



**THE EFFECT OF QUESTION-ANSWER RELATIONSHIP
(QAR) TECHNIQUE ON READING COMPREHENSION
AT GRADE XI STUDENTS OF SMA
N 1 ANGKOLA BARAT**

A THESIS

*Submitted to the State Islamic University of Syekh Ali Hasan Ahmad
Addary Padangsidempuan as a Partial Fullfilment of the Requirement
for the Graduate Degree of Education (S.Pd.) in English*

Written by

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**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF SYEKH ALI
HASAN AHMAD ADDARY
PADANGSIDIMPUAN**

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Term : Munaqosyah
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Assalamu 'alaikumwarohmatullah wabarakatuh

After reading, studying and giving advice for necessary revision on the thesis belongs to Amna Sari Harahap, entitled "The Effect of Question-Answer Relationship (QAR) Technique on Reading Comprehension at Grade XI Students of SMA N 1 Angkola". We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan. Thank you.

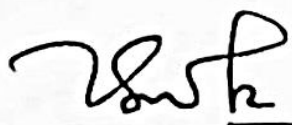
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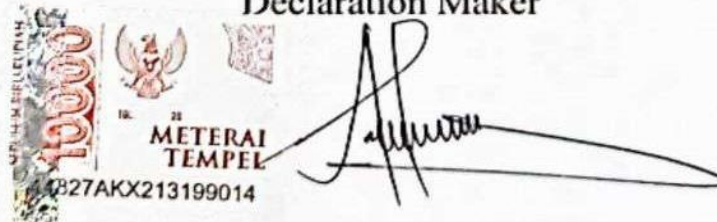
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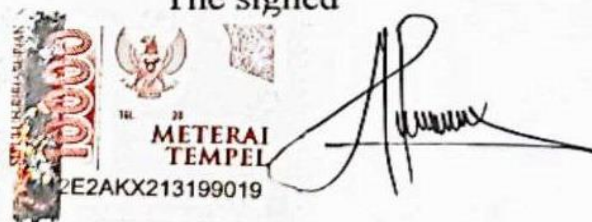
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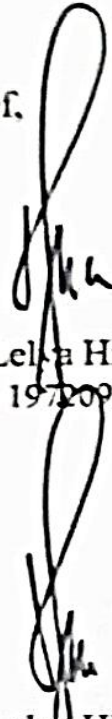
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ABSTRACT

This research focussed on the effect of Question-Answer Relationship (QAR) Technique on Reading Comprehension at grade XI students of SMA N 1 Angkola Barat. The problem that faced by students in vocabulary mastery were : 1) The students are lack of vocabulary, 2) The students difficult to comprehend the text and to conclude the idea of the text by them self, 3) The students are lack of motivation.

There are two formulations of the problem, they are does QAR Technique significantly affect on reading comprehension and how does QAR Technique significantly affect on Reading Comprehension at grade XI students of SMA N 1 Angkola Barat. The purpose of this research were to find out QAR Technique significantly affects on reading comprehension and how QAR Technique significantly affects on Reading Comprehension at grade XI students of SMA N 1 Angkola Barat.

This research used quantitative approach by using experimental method with true experimental design. The population were all the XI IS students of SMA N 1 Angkola Barat. The sample were XI-IIS 3 as experimental group consisted of 28 students and XI-IIS 1 as control group consisted of 28 students. The data were collected through pre-test and post-test in multiple choice and analyzed by using independent sample T-test.

The result of this research showed that mean score of experimental research was higher than mean score of control group after using QAR Technique. The mean score of experimental research after using QAR Technique was 84.43 and mean score of control research was 79.93. It can be concluded that QAR Technique is very useful on reading comprehension. In addition, $t_{count} > t_{table}$ (1.722 > 2.000). It means QAR Technique significantly affects on reading comprehension at grade XI students of SMA N 1 Angkola Barat.

Key Words : QAR Technique, Reading Comprehension

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ABSTRAK

Penelitian terfokus pada pengaruh Teknik Question-Answer Relationship terhadap penguasaan membaca siswa kelas XI SMA N 1 Angkola Barat. Beberapa masalah yang dihadapi siswa dalam menguasai kosa kata diantaranya : 1) Kurangnya kosakata siswa, 2) Siswa malas dan stress menghafal kosakata yang jumlahnya banyak, 3) Kurangnya motivasi siswa mempelajari kosakata.

Ada 2 rumusan masalah dalam penelitian ini, yaitu apakah QAR Technique berpengaruh secara signifikan terhadap penguasaan membaca siswa dan bagaimana QAR Technique berpengaruh secara signifikan terhadap penguasaan kosakata siswa kelas XI SMA N 1 Angkola Barat. Penelitian ini bertujuan mengetahui apakah QAR Technique berpengaruh secara signifikan terhadap penguasaan membaca siswa dan bagaimana QAR Technique berpengaruh secara signifikan terhadap penguasaan membaca siswa kelas XI SMA N 1 Angkola Barat.

Penelitian ini menggunakan metode kuantitatif eksperimental dengan menggunakan rancangan eksperimen sungguhan. Populasinya adalah seluruh kelas XI IIS SMA N 1 Angkola Barat. Sampelnya adalah XI IIS 3 sebagai kelompok eksperimen terdiri dari 28 siswa dan XI IIS 1 sebagai kelas kontrol terdiri dari 28 siswa. Data dikumpulkan melalui pre-test dan post-test dalam bentuk multiple choice, dan dianalisis menggunakan rumus independent sample T-test.

Hasil penelitian menunjukkan bahwa hasil rata-rata skor kelompok eksperimen lebih tinggi daripada kelompok kontrol setelah menggunakan QAR Technique. Rata-rata skor kelompok eksperimen setelah menggunakan QAR Technique adalah 84.43 dan rata-rata skor kelompok kontrol adalah 79.93. Sehingga dapat diartikan bahwa QAR Technique sangat bermanfaat terhadap penguasaan ($1.772 > 2.000$). Dapat disimpulkan bahwa QAR Technique berpengaruh secara signifikan terhadap penguasaan membaca siswa kelas XI SMA N 1 Angkola Barat.

Kata Kunci : QAR Technique, Reading Comprehension.

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I realize this thesis can not be considered perfect without critiques and suggestion. Therefore, it is such a pleasure for me to get critiques and suggestion to make this thesis better.

Padangsidimpuan, Desember 2022
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CHAPTER I

INTRODUCTION

14. Background of the Problems

Reading is one of skills that should be mastered by students. Reading is a means of language acquisition, of communication, and sharing information and ideas. Like all languages, it is a complex interaction between the text and the reader which is shaped by the reader's prior knowledge, experiences, attitude, and language community which is culturally and socially situated.

Reading is taught for students at school. In reading, students learn some kinds of text. There are three kinds of text at ten grade of senior high school, such as descriptive text, recount text and narrative text. One of reading text at ten grade is narrative text.

Narrative text is a kind of a text to retell the past story. It is based on life experience and is person oriented using dialogue and familiar language. Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems.

There are a few essentials why students should have ability to reading narrative text, they are : First, reading sharpness creativity and creativeness ranges. When read, positive regions of brain are active, part of brain popularly known to be the seat of creativity. Second, reading narrative text learn to make sense not only of the world around them but also people, building social-emotional skills and imagination.

Reading and other skills in English are not given separately, but in an integrated manner and basic competencies that exist in the syllabus are according to the level. In teaching reading narrative text the teacher should consider several things. For example, the teacher should choose appropriate narrative text which contains the moral value that can educate the students to do something positive and interesting. Teacher gives clear explanation in teaching reading narrative text. Teacher should select the most suitable technique for teaching reading narrative text and make good preparation to use the technique in teaching learning process, because there are more method that can be use by the teacher for balancing the target and the way to get it. Teacher applying an interesting technique is one of important factors in making a good impression in the classroom activities.

Based on interview to English teacher in SMA N 1 Angkola Barat she stated, “There are still many students who do not understand reading narrative text because of lack of vocabulary and lack of motivation, therefore they difficult to comprehend the text and to conclude the idea of the text by them self.”¹ Another time with some of students in SMA N 1 Angkola Barat, about their problems or their difficulties in learning reading narrative text. The teacher has no variation in teaching, and often uses the monotonous technique in teaching reading narrative text. The teacher distributes the reading text, ask the students to read the text and translate into Indonesian. Then, the teacher

¹An English Teacher of SMA N 1 Angkola Barat, Privat interview, on November.15 nd 2021, at 01.30 p.m.

asks the students to answer the questions based on the text they have read. After that, the teacher makes some correction if necessary. So, these activities can make students not interesting in learning reading narrative text. They could not state the ideas of the text and not comprehend the text.² Based on interview it can be conclude the teacher's teaching technique has not reached the appropriate target as students expected.

There are many factors affect on reading comprehension, one of them is technique. This technique is believed to help and to improve students' reading comprehension.³

Teaching technique is the way used by the teacher in carrying out the text by means of extracting the required information from reading texts. Teacher has continued or find more special technique for teaching, teacher has the technique for teaching to grow up the purpose.

Everyone has different opinion about kinds of technique in teaching reading. According to Harmer "Kinds of teaching technique in reading are story telling, presentation practice production (PPP), reading aloud, silent viewing, role play, substitutions, group discussion, brainstorming, pair discussion, and question-answer relationship (QAR)".⁴

The role of QAR teaching technique in reading narrative text is very important to help the students to make them understand very easier. QAR

²Students of SMA N 1 Angkola Barat. Privat Interview, on June 20 th 2022, at 11.00 a.m.

³ Peter Afflerbach, *Essential Reading on Assesment, Essential Reading on Assessment*. (Newark: International Reading Association, 2010), 75, <https://libgen.is/>.

⁴Jeremy, Harmer. *The practice of English Language teaching: Fourth Edition*. (Harlow: Pearson Education Limited, 2007). p. 72

technique to help students consider information obtained by text or their background own. This technique also can make the students are more active and motivated in teaching learning process.

Based on the explanation above, the researcher is interested to do a research entitled “The Effect of Question-Answer Relationship (QAR) Teaching Technique on Reading Comprehension at Grade XI Students of SMA N 1 Angkola Barat”.

15. Identification of the Problem

Reading comprehension is the ability to understand the written text to get the intended meaning from it. It is also a complex process of interaction between reader and text.

As a mentioned above there are several factors affect on reading comprehension, one of them is technique. One of them technique of teaching reading comprehension is Question-Answer Relationship (QAR). This technique is believed to help and to improve students’ reading comprehension.

16. Limitation of the Problem

As mentioned above, there are many factors affect on reading comprehension, one of them is question-answer relationship (QAR). This technique is believed to help and to improve students reading comprehension.

So that is why, this research was focus on students’ reading comprehension by using question-answer relationship (QAR) technique whether question-answer relationship (QAR) significantly affects on students’ reading comprehension.

This research was focus on question-answer relationship (QAR) technique on reading comprehension because some reasons. First, by using this technique can help the students to answer question more easily so that the class is more active and effective. Second, by using this technique makes students more interested in learning and makes students not bored when learning.

17. Formulation of the Problem

Based on the background of the study above, the formulation of this research can be formulated as follows :

1. How is the students' reading comprehension at grade XI students of SMA N 1 Angkola Barat, before using Question-Answer Relationship (QAR) technique ?
2. How is the students' reading comprehension at grade XI students of SMA N 1 Angkola Barat, after using Question-Answer Relationship (QAR) technique ?
3. Is there any significant effect of Question-Answer Relationship (QAR) technique on reading comprehension at grade XI students' of SMA N 1 Angkola Barat ?

18. Objectives of the Research

Based on the formulation of the research above, the researcher determined the objectives of the research are :

1. To know the students' reading comprehension at grade XI students' of SMA N 1 Angkola Barat before using Question-Answer Relationship (QAR) technique.

2. To know the students' reading comprehension at grade XI students' of SMA N 1 Angkola Barat after using Question-Answer Relationship (QAR) technique.
3. To know whether there is a significant effect of Question-Answer Relationship (QAR) technique on reading comprehension at grade XI students' of SMA N 1 Angkola Barat.

19. Significances of the Research

1. Science education, to gives contribution and reaches the sciences of language education in general and specifically to the field of the teaching reading skills.
2. English teacher, to helping teacher in teaching reading skills and know the teaching technique that will help students to understand and make the higher reading comprehension.
3. Researcher, to give information about correlation between teacher's Questioning-Answer Relationship (QAR) technique and student's reading comprehension.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description

1. Reading Comprehension

a. Definition of Reading Comprehension

Reading is a fluent process of reader combining information from a text and their own background knowledge to build meaning.⁵ In this case, a reader try to understanding the information base on the text or what she or he has read. Mikulecky and Jeffries said “Reading is one of important way to improve general language skills in English”.⁶ So, reading can be said as process of getting information from the text that able to improve general language skill.

A stated by Jack and Renandya “Comprehension is the process by which a person understanding the meaning of written or spoken language clearly”.⁷ Comprehension is activities require students to demonstrate an understanding of the material through some type of manipulation or alternation of the material before answering a question.⁸ Based on definition above, it can be conclude that

⁵David Nunan, *Practical English Language Teaching*, (New York: McGraw Hill, 2003), p.68.

⁶ Beatrice S Mikulecky & Linda Jeffries, *More Reading Power* (USA: Addison Wesley Publishing Company, 1996), p.1.

⁷Richard Jack C. and Willy A. Renandya, *Language Teaching Methodology* (Cambridge University, 2006), p. 54.

⁸Donald C. Orlich, *Teaching Strategies A Guide to Better Instruction*, (D.C. Heath and Company Texingt on Massachusetts Toronto, 2006), P. 87.

comprehension is a process in which the reader may construct meaning by interacting with the text.

Based on Klingner “Reading Comprehension is refers to reading for meaning, understanding and entertainment. There should be an interaction between reader and the text”.⁹ According to Brown “Reading comprehension is primarily matter of developing appropriate, efficient comprehension strategies”.¹⁰ In addition, a stated by Snow “Categorizes reading comprehension into three components. The components are the reader, the text, and the activity”.¹¹ So, the readers should be able to reconstruct the meaning of the text which the authors wrote. Based on curriculum 2013,

Reading is understanding various meanings (interpersonal, ideational, textual) in various interactional written texts and monologues, especially those in the form of descriptive, narrative, spoof/recount, procedure, report, news item, anecdote, exposition, explanation, discussion, commentaries, and reviews.¹²

From the explanation above, it can be concluded that reading comprehension is the ability to understand the written text to get the intended meaning from it. It is also a complex process of interaction between reader and text. It occurs in the human brain and involves

⁹Jenette K. Klingner, et. al., *Teaching Reading Comprehension to Students with Learning Difficulties*, (US: The Guilford Press, 2007), p. 2, e-book retrieved from <https://goo.gl/hD98Ke>.

¹⁰H. Douglass Brown, *Teaching by Principle an Interactive Approach to Language Pedagog* (New Jersey: Prentice Hall, Inc Englewoods Cliffs, 1994), p. 291.

¹¹C. Snow, *Reading for Understanding: toward an R & D Program in Reading Comprehension*

¹² Wahyu Sundayana, “Material Development/Pedoman Guru ING SMA 5. (http://file.upi.edu/Direktori/FPBS/JUR._PEND._BAHASA_INGGRIS/19580208198601WAHYU_SUNDAYANA/ESP_Material_Development/Pedoman_Guru_ING_SMA_05_Bag_I.pdf). Access on 08th February 2022.

many components. Those components are the reader, the text, and the previous knowledge in which they interact one another in order to reconstruct, evaluate, and compare the meaning of the text based on the readers' prior knowledge.

b. Purpose of Reading Comprehension

Reading comprehension is very important to have, because comprehension is the process of reader to understand the written language. According to Nunan, there are several purpose of reading comprehension :

- 1) To obtain instruction on how to perform some task for our work or daily life (examples, knowing how an appliance works).
- 2) To act in a play, play a game, do a puzzle.
- 3) To keep in touch with friends by correspondence or to understand business letters.
- 4) To know when or where something will take place or what is available.
- 5) To know what is happened (as reported in newspaper, magazine, reports).
- 6) For enjoyment or excitement.¹³

As the option above, the purpose of reading comprehension is to make the reading easy and fast to find the information in the text what the read. The reader can understand the purpose, attitude and mood of researcher that was the comprehension.

Based on English curriculum 2013, the purpose of reading comprehension as follow :

¹³David Nunan, *Practical English Language Teaching, first Addition* (New York: McGraw. Hill Companies, 2003), p.68.

