

**IMPROVING STUDENTS' READING COMPREHENSION THROUGH
QUESTION ANSWER RELATIONSHIP (QAR) STRATEGY IN THE
TENTH GRADE STUDENTS OF SMAN 9
BANDARLAMPUNG**

(Undergraduate Thesis)

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UNIVERSITY OF LAMPUNG
2024**

ABSTRACT

IMPROVING STUDENTS' READING COMPREHENSION THROUGH QUESTION ANSWER RELATIONSHIP (QAR) STRATEGY IN THE TENTH GRADE STUDENTS OF SMAN 9 BANDARLAMPUNG

By
Regita Prameswari

This research aimed to find out whether there is any significant improvement of students' reading comprehension after being taught through Question Answer Relationship (QAR) strategy and to find out the correlation between students' response and students' reading comprehension achievement. This research was quantitative. The researcher used a one group pre-test and post-test design. The population of this research was the tenth grade students at SMAN 9 Bandarlampung where students of 10.7 were chosen as the sample. The data were obtained through reading comprehension test and questionnaire. The researcher used Repeated Measures t-test and Pearson Product Moment correlation to analyze the data.

The results showed that there was an increase of students' score from 59.49 in the pre-test to 75.05 in the post-test. According to statistical calculation, there is significant increase because the t-value (17.24) is higher than t-table (2.03). Furthermore, there is significant correlation between students' response and students' reading comprehension achievement with correlation value 0.679. This showed that the better the students' response, the more the students' reading comprehension increased. It can be concluded that QAR strategy is considered as an effective strategy to improve students' reading comprehension.

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

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By
Regita Prameswari

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The Requirement for Bachelor's Degree

In

The Language and Arts Department of
Teacher Training and Education Faculty



**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
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THE TENTH GRADE STUDENTS OF SMAN 9
BANDARLAMPUNG**

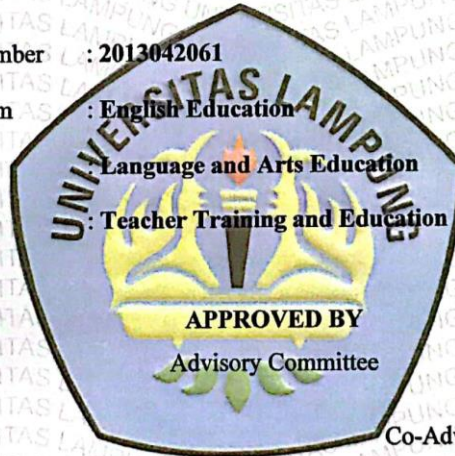
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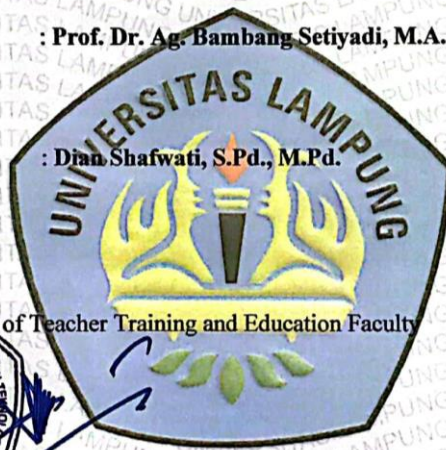
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Menyatakan bahwa skripsi ini adalah karya saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

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Yang membuat pernyataan,



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CURRICULUM VITAE

The writer's name is Regita Prameswari. The writer was born on August 6th, 2002 in Bandarlampung. The writer is the third child of Rohili Mansyur and Rismayanawati. The writer graduated from SMAN 3 Bandarlampung in 2020. After that, the writer enrolled at the University of Lampung by SBMPTN in 2020 and was accepted as a student in English Education Study Program of Teaching Training and Education Faculty.

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DEDICATION

In the name of Allah Subhanahu Wa Ta'ala, this paper is proudly dedicated to the writer's beloved parents and siblings for all their love, prayers, moral and material support to the writer so that the writer is able to complete this final project.

MOTTO

“Learn from yesterday, live for today, hope for tomorrow”

(Albert Einstein)

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I. INTRODUCTION

In order to introduce this research, this chapter discusses some points including background, formulation of the problem, objective, uses, scope, and definitions of terms.

1.1 Background

According to Afdhalina (2022), reading is an essential skill for all students at all levels. It has a large portion in teaching and learning. Reading is an activity that can be done to encourage students to actively expand and activate their knowledge and help the thinking process. Siagian (2020) states that the importance of reading is crucial because reading is one of the language skills that has a high relationship with a person's ability to use a language. When people read, they construct and search for meaning in language based on their perception of the text brought to them.

According to Zua (2017), reading is an important activity in our lives because by reading we can keep up with the development of events and ideas around us. In addition, reading is a process of negotiating meaning between texts, and there are many students in senior high school who are required to be able to produce and comprehend texts of narrative, recount, report, explanation, procedure, analytical exposition, and descriptive. Wallace (2004) defines reading as the important role in almost every field of study. Therefore, English learners should

be able to understand English texts clearly to improve the quality of their learning.

According to Pang (2003), reading comprehension serves as the main purpose of reading. Pang (2003) states that reading comprehension is the process of extracting and constructing meaning from the text that occurs when the reader understands and engages with the material being read. Therefore, it is important to emphasize the power and proficiency of reading. In addition, Pang (2003) defines reading comprehension as an active cognitive process involving the construction of meaning from interconnected texts that includes vocabulary mastery, as well as thinking and reasoning skills.

