QUESTION ANSWER RELATIONSHIP (QAR) IN TEACHING READING COMPREHENSION

(A Thesis)

By:
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2018

ABSTRACT

QUESTION ANSWER RELATIONSHIP (QAR) IN TEACHING READING COMPREHENSION AT SMPN5 BANDAR LAMPUNG

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The aims of this research were to find out how the implementation of the procedure of teaching reading through question answer relationship, whetheror not there is any significant difference in students' reading achievement after being taught through QAR. Furthermore, it is also aimed at finding outthe problems the students face when they are taught by using QAR.This research was conducted at the eighth grade of SMPN5 Bandar Lampung. The data were collected by using a multiple choice test and questionnaires. The population of this research was the eighth grade students of SMPN5 Bandar Lampung. There were eight classes of the eighth grade in SMPN 5 Bandar Lampung and each class consists of 34 students. The sample of the research was class A which was chosen randomly by using lottery. The data were collected through reading test and questionnaires. Analyzed by t-test, the result of the first research question showed that the researcher taught students by using QAR strategy which adapted from Raphael, the second research question showed that there was a significant difference of the students' reading achievement after being taught throughQAR. The result could be seen from the significant value where the t-value is 4.636 ($p < 0.005$) The improvement of the students' reading achievement could be seen from the students' pre-test 82.50, which increased up to 92.65 in the post-test. This finding also showed that even though there is significant difference but the students still got difficult in reading. The result of the research also showed that not all of students found the problem when they were taught by using QAR. It might happen because some of them were confused to differentiate the types of QAR.

Key word: reading, students' reading achievement, types of QAR.

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A Thesis
Submitted in a Partial Fulfillment of
The Requirement for S-2 Degree

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LAMPUNG UNIVERSITY
BANDAR LAMPUNG
2018

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Yang membuat peryataan

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DEDICATION

*Alhamdulilahirabbil 'alamin*this piece of work is entirely dedicated to:

My beloved parents, Hakimin and Darmi

My lovely brothers Nasrudin S.IP, MuhammadKamil, S.Sos

My lovely sistersRahmayni, S.Pd. .YusmalaHayati, MPd.

My beloved companions Sulastri, M.Pd.NiningYasrida, M.Pd.

IntanTrinekhodijah, M.Pd.,Febriyanti,S.Pd.EfiLitaria, S.Pd.

My friends of MPBI 2014

The last, my almamater "Lampung University"

MOTTO

"Work hard in silence; let your success be your noise"

(Frank Ocean)

ACKNOWLEDGEMENTS

Praised be merely to Alloh SWT, the almighty and merciful god, for blessing the writer with faith, health, and opportunity to finish this research entitled "Question Answer Relationship (QAR) in Teaching Reading Comprehension at SMPN5 Bandar Lampung". This research as a compulsory fulfillment of the requirements for S-2 Degree of Postgraduate English Program at Lampung University.

The writer would like to acknowledge her respect and sincere gratitude to Dr. Ari Nurweni, M.A., her first advisor, for her criticism, motivation and encouragement to the writer to think more scientifically and critically. Her thankfulness is also addressed to UjangSuparman, M.A. Ph.D., her second advisor, for his assistance, ideas, guidance and revision in improving this thesis. Her gratitude is also extended to Dr. Muhammad Sukirlan, M.A., and her examiner, for his encouragement, ideas, suggestion, and great motivation in supporting the writer to finish her study as soon as possible.

The writer also wants to extend her appreciation to headmaster of SMPN5 Bandar Lampung, for giving the writer permit to conduct the research and the vice principal of curriculum who has given the full support for this research and the students of eighth grade in odd semester, school year of 2016/2017 for their participation as subject of this research.

The writer would like to address her deep and sincere gratitude for her beloved companions'PostgraduateEnglishEducation Program '14, especially Sulastri, Febriyanti, IntanTrinekhodijah and NiningYasrida. Thank you so much for being such a great companion along the way in finishing this thesis.

The greatest honor and thankfulness would finally be dedicated to her beloved parents, Hakimin and Darmi. It is truly undoubted that loves, cares, and timeless prayers during days and nights, patience and willingness to wait for the writer's

graduation are very precious for her. Appreciation is also extended to her brothers, Nasrudin and Muhammad Kamiland her sisters, Rahmayni and YusmalaHayati. Thank you for supports given to keep her spirit alive.

The writer hopes this research would give a positive contribution to the education development and to the read.

LIST OF CONTENTS

1. INTRODUCTION

This chapter deals with background of problem, identification of problems, limitation of the problems, formulation of problems, objectives of the research, uses of the research, scope of the research and definition of term.

1.1 Background of the Problem

Reading is essential in second language acquisition as it has positive effect on the educational achievement of students. It means that if the students can read, they are easy to comprehend the text and share or retell the stories and information they have read so activities in the class are effective.

Reading is undoubtedly one of the important factors which should be regarded seriously while learning this international language. Because of the important of this skill, there are naturally many ways to improve the ways the students read and comprehend a passage (Khalaji and Vafaeeseresht 2012).

Comprehension is the result of interactive process between reader, text, and context in which the readers not only receive messages from word by word, but also interpret the meaning of the text based on their prior knowledge. Therefore, how far and how deep readers are able to comprehend the meaning within a text depends on their existing knowledge. If they do not have good reading skills, they

will have difficulty in comprehending the message and deriving knowledge and information from those sources. Reading comprehension is a complex and mental process between readers and the texts, referring to readers' language competence and topic knowledge.

Reading comprehension is the process of making sense of text; a complex, multifaceted activity that calls on the reader's thinking and problem-solving skills. Reading comprehension is a process that requires how to decode through the development of an extensive repertoire of sight words, learning the meanings of vocabulary encountered in the texts, and learning how to abstract meaning from text. It represents how well readers understand literal comprehension which concentrates on explicit meaning and inferential comprehension which concentrates on implicit meaning in the reading text. Reading comprehension usually refers to the amount of understanding that readers have when they read the text. That is, it represents how well readers understand the implicit and explicit meaning of the contents of the text that they read (Sung-Hyun cited in Odwan 2012).

Based on preliminary research at SMPN 5 Bandar Lampung, the researcher knew some weaknesses which the students got in reading were; the students' activities in the class sometime made them be bored and difficult in reading because the text or book were not interested so that it would be hard to read if they were not enthusiastic.

Meanwhile the students had low interest toward reading for information; they only read the required text book in order to be able to set for the achievement

routine exams. The student also lacked of motivation to read. Students with reading problems had difficulty in comprehending material that they read and also fluency in reading. The students who could not read and understand the text were a challenge for the teacher to improve their knowledge in comprehends text. Besides that in teaching learning process the teacher used monotonous method and did not motivate to find new strategies which were more interesting and effective.

