

A THESIS

**THE IMPLEMENTATION OF QUESTION ANSWER
RELATIONSHIP (QAR) STRATEGY IN IMPROVING READING
COMPREHENSION OF THE STUDENT AT THE EIGHTH
GRADE OF UPT SMP NEGERI 1 LEMBANG KAB. PINRANG**



By

**NAPA URBA
Reg. Num. 18.1300.055**

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE
PAREPARE**

2022

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Submitted to the English Program of Tarbiyah Faculty of State Islamic
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Parepare, May 22th 2023

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DECLARATION OF THE AUTHENTICITY OF THE THESIS

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Stated this thesis was her own writing and if it can be proved that it was copied, duplicated or compiled by any other people, this thesis and the degree that has been gotten would be postponed.

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ABSTRACT

Napa Urba. *The Implementation of Question Answer Relationship(QAR) Strategy in Improving Reading Comprehension of the Student at the Eight Grade of UPT SMP Negeri 1 Lembang Kab. Pinrang* (supervised by Abdul Haris Sunubi and Mujahidah)

The first step in learning English skills is reading. Reading involves more than just skimming a text; it also entails fully or thoroughly comprehending what has been read. When someone can read comprehensively, it will be easier to know or understand English. Comprehensive reading is a comprehensive reading competency. These competencies cover all aspects of reading, including reading silently, speed reading, technical reading, language reading, and summarizing reading. Then the type of comprehensive reading includes reading to make inferences, effective reading of long texts, reading to study, and so on.

This study aims to find out: The improvent of students' reading comprehension by using Question Answer Relationship (QAR) strategy. This study was pre-experimental research a one-group pretest-posttest design. The population in this study was class VIII UPT SMP Negeri 1 Lembang, Kab. Pinrang for the 2021/2022 academic year consisting of four classes. The sample in this study were 27 students' taken by cluster random smpling.

The reading comprehension ability of the students was in the fair category before treatment or the pre-test, and the good category following treatment or the post-test, according to the results of the quantitative data analysis. Thus, it can be said that after receiving a post-test, the students' reading comprehension abilities have improved, particularly in the good category. Students' reading comprehension increased significantly with a t-test of 22,21 which was higher than a t-table of 1,706. It means that the null hypothesis (H₀) is rejected, and the alternative hypothesis (H_a) is accepted.

keywords: Reading Comprehension, Question Answer Relationship (QAR) Strategy

TABLE OF CONTENT

COVER.....	ii
ENDORSEMENT OF CONSULTANT COMMISSIONS.....	iii
ACKNOWLEDGEMENT.....	iv
DECLARATION OF THE AUTHENTICITY OF THE THESIS.....	vi
ABSTRACT	vii
LIST OF TABLES	x
LIST OF APPENDICES	xi
CHAPTER I INTRODUCTION.....	1
A. Background.....	1
B. Research Question.....	3
C. The Objective of The Research.....	3
D. The Significant of The Research.....	4
CHAPTER II LITERATURE REVIEW.....	5
A. Some Priview Finding.....	5
B. Some Pertinent Ideas.....	8
C. School Profile of SMP Negeri 1 Lembang.....	22
D. Conceptual framework.....	25
CHAPTER III RESEARCH METHODOLOGY.....	27
A. Research Design.....	27
B. Research Location and Time.....	27
C. Population and Sample.....	28
D. Research Instruments.....	29
E. Procedure of Collecting Data.....	29
F. Technique of Data Analysis.....	32
CHAPTER IV FINDING AND DISCUSSIONS.....	36
A. Findings.....	36
B. Discussion.....	42

CHAPTER V CONCLUSSION AND SUGGESTION	48
A. Conclusion.....	48
B. Suggestion	48
BIBLIOGRAPHY	50



LIST OF TABLES

Number	Title of Tables	Pages
3.1	The total students of UPT SMP Negeri 1 Lembang Kab. Pinrang	28
3.2	Classification of students score	33
4.1	The students' score of pre-test	36
4.2	The percentage of pre-test classification	37
4.3	The mean score and standard deviation of pre-test	38
4.4	The students' score of post-test	39
4.5	The percentage of post-test classification	40
4.6	The mean score and standard deviation of posst-test	41
4.7	The test significant	42

LIST OF APPENDICES

Number	Title of Appendices
Appendix 1	Appointment letter of supervisor
Appendix 2	Recommendation letter from the fakultas tarbiyah to conduct field research
Appendix 3	Confirmation letter from UPT SMP Negeri 1 Lembang
Appendix 4	Instrument of research
Appendix 5	Lesson plan
Appendix 6	The calculation of students' score in pre-test and post-test
Appendix 7	Distribution of t-table
Appendix 8	Documentation

CHAPTER I INTRODUCTION

A. Background

There are different languages spoken around the world, even within a single nation, there are various languages that are used as communication tools. Among the many languages, English is a language whose existence is recognized worldwide, which was selected to be an international language. Therefore, learning English in Indonesia is very important, especially as we enter the era of Industry 4.0 and Society 5.0, almost all technical needs are in the language.

To meet the needs of society in dealing with civilization, the learning system or curriculum in Indonesia makes English lessons a mandatory subject starting at the junior high, high school, or equivalent level even since elementary school, English has been introduced to students.

Reading is the first aspect of understanding English skills. Reading is more of it than merely reading the text, it also entails having a thorough understanding of what you've read. When someone can read comprehensively, it will be easier to know or understand English. Comprehensive reading is a comprehensive reading competency. These competencies cover all aspects of reading, including reading silently, speed reading, technical reading, language reading, and summarizing reading. Then the type of comprehensive reading includes reading to make inferences, effective reading of long texts, reading to study, and so on.

Through the explanation above, it can be seen that comprehensive readings are needed in understanding English lessons. But in fact, reading has always

been a practical problem in learning, especially in English learning. Most students dislike going to class because of the challenges in word pronunciation, vocabulary, and grammar.

The above problems also occur in class VIII students of UPT SMP Negeri 1 Lembang, Kab. Pinrang. According to earlier observations, students' reading comprehension fell short of what was expected. Some students did not demonstrate some aspect of reading, e.g. did not comprehend or comprehend the content of the reading, could not correctly answer questions about the content of the reading, and could not correctly narrate or summarize the content of the reading. That problem stems from the inaccuracy of teachers in managing learning which still uses conventional learning strategies and models, namely presenting material with the lecture method and then providing structured exercises. Monotonous learning like this is certainly not able to develop students' comprehensive readings and can even affect students' low learning outcomes.

Based on the problems above, the educational process must be altered to improve students' comprehensive reading ability can be properly improved. The change in question is a change in learning strategy. The strategy that is considered appropriate is a learning strategy that involves students actively learning so they are not passive and bored and can build their knowledge independently. The learning strategy is a question answering relation (QAR) learning strategy.

The QAR strategy developed by Raphael uses the nature of the question being asked to immediately comprehend how the response and the query relate

to one another.¹ QAR strategies are designed to invite students to focus on meaning in context. This encourages students to decipher the information gleaned from the reading, Wiesendanger.²

Through the use of question answer relationship (QAR) strategies, students can increase their reading comprehension. This is based on the results of previous studies, including those conducted by Ani Subekti.³ His findings suggest that reading comprehension can be improved using question-answer relational (QAR) strategies.

Based on the above description, researchers are interested in conducting a study entitled "The Implementation of Question Answer Relationship (QAR) Strategy in Improving Reading Comprehension of the Students at the Eight Grade of UPT SMP Negeri 1 Lembang, Kab. Pinrang".

B. Research Question

Based on the above background, the researchers formulated the following research question:

“Is Question Answer Relationship (QAR) Able to Improve the Students’ Reading Comprehension?”

C. The Objective of The Research

¹Arsyad, R., Amin, FH, & Nawir, N. (2022). The Use of Question Answer Relationship (Qar) Strategy to Improve Students' Reading Comprehension Ability in Class XI MAS Muhammadiyah Jauhpendang Kab. Wajo, South Sulawesi. *Journal of Thinking and Learning Development* , 4 (2), 231–238. <http://ejournal-jp3.com/index.php/Education/article/view/282>

²Kenjanarti, N. (2021). Improving Reading Comprehension of Dramatic Texts Using the Strategy Reqar (Reciprocal Questioning And Q And Question-Answer-Relation Hip) In Class Xi at SMA Negeri Punung Pacitan Nanik. *JOURNAL OF EDUCATION: A Study of Educational Theory and Practice* , 2 (1), 193–206. <http://jurnal.lppm-staifapacitan.ac.id/index.php/edukasi%0Astaifapacitan.ac.id/index.php/edukasi%0APE>

³Subekti, A., Indrastoeti, J., & Matsuri. (2017). Improving Reading Comprehension Skills Through QAR (Qeustion Answer Relationship) Strategy. *Dwija Indria Didactic Journal* <https://jurnal.fkip.uns.ac.id/index.php/pgsdsolo/article/view/10196>

Based on the research questions posed earlier, this research report aims to find out the following objectives:

“To know the improvement of students' reading comprehension by using Question Answer Relationship (QAR).

D. The Significant of The Research

The significance of this research is expected to provide a useful contribution to:

1. English teachers

It is expected to provide new knowledge and experiences about reading so that it can improve and improve the reading learning process, as well as provide inspiration in teaching and learning.

2. Students

By providing a memorable learning experience that is fun, innovative, and interesting, students can think about their opinion in participating in learning activities, and improve reading comprehension.

3. Further Researchers

It is hoped that it will add insight and knowledge and provide direct experience to clarify the relationship between strategic implementation statements (QAR).

CHAPTER II

LITERATURE REVIEW

A. Some Priview Finding

This research study is used as a comparison to existing research. With this study, it is hoped that it can make a big contribution in the form of contributions to enriching theory and field information related to this research. The following are some previous studies that have a lot of relevance to this research.

1. Previous research conducted by Meri Anjarwati (2021) in her research entitled "The effect of the Question Answer Relationship (QAR) strategy on the reading comprehension ability of fifth-grade students at MI Hasanuddin Tebel Sidoarjo". This research uses a quasi-experimental research design and is quantitative. Using a pre-test and post-test control group as part of the research design, using experimental classes and control classes, respectively. Written tests with multiple choice options are used to collect data, along with documentation. The data analysis techniques used were the homogeneity test, normality test, and hypothesis testing with an independent sample t-test. The findings demonstrated that Hasanuddin Tebel Sidoarjo's class VA MI tudents' ability to read comprehension was significantly impacted by the Question Answer Relationship (QAR) strategy. This is demonstrated by the independent sample t-test computation, which yielded a p-value of 0.000 and a significance level of 0.005. The p-value is less than 0.05 or 0.000 0.05, indicating that there is a significant difference between the experimental class and the control class in terms of the students' test scores.

2. Previous research was conducted by Subekti, A., Indrastoeti, J., & Matsuri. (2017) in his research entitled "Peningkatan Keterampilan Membaca Pemahaman Melalui Strategi QAR (Question Answer Relationship) Pada Siswa Kelas V SDN 1 Gedong Ngadirojo Wonogiri Tahun Ajaran 2016/2017". In the academic year 2016–2017, The objective of this research was to improve the reading comprehension abilities of the grade V students at the State Elementary School of 01 Gedong Ngadirojo Wonogiri. This study was carried out as classroom action research (CAR) using a cycle model of researcher and teacher collaboration. This classroom action research was carried out across two cycles. The planning, implementation, observation, and reflection stages make up each cycle. The study's participants were 40 students and teachers from grade V 01 Gedong, including 19 female and 21 male. The test was used to acquire data, observation, interview, and documentation techniques. Triangulation was used to acquire data validation. Comparative descriptive and interactive analysis techniques were used to analyze the data. The analysis supports the idea that the Question Answer Relationships strategy can improve the fifth-grade students at State Primary School 1 Gedong to increase their reading comprehension abilities.
3. Previous research was conducted by Arsyad, R., Amin, FH, & Nawir, N. (2022). in his research entitled "The Use of Question Answer Relationship (QAR) Strategy to Improve Students' Reading Comprehension Ability in Class XI MAS Muhammadiyah Jauhpendang Kab. Wajo, South Sulawesi". Using the QAR strategy, this study seeks to enhance the reading comprehension abilities of MAS Muhammadiyah Jauhpendang class XI students during English sessions. Class XI MAS Muhamamdiyah Jauhpendang's class of 28 students is the topic of this

kind of research, known as classroom action research. The purpose of this study is to evaluate students' abilities to comprehend what they read using the QAR strategy. Planning, acting, observing, and reflecting are the four phases of each of the two cycles that make up an action research project. Students are instructed to use the QAR approach to enhance their reading comprehension abilities. ways for gathering data, including testing, observation, and documenting. Quantitative descriptive analysis was employed in the data analysis method. Quantitative analysis was utilized to acquire quantitative data from student reading comprehension test results in the following instruction. The results showed that applying the QAR strategy could enhance students' reading comprehension ability and learning process in class XI MAS Jauhpendang Muhammadiyah. Some students were already active in learning to read comprehension when the action was implemented in cycle 1, but there were still passive students, so improvements were needed in cycle 2. Improvements were made by encouraging students to participate more actively in group discussions and providing students with more time to complete assigned tasks. The process has improved as a result of this action, which is visible in the state of pupils who participate more actively in class activities. Product quality enhancement benefits from process improvement. The average student score after the first cycle of action is 72 with a KKM achievement of 50%, and after the second cycle of action, it rises to 82 with an achievement of 82%, indicating that this is based on an increased reading comprehension test.

Based on several previous studies that the author uses as a reference, there are elements of significant differences. The discussion in the research that the author will discuss here as a common thread with previous research includes:

1. There are differences in research methods
2. The number of populations and samples used are different.
3. The research location is different.
4. There are differences in data analysis techniques
5. There is a different frame of mind
6. The author focuses on the implementation of the question-answer relationship (QAR) strategy in improving the reading comprehension of the student in the eighth grade of UPT SMP Negeri 1 Lembang, Pinrang.

