTER I: INTRODUCTION	
A. Background of the Problem	1
B. Identification of the Problem	5
C. Limitation of the Problem	5
D. Formulation of the Problem	6
E. Objective of the Research	6
F. Significance of the Research	7
G. Definition of the Operational Variable	7
H. Outline of the Thesis	8
CHAPTER II: LITERATURE REVIEW AND HYPOTHESES	
A. Reading Comprehension	11
1. Definition of Reading Comprehension	11
2. Purposes of Reading Comprehension	15
3. Technique of Reading Comprehension	16
4. Models of Reading Comprehension	19
5. Types of Reading	21
6. Material of Reading Comprehension	25
B. Description of QAR and DRTA Strategy	26
1. Question Answer Relationship (QAR) Strategy	28
a. The Definition of QAR Strategy	28
b. The Purposes of QAR Strategy	30

c. The Principles of QAR Strategy	31
d. The advantages of QAR Strategy	31
e. The weaknesses of QAR Strategy.....	32
f. The Steps of QAR Strategy	33
2. Directed Reading Thinking Activity (DRTA) Strategy.....	36
a. The Definition of DRTA Strategy	36
b. The Purposes for Using DRTA Strategy.....	37
c. The Principles of DRTA Strategy.....	38
d. The Advantages of DRTA Strategy	39
e. The weaknesses of DRTA Strategy	40
f. The Steps of DRTA Strategy.....	40
C. Related Findings	42
D. Conceptual of Thinking	44
E. Hypothesis.....	45

CHAPTER III: RESEARCH METHODOLOGY

A. Location and Time of the Research.....	46
B. Research Design	46
C. Population and Sample	48
D. Instrument of Collecting Data.....	49
E. Validity of Instrument.....	52
F. Technique of Collecting Data	53
G. Technique of Analyzing Data	54

CHAPTER IV: DATA ANALYSIS

A. Description of Data before Using QAR and DRTA.....	55
B. Description of Data after Using QAR and DRTA	60
C. Hypothesis Testing	65
D. Discussion	69
E. Threat of the Research	72

CHAPTER V: CONCLUSION AND SUGGESTION

A. Conclusion	73
B. Suggestion.....	74

REFERENCES

CURRICULUM VITAE

APPENDICES

LIST OF TABLES

	Page
Table 3.1 : Research Design.....	47
Table 3.2 : The Population of the Grade XI MAS NU. Sibuhuan.....	48
Table 3.3 : The Sample of Research	49
Table 3.4 : The Indicator Reading Comprehension Text of Pre-test.....	50
Table 3.5 : The Indicator of Reading Comprehension of Post-test	51
Table 3.6 : The Criteria of Score	52
Table 4.1 : The Score of Pre-test in Experimental Group.....	55
Table 4.2 : The Percentages of Students' Score in Experimental Group.....	56
Table 4.3 : The Score of Pre-test in Control Group.....	58
Table 4.4 : The Percentages of Students' Score in Experimental Group.....	59
Table 4.5 : The score of Post-test in Experimental Group.....	60
Table 4.6 : The Percentages of Students' Score in Experimental Group.....	61
Table 4.7 : The Score of Post-test in Control Group	63
Table 4.8 : The Percentages of Student' Score in Control Group	64

LIST OF PICTURES

	Page
Picture 4.1 : The Histogram of Students' Score in Pre-test Experimental Class	57
Picture 4.2 : The Histogram of Students' Score in Pre-test Experimental Class	59
Picture 4.3 : The Histogram of students' Score in Post-test Experimental Group	62
Picture 4.4 : The Histogram of Students' Score in Post-Test Control Group	65

LIST OF APPENDIXES

- Appendix I : Lesson Plan for Experimental Class
- Appendix II : Lesson Plan for Control Class
- Appendix III : The Instrument of Test Validity for Pre-Test
- Appendix IV : The Instrument of Test Validity for Post-Test
- Appendix V : Key Answer
- Appendix VI : The Score of Experimental Class for Pre-Test
- Appendix VII : The Score of Control Class for Pre-Test
- Appendix VIII : The Score of Experimental Class for Post-Test
- Appendix IX : The Score of Control Class for Post-Test
- Appendix X : The Score of Experimental Class
- Appendix XI : The Score of Control Class
- Appendix XII : The Pre-test Experimental Class
- Appendix XIII : The Pre-test of Control Class
- Appendix XIV : The Post-test of Experimental Class
- Appendix XV : The Post-Test of Control Class
- Appendix XVI : The Percentage Points of the t Distribution
- Appendix XVII : Daftar Nilai Presentil untuk Distribusi t

