

THESIS

**IMPROVING THE STUDENTS' ABILITY IN READING
COMPREHENSION OF NARRATIVE TEXT THROUGH QUESTION
ANSWER RELATIONSHIP AT THE TENTH GRADE OF MAN BINJAI**

*Submitted to Tarbiyah Faculty UIN-SU as a Partial Fullfillment of The
Requirements for Degree of Scholar of English Education*

By :

SURYA NINGSIH

NIM. 34.13.1.109

Advisor I

Drs. H. Amiruddin, MS, MA, MBA, Ph.D

NIP. 19550828 198603 1 008

Advisor II

Dr. Abdillah, M. Pd

NIP. 19680805 199703 1 002



**DEPARTMENT OF ENGLISH EDUCATION
TARBIYAH SCIENCE AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA
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Bapak Dekan Fakultas Tarbiyah

a.n **Surya Ningsih**

UIN-SU

di –

Tempat

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Setelah membaca, meneliti, dan memberikan saran-saran perbaikan
seperlunya terhadap skripsi mahasiswi :

Nama : Surya Ningsih

NIM : 34 13 1 109

Jur / Prodi : Pendidikan Bahasa Inggris

**Judul : Improving The Students' Ability In Reading Comprehension
Of Narrative Text Through Question Answer Relationship At
The Tenth Grade Of MAN Binjai.**

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Medan.

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kasih.

Wassalam,

Advisor I

Advisor II

Drs. H. Amiruddin, MS, MA, MBA, Ph.D
NIP. 19550828 198603 1 008

Dr. Abdillah, M. Pd
NIP. 19680805 199703 1 002

PERNYATAAN KEASLIAN SKRIPSI

Saya yang bertanda tangan di bawah ini :

Nama : Surya Ningsih

NIM : 34 13 1 109

Jur / Prodi : Pendidikan Bahasa Inggris

Judul : “IMPROVING THE STUDENTS’ ABILITY IN READING COMPREHENSION OF NARRATIVE TEXT THROUGH QUESTION ANSWER RELATIONSHIP AT THE TENTH GRADE OF MAN BINJAI”.

Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya.

Apabila di kemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelar ijazah yang diberikan Universitas batal saya terima.

Medan, Mei 2017

Yang Membuat Pernyataan

Surya Ningsih
NIM. 34131109

ABSTRACT

SURYA NINGSIH IMPROVING THE STUDENTS' ABILITY IN READING COMPREHENSION OF NARRATIVE TEXT THROUGH QUESTION ANSWER RELATIONSHIP AT THE TENTH GRADE OF MAN BINJAI

Skripsi, Medan: Department of English Education, Faculty of Tarbiyah Science and teachers Training, State Islamic University of North Sumatera, Medan 2017.

Key word : Ability , Reading Comprehension, Question Answer Relationship

This study was aimed to find out the improvement of students' ability in reading comprehension by using question answer relationship strategies in grade X MAN Binjai. The subject of this study was grade X Man Binjai. It was consisted of 38 students. This research applied by Class Room Action Research. The technique of analyzing data of this research was applied by using descriptive technique. The qualitative data was taken from diary notes, interview, and observation sheet. The quantitative data was taken from the test. The result of the analysis showed that mean of the pre-test was 53,68 , the mean of cycle I was 62,10 , and the mean of cycle II was 78,68. The percentage of the students who got point up 70 also grew up. in the pre-test, the students who got point up 70 were only 5 of 38 students (13,15%). In the post-test I of cycle I, the students who got point up 70 were 12 of 38 students (31,57%). N the post-test II, the students who got point up 70 there were 34 of 38 students (89,47%). The improvement was 32%. From the data it indicate that the implementation of question answer relationship strategies was effective and from the data above it could be concluded that the students' ability in reading comprehension have been developed by using question answer relationship. It's related to the result of observation showed that the students were more interested and motivated in joining the class and they were enthusiastic during teaching learning process. They asked what they didn't know, they gave response. The students were active, and they seemed enjoy discussing during teaching process.

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Finally, I obviously realize that this thesis is not perfect, but I hope this thesis will be useful and give a contribution in improving the quality of education in this country.

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Surya Ningsih

Nim: 34.13.1.109

TABLE OF CONTENT

CHAPTER I INTRODUCTION	1
A. Background of Study	1
B. Identification of Study	3
C. Limitation of Study	4
D. Formulation of Study	4
E. Objectives of Study.....	4
F. Significance of Study	5
CHAPTER II REVIEW OF LITERATURE	6
A. Theoretical description.....	6
1. Students' Ability	6
2. Reading	7
3. Reading Comprehension	8
4. Level of Reading Comprehension	10
5. The Assessment of Reading Comprehension	11
6. Purpose of Reading	12
7. Students' Problem in Reading Comprehension	14
8. Narrative Text	15
9. Question Answer Relationship	16
B. Related Study	21
C. Thought of Framework	22
D. Hypothesis.....	23

CHAPTER III METHOD OF RESEARCH	24
A. The Location of Study	24
B. Design of Study	24
C. Subject of Study.....	25
D. The Technique of Collecting Data.....	26
E. The Procedure of Collecting Data	27
F. Instrument of Collecting Data.....	30
G. Technique of Analyzing Data.....	31
CHAPTER IV THE DATA AND DATA ANALYSIS	33
A. The Data.....	33
1. Quantitative Data	33
2. Qualitative Data	35
B. Data Analysis	36
1. Quantitative Data	36
2. Qualitative Data	38
2.1 The Activities of Pre-Test.....	38
2.2 The Activities of Cycle II	39
2.3 The Activities of Cycle II	40
C. Research Finding.....	41
CHAPTER V CONCLUSION AND SUGGESTION.....	43
A. Conclusion	43
B. Suggestion	44
REFERENCES.....	46

CHAPTER I

INTRODUCTION

A. Background of Study

English as one of the subject taught in school reading comprehension in particular is expected to increase the knowledge, skills, attitudes, and values contained therein. Reading comprehension is a fairly complex subject and requires precision, accuracy and a deeper understanding of the work because reading comprehension lesson that can not only read but also have to understand the message of the text.

Reading is one of the language skills that enable you to understand the information clearly. However, some people are not interested in reading because they do not have good topic for reading. Reading is one of the basic English skills. Kenyon (2008:5) states that when you plan reading sessions with your learners, make sure that there is time to talk about the text (passage, story and to write). Thus, the readers can explain what they have read from the story or passage and they also can write some messages and explore their ideas in reading.¹ Stone (2009:39) states that reading is a fundamental goal that children must master in order to be successful in school and in life.²

Strategy is a general pattern of a series of activities that must be performed to achieve a certain goal. Learning strategies are also said to be a general pattern that

¹. Kenyon, *Reading Encouraging Intermediate Phase Learners to Read More*. (South Africa : PSP, 2008) , p. 5

². Stone, R, *Best Practices for Teaching Reading*, (United States of America : Library of Congress Cataloging-in-Publication Data, 2009), p. 39

contains a set of activities that can be used as guidelines (general instructions) that competence as learning objectives can be achieved optimally. There are many strategies can also be used with the variation that is not boring such as Snowball, The power of Two, Every One Is a Teacher, Question Answer Relationship.

Ideally, if the teacher used different strategies in teaching, so the students' ability will be increased especially to reading comprehension of narrative text. But, based on my observation there are many students still had difficulties to comprehend reading text. It can be seen by the mistakes they made when they are asked to find out the main idea of the text.

However, in reality, reading is difficult skill in language especially the students who are still difficult to understand the content of the reading text. Generally, the teachers only provide text for students and teachers ask students to read and look for the answer of the existing text with aids namely English dictionary and the students do it individually or work with their partner.

Based on the interview with one of English teachers in MAN Binjai Medan, the teacher said the students were still difficult to comprehend the reading text. The students were confused to identify general information, find specific information, recognize textual meaning and recognize textual references in reading text. When students were given questions by the teacher and they looked for the answers in the text, the students were still confused how to answer the questions with correct grammatical forms.

There are some ways that can be used to improve the students' ability in reading comprehension. To build the students motivation in learning reading especially the first grade students of MAN Binjai Medan, some strategies can be used by the teachers. In this

case, the researchers would like to apply a strategy which can be used to improve reading comprehension of the students. The strategy is Question Answer Relationship.

Question Answer Relationship is a reading strategy that teaches students how to be better prepared to answer questions from a text. Through this process, students begin to understand that when confronted with a question, the answer will either come from the text or from what they know (in their head). “In the book” questions are divided into “right there” and “think search” while “in their head” questions are divided into “author and you” and “on my own”.

Based on the explanation above, it is important to conduct a research to improve reading comprehension through Question Answer Relationship. The researcher decides to conduct a research that concern on improving reading comprehension through Question Answer Relationship of the first grade students of MAN Binjai Medan.

B. Identification of Study

Based on the background above, the problems in this research can be identified as follows:

1. The students have difficulties to understand of the reading text.
2. The teachers only provide text for students.
3. The students’ ability is low in comprehension reading text.
4. The students have less of vocabularies.
5. The students have difficulties to pronounce English word.

C. Limitation of Study

Based on the identification of study above, the writer limits the study on: students' ability in comprehension reading of narrative text and Question Answer Relationship strategies.

D. Formulation of Study

1. How is the students' ability in reading comprehension of narrative text?
2. How is the application of question answer relationship?
3. Can the question answer relationship improve the students' ability in reading comprehension of narrative text at MAN Binjai?

E. Objectives of Study

The aims of this study are:

1. To know the students' ability in reading comprehension of narrative text.
2. To know the applying of question answer relationship strategies.
3. To know the question answer relationship strategies can improve the students' ability in reading comprehension of narrative text.

F. Significance of Study

1. The principal of MAN Binjai to make instruction for the teacher.
2. As an input for the school, especially teachers of English in improving the students' ability by applying question answer relationship strategies.

3. The students of MAN Binjai, to improve their ability in reading comprehension of narrative text.

CHAPTER II

REVIEW OF LITERATURE

A. THEORETICAL DESCRIPTION

1. Students' Ability

Ability is potential that found in the human being self. Ability is a present state of being able to make a certain responds or to perform a certain task, beside that. The ability of the student in learning can be seen from results of the learning itself. The ability of the student to master the materials is not same, event thought by the same teacher, because their power to receive the materials is different.