Analyzing the results of the studies mentioned above reveals that this research differs significantly from earlier studies, making it valuable as a reference for future researchers conducting additional research.

B. Some Pertinent Ideas

In this part, some pertinent ideas explain the concept of the variable of the research.

1. Definition of Reading Comprehension

Reading is the ability to correctly understand information that is deduced from a printed page. To learn from what they read, students must be able to engage with the text and comprehend each word's meaning. One of the reasons individuals read is to acquire knowledge.⁴

⁴Grabe, W., & Stoller, FL (2011). Teaching and researching reading. (2nd ed.). Great Britain, UK: Pearson Education, Ltd.

One of the reasons readers read the material during the reading process is for comprehension. Understanding what has been read is reading.⁵ When a reader interacts with the text using the information in the text as prior knowledge, experience, and other factors, they are said to be understanding the text.⁶

Understanding is the ultimate objective of effective reading, and many of the components of comprehension are not exclusive to written language.⁷ The capacity to comprehend what is read or stated is to be defined as comprehension.⁸ This demonstrates that comprehension is what motivates readers to keep reading. He went on to say that understanding is the primary purpose of reading, that understanding is facilitated by past knowledge, and that understanding is also impacted by the order of the text.⁹ For comprehension to be successful, the reader must engage with the text and actively participate in it.¹⁰ Claiming that creating effective and appropriate comprehension methods is the key to improving reading comprehension.¹¹ Examples of how reading comprehension is typically perceived

⁵Nation, K., & Angell, P. (2006). Learning to read and learning to comprehend. *Journal of London Review of Education*, 4(1), 77 – 87. doi:10.1080/13603110600574538

⁶Pardo, LS (2004). What every teacher needs to know about comprehension. *Journal of International Reading Association*, 58(3), 272 – 280. doi: 10.1598/RT.58.3.5

⁷Dias, NM, Montiel, JM, & Seabra, AG (2015). Development and interactions among academic performance, word recognition, listening, and reading comprehension. *Psychology: Reflexao e Critica*, 28(2), 404-415.

⁸Klingner, JK, Vaughan, S., & Boardman, A. (2007). *Teaching reading comprehension to students with learning difficulties*. New York, NY: Guilford Publications, Inc

⁹Caldwell, JS (2008). *Reading assessments: A primer for teachers and trainers* (2nd ed.). New York, NY: Guilford Press.

¹⁰Kruidner, J. (2002). *Research-based principles for adult basic education reading instruction*. Portsmouth, New Hampshire: RMC Research Corporation.

¹¹Brown, HD (2001). *Teaching by principles: An interactive approach to language pedagogy* (2nd ed.). London, England: Longman.

as operating at different levels of sophistication include literal, inferential, and critical definitions.¹²

Reading comprehension is the process of understanding a text. Therefore, the purpose is to thoroughly understand what is being communicated in the text rather than attempting to infer meaning from a few selected words or sentences. So, comprehension is the objective of reading activities that involve the process of understanding related words, sentences, and texts. Additionally, being a good reader involves comprehending the text as well as recognizing terms.¹³

Explain that the reader's reaction to the text is only one aspect of reading comprehension. Additionally, they point out that The process of reading comprehension is complex and multifaceted, involving interactions between readers and the information they bring to the text (previous knowledge, technique use), as well as aspects specific to the text itself (interest in the text, understanding of the type of text).¹⁴

Reading comprehension is the capacity to use information from a written text in a way that shows understanding or knowledge of the information.¹⁵ Reading for meaning, comprehension, and entertainment is referred to as reading

¹²Westwood, P. (2008). What teachers need to know about reading and writing difficulties. Victoria, Australia: ACER Press.

¹³Woolley, G. (2011). Reading comprehension: Assisting children with learning difficulties. New York, NY: Springer Science & Business Media B. V

¹⁴Klingner, JK, Vaughan, S., & Boardman, A. (2007). Teaching reading comprehension to students with learning difficulties. New York, NY: Guildford Publications, Inc

¹⁵Brassell, D., & Rasinski, T. (2008). Comprehension that works: Taking students beyond ordinary understanding to deep comprehension. Huntington Beach, CA: Shell Education

for comprehension.¹⁶ Reading comprehension is the process of engaging with written language, obtaining meaning, and then creating that meaning.¹⁷

Reading comprehension demands a complex cognitive skill to elaborate on mental representations and link text information with listener/reader knowledge.¹⁸ Additionally, there is a lengthy and rich history of reading comprehension studies. Once it comes to the nature of reading comprehension as a process and effective reading comprehension instruction, there is much that can be said.¹⁹

Reading comprehension, according to the above definition, is the ability to open a deeper sense of knowledge, and then everything that has been known and absorbed in the mind is combined with new experiences found in the information in a text. All the components of the reading process discussed in the previous section of this review must interact in order for reading comprehension to happen.

Not all students in Indonesia are adept at reading comprehension. Some students struggle to comprehend the reading text. There are eight issues with reading comprehension that must be addressed as follows:²⁰

1) Vocabulary limitations

If a student is having trouble understanding what he is reading, it is important to take into account whether there is a significant mismatch

¹⁶Nunan, D. (2006). *Practical English language teaching: Young learners*. New York, NY: McGraw Hill, Inc.

¹⁷Snow, CE, & Sweet, AP (2003). *Reading comprehensions*. New York, NY: Guilford Press.

¹⁸Maneghetti, C. Carretti, B., & De Beni, R. (2006). Components of reading comprehension and scholastic achievement. *Journal of Learning and Individual Differences*, 16(1), 291-301.

¹⁹Duke, NK, & Pearson, PD (2002). *Effective practices for developing reading comprehension*. In AE Farstrup & SJ Samuels (Eds), *what research has to say about reading instructions* (3rd ed., pp. 205-242). New York, DE: International Reading Association.

²⁰Westwood, P. (2008). *What teachers need to know about reading and writing difficulties*. Victoria, Australia: ACER Press.

between the learner's understanding of the meaning of words (expensive and vocabulary heard) and the words used in the text. Students could be able to read a word on the page correctly but not understand what it means, for instance, when it appears in a sentence. To increase comprehension, it is occasionally important to introduce new vocabulary before the material is read. Additionally, more time needs to be spent on the reading process. A student who has never heard the word "plant" before might assume that the line "The farmer checks his crop growing in the next field" refers to a particular kind of fruit or vegetable. To increase comprehension, it is occasionally necessary to introduce new terminology before the material is read. As a crucial component of the classroom literacy curriculum, vocabulary development also needs additional time.

2) Poor fluency

There appears to be a reading fluency threshold that allows for accurate information processing. The reader can concentrate on meaning by using all of their cognitive abilities when reading automatically, which is primarily dependent on the fluent and simple recognition of words and contextual signals. Students who read very quickly or very slowly frequently do not comprehend. Instead of giving the text's high-level ideas and concepts full attention, Reading slowly tends to limit cognitive abilities to simple word processing and letter recognition. However, reading quickly can lead to sloppy word recognition and the omission of crucial information.

3) Insufficient acquaintance with the topic

It's typically not the most effective mode of delivery to first introduce new material to kids through school textbooks. Before assigning students to read about the topic in a reference text, it should prefer to give them prior knowledge first via alternative methods (such as films, posters, brief lectures, and debates). This is crucial for readers who struggle.

4) Text complexity (readability)

According to conventional knowledge, Making ensuring that the text's difficulty corresponds to the reader's current level of reading ability is one way to assist a struggling reader. In other words, it is generally agreed that the easier a book must be to assure success, the weaker the reader. The reader will err too often if the book is too challenging (at the "frustration level"). Books with an error rate of less than 5% are suitable for students to read on their own. If a student reads aloud with a companion or receives one-on-one tutoring from an adult, the potential error rate might be slightly higher (referred to as the "instructional level")

5) Insufficient use of effective reading strategies

Readers with lower literacy do not interpret texts strategically, in contrast to skilled readers. They are less likely to be familiar with or employ techniques that will aid in their ability to visualize, connect, reflect, conclude, predict, ask questions, and summarize. Moreover, they do not have personality and self-monitor. Students of reason must be taught as soon as possible how to examine texts methodically and critically.

6) Poor verbal judgment

Although intelligence can have a role in reasoning abilities to some extent, guided reading activities where students are asked thoughtful questions about the texts they are reading can help students become more adept at concluding the data presented. It is beneficial to purposefully direct pupils in making connections between new material in the text and their prior knowledge.

7) Information processing issues

Poor comprehension is frequently attributed to having insufficient working memory. It is well known that people have different levels of working memory, with some having the capacity to process and retain more information than others. If a person is agitated, apprehensive, or busy with other issues, their working memory capacity is greatly lowered. It's also obvious that reading slowly makes it difficult to retain material long enough for its meaning to be preserved and sets unreasonable demands on working memory.

8) Problems retaining knowledge after reading

Memory is influenced by a variety of elements, including the text's clarity and relevancy, but it also depends on how well students pay attention to their reading assignments and understand the value of recalling specifics.

2. Definition of Implementation Question Answer Relationship (QAR) strategy

To achieve objectives that have been articulated in the language of application as a thing, way, or result, implementation is an action that is carried out by either directly or indirectly individuals or groups.²¹

T.E. Raphael discovers the question answer relationship strategy. As a tool to show students various approaches to reading texts and responding to questions, Raphael created QAR. As a result, they realize how crucial it is to consider both the text's information and their past knowledge.²²

This strategy is designed to make teaching and learning more successful and acquire the desired competencies, particularly in the area of reading comprehension.²³

Based on this, it can be concluded that QAR is one of the strategies used in reading instruction to teach students how to respond to questions that require comprehension of textual information. It also helps them understand the relationships between questions and how to find the answers to those questions. The text includes both explicit and implicit information, this technique offers a shared vocabulary for thinking about and discussing how to respond to queries from reading sources. In other words, QAR is a tool that aids students in understanding the text more fully when responding to questions. Students categorize comprehension questions and offer the details required to answer each one as part of the question answer relationship (QAR) strategy. In other words,

²¹Badudu dan Sutan Mohammad Zain, efektifitas bahasa indonesia, (jakarta: balai pustaka, 2010), hal.1487

²² Raphael, Taffy E, Teaching Question Answer Relationship, Revisited, *International Reading Associatio*, Vol 39 No 6, 2014), pp.516-521.

²³Wiesendanger, et al. Literacy Education Strategy. (New Jersey: Merrill, 2001), 108

QAR is an approach that students use to comprehend questions and answer each one using the knowledge they have gained from the book.

a. The purpose of the QAR strategy





The QAR strategy aims to instill in students a focus on context-specific meaning. Additionally, it helps students interpret the knowledge they have learned from reading. By offering a methodical approach, the QAR strategy can help students' capacity to respond to complete questions.²⁴

b. Question-Answer Relationship Categories

According to Taffy Raphael in the State Behavior support Article, the service has divided QAR issues into two basic categories, “in the book” and “in my head” question²⁵. These categories are central QAR strategies. It has been divided into categories based on potential locations where the answer to the query might be found. The Right There, Think, and Search Inquiries fall under the first type of “in-book questions.” The other category is “in your head question” which consists of Author and You and In My Own.

²⁴Tompkins, Gail. E. Literacy for the 21st Century: A Balanced Approach. (Boston: Allyn and Bacon, 2010), 95

²⁵National Behavior Support Service, Question-Answer Relationship (QAR) reading and Learning Strategy, (https://www.nbss.ie/sites/default/files/publications/qar_strategy_handout.pdf). Accessed on 12 juni at 20.06.

QAR	
IN THE BOOK	
<p>Right There</p> <p>The answer is in one place in the text. You can put your finger on it! Words from the question and words that answer the questions are often "right there" in the same sentence.</p> <ul style="list-style-type: none"> • Reread • Scan • Look for keywords. 	<p>Think and Search</p> <p>The answer is in several places in the text. You put together (think and search) different parts of the text to find the answer.</p> <ul style="list-style-type: none"> • Skim or reread • Look for important information • Piece together different parts from the text to answer the question. 
IN MY HEAD	
<p>Author and You</p> <p>The answer is not in the text.</p> <ul style="list-style-type: none"> • Think about how what you know and how what's in the text fit together • Reread • Think about what you already know and what the text says • Predict. 	<p>On My Own</p> <p>The answer is not in the text.</p> <ul style="list-style-type: none"> • Think about what you already know • Think about what you've read before • Make connections. 

Source: T. E. Raphael, 1982; 1986

1) In the Book Question

a) Right There

The students are expected to retain the passage's explicit content in this category. One sentence in the text contains the solution to "Right There". Sometimes the words are included in the questions right there. Examples of questions that are asked right there in the text include "How many," "Who Is," "Where Is," and "What Is."

Some procedures that might be meant to address the Right There question include scanning for information, note-taking strategies to help recall essential information more quickly, and employing context cues to generate definitions.

b) Think and Search

Students must conclude this QAR category that calls for combining data from several passages of the book. The questions often encourage the reader to evaluate how the ideas or information (implicit

information) in the passage relate to one another, even though the words in the question and the text may not be the same. Think-and-search questions usually include the words what factor, what cause, why did, for what reason, etc.

Finding critical details, summarizing them, and identifying pertinent information by using text organization (comparison/contrast, problem/solution, list, explanation), Setting, context, and method visualization, elaboration, text-to-text relations, making easy conclusions, use of context to explain symbols and figurative language, as well as more are some steps that may be used to answer the Think and Search question.

2) In Your Head Questions

a) Author and You

Students are asked to find connections between the information in the text and what they already know in these questions while also taking into account some of their personal experiences and thoughts about what they have learned. The text does not directly state the solution. The phrases What is the author's message, The text suggests, and The speaker's attitude are commonly used in the Author and You questions. Predicting, visualizing, drawing simple and sophisticated inferences, separating fact from opinion, and creating text-to-self linkages are all possible purposes for the information that could be used to answer the Author and You question.

b) On My Own

The reader's prior knowledge of a subject can be used to determine the answer to this QAR classification question. Because it necessitates the reader's use of the passage, this type of question is uncommon on reading comprehension exams. You can use this query both before and after reading. Prior knowledge of the students is elicited using questions before the reading process, and their prior knowledge is connected to what they have just read using questions afterward. The question may also ask, "Do you know," "Have you ever," "What have you learned," "In your view," "Based on your experience," and similar questions.