English teacher should focus on using strategy to increase students' reading comprehension. There is a need for teachers to teach comprehension strategy to help students read with understanding and hope to choose appropriate techniques in their teaching learning process. Because of the importance of this skill, there are many ways to improve the students' reading and comprehend a passage. One of them is using QAR. Related to this idea, question answer relationships (QAR) will help students to understand the different types of questions and know how to approach the text based on the different question types effectively and efficiently.

QAR is one of the strategies in teaching reading. QAR teaches students to answer the questions that require understanding of information from the text and helps students to understand the relationship between questions and where the answers to those questions are found. This strategy provides a common language for thinking and talking about answering questions from reading sources through explicit text (In the Book) and implicit text (In My Brain). It means that QAR is a tool to help students to get better understanding of the text in answering the question. Conner cited in Fard and Nikou (2014) highlights Question-Answer

Relationship (QAR) as a reading strategy in which students categorize comprehension question where they get information that they need to answer each question. It means that QAR is a strategy that is used by the students to comprehend the question based on the information that they get from the text to answer each question. QAR strategy tries to help the students to identify different levels of question and how the question and answer related each other. QAR is a strategy to be used after students have read. It is also teaches them how to decode what types of questions that they are being asked and where to find the answers to them Raphael and Au cited in Fard and Nikou (2014).

Teachers who care about their students' reading behavior will wonder whether the students are reading enough in a day and whether the students enjoy their reading or not. They believe that students do not spend enough time to read and they rather do other activities in their spare time. It is important for English teacher to motivate their students to read because few of students choose to look at books during their free time. By using QAR strategy hopefully the students are able to comprehend the text that they are reading and then they will inspire to think creative in giving question about their reading and where to find the answer. Raphael (1982) investigated the effect of instructional program in improving students' performance on post-reading comprehension questions indicates that the level of performance on post-reading does increase, while Kinnibugh and Prew (2010) investigated that QAR can be used to increase students' comprehension. The previous of teaching reading by using QAR strategy based on Raphael,the teacher taught the student by explicit way while in this research the teacher taught the students by implicitly.The researcher would like to implement the procedure

of teaching reading through question answer relationship, to find out a significant difference in students' reading achievement after being taught through QAR,to find out the students' problems when they were taught by using QAR

1.2 The Identification of Problems

Based on background of the problem above the researcher identified the problems as follow:

1. Teacher's teaching strategy might not besuitable in teaching reading.

2. Students had difficulty to find the answer of a simple text.

3. The students' activities in the class sometime made thembebored and difficult in reading because the text and book were not interesting.

4. The students had low interest toward reading for information.

1.3 The Limitation of Problems

Based on the identification of problems above, the researcher focused on questions answers relationship (QAR) in teaching reading comprehension

1.4 The Formulation of Research Questions

Based on the limitation of the problems above the researcher formulated the research questions as follows:

1. How is the procedure of teaching reading through question answer relationship (QAR)?

2. Is there any significant difference in students' reading achievement after being taught through QAR?

3. What problems do the students find when they are taught by using QAR?

1.5 Objectives of the Research

The objectives of this research are:

1. to find out how the procedure of teaching reading through QAR is;

2. to find out whether there is a significant difference in students' reading achievement after being taught through QAR;

3. to find out the problems that may be found by the studentswhen they are taught by using QAR

1.6 Uses of the Research

Theoretically

1. Findings of the research are expected to support the existing theories on questions answers relationship (QAR) in teaching reading comprehension discussed in chapter two.

Practically

1. The finding of the research can be used by the English teachers to improve their student's reading achievement.

1.7 Scope of the research

This research was conducted in SMPN 5 Bandar Lampung. The researcher used eighth grades of students SMPN 5 Bandar Lampung in 2015-2016 academic years as population of the research. There were eight classes of eighth grades in SMPN 5 Bandar Lampung and each class consisted of 34 students. The researcher used one class as sample of the research. The sample was chosen randomly by using

lottery. In this research, the researcher would like to find out the significance different in students' reading achievement after being taught through QAR. Thus the data was collected by the form of multiplechoices reading test. Then it was analyzed by using T-test. Besides that the researcher would like to find out the problems that may be found by students when they were taught by using QAR. Thus the data was also collected by using questionnaire then it was analyzed by using SPSS.

1.8 Definition of term

1. Reading is the ability to read-taking general comprehension as the example-requires that the reader draw information from a text and combine it with information and expectations that the reader already has. Grabe and Stoller. (2001)

2. Reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. Woolley. (2011)

3. QAR is defined as one in which the words used to derive the question and the ones used to form an answer are located within a single sentence.Raphael, (1982).

II. FRAME OF THEORIES

This chapter deals with the theoretical of background information about the topic that under discuss in this study such as review of previous research, review of related of literature, concept of teaching reading, and the procedure of teaching reading through Question Answer Relationship.

2.1 Review of Previous Research

There are several researchers who have done research in term of Question Answer Relationship. Fard, and Nikou, (2014) investigated the effect of Question Answers Relationship (QAR) Strategy on First Grade High School EFL Students' Reading Comprehension this study was carried out in order to identify the efficiency and the effects of Question Answer Relationship strategy (QAR) on the reading comprehension ability of EFL students in first grade high school of Mohaddeseh, Urmia, Iran. The results suggested that there was a statistically significant difference among the reading comprehension of the experimental group and control; group in their post test scores.

Kinniburgh and Prew (2010) investigated Question Answer Relationships (QAR) in the primary grades: laying the foundation for reading comprehension. The result Indicated that the QAR strategy, if implemented effectively, can be used to

increase comprehension ability of young students and provide a strong foundation for reading comprehension.

Chien (2013) found that the integration of QARs into picture-book instruction is an excellent way to involve and support all students with different needs in a mixed-level English classroom. QAR activities and materials allow students of all levels to participate equally in engaging activities and obtain an increased understanding of texts and an improved ability to answer and ask questions.

Nuruddin's, et. Al (2013) study found that, there was a significant difference in reading comprehension among students who were treated using NHT, QAR and those treated using the conventional reading technique. Next, there was a significant difference in reading comprehension between students who were treated using NHT technique and those treated using the conventional reading technique. And then, there was a significant difference in reading comprehension between students who were treated using QAR technique and those treated using the conventional reading technique. The last, there was no significant difference in reading comprehension between students who are treated using NHT and those treated using QAR technique.

The further research was carried out by Peng, et.al (2007) their research showed the impact of question answer relationship on reading comprehension. The sample of the research was 23 boys and 21 girls. They were divided into two groups experimental and control group where the students in the experiment group were matched based on their SA2 test scores and gender with students in control group. 27 pairs of students (16 pairs of boys and 11 pairs of girls) were formed which

made up the sample size for analysis in first study. Meanwhile, 16 pairs of girls were formed which made up the sample size for analysis in the replicated. The finding showed that students taught the QAR strategy showed some improvement in their reading comprehension test scores after intervention compared to the control group. The area of greatest improvement was with the "think and search" question. The qualitative data analysis showed that more than half the pupils taught the QAR strategy felt more confident about answering comprehension questions after learning the strategy.