The people who have good ability are the people who have better knowledge than other people. As Allah SWT permit in Qur'an that He will raise the position of the one who has knowledge. Allah says:

Q.S Al-Mujadalah: 11

يَا أَيُّهَا الَّذِينَ آمَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحِ اللَّهُ لَكُمْ وَإِذَا قِيلَ انشُزُوا فَارْفَعُوا يَرْفَعِ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ
وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ

Meaning; “O you who have believed, when you are told, “Space yourselves” in assemblies, then make space; Allah will make space for you. And when you are told, “Arise,” then arise; Allah will raise those who have believed among you and those who were given knowledge, by degrees. And Allah is Acquaint with what you do”. (Q.S. Al-Mujadalah: 11).³

From the above verse, we know that human beings have the abilities to achieve and develop the knowledge that can be done in many different ways. Qur’an claims that a high positions anybody who has knowledge.

Many factors influence the students’ ability in learning, the main factors are the students’ themselves and the other factors are internal factor (student) and external factor (out of the student factor) external factors are relative factor, school factor and environment factor. All of this influence to their ability.

On Mardianto’s book, he explains ability in three parts: cognitive, effective, and psychomotor.⁴ Cognitive aimed at orientation to the thinking skills include more modest intellectual ability, that given up on the ability to solve problems. Affective is orienting the values, norms to be used as one’s personal attitude. And psychomotor ability is related to muscular activity and physical activity.

Based on the explanation above we can conclude that ability is the quality of being able to do something, especially the physical, mental, or legal power to accomplish something.

³. Al-quran dan Terjemahnya (Jakarta: Mekar Surabaya, 2002), p, 793

⁴. Mardianto, *Psikology Pendidikan*, (Media: Perdana Publishing, 2012), p. 93

2. Reading

Reading is a form of communication, using written language or symbols (text). Reading is two-way communication between an author and a reader. Reading is interpretation and understanding. All of these responses are correct. Written words are meaningless if you do not understand, or think about, what an author is saying.⁵

Reading is an active process that depends on both an author's ability to convey meaning using words and your ability to create meaning from them. To read successfully, you need to constantly connect what you already know about the information to the words the author has written.⁶

The reading process begins with decoding words, that is, deciphering the letters that make up individual words. But reading is more than merely processing letters and sounds. The real meaning of a text lies in the relationship the words have with each other. Reading well requires us to recognize these relationships and to put together the meaning of the text. When you think about everything that goes on simultaneously in the human mind as one reads, the process not only defies easy explanation but also takes on almost magical qualities. Isolating the steps makes the process seem mechanical or reducible to a formula. But nothing about reading is mechanical or formulaic.⁷

⁵. Deborah Daiek Nancy Anter, *Critical Reading for College and Beyond*, (McGraw-Hill : Newyork, 2004), p. 5

⁶. Ibid, p. 5

⁷. Spears Deanne, *Developing Critical Reading Skills*, (McGraw-Hill: New York, 1983) p, 2

3. Reading Comprehension

Heilman stated that reading is a process of making sense of written ideas through meaningful interpretation and interaction with language. Reading comprehension is best viewed as a multifaceted process affected by several thinking and language ability.⁸

Otto states that reading comprehension is a multiplication affected by various skills based on the statement. At comprehending text, reader has to find the main ideas that will determine the quality of their reading comprehension.⁹

From the definition above, the writer can conclude the reading is not just saying the word. Reading must be always meaning getting process. Many people can read the words in a passage perfectly, but are unable to answer the question even though the answers were directly contained in the words they pronounced.

People should realize that the main goal of reading process is comprehension. Comprehension is a process of deriving meaning from connected text. It involves word knowledge (vocabulary) as well as thinking and reasoning. Otto states that at comprehending reading text, reader has to find the main ideas to obtain the message.¹⁰ It means that in reading comprehension, the reader expected to understand fully the reading material. The reader should be able to give a clear explanation about the reading material when she/he is asked some questions concerning the ideas contained there. Is he/she is able to do, so we can say that he/she has already understood the reading material.

⁸. Athur W. heilman, *Principle and Practice of Teaching Reading*, fifth edition. (Ohio: Merril, 1981), p. 242

⁹. Wayne Otto, *How To Teach Reading*, (Philippines; Addison-Wesley Publishing Company 1979), p. 241

¹⁰. Ibid, p. 241

4. Level of Reading Comprehension

Reading has different levels of comprehension. Burn divided comprehension into four levels, namely: literal comprehension, interpretive comprehension, critical comprehension, and creative comprehension.¹¹

a. Literal Comprehension

Literal comprehension is the most obvious comprehension at this level involves surface meaning. At this level teacher can ask students to find information and idea that they are explicitly stated in the text. The readers can usually outline, paraphrase, or summarize the ideas expressed by the author.

b. Interpretive Comprehension

Interpretive reading involves reading between the lines or making inferences. It is process of deriving ideas that are implied rather than directly stated.

c. Critical Comprehension

Critical reading is evaluating within material, comparing the ideas discovered in the material with known standards and drawing conclusion about the accuracy appropriate and timelines.

d. Creative Comprehension

It is text involves going beyond the material presentably by author. It required thinking as they read.

¹¹. Burn, et. el, Teaching Eading In Today's. (U.S.A : Miffin Company, 1984), p. 177

5. The Assessment of Reading Comprehension

Tuner states that in scoring the students' reading comprehension, there are some aspects of measuring reading comprehension. They are:¹²

a. Different Sound

While the students are asked to read the text, the teacher will assess them by hearing their pronunciation or the sound that the students may say.

b. Paraphrase Recognition

Paraphrase recognition means that the students are able to develop the main idea by using their own words. The teacher will assess them by looking at the way of they develop the main idea and also coherence between the main idea with supporting idea.

c. Information Transfer

The teachers assess the students reading comprehension not only through their pronunciation, but also how they transfer the information to others (listener).

d. Finding The Stated Information

This study focuses on literal comprehension, so the aspects to be concluded in text are paraphrase recognition and finding the states information. It means that the teacher does not assess students through their findings on the printed page.

6. Purpose of Reading

¹². T. Tuner, *Comprehension: Reading For Meaning: Teaching Reading*, (London: Scott, Foresman, 1988), p. 161

According to Grabe,¹³ when we begin to read, we actually have a number of initial decisions to make, and we usually make these decisions very quickly almost unconsciously in most cases. In other settings, usually academic or professional ones, we sometimes synthesis information from multiple reading sources, from different parts of a long and complex text, or from a prose text and accompanying diagram or chart. Such reading is quite different from searching, skimming, or reading for general comprehension.

6.1. Reading to Search for Simple Information and Reading to Skim

Reading to search simple information is a common reading ability, though some researchers see it as a relatively independent cognitive process. It is used to often in reading tasks that it is probably best seen as a type reading ability.

Reading to skim (i.e. sampling segments of the text for a general understanding) is a common part of many reading tasks and a useful skill in its own right. It involves, in essence, a combination of strategies for guessing where important information might be in the text, and then using basic reading comprehension skills on those segments of the text until a general idea is formed.

6.2. Reading to Learn From Text

Reading to learn typically occurs in academic and professional context in which a person needs to learn a considerable amount of information from a text. It requires abilities to:

¹³. William Grabe and fredricka L. Stoller, *Teaching and researching Reading*, (New York: Longman, 2002), p.11-14

- Remember main ideas as well as a number of details that elaborate the main and supporting ideas in the text.
- Recognize and build rhetorical frames that organize the information in the text.
- Link the text to the reader's knowledge base.

Reading to learn is usually carried out at a reading rate somewhat slower than general reading comprehension (primarily due to rereading and reflection strategies to help remember information).

6.3. Reading to Integrate Information, writers, and Critique Text

Reading to integrate information requires additional about the relative importance of complementary, mutually supporting of conflicting information and the likely restructuring of a rhetorical frame to accommodate information from multiple sources. These skills inevitably require critical evaluation of the information being read that the reader can decide what information to integrate and how it for the reader's goal.

6.4. Reading for General Comprehension

The action of general reading comprehension has been intentionally saved for last in this discussion for two reasons. First, it is the most basic purpose for reading, underlying and supporting most other purposes for reading. Second, general reading comprehension is actually more complex than commonly assumed.

Reading for general comprehension, when accomplished by a skilled fluent reader, requires very rapid and automatic processing of words, strong skills informing a general meaning representation of main idea, and efficient coordination of many processes under very limited time constraints.

7. Students' Problem in Reading Comprehension

The weaknesses of students in reading are unquestionable. The lack prior knowledge which is a very important foundation in getting the gist of the paragraph,¹⁴ commonly students have problems in reading comprehension related to what topic of the text is. The students are unable to understand the paragraph they have read. In order understand the paragraph they must have appropriate meaning for the key words and understand the meaning all of the words and their relationship within the paragraph. The problems involves come closely related phenomena, they lacks prior knowledge such as:

a. Word Recognition

The students face difficulties when trying to recognize words of the target language. These difficulties arise because these two languages, English and Indonesia, are not branches of the same language. They have different syntactical patterns such as ordering to express equivalent ideas. Word that is introduced to the students in the first time is greatly influenced by the prior knowledge about words.

b. The language system

¹⁴. Sukirah Kustaryo, *Reading Techniques for College Students*, (Jakarta:DepdekbudDirjenDikti, 1988), p. 15

Language system involves and structure, vocabulary and sound system, and vocabulary and spelling.

c. Others factors

Other factors that might weaken the students when learning a language are the student himself, the teacher and the educational context.

8. Narrative Text

Narrative text is an imaginative story to entertain people. Narrative text is a spoken or written account of connected events, a story. Narrative text is narrated part of a literary work, as distinct from dialogue. Narrative text is the practice or art or narration.

From the definition above, the writer can concluded the narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. And important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration.

