THE EFFECT OF USING QUESTION-ANSWER RELATIONSHIP (QAR) STRATEGY ON STUDENTS' READING COMPREHENSION ACHIEVEMENT IN NARRATIVE TEXT AT VIII GRADE OF MTS HIFZIL QUR'AN MEDAN

A THESIS

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By:

NAILA NURILLAH IQBAL
34.15.4.172

Advisor 1

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

Advisor II

Yani Lubis, S.Ag, M.Hum
NIP. 19680920 199503 1 002

DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF TARBIYAH SCIENCE AND TEACHER TRAINING

STATE ISLAMIC UNIVERSITY OF NORTH SUMATRA MEDAN

2019

ABSTRACT

Name	: Naila Nurillah Iqbal
Reg. Number	: 34.15.4.172
Faculty/Department	: English Education
Place/Date of Birth	: Jakarta, April 29th1997
Address/ Email	:Jl.Bejo Gg. Famili. No. 62, Benteng Hilir /
	E: nailanurillahiqbal438@gmail.com
Advisor	: 1. Dr. Abdillah, M.Pd
	2. Yani Lubis, S.Ag, M.Hum
Thesis Title	: **The Effect of using Question-Answer Relationship (QAR) Strategy on Students' Reading Comprehension Achievement in Narrative Text at VIII Grade of MTs Hifzil Qur'an Medan.**

(keywords: QAR Strategy, Reading Comprehension, Reading skill, Narrative text)

This research aimed to find out the reading comprehension ability in narrative text of students at VIII grade of MTs Hifzil Qur'an by using the Question Answer Relationship (QAR) strategy. This research used the quantitative method. The sample took from two classes, they were the studenst of VIII-3 and the students of VIII-5. The students in VIII-3 as controlled class and the students in VIII-5 as experimental class. Which control class consist of 20 students and experimental consist of 20 students too. The instruments of collecting data used observation and test. The result of the research can be seen from the average score. The average score for the experimental class was 50,00 for the pre-test and 80,50 for the post test. While the average scores for the control class was 48,50 for the pretest and 58,50 for the post-test. The result of the calculation using the t-test showed that tvalue = 5,3843and ttable for α: 5% was 4,41. It means that t value was higher than t table {5,384>4,41}. It can be concluded that there is a significant difference in the students' score in narrative text with VIII grade students of MTs Hifzil Qur'an Medan in academic year of 2018/ 2019 between students who have been taught by using QAR Strategy and those who have been taught by using a non-QAR strategy. The conclusion is by using QAR strategy, there was an improvement of the students' achievement in narrative text. Teaching narrative text by using QAR strategy can help the students improve their reading English skills. It could be seen when teaching and learning process, the students were very enthusiasm and more active in learning it.

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This thesis is written to fulfill one requirement to obtain the *Sarjana degree* at Department of English Education of Faculty Tarbiyah Science and Teacher Training State Islamic University of North Sumatera.

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Although this thesis has been structure in such a way, the writer recognizes that there are still many short comings in terms of content and how to write it.

Therefore, suggestions and criticism from the readers is so expect to the development in the future.

The writer's hope, this thesis may be useful for the writer and the readers as well as for the development of education in the future to be better. Aamiin Ya Rabbal 'Alamiin.

Medan, August 6th 2019

Naila Nurillah Iqbal

NIM. 34154172

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CHAPTER I
INTRODUCTION

A. Background of the study

It cannot be denied anymore that every human being is born needs a language. Language is the communication tool is used by humans in order to convey ideas and informations to the other person through interaction. This interaction activity is never absent and always carried out by humans at all times in the life. In the other words, language will never escape of human life to maintain their life.

There are thousands of different languages in the world. Every country has its own language. Because language is one of the symbols of the existence in the country, thus,every country determines one compulsory language is used to communicate. One of the most influential languages in the world is English. English has the different position in evey country. Some countries havedecidedthat English is mother tongue in daily life. Therefore, English is an International language that it should be mastered by every citizen in the world to communicate universally.

Apparently the presence of English in other countries is different from ours. Although there are some countries also using English as a second language or foreign language. In Indonesia,most of the students consider that English is a foreign language which is difficult to be learned. Yet, government has determined English is one of the compulsory subjects atevey education level in the schools. Hence, itis like there is a compulsion of students in learning English in every

education level.The goal ismaking the students can understand and master English.

In learning English, language proficiency consists of four different skills. Namely reading, writing, speaking, and listening that should be learned by students who want to master English. Each individual should understand each skill which is related with the another. It is also happen with every individual who understand and master each skill. Each individual also has the different level for understanding with several skills. In Indonesia itself, it is very difficult to find students who can master the whole of these skills. The cause is because English is only as foreign language.

Actually English skills are very easy, if the students often practice learning English. But in the fact, most of the students are not interested on English mastering.Each English skill has its own focus. Writing skill, whichonly focuses on the use of grammar in a sentence. Listening skill, which only focuses on hearing every word in a sentence. Speaking skill, this is how people can practice a conversation with illucotur by using grammar correctly and fluently. The last is Reading, which only focuses on understanding the English text.

From the four skills, reading is the important skills. Because it is the main priority for obtaining the knowladge. Reading can empower students with extensive vocabulary, syntax, and other language expertise that will enrich their use in the target language.Reading is an attempt by students to obtain messages or meanings from various information contained in various media.

There are many main problems that the students encounter in understanding the reading comprehension. Reading does not means the students

just read from the word by word become a sentence. But reading is how the students can comprehend the text, get knowledge from it.

Most of the students only read the texts without thinking and paying attention to every single sentence that they read. Besides it, many students do not have much time to read because when the teachers give them a text and get the students to answer questions about the text, they only focus on how to answer those questions quickly without applying some strategies.

In fact, reading strategies are very important to help students understand the information in the texts. They ignore the importance of being able to understand the text fully and finally they fail. Reading also needs to be mastered by the students because the questions in the national examination for English in recent years are mostly about reading comprehension. Therefore, the students should be able to read and comprehend texts. They also must be encouraged to improve their ability in English reading comprehension.

Resolving this problem, there are many ways that can beused to make student more understand in mastering reading comprehension. A teacher can apply some methods, techniques, or strategies to makestudents' reading achievement better. The teacher can also choose anappropriate method, technique or strategy that should be applied to teach readingto the students which is suitable with the reading test used.

Many English tests use somekinds of reading texts with general questions such as: What is the main idea of thethird paragraph?; What is the conclusion of the last paragraph?; What is themeaning of the first sentence in the second paragraph?; and many others.Therefore, the researcher tried to examine Question-

Answer Relationship (QAR)strategy to help students improve their reading comprehension since this strategyis an appropriate strategy in improving students' reading comprehension ability,especially in answering comprehension question.

This strategy has proven by Fard and Nikou on Iranian student, entitled "the effect of Question-Answer Relationship (QAR) and Cooperative Learning (CL) on first grade high school EFL students' reading comprehension". The findingindicated that there was a statically significant difference among the reading comprehension performance of the three experimental groups and the control group in their post-test scores. Furthermore, it was revealed that using QAR strategy had positive effects and increase EFL students' reading comprehension.[1]

Hence, the researcher decided to emphasize which one of the theories isapplicable. This can be done by conducting a study with the same case. Theimplementation of QAR strategy for junior high school students to see if there is asignificant difference of students' reading achievement and what the aspect of readingimproves the most after applying QAR strategy.

Based on the reserchers' observation in teaching training at MTs Zia Salsabila on October-December, 20th 2019, the students at the eight grade class had some difficulties in learning English especially in reading. One of them was they had difficulty understanding the meaning of words based on the context. They also had difficulty understanding sentences that contained inferential meaning. As the result, they were unable to answer all the comprehension

[1] Mehrnaz Hosseni Fard & Farahnaz Rimani Nikou,"*The effect of question-answer relationship (QAR) strategy on first grade high school EFL student's reading comprehension*",*International Journal of Language Learning and Applied Linguistics World*, Vol. 7, No. 2, 2014, p. 259.

questions correctly. This was proven by the results from the test given to the students during the teaching-learning session; the test result showed that only a few students achieved the minimum passing grade (KKM) in reading comprehension.

Through this strategy, the researcher hopefuly can help to reveal the problems both in this research and previous researches. It is also expected that this study can give some contributions to the readers and also teachers about strategy in teaching reading to help the students achieve their goals in their reading. The findings of this study can complete and convince the findings of previous studies about the use of QAR strategy.

By the reasons stated above, the researcher want to prove thatthe reseach is right. This is the reason why the researcher is going to do the research aboutthe effect of using Question Answer Relationship (QAR) strategy onstudents' reading comprehension achievement at VIII gradeof MTs Hifzil Qur'an.

B. Identification of the Study

Based on the first observation that had done by the reseacher, the researcherwill identifythe study as follow:

1. The students have difficulties to understand of the reading text. .
2. The students' ability is low in comprehension reading text.
3. The students have less of vocabularies.
4. The students have difficulties to pronounce English word.

5. The students have studied about narrative text question, but they do not have much time to read and answer the questions correctly.
6. The students dont use reading strategy when they reading of the narrative text.
7. The students feel bored when the teachers teach them by using conventional strategy.

C. Limitation of the Study

Based on the identification of the study above, the reseacher will limit the study into two factors.*First,* the students mastering reading of narrative text through answer Question Relationship Strategy (QAR). *Second,* the students' achievement in reading comprehension.

D. Formulation of the Study

According to limitation of study above, the reseacher will give the formulation of the study as following:What is the effect of using Question-Answer Relationships (QAR) strategy on the students' reading comprehension achievement innarrative text at the VIII gradeof MTs Hifzil Qur'an Medan?

E. Objective of the Study

Based on the first observation that had done by the researcher, the objective of the study is to find out whether Question Answer Relationship (QAR) strategy significantly affects on the students' reading compehension achievement in narrative text at the VIII grade of MTs Hifzil Qur'an Medan?

F. Significance of the Study

Theoretically, the findings add new horizon to the theories of English learning, particularly on reading comprehension. Practically, the finding will be meaningful for:

1. Students. It will be important for the students to overcome their problem in reading especially narrative through QuestionAnswer Relationships (QAR) strategy.
2. English teachers. It will be also important for the teachers in their attempt to improve their students reading comprehension in narrative through Question-Answer Relationships (QAR) strategy.
3. Other researchers who want to conduct a depth research in the same topics. This research finding might be very good for other referenced literature.