2.2 Review of Related Literature

Question is a sentence which uses an interrogative word (*who, why* etc) or intonation, request information as an answer, something about discussion or need to be decided. Studying question and answer, students are taught to find out correct answers from the text in response to the question. Questions are used to evaluate student's knowledge and understanding of subject matter and questions can help students review essential content in a subject. It means that questions can help students to review about their knowledge in understanding of subject or text.

Questions appear effective for improving learners' reading comprehension as they provide learners with a purpose for reading, help learners to focus attention on what they are to learn, help learners to think actively as they read encourage learners to monitor their comprehension and help learners to review content and relate what they have learnt to what they already know. Mudzielwana (2013)

In reading comprehension lesson, questioning is very important. Without asking students questions about a text, the teacher never knows what and how much students have understood the text. Effective questions should be practiced before, during and after reading. When readers ask questions before reading a text, they are activating their prior knowledge and making predictions. Both of these activities engage the student's interest with text and comprehend it. Questions during reading can take the form of self questions. Questions in the text or questions of the author, it creates a dialogue in students mind as the reader.

Asking questions after reading the text can stimulate critical analysis and further research on the topic. Questions are an important part of the process of becoming a strategic reader. According to Raphael (1982) there are three types of questions: *text explicit, text implicit* and *script implicit questions*. *Text explicit question* is defined as one in which the words used to derive the question and the one used to form an answer are located within single sentence from the text. Next *text implicit question* is defined as having a response in the text, but unlike the text explicit, the words used to form the question and those used to provide the answer range across sentences, paragraphs or page. The last *a script implicit question* is defined as one in which students would find the information appropriate for the response only in their knowledge base.

2.2.1 Questions Answers Relationship

QAR- Question Answer Relationships is reading comprehension strategy applicable to use with both fiction and nonfiction texts. It is a valuable skill for all students to help they answer questions accurately and quickly. QAR is a useful tool for conceptualizing and developing comprehension questions. QAR is a research – based method and language framework developed by Raphael for enhancing students' ability to talk about answer comprehension questions. QAR helps students to understand that answer come from one of two main sources of information "*In the text* and *In my head*". The students find the answer in the book question "*In the text*" they read and students answer "*In my head*" question by using their background knowledge and experience. There are two primary QAR categories "*In text* and *In my head*": *right there, think and search, on my own and author and me*. These source types' categories are described as follows:

1) *In the text* Questions

   In the text category is expended to include two types of situations

   1. When the answer to the question is stated explicitly in the text, within a single sentence of the text (*Right there).*

   2. When the answer to the question is available from the text but requires the reader to put together information from different parts. (*Think and Search*)

      a. *Right There* questions require a literal-level response. The answer is easy to find because it is explicitly stated in the text. The words used in the question and the words found in the sentence to answer the question are Right There. Right There questions usually require a one word or short response and begin with words like who, when, or where. Because

these questions usually explicit one right answer they require a minimal amount of teacher wait-time or student thinking The steps may be purposed to answer *Right There* questions are as follows:

a. Reread

b. Scan

c. Look for key words

b. *Think and Search* questions require more inferential thinking. This type of question asks the reader to interpret or analyze information read and then organize ideas from various sentences in order to formulate the answer. Students will find answers located in the text but first must *Think* how the information in the text is connected and then *Search* through the selection to determine what information will answer the question. Sentences beginning with words like *describe, explain*, or *analyze* may signal to the reader that this is a *Think* and *Search* question. The answer is found in more than one place. The parts must be put together to answer the question. The words in the question may or may not be the same words used to answer the question. Certain words—including pointer/signal words, plurals, and conjunctions—indicate that the answer is in more than one place. Question stems often begin with: Contrast... Explain... What were...? Compare... Summarize... The reader only needs literal thinking to answer the question.

The steps may be purposed to answer *Think* and *Search* questions are as follows:

   a) Skim or reread

   b) Look for important information

   c) Summarize

2) *In My Head*

The *In My Head* category can also be divided into two types: *On My Own* or *Author* and *You* QAR focusing on students' background information as it pertains to the text

a. *On My Own* questions ask students to speculate or hypothesize and apply the information to their own experiences. This type of question requires more think time because often there is no right or wrong answer. The reader must read the text to answer the question (text dependent) the reader must use inferential thinking in order to answer the question. Question stems often begin with: How can you conclude...? How can you tell...? How do you know...?

The reader relies on prior knowledge and experience. The reader must look for clues and evidence (prove the answer with details). The reader must read between the lines as the answer is not explicit in the text. The steps may be purposed to answer *Author and You*questions are as follows:

a) Reread

b) Think about what you already know and what the author says

c) Predict

b. *Author and You* questions require students to interact with ideas presented by the author. Students need to think about what they know about the topic, what the author is saying in the text, and how the two are

related.The reader need not read the text in order to answer the question. The reader must use inferential thinking. Question stems often begin with:

Do you believe...? How do you know...? How would you...? Have you ever...? The reader must use his own ideas and opinions to answer the questions Billmeyer, R. (2006).The steps may intend to answer *On Your Own* questions are as follows:

a) Think about what you already know

b) Think about what you have already read before

c) Make connection

Example:

Sam and Tanya were hiking in the Black Mountains. The rain from the night before made the leaves and rocks slippery. They planned to reach the top of the mountain by noon, so they started hiking early in the morning and planned to reach the bottom of the mountain before dark. Half way up the mountain Sam slipped and broke his leg.

Table 2.1 the example of using QAR

Question Types	Question	Answer
Right there	Where did Sam and Tanya go hiking?	Sam and Tanya were hiking in the black mountain
Think and search	Why did Sam fall?	Sam probably fell on the slippery rocks and leaves
On my own	Do you think that it is smart for inexperienced people to do in serious hiking on their own?	I think that people without much experience can go hiking on their own as long as they have a way to

		contact help in case of an emergency, such as a cell phone.
Author and me	Do you think that they got down the mountain before dark?	No, I don't think that Tanya could carry Sam down. She would have to get help, and it would take a while to hike down, find help, and hike back. I think that it would be dark by time all of that happened.

Raphael cited in Kinniburgh and Baxter (2012) states that QAR strategy is a way for students to understand that the answer to a question is directly related to the type of question that is asked. QAR assists students in differentiating among question based on where the answer can be found either *in the book* or *in my head*. The students can answer the questions based on the information that can be found from the text in the book or their background knowledge *in my head* the answer that require information not found in the textby using QAR.

QAR also helps students understand that knowledge of text structures and can help them find information to answer question from both texts and their knowledge base. QAR helps students comprehend more of what they have read and learn that all answers may not come from the text. According to person and Johnson quoted in Raphael, (2014) QAR should not be identified in isolation but rather in relation to both the text being read and the reader's background knowledge. It means that QAR shows the students relationship between both the

text being read and the reader's background knowledge especially in question and answers how to categorize different types of questions.