8.1. Generic Structure of Narrative Text¹⁵

a. Orientation: It is about the opening paragraph where the characters of the story are introduced. (person, time, and place)

b. Complication: where the problems in the story developed

¹⁵. <http://Englishworld.com.html>, access at December 21, 2016 , 11:25 Pm

c. Resolution: where the problems in the story is solved

9. Question Answer Relationship (QAR)

Question Answer Relationship is a strategy to teach students correct ways to answer questions. Tierney and Readence state that Taffy Raphael developed the technique to help student better answer comprehension questions by providing a systematic way to analyze the demands required by different kinds of questions.¹⁶

According to Raphael and Au, the question answer relationship strategy helps students learn the thinking processes involved in reading comprehension. The strategy teaches students to use information “In the Book” or “In My Head”. Raphael explains that information “In the Book” this is found stated in one sentence in a text is called “Right There”. Students are to find the words in the question and read the sentence with those words to answer the question. When an answer is “In the Book” but needs information from several sentence or paragraphs, it is called “Think and Search”. When the answer to the question needs to come entirely from the students’ own knowledge the answer is called “On My Own”. When students need to use the text information and their knowledge, the answer called “Author and Me”. Students can decide which relationship to use by learning to differentiate among the various question answer relationships and the kinds of sources that answer each question. Direct teaching, modeling by the teacher and many opportunities to

¹⁶. Peltzman Ruth Barbara, *Reading Instruction in America*, (Mcfarland and Company, Inc, Publisher), p.

practice each relationship are necessary for students to become comfortable with the terminology of the strategy.¹⁷

From the definition above, the writer can conclude that Question Answer Relationship is a strategy to be used after students have read. The question answer relationship (QAR) is strategy to help students understand the different types of question. By learning that the answer to some questions are “Right There” in the text, that some answer require a reader to “Think and Search”, and that some answers can only be answered “On My Own”, students recognize that they must first consider the question before developing an answer.

Raphael (1984)¹⁸ suggests that the process start with four lessons over the course of a week. The strategy should be introduced by discussing the difference between text responses and background based responses. Then a three step practice period is suggested. Raphael recommends in stage one using paragraphs with questions for which the answers and the question answer relationship are identified. Discuss the kind of question-answer relationship that fits each question. In stage two present passages, question and answers to the questions, with the students working as a whole class to tell which question answer relationship fits each answer. In stage three students are required to tell answers to each question and the question answer relationship for each answer. In stage three students work independently. Supervised practice after modeling and immediate correction to student answers is

¹⁷. Ibid, p. 254

¹⁸. Ibid, p. 225

necessary. Raphael (1982)¹⁹ states that practice activities should involve a gradual increase in the length of passages and the difficulty of the answers required.

The types of questions and how they correspond with others familiar terms such as literal, synthesis, inferential, and critical/creative. Notice how the terminology used in this training program is appropriate for students and how it helps them to distinguish among the sources for different answers.²⁰

1. “Right There/In the Text”

The answer is located on the page. It is on the lines. Words from the question and words from the answer are clearly stated in the book.

2. “Think and Search/Search the Text”

The answer is harder to find. You might have to look in more than one sentence and piece the information together. The answer is in the text, but the reader must search various parts of the text and synthesize the information. It is “between the lines”.

3. “Author and You/Reader and Author”

The answer is not in the text. The reader must use prior knowledge as well as what the author says to answer the question.

4. “On My Own/In the Reader’s Head”

The answer is not found right in the book. You must find it in your head and use what you already know. The text stimulates the reader’s own experiences and knowledge. The answer is “beyond the lines”.

¹⁹. Ibid, p. 225

²⁰. Karen D, Wood and Janis M. Harmon, *Strategies for integrating Reading and Writing*, (National Middle School Association: Westerville, Ohio), p. 95

How many times have you heard your students complain that they have been given questions on a study guide or at the end of a chapter for which they cannot locate the answer? Raphael, Au, and Highfield suggest that this situation occurs because students have not been given guidance in knowing how to answer.²¹ In order to combat this problem, Raphael developed the Question Answer Relationship (QAR) strategy, which enables students to recognize three types of questions: the “right there”, or textually explicit question, that is found easily in one place in the text; the “think and search”, or textually implicit question, which students must think about and peruse several sections of the text to answer, and finally, the “author and you” and “on your own” questions, which students must answer by processing and applying what they know and have learned and by transferring their knowledge to real-life applications.

Characteristics of the Four Types of QAR Questions²²

Kinds of Question	Textually Explicit or Implicit	Characteristics
Right there	Explicit	Answer stated directly in the text
Think and search	Implicit	Answer requires students to put together several sections of the text

²¹. Roberta L. Sejnost, Tools for Teaching in the Block, (Corwin: A Sage Company, 2009),p. 44

²². Ibid, p. 45

Author and you	Explicit and implicit	A answer requires that students mesh their thoughts about a topic with information the author presents
On your own	Implicit	Answer comes from application of the information from the text

In the following categories of question answer relationships, the first two are “ In the Book QARs” and the last two are “In My Head QARs”.²³

Implementing the QAR Instructional Strategy

1. Prepare a chart identifying the “In the Book QARs” and “In My Head QARs” for students to view.
2. Prepare two short text selections with questions from all four categories
3. Introduce the QAR chart, explain the illustrations, and give many examples of each category of QAR
4. Review and practice identifying QARs using the prepared text selections. Have students work with partners or in small groups to read, answer questions, and categorize the questions from the first passage. In whole-class discussion, share group decisions and responses

²³. Mary Riordan-Karlsson, Ed. D, Teaching Reading Across the Curriculum, (Teacher Created Resources: U.S.A, 2005), p. 19

5. Have students independently read the second prepared text selection and identify the QARs. Share answers and decisions in a whole-class discussion
6. Have students select longer text passage, locate QARs in a variety of reading materials, and share them with partners or in small groups

From the clarifications above, the researcher can concluded Question Answer Relationship (QAR) is a reading comprehension strategy developed to “clarify how students approach the tasks of reading texts and answering questions”. It encourages students to be active, strategic readers of texts. QAR or Question Answer Relationship outlines where information can be found “In the Text” or “In my Head”. It then breaks down the actual question answer relationship into four types: Right There, Think and Search, Author and Me, and On My Own.

B. Related Study

Amar Akbar (2013) in his research entitled “Improving The Students’ Ability in Reading Comprehension of Narrative Text by Using the Power of Two Strategy at MTs Al-Washliyah Tembung. This research aimed to know the reciprocal questioning can improve students’ ability at comprehension reading of narrative text at MTs Al-Washliyah Tembung. The population of this research was the students of MTs Al-Wahliyah Tembung. That consists of three classes and the total numbers of the population were 99 students. He used purpose sampling; there were 30 students and this research applied by classroom action research. He used purpose sampling; there were 30 students and this research applied by classroom action research. Based on the research result, the mean at the post test of first cycle was 66,33. The mean of post test at second cycle was 79. The percentage of students who got

point up to 65 also grew up. In post test at the first cycle, students who got up 65 there were 18 of 30 students (60%). In the post test of the second cycle, students who got up 65 there were 27 of 30 students (90%). From the data it indicate that the implementation of reciprocal questioning strategy was affective and from the data above it could be conclude that the students' ability at comprehension reading of narrative text have been developed by using reciprocal questioning strategy.

C. Thought of Framework

Based on the study of the theory which has been outlined in effect teaching and learning is a process of communication between teachers and students. Teachers should be able to create communication that makes it easy for students to be able to receive the knowledge presented by the teacher. The reality of communication in teaching and learning can't take place as expected. Teachers still use methods that are tedious so students only receive information that resulted in students not only have the liveliness, and do not have the opportunity to actively participate in learning activities, and consequently the activity of low student learning outcomes.

In order to achieve the ability as expected then a teacher is obligated create an effective learning process. Teachers also must be able to use appropriate learning strategy so as to increase the activity, creativity and avoid saturation of student learning. If students are often involved in the learning process, the ability to remember and understand is more powerful than passive learning. Given the strength and understanding will help students in

solving tasks given by the teacher. Therefore, students who are active in the learning affect student's ability.

Furthermore, to make the learning process becomes active and fun teachers divide students into groups and each group make inquiries and throw the question to be answered another group. And so on until all the groups get a share. In addition the groups so that students who have difficulty communicating with friends can be more capable, in order to know and understand the problems according to the material covered and can discuss together.

On the basis of the above reasoning it is expected that the implementation of Question Answer Relationship can improve students' ability as well as the English language there are differences in the significant increase in students' ability between cycles in class XI-IPS at MAN Binjai academic year 2016-2017.

D. Hypothesis

Based on the theoretical framework and the framework upon which the action becomes the hypothesis in this study, if the Question Answer Relationship strategy is applied well, it will improve the students' ability in reading comprehension at MAN Binjai.

CHAPTER III

METHOD OF RESEARCH

A. The Location of Study

This research will be conducted in MAN Binjai, which located at Binjai. I choose this location because:

1. The similar research had never been conducted yet in this school.
2. The writer found this problem that the students still has weakness at comprehension reading text.
3. My classmate was graduated from this school, and it made me easy to get data.
4. Suitable for ability and limitation of time and finance.

B. Design of Study

Classroom action research is the research in which combination the research procedures with substantive action, an action which going on inquiry disciplines, or somebody's effort to comprehend what is while join to the process of improving and increasing.²⁴

In the field of education, especially in practice the study, action research round into class action research. Classroom Action Research is action research executed in class

²⁴. Rochiati Wiratmadja, *Metode Penelitian Tindakan Kelas*, (Bandung: PT Remaja Rosda Karya, 1993),p.

when study take place. Classroom Action Research conducted as a mean to improve study quality. Classroom Action Research focuses on class of process that happened in class.²⁵

Based on the definition above, the writer concluded that classroom action research is the way to make the learning process more active and disciplines, and as the alternatives to improve their practice, it aimed to improve students' learning an the achievement in learning process.

Thus, it involved four steps, namely: planning, action, observation, and reflection. This research applied by Classroom Action Research. It only took one class in which the treatment will be given.

C. Subject of Study

The subject of this research was the students XI-IPS at MAN Binjai, consist of three classes: they are XI IPS 1, XI IPS 2, XI IPS 3.

The subject is taken only one class is XI IPS 1 which consisted of 30 students. Other individuals who provide information on the subject under research would be classified as informant. These included the English teacher and principal of MAN Binjai.

D. The Technique of Collecting Data

1. Interview

²⁵. Chandra Wijaya and Syahrums, *Penelitian Tindakan Kelas*, (Bandung: Cita Pustaka Media Perintis, 2013),p. 39

Interview would be conducted to get information about the students' ability at reading comprehension correctly before giving treatment and after giving treatment. So, interview would be only conducted in analyzing situation. The English teacher and some of the students will be interviewed.

2. Observation

In this case, observation would be done by investigating in the field of research. First, I observed about the condition in the class when teaching-learning processes go on and the condition of the students. The last, I observed about the condition in teaching-learning process especially in teaching English.