CHAPTER II
LITERATURE REVIEW

A. Theoretical Framework

1. Reading Comprehension

1.1 Definition of reading

Reading is the most important skills in language learning. Every person has a different purpose about the meaning of reading. Some of them recognize written words, and for the others it is an opportunity to teach pronunciation and practice speaking.[2]

Reading has been introduced since the first revelation brought by Prophet Muhammad SAW in the cave of Hira. Considering the importance of reading, Allah SWT revealed the first surah for prophet Muhammad SAW about the importance of reading that contains in surah al Alaq verse 1-5 (Q.S. al-Alaq/96: 1-5)

ٱقۡرَأۡ بِٱسۡمِ رَبِّكَ ٱلَّذِي خَلَقَ (١خَلَقَ ٱلۡإِنسَٰنَ مِنۡ عَلَقٍ (٢ٱقۡرَأۡ وَرَبُّكَ ٱلۡأَكۡرَمُ(٣ ٱلَّذِي عَلَّمَ بِٱلۡقَلَمِ (٤عَلَّمَ ٱلۡإِنسَٰنَ مَا لَمۡ يَعۡلَمۡ (٥

Meaning: *“* Read! In the name of the Lord Who has created (all that exist). Has created man from a clot (a piece of thick coagulated blood). Read! And your Lord is the Most Generous. Who has taught (the writing) by th pen. He has taught man that which he knew not”.[3]

These verse explain reading is the most important activity to change the mindset and improve human behavior to live in the world.In this surah, Allah teaches people what he does not know or yet. Because humans were born into the world in a state of knowing nothing.

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[2] Sacha Anthony Berardo, “*The Use of Authentic Materials in the Teaching of Reading”*, *The Reading Matrix*, Vol. 6, No.2, September, 2006, p. 60.

[3] M Taqiudin Al-Hilali and M Mukhsin Khan, *The Noble Qur’an,* (Madinah: Maktaba Darussalam, 1996),p. 1202.

Slowly, Allah gives humans the ability to see with his eyes and hear with his ears, so that with his ability they are able to reach the branches of science both religious and other sciences even the knowledge that may be directly given by Allah to some desired person without going through learning.In other word, Allah has explained that humans beings are created from objects that are not valuable then glorify them by teaching reading, writing, and giving them knowledge.

Reading is likewise a skill that the teachers simply expect learners to acquire. Basic beginning-level textbooks in a foreign language presuppose a student's reading ability if only because it is a book that is the medium. Most formal tests use the written word' as a stimulus for test-taker response; even oral interviews may require reading performance for certain tasks. Reading, arguably the most essential skill for success in all educational contexts, remains a skill of paramount importance as we create assessments of general language ability.[4]

The definition of reading can be summarized as follows: Reading involves the identification and recognition of printed or written symbols which serve as stimuli for the recall of meanings built up through past experience, and further the construction of new meanings through the reader's manipulation of relevant concepts already in his possession.

Reading an academic text does not simply involve finding information on the text itself. It is a process of working with the text. When reading an academic text, the reader recreates the meaning of the text, together with the author. In other words, readers negotiate the meaning with the author by applying their prior knowledge for it.

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[4] H. Douglass Brown, "*Language Assessment Principles And Classroom Practice"*, (USA: Pearson Education, 2004), p. 185.

1.2 The Indicators of Reading

The National Reading Panel (NRP) in Danny Brassel identified five factors that could be taught as essential components of reading and learning to read, they are :

1. Phonemic awareness

   Phonemic awareness refers to the ability to conceptualize, think about, and manipulate the sounds of language.

2. Phonics

   Understand the relationship between written letter and spoken sounds. Knowing the relationship between letters and sound help students to recognize familiar words accurattely and automatically and decode new words.

3. Fluency

   Fluency refers to two distinct competencies. First, fluency is the ability to process the printed text automatically and effortlessly that a reader can devote a maximal amount of his or her attention to construct the meaning of the author's message. The second aspect of fluency is the ability to read a text orally, with an expression that reflects the syntactic and semantic nature of the written text.

4. Vocabulary

   Vocabulary is the ability of readers to grasp the meaning of individual words and phrases used in written texts. Reading comprehension Acquiring strategies to understand, remember or communicate what is

read.

5. Reading comprehension

   Reading comprehension Acquiring strategies to understand, remember or communicate what is read.[5]

According to Hughes, indicators of reading comprehension must be taught are as follows: Interpret topic sentences,outline logical organization of a text, identify discourse markers, and identify addressee or audience for a text.[6]

Every expert has their ideas on the indicator of reading comprehension. It need emphasizing that indicator of reading comprehension will bring the readers to understand what is the meaning of the text. So if the readers mastering all of the indicators, it will be easier the readers to understand of the text.

1.3 Definition of reading comprehension

Reading without comprehension is none. Reading and comprehension are regarded as the one activity involved with in other. Comprehension is a complex process that has been understood and explained in a number of ways. It is the part and the goal of the reader to understand what the reader read the text for the reading process.

As Kristim Lems stated reading comprehension is a skill to get meaning from the printed text. It is not a static competency, it depends on the purpose of reading and the text that is involved. Reading comprehension interact with the text

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[5] Danny Brassel and Timothy Rasinski, "*Comprehension That Works:Taking Students Beyond Ordinary Understanding to Deep Comprehension".* (Huntington Beach: Shell Education, 2008), p. 19-21.

[6] Arthur Hughes, "*Testing for Language Teachers 2nd Edition"*. (Cambridge: Cambridge University Press¸ 2003), p. 139.

and background knowledge of the reader. [7]

Readers must use information already acquired to filter, interpret, organize, reflect upon and establish relationships with the new incoming information on the page. In order to understand the text, a reader must be able to identify words rapidly, know the meaning of the most all of the words and be able to combine units of meaning into a coherent message.

Judy Willis added that to get success in reading comprehension, students have to be active in processing meaning on what they read. Constructing meaning from text or spoken language is not separate literacy skill, but merging of all acquired knowledge, personal experience, and vocabulary with strategies of deductive and inductive reasoning and making connections.[8]

The successful of reading comprehension can be determined by how much vocabulary is have memorized by reader. The more vocabulary is obtained, it will be easier for the reader to understand the contents of a reading text. Good reading comprehension involves reading the words on the page, accessing their meaning, computing the sense of each sentence and much else as well. To understand the text in a meaningful way, readers need to integrate the meanings of successive sentences and to establish how the information fits together as a whole that is global coherence.

Based on experts' definition above, reading comprehension is an activity to understand what reader read of each word that contains about information and knowledge in a text through the eye that is processed in the human brain. It is not an easy thing to do

[7] Kristin Lems, Lead D. Miller, and Tenena M. Soro, "*Teaching Reading to English Language Learners; Insight from Linguistics"*. (New York: The Gilford Press, 2003), p. 170.

[8] Judy Willis, "*Teaching the Brain to Read"*, (Alexandria: ASCD, 2008), p. 127-128.

for the reader. Because reading by understanding requires yourself to focus on what is read in the text. Then, the reader must be more active in analyzing and processing word by word to get the intended meaning in the text.

Thus, the product of successful comprehension is a representation of the state of affairs described in the text. This representation includes causal relations between the events, the goals of the characters (protagonists), and spatial and temporal information that is relevant to the storyline. Models of skilled comprehension refer to this representation as a mental model or situation model. These meaning–based representations are not unique to reading comprehension, they are the product of successful comprehension of spoken discourse as well.

1.4 Aspects of reading comprehension

In teaching reading, there are several aspects that should be measured in order to know whether the students can achieve the goal of reading or not. According Brown, there are four aspect that should be mastered by the readers. These four aspects mainly deal with the main idea, specific information, vocabulary and the ability to infer implicit meaning in the context of the text.[9]

1. Main Idea

Main Idea is the most important part in reading activiy that has the purpose to find the concept or thinking of the writers in the text.According to Brown, the main idea is a sentence or generalization that tells what the paragraph is about which is usually found at the beginning of the paragraph, or at the end of the paragraph.[10] In line with Whorter and Kathleen, the sentence stating this main idea is called as a topic sentence.[11]

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[9] H. Douglas Brown, "*Teaching by Principles: An Interactive Approach to Language Pedagogy-second edition"*, (San Fransisco State University: Longman, 2001), p. 43.

[10] *Ibid.*, p. 50.

[11] Mc Whorter, and Kathleen, T, "*College Reading and Study Skills"*, (Boston: Little Brownand, 1986) p.110.

In some paragraphs, the main idea is not explicitly stated in one sentence.

2. Supporting detail

Whorter and Kathleen, contend that specific information or supporting detail develops the topic sentence by giving definition, examples, facts, incidents, comparison, analogy, cause and effect statistic, quotations, and evidence.[12]

3. Vocabulary

Wallace says that vocabulary is the stock of word used by people. It means that vocabulary is a fundamental thing for everyone who wants to speak or produce utterances.[13] In reading comprehension, the readers should understand vocabulary. It means that readers have to understand more word by word become sentence by sentence in every paragraph in the text.

4. Reference

Latulippe in Zulya contends that reference is words or phrases used either before or after the reference in reading materials.[14] Reference is used to prevent unnecessaryrepetition of words or phrases that is usually used a type of pronoun.

5. Inference

Whorter and Kathleen state that inference is an educational guess or prediction about something unknown based on available facts and information. It is the logical connection the readers draw between what they know and what they does not know.[15]

6. Reference

Reference is the intentional usa of one thing to show something else in which one provides the information necessary to interpret the other. Finding reference means that the reader should interpret and determine one linguistic expression to another. Moreover,

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[12]*Ibid,* p. 117.

[13] Michael Wallece J, "*Teaching Vocabulary"*, (London: Briddles, 1982), p. 122.

[14] Citra Mustika Zulya, et.al, "*Improving Students' Reading Comprehension through Question-Answer Relationship (QAR) Strategy"*, (Lampung : Universitas lampung), p. 10.

[15] Kathleen, Op.cit. p. 117.

Latulippe in Agustina, contents that reference is words or phrases used either before or after the reference in reading materials.[16] Reference is used to avoid unnecessary repetition of words or phrases which is usually used a kind of pronoun.[17]

The conclusion is to achieve the goal of reading, they should be able to master those aspects such as: identifying the main idea and supporting detail of the text in each paragraph, understanding vocabulary or words meaning, confirming reference existing in the text, and making an inference by comprehending the implicit meaning of the sentence.

2. Teaching Strategy of reading comprehension

Reading comprehension can be seen as an interactive process between the reader and the text which leads automatically. The aims of teaching reading is to develop the students' ability, so that they can read and understand the English text effectively and efficiently.According to Nunan in Fitri, teaching reading has three activities, they are:

1. Pre-reading activity

   Pre-reading activity is the activity before the reading process. The aims of this are:

   a. To introduce and arouse the interest of the students to the topic.

      In this case, the teacher introduces to the students about the topic which they will discuss in English class.

   b. To motivate the students to give a reaction for reading text.

      The teacher can ask the students some questions related to the topic.

[16] Judy Willis, "*Teaching the Brain to Read*", (Alexandria: ASCD, 2008), p. 127-128.
[17] *Ibid.*, p. 119.

c. To provide some language reparation for the text. In this term, the teacher can show some language preparation such as : the words, phrases or sentences that can be used to lead the students' attention the material.

2. While-reading activity

Whiles reading activity is the core of the lesson. What needs to be done is to develop students' reading skill by scanning and skimming. Skimming is reading to get general information while scanning in reading rapidly to find special information. According to Nation, skimming is the reader read goes through a text quickly, not nothing every word but trying to get the main idea of what is a text about.