Question-answer relationship (QAR) focuses on understanding the relationship between questions and answers taken from the learning materials, by using this strategy allows students to combine the knowledge before the students read with the knowledge they learn while reading and studying, because some time the students feel difficult when the teacher asked them to find out the information from the text so, the students may not achieve their goal to get some message which the writer is trying to give.

QAR can serve as a reasonable starting point for addressing four problems of practice that stand in the way of moving all students to high levels of literacy: first, the need for a shared language to visible the largely invisible processes underlying reading and listening comprehension. Second, the need for a framework for organizing questioning activities and comprehension instruction within and across grades and school subjects. Third, the need four accessible and straight forward whole school reform for literacy instruction oriented toward higher level thinking. Fourth, the need to prepare students for high stakes testing without undermining a strong focus on higher level thinking with text. Raphael and AU (2005).

Moreover, Chien (2013) QAR also help students to think aloud which helps them become a ware of and analyze their own learning processes. This technique is used to reconcile prior knowledge, develop concepts, clarifies reasoning and may lead students to higher levels of thinking. Dougherty, (2004) states that QAR

teaches students to consider and use the information in text and their personal knowledge when responding to the questions surrounding a text they have read.

QAR is very useful because this strategy helps students make connections between information in the selection and their prior knowledge; the strategy encourages the reader to think about the selection from four perspectives: entering the text, moving through the text, moving beyond the text, and carrying on a mental dialogue with the author. Students who use this strategy learn to recognize the different types of thinking needed when answering questions then QAR strategy makes students can learn to ask the four different types of questions and the questioning process can be transferred from teacher to learner. This allows students to become independently strategic readers by formulating their own questions while reading. Billmeyer,R. (2006) Teacher use question answer relationship to teach the students so that the students can comprehend and develop their personal knowledge with information from the text and to find out the answers of question. The students also can familiar with the four types of this strategy (QAR).

2.2.2   ReadingComprehension

Reading is the most important skill in English among other language skills in acquiring language. If students are good at reading they will be good at other language skills (writing, speaking and listening). For this reason teachers of English language should focus on these skills. Reading is one of the language skills that student will study and practice. They need to be able to read texts in English, not only for academic purposes, but also for their careers.

Reading has many beneficial effects in language acquisition. Grabe and Stoller (2001) reading also provides the foundation for synthesis and critical evaluation skills in addition reading the primary means for independent learning whether the goal is performing better on academic tasks, learning more about subject meter or improving abilities. They believe that many foreign language students often consider reading as one of their most important goals. They want to be able to read for information and pleasure, for their career, and for study purposes. So it can stated that reading is goals that students must be aware to improve their reading ability because by reading they can read information and pleasure or for their career and study purposes.

Reading is what happens when students look at a text and assign meaning to the written symbols in that text. Stauffer cited by Kalajiand and Vafaeeseresht, (2012) reading means getting information from printed. It can be stated from this definition that one of the reasons for reading is to get some information out of the text in order to find out something or do something with information you get. It may not be necessary to read a text fully depending on the purpose therefore readers develop some strategies to deal with reading.

There are differences of opinion as to how meaning is derived from the written material. Some theorists believe that meaning resides in the text it self; while others believe that meaning is produced by the readers interacting with the text. Readers should be aware of the purpose that a text is read for. Reading is an activity to get information from a text. When we read, we must understand the

implicit and explicit meaning from the text. In short reading simply means the ability to understand a text. Nuruddin (2013)

Every one has different purposes in reading; some of us are reading for getting pleasure while some of us are reading for getting information when reading text, there is always a purpose in the readers' mind because reading is purposeful activity. The purpose for reading determines how the text should be read. For example; if the person is looking for a number in a telephone directory the reader should be selective, the reader should scan the directory for the number needed. In reading there are five aspects which help the students to comprehend the English text well, there are:

1. Main Idea

   Main idea is the topic sentence and developed by supporting sentence in a single paragraph. The main idea is the only idea that should be developed in one paragraph – no more than one main idea in a single well-written paragraph. Suparman (2012)

2. Supporting Details

   Supporting details are the facts and ideas that explain or prove the topic sentence or main idea. Furthermore, Segretto (2002) states that supporting details provide the reader with more information about the main idea or subject of a passage. They are pieces of information that help the reader to see the big picture in a text.

3. Inference

   Inference requires that each reader constructs a meaning makes the text a reflection of experience Moreillion (2007)

4. Reference

One of sub processes in sentence comprehension is referential representation; this process identifies the references that words in a sentence make to external word. Referential representation is aided by making referents easy to identify. Reader takes less tone to identify the referents of a pronoun has been mentioned recently in the text than when it was mentioned earlier Young (2011)

5. Vocabulary

According to Shari, et.al (2010) Vocabulary plays an important role both in learning to read and in comprehending text; readers can not understand a text without knowing what most of the words means.

Reading is a purposeful and active process a reader reads to understand in reading text to learn, to find out information or for pleasure. Comprehensions a dynamic process in which information from the text and knowledge possessed by the reader interacts to enable the reader to construct meaning before, during, and after reading. In order to understand a text the students must be able to comprehend the vocabulary used in the piece of writing. Comprehension is the higher level skill of actually understanding the material being read and comprehension the goal of reading. Nurudin (2013) reading comprehension is the process of understanding the message in the text which needs the activations of readers' experience as the reader's background knowledge. Reading comprehension as an active and complex process that involves understanding written texts, developing and interpreting meaning and using meaning as appropriate to the type of text purposes and situation, it means that reading comprehension is a process of

understanding written texts in developing, interpreting and using meaning as purpose and situation in an appropriate type of texts.

Reading comprehension is the process of meaning construction as a result of blending content and message of the text with the readers existing knowledge and skills during reader text interaction

Sung-hyung cited in Odwan (2012) reading comprehension usually refers to a mount of understanding readers have when they read the text. That is, it represents how well readers understand the implicit and explicit meaning of the contents of the text they read. The term reading comprehension has several different definitions. While most experts agree that reading comprehension is the meaning gained from what is written on the page, they often disagree about the source of meaning. Reading comprehension is one of the issues with which not only many students but also many other teachers have been involved during their educational.

Salmi (2011) reading comprehension is not only a matter of understanding the print on page but it is the creation of meaning by combining what the print tells with what the reader already possesses as knowledge. While according to Wooly (2011) Reading comprehension is the process of getting meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text ratherthan to obtain meaning from isolated words or sentences.

Ke (2004) reading comprehension is thus an interactive process between the reader and the text; in that the reader is require fitting the clues provided in the text to his or her own background knowledge. While according to Sutarsyah

(2015) reader's schemata play an important role understanding a text. It is expected that a reader enough background knowledge to have optimal comprehension.