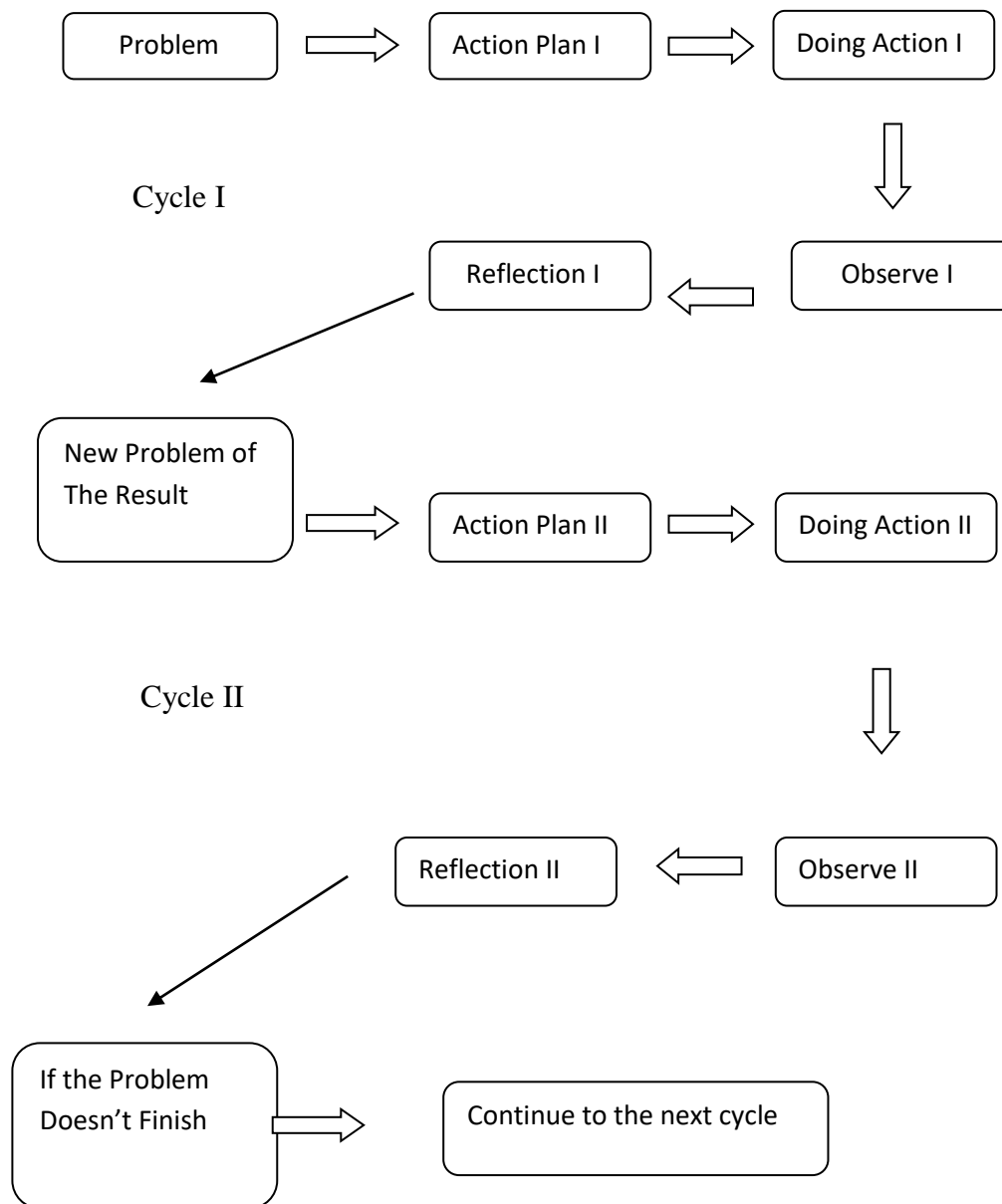
3. Test

After teaching by using question answer relationship strategies, the teacher gives some test to the students. The procedures are:

- a. Distributing the test material to the students.
- b. Giving instruction that the test should be done directly.
- c. Specifying the time.
- d. Collecting the test when the time is up.
- e. Evaluating the score.

E. The Procedure of Collecting Data

The procedure of data collection for this research will be conducted by implanting two cycles. Each cycle consists of four steps namely planning, action, observation, and reflection. The four steps could be seen in the following figure.²⁶



²⁶ Suhardjono.2009, *PenelitianTindakanKelasdanPenelitianTindakanSekolah*, p.74

Here the explanation of the component each cycle:

- Planning

Planning is arrangement for doing something. Considered in advance and it was also the reflection of the action that would be done. Teacher did not only to do a lesson plan but the most important thing was the teachers have to know the students' problems. Some preparation in planning phase is:

1. Making lesson plan
2. Preparing the facilities and media that is used in teaching-learning
3. Preparing the interview and observation sheet that used to know the students' reaction and class condition as a whole and to see the development they exist since applied Cinderella Illustrated Version

- Action

Action is the process of doing. It is the implementation of planning. So, in this phase, everything that will be planned was done. There are many activities in class. They are:

1. The teacher introduced the concept of question answer relationship by explaining each type of question, providing a clear example of each, and discussing the difference in each.
2. Next, assign a short piece of text for students to read.
3. Upon completion of the reading, lead the students through the process of answering each type of question, making sure they go back into the text to

verify their answers. Ascertain that they clearly understand the differences among each type.

4. Continue this practice, increasing the number of questions of each type, until students are clearly able to understand the differences among the types and can identify them with ease.
5. Finally, ask students to read a longer passage and develop a set of questions for their classmates to identify and answer.

- Observation

Observation was aimed at finding out the information that is used to be evaluated and the basic of reflection. Therefore, conducting observation must be gone carefully. In observation, the writer will attantion in action and certain behavior that appeared during studying reading narrative text. These are many things that will be seen the writer in this phase, as follow:

1. The atmospher of the student, whether they have understood or confused about the matery.
2. The activeness students in learning-process, whether they are quiet or not.
3. The teachers did not explain that each of the group must responsible to the group discussion.
4. The teacher did not admonish the students who couldn't control their voice to be quiet.
5. The teacher did not move around the class during the task in other to see the students' difficulty in discussing the subtopic and to give helping when needed.

- Reflection

Reflection is a feedback process which is conducted in action. Reflection is used to help the teacher to make decision for what to do or to revise. In this phase, the feedback of the teaching-learning process is taken from the result of observation. The writer will take photos to know increasing of the students' ability in studying reading narrative text before and after used Question Answer Relationship Strategy.

F. Instrument of collecting data

The instruments of this research were:

1. Interview

The interview is a question and answer activity which done by the writer that asked to the principal and to the English teacher to collect the data about the students and learning process.

2. Observation

Observation is the action of watching something carefully. The comment of remark based on something has been seen is written in the observation sheet. Observation is to be useful in the sense "an act or instance of watching". This distinction is, in fact, usually followed in actual usage. The use observation to mean an act of happens in the classroom during the teaching-learning process then.

3. Diary notes

Contained everything happens during the teaching-learning process including reflection and evaluation. According to Syahrums and Salim, all of data are collected and interpreted by research. And they also are supported by some media's such as: photos, diary notes and video which will relate to research focusing.²⁷

²⁷. Syahrums and Salim, *Metode Penelitian Kuantitatif*, (Bandung: 2007)

4. Test

This test consist of two tests, namely pre-test to determine the ability of beginning students and post-test to determine the ability of the students after the action was performed. The tests were administered in the form essays, that containing 10 questions about the text, the correct answer would be scored 10 in each question. This test was given to 30 students and the students have 40 minutes to finish the test.

G. Technique of Analyzing Data

Technique of analyzing data was the most important element in any conduct research. All collected data would be meaningless, if didn't do the analysis. The results of the analysis would provide an overview of the direction, purpose and intent of the study. Techniques of analyzing data in this research in use descriptive technique.

To know the means of the students' score in each cycle, it was applying the following formula:

$$M = \frac{\sum X}{N}$$

Where: M = the means of the students' score

$\sum x$ = the total of the score

N = the number of the students

Next, to category the number of the students who passed the test successfully, it was applying the following the formula:²⁸

$$P = \frac{R}{T} \times 100\%$$

Where:

P = the percentage of students who got points 70

R = the percentage of students who got points 70 above

T = the percentage of students who took the test

²⁸. Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, (Jakarta: PT Bumi Aksara, 2006), p. 264

CHAPTER IV

THE DATA AND DATA ANALYSIS

A. The Data

The research involved quantitative and qualitative data. The quantitative data was obtained from the mean of students' score taking test. The test was given to the students was a set of multiple choices. The qualitative data was obtained from the interview, observation sheets, and document.

The data was taken from a class which consists of 38 students. The class was XI IPA – 1. It was accomplished in two cycles. Every cycle consisted of four steps of action research like planning, action, observation and reflection. The first and second cycle were gathered in four meetings. The first cycle including pre-test and post-test I was conducted in two meetings. The second cycle was conducted in two meetings also, in the last of second cycle the students were taken the test as post-test 2. So, there were four meetings in this research.

1. The Quantitative Data

The quantitative data was taken from the test result, which was carried out in two cycles (cycle I and cycle II). In two cycle, there were four meetings were conducted. The test was given to the students in form test of cycle I and cycle II. The result of the students' score could be seen in following table.

Table I: The mean of students' score

No	The Name Of Students	Score		
		Cycle I		Cycle II
		Pre-Test	Post-Test I	Post-Test II
1	Achnia Azla	70	60	80
2	Alfanny Zuhair	40	50	60
3	Alvi Syahrin	50	60	80
4	Amira Falah Siregar	50	60	90
5	Amri Isadin Pasaribu	40	60	70
6	Anggita Salsha Safira	40	50	70
7	Aning Prastiti Ningsih	70	70	90
8	Dwi Antika Br. Nasution	50	70	90
9	Elma Triana	40	60	80
10	Iftitah Maghfirah Kesuma	50	60	80
11	Ilham Zulkhair	50	60	70
12	Intan Fatimah Az Zahra	50	60	80
13	Januan Khairul Amru HSB	50	60	80
14	Julia Rahma Isniara	50	60	80
15	Khairani Lubis	50	60	80
16	Lira Savina	70	80	90
17	Maulana Imam Dzulhamdi	30	50	60
18	Muhammad Alfn Alfana S	30	50	70
19	Muhammad Haykal Aulia	70	70	90
20	Muhammad Zul Fadlan	60	70	80
21	Muhammad Fadlan	50	60	80
22	Muhammad Ilham Prayogi	60	70	80
23	Mytha Nurjanah Lubis	60	70	90
24	Nadiyah Nilfannisa	60	70	80
25	Najwa Aulia Putri	50	60	80