While scanning means reading involves searching a particular piece of information in a text, such as looking for a particular name or a particular number.

3. Post-reading activity

Post-reading activity can be done in various activities related to the passage that has been read. An oral or written follow up activity, the students can be asked to describe a situation related to the passage or an incident similar to the passage.[18]

In teaching reading comprehension, the teachers to make the readers understanding how to read and get the point in the text, they should apply the reading teaching strategy appropriately. Actually reading strategies are not the same as

[18] Fitri Wilmi, "T*he effect of Using Question Answer Relationships (QAR) Strategy toward Reading Comprehension at the Second Year Students of SMP N 1 Kampar Kiri Hulu of Kampar Regency I",* (Pekanbaru: UIN Suska Press, 2011), p. 13.

instructional strategies. The goal of instructional strategies is to teach students how to make sense of the text. Instructional strategies are the plans used by the teacher to teach comprehension.

According to McEwan, comprehension strategies are used consciously by the reader to monitor and check to understand, to clarify confusion, and to process text. Strategies are situational and are used intentionally by readers.[19]

In contrast, once skills are learned, they are used unconsciously, i.e. decoding words or breaking words into syllables. Skills are also the tools readers use to organize the structure of the text, e.g., main idea and supporting details, compare and contrast, sequencing, etc.

When modeling strategies, we assume that students understand what is involved with creating a summary, asking thoughtful questions, or predicting. We talk about monitoring understanding yet many students really have no idea what this means, what it looks like, or what to do.

The first step in strategy instruction is to make no assumptions. In order to help students appreciate the versatility of strategies, each strategy below is segmented into components to make teaching more explicit and to scaffold to make strategies accessible to and usable by all the students.

3. Kinds of reading strategy

In reading skill, the students who want to understand the meaning in a text should read by using strategy. According to Adler, there are seven strategies to teach reading comprehension, namely:

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[19] McEwan, E.K, *"Seven Strategies of highly effective readers: Using cognitive research to boost K-8 achievement", (*Thousand Oaks, CA: Corwin Pres, 2004), p. 146.

1. Monitoring comprehension

   It means that students who are good at monitoring their comprehension know when they understand what they read and when they do not. They have strategies to "fix" problems in their understanding as the problem arise.

2. Metacognition

   Metacognition can be defined as "thingking about thingking". Good readers used metacognitive strategies to think about and have control over their reading. Before reading, they might clarify their purpose for reading and preview the text. During reading, they might monitor their understanding, adjusting their reading speed to fit the difficulty of the text and "fixing" any comprehension problem they have. After reading, they check their understanding of what they read.

3. Graphic and semantic organizer

   Graphic organizers illustrate concepst and relationships between concepts in a text or using diagrams. Graphic organizers are known by different names, such as maps, webs, charts, graphs, frames, or clusters.

4. Answering Question

   Questioning can be effectives when the teachers: give students a purpose for reading, focus students situation on what they are to learn, help student to think actively as they read, encourage student to monitor their comprehension, help students to review content and relate what they have learned to what they already known.

5. Generating Question

By generating questions, the students become aware of wether they can answer the question and if they understand what they are reading. Students learn to ask themselves questions that require them to combine information from different segments of text. For example the students can be taught to ask main idea that relate to important information in a text.

6. Recognizing story structure

   In story structure instruction, students learn to identify the categories of content (characters, setting, events, problems, resolution). Students often learn to recognize story structure through the use of story maps. Instruction in story structure impreves students' comprehension.

7. Summarizing

   Summarizing requires students to determine what is important in what they are reading and to put into their own words. Instruction in summarizing helps students on: identify of generate main ideas, connect the main or central ideas, eliminate unnecessary information, remember what they read.[20]

One of the kinds of the reading strategy is the Question Answer Relationship (QAR) strategy. It encourage students to learn how to answer questions better. Students are asked to indicate whether the information (information that was directly state in the text), textually implicit information

[20] C.R. Adler, "*Comprehension Strategies"*, {Online}. Available: (http://www.readingrockets.org accessed on July 21, 2017).

(information that was implied in the text), or information entirely from the students own background knowledge. To apply this strategy, teacher have to know how to apply this strategy correctly. So, this strategy will be effective used for the students on learning reading comprehension.

4. The Question Answer Relationship (QAR) Teaching Strategy

4.1 Definition of the Question answer relationship (QAR) strategy

The Question-Answer Relationship (QAR) is a reading strategy that guides the students comprehension by allowing them to demonstrate their ability to determine importance, make inferences, and monitor their comprehension through questions that rise before, during, and after reading a text.[21] Having a purpose allows students to determine what is important and is often determined first by the teacher through learning objectives.[22]

After the purpose is established, the instructor develops guiding questions that students answer throughout the reading. The students then sort the questions into two categories and then place the answers in conjunction with the question from the reading so that every question will have an answer.

The first category is author, which means that the student will be able to find the answers directly from the text. These answers may be direct quotes from the text or paraphrases. The second category is the author and I, which requires

[21] Nicole S. Fenty, Kim McDuffie-Landrum, and Gary Fisher, *"Using Collaboration, CoTeaching, and Question Answer Relationships to Enhance Content Area Literacy."* (Teaching Exceptional Children, 2012) p. 28. Print.

[22] C Tovani, "*Do I Really Have to Teach Reading?"*, *(*Portland, ME: Stenhous, 2004).

the student to rely on their background knowledge and the communication through the text to derive at the answer.[23]

These types of questions may be answered by inferring or using their background knowledge of the content in the text to create a new example or form relationships to another topic. Some answers may be more abstract in this category.

4.2 Types of Question Answer Relationship (QAR) Question

Raphael has identifiedinto two categories of questions: those whose answers are supplied by the author (In the Book QARs) and those that have answers that need to be developed based on the reader's ideas and experiences (In My Head QARs). These two categories of questions also have two different types of questions. In the Book questions are classified as either Right There questions or Think and Search questions. And then, In My Head questions are classified as either Author and You questions or On My Own questions.

The further explanation will be presented as follows:

1. Right There Questions

   Right There questions are factual and on the line question. The answer to Right There questions can be found easily in the text. Right There questions have only one right answer that can be found at one place in the reading text in which the question and answer usually have the same wording. The answers are usually one word or short-phrase responses. Some examples of phrases used for Right There questions are Who is....?, Where is....?, What is....?, When is....?, How many....?,When did....?.

2. Think and Search Questions

[23] Fenty, Op. Cit., p. 35.

The answers to Think and Search questions can be found in several parts of text which are pieced together using information from different parts of the text. Think and Search questions demands the readers to put different parts of a story in order to answer the questions because there may be more than one correct answer. These questions require the readers to think about how the information or ideas in the text are related to each other, and then, search through entire passage to find the information that applies. The question and answer of this type have different wordings and the answers are usually short answers. Some examples of phrases used for Think and Search questions are For what reason....?, How did....?, Why was....?, What caused....?

3. Author and You Questions

Author and You questions ask the readers to combine their own background knowledge, experiences, and values, and in combination with the text provided to respond a particular question. The answer to Author and You questions are not found in the text. Instead they require students to think inferentially.

The answer of the question comes from both clues in the text and students' prior knowledge. Students must think about what they already know, what the author is telling them, and how both pieces of information fit together. Then, students must synthesize the text to fully understand the question.

Facing this kind of questions, students should find and make connections between new knowledge from the text and their prior personal knowledge to create a new level of understanding. Some examples of phrases used for Author and You questions are Would you....?, which character....?, Did you agree with....?, What did you think of....?

4. On My Own Questions

On My Own questions ask the reader to go completely beyond the text. These questions can be answered without even reading the text because the answer comes entirely from readers' prior knowledge. The answers to these questions rely solely on students' experiences. These questions often are used prior to reading a text to help access background knowledge on a particular topic. This type of question may ask readers to state their opinion or how they would feel about a certain situation or topic.

These questions require inferential and evaluative thinking so that the answers of these questions do not require information from the text but they do require that readers make some types of judgment about or relate to the topic of the text. Some examples of phrases used for On

> My Own Questions are "Do you know....?, Have you ever....? Would you ever....?. "[24]

Based on the explanation above, we can conclude that QAR strategy have two categories of questions which have two different types more under each category. They are: In the Book questions that are classified into Right There questions or Think and Search questions where the answers of these types are right there in the text and the types of questions are literal; and In My Head questions are classified into Author and You questions or On My Own questions in which to answer these types of questions, the readers must use their prior knowledge because the answers do not apply explicitly in the text.

It is important to note that the answers to In the Book questions can be found in the text or book, while answers to In My Head questions are based on what the learner knows. Those kinds of questions are framed and used in all activities within reading cycle.

4.3 Advantages and disadvantages of usingQuestion Answer Relationship (QAR) strategy:

Using of Question Answer Relationship (QAR) strategy is useful for the teacher and the students. According to Raphael & AU, there are some advantages in using QAR as a framework for reading comprehension strategy. For the teachers:

[24] T.E. Raphael, "*Teaching Question Answer Relationships", Revisited*. (Reading Teacher, 1986), p. 516– 522.

1. To frame the questioning activities within the reading cycle guides teachers modeling of question-asking practice in the before, during and after reading phases.
2. To plan reading comprehension instruction helps to ensure that there will not be an over-emphasis of lower level skills and questions that only require students to locate and recall information.[25]

It sure also usefull for the students, namely: activate prior knowledge, locating information, determining text structures and how to convey information. determining when an inference is required, the students will be able to possible answer location by classifying question by type as well as monitor their comprehension of the text, helping the students to see the relationship among the strategies they are learning and the task demands represented by different questions.

Meanwhile, there are some the advantages of the Question Answer Relationship (QAR) strategy for the students as the following :

1. It will be a difficult task for the students who dont know the meaning of the text.
2. It will be found the students who difficulty in answering the question correctly and appropriately.
3. Not all of the students have the same brain capacity, some students have high and low IQ . even when working in the groups, it is difficult to find students who understand the reading text.

4.4 The procedures of Question-Answer Relationship (QAR) Strategy

According to Spears, there are three steps in teaching QAR strategy:

[25]*Ibid.*, p. 530.

1. Explain the students that there are four types of questions they will encounter. Define each type of question and give an example.
   a. Right There: The answer is found in the text, usually as a phrase contained within one sentence.
   b. Think and Search: while the answer is in the text, the student is required to combine separate sections or pieces of text to answer the question.
   c. Author and You: the answer is not directly stated in the text, the students draw on prior knowledge as well as what the author has written to answer the question.
   d. On Your Own: requires students to think about what is already known from their reading and experience (prior knowledge) to formulate an answer.
2. Give the students sample questions to answer in pair or small groups and identify which the QAR levels they used.
3. Have students work individually on questions from longer passage. Get students to examine the types of questions in the training passage.[26]

5. Narrative Text

Narrative textis stories involving a sequence of relatedevents.[27]A narrative text is a piece of the text which tells a story to entertain, to gain and to hold areaders interest.It tells about what is happening or what has happened.A narrativetypically contains action, dialogue, elaborate details and humor. Narrative sequences people or character in time andplace but differs from recounts through the sequencing, the story sets ormore problems which must eventually find a way to be resolved.