- 1) Can respond to graphic symbols in writing, such as punctuation, capitalization, italics.
- 2) Can understand the elements of language in written discourse, such as morpheme/word structures, sentences, word links in sentences, sentence links in paragraphs.
- 3) Can understand the meaning of words and sentences according to the context of written discourse.
- 4) Can understand the main ideas, supporting and detailed information in written discourse.
- 5) Draw conclusions and inferences from written discourse.
- 6) Knowing the author's style and intent in conveying ideas in written discourse.¹⁴

Based on the option above, the purpose of reading comprehension is to make the reader helping and fast to comprehension the information in the text. The reader can be getting and easy to do conclude of the text.

c. Types of Reading Comprehension

There are two types of reading comprehension they are : extensive reading and intensive reading.

1) Intensive Reading

Intensive reading involves approaching the text under the teacher's guidance or task that forces students to focus on the text and its purpose is to arrive at an understanding not only of what the text means but also of how the meaning is produced.¹⁵ Based on Scrivener,

¹⁴Wahyu Sundayana, "Material Development/Pedoman Guru ING SMA 5. (http://file.upi.edu/Direktori/FPBS/JUR._PEND._BAHASA_INGGRIS/19580208198601WAHYU_SUNDAYANA/ESP_Material_Development/Pedoman_Guru_ING_SMA_05_Bag_I.pdf). Access on 08th February 2022.

¹⁵Christine Nuttal, *Teaching Reading Skill in a Foreign Language* (London: Macmillan, 2005), p. 38

In learning language, intensive reading is a reading activity which the process is under the teacher's guidance. In intensive reading, the readers tend to be more careful and close, less relaxed, and dedicated not as a pleasure but gaining a specific learning aim and task.¹⁶

From the theory definition above, it can be said that intensive reading is for a high degree of comprehension and relation over a long period of time, this type of reading is deeper than the extensive one because the readers are not only learning about how the words are produced but also they are learning about the meaning, learn about the structure, word formation, grammar or unfamiliar vocabulary they found in the text, and so forth.

2) Extensive Reading

According to Brown “extensive reading is applies to text of more than a page, up and including professional articles, essays, technical reports, short stories and books”.¹⁷ A stated by Nuttal “Extensive reading is assumed as follow; It is assumed that to understand the whole (e.g., book) it is made up. However, we can, in fact, often understand a text, adequately without grasping every part of it”.¹⁸

Based on the statement above, the reading selection, which is appropriate related to extensive reading, is reading for pleasure.

¹⁶J. Scrivener, *Learning Teaching*, (Oxford: Heineman Publishers, 1994), p. 188.

¹⁷H Douglas Brown, *Language Assessment Principles & Classroom Practice* (San Francisco, California, 2003), p. 189.

¹⁸Christine Nuttal, *Teaching Reading Skill in a Foreign Language* (London: Macmillan, 2005), p. 38

in the reading activity, a reader does not need to understand every word because the aim merely needs to get an overall understanding of the text.

d. Principles of Reading Comprehension

Reading comprehension is a complex process that is imperfectly understood. But it is still possible to layout general principle of good teaching practice base on what teacher know. Generally, in every teaching have principles, moreover in teaching reading comprehension. According to Brown, there are many principles in teaching reading comprehension, they are stated in following :

- 1) Identify your purpose in reading a text.
- 2) Apply spelling rules and conventions for bottom-up decoding.
- 3) Use lexical analysis (prefixes, roots, suffixes, and other) to determine meaning.
- 4) Guess at meaning (of words, idioms, and other) when you are not certain.
- 5) Skim the text for the gist and for main ideas.
- 6) Scan the text for specific information (names, dates, key words).
- 7) Use silent reading technique for rapid processing.
- 8) Use marginal notes, outlines, charts or semantic map for understanding and retaining information.
- 9) Distinguish between literal and implied meanings.
- 10) Capitalize on discourse markers to process relationships.¹⁹

Based on definition above shows that there are ten principles for teaching reading comprehension. They are important skill in English to

¹⁹H. Douglas Brown, Language assessment: Principles and Classroom Practices, (United States of America: Longman, 2004), p. 188-189

get an idea of the text and increase students' knowledge and experience through reading comprehension.

e. Problems of Reading Comprehension

In senior high school, not all of students is master in reading comprehension. There are some students have difficult in comprehension of reading a text. According to Westwood, there are eight problems in reading comprehension which is required as follows:

- 1) Limited vocabulary knowledge
If a student has difficulty understanding what he or she is reading, it is worth considering whether there is a serious mismatch between the student's own knowledge of word meanings (expensive and listening vocabulary) and the words used in the text. The students may be able to read a word correctly on the page but not know its meaning.
- 2) Lack of fluency
There appear to be an optimum rate of fluency in reading that allows for accurate processing of information. Automatically in reading, based mainly on smooth and effortless word identification and contextual cueing, allows the reader to use all available cognitive capacity to focus on meaning.
- 3) Lack of familiarity with the subject matter
Using the school textbook as the medium for first introducing new information to students is not usually the most effective method of delivery. It is better to provide information first by other means.
- 4) Difficulty level of the text (readability)
Conventional wisdom suggests that one way to assist struggling readers is to ensure that the difficulty level of the texts they are required to read is compatible with their current reading ability. In other words, it has always been accepted that the weaker the reader, the easier the book needs to be to ensure success.
- 5) Inadequate use of affective reading strategies
Unlike skilled readers, weaker readers do not approach the interpretation of text strategically. They tend not to know of, or use, strategies that would help them visualize, make connections, reflect, infer, predict, question and summarize.

- 6) Weak verbal reasoning
To some extent, the ability to reason is determined by an individual's level of intelligence; but guided reading activities in which a teacher uses effective questioning to challenge students to think more deeply about the text they are reading are helpful in developing their ability to reason from the information given.
- 7) Problems with processing information
Limited working memory is sometimes suggested as a causal factor in poor comprehension. It is known that individuals differ in their working-memory capacity, with some able to process and accommodate much more information than others.
- 8) Problems in recalling information after reading
Recall is dependent partly upon factors such as vividness and relevance of the information in the text; but it is also dependent upon a student giving adequate attention to the reading task and knowing that it is important to remember details.²⁰

Based on explanation above it can be conclude there are some problems in reading comprehension such as the students do not have sufficient background knowledge to understand the text, the lessons have not been learnt properly and or they never read a similar text before. As a result of having poor vocabulary and the student's difficulties in understanding he text.

f. Process of Reading Comprehension

There are some process of reading comprehension, according to Nunan the reading comprehension process there are five categories that are: bottom-up models, phonics approach, intensive reading, top-down models, extensive reading :

- 1) Bottom-up models typically consist of lower-level reading process student start with the fundamental basics of letter and sound recognition.

²⁰Peter Westwood, *What Teachers Need to Know about Reading and Writing* (Australia: ACER PRESS, 2008), 33–37, <https://b-ok.asia/book/>.

- 2) Phonics approach to teaching reading supports a bottom-up model. The approach is used in many reading series.
- 3) Intensive reading involves a short reading passage followed by textbook activities to develop comprehension and/or particular reading skill.
- 4) Top-down models, on the other hand begin with the idea that comprehension resides in the reader.
- 5) Extensive reading plays a key role in top-down approaches to reading.²¹

So, it can be concluded that there are five stage process of reading comprehension that are: bottom-up models is the process of reading start from basic of letter until large text, phonics approach teaching reading support bottom-up, intensive reading to develop comprehension and/or particular reading skill, top-down models is the process of reading start from the background knowledge until word by word, and extensive plays a key role in top-down.

g. Technique 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.

According to Brown there are techniques of reading comprehension that can use in classroom are:

- 1) 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

²¹David Nunan, *Practical English Language Teaching*, (New York: McGraw-Hill Companies, 2003). p. 70-72

important for the teacher to teach reading technique and to set up the purpose of reading to the students.

- 2) 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.
- 3) 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.
- 4) 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.
- 5) 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.
- 6) 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.
- 7) 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.

- 8) 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.
- 9) 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.
- 10) 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.²²

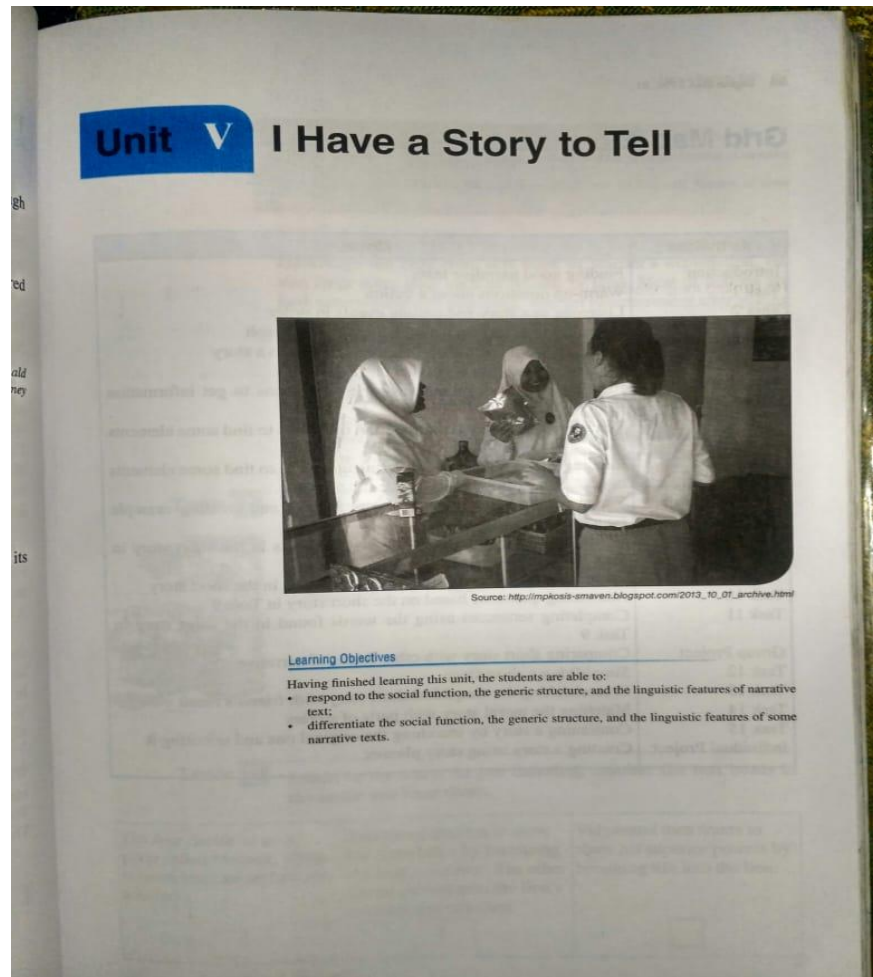
Therefore, the techniques of reading can help the students to have more comprehension in reading text. By using reading technique in reading comprehension, the students will be easy to get the meaning and the information from the text. Beside, the students feel interest in reading.

h. Material of Reading Comprehension

English at Senior High School is directed to develop some skills so that the graduates are able to communicate in English on a certain level of intermediate. Because of that, the teaching and learning process should be appropriate with the purposes. There are common topics in English book that used for eleventh grade SMA/MA/SMK/MAK, it divides into ten unit. Such as : I suggest, I've been here for an hour, if I get the scholarship I will, popular poems, I have a story to tell, hello

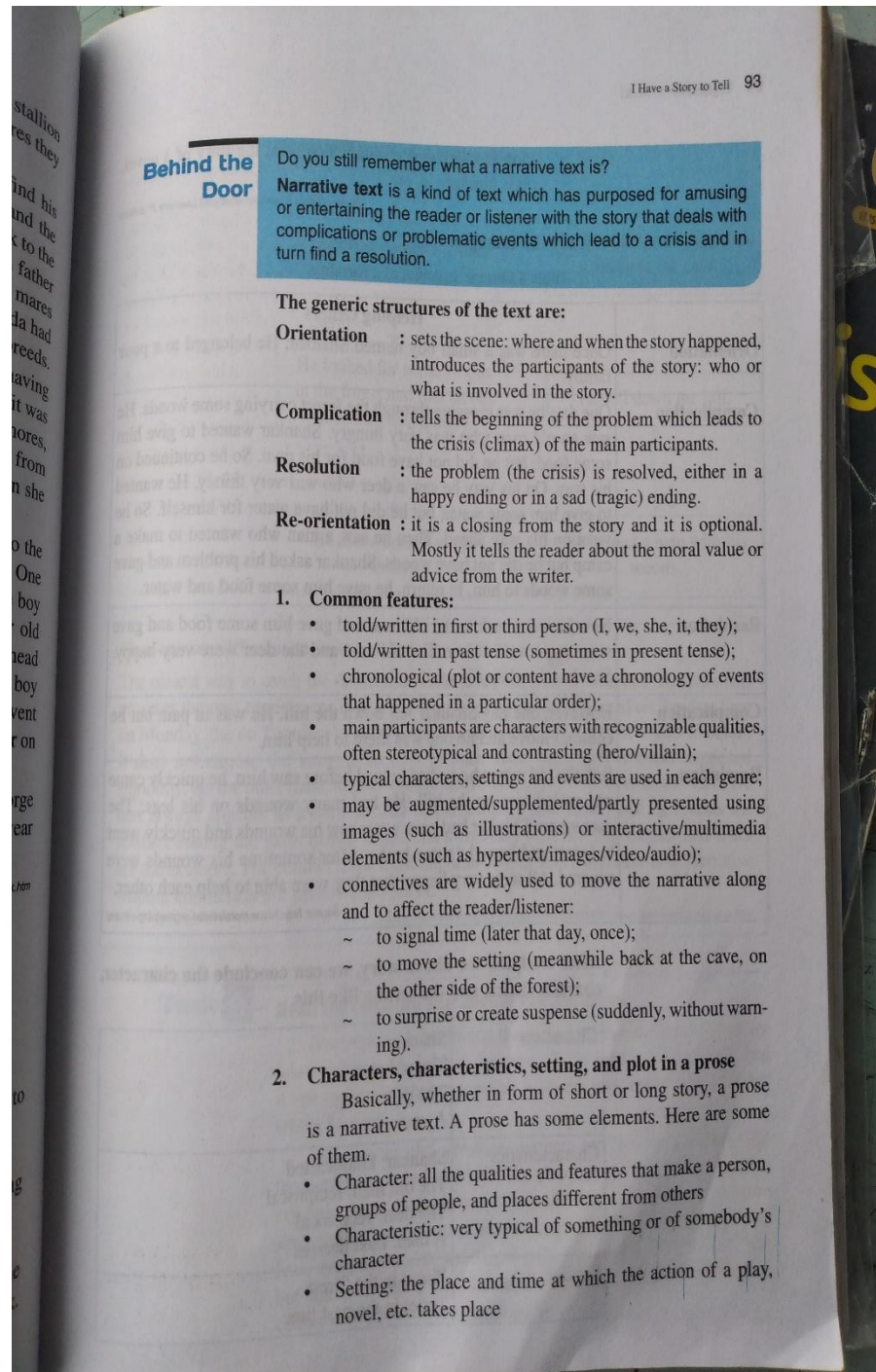
²²H. Douglas Brown, *Teaching by Principles, An Interactive Approach to Language Pedagogy*, (New Jersey: Prentice Hall Regents, 1994), p. 292-296.

is Dina there?, the information is about, she has many hobbies such as, in my opinion, and what does that song mean.²³ Based on the syllabus curriculum for eleventh grade, this research took I have story to tell in narrative text on unit V.



²³Ira Wijayanti. et.al, *Be Smart English 2*, (Jakarta: Kementerian Pendidikan dan Kebudayaan, 2013), vii.

- 1) The example of reading comprehension in narrative text on the handbook.



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- Plot: the series of events which form the story of a novel, play, film/movie, etc.

Source: Oxford English for Advanced Learner's 7th Edition

Study the example.

Table 4 Generic structure of a narrative.

Helping Others	
Orientation	Once there was a small boy named Shankar. He belonged to a poor family.
Complication	One day, he was crossing through the forest carrying some woods. He saw an old man who was very hungry. Shankar wanted to give him some food, but he did not have food for his own. So he continued on his way. On his way he saw a deer who was very thirsty. He wanted to give him some water, but he did not have water for himself. So he went on his way ahead. Then he saw a man who wanted to make a camp but he did not have woods. Shankar asked his problem and gave some woods to him. In return, he gave him some food and water.
Resolution	Now he went back to the old man and gave him some food and gave some water to the deer. The old man and the deer were very happy. Shankar than happily went on his way.
Complication	However, one day Shankar fell down the hill. He was in pain but he couldn't move and no one was there to help him.
Resolution	But, the old man who he had helped before saw him, he quickly came and pulled him up the hill. He had many wounds on his legs. The deer whom Shankar had gave water saw his wounds and quickly went to forest and brought some herbs. After sometime his wounds were covered. All were very happy that they were able to help each other.