26	Nursaida Yanti	50	60	70
27	Nurul Arfisyah Daulay	40	60	80
28	Puteri Wulandari	70	60	80
29	Putri Pramestia Ningrum	50	60	80
30	Putri Wulandari Simanjuntak	60	70	90
31	Rahma Safitri HRP	40	70	90
32	Rizqiyatul Laili	40	50	60
33	Rizqya Nurul Izzati A	50	60	70
34	Said Farhan	60	70	90
35	Shavira Aini Azzahra	50	70	90
36	Sigit Hadi Pranoto	40	50	60
37	Siti Sahara Batubara	50	60	80
38	Zulmahadi Nata	50	60	70
	Total	$\sum x = 2040$	$\sum x = 2360$	$\sum x = 2990$
		$X = 53,68$	$X = 62,10$	$X = 78,68$

2. The Qualitative Data

The qualitative data was taken from the four sources, namely from diary notes, interview, and observation sheets.

a. Diary Notes

The diary was used to write down the situation when teaching learning process was done. It useful for knowing all students. From the diary notes, it was found that students were active and enthusiastic during teaching learning process after implemented question answer relationship strategy. However some students lazy to comprehend to text because

their difficulties in memorizing some of vocabularies, after they were implemented question answer relationship strategy, they were active, serious and interested to study English especially at reading comprehension of narrative text.

b. Interview

The Interview was done before conducting the first cycle. It was found out that the teachers' problem in teaching reading were lack of strategy in teaching. The interview also found the students' difficulties at reading comprehension of narrative text. The interview also was done after implemented the strategy to English teacher and some students who got the low and high value during learning process.

c. Observation Sheets

From the observation sheet, the research was noted that students were active and enthusiastic at reading comprehension of narrative text by using question answer relationship strategy, which give a chance for students to active in finding the answer of the question from the text.

B. Data Analysis

1. Analysis of Quantitative Data

Researcher gave a multiple choice test to the students in the end of each cycle. It was found that the mean of students' score was kept improving from the pre-test until post-test second cycle. To know the mean of students' score can be seen in the following formula:

$$X = \frac{\sum X}{N}$$

In the pre-test, the total score of the students was 2040 and the number of the students who took the test was 38 students, so the mean of the students score was:

$$X = \frac{2040}{38} = 53,68$$

In the post-test of the first cycle, the students score was 2360 and the number of the students who took the test was 38, so the mean of the students score was:

$$X = \frac{2360}{38} = 62,10$$

In the post-test of the second cycle, the students score was 2990 and the number of the students who took the test was 38, so the mean of the students score was:

$$X = \frac{2990}{38} = 78,68$$

The number of pass students was calculated by formula:

$$P = \frac{R}{T} \times 100 \%$$

In the pre-test, the students who got point up to 70 consisted of 5 students, so the percentage was:

$$P1 = \frac{5}{38} \times 100 \% = 13,15 \%$$

In the post-test I, the students who got point up to 70 consisted of 12 students, so the percentage was:

$$P2 = \frac{12}{38} \times 100 \% = 31,57 \%$$

In the post-test II, the students who got point up to 70 consisted of 34 students, so the percentage was:

$$P3 = \frac{34}{38} \times 100 \% = 89,47 \%$$

Table II: The percentage of the students' ability in reading comprehension of narrative text

Test	Students who got up to 70	Percentage
Pre-Test	5	13,15 %
Post-Test Cycle I	12	31,57 %
Post-Test Cycle II	34	89,47 %

Table II: Shows the improvement of the students score of the pre-test to the second post-test. In the pre-test, there was 13,15% from 5 students who got points up to 70. The first post-test was 31,57% from 12 students who got points up to 70. The second post-test was 89,47% from 34 students. The improvement was about 35%. It meant during the test, there was improvement in reading comprehension of narrative text.

2. Analysis of Qualitative Data

The qualitative data was taken from diary notes, interview sheet, observation sheet and questionnaire sheet. Those are gained within two cycles.

2.1.The Activities of Pre-test

In the first meeting, the students were given pre-test to know their ability in reading, they were prohibited to ask their friends and worked in groups and the researcher found that they felt difficult to answer the questions about narrative text.

2.2.The Activities of Cycle I

Planning

In this phase, the researcher prepared everything that was needed related to the teaching and learning process. The preparations were lesson plan, the teaching material of narrative text, the instrument for collecting data like diary note, interview sheet, and observations sheet. Firstly, the researcher explained about the advantages of reading comprehension. Researcher introduced about question answer relationship strategies. Then was correlated it into the subject to the students' ability in reading comprehension of narrative text through question answer relationship.

Action

In this phase, there were some activities was done by researcher. They were: made sure students understood the aims and the benefits of question answer relationship strategies for English learning. Emphasizing of question answer relationship strategies in activities.

Observation

In this observation, the researcher focused on the situation in teaching and learning process, students' activities, students' ability in reading comprehension of narrative text, students' interaction and the final result of the students' test.

Reflection

Reflection was the last phase of the cycle. The researcher checked the students' test and saw the feedback from teaching and learning process done. The researcher reflected on everything did and the last conclude the lesson.

2.3. The Activities of Cycle II

Based on the result of the cycle I, the researcher needed to do cycle II. It can be seen from the students' score that still failed classification. These phase continued the aim of the research. The phases of the cycle II were constructed based on the reflection of the previous cycle I. in the cycle II, all the phases was done like in the cycle II, but special in action the researcher gave more chances for students to ask something which they didn't understand yet.

Planning

In this cycle, question answer relationship strategies still was applied in teaching learning process. In this cycle, teaching learning process more emphasize students in reading comprehension of narrative text through answered some of questions test. The

researcher created more supportive condition in order to foster the students to give more their responses and their participation actively in the class.

Action

In this phase, the researcher was try to the best in teaching the students and was motivated them to increase their ability in reading comprehension by following the steps of question answer relationship.

Observation

The observation was done for the second cycle. The students' activity during teaching learning process had been observed.

Reflection

In this phase, the feedback of the teaching learning process was taken from the result of the observation. As the observation and result test, the researcher could be concluded as follows:

- a. The researcher could be increased on the students' ability in reading comprehension of narrative text by using question answer relationship strategies. Every group discussed enthusiastic, every students had braveness to asking what they didn't know and gave their opinion.
- b. Students score had improvement too, it was based on the observation sheet that showed the improvement in every meeting. Based on the percentage of the students' score, there were 31,57% at the first cycle and was 89,47% at the second

cycle. The total improvement of the students' score from the test cycle I and Cycle II was 35%.

It made the researcher felt that the second cycle could be stopped because the students could be comprehend the text and understood narrative text.

C. Research Finding

The result of research indicated that there was an improvement on the students' ability in reading comprehension by using question answer relationship strategies. It was proved by the data, which showed the progression mean of the students.

The mean of the students' score in the second cycle (79,68) was higher than the mean of the students' score in the first cycle (62,10) and the mean of the pre-test (53,68). The percentage of the students who got point up to 70 also grew up. In the pre-test, the students who got up 70 were only 5 of 38 students (13,15%). In the post-test I of cycle I, the students who got up 70 there were 12 of 38 students (31,57%). In the post-test II, students who got up 70 there were 34 of 38 students (89,47%). The improvement was 35%. In order words, there was improvement of the students became better in the first meeting to the next meeting.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

Based on the result of the research, it could be conclude that:

1. This research deals with the implementation of the question answer relationship strategies on the students' ability in reading comprehension of narrative text.
2. After analyzing the data, it was found out that the students' ability in reading comprehension of narrative text got improvement by question answer relationship strategies. It was showed from the mean of the score and percentage score.
3. Teaching reading comprehension by using question answer relationship strategies was effective rather than traditional method. It can be seen from the scores. The mean of the students' score in the second cycle (78,68) was higher than the mean of the students' score in the first cycle (62,10) and the mean of the pre-test (53,68). It also provide by observation sheet, interview sheet, and diary notes result which indicated improvement in teaching learning process from cycle I and cycle II.
4. Based on the data analysis, there was a improvement on the students' ability. So, the students have responsibility and feel enjoy the learning process. It meant that question answer relationship strategies can be used as one of the alternative to teach how to comprehend reading text especially in narrative text.

B. Suggestions

Based on those findings above, the writer here wanted to give the solutions to solve the problem in teaching English by giving these following suggestions as follows:

For the teacher:

1. The teacher should implement various strategies in learning English especially in reading comprehension.
2. The teacher should be as a partner for the students in learning process and care to the students.
3. The teacher should be creative to master the class became alive and interest.
4. The teacher should be prepared to give the learner a more meaningful role. They support and encourage the learner's desire to learn.
5. The teacher should always improve own skills and knowledge in exploring the class.

For the students:

1. The students should have some efforts to learn English by reading the kind of English books.
2. The students should be active participants in learning English by asking some questions.

For the institution:

1. The institution should give the media and also complete the facility in order to make better progress achievement of English, and make teaching-learning more effective.
2. The institution should be care to the students during finishing the study.
3. The institution should prepare the kind of books needed both the teacher and the students to support the class activity.

For the researcher:

The finding of this research was subject matters which can be developed largely and deeply by adding other variables or enlarging the samples.

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Appendix I

LESSON PLAN (CYCLE I)

School	: MAN BINJAI
Subject	: English
Class	: XI IPA – 1
Time Allocation	: 4 x 45 minutes
Meeting	: 1 – 2

A. Standard Competence

Students are able to express the meaning of short narrative essay accurately in the daily life context.

B. Basic Competence

Responding the meaning in formal and informal function texts which used the variety of language accurately, fluently and appropriately in daily life context in narrative.

C. Indicators

1. Mentioning the definition of narrative text.
2. Identifying the generic structure of narrative text.

3. Find out the difficult words in the text.
4. Answering the questions based on the text.

D. Learning Objectives

1. The students are able to mention the definition of narrative text.
2. The students are able to identify the generic structure of narrative text.
3. The students are able to find out the difficult words in the text.
4. The students are able to answer the questions based on the text.

E. Learning Material

Narrative text

A narrative is a meaningful sequence of events told in words. It is sequential in that the events are ordered, not merely random. Sequence always involves an arrangement in time (and usually other arrangements as well). A straightforward movement from the first event to the last constitutes the simplest chronology. However, chronology is sometimes complicated by presenting the events in another order: for example, a story may open with the final episode and then flash back to all that preceded it.

Generic structure of narrative:

- Orientation: It is about the opening paragraph where the characters of the story are introduced.
- Complication: Where the problems in the story developed.
- Resolution: Where the problems in the story is solved.

The example of narrative text:

True Friends

Once upon a time, there were two close friends who were walking through the forest together. They knew that anything dangerous can happen any time in the forest. So they promised each other that they would always be together in any case of danger.