Amalia and Devanti (2016) state that comprehension is about understanding the words and ideas in a text based on our background knowledge and also discussing and constructing the overall meaning behind it. Comprehension is not only about comprehending words but also connecting the context between words, paragraphs, and texts. When the readers can finally figure out some ideas related to the text, they can finally understand what it is telling them. According to Daflizar (2022), reading comprehension requires cognitive effort to analyze individual words and distinguish their meaning in the context of sentences, clauses, and paragraphs during reading activity.

Concerning reading comprehension, cited from *Buku Panduan Guru Bahasa Inggris: Work In Progress Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi*, the acquisition of proficiency in understanding narrative text stands as a basic skill that the tenth grade students are expected to achieve under the

Merdeka Curriculum. The purpose of this lesson is to improve students' comprehension of the information presented in a narrative text.

In line with the statement above, Maizarah (2020) states that students frequently have challenges in identifying main ideas to understand the content in an article or book. This issue can adversely affect reading assessment results, result in a lack of engagement in reading, and hinder students' ability to produce insightful interpretations of articles, resulting in low reading test results. This problem was also found in the pre-observation conducted by the researcher at SMAN 9 Bandarlampung on March 9th, 2023. One of English teachers at the school said that there are still a lot of students who have obstacles to comprehend reading material effectively, and they have not found an appropriate strategy to overcome it.

Mastering relevant strategies is essential for teachers to achieve the indicators that have been set in each competency. One of strategies to improve reading comprehension of narrative text is the implementation of QAR strategy. After reviewing this strategy, the researcher is interested in that strategy. In relation to the existing problem at SMAN 9 Bandarlampung that has been mentioned earlier, the researcher is interest in applying the QAR strategy to the students.

Jannah (2022) states that this strategy assists students in determining how to approach answering questions based on the content of the given text. According to Ruddel (2005), the QAR strategy was credited to Raphael in 1986, serves as a valuable resource for students to find out the relationship between questions and answers directly by considering the types of question. By utilizing the QAR

strategy, students are assisted to reflect on the information presented from texts or their own background knowledge.

The background above convinced the researcher to consider the improvement of students' reading comprehension, especially the tenth grade students through QAR as the strategy. This research was important due to the obligation of an appropriate strategy for students in improving reading comprehension.

1.2 Formulation of The Problems

Based on the background above, the researcher formulated the problems as follows:

1. Is there any significant improvement of students' reading comprehension after being taught through QAR strategy?
2. Is there any correlation between students' response and students' reading comprehension achievement?

1.3 Objectives

Based on the research questions above, the researcher formulated the objectives of this research as follows:

1. To find out whether there is any significant improvement of students' reading comprehension after being taught through QAR strategy.
2. To find out the correlation between students' response and students' reading comprehension achievement.

1.4 Uses

The uses of the research are as follows:

1. Theoretically

The researcher hopes that this research is able to contribute as an appropriate reference for further research on the implementation of QAR strategy in improving students' reading comprehension, as well as providing the theories needed for educational purposes.

2. Practically

The researcher hopes that the results of this research is able to be used as a reference for teachers or students who require to improve students' reading comprehension by applying QAR strategy.

1.5 Scope

This research was conducted through quantitative approach by using Repeated Measures t-test and Pearson Product Moment correlation. This research was focused on the implementation of QAR strategy to improve reading comprehension of the tenth grade students, especially narrative text in the form of fable at SMAN 9 Bandarlampung. In addition, this research also dealt with the correlation between students' response and students' reading comprehension achievement in the implementation of QAR strategy. Students were expected to comprehend the reading material and get positive impact for their reading comprehension.

1.6 Definitions of Terms

To clarify the research topic, the researcher provided some terms related to the research. The following are definitions of terms that have been mentioned previously:

1. Reading

Brandt (2011) defines reading as a cognitive activity where the reader converses with the author through the text.

2. Reading Comprehension

Anderson, et al. (1985) state that reading comprehension is the process of constructing meaning that involves complex processes that include background knowledge, vocabulary mastery, and fluency.

3. Question Answer Relationship (QAR) Strategy

Ruddel (2005) states that QAR strategy serves as a valuable resource for students to find out the relationship between questions and answers directly by considering the types of question.

4. Narrative Text

According to Sari (2019), narrative text is a kind of text that tells a story based on several events or experiences.

II. LITERATURE REVIEW

This chapter discusses about literature review that was used in this study. It consists of previous study, the concept of reading, the concept of reading comprehension, definition of narrative text, Question Answer Relationship (QAR) strategy, advantages and disadvantages, theoretical assumption, and hypotheses.

2.1 Previous Study

There are several studies that have been conducted by researchers using Question Answer Relationship strategy on reading comprehension. First, Mutiara (2022) conducted a study entitled “The Use of Question-Answer Relationship (QAR) Strategy to Enhance the Eleventh Grade Students’ Reading Comprehension”. This study aimed to determine the impact of using the QAR strategy on reading comprehension of eleventh grade students at SMAN 4 Cibinong by taking 35 students as the sample.

This research used pre-experimental method, with one group pre-test post-test design. The data were collected by reading the understanding of the results of the pre-test and post-test in the form of multiple choice items. The results show the alternative hypothesis (Ha) of this research can be accepted. Based on the results, QAR strategy is considered as an appropriate strategy to be used in teaching learning reading comprehension activity.

Second, Solihin and Muaz (2022) conducted a study entitled “The Use of Question Answer Relationship (QAR) Strategy on Improving Students’ Reading Comprehension at SMAN 1 Jatitujuh”. This study aimed to find out the significant effect reading comprehension of students in the twelfth grade of SMAN 1. This research used quantitative pre-experimental method with one group pre-test and post-test design.