Source: <http://www.moralstories.org/helping-others/>

After studying the above story, we can conclude the character characteristics, and the setting like this.

Characters	Shankar The old man The deer A man
Characteristics	Shankar: kindhearted The old man: reciprocal The deer: reciprocal A man: kind hearted
Setting	Place: in the forest Time: in the past time

2)

I Have a Story to Tell 95

Meanwhile, the plot is like this

```

    graph TD
      A[A poor boy named Shankar.] --> B[He looked for some woods in the forest and met an old man who was hungry.]
      B --> C[He met a deer that was thirsty.]
      C --> D[He helped a man with his woods.]
      D --> E[He fell down the hill.]
      E --> F[He was helped by the old man and the deer.]
    
```

How can we differentiate recount from narrative?

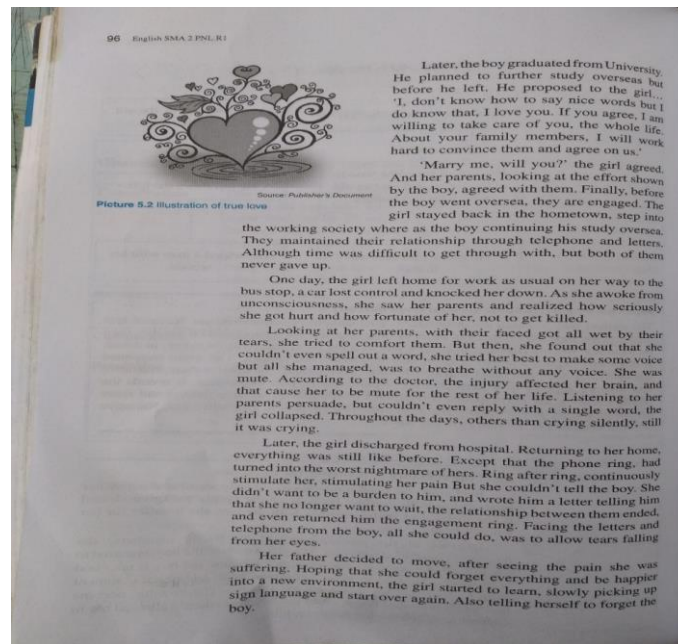
The easiest way to catch the difference is analyzing the generic structure. Recount text presents the past experiences in order of time or place; what happened on Sunday, then on Monday, then on Tuesday. In simple way, recount describes series of events in detail. It does not expose the struggle on how to make them happen. The event happened smoothly. On the other hand, narrative introduces crisis and how to solve them. Narrative text always appears as a hard portrait of participant's past experience. It reveals the conflict among the participants. Cinderella's conflicts with her step mother and sister are the example. The conflict is the most important element in a narrative text. Narrative without conflicts is not narrative any more.

Source: <http://www.englishdirection.com/2008/04/between-recount-and-narrative.html>

Task 8 Read the romance and answer the questions.

Ever since the beginning the girl's family member disagree her relationship with the boy because of the family background, and if she insisted of being together with the boy, she'll suffer for her whole lifetime.

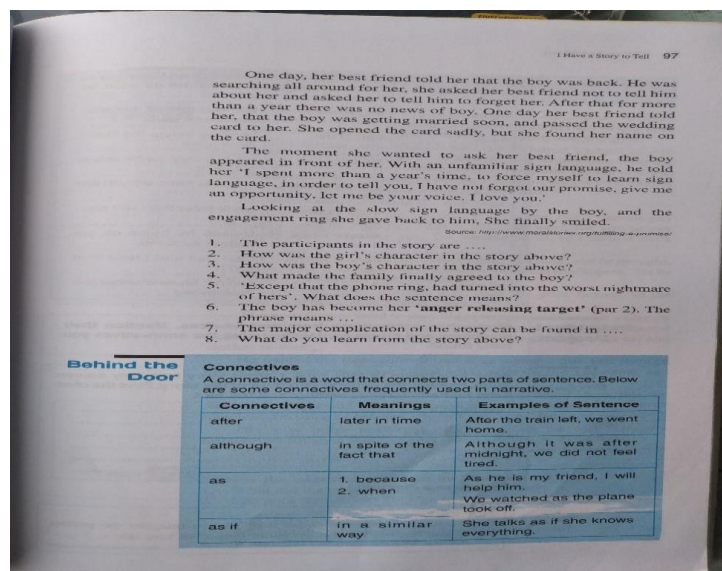
Because of the pressure applied by family members, she frequently quarreled with him. The girl does love the boy; she used to ask him, "How much do you love me?" Because the boy is not good with words, he used to make her angry. With additional comment from her parents, her mood got even worse. The boy, has become her 'anger releasing target'. And the boy, just silently allowed her to continuously release her anger on him.



Source : English Textbook XI Grade of SMA/MA/SMK/MAK

2. Question-Answer Relationship (QAR) Technique

a. Definition of Question-Answer relationship (QAR) technique



Question-Answer Relationship (QAR) technique is a reading technique developed by Raphael in 1986 which serves to assist the readers in connecting reading purpose to text and to personal

information sources.²⁴ According to Raphael and K. h “QAR provides students the way to answer the questions by differentiating the fcomprehension.7uestion based on the answers that are required: right there, think and search, author and me, and on my own”.²⁵

The QAR technique is a reading method of learning that tries to increase pupils’ understanding of reading content by encouraging students to link their prior knowledge of text content before reading and after reading in answering questions.²⁶ A stated by Raphael “ QAR is a tool for clarifying how students can approach the task of reading text and answering questions”.²⁷ QAR technique can be used to frame questioning activities within the reader cycle guide the modelling of question- asking practice in the before, during and after reading phases. QAR technique as one of innovative in teaching reading comes-up with the answer to solve the problems and changes in the world of English language teaching and find ideas for teachers to take away.

Based on the theory above, it can be inferred that QAR is a teaching technique that emphasize the relationship between question and

²⁴Donna E. Alverman, et. al., *Theoretical Models and Processes of Reading* (USA: International Reading Association (IRA), 2013), p. 1043-1044., e-book taken from <https://goo.gl/h4GrYZ>.

²⁵Taffy E Raphael, and Au, K. h, *QAR Now A Powerful and Practical Framework That Develops Comprehension and Higher Level Thinking in All Students*, (New York : Scholastic, 2006),p. 206

²⁶Angelia Yemima Butar-Butar & Sinta Hotma Yanti Haloho, The Effect Of Question And Answer Relationship (QAR) Strategy, *Esteem Journal Of English Study Programme*, Vol. 5, No. 1, P, 77.

²⁷ T. E. Raphael, *Teaching Question Answer Relationship*, (New York: Scholastic, 1986), p.516.

answer. It is involved to clarify how students approach the task of reading and answering comprehension questions.

b. Purpose of Question-Answer relationship (QAR) technique

QAR technique is the reading technique that helps students to answer many types of questions. There are six purpose of using QAR technique :

- 1) Help the students to unearth misconception and check for factual knowledge of the text.
- 2) To discover how the students using 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 leaners' ability to problem solve.
- 6) To stimulate imaginative thought.²⁸

From the explanation above, it can be concluded that the application of QAR technique has some pedagogical significances for the leaners and teacher in teaching-learning process, especially in reading.

c. Advantages of Question-Answer relationship (QAR) technique

QAR is one of several techniques that use in reading comprehension. This technique has benefit to increase students' comprehension in reading. According to Petel these are several advantages of QAR technique :

- 1) Using the QAR technique, the instructions used by the teacher can be adjusted based on the class level and content area. So, this technique can be applied for across grade levels and content areas.

²⁸Douglas Fisher and Nancy Frey, *Guided Instruction, How to Develop Confidents and Successful Leaners*, (ASA: ASCD, 2010), p. 27.

- 2) This technique allows students to learn reading technique, such as scanning, skimming, or context instructions to find specific information in the text,
- 3) The QAR technique is able to generate critical thinking of students when dealing with texts or assignments on high-risk tests because QAR question are not only limited to the right there or in my head, which is the answer to the questions in the book, but also QAR technique of having question' on my own or author and me.²⁹

The specific explanation above, the advantages of QAR technique in teaching reading comprehension are to help the students to learn reading comprehension easier and the students motivate to study reading comprehension.

d. Disadvantages of Question-Answer relationship (QAR) technique

Besides the advantages, Question-Answer Relationship (QAR) technique also has some disadvantages as the following :

- 1) It will be difficult task for students who do not know the meaning of the text.
- 2) Students will find difficulty in answering the comprehension question when they have to relate it with their background knowledge.
- 3) When students have to work in a group, not all students participate in doing the comprehension task and answering the question.³⁰

Based on above, it can be concluded the disadvantages of QAR technique are difficult task for students who don't know the meaning of

²⁹Peter Afflerbach, *Essential Reading on Assesment, Essential Reading on Assessment*. (Newark: International Reading Association, 2010), 81–85, <https://libgen.is/>.

³⁰ J. Conner, *Instructional Reading Strategy*

the text, difficulties in answering the comprehension question, and not all students participate in a group to answering the question.

e. Procedure of Question-Answer relationship (QAR) technique

According to Tompkins, there are three steps of Question-Answer Relationship (QAR) technique : predicting, clarifying, and questioning.

- 1) Predicting
Predicting is the ability to predict the topic what is being read. It means that the students can connect their prior knowledge to the new information about the text or issues. Moreover, the students can predict or hypothesis what is the author going to discuss next in the text.
- 2) Clarifying
Clarifying is the ability to the clarify the difficulties are facing while reading the text. For example : if the students are facing unfamiliar vocabulary, unclear reference, and others, they try to rereading or ask for classification.
- 3) Questioning
Questioning is the ability to make a question relates to the text. It poses the students to find new information in question form and self-test to prove that they can answer their question.³¹

In another hand, Bouchard states there are four steps of Question-Answer Relationship (QAR), as follows :

- 1) Introduce the technique showing the relationship of the Question to Answer. An enlarged chart of this can be hung in the classroom where students can refer to it.
- 2) Create QAR questions from small sections of text (not longer than five sentences) for each the four levels. Using the questions, model how each level of the QAR questions can be identified and answered. Discuss the differences between questions using the class textbook and subject exam papers.
- 3) Give the students sample questions to answer in small groups and identify which of the QAR levels they used.

³¹ G. E. Tomkins, *Literacy for the 21th Century: A Balanced Approach*, (Boston: Allyn and Bacon, 2010), p. 452.

- 4) Have students work individually on questions from longer passages. Get students to examine the types of questions in their textbooks.³²

Based on the explanation above, this research use Tomkins' theory. Because Tomkins' theory explain the steps more clearly, it also more appropriate and easier for the teacher to apply in the classroom.

f. Conventional Technique

1) Definition of Conventional Technique

Conventional teaching is a traditional way that is used by a teacher in teaching and learning process. According to Deriden "conventional technique is the strategy or the way that usually used by the teacher to teach the text to students".³³ A stated by Hudson "conventional technique is the strategy used by the teacher based on mutual agreement in a school".³⁴

Based on the explanation, conventional technique is uses traditional way in teaching and learning process where the teacher will use the lecture method in teaching and learning.

2) Procedure of Conventional Technique

To make conventional technique, there are some procedure.

According to Andrian, there are some steps those are :

1. Preparation

³²Bouchard, National Behavior Support Service. (n.d)., Question Answer Relationship (QAR), Retrieved September 27, 2017, from: <http://www.nbss.ie/>

³³Jhon Deriden, Conventional Strategy, Available at <http://www.britisnis.com/EBcheck/topic/421797/mucler-strategy/52993/conventional-strategy>, (Access on September 5, 2022 at 13.05 p.m).

³⁴Hudson, The Meaning of Conventional Strategy <http://www.conventional-strategy/topic/54372-strategy> (Access on September 5, 2022 at 13.10 p.m).

- a. To formulate the objectives to be achieved
- b. Determine the main points of the material will be explain
- c. Preparing tools
- 2. Implementation phase
 - a. Steps opening
 - i) Make sure that students understand the objectives to be achieved.
 - ii) Do apersepsi step, that is step linking the subject matter and the subject matter that will be delivered
 - b. Steps presentation
 - i) Maintain continuous eye contact with students.
 - ii) The use of communicative language easily digestible students.
 - iii) Present learning materials systematic, no bounding to be easily captured by the students.
 - iv) Respond to immediate students responses.
Keep the class conducive and exciting to learn
 - c. Steps ending or closing
 - i. Guide students to draw conclusion or summarize the subject matter.
 - ii. Stimulate students to be able to respond or provide some sort of review of the learning materials that have been submitted.
 - iii. Conduct an evaluation to determine the students ability to master the learning material that had just delivered.³⁵

Based on the explanation above, the procedure of conventional technique can divided by two, those are : the first is preparations, in preparations teacher open the class with formulate the objectives to be achieved, determine the main points of the material will be explain and preparing tool. The second procedure is the implementation phase. There are three

³⁵Andreas Prime, Steps Implementing Teaching Method, Available at <http://materiinside/2014/12/Langkah-zmelaksanakan-metode-ceramah.html>, (Accessed on September 5, 2022 at 19.20 p.m).

steps in implementation phase such as steps opening, steps presentation and steps ending or closing.

3) Advantages and Disadvantages of Conventional Technique

There are some advantages of conventional teaching.

According to Dodik the advantages of conventional teaching are :

- a) Teacher easily master classes.
- b) Easy to organize the seating/class.
- c) Can be followed by a large number of students.
- d) Easy to prepare and implement them.
- e) Master's easy to explain the lesson well.
- f) More economical in terms of time.
- g) Provide opportunities for teachers to use their experience, knowledge and wisdom.
- h) Can use comprehensive teaching materials.
- i) Helping students to hear accurately.
- j) If used correctly it will be able to stimulate and increase student interest in the academic field.
- k) Can strengthen students' reading and learning from some other source.³⁶

So it can be concluded, the advantages of conventional technique are easier for teacher master the class, the teacher can control the state of the class, the focus of the students just for teacher and the helping students to hear accurately.

Beside the advantages, conventional technique also has some disadvantages. Andrian said, the disadvantages of conventional technique are :

1. Material held by students from the explanations will be limited to controlled teachers.
2. Conventional are not accompanied by demonstrations could lead to the occurrence of verbal.

³⁶Dodik Heru Setiawan, Definition, Advantages and Disadvantages Lecture Method, Available at <http://zonainfosemua./2011/01/pengertian-kelenihan-dan-kekurangan.html> (Accessed on September 5, 2022 at 20.00 p.m)

3. Teachers who lack the ability to speak good, conventional often regarded as tedious method.
4. Through conventional, it is very difficult to know whether all the students already understand what is being describe or not.³⁷

Based on the explanation, it can be concluded the disadvantages of conventional technique are easy for students boring in class, make students lazy, and very difficult to know whether all the students already understand what is being describe or not.

B. Teaching Reading Comprehension by Using QAR Technique

In teaching there are three procedures of teaching that must be completely. They are pre teaching, while teaching and post teaching. Pre teaching is a technique that involves teaching students concepts, skills, or vocabulary prior to a lesson so they can hit the ground running. It can provide students with more knowledge and confidence when approaching a new topic. While-teaching is the core of teaching and learning process because in this part the teacher does some steps in order to explain the topic deeply. They are exploration, elaboration and confirmation. Post-teaching involves going over them again after the lesson. QAR technique has some procedures, it can be found in while teaching.

Teaching reading comprehension by using QAR technique can be seen in this table below :

³⁷Andrean Prime, Definition Advantages and Disadvantages Lecture Method, available at <http://materiinside.co.id/2014/12/pengertian-kelebihan-kekurangan-metode-ceramaha.html> (Accessed on September 5, 2022 at 20.00 p.m).