In the narrative text, it has some characteristics of the text, namely :

a. The form of a story about the event or the author's experience.
b. Events or events presented in the form of events that actually.
c. Occurred, can be either pure imagination or a combination of both.

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[26] M. Spears, "*Question-answer relationship (QAR)"*, (Retrieved from http://www.readingrockets.org/2010/strategies/question-answerrelationship/, July, 16, 2014).

[27] Martin Montgomery et al, "*Ways of Reading. 3rdedition*", (New York: Routledge, 2007), p. 251.

d. Based on the conflict, because without conflict usually uninteresting narrative.
e. Have an aesthetic value.
f. Emphasized a chronological arrangement.[28]

The other characteristic in narrative text is using of language feature. includes as follows:

1. Using part of speech.

   such as:

   Nouns : home, travelers, stone and etc.

   Pronouns : they, their, its and etc

   Adverb : angrily, in horor, etc. Verbal process: asked, told, spoke, etc.

2. Using temporal connection and conjunction: one day, a week later,then, a long, etc.
3. Using simple past tense.

According to Anderson, et al, There are three of generic structure of Narrative Text, namely :

1. Orientation

   An orientation can be a paragraph, pictures or opening chapter, in which the narrators tell the audience about who is in the story, when the story is taking place and where the action is happening. On the other hand, orientation can also have a meaning the scene and introduces the participants/characters.

2. Complication

   A complication that sets off a chain of events that influences what will happen in the story. This is the part of the story where the narrator tells

about something that will begin a chain of events. These events will affect one or more of the characters. The complication is the trigger. In every story must be ended, happy ending or a sad one.

3. Resolution

   In this part of the narrative where the complication is sorted out or the problem is solved. It must be our note that "solved" means accomplished whether succeed or fail.[29]

B. Related Study

In this research, the researcher will summarizes the relevant previous researches to prove the originality of the research, they are:

1. Citra Mustika Zulya (2017, Universitas Lampung). She wrote the research with the title "Improving students' Reading Comprehension through Question-Answer Relationship (QAR) strategy at the first grade of MTs 2 Lampung Selatan". She used a quantitative research using one group pre-test and post-test design. The result of her research is there was significant between significant difference of students' reading comprehension at the first grade of MTsN 2 Lampung Selatan before and after the implementation of Question-Answer Relationship (QAR) strategy. The students' score in the post-test improved from the pre-test significantly in which the improvement reached 13.45 points.
2. Mutia Soraya (2017, UIN Ar-Raniry). The title of her research is "The Effects Of Question-Answer Relationship (QAR) And Think Aloud Strategies On Reading Comprehension Ability". The method used in this research is quantitative method. The result of her research is there is

[29] Mark Anderson, and Kathy Anderson, "*Text Types in English"*, (New York: Macmillan,1997), p. 89-90.

increasing pre-test to post test scores, from 51,6 to 61,3. The number probably looks significantly different. Then, it is also proved by the results of determining hypothesis.

3. Surya Ningsih(2017, UIN-SU Medan). The title of her research is "Improving the Students' ability in Reading Comprehension of Narrative Text through Question Answer Relationship At theTenth Grade students OfMan Binjai". 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).

C. Conceptual Framework

Its not weird thing anymore when seeing that many teachers still use methods are tedious in the class. So the students only receive information that resulted in students not only have the liveliness, 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.

On the other word, the teachers can be said that they have been success in their teaching strategy on reading comprehension is how the students have the ability to follow, comprehen, listen and answer each of the narrative text question given by the teacher quickly and correctly.

Based on the theory that has been explained, there is a dominant difference when the researcher reviews and sees that there is a significant effect of the learning process that uses reading strategy in the experimental class with conventional startegy in the control class.

The research assumes that Question and Answer-Relationships (QAR) Strategy is one of strategy that is effective in the teaching of reading comprehension. This strategy had examined effective to teach reading comprehension. Besides effective in the teaching of reading comprehension, this strategy also believed can provides some advantages.

For the reasons above, the researcher will conduct the study to prove the effect of using Question-Answer Relationships (QAR) Strategy on students' reading comprehension achievementin narrative text at eight grade students of MTs Hifzil Qur'an.

D. Hypothesis

In this study, the hypothesis will be stated as follows:

Ha : Question Answer Relationship (QAR) Strategy is more effective than conventional strategy in the students' reading comprehnsion achievement on narrative text.

Ho : Question Answer Relationship (QAR) Strategy is not effective in teaching narrative text to progress the students' reading comprehension achievement.

CHAPTER III
RESEARCH METHOD

A. Research Design

This research used the quantitative approach. The design of quantitative purpose statement includes the variables in the study and their relationship, the participants, and the research site. It also includes language associated with quantitative research and the deducting testing of relationships or theories. A quantitative purpose statements begins with identify this sequence, and locating and specifying how the variables will be measured or observed.[30]

The purpose of choosing this method is to seek in the details about the effect of using Question Answer Relationship (QAR) strategies before and after treatment. In this research, researcher used an experimental research. An experimental research involves two groups: experimental group and control group. An experimental group receives a new treatment while control group receives an usual treatment. The new treatment is using Question Answer Relationship (QAR) strategy, and the unusual treatment is using Conventional strategy.

B. Setting of the study

The location of the research is at MTs Hifzil Qur'an. Which it is located on Jl. Selamat Ketaren, Medan Estate, Percut Sei Tuan, regency of Deli Serdang

[30] John W. Creswell, "*Research Design Qualitative, Quantitativeand Mixed Method Second Edition"*, (Los Angeles, CA: Sage, 2009), p. 173.

of North Sumatra. The researcher chooses this school as the object of her research has two reasons. First, the same title has never done before. Second, the location is accessible in terms of funds and time.

C. Population and Sample

1. Population

According to Creswell, population is a group of individuals who have the same characteristics.[31] Population is a set or collection of all elements possessing one or more attributes of interestPopulation is a set or collection of all elements possessing one or more attributes of interest.

The population of this research is all of the eight grade students of MTs Hifzil Qur'an in academic year of 2018/2019. Which consists of eight classes with the students are thirty students in every class. The population are 256 students.

2. Sample

Sample is a part of population. According to Ary, sample is a group selected from population for observation in a study.[32] For the sample, the researcher takes a class to be the sample.

The sample took from two classes, they are the studenst of VIII-3 and the students of VIII-5. The students in VIII-3 as controlled class and the students in VIII-5 as experimental class. Which control class consist of 20 students and experimental consist of 20 students too. In this reasearch, other individuals who

[31] *Ibid.*, p. 205.

[32] Donald Ary, *introduction to research in education eight*, (United State: Wadsworth engange Learning, 2010) p.649.

provide information on the subject under research classified as informant. These included the English teacher and principal of MTs Hifzil Qur'an.

3. Sampling

Sampling technique is needed to decide a data source as a representation of population that will be observed. According to Vockell, E.L. dan Asher, sampling is the strategy wich is enable us to pick up a sub group from a larger group then use this sub group as basis for making judgments about the larger group.[33]

The technique of sampling in the research is cluster random sampling. According to Johnson and Christensen, Cluster random sampling a form of sampling in which cluster (a collective type of unit that includes multiple elements) rather than single unit elements are randomly selected.[34]

D. Definition Operational of Variable

Acording to Sugiyono, "*Variabelpenelitian adalah segala sesuatu yang berbentuk apa saja yang ditetapkan oleh peneliti untuk dipelajari sehingga diperoleh informasi tentang hal tersebut, kemudian ditarik kesimpulannya".*[35] Sugiyono said a variable is everything that taught by the researcher in the research, so it can be acquired about the information. Then, the researcher will get

[33]Vockell, E.L. dan Asher, J.W, "*Educational Research (Second Edition)*", (New Jersey: Prentice-Hall, In, 1995), p. 103.

[34]Johnson, B. & Christensen, L, *"Educational Research: Quantitative, Qualitative, and Mixed Approaches (3rd ed)Thousand Oaks", (*CA: Sage Publications Inc, 2008), p. 172.

[35] Sugiyono, "*Metode Penelitian Pendidikan pendekatan kuantitatif, kualitatif",* (Bandung: Alfabeta, 2014), p. 38.

the conclusion of it. A variable can be determined from many factor, condition, situation, treatment and allactions that can be used to influence the experimental.

According to Fred N. Kerlingert as cited by Arikunto, all the experiments have one fundamental idea behind them; to test the effect of one or more independent variables on a dependentvariable (it is possible to have more than one dependent variablesin experiments).[36]

There are two variables that contain in this research, they are :

1. Independent variable (X)

Independent variable is the variable that is the cause or effect the onset or change in the dependent variable.[10] The independent variable of this research is the use of Question Answer Relationship (QAR) strategy on students' reading comprehension in narrative text.

2. Dependent variable (Y)

The dependent variable is a variable that is affected or that become the result because of the existence of the independent variable.[37] The dependent variable of this research is the improve of students' reading comprehension in narrative text.

The indicators of this variable are: identifying the purpose of the text, identifying main idea of a paragraph, identifying generic structure of narrative

[36] Suharsimi Arikunto, "*Prosedur Penelitian Suatu PendekatanPraktek* -edisi revisi", (Jakarta: Rineka Cipta, 2010), p.162.

[37] Suharsimi Arikunto, loc. cit.

text.(orientation, complication and resolution), identifying variation of sentence structure in the text, identifying meaning of words in the text, and identifying sentence meaning in the text.

E. Technique of Data Collection

1. Test Passage (Pre-tes and Post-test)

a) Pre-test

Before the researcher teachs a new material by using Question Answer Relationship (QAR) strategy, the researcher gives the test to the students. Pre-test is given to the experimental and control class in the same way.

b) Post-test

Post-test is given to the experimental class and control class. It is given in order to know the improvement of students' reading comprehension in narrative text after they are taught by using Question Answer Relationship (QAR) strategy for experimental class and without using Question Answer Relationship (QAR) for control class.

In collecting the require data in the test the researcher uses multiple choices. The choice of multiplechoice type is based on the following considerations:

1) It is easy and consistent.
2) It is easy to compute and determine the reliability of the test.
3) It is economical because the number of items can be answered in a short period of testing time.

Each of the test consists of some reading passages and some multiple choices reading comprehension questions followed in reading passage. Correct answers are score 1 and wrong answers are score 0. The question consist of 10 items which approximately finish on 35 minutes.

The score of students' achievement calculated by using this following formula:[38]

$$\text{Score} = \frac{the\ number\ \ of\ right\ answer}{all\ of\ items} \text{ x } 100\ \%$$

To find out whether test item is qualified as good instrument in the research or not before used to measure students' reading comprehension skill, previously try out test must be held. Try out test is implemented to find out the validity, reliability, and level of difficulty of test item. In try out, the question that given by the researcher consists of 50 items and which approximately finish on 60 minutes.