The subjects of this study were students of class XII MIPA 1. The results of this study showed that reading comprehension in twelfth students at SMAN 1 Jatitujuh was considered good after using the QAR strategy. Based on the results of the research, it shows that QAR strategy can improve reading comprehension of the twelfth gade students of SMAN 1 Jatitujuh.

Third, Sari and Emelia (2022) conducted a study entitled “The Effect of Question Answer Relationship (QAR) Strategy Toward the Students’ Achievement in Reading Comprehension of Narrative Text”. This study aimed to find the improvement of QAR strategy in reading. In this study, they applied a pre-experimental study and used cluster random sampling. The population of this study consisted of 64 FKIP UMSU students class of 2020/2021. Samples were taken as students in two classes, each class consisting of 32 students. The results showed that the alternative hypothesis was accepted and proved that this strategy has a great impact on students’ reading comprehension.

Based on the previous studies, it showed that the previous researchers have taken the eleventh and the twelfth grade students to college students as their subjects of the research. Therefore, the researcher took the tenth grade students

as the subjects of this research to prove whether the QAR strategy is also able to improve students' reading comprehension at the grade level.

2.2 The Concept of Reading

Brandt (2011) defines reading as a cognitive activity where the reader converses with the author through the text. Reading is defined as the extraction of meaning from written language. In addition, reading is an interactive process that leads to understanding between reader and the text.

According to Brown (2001), reading skills are best developed in relation to writing, listening and speaking activities. Tarigan (2008) states that reading is a process carried out and used by readers to obtain messages to be conveyed by the author through media in the form of words or written language that the author wants to convey to the reader.

2.2.1 Types of Reading

According to Patel and Praveen (2008), there are four types of reading, such as:

1. Intensive Reading

Intensive focuses on vocabulary and idioms. Students read the passage to get knowledge.

2. Extensive Reading

Extensive reading focuses on reading text for pleasure in order to develop reading skills.

3. Reading Aloud

Reading aloud is a type of reading by using a loud voice to practice the pronunciation of words.

4. Silent Reading

Silent reading allows the reader to read without vocalizing the words. Students must focus their attention to understand the text.

In this research, the researcher focused on intensive reading to be applied during the treatment.

2.2.2 Genres of Reading

According to Rose (2007), genres of reading are classified into several type as follows:

1. Narrative Text

It tells a story about a sequences of events or experinces.

2. Recount Text

It retells the past events to entertain the readers.

3. Descriptive Text

It describes a particular person, person, place, or thing.

4. Report Text

It explains how things are done within reach in relation to natural, anthropogenic, or social phenomena.

5. Explanation Text

It explains the processes involved in the formation or working of natural or social cultural phenomena.

6. Hortatory Text

It explains to the reader what should or should not happen or be done.

7. Procedure Text

It describes how something is done with a series of actions or steps.

8. Review Text

It criticizes something that can be items or events for the reader.

9. Anecdote Text

It shares with the reader about unusual or amusing events.

10. Spoof Text

It humorously tells a series of events.

In this research, the researcher used narrative text to be taught during the treatment.

2.3 The Concept of Reading Comprehension

Anderson, et al. (1985) state that reading comprehension is a process of constructing meaning that involves complex processes including background knowledge, vocabulary mastery, and fluency. Snow (2002) defines reading comprehension as a simultaneous process of extracting and constructing meaning through interaction and engagement with written language. Both extracting and constructing emphasize the students to understand the text as a determinant of reading comprehension. In addition, Snow (2002) states that there were three elements needed in comprehension, namely reader, text, and activity. The reader is the person who does the comprehension, the text is the

material to be understood, and the activity is the process done to achieve comprehension.

According to Bunner (2002), reading comprehension is the ability to interact with words and ideas on the page to understand what the author is saying. The reader needs to make meaningful interpretations of the written language, the text, and the situation where the text is read. Patel and Jain (2008) state that reading comprehension involves understanding the meaning of context, vocabulary, and grammatical structures. In addition, the students are also given the opportunity to explore the language that they are learning.

2.3.1 Aspects of Reading Comprehension

According to Olviyanti, et al. (2015), there are five aspects of reading comprehension in general as follows:

1. Main Idea

Main idea is the central idea of the text. Comprehending main idea is a skill so that the reader can find what is the reading text telling about in general.

2. Factual or Detailed Information

Factual or detailed information refers to specific and precise information in a text. Finding factual or detailed information is a skill so that the reader can read selectively to achieve the specific reading goals. In other words, it is looking for several specific information in a text.

3. Vocabulary

Vocabulary refers to a set of words that a person uses in their language.

Mastering vocabulary means requiring the reader to guess certain word or phrase from the context.

4. Referent

Referent is the person, thing, or idea that a word or expression points to, represents, or refers to. The understanding of referent is able to help the reader to comprehend the whole content of the text.

5. Inference

Inference is an idea which is implied or not stated directly in a text. It is the way for the reader to draw conclusions about the content of the text.

2.4 The Concept of Teaching Reading Comprehension

According to Nainggolan (2018), teaching reading comprehension is considered as one of the essential language competencies in English. This is because by reading, students will find it easier to add and get new information from various texts. Reading comprehension activities are also expected to make reading as a habit and make students understand the meaning of a text and represent what they have read in their own language. In other words, teaching reading comprehension must be able to make students become independent readers and achieve the purpose of reading itself.

2.5 The Concept of Narrative Text

According to Sari (2019), narrative text is a kind of text that tells a story based on several events or experiences. The purpose of a narrative is to tell the readers a story of the past that deals with real, imaginary, or complicated events.