Suddenly, they saw a large bear getting closer toward them. One of them climbed a nearby tree at once. But unfortunately the other one did not know how to climb up the tree. So being led by his common sense, he lay down on the ground breathless and pretended to be a dead man.

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

F. Learning Strategies: Question Answer Relationship (QAR)

- a. **Learning Method:** Explanation, discussion, answer – question

G. Learning Activities

1. Opening Activities

- a. Greet the students

- b. Check the attendance list
- c. Ask the previous lesson

2. Main Activities

Exploration

- a. The teacher asks the students' opinion about narrative text
- b. The teacher explains about narrative text
- c. The teacher asks the students to answer the teacher's question about narrative text

Elaboration

- 6. The teacher introduced the concept of question answer relationship by explaining each type of question, providing a clear example of each, and discussing the difference in each.
- 7. Next, assign a short piece of text for students to read.
- 8. Upon completion of the reading, lead the students through the process of answering each type of question, making sure they go back into the text to verify their answers. Ascertain that they clearly understand the differences among each type.
- 9. Continue this practice, increasing the number of questions of each type, until students are clearly able to understand the differences among the types and can identify them with ease.
- 10. Finally, ask students to read a longer passage and develop a set of questions for their classmates to identify and answer.

Confirmation

- a. Teacher provide opportunities to the students for asking about their problems in reading comprehension of narrative text
- b. Teacher gives task to the students

3. Closing Activities

- a. Teacher together with the students conclude the material
- b. Students listen to the teacher's advices

H. Learning Source

LKS: Dewi Sri Ratna, Bahasa Inggris, Citra Pustaka: IKAPI

I. Assessment

- a. Technique : test
- b. Form : writing

Guiding assessment

(1) For the correct answer the score is 10

(2) Maximum value =

(3) $Score = \frac{score\ result}{maximum\ score} x$

Known by:

The Principal

The Teacher

The Researcher

ACTIVITY FOR LESSON I

Sura and Baya

A long time ago, there were two animals, Sura and Baya. Sura was the name of a shark and Baya was a crocodile. They lived in a sea.

Once Sura and Baya were looking for some food. Suddenly, Baya saw a goat. "Yummy, this is my lunch," said Baya. "No way! This is my lunch. You are greedy" said Sura. Then they fought for the goat. After several hours, they were very tired. Feeling tired of fighting, they lived in the different places. Sura lived in the water and Baya lived in the land. The border was the beach, so they would never fight again. One day, Sura went to the land and looked for some food in the river. He was very hungry and there was not much food in the sea.

Baya was very angry when he knew that Sura broke the promise. They fought again. They both hit each other. Sura bit Baya's tail. Baya did the same thing to Sura. He bit very hard until Sura finally gave up and went back to the sea. Baya was happy.

Question

1. What is the title of a narrative text above?
2. How many characters in the story?
3. What is seen Baya?
4. Why are they fighting?
5. Anyone who violates the agreement between Sura and Baya?
6. What lessons can we learn in the story?

KEY ANSWER

1. Sura and Baya
2. There are two
3. A goat
4. They fight because of a goat
5. Sura
6. Do not break a promise that has been agreed upon.

Appendix II**LESSON PLAN (CYCLE II)**

School : MAN BINJAI

Subject : English

Class : XI IPA – 1

Time Allocation : 4 x 45 minutes

Meeting : 3 – 4

A. Standard Competence

Students are able to express the meaning of short narrative essay accurately in the daily life context.

B. Basic Competence

Responding the meaning in formal and informal function texts which used the variety of language accurately, fluently and appropriately in narrative.

C. Indicators

1. Explaining the material of narrative text.
2. Analyzing the grammar of narrative text.
3. Look for main idea of the text.

D. Learning Objectives

1. The students are able to explaining the material of narrative text.
2. The students are able to analyzing the grammar of narrative text.
3. The students are able to look for main idea of the text.

E. Learning Material

Narrative text

The Lion and The Mouse

When he was awakened by a tiny Mouse running across his body, a mighty Lion was sleeping in his lair. The lion then grabbed the frightened mouse with his huge paws and opened his mouth to swallow him directly. “Please, King,” begged the mouse, “Spare me this time and of course I will never forget your kind kindness. Someday I may be able to repay you. “The lion thought that it was such an amusing idea that he let the poor creature go.

Sometimes later the lion was caught in a net laid by some hunters. Despite his great strength, the lion could not break free. Soon the forest echoed with angry load roars.

The little mouse heard the lion and ran to see what was wrong. As soon as he succeeded to make the lion free “There!” said the mouse proudly,” You laughed at me when I promised to repay your kindness, but now you know that even a tiny mouse can help a mighty lion.”

F. Learning Strategies: Question Answer Relationship

- a. **Learning Method:** explanation, discussion, answer – question

G. Learning Activities

4. Opening Activities

- d. Greet the students
- e. Check the attendance list

- f. Ask the previous lesson

5. Main Activities

Exploration

- d. The teacher asks the students' opinion about narrative text
- e. The teacher explains about narrative text
- f. The teacher asks the students to answer the teacher's question about narrative text

Elaboration

11. The teacher introduced the concept of question answer relationship by explaining each type of question, providing a clear example of each, and discussing the difference in each.
12. Next, assign a short piece of text for students to read.
13. Upon completion of the reading, lead the students through the process of answering each type of question, making sure they go back into the text to verify their answers. Ascertain that they clearly understand the differences among each type.
14. Continue this practice, increasing the number of questions of each type, until students are clearly able to understand the differences among the types and can identify them with ease.
15. Finally, ask students to read a longer passage and develop a set of questions for their classmates to identify and answer.

Confirmation

- c. Teacher provide opportunities to the students for asking about their problems in reading comprehension of narrative text
- d. Teacher gives task to the students

6. Closing Activities

- c. Teacher together with the students conclude the material
- d. Students listen to the teacher's advices

J. Learning Source

LKS: Dewi Sri Ratna, Bahasa Inggris, Citra Pustaka: IKAPI

K. Assessment

- c. Technique : test
- d. Form : writing

Guiding assessment

(4) For the correct answer the score is 10

(5) Maximum value =

(6) $Score = \frac{score\ result}{maximum\ score} x$

Known by:

The Principal

The Teacher

The Researcher

The Rats and The Elephants

Once upon a time there lived 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.

The king 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 one of 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.

QUESTION

1. What type of text is the above text? It is ...

A. a narrative text

B. a description text

C. a recount text

D. an anecdote text

E. an expository text

2. What destroyed the homes of all rats?

A. a group of mice did

B. the hunter did

C. elephant-hunter did

D. a group of elephant did

E. elephant's herd

3. What helped the elephant's herd free?

A. the elephant-hunter did

B. the hunters did

C. the trapped elephants did

D. a group of king did

E. entire group of rats 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

E. Description

5. At the end of the story, how was the elephant's herd?

A. angry

B. sad

C. happy

D. dead

E. disappointed

KEY ANSWER

1. A. (a narrative text)

2. D. (a group of elephant did)

3. E. (entire group of rats did)

4. B. (Orientation)

5. C. (happy)

Appendix III

DIARY NOTE

First meeting

This day was the first meeting. First, the researcher introduces herself to the students. At first, the researcher explained about narrative text. After that, the researcher gave them the test to know how far their capability in reading comprehension of narrative text. But, the first meeting was difficult they were difficult to comprehend the text. Even though, students had good response when they listening teacher's explanation. Most of them, did not know about vocabularies and grammar. It could be seen their face and expression. They looked confused and bored. Many problem have been found during they do the test. The condition of classroom was not conducive. The students made noisy by asking their friends about the answer from the pre-test, not only that they did work together with their friends. So, it could be concluded that students still had difficulties in reading comprehension of narrative text.

Second meeting

The teaching learning process is better than the first, before the researcher is going to explain a short explanation to the students, they students have pay attention to the situation. Then I just explain it shortly. In this time, I give them the post test I.

Third meeting

In this meeting, the researcher explains about the way question answer relationship strategies. In this time, the teacher gave the text to the students, and the

students read the text until 15 minutes. After the students read the text, the researcher gave some questions about the text.

Fourth meeting

This meeting is the last meeting of this research. This time, the researcher gave post test 2 to the students. In this meeting, teaching learning process by question answer relationship applied well. The situation was also conducive, enjoyable, fun and active. Question answer relationship had been successful run to improve the students' ability in reading comprehension of narrative text. Based on the reflection of this cycle, it was not needed to do cycle III because students' ability has been improved.

Appendix IV

INTERVIEW SHEET

Interview with the teacher

Researcher : Good Morning Sir

Teacher : Good Morning

Researcher : How long have you been teaching here?

Teacher : I have been teaching here for 5 years.

Researcher : What are your difficulties in teaching especially in reading comprehension of narrative text?

Teacher : When I teach my students in the class there has problems, such as some of the students don't know vocabularies, less in grammar, and difficult in structure of the text.

Researcher : How you can face this problem in the class?

Teacher : I try to give 5 vocabularies to every student in my class and it must be reminded in one day. I also ask them to add 5 or more vocabularies every day.

Researcher : What is your goal in teaching especially in writing narrative paragraph?

Teacher : I hope the students can comprehending narrative text well, the generic structure of narrative paragraph, and they have good ability and have good ideas in reading comprehension of narrative text.

Interview with the student

Researcher : Do you like English?

Students : No, I don't.

Researcher : Why don't like English?

Student : Because English is very difficult.

Researcher : In your opinion, is English important to be studied?

Student : Yes, but English so difficult for me. Need long time to learn English.

Researcher : What do your difficulties in reading especially in reading comprehension of narrative text?

Students : I don't have many ideas and vocabularies, I also less in grammar.

Researcher : Do you know the generic structure of narrative text?

Student : Yes, There are orientation, complication, and resolution.

Appendix V

OBSERVATION SHEET

Data :

Time :

The number of students :

Meeting :

Put a checklist in column 1, 2, 3 and 4 based on your observation

1 = poor 2 = fair 3 = good 4 = very good

Focus	Topic	1	2	3	4
The writer	<ul style="list-style-type: none"> - The teacher attracts student's attention. - The teacher explains teaching objective. - The teacher prepares teaching material systematically. - The teacher explains the lesson clearly. - The teacher gives all the students chance to ask about the material. - The teacher responds to students' question. - The teacher explains how the students write their narrative text by question answer relationship. 				