The following methods could be used to help answer my question: connecting to the subject and activating prior knowledge (genre, experiences, authors) (self text-to-text).

The level of students' reading comprehension is significantly influenced by the QAR question difficulty. This is expressed by Tompkins, who explains the effectiveness of questions in their effect on reading comprehension, namely "the questions asked by students form their competence: If they ask literal questions, their understanding will be literal, but if students produce inferential, critical, and critical. evaluative questions, their understanding will be higher". Students' understanding is conditioned by the questions they ask; if they ask literal questions, they can only grasp what is written in the literal sense; but, if they ask inferential, critical, or evaluation questions, their understanding will be at a higher level.²⁶

c. Learning

²⁶Tompkins, Gail. E. Literacy for..., 267

For intermediate to advanced students studying reading comprehension, the QAR strategy is used. This technique can be applied either in a group. Tompkins breaks down the QAR strategy into five steps, including:

1) Reading questions

Before reading the text, students first read the questions. This will offer students something to think about and keep a look out for while reading. Before reading the material, students read the questions as a preview to provide them guidance on how to interpret what they have read.

2) Understand QAR question level

The teacher introduces the QAR question level. students need to understand the level of thinking required to answer these questions. At this stage, students can understand the level of difficulty in complex problems that are often encountered in learning reading comprehension.

3) Reading text

Students contemplate the responses to the questions they read earlier as they read the text. At this stage, students can decipher what they are reading and understand it using questions from previous readings, and students are also able to find answers to those questions while reading.

4) Answer the question

Students read and respond to the questions once more in this step. Based on the QAR level, students decide where to get their answers and then record them. The QAR step demonstrates how questions are used throughout the process, including before, during, and after reading the

material by students. This aids kids in comprehending what they are reading more clearly. Whether it is done before, during, or after the reading, asking students questions about what they have read has a longer and more enduring tradition than any other comprehension practice.

5) Share answers

At this point, students share their answers to the questions they have been working on. students present their answers to their classmates. students also give examples of other questions based on the text they read at the QAR question level. at this stage, students can express their answers and ideas boldly.²⁷

d. Strengths and Weaknesses

The advantages of implementing the QAR strategy in learning to read:²⁸

- 1) Helping students analyze, understand, and respond to textual ideas
- 2) Assists in dispelling a widespread misunderstanding among students that the book provides all the solutions.
- 3) Students can set goals before, during, and after reading
- 4) Encourage students to respond, make connections, analyze ideas, assess literacy comprehension and broad understanding
- 5) Develop a level of understanding

Weaknesses of implementing the QAR strategy in learning to read:²⁹

- 1) Students must be able to understand the level of QAR questions
- 2) Students are required to focus

²⁷Tompkins, Gail. E. Literacy for..., 452

²⁸Raphael & Au. QAR: Enhancing Comprehension And text Taking Across Grandes and Content Area. (The Reading Theachers. 2005), 206-221

²⁹Raphael & Au. QAR: Increase Com... , 206-221

3) Encouraging students to think critically and creatively

e. The narrative text example

The Story of the Smart Parrot

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it. It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano.

The man tried to teach the parrot to say Catano. But the bird would not say the word. At first, the man was very nice, but then he got angry. “You are a stupid bird! Why can’t you say the word? Say CATano, or I will kill you!” but the parrot would not say it. Then the man got to so angry that the shouted over and over, “Say Catano, or I’ll kill you!” but the bird wouldn’t talk.

One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. “You are more stupid than the chickens. Soon I will eat them, and I will eat you, too.”

In the chicken house, there are four old chickens. They were for Sunday’s dinner. The man put the parrot in the chicken house and left. The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw!

He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, “Say Catano, or I’ll kill you!”

(sumber: detik-detik UN bahasa Inggris; 2005/2006; Intan Pariwara

C. School Profile of SMP Negeri 1 Lembang

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kontak@smp1lembang.sch.id

UPT SMP Negeri 1 Lembang is located in the Tuppu neighborhood, Kelurahan Tadokkong, Kec. Lembang, Kab. Pinrang 91254. This school was officially established in 1979 according to the date of the decree of establishment: 1979-01-04 and registered with NPSN: 40305070.

1. Vision and Mission

Now UPT SMP Negeri 1 Lembang is 46 years old and has undergone many changes from year to year. In preparing a superior educated generation, UPT SMP Negeri 1 Lembang refers to the school's vision and mission as follows.

a) Vision

“Competent In Science And Technology And IMTAQ”

b) Mission

- 1) Implement learning and guidance effectively to optimize the potential of students.
- 2) Making adequate learning resources according to their potential talents and intelligence.
- 3) Organizing talent and potential development in the fields of academics, sports, and arts as well as leadership.
- 4) Creating a conducive atmosphere for the effectiveness of all school activities.
- 5) Develop a competitive culture for students to increase achievement.
- 6) Developing local culture through learning art and culture and local content.
- 7) Cultivate a smile, greetings, greetings, and politeness.
- 8) Prioritizing cooperation and deliberation in completing educational tasks.
- 9) Development of discipline and character in a planned and sustainable manner.
- 10) Growing appreciation and practice of the religion adopted to form good character.
- 11) Integrating IMTAQ as a teaching effect in learning in each subject.

2. School Identity

I.	School name	: UPT SMP Negeri 1 Lembang Status Negeri
II.	Principal	: Burhan S.Pd, M.Si
III.	NSS/NPSN	: 40305070
IV.	School Address	
	Province	: Sulawesi-Selatan
	County/City	: Pinrang
	District	: Lembang
	Desa/Kelurahan	: Tadokkong
	Dusun	: Tuppu
	Street	: Jl. Poros Pinrang-Polman KM.37
	Postal Code	: 91254
V.	Ownership Status	: Central Government
VI.	SK/School Establishment Permit	: 1979-01-04
VII.	SK/Operational Establishment Permit	: 2018-09-04
VIII.	Accreditation	: "B"
IX.	School Scope	
	Male Student	: 223
	Female Student	: 193
	Study Group	: 15
	Curriculum	: SMP 2013
	Time	: Morning
	Surface Area	: 9,983 M ²
	Classroom	: 18
	Laboratory	: 2
	Library	: 1
	Student Sanitation	: 2
	Teacher	: 50

D. Conceptual framework

Based on the theoretical studies described above, the following framework can be drawn up.

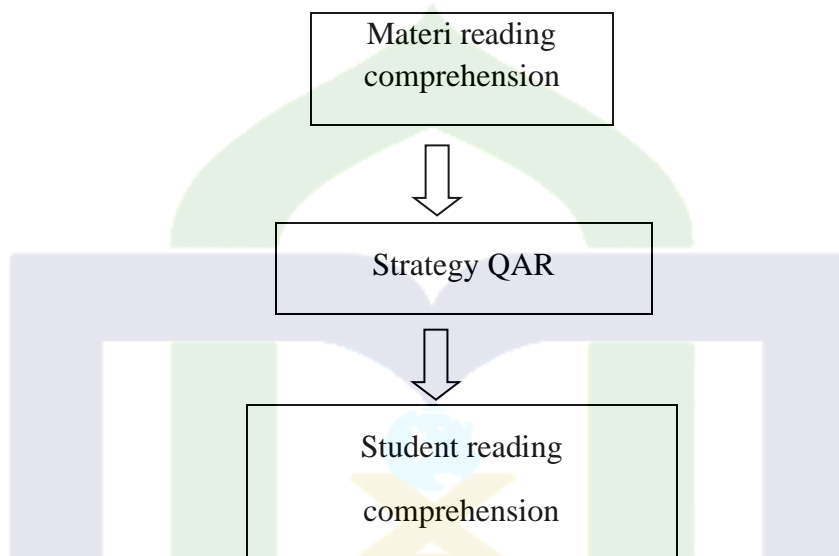


Figure 2.1 Research Framework Schematic

The strategies used for learning reading comprehension still use strategies in general which are less varied so that the expected results are not appropriate. Learning that uses strategies generally makes students feel bored and less enthusiastic. Relevant strategies and teacher mastery of these strategies can improve reading comprehension.

The Question Answer Relationship (QAR) strategy is one of the many strategies available for teaching reading comprehension, and it can be utilized effectively. Using a level of QAR questions, the QAR strategy is a method for understanding reading systematically. In learning to read comprehension using the QAR strategy, students start the stage of understanding reading from easy to

difficult levels, in the QAR strategy there are 3 levels of questions, the first is low level, namely, answers can be obtained from a reading "Right There" or make questions from explicit texts. , the second is the medium level, namely the answers can be obtained from thinking or looking for your think search or questions that are formed from answers that can be found implicitly, and the third is the high level, namely on my own, the reader can find answers through reading comprehension that is combined based on their personal experience or knowledge.

E. Hypothesis

A hypothesis is a type of prediction found in experimental studies. There are two types of hypotheses: the null hypothesis (H_0) and the research hypothesis (H_a). The hypotheses of this research are:

H_a : Question-Answer Relationship (QAR) improves students' reading comprehension.

H_0 : Question-Answer Relationship (QAR) does not improve students' reading comprehension ability.

CHAPTER III

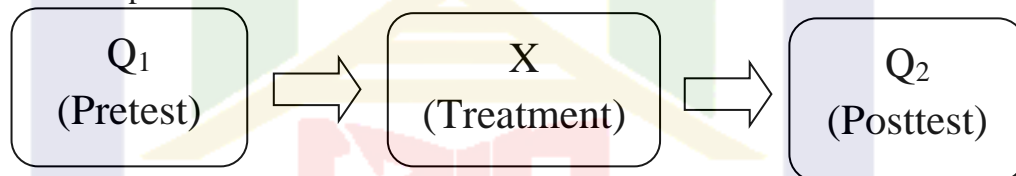
RESEARCH METHODOLOGY

A. Research Design

This study used a quantitative method. It is used to assess attitudes, beliefs, actions, and other factors by creating numerical data that can be transformed into statistics and then used to extrapolate the findings.³⁰ To learn more specifically about the increased use of the QAR strategy before and throughout treatment, this method was chosen.

Using a pre-experimental research design, A one-group pretest-posttest pre-experimental study design was employed to measure changes in outcomes before and after the intervention was put into place.³¹The data is to explain the implementation of the Question-Answer Relationship (QAR) strategy used.

Pre-experimental formulas:



Note:

- O1 : Initial test before students are given treatment (pretest score)
- X : The treatment in which the class is given (treatment)
- O2 : Final test after students is given treatment (post-test score).

B. Research Location and Time

³⁰Brannen, J. (1992). Combining qualitative and quantitative approaches: An overview. In J. Brannen (ed). *Mixing Methods: Qualitative and Quantitative Research* . Aldershot: Avebury

³¹Creswell, JW (2008). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* . Upper SaddleRiver, NJ: Merrill Prentice Hall

The location for this research is UPT SMP Negeri 1 Lembang, Kab. Pinrang. The research is conducted in the even semester of the 2021/2022 academic year.

C. Population and Sample

1. Population

The population of the research is the eighth grade students of UPT SMP Negeri 1 Lembang, Kab. Pinrang academic years 2021/2022.

Tabel 3.1 Total students' at the eighth grade students of UPT SMP Negeri 1 Lembang, Kab. Pinrang

No.	Class	Sex		Total
		Male	Female	
1.	VIII.1	16	11	27
2.	VIII.2	17	10	27
3.	VIII.3	17	10	27
4.	VIII.4	18	9	27
Total				108

2. Sample

The sampling of this research is cluster random sampling. Cluster random sampling is a technique in which a researcher divides the population into several separate groups, which are then selected at random.

The reason for using a cluster random sampling technique is because researchers can only use one classes of eighth in UPT SMP Negeri 1 Lembang, Kab. Pinrang. The researcher took the class VIII.1 which is consist of 27 students as the sample of this research.

D. Research Instruments

1. Test

A test is a part of an action performed or an experimental technique to see how well something works. Likes or dislikes. So in this case the test is a way to check someone's knowledge or understanding. The researcher uses a collection technique in the form of a test to function as a means of proving the hypothesis.

2. Observation

Observation is the process of gathering facts by observing directly the object to be studied. This technique is used to determine the state and condition of UPT SMP Negeri 1 Lembang, Kab. Pinrang, both physically (infrastructure), organizational structure, educational process, and teacher and student conditions are closely related to the research conducted.

E. Procedure of Collecting Data

1. Pre Test

Before the occurs ahead of treatment. A pretest is a test that is given ahead of an experimental procedure. Thus, a pretest was administered before treatment to gauge the progress of the students' skills before the QAR strategy was introduced. A test of 20 items and 4 alternate answers was administered by the researcher. The pretest was taken by 27 students. To compare the students' scores between the pretest and post-test, the test's outcomes were analyzed afterward.