Table. 1

Teaching Reading Comprehension by Using QAR Technique

Teacher Activity	Procedures	Students activity
A. Pre-Teaching 1. Teacher opens the class by greeting and prepare the students to pray before learn.		1. Students listen to the teacher, 2. Students answer the teacher's greeting and pray before learn.
2. Teacher checks the students attendance list.		1. Students listen to the teacher. 2. Students state the attendance by saying present
3. Teacher asks the students about the last material and relate it with the new material.		1. Students answer the teacher questions.
4. Teacher tells about the new material.		1. Students listen carefully to the teacher. 2. Students add some notes from the teacher.
B. While-teaching 1. The teacher ask students to predict the story. 2. The teacher showing some pictures related to story. 3. The teacher give some oral question .	1. Predicting.	1. Students pay attention to the teacher. 2. Students remind the topic of the material.
1. Teacher ask the students to make groups 2. Teacher ask the student to find 10 unfamiliar vocabulary 3. The teacher give a test to each group	2. Clarifying	1. Students are divided into some groups. 2. The students are given a text to each group. 3. Each group have to find 10 unfamiliar word, and then ask to other group

		about the meaning of unfamiliar word. 4. If the each group don't find the answer in other group, they can find in dictionary.
<ol style="list-style-type: none"> 1. Teacher ask students to make questions about the text. 2. Teacher ask students to answer questions about the text. 3. Teacher go around the class. 	3. Questioning	<ol style="list-style-type: none"> 1. Each group make questions about the text that they have understood. 2. Each group give their questions to other group, and then answer the questions.
C. Post-Teaching		
<ol style="list-style-type: none"> 1. Teacher ask the students about their understanding about the material. 		<ol style="list-style-type: none"> 1. Students answer the teacher's question and tell their problem.
<ol style="list-style-type: none"> 2. The teacher might conclude or summarize the lesson by himself or together with the students. 		<ol style="list-style-type: none"> 1. Listen to the teacher. 2. The students make a summarize while the teacher concludes the lesson.
<ol style="list-style-type: none"> 3. Teacher closes the teaching-learning activity 		<ol style="list-style-type: none"> 1. Students give the greeting to the teacher.

C. Review of Related Findings

Actually, there are some researches that related to this research. There are many researchers that had done the research about Question-Answer Relationship (QAR) Technique. There are some prior researches that used QAR in teaching reading comprehension. One of them was written by Sumiati, she was conclude that Question Answer Relationship (QAR) Strategy can bring significant improvement to the eighth grade students reading comprehension at MTs Tarbiyah Islamiyah Mayang Jambi. The tests used as instrument were consisting of 25 multiple choice questions. The final mean scores gained from both classes was analyzed byusing t-test with significance level $\alpha = 0.05$ by

using *the pooled variance mode t- test*, it was found that the mean score of experimental class was 79.09 meanwhile, the control class was 48.00. The result related that was significant was determined by $p < 0.05$, $p = 0.000$.³⁸

The other research was conducted by Mulyani, the research show that by using QAR strategy given significant effect in increasing the students' achievement in reading. The effect of using QAR strategy on students' achievement in reading comprehension was higher than those students' thought without strategy for 94.09%. So, the finding of the study indicated the students' achievement in teaching recount text by using Question-Answer Relationship (QAR) strategy was more significant.³⁹

Next research by Khairani, based on the research result, showed the improvement of students' reading comprehension through Question-Answer Relationship (QAR) strategy. The students means score in Cycle I was 63.93 (46.4%) and the student mean score in Cycle 2 was 74.64 (78.6%). It could be concluded that the mean score in the Cycle 2 was higher than previous Cycle. Based on the were more active and interested in learning reading process. Related to the interview result, it could be known that students' reading comprehension had improved.⁴⁰

³⁸Sumiati, The Effect of Question Answer Relationship Strategy Towards Students' Reading comprehension at the Eight Grade of Madrasah Tsanawiyah Tarbiyah Islamiyah Mayang Jambi, (State Islamic of University Sulthan Thaha Saifuddin, 2018).

³⁹Mulyani, Hena, The Effect of Using Question-Answer Relationship (QAR) Strategy on Students' Achievement in Reading Comprehension, (University of Muhammadiyah Sumatera Utara,2017)

⁴⁰Khairani, Eva, Improving Students' Reading Comprehension Through Question-Answer Relationship (QAR) Strategy at Tenth Grade Students of SMK N 2 Padangsidempuan, (State Institute for Islamic Studies,2018).

According to those related findings, it can be concluded that this research has same topic that is attracting to be talked. But, there are some differences of this research with the previous researches. The first, this research was used random sampling, while other researchers used purposive sampling, cluster sampling. Second, the indicators from previous research from previous studies are slightly different from this research. Third, design of this research was used true experimental research, while previous researches used quasi experimental.

D. Conceptual Framework

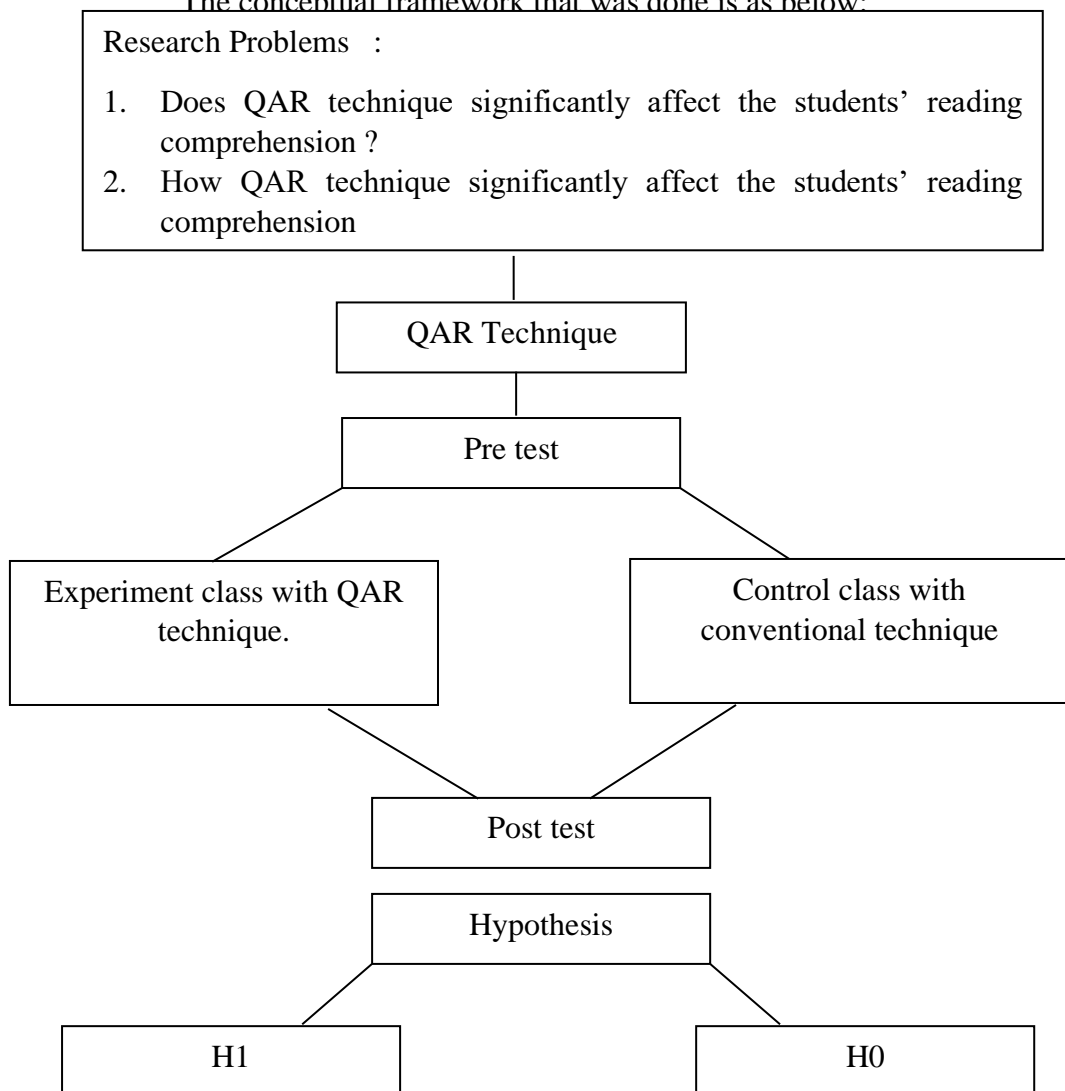
Many students of SMA N 1 Angkola Barat feel difficult in reading comprehension, especially at the XI grade students. They have problems in reading comprehension, for instance difficult to comprehend the text and to conclude the idea by them self, lack of vocabulary, and the teacher teaches his students monotonously or not applied the various technique to teach reading in the classroom.

Reading is the most difficult activities among the four skills. To solve the problem teachers should be able to find the right technique in teaching reading. So, the researcher believe that using Question-Answer Relationship (QAR) technique will has a significant effect to student's reading comprehension. Because Question-Answer Relationship (QAR) technique will make students easier to get information from the text.

In order to get the data in this research, three procedures took in this research, they are pre-test, treatment and post-test.

The pre-test was given a test to experimental class and control class before treatment to know the mean score of the experimental class and control class. After the pre-test, this research was given treatment with using QAR technique for experimental class and conventional technique for control class. The post-test was given a test to know mean score both of class whether the QAR technique has a significant effect on the students' reading comprehension.

The conceptual framework that was done is as below:



E. Hypothesis

The researcher formulates the hypothesis of the research is started as follows:

1. Alternative hypothesis (H_a): there is a significant effect on students' reading comprehension by using QAR technique.
2. Null Hypothesis (H_0): there is no significant effect on students' reading comprehension by using QAR technique.

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of Research

The place of the research is in SMA Negeri 1 Angkola Barat. It is located on Jl. Sibolga Km.15, Sitinjak, West Angkola District, South Tapanuli Regency, North Sumatera province. It started on January 2022 until finished.

B. Research Design

The kind of research was quantitative research with experimental form. It is manipulated the independent variable and observe the effect of independent variable. "The manipulated variable is called experimental treatment or the independent variable and the observed and measured variable is called the dependent variable".⁴¹

True experimental was used in this research with pretest-post test control group design. The researcher will find the population, take the sample and make the sample into to two class (control class and experimental class. Then, give the pre-test to know the basic condition of the two classes. After that, do the experiment do the experiment to experimental class. Last, both of class gave post-test. The result of the test compared to know the different effect of treatment to experimental class.

⁴¹Ary, Donald, "Introduction to Research in Education Eight Edition" (Canada: Nelson Education, 2010), p.26.

The research design for pretest-posttest control group design by using one treatment can be seen below :

Tabel 1
Pretest-Posttest Control Group Design

Class	Pre-Test	Treatment	Post-Test
Experimental Class	√	√	√
Control Class	√	×	√

Source : Sugiyono, Metode Penelitian Kuantitatif, da R&D)

C. Population and Sample

a. Population

The research was done in the eleventh grade students of SMA Negeri 1 Angkola Barat. The population of the sample was consisted of 3 classes with 101 students. Let us look at the table below:

Table 2
Population of the Research

No	Class	Students
1.	XI IIS 1	34
2.	XI IIS 2	35
3.	XI IIS 3	32
Total		101

Source : The teacher of SMA N 1 Angkola Barat

b. Sample

Sampling is the process of selecting number of individuals for a study in such a way that they represent the larger group from which they were selected. "A sample comprises individuals, items, or events selected

from a larger group referred to as population”.⁴² The population of this research is big enough and homogeneous, so it needs to be classified into classes or groups. In this research, the sample taken by randomly by using random sampling technique. The researcher was made like lottery system. First, provide three pieces of small paper contained of the name of three classes, then roll the paper and put the paper into a box. After that, the box will be shaken. The, the researcher will take the first paper for the experimental class. Last, take the second paper for the control class.

Table 3
Sample of the Reseach

The first Experimental Class	The second Control class	Total
XI IIS 3 = 28 students	XI IIS 1 = 28 students	56 students

D. Definition of Operational Variable

To avoid misunderstanding, this research is consisted of two variables, the key term of this researcher are defined as follow :

1. **Question-Answer Relationship (QAR) Technique (Variable X)**

Question-Answer Relationship (QAR) Technique is a teaching technique that emphasize the relationship between question and answer, it is involved to clarify how students approach the task of reading and answering comprehension questions.

⁴²L. R. Gay, *Educational Research: Competencies for Analysis and Application*, ed. Cristie Robb, 10th ed. (USA: Kevin Davis, 2000).

2. Reading Comprehension (Variable Y)

Reading comprehension is the ability of the student to understanding of the text and comprehend the meaning of the text.

E. Instrument of Collecting Data

In this research, the researcher will use a test that consist of pre-test and post-test.

1. Pre-Test

Pre test is a test that researcher do before do the research. The researcher do the pre-test to know the students mastery in reading comprehension before using Question-Answer Relationship (QAR) Technique. The pre-test will be done in both of the classes, control class and experimental class.

2. Post-Test

Post test is a test that do after the experiment. The purpose of post-test is to know the students ability in reading comprehension.

The form of the test is multiple options. According to Brown “multiple choice items which may on the surface appear to be simple items to construct”.⁴³ It means that multiple choice test is suitable to test reading comprehension. In this reseach the test consisted of 50 questions. The test gives for each students to find out the scores for each students answer. The researcher gives 2 scores foor each items and maximum score of test is 100.

⁴³H. Douglas Brown, *Language Assessment Practical and Language Practice*, (San Francisco: Longman, 2003, p.67

Table 4
Indicators of Reading Comprehension Pre-Test

No	Indicators	Items	Number of Items	Score	Total Score
1	Students are able to identify the topic from the text.	3	1, 11, 26	2	6
2	Students are able to identify vocabulary from the text.	12	6, 7, 14, 20, 31, 33, 40, 42, 43, 44, 46, 47	2	24
3	Students are able to identify information that needed	13	4, 8, 15, 17, 18, 19, 30, 35, 36, 38, 45, 48, 49	2	26
4	Students are able to identify main idea from the text	11	2, 5, 12, 13, 16, 21, 27, 28, 29, 34, 39	2	22
5	Students are able to identify grammar from the text	8	3, 9, 22, 23, 24, 32, 41, 50	2	16
6	Students are able to identify conclusion from the text	3	10, 25, 37	2	6
Total					100

Table 5
Indicators of Reading Comprehension Post-Test

No	Indicators	Items	Number of Items	Score	Total Score
1	Students are able to identify the topic from the text.	3	1, 25, 27	2	6
2	Students are able to identify vocabulary from the text.	10	7, 13, 19, 29, 31, 33, 39, 40, 42, 48	2	20
3	Students are able to identify information that needed	16	5, 8, 10, 11, 12, 15, 16, 17, 20, 26, 34, 36, 37, 38, 44, 49	2	32

4	Students are able to identify main idea from the text	8	2, 9, 22, 23, 28, 30, 32, 41	2	16
5	Students are able to identify grammar from the text	10	3, 4, 6, 18, 24, 35, 43, 45, 46, 47	2	20
6	Students are able to identify conclusion from the text	3	14, 21, 50	2	6
Total					100

F. Validity and Realibility

a. Validity Instrument

Validity is tool that used to measure the test. Sugiono state “Validity is a characteristic of the good test”.⁴⁴ This research used test and validated by the teacher of senior high school.

b. Realibility

An instrument of the research must be reliable. The instrument is said reliable when the instrument believable to use as an instrument of collecting data because of good. So, this research used SPSS to reliable the instruments such us normality and homogeneity that using SPSS>

G. The Technique of Data Collection

To get the data from the students, the researcher gave the test and treatment to see the effect of the technique was given. Procedures of the research are:

a. Pre-test

⁴⁴Sugiono 163.

Pre-test is a test that was given before doing the treatment. Pre-test was given to experimental class and control class. Pre-test means to see the students basic knowledge before applying the technique. The researcher did some steps for pre-test. The steps can be see below:

- 1) The researcher created some question about reading.
- 2) The researcher shared the paper of the test and answer sheets to both classes, experimental and control class.
- 3) The researcher explained the way to answer the test.
- 4) The students were given time to answer.
- 5) The researcher collected the students' answer.
- 6) The researcher checked the answer sheets and counted the students score.

b. Treatment

Treatment was where the researcher did the technique. the researcher gave material to students about reading comprehension. The ways to teach both classes were in different ways. In experimental class, the researcher did teaching and used QAR technique. Meanwhile, in control class was taught the teacher ways without a game or media.

c. Post-test

Post-test was a test that did after giving the treatment. The test was given to both classes. Post-test was the last test in this research. It means to see whether there is a significant effect or not. In this test, the researcher did a lot of steps. They are:

- 1) The researcher prepared a test about reading.
- 2) Second, the researcher gave the paper of the test and answer sheets to both experimental and control class.
- 3) The researcher explained the tips to answer.
- 4) The students answered the question.
- 5) The researcher collected the answer sheets.
- 6) The researcher checked the students answer and counted the score.