2.5.1 Genres of Narrative Text

According to Yuniarty (2022), there are several genres of narrative text as follows:

a. **Adventure**

Adventure is a genre where the main character goes on an epic journey, both personally and geographically. The main character often has a mission and faces a lot of obstacles.

b. **Mystery**

Mystery is a fiction genre that tells the story of an event. It is usually a murder or other crime where the event remains mysterious throughout the story.

c. **Science Fiction**

Science fiction is a genre that usually deals with imaginative and futuristic concepts such as advanced science and technology, space exploration, and time travel.

d. **Fantasy**

Fantasy is a fiction genre that is set in a fictional universe. It is usually inspired by real-world myth and folklore.

e. Historical Fiction

Historical fiction is a genre whose stories are set in the past. It captures period details as accurately as possible for the sake of authenticity, including social norms, manners, and traditions.

f. Myth

Myth is a genre that consists of narratives that play a fundamental role in a society, such as the basic stories of origin myths.

g. Legend

Legend is a genre that tells story about events or actions that have not been proven or documented in real history. Legends are retold as if they were real events and they are believed to be historical records.

h. Fairy Tale

Fairy tale is a genre that often tells a story involving magic and legendary deeds.

i. Fable

Fable is a fiction genre that tells a story featuring animals as the main character and usually includes or illustrated moral values.

In this research, the researcher used narrative text in the form of fable to be taught during the treatment.

2.5.2 The Characteristics of Narrative Text

According to Sari (2019), narrative text has special characteristics as follows:

1. Narrative text tells the reader about a story of events or experiences.
2. The events are usually arranged in chronological order.

3. The narrator has a purpose in telling the storyline. There are several points that the narrator wants to convey.
4. Narrative text uses past tense because it tells about events or experiences in the past.
5. The elements of narrative text are theme, setting of time and place, character and characterization, atmosphere, conflict, and resolution.

2.5.3 Generic Structure of Narrative Text

According to Sulisty (2013), generic structure of narrative text is as follows:

1. Orientation (Introduction)

It contains an introduction to the text. The characters, problem, and setting of the story are introduced to the reader. The atmosphere of the story is also being developed.

2. The Sequence of Events (Complication)

It tells the sequence at the center of the story. It explains the peak of the problem faced by the characters. The complication is interesting because it is the main event.

3. Resolution

It tells the reader how the problem was solved.

4. Reorientation

It tells the moral value and clear explanation of what the story has told to the reader.

2.6 The Concept of Question Answer Relationship (QAR) Strategy

Ruddel (2005) states that the QAR strategy was credited to Raphael in 1986, serves as a valuable resource for students to find out the relationship between questions and answers directly by considering the types of question. According to Walpole and McKenna (2007) question answer relationship is a comprehension strategy that teaches students how to elaborate the types of questions they ask and where to find the answers.

The QAR strategy provides a three-way relationship between questions, text content, and reader knowledge. According to Bouchard (2005), there are several categories in QAR as follows:

1. In The Book Question

In the book question means that the answer can be found in the text.

a. Right There Question

The answer is found in the text and there is only one correct answer in one place in the text. Some examples of phrases used for Right There questions are “Who...?”, “Where...?”, “What...?”, “When...?”, “How many...?”, and “When did...?”.

b. Think and Search Question

The answers are included in the text, but detailed locations are required to answer the questions in more than one location. Questions usually require the reader to think about ideas or information in part one and another. Some examples of phrases used for Think and Search questions are “How did...?”, “Why was...?”, and “What caused...?”.

2. In My Head Question

In my head question means that the answer can be found by the knowledge of the student.

a. Author and You Question

The reader is asked to combine their own knowledge, experience, and values with text provided to answer specific questions. Students should think about what they already know, what the author is telling them, and how the two pieces of information fit together. Some examples of phrases used for Author and You questions are “Based on the passage...?”, “Which character...?”, and “What did you think of...?”.

b. On My Own Question

The reader is asked to answer questions based on their understanding or prior knowledge. The answer of this question only relies on student experience. These questions require inferential and evaluative thinking. Some examples of phrases used for On My Own questions are “In your opinion...?”, “Do you know...?”, and “Have you ever...?”.

2.7 Procedure of Teaching Reading Comprehension Through QAR Strategy

Cited from National Council for Special Education Book entitled “Question Answer Relationship (QAR) Reading and Learning Strategy”, procedure of teaching reading comprehension through QAR strategy as follows:

1. Step 1

This step is done to introduce the strategy showing the relationship of the questions to answers.

2. Step 2

In this step, the teacher explains how to create QAR questions from a text for each of the four categories. Using these questions, model how each level of the QAR questions can be identified and answered. The differences between questions are as follows:

- a. Right there is a category where the answer is found in the text and there is only one correct answer in one place in the text.
- b. Think and search is a category where the answers are included in the text, but detailed locations are required to answer the questions in more than one location.
- c. Author and you is a category where the reader is asked to combine their own knowledge, experience, and values with text provided to answer specific questions.
- d. On my own is a category where the reader is asked to answer questions based on their understanding or prior knowledge.

3. Step 3

In this step, the teacher gives sample questions to students to be answered in small groups and identified which of the QAR levels they used.

4. Step 4

In this step, the students work individually on questions in the passage.

2.8 Advantages and Disadvantages

According to Raphael and Au (2005), the QAR strategy has several advantages as follows:

1. It is able to help students make a framework to organize comprehension on the reading material.
2. It is able to help students stimulate their critical thinking toward the reading material.
3. It is able to help students create deep understanding for the opinions.