2. Treatment

The researcher held six meetings, with each meeting lasting two hours, and those meetings include:

a) The first meeting

The author gave a brief introduction to himself and outlined the research timetable to the students at the first meeting. After the introduction, the researcher gave a 20-question pre-test. These questions are given to the students individually to answer the question according to their skills.

b) The second meeting

The writer welcomed everyone and looked over the list of students who were present for the second meeting. After that, the researcher gave some introduction learning more about the Question-Answer Relationship (QAR) strategy. The two important categories of the Question-Answer Relationship (QAR) strategy the "In the Book" and "In My Head" questions were then outlined. After the explanation of the basic classifications of the Question Answer Relationship (QAR) strategy, The author explained to the students the steps to follow to apply this strategy to reading comprehension, as well as the benefits and drawbacks of doing so. When this meeting comes to an end, the writer divided all of the students into five groups for the discussing section on the next meeting, and he ended the class.

c) The third meeting

E. At the third meeting, the researcher greeted the students and confirmed their presence. The researcher next went over the Question Answer Relationship (QAR) strategy and its material treatments in reading comprehension. While reading aloud, the researcher instructs the students to form groups. Each group has between 5 and 6 individuals. They must analyze the provided material while

considering the social function, textual organization, and language components. Before leaving the class, the researcher gave some motivation regarding the importance of reading in daily life. The author also suggested that they read a variety of books to broaden their knowledge.

d) The fourth meeting

The researcher greeted everyone at the fourth meeting and went over the list of students who were there. Students were instructed to hold discussions utilizing the Question Answer Relationship (QAR) strategy from each group to determine the proper response. Once students have finished the subject, they are asked to come to the front of the class to discuss the results of reading comprehension that have been fully understood and answered.

e) The fifth meeting

The writer welcomed everyone and looked over the list of pupils who were there for the sixth meeting. Before that, the writer reviewed the Question-Answer Relationship (QAR) strategy from the previous meetings, including its definition, procedures, and benefits and drawbacks. Then, he allowed all of the students the chance to inquire and share with their peers or the writer about the QAR strategy that they already learned, and this meeting the writer also gave them the opportunity to talk about their difficulties on using this strategy, and he asked them to give each of them feedback on how the research was implemented by the writer.

f) The sixth meeting

The writer welcomed everyone and looked over the list of students who were present at the previous meeting. The writer reviewed the Question-Answer Relationship (QAR) strategy from the previous meetings before handing out the post-test sheet, and after that, he gave them the test. The guidelines were the same as those from the pre-test that was administered at the first meeting.

3. Post-Test

Post-test was carried out after all treatments were carried out. After getting treatment, participants in an experiment take a post-test to measure some quality. Similar test questions were used in either the pre-test or the post-test. For the students' learning outcomes, the post-test was given to ascertain the final score as well as any differences between the pre-test and post-test scores after treatment.

F. Technique of Data Analysis

In addition to applying the deductive method to analyze the data, other analytical strategies utilized during data analysis include quantitative data analysis techniques, organizing the data and deriving conclusions from them, and documenting or reporting what occurred at the study location. The deductive method is a method that is carried out by collecting some general data and then drawing specific conclusions.

Data obtained through field research is processed using quantitative analysis. The method used to take the average of the letters is by transferring the letter values to the first numeric values, which are often used. One letter value

represents a range of numerical values, for example, the letter value in the score conversion table. The following formula was used to analyze the data:

1. Scoring the students' answer

$$\text{score} = \frac{\text{the number of students' correct answers}}{\text{number of question}} \times 100$$

2. Classification of student scores with the following criteria:

Table 3.2 Classification of Students Score

Score	Classification
80-100	Very Good
66-79	Good
56-65	Fair
40-55	Poor
<39	Very Poor ³²

3. Rate percentage of students score by using the following formula:

$$P = \frac{F}{n} \times 100\%$$

Where:

P = Percentage

F = Frequency

n = Total of number of sample

³²Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan* (Jakarta:Bumi Aksara,2009), p.254

4. Finding out the mean score would use the following formula:

$$\bar{x} = \frac{\sum x}{n}$$

Note:

\bar{x} = mean score

Σ = Total score

n = The total of number students³³

After looking for the average value of the students, the researcher then looked for the standard deviation.

5. Determine the standard deviation

Determine the standard deviation using the following formula.

$$SD = \sqrt{\frac{\sum x^2 - \frac{(\sum x)^2}{n-1}}{n-1}}$$

Note:

SD = Standard Deviation

$\sum x^2$ = The sum of Score

$(\sum x)^2$ = The square of the sum of the score

n = The total number of the object³⁴

Meanwhile, a T-test was used to examine the variations in learning outcomes between the pre-test and post-test using the following formula:

³³ Gay L. R., Geoffery E. Mills, and Peter W. Airasian, *Educational Research; Competencies for Analysis and Applications 10th ed* (United States of America: Pearson Education, 2012), p.323.

³⁴Sukardi, *Metodologi Penelitian Pendidikan* (Jakarta: PT Bumi Aksara, 2011), p.9

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{n-1}}{n(n-1)}}$$

Note:

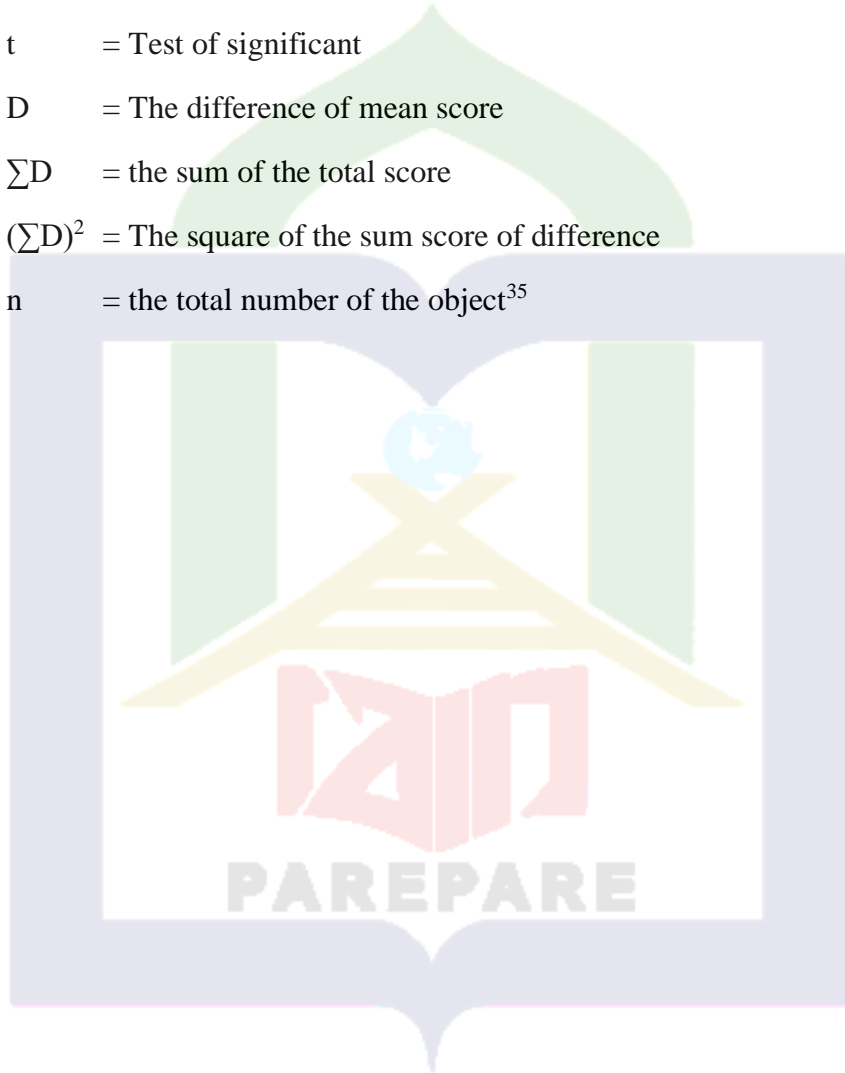
t = Test of significant

D = The difference of mean score

$\sum D$ = the sum of the total score

$(\sum D)^2$ = The square of the sum score of difference

n = the total number of the object³⁵



³⁵Gay. L. R., Educational Research: *Competencies for Analysis and Application* (Eight Edition, 2006), p/297-298.

CHAPTER IV

FINDING AND DISCUSSIONS

There are two sections to this chapter: discovery research and research discussion. The outcomes of the test's data collection are described in the findings, and they may be covered in more detail in the sections below.

A. Findings

This study's findings included classifying the pre-and post-tests given to the students. Finding solutions to research questions is the aim. Pre- and post-tests were conducted by the researchers. Pre-tests and post-tests were used to evaluate the students' reading comprehension abilities before and after treatment. A written test is used for both the pre-test and the post-test, which are given in the first and last sections, respectively.

1. The Students' Score Pre-test

Before beginning treatment with the Question Answer Relationship (QAR) strategy, the researcher offered the students a pre-test to ascertain their level of reading comprehension. It was conducted on Thursday, September 1st, 2022. A test is given to the students. Based on the findings of the students' pre-test, the researcher is aware of reading comprehension scores, before being given treatment through the Question Answer Relationship (QAR) strategy which is analyzed and produces information as shown in the table below:

Tabel 4.1 The students' score of pre-test

No.	Students	Number of Correct Answer	Score of Pre-test
1.	AAE	14	70
2.	AS	12	60
3.	AMM	12	60
4.	AN	14	70
5.	AR	9	45
6.	FL	14	70

7.	FY	10	50
8.	MIS	12	60
9.	MJ	15	75
10.	MAAS	10	50
11.	MA	8	40
12.	MA	11	55
13.	MA	15	75
14.	MF	6	30
15.	MR	10	50
16.	MA	12	60
17.	MSS	10	50
18.	NA	13	65
19.	NHH	15	75
20.	NA	13	65
21.	NA	11	55
22.	RK	5	25
23.	RN	11	55
24.	RR	13	65
25.	SS	8	40
26.	TK	7	35
27.	YD	15	75

The results in Table 4.1 above show that the reading comprehension assessment was conducted using a multiple-choice, subjective test with a total of 20 questions. The accurate response to each question receives a 1 while the untrue response receives a 0. As a result, 0 points is the lowest score and 20 points are the most. 27 college students responded to the QAR strategy. According to past scoring results, the greatest score is 75 and the lowest is 25. Below are the calculated findings.

Table 4.2 The Percentage of Pre-test classification

Classification	Score	Frequency	Percentage
Excellent	86-100	-	-

Good	71-85	4	14.81%
Fair	56-70	10	37.04%
Poor	41-55	8	29.63%
Very Poor	0-40	5	18.52%

Table 4.2 Shows the percentage of pre-tested classifications. According to the table above, no students received an excellent classification on the pre-test, while 4 (14.81%) received a good classification and 10 (37.04%) received a fair classification. 5 (18.52%) students received a very poor classification, while 8 (29.63%) students received a poor classification. It means that in VIII.1 of UPT SMP Negeri 1 Lembang students', the reading ability of the students is still very low as most of them got fair score.

Once the researcher knew the percentage of pretest classifications, he calculated the pretest mean and standard deviation. The results for the table below shows the mean and standard deviation:

Tabel 4.3 The Mean Score and Standard Deviation of Pre-test

Test	Mean Score	Standard Deviation (SD)
Pre-test	56.48	14.13

Table 4.3 Shows the mean score and the standard deviation of pre-test. The pre-test mean score was 56.48, and the standard deviation was 14.13, as shown in the table. The student's reading comprehension ability come into the "fair" category, as can be shown.

2. The students' score in post-test

To assess the students' reading comprehension abilities after applying the question-answer relationship (QAR) strategy, the researcher also gave a post-test.

Table 4.4 The students' score of post-test

No.	Students	Number of Correct Answer	Score of Post-test
1.	AAE	16	80
2.	AS	15	75
3.	AMM	15	75
4.	AN	16	80
5.	AR	13	65
6.	FL	16	80
7.	FY	15	75
8.	MIS	15	75
9.	MJ	18	90
10.	MAAS	14	70
11.	MA	12	60
12.	MA	15	75
13.	MA	19	95
14.	MF	10	50
15.	MR	14	70
16.	MA	15	75
17.	MSS	14	70
18.	NA	16	80
19.	NHH	19	95
20.	NA	16	80
21.	NA	15	75
22.	RK	8	40
23.	RN	15	75
24.	RR	16	80
25.	SS	12	60
26.	TK	11	55
27.	YD	17	85

The reading comprehension assessment data was created utilizing the tool of a subjective exam (multiple choice), with a total of 20 questions, as can be seen

from the data post-test in Table 4.1 above. The accurate response to each question receives a 1 while the untrue response receives a 0. There were 27 college students who responded to the QAR strategy. Based on past performance, the greatest score was 95 points, while the lowest was 40 points. Below are the calculated findings.

Tabel 4.5 The percentage of post-test classification

Classification	Score	Frequency	Percentage
Excellent	86-100	3	11.11%
Good	71-85	15	55.56%
Fair	56-70	6	22.22%
Poor	41-55	2	7.41%
Very Poor	0-40	1	3.70%

Table 4.5 shows the percentage of post-test classifications. According to the table above, 3 (11.11%) of the students received excellent classification on the pre-test, while 15 (55.56%) received good classification. 6 (22.22%) of the students received a fair classification, 2 (7.41%) received a poor classification, and 1 (3.70%) received a very poor classification. It means that through using the Question Answer Relationship (QAR) strategy, the students' reading comprehension improved. It showed that students' post-test results had improved. To determine whether there was a substantial difference in the students' abilities before and after the process using the Question Answer Relationship (QAR) Strategy, the researcher analyzed the data of the students' scores on the post-test.

Once the percentage of post-test classifications was known to the researcher, he calculated the pretest mean and standard deviation. The table below shows the results for the mean and standard deviation:

Table 4.6 The mean score and standard deviation of post-test

Test	Mean Score	Standard Deviation (SD)
Post-test	73.52	12.54

Table 4.6, the mean score and standard deviation are shown. Based on the table, the post-test mean score was 73.52, and the standard deviation was 12.54. It is apparent that the students' reading comprehension ability came into the "good category."

3. Hypothesis testing

The significance level (α) is 0.05 and $df=26$, and the t-table value is 1.706 while the t-test value is 22.21. It can be concluded that the t-test value is greater than the t-table ($22.21 \geq 1.706$). Thus, it means that students' reading comprehension is significantly better after receiving the treatment. So, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. It has been found that there was improvement of students' reading comprehension by using Question Answer Relationships (QAR).

4. The test of significant

The value of test significant can be seen in the following table:

Table 4.7 The test of significant

T-test	T-table
22.21	1.706

Table 4.7 shows the test significant. The table illustrated that the T-test was greater than T-table. It means that there was a significant difference between the result of students' in pre-test and post-test.