H. Technique of Data Analysis

After doing tests, data was collected. To analyze the data, it used independent sample t-test. There are two tests had to be done before analyzing the data. They are normality test and homogeneity test.

a. Normality Test

Normality test is way to know whether the data of the research is normal or not. Test of normality in this research used SPSS v.24 using the shapiro-wilk test with a significant level of 5% or 0.05 with criteria. If the value is significant <0.05 , the students pre-test and post-test were normally distributed

b. Homogeneity Test

Homogeneity test was used to see the data from two classes were same or different in variant case. Homogeneity test means to know whether control class and experimental class had same variant or not. The researcher used SPSS v.24 to calculated the data.

The test criteria are :

If the significant value (sig) >0.05 , the data variance of two classes is homogeneous.

If the significant value (sig) <0.05 , the data variance of two classes is not homogeneous.

c. Hypothesis Test

The researcher used T-test to examine the hypothesis. The researcher used independent sample T-test by using SPSS v.24. the result could be seen from the mean score. The mean score would show whether there is significant difference between mean score of control class and experimental class. The researcher made the hypothesis from the data that have been analyzed by looking at the t_{count} and compare it to t_{table} .

CHAPTER IV

THE RESULT OF RESEARCH

This chapter presents the result of the research. It talks about the effect of QAR technique on students' reading comprehension. The researcher has calculated the data using pre-test and post-test. This study applied quantitative research by using the formulation of t-test to test the hypothesis.

A. Description of Data

1. Data Description of Pre-test in Experimental Class

The researcher took class XI IIS 3 as experimental class. Based on the students' test result in pre-test, the researcher has calculated the students' score as the table below:

Table 4.1
The score of Experimental Class in Pre-test

No	Description	Pre-Test
1	Total Score	1750
2	Highest score	86
3	Lowest score	40
4	Mean	62.50
5	Median	62
6	Modus	76
7	Range	46
8	Interval	8
9	Standard deviation	12.842
10	Variant	164.926

Based on the table above, the total score was 1750, the highest score was 86, the lowest score was 40, mean was 62.50, median was 62, modus was 76, range was 46, interval was 8, standard deviation was 12.842 and

variant was 164.926. Then, the calculation of the frequency distribution of the students' score is described in the table as follow:

Table 4.2
Frequency Distribution of Experimental Class in Pre-test

No	Interval Class	Frequency	Percent
1	40-47	3	10.71%
2	48-55	4	14.28%
3	56-63	9	32.14%
4	64-71	5	17.85%
5	72-79	4	14.28%
6	80-87	3	10.71%
7	$i=5$	28	99.97%

From the table above, the students' score in class interval between 40-47 was 3 students (10.71%), class interval between 48-55 was 4 students (14.28%), class interval between 56-63 was 9 students (32.14%), interval class between 64-71 was 5 students (17.85%), interval class between 72-79 was 4 students (14.28%), interval class between 80-87 was 3 students (10.71%).

In order to get description of the data clearly and completely, it had been presented in the histogram below:

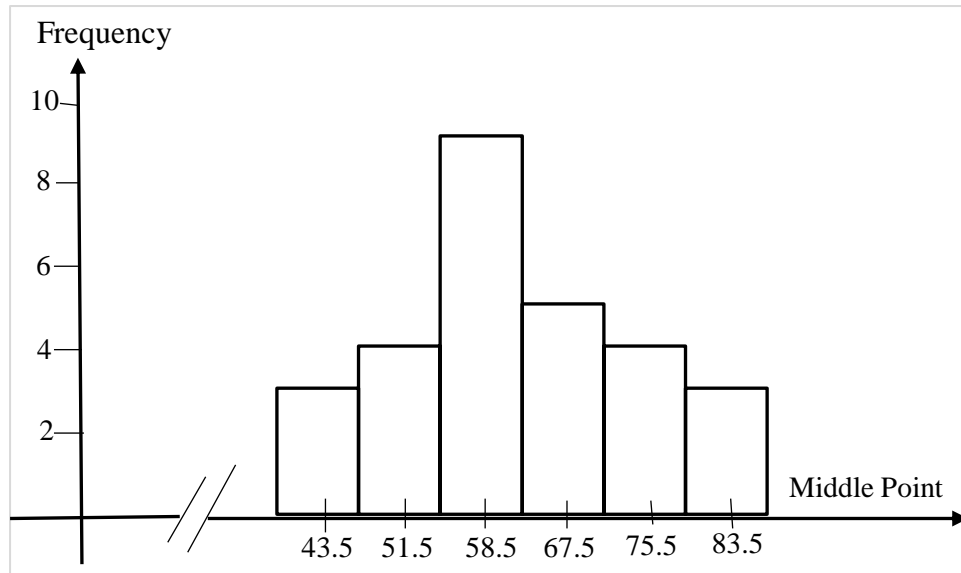


Figure 4.1
Description Pre-Test in Experimental Class

2. Data Description of Pre-test in Control Class

The researcher took class XI IIS 1 as control class. Based on the students' performance in pre-test that has been calculated as the table below:

Table 4.3
The score of Control Class in Pre-test

No	Description	Pre-Test
1	Total Score	1576
2	Highest score	84
3	Lowest score	30
4	Mean	56.29
5	Median	53
6	Modus	52
7	Range	54
8	Interval	9
9	Standard deviation	13.397
10	Variant	179.471

Based on the table above, the total score was 1576, the highest score was 84, the lowest score was 30, mean was 56.29, median was 53, modus was 52, range was 54, interval was 9, standard deviation was 13.397 and variant was 179.471. Then, the calculation of the frequency distribution of the students' score as follow:

Table 4.4
Frequency Distribution of Experimental Class in Pre-test

No	Interval Class	Frequency	Percent
1	30-38	3	10.71 %
2	39-47	4	14.28 %
3	48-56	9	32.14 %
4	57-65	6	21.42 %
5	66-74	4	14.28 %
6	75-84	2	7.14 %

From the table above, the students' score in class interval between 30-38 was 3 students (10.71%), class interval between 39-47 was 4 students (14.28%), class interval between 48-56 was 9 students (32.14%), interval class between 57-65 was 6 students (21.42%), interval class between 66-76 was 4 students (14.28%), interval class between 75-84 was 2 students (10.71%).

In order to get description of the data clearly and completely, it had been presented in the histogram below:

Based on the table above, the total score was 1576, the highest score was 84, the lowest score was 30, mean was 56.29, median was 53, modus was 52, range was 54, interval was 9, standard deviation was 13.397 and variant was 179.471. Then, the calculation of the frequency distribution of the students' score as follow:

Table 4.4
Frequency Distribution of Experimental Class in Pre-test

No	Interval Class	Frequency	Percent
1	30-38	3	10.71 %
2	39-47	4	14.28 %
3	48-56	9	32.14 %
4	57-65	6	21.42 %
5	66-74	4	14.28 %
6	75-84	2	7.14 %

From the table above, the students' score in class interval between 30-38 was 3 students (10.71%), class interval between 39-47 was 4 students (14.28%), class interval between 48-56 was 9 students (32.14%), interval class between 57-65 was 6 students (21.42%), interval class between 66-76 was 4 students (14.28%), interval class between 75-84 was 2 students (10.71%).

In order to get description of the data clearly and completely, it had been presented in the histogram below:

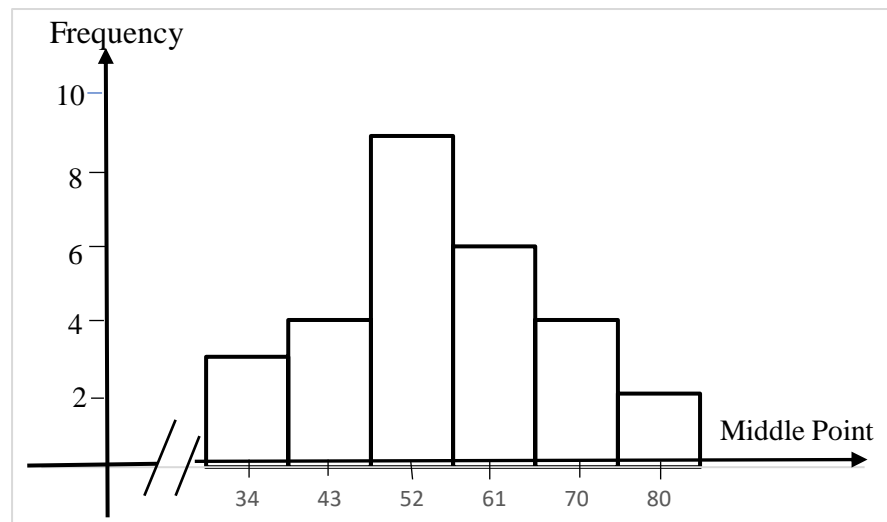


Figure 4.2
Description Pre-Test in Control Class

1. Data Description of Post-Test in Experimental Class

The researcher took class XI IIS 3 as experimental class. Based on the students' performance in pre-test, the data have been calculated as the table below:

Table 4.5
The score of Experimental Class in Post-test

No	Description	Pre-Test
1	Total Score	2364
2	Highest score	96
3	Lowest score	70
4	Mean	84.43
5	Median	86.00
6	Modus	90
7	Range	26
8	Interval	4
9	Standard deviation	7.686
10	Variant	59.069

Based on the table above, the total score was 2364, the highest score was 96, the lowest score was 70, mean was 84.43, median was 86.00, modus was 90, range was 26, interval was 4, standard deviation

was 7.686 and variant was 59.069. Then, the calculation of the frequency distribution of the students' score as follow:

Table 4.6
Frequency Distribution of Experimental Class in Post-test

No	Interval Class	Frequency	Percent
1	70-74	3	10.71 %
2	74-78	4	14.28 %
3	79-84	11	39.28 %
4	85-89	5	17.85 %
5	90-94	3	10.71 %
6	95-99	2	7.14 %

From the table above, the students' score in class interval between 70-74 was 3 students (10.71%), class interval between 74-78 was 4 students (14.28%), class interval between 79-84 was 11 students (39.28%), interval class between 85-89 was 5 students (17.85%), interval class between 90-94 was 3 students (10.71%), interval class between 95-99 was 2 students (7.14%).

In order to get description of the data clearly and completely, it had been presented in the histogram below:

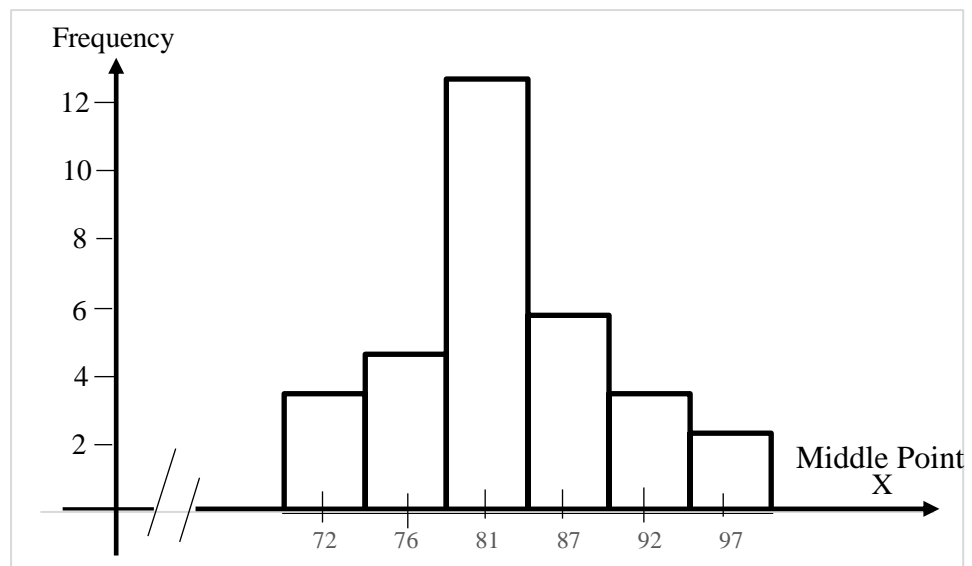


Figure 4.3
Description Post-Test in Experimental Class

1. Data Description of Post-Test in Control Class

The researcher took class XI IIS 1 as experimental class. Based on the students' performance in pre-test, the data have been calculated as the table below:

Table 4.7
The score of Control Class in Post-test

No	Description	Pre-Test
1	Total Score	2238
2	Highest score	92
3	Lowest score	62
4	Mean	79.93
5	Median	82.00
6	Modus	82
7	Range	30
8	Interval	5
9	Standard deviation	7.707
10	Variant	59.402

Based on the table above, the total score was 2238, the highest score was 92, the lowest score was 62, mean was 79.93, median was 82.00, modus was 82 , range was 30, interval was 5, standard deviation was 7.707 and variant was 59.402. Then, the calculation of the frequency distribution of the students' score as follow:

Table 4.8
Frequency Distribution of Control Class in Post-test

No	Interval Class	Frequency	Percent
1	62-66	4	14.28 %
2	67-71	5	17.85 %
3	72-76	10	35.71%
4	77-81	5	17.85 %
5	82-86	3	10.71 %
6	87-92	1	3.57 %

From the table above, the students' score in class interval between 62-66 was 4 students (14.28 %), class interval between 67-71 was 5 students (17.85%), class interval between 72-76 was 10 students (35.71%), interval class between 77-81 was 5 students (17.85%), interval class between 82-86 was 3 students (10.71%), interval class between 87-92 was 1 students (3.57%).

In order to get description of the data clearly and completely, it had been presented in the histogram below:

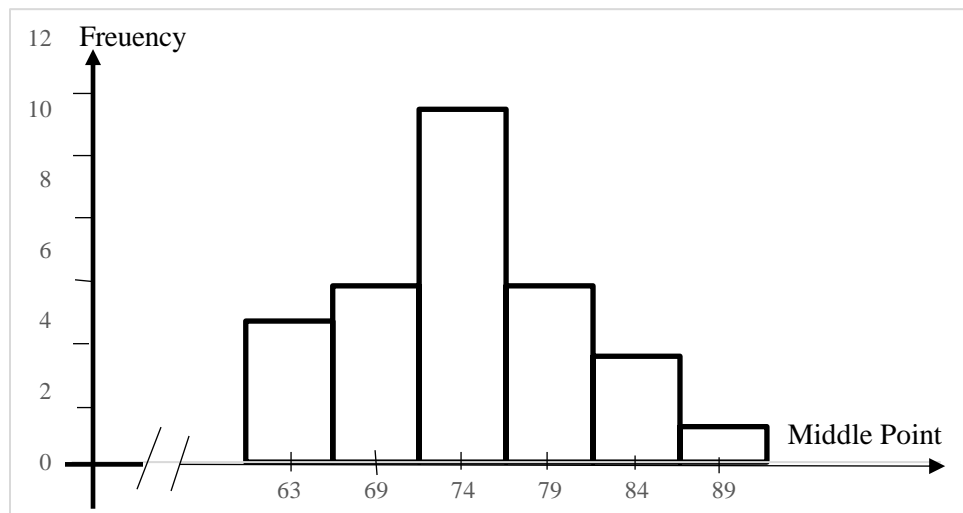


Figure 4.4
Description Post-Test in Control Class

B. Data Analysis

a. Requirement Test

Requirement test is the test to find out mean score of the data and also to prove whether the data is normality and homogenous or not.

1. Pre- Test

i. Normality Test

Data normality of the two groups was calculated using SPSS v.24 using *Shapiro Wilk* test because the number of samples in the study was less than 100 students, the significance level of test was 5% or 0.05. The hypothesis that was tested in normality test as follows :

H_0 : The students are not distributed normally. H_0 is accepted when the shapiro-wilk < 0.05.

H_a : The students are distributed normally. H_a is accepted when the shapiro-wilk > 0.05 .

Based on the analysis of normality of the pre-test data with *Shapiro Wilk* test using SPSS v.24 it was obtained that the experimental class was 0.399 and the controll class was 0.531. In other word, $0.399 > 0.05$ in experimental class and $0.531 > 0.05$ in control class.

Table 4.9
Normality in Pre-test

Tests of Normality							
Class		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Result	Experimental Class	0.103	28	.200*	0.962	28	0.399
	Control Class	0.125	28	.200*	0.968	28	0.531
*. This is a lower bound of the true significance.							
a. Lilliefors Significance Correction							

From the calculation it was found that *Shapiro Wilk* > 0.05 . So it can be concluded that pre-test data in experimental class and controll class were normally distributed.

j. Homogeneity Test

The homogeneity of variance test aims to determine whether the iniatial value (pre-test) of the sample has a homogeneous variance.

$$H_0 : \sigma_1^2 = \sigma_2^2 \text{ (Homogeneous variance)}$$

$$H_a : \sigma_1^2 \neq \sigma_2^2 \text{ (Heterogeneous Variance)}$$

Based on the results of analysis of homogeneity of variance analysis of the initial value data (pre-test) using SPSS v.24 calculation (Appendix 16), obtained a significance value (sig) was 0.772. Based on criteria for testing data homogeneity using SPSS v.24, it was obtained that a value significance (sig) based on $\text{mean} > 0.05$ or $0.772 > 0.05$ it means the pre-test value of the sample has a homogeneous variance.