Whereas, the main disadvantage of using QAR strategy is stated by Rafael and Au (2005) that QAR strategy is not always be suitable for all types of topic, especially a topic that has complexity of the information such as science fiction.

2.9 Theoretical Assumption

Knowing that QAR strategy is a strategy that can stimulate students' critical thinking in an effort to improve reading comprehension and create deep understanding for the opinions of theirs in the process of comprehending a narrative text, the researcher assumes that QAR strategy is able to give a good impact on students' reading comprehension on narrative text, especially in the form of fable. In addition, QAR strategy can be also considered as an effective strategy to make a framework to organize comprehension on the reading material.

2.10 Hypotheses

Based on the theories and previous studies elaborated above, the researcher formulated hypotheses that would be tested and examined in this research as follows:

H1.0: There is no significant improvement of students' reading comprehension after being taught through QAR strategy.

H1.1: There is a significant improvement of students' reading comprehension after being taught through QAR strategy.

H2.0: There is no correlation between students' response and students' reading comprehension achievement.

H2.1: There is a correlation between students' response and students' reading comprehension achievement.

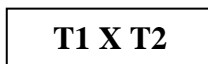
III. METHODOLOGY

This chapter discusses about methodology that was used in this research. It consists of design, population and sample, instrument, procedure of data collection, calculation system of students' reading comprehension and response, data analysis, and hypotheses testing.

3.1 Design

The design of this research was quantitative. The quantitative approach was used to answer the research questions; the improvement of students' reading comprehension after being taught through QAR strategy and the correlation between students' response and students' reading comprehension achievement.

For the first research question, the researcher used one group pre-test post-test design to find out the improvement. A pre-test was given to measure students' reading comprehension. In this research, the group underwent a pre-test before the experimental treatment. After the treatment was completed, a post-test was conducted to measure students' reading comprehension after being given the treatment. The design is illustrated as follows:



Notes:

T1 : Pre-test

T2 : Post-test

X : Treatment

(Setiyadi, 2018)

For the second research question, the researcher used correlation coefficient. In collecting students' response, the researcher used questionnaire in the form of Likert scale with a range of 1 to 5. According to Sugiyono (2016), Likert scale is used to measure attitudes, opinions, and perceptions of individuals or groups related to the object of research.

The students were given questionnaire by the researcher through Google form to get information related to their response toward the implementation of QAR strategy. The questionnaire provided 10 statements covering two different aspects that can be illustrated as table 1. Then, the Likert scale rating of questionnaire in this research can be seen in table 2.

This research was conducted in four meetings. In the first meeting, the researcher gave a pre-test to students. In the second to third meetings, the researcher gave treatment to students to ensure that QAR strategy is able to improve students' reading comprehension. In the fourth meeting, the researcher gave a post-test to find out the improvement of reading comprehension and the questionnaire to find out students' response toward the implementation of QAR strategy.

3.2 Population and Sample

The researcher used purposive sampling in this research. The population of this research was the tenth grade students at SMAN 9 Bandar Lampung where there are 10 classes of the tenth grade with each class containing 33 to 36 students.

The sample was taken from one class of the tenth grade students, namely 10.7 that consisted of 33 students, with details of 19 females and 14 males. The researcher took the tenth grade students because of three previous studies has never taken the tenth grade students as the sample. The previous studies took samples in the eleventh and the twelfth grade students to college students.

Based on the results of the researcher's interview with one of the English teachers at the school, most of students were good enough at reading. However, students faced challenges to comprehend the reading material. Therefore, the researcher was interesting to ensure whether the reading comprehension of students at SMAN 9 Bandarlampung can be improved by using this QAR strategy.

3.3 Instrument

In this research, the researcher used two instruments to collect the data, namely reading comprehension test and questionnaire. The first instrument was a reading comprehension test in the form of multiple choice questions with options a to e in printed form made by the researcher based on the test standards. The students were tested before being given treatment that was called pre-test and after being given treatment that was called post-test. The researcher used narrative text in the form of fable. Table of specifications of the reading comprehension test that has been tried out can be shown in table 7.

The second instrument was questionnaire through Google form. The questionnaire was in the form of Likert scale with a range 1 to 5 that describes strongly disagree to strongly agree to find out students' response in the

implementation of QAR strategy. The questionnaire provided 10 statements covering two different aspects. Table of specification of the questionnaire can be illustrated as table 1 and the questionnaire is served in appendix 15. Then, the Likert scale rating of questionnaire in this research can be seen in table 2.

Table 1. Table of Specifications of Questionnaire

| No. | Aspects of Questionnaire | Item Number | Total | Percentage |
|-------|--|----------------|-------|------------|
| 1. | The achievement of students' understanding related to reading comprehension aspects after using the QAR strategy | 1, 2, 3, 4, 5 | 5 | 50% |
| 2. | The achievements of students in using the QAR strategy that has been carried out during the treatment. | 6, 7, 8, 9, 10 | 5 | 50% |
| Total | | | 10 | 100% |

Table 2. Table of Likert Scale Rating

| Rating | Descriptions |
|--------|-------------------|
| 1 | Strongly Disagree |
| 2 | Disagree |
| 3 | Neutral |
| 4 | Agree |
| 5 | Strongly Agree |

3.3.1 Validity

According to Setiyadi (2018), validity refers to the extent to which the test measures what is intended measure. In this research, the researcher used inter-rater agreement for the validity test which involved two raters, an

English teacher of SMAN 9 Bandarlampung and the researcher. The researcher used content validity and construct validity described as follows:

1. Content Validity

According to Setiyadi (2018), the content validity is intended to analyze whether the items as a whole have represented the material to be measured. The researcher must pay attention to the test items whether the test represented the curriculum and syllabus which is used by the school. Therefore, in this research, the researcher made the test based on the syllabus and the Merdeka Curriculum of senior high school that is used in the sample school.