B. Discussion

The purpose of this research was to investigate The implementation of Question Answer Relationship (QAR) in improving reading comprehension of the students' at the eight UPT SMP Negeri 1 Lembang, Kab. Pinrang . This chapter will present the result of research questions as follows:

According to the findings of the first study, students who were taught using QAR strategies had better reading comprehension abilities than those who were taught using conventional techniques. Good teaching strategies affect students' understanding of the material, and good teaching strategies make the material easier for students to comprehend, which in turn makes the material more interesting, and easier to learn and understand. It has been pointed out that QAR strategies are more effective than conventional techniques in improving students' reading comprehension. There have been various earlier theories that have supported this technique. The researchers relate the results of their investigation to these theories in the Discussion section. Students can consider and discuss knowledge sources to answer questions using the QAR strategy theory. Raphael created the QAR technique to comprehend the relationship between responses and questions by analyzing the types of questions asked.³⁶ This is based to

³⁶ Arsyad, R., Amin, FH, & Nawir, N. (2022). The Use of Question Answer Relationship (Qar) Strategy to Improve Students' Reading Comprehension Ability in Class XI MAS Muhammadiyah Jauhpendang Kab. Wajo, South Sulawesi. *Journal of Thinking and Learning Development* , 4 (2), 231–238. <http://ejournal-jp3.com/index.php/Education/article/view/282>

research that show the benefit of using QAR strategies to students' learning, particularly their reading comprehension. The researchers found that the QAR strategies students performed improved their learning comprehension in reading comprehension. Students became strategic readers when they read the text to answer questions. They also collaborate with friends, share information, and get ideas or opinions on the topic from other students.

Using QAR strategies can help students understand the importance of analyzing equally the material in the text and the information from their prior knowledge.³⁷ The results of the tests show that the students used information from the book with their prior knowledge to provide the correct answer. Because of this, the second theory is an effective reading comprehension teaching strategy. It is also shown that the establishment of this paper proves three advantages. Students understand texts well; they can understand invaluable responses from verbatim basic knowledge to start conversations, and continually consult their knowledge base as they learn new material as they read.³⁸

The QAR strategy uses three phases, namely: Predict, Clarify, and Challenge. Prediction means the ability to predict what a subject will read. Clarification is the ability to clarify difficulties encountered when reading a text. Questioning is the ability to relate a question to a text. In the first stage, finding the point from the story is not easy because students must be able to create connections between new information obtained in the text and their previous

³⁷Kinniburgh, L. H & Prew, S. S. (2010). Question Answer Relationships (QAR) in International Journal of Early Childhood Special Education (INT-JECSE), Lkinniburgh@usouthal.edu

³⁸ Raphael, T. E., & Au, K. H. (2005). QAR: Enhancing comprehension and test taking across grades and content areas. *The Reading Teaching*, 59(3), pp. 206—221. Retrieved from , <http://schochsite.pbworks>.

knowledge or make predictions about what the author will cover next. The second step involves, students try to categorize the story based on the pictures to find the difficulty, and in the final stage, students ask questions based on clue words and answer questions based on the story. Therefore, the strategy can help them solve reading comprehension problems by themselves through the three stages of the QAR strategy.

When learning using conventional technique, students only read the text given by the teacher and discuss the readings in small groups. There may be an overlap in the learning process because each student's position in the group is not clearly defined. They only give their ideas and related ideas, so they can't find the content of the text. As a result, the majority of them did not actively engage in the conversation. The teacher assists the students in understanding the text if they are unable to talk effectively, gather the same notion to summarize, have a hazy thought, and are unable to find a solution. Therefore, they need the guidance of teachers in the teaching process. This characteristic makes it harder for students to understand the text's substance.

In addition, this study's findings corroborate those of a significant amount of earlier research on the subject. The finding of the current study is consistent with those of Subekti (2017); her finding indicated that there was the application of the Question Answer Relationship (QAR) strategy can improve the reading comprehension skills. The earlier research has demonstrated that the QAR strategy has beneficial effects on students' reading comprehension and QAR strategy could offer reading benefits to students.

Next, some experts talked about the benefits of using the question-answer relationship (QAR) strategy: 1) It motivates students to read more adeptly and strategically; 2) It can assist students in coming up with insightful queries as they read and respond to the content; 3) Teachers employ QAR to monitor and assist students' learning as well as to encourage higher-order thinking in their charges.³⁹

The QAR strategy aids in text comprehension for students. Students benefit from having more to think about than just the content they are reading. It encourages them to use their creativity and collaborate with others while testing their ability to think critically.⁴⁰ The results of this study thereby paved the way for the admission of the following beliefs: Students frequently require assistance to monitor and review their comprehension, and reading comprehension methods serve as means or approaches for facilitating and extending comprehension. Asking students questions about the reviews they are reading from, whether this occurs before, during, or after reading, is a reading comprehension practice that has a long history or is more personal.⁴¹

It can be concluded that The results of the research study's first research question strongly supported what was previously stated theory and previous study claimed. When they apply this strategy, they can comprehend the reading comprehension material faster. With the stages of QAR strategy, It can help make

³⁹ Raphael, T. E., & Au, K. H. (2005). QAR: Enhancing comprehension and test taking across grades and content areas. *The Reading Teaching*, 59(3), pp. 206—221. Retrieved from , <http://schochsite.pbworks>.

⁴⁰ Zygouris-Coe, V., & Glass, C. (2004). Modified QAR, reciprocal teaching predicting, and questioning. Retrieved from <http://forpd.unf.edu./strategies/stratqar.html>

⁴¹ Duke, N., & Pearson, P. D. (2002). Effective strategies for developing reading comprehension. Retrieved from, <https://www.researchgate.net>

it easier for them to absorb the material and figure out how to respond to the question.

In additionally, The QAR Strategy might promote students' comprehension of what they read. Operationally, reading comprehension was assessed using a multiple-choice test that was objective; students had to respond to the questions based on their level of understanding. Additionally, the strategy gives students the freedom to respond to the text's information and content based on what they have read. Moreover, it boosts the students' self-assurance as they express their opinions on the story. On the other hand, the QAR strategy arranges to learn so that students can explore their ideas and improve a variety of skills. It is suitable for a better individual. The implementation of this strategy encourages and supports students as they read and respond to the events of the story. The students can easily find and share a wide variety of ideas. The QAR strategy is suitable for teaching reading, it could be said in the end.

There were 108 students in the eighth grade at UPT SMP Negeri 1 Lembang for the study, out of which the researcher selected 27 as the sample. The test is a technique of data analysis. Using a cluster random sampling technique, the researcher collected data one month before and after giving the treatment.

The researcher calculated the mean scores students indicated from two tests, namely the pre-test and post-test, to determine the progress of the students' reading comprehension using the Question Answer Relationship (QAR) strategy. Before treatment, the pre-test means the score was 56,48, while the post-test mean score was 73,33.

According to the test results, no student received an excellent classification, 4 (14.81%) received a good classification, and 10 (37.04%) received a fair classification based on the information supplied in the classification table based on the pre-test. 5 (18.52%) students received a very poor classification, while 8 (29.63%) students received a poor classification. While 15 (55.56%) students received a good classification on the post-test, 3 (11.11%) students received an excellent classification. 6 (22.22%) of the students received a fair classification, 2 (7.41%) received a poor classification, and 1 (3.70%) received a very poor classification. This indicates that following treatment, students' reading comprehension skills improved.

In addition, to know what was the hypothesis received between null hypothesis (H_0), and alternative hypothesis (H_a), The researcher used t-test to know calculatig result showed that on the t-test value 22,21 was greater than t-table value 1,706 ($22,21 \geq 1,706$) with degree freedom (df) 26. It can be concluded that the using Question Answer Relationship (QAR) strategy was able to improve students' reading comprehension at the eight grade of SMP Negeri 1 Lembang.

CHAPTER V

CONCLUSSION AND SUGGESTION

Conclusion and suggestion are the two components of this chapter's presentation.

A. Conclusion

Based on the data results of the study and the explanation of the findings in the previous chapters, the researcher came to the following summary:

1. Based on the data analysis, the results of the questions raised in the previous chapter are drawn. Eighth graders improved their reading comprehension on UPT SMP Negeri 1 Lembang by using Question Answer Relationship (QAR) strategies. It can be seen that the mean and standard deviation of the post-test is 73.33 and the mean and standard deviation is 12.54, while the mean and standard deviation of the pre-test is 56.48 and the standard deviation is 14.13. Students' reading comprehension improved significantly, with a t-test (22.21) higher than the t-table value (1,706). This means that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted.

B. Suggestion

Based on the findings and analysis in the preceding chapter, the idea can be summed up as follows:

1. According to the researchers, "Question and Answer Relationship (QAR) strategies should be used in reading comprehension instruction, giving students the chance to improve their reading comprehension and critical thinking abilities.
2. In teaching English, teachers should employ all available techniques, abilities, and strategies, with a focus on improving students' reading comprehension. The use of question-answer relationship (QAR) strategies is

another strategy for improving students' reading comprehension in this situation.

3. The researcher advises others that before accepting the title Skripsi if you have previous knowledge of your subject, you'd better continue your research as it will affect students' interest in the learning process.



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APPENDICES



Appendix 1: Appointment letter of supervisor



PEMERINTAH KABUPATEN PINRANG
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU
PINTU UNIT PELAYANAN TERPADU SATU PINTU
Jl. Jend. Sukawati Nomor 40. Telp/Fax : (0421)921695 Pinrang 91212

KEPUTUSAN KEPALA DINAS PENANAMAN MODAL
DAN PELAYANAN TERPADU SATU PINTU KABUPATEN PINRANG
Nomor : 503/0012/PENELITIAN/DPMPTSP/09/2022

Tentang

REKOMENDASI PENELITIAN

Memimbang : bahwa berdasarkan penelitian terhadap permohonan yang diterima tanggal 23-08-2022 atas nama N A P A U R B A , dianggap telah memenuhi syarat-syarat yang diperlukan sehingga dapat diberikan Rekomendasi Penelitian

- Mengingat :
1. Undang - Undang Nomor 29 Tahun 1959;
 2. Undang - Undang Nomor 18 Tahun 2002;
 3. Undang - Undang Nomor 25 Tahun 2007;
 4. Undang - Undang Nomor 25 Tahun 2009;
 5. Undang - Undang Nomor 23 Tahun 2014;
 6. Peraturan Presiden RI Nomor 97 Tahun 2014;
 7. Peraturan Menteri Dalam Negeri Nomor 64 Tahun 2011 sebagaimana telah diubah dengan Peraturan Menteri Dalam Negeri Nomor 7 Tahun 2014;
 8. Peraturan Bupati Pinrang Nomor 48 Tahun 2016, dan
 9. Peraturan Bupati Pinrang Nomor 38 Tahun 2019.
- Memperhatikan :
1. Rekomendasi Tim Teknis PTSP : 0012/RT.Teknis/DPMPTSP/08/2022, Tanggal : 01-09-2022
 2. Berita Acara Pemeriksaan (BAP) Nomor : 0012/BAP/PENELITIAN/DPMPTSP/08/2022, Tanggal : 01-09-2022

M E M U T U S K A N

- Menetapkan KESATU :
- Memberikan Rekomendasi Penelitian kepada :
- | | |
|------------------------------|---|
| 1. Nama Lembaga | INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE |
| 2. Alamat Lembaga | JL. AMAL HAKI NO. 8 SREANSI, PAREPARE |
| 3. Nama Peneliti | N A P A U R B A |
| 4. Judul Penelitian | THE IMPLEMENTATION OF QUESTION ANSWER RELATIONSHIP (QAR) STRATEGY IN IMPROVING READING COMPREHENSION OF THE STUDENT AT THE EIGHTH GRADE OF SMP NEGERI 1 LEMBIANG KAB. PINRANG |
| 5. Jangka waktu Penelitian | 1 Bulan |
| 6. Sasaran/target Penelitian | SISWA KELAS VII SEMESTER I LEMBIANG |
| 7. Lokasi Penelitian | Kecamatan Lembiang |
- KEDUA :
- Rekomendasi Penelitian ini berlaku selama 6 (enam) bulan atau paling lambat tanggal 01-03-2023.
- KETIGA :
- Peneliti wajib mematuhi dan melakukan ketentuan dalam Rekomendasi Penelitian ini serta wajib memberikan laporan hasil penelitian kepada Pemerintah Kabupaten Pinrang melalui Unit PTSP selambat-lambatnya 6 (enam) bulan setelah penelitian dilaksanakan.
- KEEMPAT :
- Keputusan ini mulai berlaku pada tanggal ditetapkan, apabila dikemudian hari terdapat keketiruan, dan akan diadakan pembenahan sebagaimana mestinya.