Table 4.10
Homogeneity in Pre-test

Test of Homogeneity of Variances			
Result			
Levene Statistic	df1	df2	Sig.
0.085	1	54	0.772

2. Post- Test

a. Normality Test

Data normality of the two groups was calculated using SPSS v.24 using *Shapiro Wilk* test because the number of samples in the study was less than 100 students, the significance level of test was 5% or 0.05. The hypothesis that will be tested in normality test as follows :

H_0 : The students are not distributed normally. H_0 is accepted when the shapiro-wilk < 0.05 .

H_a : The students are distributed normally. H_a is accepted when the shapiro-wilk > 0.05 .

Based on the analysis of normality of the pre-test data with *Shapiro Wilk* test using SPSS v.24 (appendix 17) it was obtained that the experimental class was 0.097 and the control class was 0.057. In other word, $0.097 > 0.05$ in experimental class and $0.057 > 0.05$ in control class.

Table 4.11
Normality in Post-Test
Tests of Normality

Class		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Result	Post-test Experimental Class	0.159	28	0.069	0.938	28	0.097
	Post-test Control Class	0.182	28	0.018	0.929	28	0.057

a. Lilliefors Significance Correction

Based on the test criteria obtained a significant value (sig) *Shapiro Wilk* > 0.05 so it can be concluded that post-test in experimental class and control class were normally distributed.

b. Homogeneity Test

The homogeneity of variance test aims to determine whether the initial value (post-test) of the sample has a homogeneous variance.

$$H_0 : \sigma_1^2 = \sigma_2^2 \text{ (Homogeneous variance)}$$

$$H_a : \sigma_1^2 \neq \sigma_2^2 \text{ (Heterogeneous Variance)}$$

Based on the results of analysis of homogeneity of variance analysis of the initial value data (post-test) using SPSS v.24 calculation (Appendix 18), obtained a significance value (sig) was 0.557. Based on criteria for testing data homogeneity using SPSS v.24 obtained a value significance (sig) based on $\text{mean} > 0.05$, or $0.557 > 0.05$ it means the post-test value of the sample has a homogeneous variance.

Table 4.13
Homogeneity of Post-test

Test of Homogeneity of Variances			
Result			
Levene Statistic	df1	df2	Sig.
0.349	1	54	0.557

C. Hypothesis Test

From the results of the data analysis requirements test, it can be seen that the two classes after treatment are normal and have homogeneous variance, so to test the hypothesis using Independent Sample T-test using SPSS v.24. The hypothesis that was tested as follows:

If $H_0 : \mu_1 = \mu_2$ means there is no significant effect of QAR Technique on reading comprehension at the grade XI students of SMA N 1 Angkola Barat.

If $H_a : \mu_1 \neq \mu_2$ means there is significant effect of QAR Technique on reading comprehension at the grade XI students of SMA N 1 Angkola Barat.

Based on the calculation in Pre-test by using Independent Sample T-test, it was found t_{count} 1.722 with t_{table} 2.000488 (The calculation in Appendix 13). It means $t_{count} < t_{table}$ ($1.722 < 2.000488$). It can be concluded that that hypothesis H_a was rejected and H_0 was accepted. So, in pre-test, two classes were same. There is no difference in the both class.

However in Post-test, it was found that $t_{count} > t_{table}$ or $2.188 > 2.00488$ (The calculation in Appendix 13). Based on the test criteria, H_0 is rejected and H_a is accepted. It means that the average of students' reading comprehension in experimental class using QAR technique increased than average of students' reading comprehension in controll class. So that is why $H_a : \mu_1 \neq \mu_2$, it can be concluded that " QAR Technique significantly affects on reading comprehension at grade XI students of SMA N 1 Angkola Barat. The result of T-test is as below:

Table 4.14
The result of T-test from the Both Averages

Pre-test		Post-test	
t_{count}	t_{table}	t_{count}	t_{table}
1.722	2.00488	2.188	2.00488

In addition, it was gotten that the mean score of experimental class in pre-test was 56.29 and in post-test was 84.43. Then the mean score of

control class in pre-test was 62.50 and in post-test was 79.93. The gain score was 6,15. It can be seen as below :

Table 4.15
Gain score Experimental Class and Control Class

Class	Pre-test	Post-test	Enhancement	Gain Score
Experimental	56.29	84.43	28.14	10.71
Control	62.50	79.93	17.43	

D. Discussion

The result of this research found that QAR technique gives the significant effect for students in XI grade. It can be seen from the research hypothesis that there is a significant effect of QAR technique on Reading comprehension at grade XI students of SMA N 1 Angkola Barat. It means QAR Technique can help students to comprehend reading easily. Then, QAR can be used as a good technique in teaching reading comprehension to students.

The researcher also provided the similar cases with this research. The first researcher was conducted by Azzahra examining the effectiveness of question-answer relationship (qar) strategy on students' reading comprehension of explanation text.⁴⁵ The findings of her study indicated that The test of hypothesis showed that sig. 2 tailed was 0.028 while the determined alpha α was 0.05, which meant $0.028 < 0.05$. It was also

⁴⁵Mabruka Zakira Azzahra, The Effectiveness of Question-Answer Relationship (Qar) Strategy on Students' Reading Comprehension of Explanation Text , *Under Graduate Thesis* (Jakarta, Syarif Hidayatullah State Islamic University, 2020)

supported by the result of effect size that 0.52. It can be said that the H_0 (Null Hypothesis) was rejected and H_a (Alternative Hypothesis) was accepted. Thus, question-answer relationship strategy gave moderate level effect toward students' reading comprehension on explanation text.

The second researcher was conducted by Pratiwi talking the effect of using question answer relationship (qar) strategy to students reading comprehension.⁴⁶ The result of analysis the data showed that, the value of T calculated(t_0) in experimental class was 10.414. While T table (t_t) of level significant 5% was 2.030. It can read $10.414 > 2.030$, it means that T calculated(t_0) higher than T table (t_t). It can be concluded that there was significant effect of using Question Answer Relationship (QAR) strategy to students reading comprehension.

The third researcher was conducted by Sumiati talking the effect of question answer relationship strategy towards student's reading comprehension.⁴⁷ The final mean scores gained from both classes was found that the mean score of experimental class was 79.09 meanwhile, the control class was 48.00. The result related that was significant was determined by $p < 0.05$, $p = 0.000$. Thus, H_1 was accepted that Question Answer Relationship (QAR) Strategy can bring significant improvement to the eighth grade students reading comprehension.

⁴⁶Dea Ayuda Pratiwi, The Effect of Using Question Answer Relationship (Qar) Strategy to Students Reading Comprehension of First Year at Senior High School 5 Pekanbaru, *Under Graduate Thesis* (Universitas Islam Riau, 2020).

⁴⁷Sumiati, The Effect of Question Answer Relationship Strategy Towards Student's Reading Comprehension at the Eight Grade of Madrasah Tsanawiyah, *Under Graduate Thesis* (Jambi, State Islamic of University Sulthan Thaha Saifuddin, 2018)

The last is the research done by Mulyani, talking the effect of using question answer relationship (qar) strategy on students' achievement in reading comprehension.⁴⁸ Based on the result of the analysis, the alternative hypothesis (Ha) was accepted. It means that by using Question Answer Relationship (QAR) Strategy given significant effect in increasing the students' achievement in reading.

E. Threats of The Research

In conducting of this research, the researcher realized that there were many threats in this research, it started from the title until the technique of analyzing the data, and from arranging proposal until finishing thesis, so the researcher knew that it was far from the excellent thesis.

The researcher found the threats of this research as follow:

- 1) The English teacher in the school were seldom to use technique especially QAR technique.
- 2) The students are not serious in learning process.
- 3) The limited of instrument of research.
- 4) The students were lack of experience in processing data or lack of knowledge about it.

⁴⁸Hena Mulyani, The Effect of Using Question Answer Relationship (Qar) Strategy on Students' Achievement in Reading Comprehension, *Under Graduate Thesis* (Medan, University of Muhammadiyah Sumatera Utara, 2017)

CHAPTER V

CONCLUSSION AND SUGGESTION

A. Conclusion

Based on the result of the research, the conclusions of this research are:

1. Before using QAR Technique, the mean score of pre-test for experimental class was 62.50 and the mean score of pre-test for control class was 56.29
2. After using QAR Technique the mean score of experimental class was higher than before using QAR Technique. The mean score of post-test for the experimental class was 84.43 and the mean score of post-test for control class taught by conventional method was 79.93.
3. The researcher found the research result of t-test where t_{count} was higher than t_{table} was. T_{table} was 2.00488 and t_{count} was 2.188. It means that H_a was accepted, so there was a significant effect of QAR Technique on students reading comprehension at the Grade IX Students of SMA N 1 Angkola Barat.

B. Suggestion

Based on the conclusion above, the researcher gives some suggestions :

1. To English teacher, especially an English teacher in SMA N 1 Angkola Barat are hoped to use Question-Answer Relationship (QAR) Technique in teaching reading to increase students comprehension.
2. To students, hope to be more active while learning and can increase learning result in English, especially reading comprehension.
3. To head master, increasing the ability to support learning, so that learning can improve students' learning outcomes.
4. To next researcher, to conduct more in depth research by studying different theories, populations or other English Competencies.

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APPENDIX 1

EXPERIMENTAL CLASS

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah	: SMA N 1 Angkola Barat
Kelas/Semester	: XI/1
Subjek	: Bahasa Inggris
Aspek/sub skill	: Reading Comprehension (Narrative Text)
Alokasi Waktu	: 2 x 45 menit

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

- 3.7 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan

meminta informasi terkait noun, dan mampu menebak kosa kata noun sesuai dengan konteks penggunaannya.

- 4.8 Menyusun teks interaksi transaksional, yang melibatkan Tindakan memberi dan meminta informasi terkait noun, fungsi sosial, struktur teks, dan unsur kebahasaan yang benar sesuai konteks.

C. Indikator

1. Students are able to identify the topic from the text.
2. Students are able to identify vocabulary from the text.
3. Students are able to identify information that needed.
4. Students are able to identify main idea from the text.
5. Students are able to identify grammar from the text.
6. Students are able to identify conclusion from the text.

D. Tujuan Pembelajaran

1. Mampu membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks narrative lisan dan tulis dengan memberi dan meminta informasi terkait cerita pendek narrative.
2. Siswa mampu menjawab pertanyaan berdasarkan informasi dalam bacaan.

E. Karakter Siswa yang diharapkan

1. Dapat dipercaya (Trustworthiness)
2. Rasa hormat dan perhatian (Respect)
3. Tekun (Diligence)

F. Materi Pembelajaran

1. Narrative Text

G. Metode Pembelajaran

1. Question-Answer relationship (QAR) Technique

H. Langkah-langkah Kegiatan Pembelajaran

Teacher Activity	Procedures	Students activity
A. Pre-Teaching 1. Teacher opens the class by greeting and prepare the students to pray before learn.		1. Students listen to the teacher, 2. Students answer the teacher's greeting and pray before learn.
2. Teacher checks the students attendance list.		1. Students listen to the teacher. 2. Students state the attendance by saying present
3. Teacher asks the students about the last material and relate it with the new material.		1. Students answer the teacher questions.
4. Teacher tells about the new material.		1. Students listen carefully to the teacher. 2. Students add some notes from the teacher.
B. While-teaching 1. The teacher ask students to predict the story. 2. The teacher showing some pictures related to story. 3. The teacher give some oral question .	1. Predicting.	1. Students pay attention to the teacher. 2. Students remind the topic of the material.
2. Teacher ask the students to make groups 3. Teacher ask the student to find 10 unfamiliar vocabulary 4. The teacher give a test to each group	2. Clarifying	1. Students are divided into some groups. 2. The students are given a text to each group. 3. Each group have to find 10 unfamiliar word, and then ask to other group about the meaning of unfamiliar word. 4. If the each group don't find the answer in other group, they can find in dictionary.

<ol style="list-style-type: none"> 1. Teacher ask students to make questions about the text. 2. Teacher ask students to answer questions about the text. 3. Teacher go around the class. 	1. Questioning	<ol style="list-style-type: none"> 1. Each group make questions about the text that they have understood. 2. Each group give their questions to other group, and then answer the questions.
C. Post-Teaching <ol style="list-style-type: none"> 1. Teacher ask the students about their understanding about the material. 		<ol style="list-style-type: none"> 1. Students answer the teacher's question and tell their problem.
<ol style="list-style-type: none"> 2. The teacher might conclude or summarize the lesson by himself or together with the students. 		<ol style="list-style-type: none"> 1. Listen to the teacher. 2. The students make a summarize while the teacher concludes the lesson.
<ol style="list-style-type: none"> 3. Teacher closes the teaching-learning activity 		<ol style="list-style-type: none"> 1. Students give the greeting to the teacher.

I. Media dan Sumber Belajar

1. Buku mata pelajaran
2. Spido/ pensil berwarna
3. Kamus
4. Papan Tulis
5. Kertas

J. Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrument	Instrument Soal
<ol style="list-style-type: none"> 1. Topic of the text 2. Main idea 3. Vocabulary 4. Grammar 5. Finding the Information 6. Deciding the Conclusion 	Tes Tertulis	Multiple Choice	Read the test then answer the question !

Mengetahui,
Guru Bahasa Inggris

Researcher

Rosmawar, S.Pd
NIP.

Amna Sari Harahap
Nim. 18 203 00061

APPENDIX 2

CONTROL CLASS

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah : SMA N 1 Angkola Barat
Kelas/Semester : XI/1
Subjek : Bahasa Inggris
Aspek/sub skilll : Reading Comprehension (Narrative Text)
Alokasi Waktu : 2 x 45 menit

A. Standar Kompetensi

1. Menghargai dan menghayati ajaran agama yang dianutnya
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata
4. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

1. Menerapkan ungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nou, dan mampu menebak kosa kata noun sesuai dengan konteks penggunaannya.

2. Menyusun teks interaksi transaksional, yang melibatkan Tindakan memberi dan meminta informasi terkait noun, fungsi sosial, struktur teks, dan unsur kebahasaan yang benar sesuai konteks.

C. Tujuan Pembelajaran

1. Mampu membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks narrative lisan dan tulis dengan memberi dan meminta informasi terkait cerita pendek narrative
2. Siswa mampu menjawab pertanyaan berdasarkan informasi dalam bacaan.

D. Karakter Siswa yang diharapkan

1. Dapat dipercaya (Trustworthiness)
2. Rasa hormat dan perhatian (Respect)
3. Tekun (Diligence)

E. Materi Pembelajaran

1. Narrative Text

F. Metode Pembelajaran

1. Conventional Technique

G. Langkah-langkah Kegiatan Pembelajaran

Process of Teaching	Teacher Activity	Procedure of using conventional method	Student Activity
Pre teaching	1. Teacher open the class, ask the student to pray before start the lesson and check students attendance list		1. Students listen to teachers instructure 2. Student pray together 3. Students listen to their name.
	2. The teacher tell the goal of the reading narrative text	1. Explain the goal of the narrative text	1. the student listen to the teacher.

While teaching	1. The teacher explain about the reading narrative text, like definition, purpose, generic structure and language features of narrative text	2. Explain the material	1. Student listen to the teacher explanation. 2. The student write the material that the teacher have explain
	2. The teacher ask the student who want to ask about the narrative text that they were not understand	3. Check students understanding.	1. Some of the student ask the teacher about the material that they were not understand
	3. The teacher tell answer students question		1. Student listen to the teachers answer
	4. The teacher explain the example of the narrative text		1. student listen to the teachers explanation
	5. The teacher tell to the student to answer the question.	4. Give the students chance to do the exercise .	1 the student listen to the teacher instruction. 2. the student answer the question
	6. The teacher ask to the student to collect their answer sheet		1. The student collect their answer sheet to the teacher
Post teaching	1. the teacher check student result.		1. the student show their result to the student.
	1.The teacher close the lesson by saying hamdalah		1. The student say hamdalah together.

H. Sumber Belajar

1. Buku Mata Pelajaran

I. Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrument	Instrument Soal
1. Topic of the text 2. Main idea 3. Vocabulary 4. Grammar 5. Finding the Information 6. Deciding the Conclusion	Tes Tertulis	Multiple Choice	Read the test then answer the question !