Reading comprehension has shown that the ability to understand texts is based not only on the comprehender's linguistic knowledge, but also on general knowledge of the world and the extent to which that knowledge is activated during processing Carrell (1983).

2.2.3 Descriptive Text

A descriptive text is a text which describes a particular person or thing is like. Its purpose is to describe and revel a particular person, thing or place. So we can say that descriptive text is the text which describes a particular person or an object to be described such as shape, properties, number and other in particular.

The generic structure of descriptive text consists of:

1. Identification: contains the identification of matter/ phenomenon to be described.

2. Description: contains the explanation/ description of the thing, person to mention few properties or describing phenomena in part, quality and characteristic.

Language features of descriptive text are:

1. Specific participant has certain object is not *common* and unique (only one). For example: Bandung *beach,* my *house*, *Borobudur temple,* Uncle Jim.

2. The use of the *adjective* (an adjective) to clarify the *noun* for example: be used for the following expression: a beautiful *beach*, a handsome *man*, the *famous* place in Jepara

3. Use the present tense sentence patterns for telling the facts of object descriptions.

4. Action verb, there are verbs that show an activity (activity can be seen). For example: run, sleep, walk, cut.

Example of descriptive text

My Sphinx Cat

My sphinx cat is only pet. I have, he has a little hair but is not totally hairless as he ha a peach fuzz over much of his body. His coat is often a warm chamois. My sphinx cat has a normal cat proportion.

I like his tail. Although my mom says that it is like a rat's tail. I love usual color varieties including, tortoiseshell, chocolate, black, blue, lilac, etc. he is really an amazing cat. Believe it or not. He is very intelligent cat. He can respond my voice commands.

He is very funny as well as my friends get a joke. I love him so much as I love my mother.

Generic structure analysis:

1. Identification: my sphinx cat

2. Description: he has little hair but is not totally hairless as has peach fuzz over much of his body. His coat is often a warm chamois. My sphinx cat has a normal cat proportion Nurdiono (2015).

2.2.4   Teaching Reading

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

1. Preliminary activities

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

2. Brainstorming

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

3. Headlines and titles, pictorial, and contextual clues

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

The purpose of teaching reading is to develop students' reading skill. So that they can read English text effectively, there are three activities in relation to reading class activity. Pre- reading, while – reading and post – reading.

1. Pre – reading

   In order to enable their students to understand a reading text without looking up every single word, the teachers should build confidence the students before theyapproach a reading text. Including some activities for: making prediction and inferences what is to come in a text, vocabulary review, skimming or activate prior knowledge.

2. During or while reading

   While reading is help students to increase comprehension text and some activities such as guessing the meaning of words from the context, identifying the main idea in a text or confirming prediction and inferences.

3. Post reading

   To check students' comprehension of the text that they have already known the activities in post reading is summarizing.

There are five strategies should be taught to ensure good reading comprehension on teaching of reading. These are: prediction, questioning, clarifying, imagining and summarization.

1. Prediction

   The ability to predict what a text entails is the first step to successful comprehension. A reader obtains the first clues to what a text is about via its title. Together with the opening sentences this can help the reader decide if the text is appropriate to their purpose (in the case of non-fiction) or to activate a story schema (in the case of fiction).

2. Questioning and clarifying

An actively engaged reader can use self-questioning to monitor their reading comprehension and to help clarify points that they fail to understand. A successful comprehended knows how to generate pertinent questions, and can fall back on their mental model of the text to know where to locate relevant information.

3. Imagining

Imagining refers to the use of mental imagery to enhance text comprehension by enriching the mental model of a text.

4. Summarization

Summarization is perhaps most closely allied to the development of the situation model. Summarization involves the extraction of the gist and main themes of what is read (while putting aside the irrelevant details), and integrating the details into a coherent whole. Summarization depends on basic language skills, inferential abilities and knowledge and engagement with texts

2.2.5 The Procedure of Teaching Reading through Question Answer Relationship

The researcher used question answer relationship in teaching reading descriptive text. The activitiesfocused on how the students answer the question of text by using this technique.

The following is the procedure of teaching reading through Question Answer Relationship (QAR) stated by Raphael (1982)

1. Teacher introduces QAR, strategy with short text ensures that students are able to identify and write questions. Introduce the two levels of questions, *In the Text and In My Head,* and explain that they tell where students can find the answers to questions. Next, introduce the two types of questions at each level.

2. Then, generate one of four types of questions and provide the answer to the questions. Have students categorize the question-answer relationships and explain their thought processes.

3. After students have been introduced to the QAR concepts, provide them with several 75-100 word reading passages and a question and answer for each passage. Have students, individually or in cooperative groups, read each passage, identify the question-answer relationships, and explain their thinking.

4. As students become proficient with this strategy, use more expository and functional texts. Provide them with a 150-600 word reading passage divided into four sections. Give students one of each typesquestions for each section. Have students answer each question, identify the question-answer relationship, and justify their thinking.

5. After they have mastered this, present a longer reading passage then ask students to write one of four types of questions. Categorize each question-answer relationship, and explain their thinking.

6. Finally, assign a reading passage and have students independently write four questions, one of each type. Direct students to exchange questions with a partner, answer each question, and categorize the question-answer relationships

In this research the researcher adopted some steps of QAR in teaching students based on Raphael in this bellow are the activities:

Pre-activities

a. The teacher introduces QAR technique to the students

b. The teacher divides students into some groups, each group consist of four students.

c. The teacher delivers descriptive text to the student

d. The teacher asks the students to read the text by scanning and find the key words answer in order to introduce the students with right there

e. The teacher asks the students to reread then look for important information and then asks them to conclude

f. The teacher asks the students opinion about what they already know of the text and what the author says then asks the students to predict it

g. The teacher asks the students' opinion about what they have already read before and asks them to make the connection

h. The teacher gives another question to the student by using QAR

i. The teacher asks the students to answer the question by using QAR technique in their group

j. The teacher guides the student to find the answer by using QAR technique

k. The students discuss the answer with their group by using QAR technique

l. The teacher discusses the answer together with students

While-activities

a. The teacher distributes another short descriptive text to each students

b. The teacher asks them to read a text carefully

c. Students read the text carefully

d. The teacher asks the student to answer the question by using the types of QAR

e. Students answer the question by using QAR technique which has been taught by the teacher

f. The teacher gives the student another longer text and asks them to answer the question by using QAR technique

g. The students answer the question by using QAR technique

h. The teacher asks the students to analyze their answer based on types of QAR

i. The students analyze their answer based on the types of QAR

j. The teacher asks students opinion which types are easier to find the answer

k. The students tell their opinion about types are easier to answer

Post-activities

a. The teacher asks students whether they find difficulties or not to answer the question by using QAR

b. The student tells their difficulties when they use QAR in answering the question

c. The teacher explains more in answering the question by using QAR if it is necessary

d. The teacher gives another descriptive text to the students

e. The teacher asks the student to answer the question by using QAR in their home

f. The teacher closes meeting

2.2.6 Theoretical Assumption

As a frame of theory above, it can be assumed that in reading process, a reader needs comprehension. Reading is a process of understanding a text and communicative skill between the readers and the text to get information and knowledge by comprehending a text the students are able to answer the question about what they have read. But it can not avoid if students also need strategy to answer the question. QAR is strategy that helps students to answer the question from the book/ text and their head. Where QAR has four types of questions based on the answers, they are: *right there, think and search, author and me,* and *on my own*. The answers of *Right there, think and search* are included into the text. While the answers of *on my own, author and me* are not in the text therefore the students need to use their own idea and experience to answer the question.