In this research, the researcher developed the teaching module of SMAN 9 Bandarlampung for the tenth grade students. The researcher used syllabus of the third module that contains a learning achievement in table 3.

Table 3. Learning Achievement

| Learning Achievement of The 3rd Module |
|---|
| <ul style="list-style-type: none">• <i>Membaca dan merespon berbagai macam teks seperti narasi, deskripsi, prosedur, eksposisi, recount, dan report.</i>• <i>Membaca untuk mempelajari sesuatu atau untuk mendapatkan informasi.</i>• <i>Mencari dan mengevaluasi detil spesifik dan inti dari berbagai macam jenis teks.</i>• <i>Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif.</i> |

Therefore, the English teacher and the researcher agreed that the test was valid.

Regarding the questionnaire, the questions have referred to the text used in this research where it is narrative text. Therefore, the English teacher and the researcher agreed that the questionnaire was valid.

2. Construct Validity

According to Setiyadi (2018), construct validity is concerned with whether the test is actually in line with the theory of what it means to know the knowledge that is being measured. In this research, the researcher made the test based on five aspects of reading comprehension, namely main idea, factual or detailed information, vocabulary, referent, and inference. These aspects were in line with the learning objectives to be achieved. Therefore, the English teacher and the researcher agreed that the test was valid.

Regarding the questionnaire, the questions have contained five aspects of reading comprehension and referred to the QAR strategy. Therefore, the English teacher and the researcher agreed that the questionnaire was valid.

The researcher has tested the validity of both content validity and construct validity by using inter-rater agreement on Monday, October 16th, 2023. The raters conducted the validity test on the 50 items for the reading comprehension test and 10 items for the questionnaire. Based on the results of the validity test that had been carried out, it was found that

there were 40 valid questions and 10 invalid questions in the reading comprehension test and 10 valid questions in the questionnaire.

There were 40 valid questions because the questions were in accordance with the third module of the syllabus in Merdeka curriculum applied at SMAN 9 Bandarlampung. The 40 questions also contained the theory used in this research, and they were in accordance with the learning objectives of this research. After that, there were 10 invalid questions and they must be dropped. According to the mutual agreement between the raters, the questions were assumed that they did not clearly contain the theory used in this research. In addition, 10 valid questions in the questionnaire were in accordance with the material and theory used in this research.

3.3.2 Reliability

According to Setiyadi (2018), reliability is the consistency of a test or the extent to which the test is able to measure. Therefore, the researcher has conducted a reliability test on the reading comprehension test that had been tried out and the questionnaire. To measure the coefficient of the reliability, the researcher used SPSS (Statistical Package of the Social Sciences) 27 with the Guttman Split Half Coefficient for the reading comprehension test and Cronbach's Alpha for the questionnaire. According to Fraenkel, et al. (2012), the test score is considered reliable whenever the reliability coefficient of the test score should be at least 0.70 or higher.

The result of reliability test of the reading comprehension test in this research is described in table 4.

Table 4. The Result of Reliability Test of Reading Comprehension Test

| Reliability Statistics | | | |
|--------------------------------|----------------|------------|----------------|
| Cronbach's Alpha | Part 1 | Value | 1.000 |
| | | N of Items | 1 ^a |
| | Part 2 | Value | 1.000 |
| | | N of Items | 1 ^b |
| Total N of Items | | | 2 |
| Correlation Between Forms | | | .803 |
| Spearman-Brown Coefficient | Equal Length | | .891 |
| | Unequal Length | | .891 |
| Guttman Split-Half Coefficient | | | .891 |

a. The items are: X

b. The items are: Y

Based on the reliability test result in table 4, the value of Guttman Split Half Coefficient was 0.891 that was higher than 0.70. Therefore, it could be stated that the test was reliable.

After that, the result of reliability test of the questionnaire in this research is described in table 5.

Table 5. The Result of Reliability Test of Questionnaire

| Reliability Statistics | | |
|------------------------|--|------------|
| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | N of Items |
| .958 | .959 | 10 |

Based on the reliability test result in table 5, the value of Cronbach's Alpha was 0.958 that was higher than 0.70. Therefore, it could be stated that the questionnaire was reliable.

3.3.3 Level of Difficulty

According to Heaton (1975), level of difficulty relates to how easy or difficult the items are from students' point of view. The researcher used the formula of Shohamy (1985) as follows:

$$LD = \frac{U + L}{N}$$

Notes:

- LD : Level of difficulty
- U : The number of the upper group who answer correctly
- L : The number of the lower group who answer correctly
- N : The total number of students in upper and lower groups

The criteria are as follows:

- < 0.30 : Difficult
- 0.30 – 0.70 : Average
- > 0.70 : Easy

(Shohamy, 1985)

The researcher calculated the level of difficulty of each item by using the formula through Microsoft Excel. Based on the result, it was found that there were 30 questions included in the average criteria with the value between 0.30 to 0.70 and 10 questions included in the difficult criteria

with the value of less than 0.30. All results of the level of difficulty calculation of each item can be seen in appendix 5. Then, 10 questions included in the difficult criteria can be illustrated as table 6.