Ditetapkan di Pinrang
Pada Tanggal 01 September 2022

Kepala Dinas Penanaman Modal dan PTSP



ANDI MIRANI, AP., M.Si
Pangkat Pembina Utama Muda / IV.c
NIP. 197406031993112001

Appendix 2: Recommendation Letter from The Fakultas Tarbiyah to conduct field



KEMENTERIAN AGAMA REPUBLIK INDONESIA
 INSTITUT AGAMA ISLAM NEGERI PAREPARE
 FAKULTAS TARBİYAH

Alamat : Jl. Azzahra No. 08 Serang Parepare 91132 telp: (04121) 21977 Fax 24164
 PO Box 909 Parepare 91109 website: www.iaingp.ac.id, email: info@iaingp.ac.id

Nomor : B.3007/In.39.5.1/PP.00.9/08/2022

Lampiran : 1 Bundel Proposal Penelitian

H a l : Permohonan Rekomendasi Izin Penelitian

Yth. Bupati Pinrang

C.q. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
 di,-

Kab. Pinrang

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : Napa Urba
 Tempat/ Tgl. Lahir : Buttu Tanre, 03 September 1999
 NIM : 18.1300.055
 Fakultas/ Program Studi : Tarbiyah / Pendidikan Bahasa Inggris
 Semester : VIII (Delapan)
 Alamat : Tadokkong, Kec. Lembang, Kab. Pinrang

Bermaksud akan mengadakan penelitian di wilayah Kab. Pinrang dalam rangka penyusunan skripsi yang berjudul "The Implementation Of Question Answer Relationship (QAR) Strategy In Improving Reading Comprehension Of The Student At The Eight Grade Of SMP Negeri 1 Lembang Kab. Pinrang". Pelaksanaan penelitian ini direncanakan pada bulan Agustus sampai bulan September Tahun 2022.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Parepare, 16 Agustus 2022



Tembusan :

- 1 Rektor IAIN Parepare
- 2 Dekan Fakultas Tarbiyah

Appendix 3 : Confirmation Letter from UPT SMP Negeri 1 Lembang



**PEMERINTAH KABUPATEN PINRANG
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPT SMP NEGERI 1 LEMBANG**

Alamat : Jl. Poros Pinrang Polman KM 37 Tuppu Kode Pos 91254 Tlp. (0421) 911107

SURAT KETERANGAN MENELITI

Nomor : 421/ 131 /UPT SMP.1/LB/2022

Yang bertanda tangan dibawah ini :

Nama : Burhan., S.Pd., M.Si
NIP. : 19721231 199512 1 002
Pangkat/Golongan : Pembina Tk.I IV/b
Jabatan : Kepala UPT SMP Negeri 1 Lembang

Menerangkan bahwa :

Nama : Napa Urba
NIM : 18.1300.055
Program Studi : S1 Pendidikan Bahasa Inggris
Judul : "THE IMPLEMENTATION OF QUESTION ANSWER RELANTIONSHIP (QAR) STRATEGY IN IMPROVING READING COMPRENHENSION OF THE STUDENT AT THE EIGHT GRADE OF UPT SMP NEGERI 1 LEMBANG KAB. PINRANG"

Benar akan melakukan Penelitian di UPT SMP Negeri 1 Lembang Kabupaten Pinrang pada bulan 20 September 2022.

Demikian Surat Keterangan ini dibuat untuk dipergunakan sebagaimana mestinya

Tuppu, 20 September 2022

Kepala UPT SMP Negeri 1 Lembang



Burhan., S.Pd., M.Si
NIP. 19721231 199512 1 002

Appendix 4: Instrument of Research

Instrument of Pre-Test

Name :

Class :

Read the following text to answer questions number 1 to 4.**The Wolf and the Goat**

A wolf saw a goat grazing at the edge of a high cliff. The wolf smacked his lips at the thought of a fine goat dinner.

“My dear friend,” said the wolf in his sweetest voice, “aren’t you afraid you will fall down from that cliff? Come down here and graze on this fine grass beside me on safe, level ground.”

“No, thank you,” said the goat.

“Well then,” said the wolf, “aren’t you cold up there in the wind? You would be warmer grazing down here beside me in this sheltered area.”

“No, Thank you,” said the goat.

“But the grass tastes better down here!” said the exasperated wolf, “Why dine alone?”

“My dear wolf,” the goat finally said, “are you quite sure that it is my dinner you are worrying about and not your own?”

1. What did the wolf ask when he saw the goat grazing at the edge of a high cliff?

a. To be his friend	c. To climb up higher
b. To graze on the level ground	d. To be his dinner

2. “Aren’t you cold up there in the wind?” The word “there” refers to...

a. A high cliff	c. Grass
b. Sheltered area	d. Ground

3. What can we learn from the story above

a. Don’t look down to other creatures	b. Don’t easily believe in well behaved creature
---------------------------------------	--

- c. Don't judge others by their appearance
- d. Don't easily beat other creatures

4. From the story, we know...
- a. The goat was very hungry
 - b. The wolf was a helpful animal
 - c. The wolf was eager to eat the goat
 - d. The wolf was going to fight with the wolf

Read the following text to answer questions number 5 to 10.

The Story of the Smart Parrot

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it. It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano.

The man tried to teach the parrot to say Catano. But the bird would not say the word. At first, the man was very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Sat CATano, or I will kill you!" but the parrot would not say it. Then the man got to so angry that the shouted over and over, "Say Catano, or I'll kill you!" but the bird wouldn't talk.

One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. "You are more stupid than the chickens. Soon I will eat them, and I will eat you, too."

In the chicken house, there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left. The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw!

He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "Say Catano, or I'll kill you!"

(sumber: detik-detik UN bahasa Inggris; 2005/2006; Intan Pariwara)

5. Where does the story take place?
- a. London
 - b. Puerto Rico
 - c. Jakarta
 - d. Buenos Aires

6. What is the word that the parrot cannot say?
- a. Catano
 - b. Tacano
 - c. Canato
 - d. Nacato
7. How often did the owner teach the bird how to say the word?
- a. Always
 - b. Everyday
 - c. Many times
 - d. Every second
8. It is most likely that...
- a. The bird killed the three chickens
 - b. The three chickens killed the bird
 - c. The bird played with the chicken
 - d. The bird killed one of the three chickens
9. What is the story about?
- a. A parrot and a cat
 - b. A parrot and a chicken
 - c. A parrot and the owner
 - d. A parrot, the owner, and chickens
10. "It was very, very smart"
- The underlined word refers to....
- a. The man
 - b. The bird
 - c. The chicken
 - d. Puerto Rico

Read the following text to answer questions number 11 to 14.

There was a girl named Pina who lived on a fruit plantation with her mother. When her mother worked night and day, little Pina spend all her time playing with her friends. When her mother asked her to do something, she would always reply that she couldn't find things, even if it was laying night in front of her eyes.

One day, her mother fell ill and couldn't even get up to cook some food. So, she asked Pina to cook some rice. However, Pina being her lazy self, said "I can't find the pot. So where should I put the rice?" Her mother told her where the pot was. Then she said, "Where is the ladle, how am I going to cook without a ladle?" Again her sick mother had to tell her the exact location. Pina

did the same with salt, rice and water! Enraged by Pina's behavior, her mother curse "May you grow a thousand eyes" and went back to sleep.

When she woke up, she could not find her daughter. She searched and searched and so did every single person on plantation. When Pina's mother saw the fruit, she was immediately reminded of Pina's beautiful brown eyes and thus, the fruit with a thousand eyes was named "Pina", meaning Pineapple in Tagalog.

<https://www.itapuih.com/2017/04/latihan-soal-un-bahasa-inggris-smp2014.html>

11. The best title for the text is.....
 - a. The fruit with thousands of eyes
 - b. A lazy girls in planation
 - c. The origin of pineapple
 - d. A missing girls
12. What happened to the mother when she realized Pina had gone?
 - a. She searched for her
 - b. She cursed her
 - c. She fell a sleep
 - d. She got sick
13. What is the main idea of paragraph two?
 - a. Pine's mother was so angry that she curse her daughter
 - b. Pina was too lazy to cook her own food
 - c. Pine's mother was terribly ill
 - d. Pina was a really bad cook
14. What can we learn from the story
 - a. Don't be lazy
 - b. Don't spend your time for playing
 - c. Don't angry to your child
 - d. Respect and obey your mother

Read the following text to answer questions number 15 to 17.

A Milkmaid had been in the meadow to milk her cows. Now she was returning home with a pail of milk on her hand.

She thought, "I will make cream and butter out of this milk. Then after selling them, I will buy eggs. And when they hatch, I shall have a good poultry farm".

She further thought, "I shall sell some of my chickens and buy a fine dress. Seeing it on my body at the party, all the boys will admire me. But I will turn them away".

She went on daydreaming; she forgot about the pail on her head. She moved her head suddenly and the pail of milk came tumbling down. It was broken and all the milk split. "Dear, dear!" she cried, "I have lost mine all".

15. What did the milk-maid carry on her hand?
- | | |
|----------------|-------------------|
| a. Some cream | c. A pail of milk |
| b. Some butter | d. A pail of eggs |
16. What does the text tell us about?
- | | |
|-------------------|-----------------------------|
| a. Spilt milk | c. A hardworking girl |
| b. A pail of milk | d. A day dreaming milk-maid |
17. What can we learn from the story above?
- | | |
|----------------------------------|--|
| a. Don't cry over the spilt milk | c. Don't dream when you sleep |
| b. Don't cry before you are hurt | d. Don't count your chickens before they are hatched |

Read the following text to answer questions number 18 to 20.

The Ant and the Dove

One hot day, an ant was searching for some water. After walking around for some time, she came to a spring. To reach the spring she had to climb up a blade of grass. While making her way up, she slipped and fell into the water.

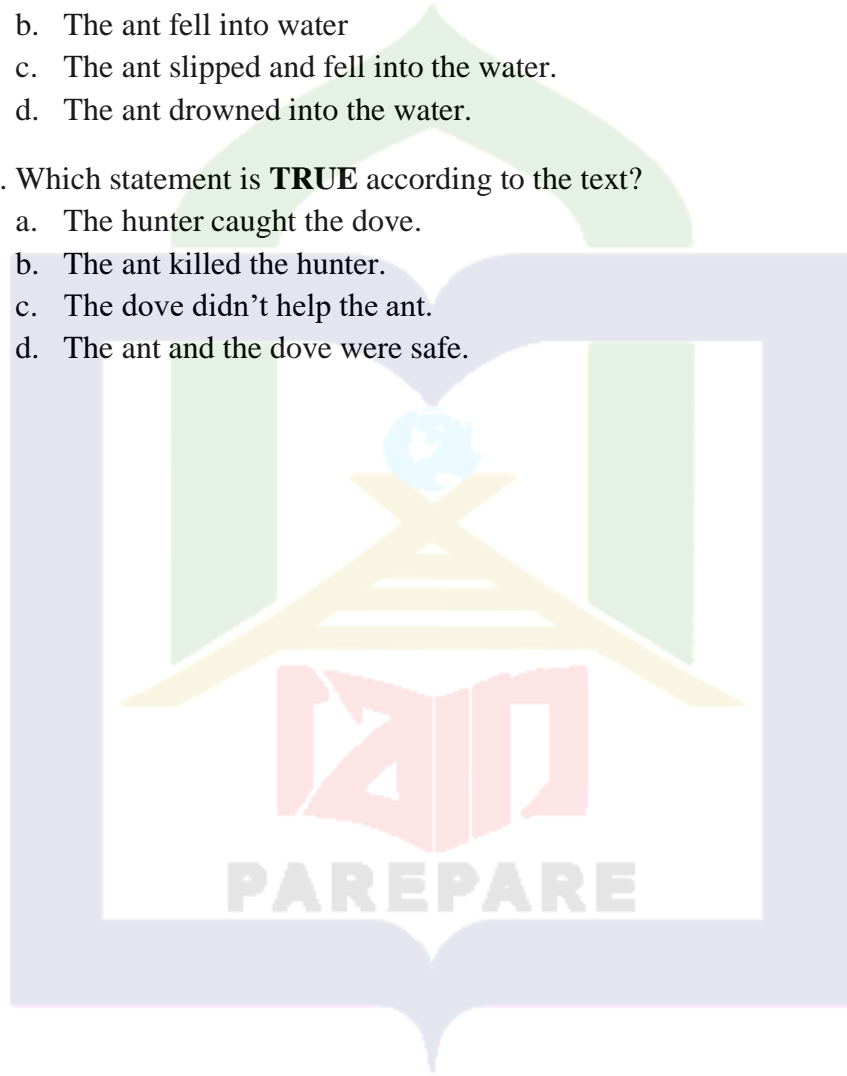
She could have drowned if a dove up a nearby tree had not helped her. Seeing that ant was in trouble, the dove quickly plucked a leaf and dropped it into the water near the struggling ant. The ant moved towards the leaf and climbed up there. Soon, it carried her safely to dry ground.

Just as that time, a hunter nearby was throwing out his net towards the dove, hoping to trap it. Guessing what he was about to do, the ant quickly bit him on the heel. Feeling the pain, the hunter dropped his net. Quickly, the dove fled away to safety.

(Source: Practise Your English Competense 2)

18. Who are the characters of the story above?

- a. The ant.
 - b. The ant and the dove.
 - c. The ant,the dove,and the hunter.
 - d. The hunter and the ant.
19. What happened when the ant was making its way up?
- a. The ant slipped from the grass.
 - b. The ant fell into water
 - c. The ant slipped and fell into the water.
 - d. The ant drowned into the water.
20. Which statement is **TRUE** according to the text?
- a. The hunter caught the dove.
 - b. The ant killed the hunter.
 - c. The dove didn't help the ant.
 - d. The ant and the dove were safe.



Instrument of Post-Test

Name :

Class :

Read the following text to answer questions number 1 to 4

The Rats And The Elephants

Once upon a time there live a group of mice under a tree in peace. However, a group of elephants crossing the jungle unknowingly destroyed the homes of all the rats. Many of them were even crushed to death.

Then taking of rats decided to approach the elephant's chief and request him to guide his herd through another route. On hearing the sad story, the elephant's king apologized and agreed to take another route. And so the lives of the rats were saved.

One day elephant-hunters came to the jungle and trapped a group of elephants in huge nets. Then the elephant king suddenly remembered the king of the rats. He summoned on the elephants of his herd, which had not been trapped, to go seek help from the king and told him about the trapped elephants.

The rat's king immediately took his entire group of rats and they cut open the nets which had trapped the elephant's herd. The elephant herd was totally set free. They danced with joy and thank the rats.

1. What type of text is the above? It is...
 - a. a narrative text
 - b. a recount text
 - c. a description text
 - d. an anecdote text
2. What destroyed the homes of all rats?

- a. a group of mice did
 - b. the hunter did
 - c. elephant's herd
 - d. a group of elephant did
3. What helped the elephant's herd free?
- a. entire group of rats did
 - b. the elephants-hunter did
 - c. the hunters did
 - d. a group of king did
4. What is generic structure of "once upon a time there lived a group of mice under a tree in peace"?
- a. Identification
 - b. Orientation
 - c. Complication
 - d. Resolution

Read the following text to answer questions number 5 to 8.