2.2.7 Hypotheses

The researcher proposed the hypotheses as follows:

H_0. There is no a significant difference of students' reading achievement after the students are taught through QAR

H_1. There is a significant difference of students' reading achievement after the students are taught through QAR

111. RESEARCH OF METHOD

This chapter explains setting of research, population and sample of the research, research design, data collecting techniques, research instrument, try out of research instrument (validity of test, reliability of test, level of difficulty, discriminating power), data analysis and hypothesis testing.

3.1 Setting of Research

This research was conducted in SMPN 5 Bandar Lampung and there were eight meetings in doing this research, which consisted of administering try out, pre-test, treatment four times, post-test and questionnaire. This research was focused on reading achievement.

3.2 Population and Sample of Research

The researcher used the eighth grade of students SMPN 5 Bandar Lampung in 2015-2016 academic years as population of this research. There were eight classes of eighth gradeinSMPN 5 Bandar Lampung and each of classes consisted of 34 students. The researcher used one class as sample of the research. The sample has been chosen randomly by using lottery.

3.3 Research Design

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

$$T1 \ X \ T2$$

Note:

T1: pre-test

X: treatment

T2: post-test

(Hatch and farhady, 1982)

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

3.4 Research Procedure

3.4.1   Planning

Theresearcher made some plans to make this research ran well as follow:

1. Try-out

The researcher gave try-out of the students. It was objective reading test comprising of 60 items which contained of four options (A, B, C, and D). The time allocation was 60 minutes. This try-out was given to the students in order to determine the quality of the test used as an instrument. The quality of the test was measured the term of validity, reliability, level of difficulty and discrimination power of the pre-test and the post-test, then to determine which item should be revised for the pre-test and the post-test. From 60 items which have been distributed to the students, the researcher found 40 items which fulfilled standard of reliability and validity.

This sub part described the result of try out test. Try out test was done before the pretest and the post-test. The test was administered at the eight grade students of second semester at SMPN5 Bandar Lampung. They were in academic years of 2016/2017. It was conducted in VIIIB as try out class. Try out test was conducted on January 19th 2017. There were 34 students in this class. The students consisted of 20 females and 14 males, the test was done to prove whether the test had good quality or not. It was conducted in order to find out the validity and reliability of the test. Then it was conducted to measure the value of the level difficulty and discrimination power of the test. In order to investigate the quality of the test, the researcher gave reading test with 60 items of a multiple choices which administered in this test. Based on result of reliability and validity, it was found that the item tests were valid. The validity refers to the content and constructs validity of instruments. Which had been tried out the reliability of the test was analyzed by itemen. The result showed that the Alpha value was of 0.729 this indicates that the level of

reliability of the test belong to high. It meant that reading test was good and it could be applied to measure the students' reading comprehension. Based on the result of try out, 40 items test were good to be used and 20 items could not be used because the items were too difficult and too easy for students so that the items should be dropped or totally need to be revised from the test.

2. Pre-test

The pre-test was administered in order to know the students' achievement in reading before giving treatment. The test was in the form of reading test by considering five aspects of reading (those five aspects of reading were main idea, inference, reference, vocabulary and supporting details) The test was in the form of multiple choices that consisted of 40 items with four options, there were (A, B, C and D).

3. Treatments

The treatment was given four meetings. Each of the treatments had same steps and procedure in teaching reading through QAR.

In beginning of teaching learning process the students were given a brainstorming. Brainstorming was used to activate their background knowledge about topic; after that the researcher introduced QAR technique to the students and gave them short text. It was done in order to make the student be easier to comprehend in applying of QAR, most of students can easily make this distinction after participating in a brief discussion using a short text with one or more related questions. In these steps the students were given some question by asking information related to the QAR technique e.g.

My puppy

I have a small puppy named Molly, she is brown and white. She likes to chase bunnies. Sometime she gets muddy when she chases a bunny into a flower bed. I yell at her to get out of the flower because my mother does not like molly in the garden. Molly also likes to sleep with me in my bed. I love my puppy. The example of conversation which was done by the researcher and students.

T: "when does my puppy get muddy?", S1: "she chases a bunny", S2: "she gets muddy when she chases a bunny into a flower", T: "how do you know?," S2: "because there is in the text", T: "yes. Because the answer in the text, that is one place", T: "what does my puppy like to do?", S: "she likes to chase bunny and sleep with the writer in her bed", T: "is that true?," All students: "yes",T: "where you get that information?," S: "from the text in the third and last sentences", T: "that great!", T: "that do you think mom would say if Molly slept in her bed?," S: "I think, she will be angry", T: "really. How do you know?," S: "because her mother does not like molly in her garden. So I think, she will be angry if molly slept in her bed", T: "good", T: "what type of puppy do you think is the best?," S: "fish, bird", T: "ok".

After giving the question the researcher explained about QAR technique and also the types of QAR which consisted of *right there, think and search, on my own and author and me.* The researcher guided the students to identify the type of QAR by using short text which has been given before and after that, the students were asked to make a group which consisted of four students. Then the students were given descriptive text and they were asked to discuss about

the text by identifying of QAR such as *right there, think and search, on my own and author and me.* In discussing the students read the text carefully by scanning and finding the key words. Then they were asked to look for important information to conclude it. After that they gave opinion about what they have already known of the text then predict it, and then they made connection about what they have already read before. After all of those activities the students answer the question by using QAR technique and they were asked to give their opinion about what types of QAR technique easier or difficult were, when they used QAR.

The second, the researcher reviewed the previous meeting and checked students achievement in reading by using QAR strategy. The third meeting, the researcher gave the treatment. It was used QAR in teaching reading with different text. The treatment was in 2x45 minutes. In the last meeting, the researcher gave treatment. It used QAR in teaching reading with different text. The treatment was in 2x45 minutes.

4. **Post-test**

Post-test was conducted after the researcher gave treatment. It was used to identify students' achievement in reading after applying question answer relationship (QAR) strategy. She used an objective test and the question of post-test had similar difficulty with pre-test. The test was in the form of multiple choices consisted of 40 items with four options (A, B, C and D).