After validity, reliability, and level of difficulty of test item is found out, then choose test item which is qualified to be used as instrument for measuring the students' reading comprehension skill. The steps are as follow:

2. Validity of test

The validity is an important quality of any test. It is a condition in which a test can measure what is supposed to be measured. According to Arikunto "a test is valid if it measures what it purpose to be measured".[39] The validity of an item

[38] Anas Sudijono, *"Pengantar Statistik Pendidikan"*, (Jakarta: PT. Raja Grafindo Persada, 2008), p. 85.

[39] *Ibid*, p. 211.

can be known by doing item analysis. It is counted using product – moment correlation formula:[40]

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}\{N\sum Y^2 - (\sum y^2)\}}}$$

R_{xy} = the coefficients of correlation between x and y

N = the total of subject of experimen

$\sum x$ = the sum of score x item

$\sum y$ = the sum of score y item[41]

3. Reliability of test

It means consistent. Reliability refers to the consistency of test scores. Besides having high validity, a good test should have high reliability too. Alpha formula is used to know reliability of test is K - R. 20. The formula is: [42]

$$r_{11} = \frac{k}{k-1}\left(1 - \left(\frac{M\,(K-M)}{K.St^2}\right)\right)$$

r_{11} = Instrument reliability

k = The number of items in the test

St^2 = Total variance

M = the average score of students

4. Degree of test difficulty

[40]Suharsimi Arikunto, op. cit. p. 235.

[42]*Ibid*, p. 231.

A good question is a question which includes cognitive aspect and not to easy or too difficult. To easy question is not stimulate learners to enhance efforts to solve it, otherwise a question that is too hard will cause students to become desperate and do not have the spirit to try again because out of reach. To determine the level of difficulty of questions can be used the following formula:[43]

$$P = \frac{B}{JS}$$

Where :

P = The difficulty's index

B = The number of students who has right answer

JS = The number of students

The criteria are :

P = $0,00 \leq p \leq 0,30$ Difficult question

P = $0,30 \leq p \leq 0,70$ Sufficient

P = $0,70 \leq p \leq 1,00$ Easy.

F. The instruments of collecting data

1. 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

[43] Suharsimi Arikunto, "*Dasar-Dasar Evaluasi Pendidikan"*, (Jakarta: Bumi Aksara, 1995), p. 208.

mean an act of happens in the classroom during the teaching-learning English process then.

2. 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 are performed. The test consist some multiple choices reading comprehension questions is followed in reading passage. The correct answers are score 1 and wrong answers are score 0. The question consists of 25 items which approximately finish on 35 minutes.

G. Technique of data analysis

1. Pre-Requisite

Test before the researcher determines the statistical analysis technique is used, researcher will be examined the normality, homogeneity and of the data. To get the normality and homogeneity test the researcher used pre-test score. Pre-test was given before the treatments. The researcher determines the statically analysis technique whether both classes have normal distribution. If the data have normal and homogeny distribution, the treatment and teaching can be conducted to both classes.

2. Normality test

Normality test is used to know the distribution data normal or not. To find out the distribution data is used normality test with Chi square.Calculate the chi square (x1), the formula: [44]

$$x^2 = \sum_{i=1}^{k}(\frac{O_i - E_i}{E_i})$$

Where:

X = Chi-kuadrat

O = Frequency that was obtained from data

E = Frequency 1that was hoped

k = the sum of interval

a. Homogeneity test

It is used to know whether the data are homogenous or not. The formula is: [45]

$$F = \frac{Vb}{Vk}$$

Where:

Vb : bigger variance

Vk : smaller variance

The hypotheses in homogeneity test are:

Ho : homogeny variance $= ó\,{}_1^2ó = ó_2^2$

[44]Sudjana, *Metoda Statistika*, (Bandung: Tarsito: 2002), p.273.
[45]*Ibid.*, p.250.

Ha : non homogeny variance = ó $_1^2 \neq$ ó$_2^2$

If the calculation result of ($f_{count} < f_{table}$) by 5% degree of significant. So, Ho is accepted, it means the data is homogeneous or both of groups have the same variance.

3. Test of average

It is used to examine average whether experimental class and the control class that has been decided having significance different average. by using the following formula:[46]

$$t = \frac{\bar{X} - \bar{X}_2}{\sqrt{\frac{1}{n} + \frac{1}{n_2}}} \quad \text{with} \quad s = \sqrt{\frac{(n_1 - 1)\, s_1^2 + (n_2) s_e^2}{n_1 + n_2 - 2}}$$

where:

$\bar{X}$: average of experimental group

$\bar{X}_2$: average of control group

n_1 : number of experimental group

n_2 : number of control group

s_1^2 : standard deviation of experimental group

s_2^2 : standard deviation control group

The criteria of this test is Ho is accepted : if $-t_{1-\frac{1}{2}\alpha} < t < t_{\frac{1}{2}\alpha}$ where $t_{\frac{1}{2}\alpha}$ obtained from the distribution list t with df =$n_1 + n_2 - 2$ and opportunities

(1-$\frac{1}{2}\alpha$). Values for other t Ho rejected.

[46]*Ibid.,* p.239.

4. End Phase Analysis

a. Normality Test : The second steps of this test is same as the normality test on the initial data.

b. Homogeneity test : The second steps of this test is same as the homogeneity test on the initial data.

c. Hypothesis test : Analysis of hypothesis test is a further analysis of the analysis preliminary. Hypothesis test is used to conclude whether the hypothesis is accepted or rejected.

The statistical technique used is t-test. i.e.:

Ho = $\mu_{1=} \mu_2$

Ha = $\mu_{1\neq} \mu_2$

μ_1 = average data of experimental group

μ_2 = average data of control group

The formula is :[47]

$$t = \frac{\bar{X} - \bar{X}_2}{\sqrt{\frac{1}{n} + \frac{1}{n_2}}} \qquad \text{with } s = \sqrt{\frac{(n_1 - 1)\, s_1^2 + (n_2) s_e^2}{n_1 + n_2 - 2}}$$

where :

$\bar{X}$: average of experimental group

$\bar{X}_2$: average of control group

n_1 : number of experimental group

n_2 : number of control group

[47] *Ibid.*, p.242.

s_1^2 : standard deviation of experimental group

s_2^2 : standard deviation control group

Testing criteria that apply Ho is accepted if t count >t table with determine dk = (n 1 + n 2 - 2) and = 5% with opportunities (1 -). Values for other t Ho rejected.

CHAPTER IV
RESEARCH FINDING AND ANALYSIS

This chapter is related to the analysis of data collection from the research finding and discussion. This research was intended to find out the effect of using Question Answer Relationship (QAR) strategy on students' reading comprehension achievement at VIII grade of MTs Hifzil Qur'an.

A. Description of Research

Finding of this research described that there were different result between the experimental class which taught by using Question Answer Relationship (QAR) strategy and control class by using without Question Answer Relationship (QAR) strategy. The research was conducted in MTs Hifzil Qur'an at the eight grade in the academic year of 2018-2019.

In this research, the researcher used cluster random sampling with total sampling or population sampling. Cluster random sampling is a collective type of unit that includes multiple elements rather than single unit elements are randomly selected.[48] The sample consist of two classes. Those were Class VIII-3 as control class and VIII-5 as experiment class. Which control class consist of 20 students, and experimen class consist of 20 students too.

[48] Johnson, B. & Christensen, L, *"Educational Research: Quantitative, Qualitative, and Mixed Approaches (3rd ed)Thousand Oaks", (*CA: Sage Publications Inc, 2008), p. 172.

Before items given to the students, the researcher gave tryout test for tryout class on 2nd April 2019 to analyze validity, reliability, and difficulty level of each item. The researcher prepared 50 items as the instrument of the test. Test was given to know the validity, reliability, degree of test difficulty, and The discriminating power of test item of tryout test in control class that was provided by the researcher.

In this research finding of tryout test, the researcher used product-moment formula to analyze validity. The researcher applied the spearman brown formula which was combined with product moment formula to analyze reliability of instrument. The degree of test difficulty used difficulty level formula by considered five levels of difficulty.

The researcher gave pre-test 15th on Mei 2019 in control group and 16th on Mei 2019 in experimental group. The questions consisted of 10 items were taken and stated valid based on tryout analysis. After giving pre-test, the writer determined the materials and lesson plans of learning activities. Pre-test was conducted to both groups to know that two groups were normal and homogeny. After knowing the control group and experimental group had same variant. Before giving the treatment and conventional method, the researcher prepared lesson plan and material to learning activity.

The researcher conducted conventional method in control class on 22rd and 23th Mei 2019. The control group was not taught by using QAR Strategy, but the teacher explained the material using conventional method without giving variation or special treatment in learning process.

The treatment for experimental group on 21th and 23rd on Mei 2019 by using QAR Strategy, which is appropriate to teach narrative text focused on reading skill. After gave treatments in experimental group and conventional teaching in control group, the researcher gave post-test for experimental group on 28th Mei 2019, and for the control group 29th on Mei 2019. From the post-test, it could be known that there were significant result between control group and experimental group by hypothesis test which showed the value of t-test is higher than t-table.

B. Data Analysis and Test of Hypothesis

1. Data Analysis

a) Data Analysis of Try-out Finding

1) Validity of Instrument

As mentioned in chapter III, validity refers to the precise measurement of the test. In this study, validity item was used to know the index validity of the test. To know the validity of instrument, the writer used the Pearson product moment formula to analyze each item. It was obtained that from 50 test items; there were 36 test items which were valid and 14 test items which were invalid. It was invalid with the reason the computation result of their r_{xy} value (the correlation of scoreeach item) was lower than their r_{table} value.

Tabel 4.1

Validity of each items

Criteria	r_{tabel}	Number of question	Total
Valid	0,4438	1, 2, 4, 6, 8, 9, 10, 11, 12, 13, 15, 18, 19, 22, 23, 24, 25, 26, 27, 28, 30, 31, 33, 34, 36, 37, 38, 41, 42, 44, 45, 46, 47, 48, 49, 50	36
Invalid		3, 5, 7, 14, 16, 17, 20, 21, 29, 32, 35, 39, 40, 43	14

The following was the example of item validity computation for item number 1 and for the other items would use the same formula.