	<ul style="list-style-type: none"> - The teacher gives feedback to the students. - The teacher manages the time effectively and efficiently. 				
The students	<ul style="list-style-type: none"> - The students pay attention to the teachers' explanation. - The students ask questions to the teacher if there is something unclear. - The students answer question that are given by the teacher. - The students give good responds to the topic. - The students discuss about their writing actively. - The students feel interested in teaching learning process. 				
Context	<ul style="list-style-type: none"> - The classroom is saving from crowded. - The classroom is comfortable (clean, clam) - The classroom has teaching ads (marker, whiteboard, duster, etc). 				

Appendix VI**PRE TEST****Name** :**Class** :**Subject** :

The text is for questions number 1 to 5.

Why Do Mosquitoes Buzz ?

Long, long ago, Mosquitoes didn't buzz, they talked and talked.

One day, Mosquito was talking to Iguana, telling him about his vacation, Mosquito would not let Iguana say one word. Iguana was so annoyed that he walked away, leaving Mosquito still talking. Iguana grumbled and waved her tail.

She was still grumbling when she passed her friend, snake, and forgot all about saying "hello". Snake was feeling hurt. He felt so sad that he slithered down a rabbit's hole.

"Help!" yelled rabbit as she scurried out hole, terrified of Snake.

"What's wrong?" cawed crow as he saw rabbit racing. Danger must be near. "Run for you lives!" cawed crow.

Monkey heard crow's warning and took off through the treetops. Leaping branch to branch. When monkey landed on the owl's branch, high up in a leafy tree, owl's nest tripped off the branch and fell to the ground, breaking owl's eggs. The owl was heartbroken, so much that she didn't hoot for the sun to come up.

The whole jungle was mad at Mosquito. Finally owl hooted for the sun to come up and when it did, mosquito lost his voice. All he could do was buzzing in everyone's ears, "Zzzzz! Is everyone still mad at me?"

1. How many participants are there in the story?
 - a. Five
 - b. Six
 - c. Seven

- d. Eight
2. What does the second paragraph tell us about?
 - a. Iguana wanted to tell his story
 - b. Mosquito didn't want to tell story
 - c. Mosquito was tired telling his story
 - d. Iguana was fed up with the story
 3. What does the word 'grumbling' mean?

a. Thinking	c. Giving
b. Expressing	d. Complaining
 4. Whose voice had made the monkey go crazy?

a. The rabbit	c. The snake
b. The iguana	d. The crow
 5. Why did the owl feel very sad?
 - a. She couldn't hoot
 - b. She didn't have nest
 - c. She lost all her eggs
 - d. She was angry

The text is for questions number 6-10

The Rats and The Elephants

Once upon a time there lived 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 the king 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 rats. He summoned one of 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's herd was totally set free. They danced with joy and thanked the rats.

6. What the type of text is the above text?
- | | |
|-----------------------|-----------------------|
| a. A narrative text | c. An anecdote text |
| b. A description text | d. An expository text |
7. What destroyed the homes of all rats?
- A group of mice did
 - The hunter did
 - Elephant-hunter did
 - A group of elephant did
8. What helped the elephant's herd free?
- The elephant-hunter did
 - The hunters did
 - The trapped elephants did
 - Entire group of rats did
9. What is generic structure of "once upon a time there lived a group of mice under a tree peace"?
- | | |
|-------------------|----------------|
| a. Identification | c. Resolution |
| b. Orientation | d. Description |
10. At the end of the story, how was the elephant's herd?
- | | |
|----------|-----------------|
| a. Angry | c. Happy |
| b. Sad | d. Disappointed |

The text is for questions number 11-15.

One day, the man was going to go home and found there was an egg and glittering. When he took it up, it was as heavy as lead and he was going to throw it away, because he thought a trick had been played upon him. But he took it home on a nest, and soon found to his delight that that is was goose. Every morning golden eggs occurred and he soon became rich by selling its eggs. As he grew rich he grew greedy and thought to get at once more th goose could give. He killed the goose and opened it only find nothing.

11. Why did the man want to throw away the egg? Because..

- a. He thought it was not useful for him
 - b. He thought it was a trick played upon him
 - c. He thought it was only an egg
 - d. He thought he didn't want it
12. One day, the man was going to go home and found there was an egg and glittering. This paragraph is called..
- a. Complication
 - b. Resolution
 - c. Orientation
 - d. Evaluation
13. Why did the man kill the goose?
- a. He became greedy and wanted more eggs
 - b. He was angry with the goose
 - c. He did not want the goose again
 - d. He was so disappointed with the goose
14. What can you learn from the story?
- a. Be patient
 - b. Don't be greedy
 - c. Life is useful
 - d. Work hard if you want to be success
15. What is the resolution of the text?
- a. The man became happy forever
 - b. The man became a rich man
 - c. The man killed the goose and had nothing on it
 - d. The man satisfied with the egg

The text is for questions number 16-20

A farmer came across a bird with a broken wing. He picked it up, took it home and looked after it lovingly, even though his wife complained bitterly about his wasting too much time on the creature.

After some time, the wing mended and, because the bird did not want the farmer to have kept on arguing with his wife all the time, it decided to go back to its nest.

When the farmer discovered that the bird was gone, he was so upset that he went out to look for it. Eventually, he found it again, and was greeted happily by the whole family of the bird. As a sign of their thanks for his care and attention, the birds gave him not to open it until he got home.

To his surprise, the farmer found the box full of precious stones. When his wife saw them, she decided that she too deserved a reward, and she went to see the birds. The birds gave her a little casket, but this one was full of devils. The devils jumped on her as soon as she opened the casket and chased her away.

Left alone, the farmer went to live near his friend, the bird. There he built a hut of perfumed wood, and the birds decorated it with flowers of every kind.

16. Which of the following statements do you agree with?
- The farmer chased his wife away
 - The farmer lived happily with his wife
 - The farmer's wife took care of the bird
 - The bird was very thankful to the farmer
17. The farmer's new hut was...
- | | |
|-----------------------|---------------------------|
| a. Well finished | c. A gift from birds |
| b. Built by the birds | d. Built of perfumed wood |
18. What do we learn from the text?
- A gift shows kindness
 - Sufferings bring happiness
 - Arguing makes you distressed
 - A good deed deserves a reward
19. What is the main information discussed in the third paragraph?
- The bird left the farmer
 - The birds welcomed the farmer
 - The farmer got a little casket from the birds
 - The farmer was so angry and went out to find the bird
20. The word "discovered" (p3) means...
- | | |
|--------------|-------------|
| a. Proved | c. Saw |
| b. Found out | d. Invented |

Appendix VII

POST TEST I

Name :

Class :

Subject :

The text is for questions number 1-5

The Rats and The Elephants

Once upon a time there lived 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 the king 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 rats. He summoned one of 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 elephants herd was totally set free. They danced with joy and thank the rats.

21. What the type of text is the above text?

c. A narrative text

d. An anecdote text

d. A description text

c. A recount text

22. What destroyed the homes of all rats?

e. A group of mice did

f. The hunter did

g. Elephant-hunter did

h. A group of elephant did

23. What helped the elephant's herd free?

- e. The elephant-hunter did
 - f. The hunters did
 - g. The trapped elephants did
 - h. Entire group of rats did
24. What is generic structure of “once upon a time there lived a group of mice under a tree peace” ?
- c. Identification
 - d. Orientation
 - c. Resolution
 - d. Description
25. At the end of the story, how was the elephant’s herd?
- c. Angry
 - d. Sad
 - c. Happy
 - d. Dead

The text is for questions number 6-10.

One day, the man was going to go home and found there was an egg and glittering. When he took it up, it was as heavy as lead and he was going to throw it away, because he thought a trick had been played upon him. But he took it home on a nest, and soon found to his delight that that is was goose. Every morning golden eggs occurred and he soon became rich by selling its eggs. As he grew rich he grew greedy and thought to get at once more th goose could give. He killed the goose and opened it only find nothing.

26. Why did the man want to throw away the egg? Because..
- e. He thought it was not useful for him
 - f. He thought it was a trick played upon him
 - g. He thought it was only an egg
 - h. He thought he didn’t want it
27. One day, the man was going to go home and found there was an egg and glittering. This paragraph is called..
- c. Complication
 - d. Resolution
 - c. Orientation
 - d. Evaluation
28. Why did the man kill the goose?

- e. He became greedy and wanted more eggs
 - f. He was angry with the goose
 - g. He did not want the goose again
 - h. He was so disappointed with the goose
29. What can you learn from the story?
- e. Be patient
 - f. Don't be greedy
 - g. Life is useful
 - h. Work hard if you want to be success
30. What is the resolution of the text?
- e. The man became happy forever
 - f. The man became a rich man
 - g. The man killed the goose and had nothing on it
 - h. The man satisfied with the egg

The text is for questions number 11 to 15.

Why Do Mosquitoes Buzz ?

Long, long ago, Mosquitoes didn't buzz, they talked and talked.

One day, Mosquito was talking to Iguana, telling him about his vacation, Mosquito would not let Iguana say one word. Iguana was so annoyed that he walked away, leaving Mosquito still talking. Iguana grumbled and waved her tail.

She was still grumbling when she passed her friend, snake, and forgot all about saying "hello". Snake was feeling hurt. He felt so sad that he slithered down a rabbit's hole.

"Help!" yelled rabbit as she scurried out hole, terrified of Snake.

"What's wrong?" cawed crow as he saw rabbit racing. Danger must be near. "Run for you lives!" cawed crow.

Monkey heard crow's warning and took off through the treetops. Leaping branch to branch. When monkey landed on the owl's branch, high up in a leafy tree, owl's nest tripped off the branch and fell to the ground, breaking owl's eggs. The owl was heartbroken, so much that she didn't hoot for the sun to come up.

The whole jungle was mad at Mosquito. Finally owl hooted for the sun to come up and when it did, mosquito lost his voice. All he could do was buzzing in everyone's ears, "Zzzzz! Is everyone still mad at me?"

31. How many participants are there in the story?
- e. Five
 - f. Six
 - g. Seven
 - h. Eight
32. What does the second paragraph tell us about?
- e. Iguana wanted to tell his story
 - f. Mosquito didn't want to tell story
 - g. Mosquito was tired telling his story
 - h. Iguana was fed up with the story
33. What does the word 'grumbling' mean?
- c. Thinking
 - d. Expressing
 - c. Giving
 - d. Complaining
34. Whose voice had made the monkey go crazy?
- c. The rabbit
 - d. The iguana
 - c. The snake
 - d. The owl
35. Why did the owl feel very sad?
- e. She couldn't hoot
 - f. She didn't have nest
 - g. She lost all her eggs
 - h. She was angry

The text is for questions number 16-20

A farmer came across a bird with a broken wing. He picked it up, took it home and looked after it lovingly, even though his wife complained bitterly about his wasting too much time on the creature.