5. **Questionnaire**

The questionnaire was given in order to determine the students' problems that mostly found in learning through QAR. The questionnaire consisted of 12

items with two options (yes or not). This questionnaire was adapted from Baqi (2014) and Peng, et.al (2007). Since the researcher analyzed it by using SPSS, then the questionnaire has fulfilled the validity

3.4.2 Schedule of the Research

In conducting the research, the researcher used the following schedule

Table 3.1 schedule of the research

No	Date	Activities
1.	Thursday, January 19th , 2017	Try out
2.	Wednesday, February 1st, 2017	Pre-test
3.	Wednesday, February 8th,2017	First treatment
4.	Wednesday, February 25th,2017	Second treatment
5.	Wednesday, February 22nd,2017	Third treatment
6.	Wednesday, March 1st,2017	Forth treatment
7.	Tuesday, March 7th,2017	Post-test
8.	Tuesday, March 7th,2017	Questionnaire

3.5 Data Collecting Techniques

In collecting the data the researcher was administered a pre-test, post-test; and questionnaire. Then the researcher analyzed the result of those activities which can be clarified as follow:

a. Pre-test

The researcher gave pre-test to the students before treatment in order to determine the students' achievement in reading before giving treatment. The test was multiple choices that consisted of 40 items with four options (A, B, C

and D). The materials were descriptive texts, which were taken from English text book for eighth grades.

b. Post-test

Post-test was conducted after the researcher gave treatment. It was used to determine the students' achievement in reading after applying Question Answer Relationship (QAR) strategy. It used multiple choice tests with 40 questions with four options (A, B, C and D).

c. Questionnaire

Questionnaire was used in order to know students' problems that mostly found in learning through QAR, the researcher used close questionnaire which consisted of 12 questions with two options *(yes* or *no).*

3.6 Research Instruments

There are two research instruments in this research:

1. Reading test.

In this research, the researcher used objective reading test. Inorder to know students' reading achievement, the researcher used a set of reading test. Reading test consisted of 40 multiple choices with four options (A, B, C and D). It used for pre-test and post-test.

2. Questionnaire.

The questionnaire was distributed after giving post-test in order to know students' problem that mostly found in learning through QAR, the researcher used closed questionnaire which consisted of 12 questions with two options and it has been translated into Bahasa Indonesia in order to avoid students'

misunderstanding in answering it. The researcher adapted from Baqi (2014) and Peng (2007).This question used for taking the data.

3.7 Try Out of Research Instrument

This try out was administered to determine the quality of the test that used in taking a data. The researcher wanted to know whether the test was good or not, so some criterias should be considered. The criteria of a good test are validity (content validity and construct validity), reliability, level of difficulty, and discrimination power.

3.7.1 Validity of the Test

A test is considering valid if the test measure the object to be measured and suitable with the criteria. Heaton (1988:159) states that validity of the test is the extent to which it measures what is supposed to measure. In this research, to measure whether the test had good validity or not, the writer analyzed it based on the content and constructs validity.

3.7.1.1 Content validity

Content validity is the extent to which the test measures a representative sample of the subject matter content. The focus of the content validity is adequacy of the sample and not simply on the appearance of the test (Hatch and Farhady, 1982: 251). To get the content validity of reading achievement, the researcher tried to arrange the materials based on the standard competence in syllabus for eighth grade of junior high school student in second semester that is the students are able to construct the meaning in simple of Descriptive text. Since descriptive text is

one of material which is should be taught for eighth grades. Therefore the researcher taught reading to the student by using QAR strategy. In arranging the question answer relationship, the researcher organized it by considering four types of QAR such as *right there, think and search, on my own and author and me*, here are the specific QAR table

Table 3.2 Specification of QAR

No	Types of QAR	Item numbers	Total item	Percentage (%)
1	Right there	3,10,15,16,18,19,21,24,29,30,44,47,51,52,56	15	25
2	Think and search	2,9,13,23,25,27,33,38,39,40,41,45,50, 58, 59	15	25
3	On my own	1,4,14,17,20,26,32,35,36,37,42,48,53,54,55	15	25
4	Author and me	5,6,7,8,11,12,22,28,31,34,43,46, 49, 57, 60	15	25
	Total	Item	60	100%

3.7.1.2 Construct validity

Construct validity is concerned with whether the test is actually in line with the theory of what it means to know the language. Regarding the construct validity, it measures whether the construction had already in line with the objective of the learning. Construct validity is capable of measuring certain specific characteristics in accordance with a theory of language behavior and learning (Heaton 1991). Skills of reading in the test are a part of the construct validity and the item numbers are a part of the content validity.

3.7.2   Reliability of the Test

According to Hatch and Farhady (1982) reliability is the extent to which a test produces consistent result when administered under similar condition. Reliability provides information on the extent to which the data collection procedure elicits accurate data. The criterion on reliability provides information on whether the data collection procedure is consistent and accurate. To measure the reliability of the test, the researcher use iteman, the formula as follows:

Criteria of Test Item Quality

Alpha (test item reliability)

0.000 – 0.400: Low

0.401 – 0.700: Average

0.701 – 1.000: High

According to the criteria of the reliability of iteman, the test was high reliability in the range 0.701 – 1.000. After the data had been analyzed using iteman, it was found that the reliability of the test was 0.729. It indicated that the instrument of this research was reliable and good.

3.7.3   Level of Difficulty

Level of difficulty is used to classify the test item into difficult item and easy one. The item should not be too easy for the students. To see the difficulty of test item the writer used the formula as follows:

$$LD = \frac{R}{N}$$

LD= level difficulty

R= number of students who answer it right

N= number of students

The criteria are:

< 0.30 = difficult

= 0.31 – 0.70 = average

> 0.71 – 1.00 = easy

(Heaton, 1991)

After analyzing the criteria of the good test by using level of difficulty and discriminate power, it could be seen that 20 items were dropped

Table 3.3 Level of Difficulty

Number Items	Total	Remark
60,58,53,54,50,36,34,29,6,	9	Difficult items
1,2,3,4,5,7,8,9,12,13,14,15,16,17,18,19,20, 21,22,23,24,25,26,27,28,30,31,32,33,35,37,38, 39,40,41,42,43,44,45,46,47,48,49,52,55, 56,57,59	48	Average items
51,10,23,	3	Easy items

Table 3.3 the number items based on the students' reading test, there were 9 items which were less than 0.30. It meant that the items were difficult. There were 48 items whose were difficulty level ranged from (0.30 – 0.70). It meant that the items were average. There were 3 items whose were difficulty levels higher than 0.70. It meant that the items were easy.

3.7.4 Discriminating Power

Discriminating power refers to the extent to which the item differentiates between high and low, how level students on the test. A good item according to this criterion is one in which students do well and the other students failed.