Table 4.2

No	item No. 1				
	X	Y	X^2	Y^2	XY
1.	1	38	1	1444	38
2.	1	36	1	1296	36
3.	1	34	1	1156	34
4.	1	32	1	1024	32
5.	1	40	1	1600	40
6.	1	34	1	1156	34
7.	1	44	1	1936	44
8.	1	43	1	1849	43
9.	1	45	1	2025	45

10.	1	35	1	1225	35
11.	1	42	1	1764	42
12.	1	37	1	1369	37
13.	1	36	1	1296	36
14.	1	38	1	1444	38
15.	0	41	0	1681	0
16.	0	31	0	961	0
17.	0	32	0	1024	0
18.	1	34	1	1156	34
19.	0	24	0	576	0
20.	0	8	0	64	0
jumlah	15	704	15	26046	568

N = 20 $\sum X^2$ = 15

$\sum Y$ = 704 $\sum X$ = 15

$\sum XY$ = 568 $\sum Y^2$ = 26046

$$r_{xy} = \frac{N\,(\sum XY) - (\sum X)\,(\sum Y)}{\sqrt{\{n\sum X^2 - (\sum X)^2\}(n\sum Y^2 - (\sum y)^2}}$$

$$r_{xy} = \frac{20\,(568) - (15)\,(704)}{\sqrt{\{20(15) - (15)^2\}\{20)(26046) - (704)^2}}$$

$$r_{xy} = \frac{11360 - 10560}{\sqrt{\{(300) - (225)\,x(520920) - (495616)\}}}$$

$$r_{xy} = \frac{800}{\sqrt{\{(75)\,x(25304)\}}}$$

$$r_{xy} = \frac{800}{\sqrt{\{(1897{,}800\}}}$$

$r_{xy} = \frac{800}{1377,6062}$

$r_{xy} = 0,581$

From the computation above, the result of computing validity of the item number 1 was 0.581. After that, the researcher consulted the result to the table of r Product Moment with the number of subject (N)=20 and significance level 5% with df (20-2) = 18, it was 0,444. Since the result of the computation was higher than r_{table}, the index of validity of the item number 1 was considered to be valid.

2) Reliability

A good test must be valid and reliable. To get the coefficient of correlation, the researcher applied the product-moment formula and then continued to the spearman-brown formula. Before computing the reliability, the researcher had to compute product moment formula (r_{xy}) with the formula below:

K	= 36	k/k-1	= 1,02857
k-1	= 36-1 = 35	m(k-m)	= 229,194
mean	= 27,73	$k*St^2$	= 2391,37
k-m	= 8,26316	$m(k-m)/k*St^2$	= 0,09584
St^2	= 66,426	$1-m(k-m)/k*St^2$	= 0,90416

$r_{11} = r_{11} = \frac{k}{k-1}(1-(\frac{M\,(K-M)}{K.St^2})$

$r_{11} = 1,02857\ (0,90416)$

$r_{11} = 0,930$

From the computation above, it was found out that (the total of reliability test) was 0,930, whereas the number of subjects was 20 and the critical value for r-table with significance level 5% was 0,44. Thus, the value resulted from the computation was higher than its critical value. It could be concluded that the

instrument used in this research was reliable. The interpretation is very high reliable

3) Degree of Test Difficulty

The following is the computation of the level difficulty for item number 1 and for the other items would use the same formula :

B = 15 Js = 20

P = $\frac{B}{JS}$ P = $\frac{15}{20}$

P = 0,75

It is proper to say that the index difficulty of the item number 1 above can be said as the medium easy, because the calculation result of the item number 1 is in the interval $0{,}70 \leq p \leq 1{,}00$. After computing 50 items of the try-out test, there were 27 items were considered to be easy, 18 items were considered to be medium, and there were 5 item were considered to be difficult.

Tabel 4.3

Degree of Difficulty Each Item

Criteria	Number of question	Total
Easy	1,2,4,7,10,15,16,17,18,23,26,28,29,30,31, 34,35,36,37,38,39,40,44,46,47,49,50	27
Medium	3,5,6,8,9,11,12,13,19,20,21,24,25,27,32,33,42,45	18
Difficult	14,22,41,43,48	5

4) The Discriminating Power

The following is the computation of discriminating power of item number 1. To do this analysis, the number of try-out subjects was divided into two classes, upper and lower classes. They were upper and lower class.

Tabel 4.4

The table of Discriminating Power of Number 1

Upper Group			Lower Group		
No.	Code	Score	No.	Code	Score
1.	T-1	1	11.	T-11	1
2.	T-2	1	12.	T-12	1
3.	T-3	1	13.	T-13	1
4.	T-4	1	14.	T-14	1
5.	T-5	1	15.	T-15	0
6.	T-6	1	16.	T-16	0
7.	T-7	1	17.	T-17	0
8.	T-8	1	18.	T-18	1
9.	T-9	1	19.	T-19	0
10.	T-10	1	20.	T-20	0
SUM =		10	SUM =		5

This was the analysis of discriminating power for item number 1:

BA = 10 JB =10

BB = 5 JA =10

$D = \frac{BA}{JA} - \frac{BB}{JB}$

$D = \frac{10}{10} - \frac{5}{10}$

$D = 1 - \frac{1}{2}$

$D = 0.5$

According to the criteria, the item number 1 above can be classified on the medium category, because the calculation result of the item number 1 was in the interval 0.5. After computing 50 items of try –out test and after being consulted to the discriminating power category, there were 13 items which considered being good, 18 items were satisfied and 19 items were poor.

Tabel 4.5

Discriminating Power of Each Item

Criteria	Number of question	Total
Good	1,2,5,6,8,11,13,19,25,39,41,42,44	13
Satisfied	3,7,9,10,12,14,17,20,22,24,27,28, 30,33,34,43,45,50	18
Poor	4,15,16,18,21,23,26,29,31,32,35,36, 37,38,40,46,47,48,49.	19

Based on the analysis of validity, reliability, difficulty level, and discriminating power, finally 50 items of test, only 10 items were accepted to be used in pre-test and post-test. Those were number 2, 6, 7, 20, 21, 24, 25, 27, 41, 43.

2. The Data Analysis of Pre-request Test

Table 4.7
Pre-test Score of the Experimental Class and the Control Class

EKSPERIMENT (X1)			CONTROL (X2)	
No.	Code	Score	Code	Score
1.	E-1	40	C-1	30
2.	E-2	40	C-2	50
3.	E-3	50	C-3	40
4.	E-4	50	C-4	50
5.	E-5	60	C-5	40
6.	E-6	60	C-6	40
7.	E-7	40	C-7	70
8.	E-8	30	C-8	50
9.	E-9	40	C-9	50
10.	E-10	30	C-10	60
11.	E-11	60	C-11	60
12.	E-12	50	C-12	60
13.	E-13	40	C-13	50
14.	E-14	60	C-14	30
15.	E-15	50	C-15	40
16.	E-16	60	C-16	40
17.	E-17	40	C-17	50
18.	E-18	60	C-18	60
19.	E-19	60	C-19	50
20.	E-20	80	C-12	50
SUM		1000		920
N		20		20

AVERAGE	50,00		48,50
VARIANS (S2)	157,895		108,158
STANDARD DEVIATION	12,566		10,400

a. Normality test

The normality test was used to know whether the data obtained was normally distributed or not. Test data of this research used the formula of Chi square.

Ha : The distribution list was normal.

Ho : The distribution list was not normal

With the criteria:

Ho accepted if $X^2_{count} < X^2_{table}$

Ho rejected if $X^2_{count} > X^2_{table}$ With a = 5% and df = k-1.

Table 4.8

The normality result of pre-test in experimental class and control class.

Class	X^2_{count}	X^2_{table}	Criteria
Control	-0,042	7,815	Normal
Experimental	-0,039	7,815	Normal

Based on the analysis above, it can be seen that X^2_{count} both of class lower that X^2_{table} ($X^2_{count} < X^2_{table}$), so Ho accepted. The conclusion is the distribution data of experimental and control classes were normal.

b. Homogeneity test

The homogeneity test is used to know whether the group sample that was taken from population is homogeneous or not.

Ho : homogeny variance $= ó\,{}^{2}_{1}ó = ó^2_2$

Ha : non homogeny variance = $ó\,{}^{2}_{1} \neq ó^2_2$

Table 4.9

The Homogeneity Result of Pre-Test in Experimental And Control Class

Class	Variance (S^2)	N	Df	F_{count}	F_{tabel}	Criteria
Control	108,158	20	18	1,46	4,41	Homogen
Experimental	157,895	20	18			

According to the formula above, it is obtained that:

$F = \frac{Vb}{Vk}$

$F = \frac{157,895}{108,158}$

F = 1,46

Based on computation above it is obtained that F_{count} is lower than F_{table} so Ho accepted. It can be concluded that data of pre test from experimental and control class have the same variance or homogeneous.

c. Testing the similarity of average of the initial data between experimental class and control class.

To test the difference of average, used t-test :

Ho: μ1 = μ2
Ha: μ1≠ μ2

Where

μ1 : average data of experimental group

μ2 : average data of control group

Table 4.8

The Average Similarity Test of Reading Skill Pre-test in Experimental and Control Class

Variation source	Experimental	Control	Criteria
SUM	1000	920	Ho accepted
N	20	20	
Average (X)	50,00	48,50	
Variance (S^2)	157,895	108,158	
Standar of deviation (S)	12,566	10,400	

According to the formula above, it is obtained that:

$$t = \frac{\bar{X} - \bar{X}_2}{\sqrt{\frac{1}{n} + \frac{1}{n_2}}}$$

$$t = \frac{50,00 - 48,50}{11,5337\sqrt{\frac{1}{20} + \frac{1}{20}}}$$

$$t = \frac{1,50}{11,5337\sqrt{\frac{1}{20} + \frac{1}{20}}}$$

$$t = \frac{1,50}{11,5337\ \sqrt{0,1}}$$

$$t = \frac{1,50}{11,5337\ (0,317)}$$

$$t = \frac{1,50}{3,6561829}$$

$$t = 0,408$$

with a = 5% and dk = 20 + 20 - 2 = 38

it is obtained t (0.05)(38) = 4,41

From the result of calculation t-test, t_{count}= 0,408. Because t_{count} was lower than t table (4,41> 0,40). So Ho is accepted.

3. The Data Analysis of Post-request Test

Table 4.9

Score post-test between Control class and Experimental class

EKSPERIMENT (X1)			CONTROL (X2)	
No.	Code	Score	Code	Score
1.	E-1	70	C-1	30
2.	E-2	70	C-2	40
3.	E-3	60	C-3	60
4.	E-4	80	C-4	60
5.	E-5	70	C-5	40
6.	E-6	70	C-6	60
7.	E-7	80	C-7	70
8.	E-8	90	C-8	60
9.	E-9	90	C-9	80
10.	E-10	80	C-10	70
11.	E-11	100	C-11	70
12.	E-12	70	C-12	60
13.	E-13	100	C-13	40
14.	E-14	70	C-14	60
15.	E-15	80	C-15	50

16.	E-16	70	C-16	50
17.	E-17	90	C-17	80
18.	E-18	80	C-18	70
19.	E-19	100	C-19	70
20.	E-20	90	C-12	50
SUM		1610		1170
N		20		20
AVERAGE		80,50		58,50
VARIANS (s2)		141,842		192,368
STANDARD DEVIATION		11,910		13,870

a. Normality test

Ha : The distribution list was normal.

Ho : The distribution list was not normal

With the criteria:

Ho accepted if $X^2_{count} < X^2_{table}$

Ho rejected if $X^2_{count} > X^2_{table}$ With a = 5% and df = k-1.

Table 4.10

The normality result of pre-test in Experimental class and Control class.