Table 6. The Result of Level of Difficulty

| | | |
|----------------|------|-----------|
| ITEM 7 | 0.26 | Difficult |
| ITEM 11 | 0.26 | Difficult |
| ITEM 15 | 0.2 | Difficult |
| ITEM 16 | 0.23 | Difficult |
| ITEM 17 | 0.23 | Difficult |
| ITEM 20 | 0.26 | Difficult |
| ITEM 22 | 0.26 | Difficult |
| ITEM 28 | 0.26 | Difficult |
| ITEM 34 | 0.23 | Difficult |
| ITEM 35 | 0.26 | Difficult |

3.3.4 Discrimination Power

According to Naga (1992), discrimination power refers to the extent to which items differentiate between high and low level students in the test.

The researcher used the formula of Shohamy (1985) as follows:

$$DP = \frac{U - L}{\frac{1}{2}N}$$

Notes:

- DP : Discrimination power
- U : The number of the upper group who answer correctly
- L : The number of the lower group who answer correctly

- N : The total number of students in upper and lower groups

The criteria are as follows:

- 0.00-0.19 : Poor
- 0.20-0.39 : Satisfactory
- 0.40-0.69 : Good
- 0.70-1.00 : Excellent

(Shohamy, 1985)

The researcher calculated the discrimination power of the items by using the formula through Microsoft Excel. Based on the result, it was found that there were 12 questions included in the good criteria, 18 questions included in the satisfactory criteria, and 10 questions included in the poor criteria. All results of the discrimination power calculation of the items can be seen in appendix 6. Then, 10 questions included in the poor criteria can be illustrated as table 7.

Table 7. The Result of Discrimination Power

| | | |
|----------------|------|------|
| ITEM 7 | 0 | Poor |
| ITEM 11 | 0.13 | Poor |
| ITEM 15 | 0.13 | Poor |
| ITEM 16 | 0.06 | Poor |
| ITEM 17 | 0.06 | Poor |
| ITEM 20 | 0 | Poor |
| ITEM 22 | 0.13 | Poor |
| ITEM 28 | 0.13 | Poor |
| ITEM 34 | 0.06 | Poor |
| ITEM 35 | 0.13 | Poor |

3.3.5 Result of Try-Out

The researcher conducted a try-out of the reading comprehension test on the tenth grade students of SMAN 9 Bandarlampung. The try-out was conducted on Wednesday, October 18th, 2023. There were 30 students who attended the try-out consisting of 18 females and 12 males. The researcher gave students 40 questions in the form of multiple choice with options a to e that have been tested for the validity by using inter-rater agreement. The result of try-out are illustrated as table 8.

Table 8. The Result of Try-Out

| Criteria | Items | Decision |
|-----------------|--|-----------------|
| Poor | 7, 11, 15, 16, 17, 20, 22, 28, 34, 35 | Dropped |
| Satisfactory | 1, 2, 5, 6, 8, 10, 21, 23, 24, 25, 26, 27, 31, 32, 36, 37, 39, 40 | Administrated |
| Good | 3, 4, 9, 12, 13, 14, 18, 19, 29, 30, 33, 38 | Administrated |

Based on the result in table 8, it could be stated that there were 10 questions that must be dropped because they included poor criteria. Furthermore, there were 30 questions divided into 18 questions with satisfactory criteria and 12 questions with good criteria could be administrated for the reading comprehension test to conduct pre-test and post-test. Table of specifications of the reading comprehension test can be illustrated as table 9.

Table 9. Table of Specifications of The Reading Comprehension Test

| No. | Aspects of Reading Comprehension | Item Number | Total | Percentage |
|------------|---|-----------------------------|--------------|-------------------|
| 1. | Main Idea | 1, 6, 15, 19, 23, 26 | 6 | 20% |
| 2. | Factual or Detailed Information | 2, 10, 20, 24, 27 | 5 | 16,67% |
| 3. | Vocabulary | 3, 7, 11, 13, 16, 25, 28 | 7 | 23,33% |
| 4. | Referent | 4, 8, 12, 14, 17, 21, 29 | 7 | 23,33% |
| 5. | Inference | 5, 9, 18, 22, 30 | 5 | 16,67% |
| Total | | | 30 | 100 % |

3.4 Procedure of Data Collection

In this research, the procedure of data collection was conducted as follows:

3.4.1. Determining the subject

The population of this research was the tenth grade students at SMAN 9 Bandarlampung. The researcher chose one class of the tenth grade classes that was 10.7 students as the sample in this research.

3.4.2 Determining research instrument

The researcher chose multiple choice test as the items to find out students' improvement in reading comprehension. The questions given were related to narrative text in the form of fable. The items contained five aspects of reading comprehension. After that, the second instrument was questionnaire in the form of Likert scale to find out students' response.

3.4.3 Administering try-out test to analyze the quality of reading

comprehension test

The try-out test was given by using multiple choice questions related to narrative text in the form of fable. Through the try-out, the researcher was able to recognize the quality of the test.

3.4.4 Administering pre-test

At the beginning of the research, the students were given a pre-test. The pre-test was multiple choice questions related to narrative text in the form of fable. This test was intended to find out the students' reading comprehension before being given a treatment through QAR strategy.

3.4.5 Conducting treatment

After giving the pre-test, the researcher conducted two meetings for students' treatment by using QAR strategy. They practiced reading comprehension on narrative text in the form of fable with the researcher by using QAR strategy.

3.4.6 Administering post-test

After the treatment was done, the researcher gave a post-test to the students. The post-test was multiple choice questions related to narrative text in the form of fable by using QAR strategy. The post-test was conducted to find out the students' reading comprehension after being given a treatment through QAR strategy

3.4.7 Administering questionnaire

After the post-test was done, the researcher gave questionnaire to students through Google form. It was questionnaire in the form of Likert scale with a range of 1 to 5.