Sitinjak,

2022

Mengetahui,

Guru Bahasa Inggris

Researcher

Rosmawar, S.Pd

NIP.

Amna Sari Harahap

Nim. 18 203 00061

APPENDIX 3

Instrument For Pre-Test

Nama :

Kelas :

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

Text 1

One day a cat and a fox were having a conversation. The fox, who was a conceited creature, boasted how clever she was. 'Why, I know at least a hundred tricks to get away from our mutual enemies, the dogs,' she said. 'I know only one trick to get away from dogs,' said the cat. 'You should teach me some of yours!' 'Well, maybe someday, when I have the time, I may teach you a few of the simpler ones,' replied the fox airily.

Just then they heard the barking of a pack of dogs in the distance. The barking grew louder and louder - the dogs were coming in their direction! At once the cat ran to the nearest tree and climbed into its branches, well out of reach of any dog. 'This is the trick I told you about, the only one I know,' said the cat. 'Which one of your hundred tricks are you going to use?' The fox sat silently under the tree, wondering which trick she should use. Before she could make up her mind, the dogs arrived. They fell upon the fox and tore her to pieces.

Answer the following question based on the text!

1. What does the text talk about?
A. The arrogant cat
B. The foolish Cat
C. The smart fox
D. Liar and arrogant wolf
2. The main idea of paragraph 1 is....
A. The conversation of liar fox and cat
B. The fox who was a conceited creature
C. The cat lied to the cat
D. Two bestfriends life
3. The fox ... a big liar.
A. Were
B. Is
C. Was
D. Am

4. Why did the cat climb the tree?
A. Because the dog was afraid to the fox
B. The hunter hunted the cat and the fox
C. The dog came closer to them
D. The cat would like to take a fruit
5. The paragraph two tells us about..
A. The dogs tore the wolf
B. The cat attacked the dog
C. The fox climbed the branch
D. The cat saved the fox from the dog
6. They fell upon the fox and tore her to pieces. Synonym of underline word is...
A. Fell
B. Threw
C. Beated
D. Destroyed
7. Just then they heard the barking of a pack of dogs in the distance. The underline word refers to...
A. The dog and the cat
B. **The cat and the fox**
C. The dog and the fox
D. The cat and the fox
8. What did the cat do when the dogs came?
A. The cat shouted
B. The cat came to nearest tree and climbed the branch
C. The cat tore the dog
D. The cat run away
9. The fox was tore by dog and...
A. Died
B. Dies
C. Dying
D. Was dies
10. The conclusion of the text is...
A. The cat climbed the branch
B. The cat and the fox were having a conversation
C. The fox was died after being tore the dog
D. The cat was died.
11. Who have the conversation in the text?
A. Cat and dog
B. **Cat and fox**
C. Dog and fox
D. Cat and dog
12. To get away from our mutual enemies. The synonym of enemies is...
A. **Foe**
B. Friend
C. Couple
D. Lover

13. You should teach me some of yours!'. The underline word in Paragraph 1 line 4 refers to...
- | | |
|--------|----------------|
| A. Fox | C. Cat |
| B. Dog | D. Fox and dog |
14. They ...the barking of a pack of dogs in the distance.
- | | |
|-----------------|-----------------|
| A. Heard | C. Has listened |
| B. Listened | D. Listen |
15. The fox, who was a conceited creature. The underline word is similar with..
- | | |
|-------------|--------------------|
| A. Diligent | C. Arrogant |
| B. Smart | D. Friendly |

Text 2

Once upon a time, there were two close friends who were walking through the forest together. They knew that anything dangerous can happen any time in the forest. So they promised each other that they would always be together in any case of danger. Suddenly, they saw a large bear getting closer toward them. One of them climbed a nearby tree at once. But unfortunately the other one did not know how to climb up the tree. So being led by his common sense, he laid down on the ground breathless and pretended to be a dead man

The bear came near the one who was lying on the ground. It smelt in his ears, and slowly left the place because the bears do not want to touch the dead creatures. After that, the friend on the tree came down and asked his friend that was on the ground, "Friend, what did the bear whisper into your ears?" The other friend replied, "Just now the bear advised me not to believe a false friend".

Read the text, then choose the best choice to each question!

16. What is the topic of the text ?
- | | |
|-----------------------|------------------|
| A. Large Bear | C. Two friends |
| B. True Friend | D. Story of life |
17. What is the main idea of the first paragraph ?
- | |
|--|
| A. There were two close friends |
| B. Two friends were in the dangerous |
| C. A large bear getting closer toward them. |
| D. One of them climbed a nearby tree at once |
18. The main idea of the second paragraph is...
- | |
|---|
| A. The bear came near the one who was lying on the ground. |
| B. The bears do not want to touch the dead creatures |
| C. The bear advised the bear to do not believe to False friend |
| D. The friend on the tree came down |

19. The Antonym of word “dangerous” in the first paragraph is...
- | | |
|------------------|------------------|
| A. Safety | C. Unconditional |
| B. Broken | D. Unpredictable |
20. Where did the two friends take a place?
- | | |
|-----------------|--------------------|
| A. A rice field | C. A forest |
| B. A village | D. A city |
21. The text tells us about...
- A. There were two close friends who were walking through the forest together
- B. They promised each other that they would always be together in any case of danger
- C. The bear came near the one who was lying on the ground
- D. Do not believe to false friend**
22. Why did one of two friend climb the tree?
- A. He would like to take a fruit
- B. Because the large bear was getting closer to them
- C. Because he wanted to hunt the bird
- D. Because he saw a bird
23. What did the bear do to the one who was lying on the ground?
- A. The bear tore him
- B. The bear hunted him
- C. The bear ate him
- D. It smelt in his ears, and slowly left the place because the bears do not want to touch the dead creatures.
24. What did the one who could not climb do while the bear was getting closer?
- A. Being led by his common sense, he lay down on the ground breathless and pretended to be a dead man**
- B. Running away
- C. Hiding behind the tree
- D. Attacking the bear
25. The similar word “sense” is..
- | | |
|-------------------|---------------|
| A. Feeling | C. Solution |
| B. Heart | D. Overcoming |
26. There were two close friend. The synonym of the underline word is...
- | | |
|-----------|------------------------|
| A. Enemy | C. Best Friends |
| B. Family | D. Couple |
27. The other one ... not know how to climb up the tree.
- | | |
|---------------|---------|
| A. Does | C. Has |
| B. Did | D. Have |

28. He laid down on the ground breathless. The underline word is similar with..
A. **Choky** C. Headache
B. Stomachache D. Flu
29. The bear ... near the one.
A. Comes C. Came
B. Come D. Is coming
30. What did the two close friends promise?
A. **They would always be together in any case of danger**
B. They would attack the bear
C. They would go home
D. They would study hard

Text 3

Once upon a time there lived a little girl named Snow White. She lived with her Aunt and Uncle because her parents were dead. One day she heard her Uncle and Aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have enough money to take Snow White.

Snow White did not want her Uncle and Aunt to do this so she decided it would be best if she ran away. The next morning she ran away from home when her Aunt and Uncle were having breakfast. She ran away into the woods. Then she saw this little cottage. She knocked but no one answered so she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs. The dwarfs said, "what is your name?" Snow White said, "My name is Snow White." One of the dwarfs said, "If you wish, you may live here with us." Snow White said, "Oh could I? Thank you." Then Snow White told the dwarfs the whole story and Snow White and the 7 dwarfs lived happily ever after.

Read the text, then choose the best choice to each question!

31. The main idea in paragraph 1 is...
A. **Snow white**
B. She lived with her Aunt and Uncle because her parents were dead
C. .One day she heard her Uncle
D. they didn't have enough money to take Snow White
32. Snow white... with her aunt and uncle.
A. Lives C. Were living
A. **Lived** D. Have lived

33. She ...this little cottage.
A. Seen
B. Sees
C. **Saw**
D. Sees
34. The conclusion of the text is...
A. **Snow White and the 7 dwarfs lived happily ever after.**
B. Snow white slept forever
C. The seven dwarfs were coming home from work
D. The snow white went out from the home
35. Paragraph 1 is talking about...
A. Snow white lived with her uncle
B. Snow white lived with her aunt
C. **Snow white life**
D. Snow white's parents died.
36. The main idea of paragraph 2 is...
A. Aunt and Uncle were having breakfast
B. **Snow white ran away into wood**
C. Snow white's uncle wanted to America
D. Snow white lived alone
37. The main idea of paragraph 3 is..
A. The seven dwarfs were coming home from work
B. Snow white slept
C. Snow White woke up
D. Snow White and the 7 dwarfs lived happily ever after.
38. Main idea of the text is..
A. **Snow white lived with 7 dwarfs**
B. Snow white went home
C. Snow white lived with her aunt and uncle happily
D. Snow white slept
39. Where did Snow White run away in paragraph 2?
A. Castle
B. Rice field
C. Village
D. **Wood**
40. The word "wood" has synonym...
A. **Forest**
B. Castle
C. Mountain
D. Beach
41. Snow white ... away into wood.
A. Runned
B. **Ran**
C. Runs
D. Run

42. She lived with her Aunt and Uncle because her parents were dead. The underline word refers to...
- A. **Snow white** C. Snow White's Aunt
B. Snow white's uncle D. Dwarf
43. She ... it would be best if she ran away.
- A. Decides C. **Decided**
B. Has decided D. Decide
44. They went inside. The underline word refers to...
- A. Uncle and aunt C. Snow white and dwarfs
B. The dwarfs D. Snow White's parents
45. Who has the little cottage in the wood?
- A. Snow white C. Snow white's aunt
B. Snow white's uncle D. **The dwarfs**
46. They both wanted to go to America. The underline word in paragraph 1 refers to...
- A. Snow white and dwarf
B. Dwarf and Snow white's uncle
C. Snow white and her aunt
D. **Snow White's uncle and aunt**
47. How many dwarfs did they live in the cottage?
- A. 8 C. 9
B. 6 D. 7
48. She...inside and fell asleep.
- A. **Went** C. Had gone
B. Going D. Were going
49. Snow White and the 7 dwarfs ... happily ever after.
- A. Lives C. Was living
B. **Lived**
50. Then she saw this little cottage. The underline word is similar with...
- A. Hotel C. **Lodge**
B. House D. Village

APPENDIX 4

Instrument For Post-Test

Nama :

Kelas :

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

Text 1

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

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

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

Answer the following questions based on the text!

1. What is the type of the text ?
 - a. Procedure
 - b. Description
 - c. Narrative
 - d. Report

2. The communicative purpose of this text is ?
 - a. To inform the readers about important and newsworthy events
 - b. To entertain readers with fairy tale
 - c. To share an account of an unusual event
 - d. To persuade readers to accept his/her opinions

3. "It was very smart" the antonym of underlined word is ?
- a. Clever
 - b. Genius
 - c. Intelligent
 - d. foolish
4. Who are the main characters in the story ?
- a. A man
 - b. Parrot
 - c. A man and parrot
 - d. Chicken
5. Which statement is true according to the text ?
- a. The parrot could say Catano
 - b. At last the Parrot could say Catano
 - c. Catano is the name of the Parrot
 - d. The man never got angry at the parrot
6. What does the man do to the bird because the bird cannot say the name of a place ?
- a. The man ate the bird
 - b. The sold the bird
 - c. The man killed the bird
 - d. The man taught the bird
7. "It was very smart" the word smart means ?
- a. The man
 - b. The bird
 - c. The chicken
 - d. Catano
8. It is most likely that ?
- a. The bird killed the three chickens chicken
 - b. The three chicken killed the bird
 - c. The bird played with the chicken
 - d. The bird killed one of the three
9. "The Parrot very smart" the word smart means?
- a. Stupid
 - b. Clever
 - c. Beautiful
 - d. Handsome
10. How many chicken dead in the floor ?
- a. One chicken
 - b. Two Chicken
 - c. Three chicken
 - d. four chicken
11. Where did the man live?
- a. Puerto Rico
 - b. Jungle
 - c. Park
 - d. Castle

12. What word could not parrot say?
a. Puerto
b. Rico
c. **Catano**
d. Cartono
13. Where was the parrot born?
a. Catano
b. Puerto Rico
c. Cartono
d. Rico
14. He was very surprised at what he saw. The underline word can be replaced with...
a. Sad
b. **Amazed**
c. Kind
d. Friendly
15. How many chickens did the man have?
a. 1
b. 2
c. **4**
d. 3

Text 2

One day a lion slept in the jungle. A tiny mouse ran over the lions head and down his nose. The lion awoke with load roar. He was very angry. The lions opened his huge jaws the mouse.

“Pardon me , O kind, beg of you” cried the frightened mouse. “if you will only forgive me this time, I shall never forget your kindness. I meant no harm and I certainly didn’t want to disturb your majesty. If you will spre ma live, perhaps I may be able odo you a good turn, too. “The Lion began to laugh, laugh, and laughed.” How cold a tiny creature like you ever do anything t help me? And the shook with laughter. “Oh well, “ he shrugged, looking down at the frightened mouse, “ you are not so much meal any way. “He took his paw off the poor little prisoner and the mouse quickly anything scampered away. Sometimes after this, some hunters, trying to capture the lion alive. They set up rope nets in the jungle. The tiny mouse heard the Lion’s roars. “that my be who once freed me, “he said, remembering his promise. And he ran to see whether he could help.

Discovering the sad state the Lion was in, the mouse said to him, “stop, stop! You must not roar. If you make so much noise, the hunters will come and capture you. I’ll get you out this trap. With his sharp little teeth the mouse gnawed at the ropes until they broke. The lion was stepped out of the net and was free. Then the mouse said, ” now, I was not right?”. “Thank you, good mouse”, said Lion gently. “You did help me even through I’m big and you so little I see now what kindness is always worth while”.

Answer the following questions based on the text!

16. The text tell the story about....
- | | |
|----------|-------------------|
| a. Lion | c. King of forest |
| b. Mouse | d. Lion and Mouse |
17. What is the moral lesson from this text ?
- Don't look someone because if his clothes
 - It's best to prepare for the days of necessity
 - Common people may prove great ones
 - United we stand, divided we fall
18. "Pardon me, O king, beg of you" cried the fridhtened Mouse. The word "king" refers to....
- | | |
|-------------|--------------|
| a. The lion | c. The tree |
| b. The king | d. the Mouse |
19. To tell the story, writer use....
- | | |
|-------------------------|--------------------------|
| a. Simple past tense | c. Simple continue tense |
| b. Simple present tense | d. Perfect tense |
20. "The lions opened his huge jaws to the mouse" the underline word means ?
- | | |
|--------------|--------------|
| a. Tiny | c. Expensive |
| b. Enermouse | d. Little |
21. At the end of story, lion...
- | | |
|----------------------------|--------------------|
| a. Say thanks to the mouse | c. Eat the mouse |
| b. Killing by tMhe hunter | d. Kill the hunter |
22. From the text concluded that....
- | | |
|------------------------|------------------------|
| a. Mouse help the lion | c. Lion help the mouse |
| b. Lion eat the hunter | d. Lion wasn't trap |
23. The first paragraph tell us about...
- | | |
|-------------------------------|------------------------|
| a. A lion slept in the jungle | c. Lion eat the hunter |
| b. Eat the mouse | d. A tiny mouse |
24. The second paragraph tell us about...
- | | |
|-------------------|-------------------|
| a. Lion | c. Mouse |
| b. King of forest | d. Lion and mouse |
25. I'll get you out this trap. The sentence use tenses...
- | | |
|---------------------|-----------------|
| a. Present tense | c. Past tense |
| b. Continuous tense | d. Future tense |

26. What is the topic of the text ?
- A lion slept in the jungle
 - The lion opened his huge jaws to the mouse
 - The lion began to laugh, laugh and laugh
 - The lion awoke with load roar
27. What the mouse said to lion ?
- Stop, stop! You must not roar
 - Now, I saw not right
 - You did help me though I'm big and you so little I see now what kindness is always worth while
 - If you will only forgive me this time, I shell never forget your kindness
28. Discovering the sad state the Lion was in. the underline is similar with...
- | | |
|-------------------|----------------|
| a. Finding | c. Looking for |
| b. Searching | d. Starting |
29. Who was sleeping in the jungle?
- | | |
|----------------|-------------------|
| a. Mouse | c. Hunter |
| b. Lion | d. Mouse and lion |
30. Why is the lion angry?
- Because tiny mouse ran over the lions head and down his nose.
 - Because it is hungry
 - Because the hunter hunted it
 - The hunter killed its child.
31. A tiny mouse ran over the lions head. The opposite of underline word is...
- | | |
|-----------|----------------|
| a. Small | c. Huge |
| b. Little | d. Very small |
32. How cold a tiny creature. The underline word can be replaced with...
- | | |
|----------|------------------|
| a. Hot | c. Freeze |
| b. Spicy | d. Salty |

Text 3

Once upon a time there was a poor widow who had an only son named Jack. They were so poor that they didn't have anything except a cow. When the cow had grown too old, his mother sent Jack to the market to sell it. On the way to the market, Jack met a butcher who had some beautiful beans in his hand. The butcher told the boy that the beans were of great value and persuaded the silly lad to sell the cow for the beans.