Class	X^2_{count}	X^2_{table}	Criteria
Control	-3,693	7,815	Normal
Experimental	0,147	7,815	Normal

Based on the analysis above, it can be seen that X^2_{count} both of class lower that X^2_{table} ($X^2_{count} < X^2_{table}$), so Ho accepted. And the conclusion is the distribution data of experimental and control classes were normal.

b. The homogenity

The homogeneity test is used to know whether the group sample that was taken from population is homogeneous or not.

Ho : homogeny variance $= ó\,{}^{2}_{1}ó = ó^2_2$

Ha : non homogeny variance = $ó\,{}^{2}_{1} \neq ó^2_2$

Table 4.11

The Homogeneity Result of Pre-Test in Experimental And Control Class

Class	Variance (S^2)	N	Df	F_{count}	F_{tabel}	Criteria
Control	192,368	20	19	1,36	4,41	Homogen
Experimental	141,842	20	19			

According to the formula above, it is obtained that:

$F = \frac{Vb}{Vk}$

$F = \frac{192,368}{141,842}$

F = 1,36

Based on computation above it is obtained that F_{count} is lower than F_{table}. So, Ho accepted. It can be concluded that data of pre test from experimental and control class have the same variance or homogeneous.

4.Hypothesis test

Hypothesis test is used to know whether there is a difference on post test of experimental class and control classes. The data which is used to test the hypothesis is score post test both of class. To test the difference of average used t-test.

Ho: μ1 = μ2: it means there is no significant difference between the reading skill improvement of students who were taught by using QAR Strategy and who were taught by using non-QAR Strategy.

Ha: μ1≠ μ2 : It means there is significant difference between the reading skill improvement of students who were taught by using QAR Strategy and who were taught by using non-QAR Strategy.

Table 4.12

The Result of Computation T-Test

Class	N	Average (X)	Variance (S^2)	Standar of deviation (s)	T_{count}	T_{tabel}	Criteria
Control	20	58,50	192,368	13,870	5,3843	4,41	Ha accepted
Experimental	20	80,50	141,842	11,910			

Based on the computation above, it is obtained that the average of post test of the experimental class who are taught by using QAR Strategy is 80,50 and standard deviation (s) is 11,910. While the average of post test of the control class who are taught by using non- QAR Strategy is 58,50 and standard deviation (s) is 13,870. with df = 20+20-2 = 38 by α= 5%, so obtained t_{table}= 4,41.

From the result of calculation t-test t_{count}= 5,3843. if compared between ttable and tcount, $t_{count} > t_{table}$. It means that Ho is rejected and Ha is accepted. there is significant difference between the reading skill improvement of students who were taught by using QAR Strategy and who were taught by using non-QAR Strategy.

C. Observation Interpretation

The observation is done during the research showed that students seemed active and enthusiastic answering the questions given to them directly and orally. Besides that, when researcher gives treatment, they were easy to receive lesson quickly through QAR strategy. So, they answerd spontaneously the questions given after treatment.

The questions given to are about Narrative text that aim to see wether students the information delivered by the research. During my observation, students seemed active and enthusiastic in accepting new strategy that had been taught by researcher.

D. Discussion of the Research Findings

After getting the result of the research, the researcher discussed the data. Based on the teaching learning processed, it could be seen that QAR Strategy could help the student to solve the problem on reading comprehension. It was able to answer the statement of the problem.

1. The comparison ofaverage score between pre-test of experimental class and pre-test of control class was not significance/homogeneous. The average score of experimental class was 50,00 and the average score of control class was 48,50.
2. The progress between pre-test and post-test of experimental class and control class . The difference effect of experimental class and control class was on the treatment. The students of experimental class was taught by using QAR Strategy, while the students of control class was taught by using non-QAR Strategy. The progress of learning process in experimental class was sharp, it can be seen on students' activity in treatment process by using QAR Strategy:
   a. The students are interest in joining the learning process. By using QAR Strategy, the teacher could create an interesting teaching learning process in the classroom because the students could be happy and they would not get bored. It also makes students enthusiastic in reading text.
   b. The students were started to learn independently.

      It means that using QAR Strategy can build students' independent learning, they were more enthusiast to learn about reading especially in narrative text and answered the question individually.
   c. The students can understand more about the material.

      After they got the treatment of QAR Strategy, students can understand about how to find the main idea in the passage as well. It was very affected to the students average score of post-test was 80,50

while the average score of pre-test was 50,00. The progress of learning process in control class was steady, because the teacher taught using non- QAR Strategy, it can be seen on the students' average score of post-test was 58,50 while the average score of pre-test was 48,50.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this chapter, the researcher wants to conclude the result of the research and give the suggestions to the readers or english teacher who want to improve their students ability in reading comprehension especially on Narrative text. The researcher hopes it would be useful for the readers to improve the quality of English teaching.

A. Conclusions

The conclusion of this research is QAR Strategy was an effective strategy in teaching reading narrative text. By using QAR Strategy, the teacher could create an interesting teaching learning process in the classroom, so the students wouldn't feel bored while English learning process.

There are some significant differences between experimental and control class. The average score for the experimental class was 50,00for the pre-test and 80,50for the post test. While the average scores for the control class was 48,50 for the pretest and 58,50 for the post-test. It means that there was an improvement of the students' achievement in narrative text. Because each class had different achievement of the experimental class was higher than the control class.

In the result of post-test of experimental class were 80,50 which were higher than the control class 58,50. It means that teaching narrative text by using QAR Strategy was better than teaching narrative text by using non-QAR Strategy.

The result of the calculation using the t-test showed that tvalue = 5,3843and ttable for α: 5% was 4,41. It means that t value was higher than t table {5,384>4,41}. It can be concluded that there is a significant difference in the students' score in narrative text with VIII grade students of MTs Hifzil Qur'an Medan in academic year of 2018/ 2019 between students who have been taught by usingQAR Strategy and those who have been taught by using a non-QAR Strategy. In addition, teaching narrative text by using QAR strategy can help the students improve their reading English skills. It could be seen when teaching and learning process, the students were very enthusiasm and more active in learning it.

B. Suggestion

In teaching and learning process at junior high school, teacher should be able to createvarious strategies, the strategy should be interesting for the students. Besides that, teacher could be make the atmosphere in the class become fun, happy and enjoyable. Because the enjoyment is the basic modal that has to be noticed in order to get students' attention in learning.

By using QAR strategy, students more active and enthusiastic in learning process. Students giving pay attention with me, not only pay attention, they can identify some grammatical structures in interesting and different way. If the students have high interest, it would not be difficult for the teacher to deliver the

lesson. In addition, the students also will be easily to open their minds on understanding the material.

The researcher hopes that the school institution can support teachers to create enjoyable, fun and interesting atmosphere in learning English especially in teaching narrative text.So, this research can improve students' English skill especially in reading.

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Appendix 1

List of the students of the try-out class

No.	Nama	Kode
1.	Raysha Afriliany	T-1
2.	Ruslan	T-2
3.	M. Arifin Ilham	T-3
4.	Cio Fahriansyah	T-4
5.	Muhammad Fauzi	T-5
6.	Mhd. Abd. Fahrozi	T-6
7.	Sabina Khairani Nst	T-7
8.	Riska Rahmawati	T-8
9.	Alfi Rizal	T-9
10.	Erdiansyah	T-10
11.	Aisyah	T-11
12.	Nazwa Putri Afifa	T-12
13.	Suci Rahmadani	T-13
14.	Dhea Trisyah	T-14
15.	Shata Diyaul Haq	T-15
16.	Nur Aisyah	T-16
17.	Putri Ramadani	T-17
18.	Fera Windi Agustria	T-18
19.	Zain Aprilyan	T-19
20.	Muhammad Bagus	T-20

Appendix 2

List of the students in Control class

No.	Nama	Kode
1.	Muhammad Haikal	C-1
2.	Muhammad Harfi	C-2
3.	Muhammad Hilal Nasution	C-3
4.	Muhammad Huzaifah Harahap	C-4
5.	Muhammad Ihsan Febriansyah	C-5
6.	Muhammad Ridwan Nasution	C-6
7.	Muhammad Rafli Setia	C-7
8.	Muhammad Rifai Tanjung	C-8
9.	Muhammad Rifqi Zain	C-9
10.	Muhammad Rizal Alpitrah	C-10
11.	Muhammad Taqi Naufal Rambe	C-11
12.	Muhammad Taufiqur Rahman Hrp	C-12
13.	Muhammad Zidane Kautsar	C-13
14.	Muhammad Zikri	C-14
15.	Muhammad Zouhar Mahdi	C-15
16.	Munawar Sapiq Huda Husla	C-16
17.	Nasril Ilham Daffa	C-17
18.	Rahardisyah	C-18
19.	Raihan Arief Wibowo	C-19
20.	Raja Ali Muhammad Alfarobi	C-20

Appendix 3

List of the students inExperimental class

No.	Nama	Kode
1.	Azzahra Hilwa	E-1
2.	Chatrina Iskandar Manalu	E-2
3.	Dea Syahdila	E-3
4.	Delima	E-4
5.	Dhelia Ariyanti	E-5
6.	Dilla kinaya Amini	E-6
7.	Endang Widya Astuti	E-7
8.	Fadhila Riski	E-8
9.	Fadilah Tria AdindaSiregar	E-9
10.	Fadhilah Paramitha	E-10
11.	Faikah Zafira	E-11
12.	Faras Anipah Wisa Siahaan	E-12
13.	Halimatun Syadiah Lubis	E-13
14.	Hana Salsabila Manurung	E-14
15.	Husna	E-15
16.	Husnatun Leony Harahap	E-16
17.	Indy Pratiwi Hrp	E-17
18.	Ivtah Putri Abidah	E-18
19.	Juliana Rizky	E-19
20.	Khadijah Chairunnisa Lbs	E-20

Appendix 4

Schedule of Research

No.	Date	Activity
1.	2nd april 2019	Try-out Test
2.	15th Mei 2019	Pre-test in Control class
3.	16th Mei 2019	Pre-test in Experimental classs.
4.	21th-22nd Mei 2019	Treatment by using QAR strategy in Experimental class.
5.	22nd-23rd Mei 2019	Teaching by using non-QAR strategy in Control class
6.	28th Mei 2019	Post-test in Control class
7.	29th Mei 2019	Post-test in Experimental class

Appendix 6

Score pre-test between Control class and Experimental class

CONTROL (X2)			EKSPERIMENT (X1)	
No.	Code	Score	Code	Score
21.	C-1	30	E-1	40
22.	C-2	50	E-2	40
23.	C-3	40	E-3	50
24.	C-4	50	E-4	50
25.	C-5	40	E-5	60
26.	C-6	40	E-6	60
27.	C-7	70	E-7	40
28.	C-8	50	E-8	30
29.	C-9	50	E-9	40
30.	C-10	60	E-10	30
31.	C-11	60	E-11	60
32.	C-12	60	E-12	50
33.	C-13	50	E-13	40
34.	C-14	30	E-14	60
35.	C-15	40	E-15	50
36.	C-16	40	E-16	60
37.	C-17	50	E-17	40
38.	C-18	60	E-18	60
39.	C-19	50	E-19	60
40.	C-12	50	E-20	80