3.4.8 Calculating students' reading comprehension

After the pre-test and the post-test were collected, the researcher calculated the result of students' pre-test and post-test. The score was used by the researcher to find out the improvement of students' reading comprehension after being taught through QAR strategy.

3.4.9 Calculating students' response

After all submission of students' response were collected, the researcher calculated them by summing the total score of each student on the questionnaire. After that, the researcher used normalization technique to adjust students' response result to students' reading comprehension result by using Microsoft Excel. The calculation was used by the researcher to find out students' response toward the implementation of QAR strategy after they were given the treatment.

3.4.10 Analyzing the data from the tests

After all the data were collected, the researcher analyzed the data to find out the answers of the research questions and determined the hypotheses.

3.5 Calculation System of Students' Reading Comprehension

To calculate the students' result of students' reading comprehension, the researcher calculated the result by using Microsoft Excel with the formula of Arikunto (2000) as follows:

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

Notes:

- S: Final Score
- R: The right answer
- N: The total item

(Arikunto, 2000)

3.6 Calculation System of Students' Response

To calculate the students' students' response, the researcher calculated the result by summing the total score of each student on the questionnaire. After that, the researcher used normalization technique to adjust students' response result to students' reading comprehension result by using Microsoft Excel with the formula as follows:

$$\text{Normalized Score} = \frac{\text{Initial Total Score}}{\text{Maximum Score}} \times \text{score range}$$

3.7 Data Analysis

In analyzing the data, the researcher used students' pre-test scores, post-test scores, and the result of students' response. The researcher compared the results of pre-test and post-test score to find whether there is a significant improvement or not after the students were taught by using QAR strategy in reading

comprehension. After that, the researcher verified the result of students' response to find out whether there is a correlation between the result of students' response and students' reading comprehension achievement.

After the data were collected, they were processed and analyzed by the researcher. To analyze the data statistically, the researcher used SPSS (Statistical Package of the Social Sciences) 27. In analyzing the data, the researcher used Repeated Measures t-test to determine the improvement and Pearson Product Moment correlation to analyze the correlation.

3.8 Hypotheses Testing

Based on the theoretical assumption elaborated above, the researcher formulated the hypotheses that were tested in this research as follows:

H1.0: There is no significant improvement of students' reading comprehension after being taught through QAR strategy.

H1.1: There is a significant improvement of students' reading comprehension after being taught through QAR strategy.

H2.0: There is no correlation between students' response and students' reading comprehension achievement.

H2.1: There is a correlation between students' response and students' reading comprehension achievement.

The researcher used Repeated Measures t-test and Pearson Product Moment correlation to determine whether the hypotheses were accepted or rejected. The criteria for the hypotheses are as follows:

1. If the significance (p) value is less than the significant level (0.05) and t-value is more than the t-table, it means that H1.0 and H2.0 is rejected. It indicates that there is a significant improvement between students' reading comprehension after being taught through QAR strategy and a correlation between students' response and students' reading comprehension achievement.
2. If the significance (p) value is more than the significant level (0.05) and t-value is less than the t-table, it means that H1.0 and H2.0 is accepted. It indicates there is no significant improvement between students' reading comprehension after being taught through QAR strategy and no correlation between students' response and students' reading comprehension achievement.

V. CONCLUSION AND SUGGESTION

This chapter contains conclusion and suggestion in this research based on the results and discussion in the previous chapter.

5.1 Conclusion

Based on the result and discussion of this research, it can be concluded that there is significant improvement on students' reading comprehension at class 10.7 of SMAN 9 Bandarlampung after the students were taught by using QAR strategy. It can be seen from the results of students' reading comprehension where the mean of post-test (75.05) was higher than the mean of pre-test (59.49) with the gain score was 0.384. The results of hypotheses testing with Repeated Measures t-test that showed the p-value (0.001) was less than the significant level (0.05) and t-value (17.24) was higher than t-table (2.03). Therefore, it can be stated that the implementation of QAR strategy is able to help students to improve their reading comprehension, especially on narrative text in the form of fable.

After that, the result also showed that there is a correlation between students' response and students' reading comprehension achievement in the implementation of QAR strategy in this research. It can be seen from the result of the correlation analysis where it showed that the correlation coefficient value between the post-test and the questionnaire was 0.679 where it was included in

the high criteria. After that, the result of the correlation analysis showed that the p-value (0.01) was less than the significant level (0.05).

Based on the results, it can be stated that students are able to understand reading in five aspects of reading comprehension quite well through QAR strategy, especially narrative text in the form of fable in this research. The strategy is able to help students make a framework to organize comprehension, hone critical thinking, and create deep understanding for the opinions while they were reading. Most students have sufficiently understood the reading more easily through QAR strategy by giving positive response toward the learning objectives in the implementation of QAR strategy. Therefore, QAR strategy can be stated as an effective strategy that gives positive impact in improving students' reading comprehension.

5.2 Suggestion

Based on the findings in this research that have been concluded, there are some suggestions for other researchers and teachers as follows:

1. This research was conducted to know students' reading comprehension on narrative text. Therefore, further researcher are suggested to implement QAR strategy in various texts, for example report text.
2. The researcher suggests English teachers to apply the QAR strategy as an alternative strategy to teach reading comprehension.
3. The researcher suggests further researcher to pay more attention to students in the process of QAR strategy in groups.
4. The researcher suggests further researcher to give students more time to master QAR strategy.

5. After the research, the students are expected to be more engaging and cooperative in the learning process. The researcher suggests students to actively convey their ideas.

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