After some time, the wing mended and, because the bird did not want the farmer to have kept on arguing with his wife all the time, it decided to go back to its nest.

When the farmer discovered that the bird was gone, he was so upset that he went out to look for it. Eventually, he found it again, and was greeted happily by the whole family of the bird. As a sign of their thanks for his care and attention, the birds gave him not to open it until he got home.

To his surprise, the farmer found the box full of precious stones. When his wife saw them, she decided that she too deserved a reward, and she went to see the birds. The birds gave her a little casket, but this one was full of devils. The devils jumped on her as soon as she opened the casket and chased her away.

Left alone, the farmer went to live near his friend, the bird. There he built a hut of perfumed wood, and the birds decorated it with flowers of every kind.

36. Which of the following statements do you agree with?
- The farmer chased his wife away
 - The farmer lived happily with his wife
 - The farmer's wife took care of the bird
 - The bird was very thankful to the farmer
37. What is the main information discussed in the third paragraph?
- The bird left the farmer
 - The birds welcomed the farmer
 - The farmer got a little casket from the birds
 - The farmer was so angry and went out to find the bird
38. The word "discovered" (p3) means...
- | | |
|--------------|-------------|
| a. Proved | c. Saw |
| b. Found out | d. Invented |
39. The farmer's new hut was...
- | | |
|-----------------------|---------------------------|
| a. Well finished | c. A gift from birds |
| b. Built by the birds | d. Built of perfumed wood |
40. What do we learn from the text?
- A gift shows kindness
 - Sufferings bring happiness

- c. Arguing makes you distressed
- d. A good deed deserves a reward

Appendix VIII

POST TEST II

Name :

Class :

Subject :

Text 1 (for question no 1 – 10)

THE LION AND THE MOUSE

Mr. Lion was lying asleep when he was suddenly awaked by a mouse running over his face. The little mouse was being chased by a wild cat. “How dare you!”, He roared and raised his paw to kill the mouse. “Please, Sir,” begged Miss Mouse, “let me go, and one day I may do something for you in return. “You help me! Ha... ha ...,” laughed Mr. Lion, but he let her go.

One day, Mr. Lion was caught in a net spread by hunters. “I can’t get out! “He roared angrily. “But I can help you,” said a tiny voice. Then Miss Mouse nibbled and gnawed the ropes until the lion was free. She said proudly, “If you had not let me go, I would not have found a way to help you. “Yes, yes, you should thank her, Mr. Lion. She has saved your life”, said a monkey who as sitting on a branch of a tree.

1. The text is called...
 - a. Folktales
 - b. Legend
 - c. Fable
 - d. Myth
2. The mouse ran over the lion’s face because...
 - a. She was chased by a wild cat
 - b. She expected the lion would kill the cat
 - c. She hoped the lion would help her
 - d. She wanted to wake the lion up
3. Paragraph 2 tells us that...
 - a. Mr. Lion saved Miss Mouse from a wild cat
 - b. Mr. Lion was not sure that Miss Mouse could release him from the rope net
 - c. Miss Mouse could repay Mr. Lion
 - d. The monkey knew the incidents

4. The nature of the lion is...
- | | |
|---------------|------------|
| a. Boastful | c. Helpful |
| b. Courageous | d. Bossy |
5. What the type of the text is the above text?
- | | |
|---------------------|-----------------------|
| a. A narrative text | c. An anecdote |
| b. A recount text | d. A description text |
6. “You help me! Ha.... Ha....,”
- The sentence implies that...
- | |
|---|
| a. Mr. Lion demanded Miss Mouse to repay his kindness the next time |
| b. Mr. Lion did not believe that Miss Mouse could help him |
| c. Mr. Lion asked for Miss Mouse’s help |
| d. Mr. Lion was happy that Miss Mouse wanted to help |
7. Miss Mouse nibbled and *gnawed* the ropes...
- The word in italics means...
- | | |
|----------------|---------------|
| a. Kept biting | c. Embezzled |
| b. Despoiled | d. Undermined |
8. The right statement according to the text is...
- | | |
|----------------------------------|---|
| a. Mr. Lion was not lying asleep | c. Mr. Lion was caught in a net spread by hunters |
| b. The mouse can’t help the lion | d. The monkey helped the mouse to nibble the net |
9. “Yes. Yes, you should thank her...”*Her* refers to...
- | | |
|--------------|-----------------|
| a. The lion | c. The monkey |
| b. The mouse | d. The wild cat |
10. The moral value we can learn from the text is...
- | |
|--|
| a. We must not belittle others even the small ones |
| b. We must get something in return when we help others |
| c. We should not wake people who are sleeping |
| d. We must not fight with big and strong animals |

Text 2 (for question 11-20)

A Woman and the Wolves

A long time ago, very few people lived in the New Territories. There were only a few villages. If the people wanted to go from one village to another, they often had to pass through wild and unsafe forest.

One day, a farmer's young wife went to the next village to visit her own mother and brother. She brought along her baby son. When it was time for her to leave, her brother said "it us getting dark. Let my son, Ah Tim go with you though the forest."

So Ah Tim led the way and the young woman followed behind, carrying her baby. When they were in the forest, suddenly they saw a group of wolves. They began to run to avoid the danger, but Ah Tim kicked against a stone and fell down. At once the wolves caught him. The young woman cried to the wolves, "please eat m own son instead." Then, she put her baby son on the ground in front of the wolves and took her nephew away.

Everyone understood that this was because the woman was very good and kind. She had offered her own son's life to save her nephew.

They ran back to the house and called for help. All men in the village fetched thick sticks and went back with her into the forest. When they got there, they saw something very strange. Instead of eating the woman's baby the wolves were playing with him.

11. What separated between one village to another a long time ago in the New Territories?

- | | |
|--------------------|-----------|
| a. Another village | c. Forest |
| b. Mountains | d. Hills |

12. Who was Ah Tim?

- a. The young woman's brother
- b. The young woman's son
- c. The young woman's brother and nephew
- d. The young woman's brother's son

13. Who walked in front when they were in the forest?

- | | |
|--------------|-------------------------|
| a. Ah Tim | c. The woman's son |
| b. The woman | d. Her brother's nephew |

14. How could the wolves catch Ah Tim?

- | | |
|-------------------------------|--------------------|
| a. He was afraid | c. He ran slowly |
| b. He was stumbled by a stone | d. The woman cried |

15. The woman gave her son to the wolves because?

- a. She loves her nephew than her son

- b. She thought about how her brother would be
 - c. She wanted her son was eaten by the wolves
 - d. She was crazy
16. What did the villagers bring sticks for?
- a. For the weapon to the beat the wolves
 - b. To bring the woman's nephew
 - c. For the fire woods
 - d. For play
17. "all men in the village fetched thick stick..." the word "fetched" has a similar meaning to:
- a. Received
 - b. Caught
 - c. Got
 - d. Hit
18. From the passage we learn that the villages were...
- a. Located in one huge area
 - b. Situated in a large district
 - c. Separated by untamed jungles
 - d. Wild and unsafe
19. The brother let her son go with his aunt as she left home because...
- a. Ah Tim wanted to see the wolves
 - b. His aunt wanted him to come long
 - c. Ah Tim was bored to live with his parents
 - d. Ah Tim would be a guardian for them
20. What is the purpose of the writer by writing the story above?
- a. To describe the danger of the villages
 - b. To entertain the readers of the story
 - c. To tell the villagers' relationship
 - d. To explain how important a relative is

Appendix IX**Pre Test****Key Answer**

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

Post Test I**Key Answer**

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

Post Test II**Key Answer**

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

Appendix X

ATTENDANCE LIST OF STUDENTS

No	The Name Of Students	Meeting I	Meeting II	Meeting III	Meeting IV
1	Achnia Azla	✓	✓	✓	✓
2	Alfanny Zuhair	✓	✓	✓	✓
3	Alvi Syahrin	✓	✓	✓	✓
4	Amira Falah Siregar	✓	✓	✓	✓
5	Amri Isadin Pasaribu	✓	✓	✓	✓
6	Anggita Salsha Safira	✓	✓	✓	✓
7	Aning Prastiti Ningsih	✓	✓	✓	✓
8	Dwi Antika Br. Nasution	✓	✓	✓	✓
9	Elma Triana	✓	✓	✓	✓
10	Iftitah Maghfirah Kesuma	✓	✓	✓	✓
11	Ilham Zulkhair	✓	✓	✓	✓
12	Intan Fatimah Az Zahra	✓	✓	✓	✓
13	Januan Khairul Amru HSB	✓	✓	✓	✓
14	Julia Rahma Isniara	✓	✓	✓	✓
15	Khairani Lubis	✓	✓	✓	✓
16	Lira Savina	✓	✓	✓	✓
17	Maulana Imam Dzulhamdi	✓	✓	✓	✓
18	Muhammad Alfn Alfian S	✓	✓	✓	✓
19	Muhammad Haykal Aulia	✓	✓	✓	✓
20	Muhammad Zul Fadlan	✓	✓	✓	✓
21	Muhammad Fadlan	✓	✓	✓	✓
22	Muhammad Ilham Prayogi	✓	✓	✓	✓
23	Mytha Nurjanah Lubis	✓	✓	✓	✓
24	Nadiyah Nilfannisa	✓	✓	✓	✓

25	Najwa Aulia Putri	✓	✓	✓	✓
26	Nursaida Yanti	✓	✓	✓	✓
27	Nurul Arfisyah Daulay	✓	✓	✓	✓
28	Puteri Wulandari	✓	✓	✓	✓
29	Putri Pramestia Ningrum	✓	✓	✓	✓
30	Putri Wulandari Simanjuntak	✓	✓	✓	✓
31	Rahma Safitri HRP	✓	✓	✓	✓
32	Rizqiyatul Laili	✓	✓	✓	✓
33	Rizqya Nurul Izzati A	✓	✓	✓	✓
34	Said Farhan	✓	✓	✓	✓
35	Shavira Aini Azzahra	✓	✓	✓	✓
36	Sigit Hadi Pranoto	✓	✓	✓	✓
37	Siti Sahara Batubara	✓	✓	✓	✓
38	Zulmahadi Nata	✓	✓	✓	✓

Appendix XI

DOCUMENTATION



Location of the research



Pre test



Post test I



Post test II





The last meeting in the class