The formula is:

$$DP = \frac{U - l}{\frac{1}{2(N)}}$$

DP: discrimination power

U: the proportion of" high group" students getting the item correct

L: the proportion of "low group" students getting the item correct

N: total number of students

The criteria as follows:

0.00 – 0.20   = poor

0.21 – 0.40   = satisfactory

0.41 – 0.70   = good

0.71 – 1.00   = excellent

Based on the formulation above the researcher found discrimination power of items number as this bellow:

Table 3.4 Discrimination Power

Number items	Total	Remark
5,6,7,10,11,13,22,23,29,34,36,45, 50,51,53,54,56,58,59,60,	20	Poor
1,3,8,9,14,15,16,17,18,21,24,33,35,37,38 40,42,44,46,47,48,49,52,55,57,	25	satisfactory
2,4,12,19,20,25,26,27,28,30,31,32,39,41,43,	15	good

Based on Table 3.4 above, the researcher got that there were 20 poor items (less than 0.00 – 0.20), 25 items were satisfactory (has 0.21 – 0.40), 15 good items (has 0.41 – 0.70).

Table 3.5 Specification of QAR

No	Type of QAR	Item No	Total
1	Right there	3,10,15,16,18,19,21,24,29,30	25%
2	Think and Search	2,9,13,23,25,27,33,38,39,40	25%
3	On my Own	1,4,14,17,20,26,32,35,36,37	25%
4	Author and Me	5,6,7,8,11,12,22,28,31,34	25%
	Total	40 items	100%

After analyzing the data, the researcher got 40 items which were good and 20 items should be dropped. Based on the criteria of reliability, it was found that the test item has high reliability that is 0.729. So the researcher took 40 items which were administered in the pre-test and the same items were given inthe post-test. The numbers of items and arrangement of the text in the pre-test were changed randomly in order to use the items in the post-test.

3.7.5 Pre-test

The pre-test was administered before the treatment applied. The objective of this test was to find out how far the competence of students' achievement in reading comprehension before treatment. It was also needed to know QAR in reading was equal or not in the terms of their reading comprehension. The test was multiple choices by considering four types of QAR. The type of test was objective test with 40 items of multiple choices with four options.

3.7.6 Post-test

The post-test was administered after treatment. It was applied to find out whether the different students' achievement who were taught by QAR. The post test was conducted after 4 meetings of treatments.

3.7.7 Questionnaire

The questionnaire was administered after the post-test. The aim of this questionnaire was to find out the students problems when they were taught by using QAR. The questionnaire was taken and translated into Bahasa Indonesia in order to minimize the misinterpretation by the students. The questionnaire consisted of 12 items and it has 2 options in each question (yes or not). The data on the questionnaire were analyzed by using SPSS.

3.7.7.1 Reliability

The reliability refers to the consistency of test and how the test can measure the same subject in different time but it has the same results (setiyadi, 2006:16). To measure the reliability of the questionnaire, the researcher used Crombach Alpha. The researcher adapted the questionnaire from other researchers, but it was important to measure the reliability one more time. It was caused by different subject would have the different in result. The criteria of reliability using Crombach Alpha are:

0.80 up to 1.00 is very high

0.60 up to 0.79 is high

0.40 up to 0.59 is average

0.20 up to 0.39 is low

Table 3.6 the Result of Reliability

Reliability Statistics

Cronbach's Alpha	N of Items
.872	12

Based on Table 3.6 above, the researcher found that the result of reliability of the questionnaire is 0.872. It meant that the questionnaire of this researcher had very high reliability. So, it can be concluded that the reliability of questionnaire is very high. Furthermore, for each question it was found that each question of questionnaire had a high reliability. For the further information, it can be seen from table in appendix.

3.8 Scoring System

In scoring the result of the students' test, the researcher used percentage correct. The percentage correct score was used in reporting the result of classroom achievement tests and the ideal highest score was 100. The researcher calculated the average of the pre-test and the post-test by using the formula below:

$$p = (100)\frac{F}{N}$$

Notes:

P: Percentage of correct score

F: Number of right answer

N: Total number of items on test

(Hatch And Farhady, 1982:46)

3.9   Data Analysis

The researcher analyzed the data by using t-test. The t-test was probably the most widely used statistical test for comparing two means because it can be used with very small simple size. This research only used one class for experimental class and there was no control group so that the writer used t-test. The formula as follow:

$$i = \frac{\bar{X}_1 - \bar{X}_2}{S_D} \text{ in which} \qquad S_{D=\frac{S_D}{\sqrt{n}}}$$

X_1 = Mean score of pretest

X_2 = Mean score of posttest

S_D = Standard error of differences between two means

S_D = Standard Deviation

n   = Number of students

(Hatch and Farhady, 1982:116)

3.10   Hypothesis Testing

The hypothesis testing was used to prove whether the hypothesis proposed in this research was accepted or not. Hypothesis was analyzed by using Repeated measure t - test through computing with Statistical Package for Social Science (SPSS). The researcher was used the level of significance 0.05 in which the hypothesis was approved if sign < α. It meant that the probability of error in the hypothesis was only 5%.

The hypotheses are drawn as follow:

H_0. There is no a significant difference of students reading achievement after the students are taught through QAR

H_1. There is a significant difference of students reading achievement after the students are taught through QAR

V. CONCLUSIONS AND SUGGESTIONS

This chapter describes conclusions and suggestions for other researcher and English teachers who want to implement QAR (question answer relationship) and for those who want to conduct the similar research.

5.1 Conclusions

Based on discussion and result of the data analyses in the previous chapter, the researcher draws conclusions as follow:

1   QAR strategy facilitates the students in doing reading test and helps the students to do the reading exercises, easier to find the best answer even though the answers are not always found in the text (explicitly) but the answer can be from students' background knowledge. Therefore the student's background knowledge is important for reading a text.

2   Even though QAR strategy was new for the students, but some number of students understood after getting the explanation while few of students could not understand well. Besides, the students got difficulty in comprehending the vocabulary. It was caused by the lack of vocabulary in English. From the result of questionnaire, it was found that the implementation of QAR strategy was positive and effective to increase students' reading achievement. Even though from four types of QAR the students got difficulty and confusion with

think and search type but it could be seen that the students enjoyed, were confident and they were also better in answering the question when they were taught by using QAR. Thestudentsunderstood in comprehending the text after knowing QAR strategy. In short, it can be said that QAR strategy can be used to improve students' reading achievement in reading descriptive text.

5.2 Suggestions

In reference to the conclusions above, the researcher recommends some suggestions as follow:

1. Based on the result, some of students got difficulty in think and search, where in think and search there are skimming, looking for important information and summarizing process. Therefore it is suggested for English teacher to increase their student understanding by doing some activities which lead them to skim, look for important information, and summarize.

2. Since QAR strategy has been used in many levels of students (elementary level until senior high school level). Therefore it is suggested for further researchers to implement QAR strategy in other skill such as writing and speaking.

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