An ant nimbly running in search of food came across a chrysalis that was close its time to change. The chrysalis moved and this attracted the attention of the ant who for the first time realized that it was a living thing. "Poor, pitiful animal!" cried the ant disdainfully "what a sad fate is yours! While I can run with my pleasure, you lie imprisoned here in your shell". The chrysalis heard all this, but did not try to make any reply.

After a few days, when the ant passed that way again, nothing but the shell remained. Wondering what had happened to its content, he felt himself suddenly shaded and fanned by the gorgeous wings of a beautiful butterfly. "Behold in me,"

said the butterfly, "your much pitied friend!". So the butterfly rose in the air and lost in the summer breeze.

5. What is the main idea of the first paragraph?
 - a. Chrysalis is an animal
 - b. The chrysalis lie imprisoned
 - c. The ant was feeling sorry for the chrysalis
 - d. The ant goes around to have fun
6. The text generally tells us about...
 - a. The adventure of an ant
 - b. The ant and the chrysalis
 - c. The changing of the chrysalis
 - d. The regret of the ant
7. "Poor, pitiful animal!" The underline word refers to...
 - a. The ant
 - b. The chrysalis
 - c. The butterfly
 - d. The ant and chrysalis
8. From the text we can learn that...
 - a. We have to be arrogant to other
 - b. Freedom is everything in life
 - c. We have to take revenge
 - d. The appearance may be deceptive

Read the following text to answer questions number 9 to 12

Three large fish lived very happily in a pond which few people ever passed.

One day two menn who were passing by the pond was the fish. One of them said, "Let us hurry home and get our nets. Those fish are too fine to lose."

The three fish were very much frightened. The first one thought a moment, then swam through the outlet of the pond into the river.

When the men came back with their nets, there were only two fish to be seen.

The found the outlet of the pond and made a dam across it.

The second fish now began to think. It came to the top of the water and floated on its back. One of men picked it up in his net, but it seemed dead, so he threw it back into the water.

The fish that never thought sank to the bottom of the pond and was easily caught.

9. What is the main idea of paragraph five?
 - a. A man picked the second fish.
 - b. The second fish could finally save itself.
 - c. The second fish pretended of being dead.
 - d. A man threw the second fish back to the pond.
10. What was the main problem of the story?
 - a. The fish could not escape from the men.
 - b. Two men was going to catch the three fish.
 - c. The third fist didn't think about how to save itself.
 - d. The fish looked for ways to escape themselves from the men.
11. How could you describe the first fish?
 - a. Smart
 - b. Honest
 - c. Patient
 - d. Humble
12. From the test we can learn that
 - a. a good man is hard to find
 - b. two heads are better than one

- c. no one succeeds without efforts
- d. a good beginning makes a good ending

Read the following text to answer questions number 13 to 16

A wealthy businessman worried about his son's bad habits, so he sought counsel from a wise, old man. The old man met the man's son and took him out for a stroll. They walked into the woods, and the old man showed the boy a small sapling and asked him to pull it out. The boy did so with ease, and they walked on. The old man then asked the boy to pull out a small plant. The boy did that too, with a little effort. As they walked, the old man asked the boy to pull out the bush, which he did. The next was a small tree, which the child had to struggle a lot to pull out. Finally, the old man showed him a bigger tree and asked the child to pull it out. The child failed to pull it out even after trying several times, in different ways. The old man looked at the boy, smiled and said, "So is the case with habits, good or bad".

13. The businessman worried about his son because he ...
- a. was spoiled
 - b. was unlucky
 - c. behaved badly
 - d. disobeyed his parents
14. Why do you think the boy failed to pull out a bigger tree?
- a. It was a big challenge.
 - b. He had done his best.
 - c. The tree roots had settled deeply.
 - d. The tree had a thin but strong stem.
15. What can we learn from the story?
- a. It is best to do everything with great efforts.

- b. it is hard to get rid of permanent bad habits.
- c. There will be many problems in human's life.
- d. Nobody can change our bad habits if we don't change them.

16. "The child failed to pull **it** out ... " (Paragraph 2)

What does the bolded word refer to?

- a. Bushes
- b. A sapling
- c. A small tree
- d. A bigger tree

Read the following text to answer questions number 17 to 20

"Away with you, vile insect!" said a lion angrily to a gnat that was buzzing around his head, but the Gnat was not in the least disturbed.

"do you think." he said spitefully the lion, "that i am afraid of you because they call you king?"

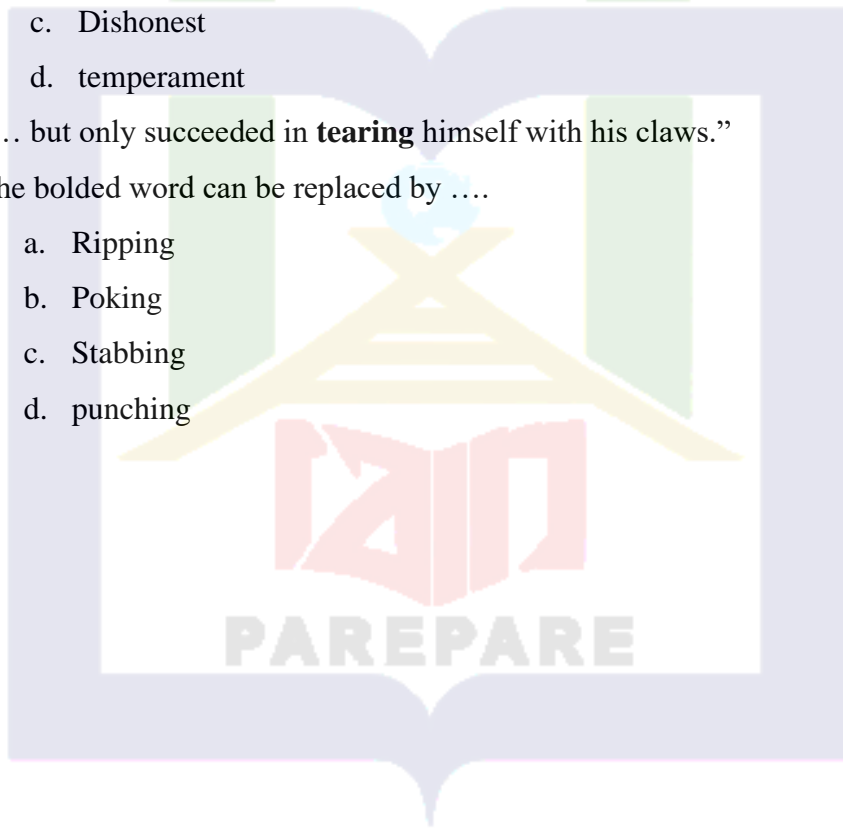
The next instant he flew at the lion and stung him sharply on the nose. Mad with rage, the lion struck fiercely at the Gnat, but only succeeded in tearing himself with his claws. Again and again the Gnat stung the Lion, who now was roaring terribly. At last, worn out with rage and covered with wounds that his own teeth and claws had made, the Lion gave up the fight.

The Gnat buzzed away to tell whose world about his victory, but instead he flew straight into a spider's web. And there, he who had defeated the king of beasts came to miserable end, the prey of a little spider.

17. The text tell us about

- a. a lion which is annoyed by a gnat
- b. confrontation between a lion and a spider
- c. a gnat which loved to sting other animals

- d. a good relationship between a lion and a spider
18. Why did the lion give up hitting the gnat?
- a. The lion only wounded itself
 - b. The gnat stopped stinging the lion
 - c. the lion felt nothing from the sting
 - d. The gnat flew to bother th spider
19. From the text we can learn that one should not be
- a. Cunning
 - b. Arrogant
 - c. Dishonest
 - d. temperament
20. "... but only succeeded in **tearing** himself with his claws."
- The bolded word can be replaced by
- a. Ripping
 - b. Poking
 - c. Stabbing
 - d. punching



ANSWER SHEET

Pre-Test

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

Post-Test

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

Pre-Test

Name : Nur Hafiza Husoni

Class : 8.1

Cross mark (x) on the correct option (A, B, C, and D)!

NO.	A	B	C	D
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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20	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOOD LUCK!

5 S

15 B

Post-Test

Name : MUH Muji

Class : 8.1

Cross mark (x) on the correct option (A, B, C, and D)!

NO.	A	B	C	D
1	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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15	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GOOD LUCK!

Appendix 5 : Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) QUESTION ANSWER
RELATIONSHIP STRATEGY

Nama Sekolah : SMP Negeri 1 Lembang

Mata Pelajaran : English

Kelas/Semester : VIII.1

Alokasi Waktu : 12 x 40 Menit (6 Pertemuan)

Materi : Narrative Text

A. Kompetensi Inti

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

B. Kompetensi Dasar (KD) dan Indikator

Kompetensi Dasar (KD)	Indikator
❖ Menemukan informasi untuk bahan diskusi melalui reading text	<ul style="list-style-type: none"> ❖ Peserta didik mampu memahami isi bacaan melalui kegiatan reading ❖ Peserta didik dapat menemukan informasi sebagai bahan diskusi ❖ Peserta didik dapat mengidentifikasi kalimat fakta dan opini dalam wacana
❖ Menyusun teks interaksi tulis sangat pendek dan sederhana yang melibatkan tindakan	<ul style="list-style-type: none"> ❖ Menjelaskan maksud dari teks yang ada dalam reading text,

memberi dan meminta informasi terkait keharusan, larangan, dan himbauan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	dengan memperhatikan unsur kebahasaan
--	---------------------------------------

C. Tujuan Pembelajaran

Melalui pendekatan pre-experimental dengan menggunakan strategi pembelajaran berupa Question Answer Relationship(QAR) peserta didik dapat mengidentifikasi dan membedakan fungsi sosial, struktur teks dan unsur kebahasaan teks dari narrative text. Serta peserta didik dapat memahami maksud dari text tersebut dan mengungkapkan pendapat, serta menanggapi, dengan memperhatikan unsur kebahasaan dan memiliki perilaku jujur, disiplin, tanggung jawab, peduli, kerja sama, toleran, santun, responsif, dan pro-aktif.

D. Materi Pembelajaran

“Reading Comprehension dimana membaca secara cermat untuk memahami suatu teks tertentu secara tepat dan akurat.”

E. Model Dan Strategi Pembelajaran

Strategy Pembelajaran: Question-Answer and Relationship (QAR) Strategy
Model Pembelajaran: Diskusi kelompok dan pemberian tugas.

F. Alat dan Sumber

1. Alat Pembelajaran : Leptop, papan tulis, spidol, LKS (terlampir), dll..
2. Sumber Belajar : Google, buku pelajaran

G. Kegiatan Pembelajaran

1. Pertemuan Pertama: (2 JP)

Kegiatan Pendahuluan

1. Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran serta pengenalan diri;

CHARACTER BUILDING

2. Memotivasi peserta didik secara kontekstual sesuai dengan manfaat pembelajaran mengenai materi yang akan dipelajari
3. Mengajukan pertanyaan-pertanyaan yang terkait dengan materi yang akan dipelajari

CRITICAL

4. Menjelaskan tujuan pembelajaran, kompetensi, dan karakter yang harus dicapai; dan menyampaikan cakupan materi dan penjelasan uraian kegiatan tentang materi yang akan dipelajari
5. Mempersilahkan peserta didik yang datang terlambat untuk masuk ke kelas dan meminta maaf dengan menggunakan bahasa Inggris.

CHARACTER BUILDING

Kegiatan Inti *Stimulation*

LITERACY

1. Siswa diberikan beberapa soal yaitu soal pre-tes yang berkaitan dengan materi pembelajaran reading comprehension
2. Siswa diminta untuk menjawab pertanyaan tersebut secara individu dengan kemampuan mereka masing masing.

CHARACTER BUILDING

Kegiatan Penutup

1. Siswa mendapat umpan balik mengenai proses pembelajaran: Well, class, you have done a very good job today. Most of you are active. I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something?
 2. Menyimpulkan apa yang dipelajari hari ini
 3. Guru menyampaikan kegiatan apa yang akan dilakukan dipertemuan selanjutnya.
 4. Guru menutup pelajaran
2. Pertemuan Kedua: (2 JP)

Indikator

- ❖ Peserta didik dapat menemukan informasi sebagai bahan diskusi
- ❖ Peserta didik dapat mengidentifikasi kalimat fakta dan opini dalam wacana

Kegiatan Pendahuluan

1. Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran;
2. Guru mengulas singkat materi/kegiatan di pertemuan sebelumnya.
3. Guru menjelaskan tujuan pembelajaran atau kompetensi yang akan dicapai

4. Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan siswa untuk menyelesaikan latihan-latihan dan tugas dalam pembelajaran.

CHARACTER BUILDING

Kegiatan Inti

Stimulation

1. Guru menjelaskan materi yang di pelajari yaitu mengenai pembelajaran reading comprehension dengan menggunakan strategi
2. Siswa mengamati materi yang disampaikan guru didepan kelas.
3. Dengan bimbingan dan arahan guru, siswa mempertanyakan bagaimana penggunaan dari materi yang dijelaskan tersebut.
4. Siswa diberikan text untuk dibaca dan dipahami

Generalization

1. Setiap siswa diminta untuk menjawab pertanyaan dari contoh teks yang dberikan guru.
2. Siswa dan guru berdiskusi untuk mencari jawaban dari teks dengan menggunakan starteji yang telah dijelaskan.

Kegiatan Penutup

1. Siswa dengan bimbingan guru menyimpulkan pembelajaran hari itu.
 2. Guru memberikan umpan balik pembelajaran.
 3. Guru menyampaikan rencana pembelajaran untuk
3. Pertemuan ketiga: (2 JP)

Indikator

- ❖ peserta didik dapat menemukan informasi sebagai bahan diskusi

Kegiatan Pendahuluan

1. Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran;

CHARACTER BUILDING

2. Memotivasi peserta didik secara kontekstual sesuai dengan manfaat pembelajaran mengenai materi dan strategi yang dipelajari
3. Mengajukan pertanyaan-pertanyaan yang terkait dengan materi yang akan dipelajari.