Jack brought them, happily. When he told his mother about this, his mother became so angry that she threw the beans out of the window. When Jack woke up in the morning, he felt the sun shining into a pan of his room, but all the rest was quite dark and shady. So he jumped to the window. What did he see? The beanstalk grew up quite close past Jack's window. He opened the window and jumped to the beanstalk which ran up just like a big ladder.

He climbed and climbed till at last he reached the sky. While looking around, he saw a very huge castle. He was very amazed. Then Jack walked along the path leading to the castle. There was a big tail woman on the doorstep. Jack greeted her and asked for the giantess mercy to give him breakfast, because he felt very hungry. Although the giantess grumbled at first, finally she gave Jack a hunk of bread and cheese and a jug of milk. Jack hadn't finished when the whole house began to tremble with the noise of someone's coming. "Oh! It's my husband!" cried the giantess. "What on earth shall I do?" Hastily the giantess opened a very big cupboard and hid Jack there.

Read the text, then choose the best choice to each question!

33. What is the story about ?
- Jack and butcher
 - Jack and the giantess
 - Jack and the bean stalk
 - The giantess and her husband
34. What is the type of the text ?
- Narrative
 - Descriptive
 - News item
 - Report Text
35. What is the generic structure of the text "Once upon a time there was a poor widow who had only son named Jack"?
- Jack's mother was a furious mother
 - Poverty makes people hopeless
 - The giantess pity on Jack
 - Jack was innocent boy
36. "His mother became so angry that she threw the beans out of the window" the infinitive of underlined word is?
- Became
 - Become
 - Was come
 - Came
37. The purpose of the text is...
- To persuade the reader to be a hermit
 - To tell the past experience of Jack

- c. To entertain the readers
 - d. To describe Jack's experience
38. Who is the main character in the story ?
- a. Jack
 - b. Mother
 - c. Father
 - d. Cow
39. How many people in the text ?
- a. 1
 - b. 2
 - c. 3
 - d. 4
40. The paragraph two tell us about
- a. His mother became so angry that she threw the beans out of the window
 - b. He climbed and climbed till at last he reached the sky
 - c. Jack met a butcher who had some beautiful beans in his hand
 - d. Jack very hungry
41. There was a poor widow. The antonym of the underline word is...
- a. **Rich**
 - b. Hard
 - c. Striken
 - d. Beggarly
42. They were so poor. The underline word in paragraph 1 line 2 refers to...
- a. **The widow and Jack**
 - b. The widow and Cow
 - c. Jack and beans
 - d. Jack and cow
43. Jack ... them, happily.
- a. Buys
 - b. **Buying**
 - c. Had buying
 - d. **Bought**
44. When the cow had grown too old, his mother sent Jack to the market to sell it. The underline word refers to...
- a. Jack
 - b. Widow
 - c. **Cow**
 - d. Bean
45. But all the rest was quite dark and shady. The underline can be replaced into...
- a. **Calm**
 - b. Noisy
 - c. Crowded
 - d. Light
46. He felt the sun shining into a pan of his room. The opposite of the underline word is...
- a. Bright
 - b. Quite
 - c. **Dark**
 - d. Calm

47. His mother Jack to the market to sell it.
- | | |
|----------------|------------|
| a. Sends | c. Sending |
| b. Sent | d. Send |
48. What did jack see in the sky?
- | | |
|-----------|------------------------------|
| a. A bean | c. A very huge castle |
| b. Star | d. Moon |
49. While looking around, he saw a very huge castle. The underline can be replaced into...
- | | |
|----------|------------------|
| a. House | c. Hotel |
| b. Villa | d. Palace |
50. He was very amazed. The underline word can be replaced into...
- | | |
|---------------------|-----------|
| a. Surprised | c. Missed |
| b. Sad | d. Afraid |

APPENDIX 5**Score of Experimental Class in Pre-Test**

No	Name	Score
1	A A	60
2	A F A H	68
3	A H	46
4	A P P B	40
5	A A R	76
6	A P	86
7	A H S	64
8	A T	50
9	A T	68
10	B N T	86
11	C A S	50
12	D A L	76
13	F K	76
14	I P P	84
15	I R	66
16	I H A P	62
17	I T L T	50
18	I S	48
19	J R	62
20	J A S	76
21	L Y H	62
22	M H S	58
23	M I H	58
24	M P	40
25	N P F S	64
26	R L D	58
27	S S	60
28	S P	56
Total		1750

APPENDIX 6

Score of Experimental Class in Pre-Test

No	Name	Score
1	E S	54
2	E H	36
3	H M S	62
4	H J S	46
5	I M	56
6	I T	72
7	I N	72
8	I M S	52
9	I H S	52
10	I M H	82
11	K A H	46
12	L D P	62
13	M N	52
14	M L	52
15	M B	52
16	M F L	62
17	N A S	30
18	N Y	50
19	R A	46
20	R S	62
21	R H	60
22	R C S	72
23	R H	62
24	S H	72
25	S M Y	52
26	S V H	36
27	S W M	40
28	W A R	84
Total		1576

APPENDIX 7

Score of Experimental Class in Post-Test

No	Name	Score
1	A A	82
2	A F A H	82
3	A H	70
4	A P P B	80
5	A A R	86
6	A P	90
7	A H S	92
8	A T	96
9	A T	70
10	B N T	80
11	C A S	96
12	D A L	80
13	F K	86
14	I P P	92
15	I R	86
16	I H A P	90
17	I T L T	90
18	I S	90
19	J R	76
20	J A S	76
21	L Y H	86
22	M H S	90
23	M I H	80
24	M P	82
25	N P F S	80
26	R L D	90
27	S S	70
28	S P	96
Total		2364

APPENDIX 8

Score of Control Class in Post-Test

No	Name	Score
1	E S	70
2	E H	82
3	H M S	90
4	H J S	80
5	I M	70
6	I T	90
7	I N	82
8	I M S	80
9	I H S	80
10	I M H	92
11	K A H	92
12	L D P	76
13	M N	82
14	M L	82
15	M B	80
16	M F L	72
17	N A S	62
18	N Y	82
19	R A	82
20	R S	86
21	R H	76
22	R C S	82
23	R H	82
24	S H	86
25	S M Y	76
26	S V H	76
27	S W M	62
28	W A R	86
Total		2238

APPENDIX 9

The Score of Pre-test and Post-test at Experimental Class

No	Name	Pre-test	Post-test
1	A A	60	82
2	A F A H	68	82
3	A H	46	70
4	A P P B	40	80
5	A A R	76	86
6	A P	86	90
7	A H S	64	92
8	A T	50	96
9	A T	68	70
10	B N T	86	80
11	C A S	50	96
12	D A L	76	80
13	F K	76	86
14	I P P	84	92
15	I R	66	86
16	I H A P	62	90
17	I T L T	50	90
18	I S	48	90
19	J R	62	76
20	J A S	76	76
21	L Y H	62	86
22	M H S	58	90
23	M I H	58	80
24	M P	40	82
25	N P F S	64	80
26	R L D	58	90
27	S S	60	70
28	S P	56	96
Total		1750	2364

APPENDIX 10

The Score of Pre-Test and Post-Test at Control Class

No	Name	Pre-test	Post-test
1	E S	54	70
2	E H	36	82
3	H M S	62	90
4	H J S	46	80
5	I M	56	70
6	I T	72	90
7	I N	72	82
8	I M S	52	80
9	I H S	52	80
10	I M H	82	92
11	K A H	46	92
12	L D P	62	76
13	M N	52	82
14	M L	52	82
15	M B	52	80
16	M F L	62	72
17	N A S	30	62
18	N Y	50	82
19	R A	46	82
20	R S	62	86
21	R H	60	76
22	R C S	72	82
23	R H	62	82
24	S H	72	86
25	S M Y	52	76
26	S V H	36	76
27	S W M	40	62
28	W A R	84	86
Total		1576	2238

APPENDIX 11

RESULT OF NORMALITY AND HOMOGEINITY IN PRE-TEST

A. Experimental Class

High = 86

Low = 40

Range (R) = high score – low score

$$= 86 - 40$$

$$= 46$$

Total of classes (K) = $1 + 3.3 \log(28)$

$$= 1 + 3.3 \log(28)$$

$$= 1 + 3.3 (1.447)$$

$$= 1 + 4.775$$

$$= 5.775$$

$$= 6$$

$$\text{Length of Classes} = \frac{\text{range}}{\text{total of classes}} = \frac{46}{6} = 7.666 = 8$$

Interval Class	Frequency	Percent
40-47	3	10,71
48-55	4	14,28
56-63	9	32,14
64-71	5	17,85
72-79	4	14,28
80-87	3	10,71

B. Control Class in Pre-test

High = 84

Low = 30

Range (R) = high score – low score

$$=84 - 30$$

$$=54$$

$$\text{Total of classes (K)} = 1 + 3.3 \log(28)$$

$$= 1 + 3.3 \log(28)$$

$$= 1 + 3.3 (1.447)$$

$$= 1 + 4.775$$

$$= 5.775$$

$$= 6$$

$$\text{Length of Classes} = \frac{\text{range}}{\text{total of classes}} = \frac{54}{6} = 9$$

Interval Class	Frequency	Percent
30-38	3	10.71
39-47	4	14.28
48-56	9	32.14
57-65	6	21.42
66-74	4	14.28
75-84	2	7.14

C. Experimental-Control Class Normality Result in Pre-Test

	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
PretestExperimental	28	46	40	86	1750	62,50	2,427	12,842	164,926
Pretestcontrol	28	54	30	84	1576	56,29	2,532	13,397	179,471
Valid N (listwise)	28								

	PretestExperimental	PretestControl
--	---------------------	----------------

N	Valid	28	28
	Missing	12	12
Mean		62,50	56,29
Median		62,00	53,00
Mode		76	52
Sum		1750	1576

Tests of Normality							
Class		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Result	Experimental Class	0,103	28	.200*	0,962	28	0,399
	Control Class	0,125	28	.200*	0,968	28	0,531
*. This is a lower bound of the true significance.							
a. Lilliefors Significance Correction							

D. Result of Homogeneity in Pre-Test

Test of Homogeneity of Variances			
Result			
Levene Statistic	df1	df2	Sig.
0,085	1	54	0,772

APPENDIX 12

RESULT NORMALITY AND HOMOGEINITY IN POST-TEST

A. Experimental Class

$$\text{High} = 96$$

$$\text{Low} = 72$$

$$\text{Range (R)} = \text{high score} - \text{low score}$$

$$= 96 - 72$$

$$= 24$$

$$\text{Total of classes (K)} = 1 + 3.3 \log(28)$$

$$= 1 + 3.3 \log(28)$$

$$= 1 + 3.3 (1.447)$$

$$= 1 + 4.775$$

$$= 5.775$$

$$= 6$$

$$\text{Length of Classes} = \frac{\text{range}}{\text{total of classes}} = \frac{24}{6} = 4 \text{ or it can be } 5.$$

Interval Class	Frequency	Percent
70-74	3	10.71
74-78	2	7.14
79-84	8	28.57
85-89	4	14.28
90-94	8	28.57
95-99	3	10.71

B. Post- test in Control Class

$$\text{High} = 92$$

$$\text{Low} = 62$$

$$\text{Range (R)} = \text{high score} - \text{low score}$$

$$= 92 - 62$$

$$= 30$$

$$\text{Total of classes (K)} = 1 + 3.3 \log(28)$$

$$= 1 + 3.3 \log(28)$$

$$= 1 + 3.3 (1.447)$$

$$= 1 + 4.775$$

$$= 5.775$$

$$= 6$$

$$\text{Length of Classes} = \frac{\text{range}}{\text{total of classes}} = \frac{30}{6} = 5.$$

Interval Class	Frequency	Percent
62-66	2	7.14
67-71	2	7.14
72-76	5	17.85
77-81	4	14.28
82-86	11	39.28
87-92	4	14.28

C. Experimental-Control Class Normality Result in Post-Test

	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
Posttestexperimental	28	26	70	96	2364	84,43	7,686	59,069
Posttestcontrol	28	30	62	92	2238	79,93	7,707	59,402
Valid N (listwise)	28							

		Post-test Experimental Class	Post-test Control Class
N	Valid	28	28
	Missing	0	0
Mean		84,43	79,93
Median		86,00	82,00
Mode		90	82
Sum		2364	2238

Tests of Normality							
Class		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Result	Post-test Experimental Class	0,159	28	0,069	0,938	28	0,097
	Post-test Control Class	0,182	28	0,018	0,929	28	0,057

D. Result of Homogeneity in Post-Test

Test of Homogeneity of Variances			
Result			
Levene Statistic	df1	df2	Sig.
0,349	1	54	0,557

APPENDIX 13

The Result of Hypothesis Analysis

A. Pre-Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Result	Equal variances assumed	0,085	0,772	1,772	54	0,082	6,214	3,507	-0,817	13,246
	Equal variances not assumed			1,772	53,904	0,082	6,214	3,507	-0,817	13,246

B. Post-Test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Result	Equal variances assumed	0,349	0,557	2,188	54	0,033	4,500	2,057	0,376	8,624
	Equal variances not assumed			2,188	54,000	0,033	4,500	2,057	0,376	8,624

Documentation

A. Control Class



B. Experimental Class



CURRICULUM VITAE



A. Identify

Name : Amna Sari Harahap
Reg. Number : 18 203 00061
Place/Birthday : Sigumuru, 26th Oktober 1999
Sex : Female
Religion : Islam
Address : Sigumuru, Kec. Angkola Barat,
Kab. Tapanuli Selatan
Phone Number : 0822 9866 9324
Email : amnasariharahap2610@gmail.com

B. Parents

Father's Name : Alm. Anwar Harahap
Job : Farmer
Mother's Name : Nurasiah Dalimunthe
Job : Farmer

C. Educational Background

Elementary School : SD N 100160 Sigumuru (2012)
Junior High School : SMP N 1 Angkola Barat (2015)
Senior High School : SMA N 1 Angkola Barat (2018)
Collage : UIN SYAHADA Padangsidempuan (2023)



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Nomor : B : 244 /In.14/E.1/TL.00/10/2022

Hal : Izin Penelitian
Penyelesaian Skripsi

Yth. Kepala SMA Negeri 1 Angkola Barat

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Amna Sari Hara'ap
NIDN : 1820300061
Fakultas : Tarbiyah dan Ilmu Keguruan
Program Studi : Tadris Bahasa Inggris
Alamat : Sigumu'u

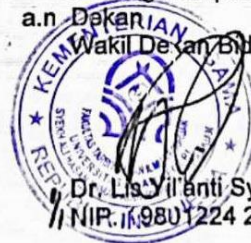
adalah benar Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan yang sedang menyelesaikan Skripsi dengan judul "The Effect of Question-Answer Relationship (QAR) Technique on Reading Comprehension of Grade XI Students of SMA N 1 Angkola Barat".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian dengan judul di atas.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Padangsidimpuan, 21 Oktober 2022

a.n. Dekan
Wakil Dekan Bidang Akademik



Dr. Lisvianti Syafrida Siregar, S.Psi, MA
NIP. 19801224 200604 2 001

VALIDATION LETTER

I am the one who signed this letter

Name : Rosmawar Lubis, S.Pd

Job : English teacher in SMA N 1 Angkola Barat

Has provided test sheet on students' reading comprehension in narrative text for completeness of the research entitled:

"The Effect of Question-Answer Relationship (QAR) Technique on Reading Comprehension at Grade XI Students of SMA N 1 Angkola Barat"

Arranged by:

Name : Amna Sari Harahap

NIM : 18 203 00061

Faculty : Tarbiyah and Teacher Training Faculty

Department : English Education Department (TBI-1)

The input that I have given as follow:

1. Add Vocabulary
2. Add Questions
3. Use simple sentence

With hope, the input and assessments that given can be used to complete in obtaining the quality of guidelines for good interview.

Padangsidempuan, 20 - 10 - 2022

Validator



Rosmawar Lubis, S.Pd
NIP 197006012007012004