CRITICAL

4. Menjelaskan tujuan pembelajaran, kompetensi, literasi, dan karakter yang harus dicapai; dan menyampaikan cakupan materi dan penjelasan uraian kegiatan tentang teks dan strategi pembelajaran yang dipelajari. dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan
5. Mempersilahkan peserta didik yang datang terlambat untuk masuk ke kelas dan meminta maaf dengan menggunakan bahasa Inggris.

CHARACTER BUILDING

Kegiatan Inti
Stimulation

1. Siswa dibagi dalam beberapa kelompok dan siswa diberi teks reading dan diminta untuk membaca teks dan memahami isi teks tersebut

Kegiatan Penutup

1. Siswa mendapat umpan balik mengenai proses pembelajaran: Well, class, you have done a very good job today. Most of you are active. I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something?
2. Pemberitahuan mengenai kegiatan yang akan dilakukan di pertemuan selanjutnya.

4. Pertemuan keempat: (2 JP)

Indikator

- ❖ . peserta didik dapat mengidentifikasi kalimat fakta dan opini dalam wacana

Kegiatan Pendahuluan

1. Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran;
2. Guru mengulas singkat materi/kegiatan di pertemuan sebelumnya.
3. Guru menjelaskan tujuan pembelajaran atau kompetensi yang akan dicapai
4. Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan siswa untuk menyelesaikan latihan-latihan dan tugas dalam pembelajaran.

CHARACTER BUILDING

Kegiatan Inti

Stimulation

1. Setiap kelompok diminta maju kedepan kelas untuk membahas hasil dari bacaan teks yang sudah dijawab dan dipahami
2. Menyimpulkan apa yang dipelajari hari ini

CREATIVE dan COLLABORATIVE

Generalization

1. Setiap kelompok memberikan penilaian terhadap simulasi yang sudah di demonstrasikan oleh kelompok lain

Kegiatan Penutup

1. Siswa mendapat umpan balik mengenai proses pembelajaran: Well, class, you have done a very good job today. Most of you are active. I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something?
 2. Pemberitahuan mengenai kegiatan yang akan dilakukan di pertemuan selanjutnya.
5. Pertemuan kelima: (2 JP)

Indikator

- ❖ Menjelaskan maksud dari teks yang ada dalam reading text, dengan memperhatikan unsur kebahasaan.

Kegiatan Pendahuluan

1. Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran;
2. Guru mengulas singkat materi/kegiatan di pertemuan sebelumnya.
3. Guru menjelaskan tujuan pembelajaran atau kompetensi yang akan dicapai
4. Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan siswa untuk menyelesaikan latihan-latihan dan tugas dalam pembelajaran.

CHARACTER BUILDING

Kegiatan Inti

Stimulation

1. Siswa diminta melakukan diskusi untuk mencari jawaban yang benar dengan menggunakan strategi Question Answer Relationship dari hasil setiap kelompok

2. Menyimpulkan apa yang dipelajari hari ini

Kegiatan Penutup

1. Siswa mendapat umpan balik mengenai proses pembelajaran: Well, class, you have done a very good job today. Most of you are active. I hope next time, all of you involve in the interaction. How do you feel during the lesson? Is there anyone want to say something?
 2. Pemberitahuan mengenai kegiatan yang akan dilakukan di pertemuan selanjutnya.
6. Pertemuan keenam: (2 JP)

Kegiatan Pendahuluan

1. Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran;
2. Guru mengulas singkat materi/kegiatan di pertemuan sebelumnya.
3. Guru menjelaskan tujuan pembelajaran atau kompetensi yang akan dicapai
4. Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan siswa untuk menyelesaikan latihan-latihan dan tugas dalam pembelajaran.

CHARACTER BUILDING

Kegiatan Inti

1. Siswa diberikan latihan soal berupa bacaan dan menjawab latihan tersebut berdasarkan materi yang sudah dipelajari (soal post test)

Kegiatan Penutup

1. Siswa dengan bimbingan guru menyimpulkan pembelajaran hari itu.
2. Guru memberikan umpan balik pembelajaran.
3. Guru menyampaikan ucapan terimakasih atas proses pembelajaran yang sudah berlangsung.

H. Teknik Penilaian

Teknik Penilaian: Tes tertulis

Appendix 6: The Calculation of Students' Score in Pre-Test and Post-Test

– The calculation of students' score in pre-test

No.	Students	Pre-test of the students (x_1)		$(x)^2$	Classification
		Max score	Score x_1		
1.	AAE	100	70	4.900	Fair
2.	AS	100	60	3.600	Fair
3.	AMM	100	60	3600	Fair
4.	AN	100	70	4.900	Fair
5.	AR	100	45	2.025	Poor
6.	FL	100	70	4.900	Fair
7.	FY	100	50	2.500	Poor
8.	MIS	100	60	3.600	Fair
9.	MJ	100	75	5.625	Good
10.	MAAS	100	50	2.500	Poor
11.	MA	100	40	1.600	Very poor
12.	MA	100	55	3.025	Poor
13.	MA	100	75	5.625	Good
14.	MF	100	30	900	Very poor
15.	MR	100	50	2.500	Poor
16.	MA	100	60	3.600	Fair
17.	MSS	100	50	2.500	Poor
18.	NA	100	65	4.225	Fair
19.	NHH	100	75	5.625	Good
20.	NA	100	65	4.225	Fair
21.	NA	100	55	3.025	Poor
22.	RK	100	25	625	Very poor
23.	RN	100	55	3.025	Poor
24.	RR	100	65	4.225	Fair
25.	SS	100	40	1.600	Very poor
26.	TK	100	35	1.225	Very poor
27.	YD	100	75	5.625	Good
Total			$\sum x_1=1.525$	$\sum(x)^2=91.325$	

$$\bar{x} = \frac{\sum x}{n}$$

$$\bar{x} = \frac{1.525}{27}$$

$$\bar{x} = 56,48$$

The mean score of pre-test was 56,48

Based on the result above, the researcher calculated the standard deviation of per-test using the formula:

$$SD = \sqrt{\frac{\sum x^2 - \frac{(\sum x)^2}{n-1}}{n-1}}$$

$$SD = \sqrt{\frac{91.325 - \frac{(1525)^2}{27}}{27-1}}$$

$$SD = \sqrt{\frac{91.325 - \frac{2.325.625}{27}}{26}}$$

$$SD = \sqrt{\frac{91.325 - 86.134,3}{26}}$$

$$SD = \sqrt{\frac{5.190,7}{26}}$$

$$SD = \sqrt{199,6}$$

$$SD = 14,13$$

- The calculation of studets' score in post-test

No.	Students	Pre-test of the students (x ₂)		(x) ²	Classification
		Max score	Score x ₂		
1.	AAE	100	80	6.400	Good
2.	AS	100	75	5.625	Good
3.	AMM	100	75	5.625	Good
4.	AN	100	80	6.400	Good
5.	AR	100	65	4.225	Fair
6.	FL	100	80	6.400	Good

7.	FY	100	75	5.625	Good
8.	MIS	100	75	5.625	Good
9.	MJ	100	90	8.100	Excellent
10.	MAAS	100	70	4.900	Fair
11.	MA	100	60	3.600	Fair
12.	MA	100	75	5.625	Good
13.	MA	100	95	9.025	Excellent
14.	MF	100	50	2.500	Poor
15.	MR	100	70	4.900	Fair
16.	MA	100	75	5.625	Good
17.	MSS	100	70	4.900	Fair
18.	NA	100	80	6.400	Good
19.	NHH	100	95	9.025	Excellent
20.	NA	100	80	6.400	Good
21.	NA	100	75	5.625	Good
22.	RK	100	40	1.600	Very Poor
23.	RN	100	75	5.625	Good
24.	RR	100	80	6.400	Good
25.	SS	100	60	3.600	Fair
26.	TK	100	55	3.025	Poor
27.	YD	100	85	7.225	Good
Total			$\sum x_2 = 1.985$	$\sum (x)^2 = 150.025$	

$$\bar{x} = \frac{\sum x}{n}$$

$$\bar{x} = \frac{1.985}{27}$$

$$\bar{x} = 73,52$$

The mean score of pre-test was 73,52

Based on the result above, the researcher calculated the standard deviation of post-test using the formula:

$$SD = \sqrt{\frac{\sum x^2 - \frac{(\sum x)^2}{n-1}}{N-1}}$$

$$SD = \sqrt{\frac{91.325 - \frac{(1985)^2}{27}}{27-1}}$$

$$SD = \sqrt{\frac{150.025 - \frac{3.940.225}{27}}{26}}$$

$$SD = \sqrt{\frac{150.025 - 145.934,3}{26}}$$

$$SD = \sqrt{\frac{4.090,7}{26}}$$

$$SD = \sqrt{157,34}$$

$$SD = 12,54$$

So, the result of the standard deviation of post-test was 12,54

The worksheet of calculation the score in pre-test and post-test of the students' ability in reading comprehension.

No.	X ₁	(X ₁) ²	X ₂	(X ₂) ²	D (x ₂ -x ₁)	D (x ₂ -x ₁) ²
1.	70	4.900	80	6.400	10	100
2.	60	3.600	75	5.625	15	225
3.	60	3600	75	5.625	15	225
4.	70	4.900	80	6.400	10	100
5.	45	2.025	65	4.225	20	400
6.	70	4.900	80	6.400	10	100
7.	50	2.500	75	5.625	25	625
8.	60	3.600	75	5.625	15	225
9.	75	5.625	90	8.100	15	225
10.	50	2.500	70	4.900	20	400
11.	40	1.600	60	3.600	20	400
12.	55	3.025	75	5.625	20	400
13.	75	5.625	95	9.025	20	400
14.	30	900	50	2.500	20	400
15.	50	2.500	70	4.900	20	400
16.	60	3.600	75	5.625	15	225
17.	50	2.500	70	4.900	20	400

18.	65	4.225	80	6.400	15	225
19.	75	5.625	95	9.025	20	400
20.	65	4.225	80	6.400	15	225
21.	55	3.025	75	5.625	20	400
22.	25	625	40	1.600	15	225
23.	55	3.025	75	5.625	20	400
24.	65	4.225	80	6.400	15	225
25.	40	1.600	60	3.600	20	400
26.	35	1.225	55	3.025	20	400
27.	75	5.625	85	7.225	10	100
Total	1525	91325	1985	150025	460	8250

To find out D used the formula:

$$D = \frac{\sum D}{n} = \frac{460}{27} = 17,04$$

The calculation the T-test value

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{n(N-1)}}}$$

$$t = \frac{17,04}{\sqrt{\frac{8250 - \frac{(460)^2}{27}}{27(27-1)}}}$$

$$t = \frac{17,04}{\sqrt{\frac{8250 - \frac{211600}{27}}{27(26)}}}$$

$$t = \frac{17,04}{\sqrt{\frac{8250 - 7837,04}{27(26)}}}$$

$$t = \frac{17,04}{\sqrt{\frac{412,96}{702}}}$$

$$t = \frac{17,04}{\sqrt{0,59}}$$

$$t = \frac{17,04}{0,77}$$

$$t = 22,21$$

Thus, the T-test value was 22, 21

Appendix 7: Distribution of T-Table

No.	0,25	0,10	0,05	0,025	0,01	0,005
1.	1,000	3,078	6,314	12,706	31,821	63,657
2.	,816	1,886	2,920	4,303	6,965	9,925
3.	,765	1,638	2,353	3,182	4,541	5,841
4.	,741	1,533	2,132	2,776	3,747	4,604
5.	,727	1,476	2,015	2,571	3,365	4,032
6.	,718	1,440	1,943	2,447	3,143	3,707
7.	,711	1,415	1,895	2,365	2,998	3,499
8.	,706	1,397	1,860	2,306	2,896	3,355
9.	,703	1,383	1,833	2,262	2,821	3,250
10.	,700	1,372	1,812	2,228	2,764	3,169
11.	,697	1,363	1,796	2,201	2,718	3,106
12.	,695	1,356	1,782	2,179	2,681	3,055
13.	,694	1,350	1,771	2,160	2,650	3,012
14.	,692	1,345	1,761	2,145	2,624	2,977
15.	,691	1,341	1,753	2,131	2,602	2,947
16.	,690	1,337	1,746	2,120	2,583	2,921
17.	,689	1,333	1,740	2,110	2,567	2,898
18.	,688	1,330	1,734	2,101	2,552	2,878
19.	,688	1,328	1,729	2,093	2,539	2,861
20.	,687	1,325	1,725	2,086	2,528	2,845
21.	,686	1,323	1,721	2,080	2,518	2,831
22.	,686	1,321	1,717	2,074	2,508	2,819
23.	,685	1,319	1,714	2,069	2,500	2,807
24.	,685	1,318	1,711	2,064	2,492	2,797
25.	,684	1,316	1,708	2,060	2,485	2,787
26.	,684	1,315	1,706	2,056	2,479	2,779
27.	,684	1,314	1,703	2,052	2,473	2,771

Appendix 8: Documentation





CURRICULUM VITAE



Napa Urba, the researcher was born on September 03th 1999 in Buttu Tanre, Pinrang. She is the sixth in her family, she has one brothers and four sister. Her father's name is Suma and her mother's name is Norma.

Her educational background, she began her study on 2006 at SDN 143 Lembang and graduated on 2012. She continued her study at SMP Negeri 1 Lembang and graduated on 2015. At the same year, she registered in SMA Negeri 8 Pinrang and graduated on 2018. She continued her education at State Islamic Institute (IAIN) Parepare. she took Tarbiyah Faculty and focused on English Education Program. She completed her thesis on 2023 with the title “The Impelementation of Question Answer Relationship (QAR) Strategy in Improving Reading Comprehension of the Student at the Eighth Grade of UPT SMP Negeri 1 Lembang Kab.Pinrang”.