SUM	920		1000
N	20		20
AVERAGE	48,50		50,00
VARIANS (s2)	108,158		157,895
STANDARD DEVIATION	10,400		12,566

Score post-test between Control class and Experimental class

CONTROL (X2)			EKSPERIMENT (X1)	
No.	Code	Score	Code	Score
21.	C-1	30	E-1	70
22.	C-2	40	E-2	70
23.	C-3	60	E-3	60
24.	C-4	60	E-4	80
25.	C-5	40	E-5	70
26.	C-6	60	E-6	70
27.	C-7	70	E-7	80
28.	C-8	60	E-8	90
29.	C-9	80	E-9	90
30.	C-10	70	E-10	80
31.	C-11	70	E-11	100
32.	C-12	60	E-12	70
33.	C-13	40	E-13	100
34.	C-14	60	E-14	70
35.	C-15	50	E-15	80
36.	C-16	50	E-16	70
37.	C-17	80	E-17	90
38.	C-18	70	E-18	80
39.	C-19	70	E-19	100
40.	C-12	50	E-20	90
SUM		1170		1610

N	20		20
AVERAGE	58,5		80,5
VARIANS (S2)	192,368		141,842
STANDARD DEVIATION	13,870		11,910

Appendix 7

The result of Normality test of pre-test in Control class

Maximumscrore	70	
Minimum score	30	
Range	40	
Class interval =	1 + 3,3 log 20	
	1 + 3,3 (1,30103)	
	5,293399	"6"
Lenght of class	7,556581	
	8	

No.	X	(X-$\bar{X}$)	(X-$\bar{X}$)^2
1.	30	-18,5	342,25
2.	50	1,5	2,25
3.	40	-8,5	72,25
4.	50	1,5	2,25
5.	40	-8,5	72,25
6.	40	-8,5	72,25
7.	70	21,5	462,25
8.	50	1,5	2,25
9.	50	1,5	2,25
10.	60	11,5	132,25
11.	60	11,5	132,25

12.	60	11,5	132,25
13.	50	1,5	2,25
14.	30	-18,5	342,25
15.	40	-8,5	72,25
16.	40	-8,5	72,25
17.	50	1,5	2,25
18.	60	11,5	132,25
19.	50	1,5	2,25
20.	50	1,5	2,25
∑	970		2055
average			48,5
Standar deviation $(S)^2$			108,1578947
S			10,40

Frequency of observation

Class	F	Bk (Xi)	Zi	P (zi)	L (Zi)	ei	(fi-ei)^2/ei		
		29,5	-1,83	0,03362			fi-ei	$(fi-ei)^2$	$(fi-ei)^2$ /ei
30-37	2				0,11095	1,88905	0,11095	0,01231	0,00652
		37,5	-1,06	0,14457					
38-45	5				0,24134	4,75866	0,24134	0,058245	0,01224
		45,5	-0,29	0,38591					
46--53	8				0,29848	7,70152	0,29848	0,08909	0,01157
		53,5	0,48	0,68439					
54-61	4				0,20996	3,79004	0,20996	0,044083	0,01163
		61,5	1,25	0,89435					
62-69	0				0,08396	-0,08396	0,08396	0,007049	-0,08396
		69,5	2,02	0,97831					
70-77	1								
	20							X^2	-0,0420

with a = 5%, and dk = 6-3= 3 obtained X^2 tabel =7,815

because X^2 count < X^2 table, so the data distributes normally.

Appendix 8

The result of Normality test of pre-test in Experimental class

Maximum score	80	
Minimum score	30	
Range	50	
Class interval	1 + 3,3 log 20	
	1 + 3,3 (1,30103)	
	5,293399	"6"
Lenght of class	9,445726649 "9"	

No.	X	(X-$\bar{X}$)	(X-$\bar{X}$)^2
1.	40	-10	100
2.	40	-10	100
3.	50	0	0
4.	50	0	0
5.	60	10	100
6.	60	10	100
7.	40	-10	100
8.	30	-20	400
9.	40	-10	100
10.	30	-20	400
11.	60	10	100
12.	50	0	0
13.	40	-10	100

14.	60	10	100
15.	50	0	0
16.	60	10	100
17.	40	-10	100
18.	60	10	100
19.	60	10	100
20.	80	30	900
		Sum :	3000
	Average	50	
	Standar deviation (S^2)	157,8947368	
	S	12,57	

Frequency of observation

Class	F	Bk (Xi)	Zi	P (Zi)	L (Zi)	ei
		29,5	-1,631	0,05155		
30-38	2				0,12986	1,87014
		38,5	-0,915	0,18141		
39-47	6				0,24324	5,75676
		47,5	-0,199	0,42465		
48-56	4				0,27032	3,72968
		56,5	0,517	0,69497		
57-65	7				0,19568	6,80432
		65,5	1,234	0,89065		
66-74	0				0,08376	-0,08376
		74,5	1,950	0,97441		
75-83	1				-0,97441	1,97441
	20					

(fi-ei)^2/ei		
(fi-ei)	(fi-ei)^2	(fi-ei)^2/ei
0,12986	0,01686362	0,009017303
0,24324	0,059165698	0,010277604
0,27032	0,073072902	0,019592271

0,19568	0,038290662	0,005627405
0,08376	0,007015738	-0,08376
-0,97441	0,949474848	0,480890417
X^2		-0,039245417

with a = 5%, and dk = 6-3= 3 obtained X^2 tabel =7,815

because X^2 count < X^2 table, so the data distributes normally.

Appendix 9

The result of homogenity testof pre-test

between Control class and Experimental class

Ho : homogeny variance = ó $^{2}_{1}$ó = $ó^{2}_{2}$

Ha : non homogeny variance = ó $^{2}_{1}$≠ $ó^{2}_{2}$

$$F = \frac{Varians\ \ terbesar}{Varians\ \ terkecil}$$

Variation source	Eksperiment	Control
Sum	1000	920
N	20	20
Average (X)	50,00	53,37
Varians (s^2)	157,895	108,158
Standar deviation (s)	12,566	10,400

$$F = \frac{157.895}{108,158}$$

F = 1,45

with a = 5% :

dk pembilang = nb - 1 = 20 - 1 = 19

dk penyebut = nk -1 = 20 - 1 = 19

$F_{(0.05)(19:19)}$ =4,41

Appendix 10

T-Test

Ho: μ1 = μ2
Ha: μ1≠ μ2

Hypotesis test

$$t = \frac{\bar{X} - \bar{X}_2}{\sqrt{\frac{1}{n} + \frac{1}{n_2}}}$$

where

$$s = \sqrt{\frac{(n_1 - 1)\, s_1^2 + (n_2 - 1) s_e^2}{n_1 + n_2 - 2}}$$

data yang diperoleh :

Variation source	Experimental	Control
SUM	1000	920
N	20	20
Average (X)	50,00	48,50
Variance (S^2)	157,895	108,158
Standar of deviation (S)	12,566	10,400

$$s = \sqrt{\frac{(n_1 - 1)\, s_1^2 + (n_2 - 1) s_e^2}{n_1 + n_2 - 2}}$$

$$s = \sqrt{\frac{(20-1)157{,}895 + (20-1)108{,}158}{20+20-2}}$$

s = 11,5337

$$t = \frac{\bar{X} - \bar{X}_2}{s\sqrt{\frac{1}{n} + \frac{1}{n_2}}}$$

$$t = \frac{50{,}00 - 48{,}50}{11{,}5337\sqrt{\frac{1}{20} + \frac{1}{20}}}$$

$$t = 0{,}408$$

Appendix 11

The result of Normality test of post-test in Control class

Maximum score	80	
Minimum score	30	
Range	50	
Class interval (K)	1 + 3,3 log 20	
	1 + 3,3 (1,30103)	
	5,293399	"6"
Lenght of class	9,445727	
	9	

No.	X	(X-$\bar{X}$)	(X-$\bar{X}$)^2
1.	30	-28,5	812,25
2.	40	-18,5	342,25
3.	60	1,5	2,25
4.	60	1,5	2,25
5.	40	-18,5	342,25
6.	60	1,5	2,25
7.	70	11,5	132,25
8.	60	1,5	2,25
9.	80	21,5	462,25
10.	70	11,5	132,25
11.	70	11,5	132,25

12.	60	1,5	2,25
13.	40	-18,5	342,25
14.	60	1,5	2,25
15.	50	-8,5	72,25
16.	50	-8,5	72,25
17.	80	21,5	462,25
18.	70	11,5	132,25
19.	70	11,5	132,25
20.	50	-8,5	72,25
∑	1170	Sum:	3655
	average		58,5
	Standar deviation (S^2)		192,3684
	S		13,87

Frequency of observation

Class	F	Bk (Xi)	Zi	P (Zi)	L (Zi)	ei
		29,5	-2,09	0,01831		
30-38	1				0,05662	-1,05662
		38,5	-1,44	0,07493		
39-47	3				0,13983	2,86017
		47,5	-0,79	0,21476		
48-56	3				0,22957	2,77043
		56,5	-0,14	0,44433		
57-65	6				0,24713	5,75287
		65,5	0,50	0,69146		
66-74	5				0,18347	4,81653
		74,5	1,15	0,87493		
75-83	2				-0,87493	2,87493
	20					

(fi-ei)^2/ei		
(fi-ei)	(fi-ei)^2	(fi-ei)^2/ei
2,05662	4,229686	-4,003034037
0,13983	0,019552	0,006836107

0,22957	0,052702	0,019023179
0,24713	0,061073	0,010616134
0,18347	0,033661	0,006988691
-0,87493	0,765503	0,266268224
		-3,693301703

with a = 5%, and dk = 6-3= 3 obtained X^2 tabel =7,815

because X^2 count < X^2 table, so the data distributes normally.

Appendix 12

The result of Normality test of post-test in Experimental class

Maximum score	100	
Minimum score	60	
Range	40	
Class Interval	1 + 3,3 log 20	
	1 + 3,3 (1,30103)	
	5,293399	"6"
Lenght of class	7,55658132	
	8	

No.	Score	(X-$\bar{X}$)	(X-Xbar)^2
1.	70	-10,5	110,25
2.	70	-10,5	110,25
3.	60	-20,5	420,25
4.	80	-0,5	0,25
5.	70	-10,5	110,25
6.	70	-10,5	110,25
7.	80	-0,5	0,25
8.	90	9,5	90,25
9.	90	9,5	90,25
10.	80	-0,5	0,25
11.	100	19,5	380,25

12.	70	-10,5	110,25
13.	100	19,5	380,25
14.	70	-10,5	110,25
15.	80	-0,5	0,25
16.	70	-10,5	110,25
17.	90	9,5	90,25
18.	80	-0,5	0,25
19.	100	19,5	380,25
20.	90	9,5	90,25
			2695
	Average		80,5
	Standar deviationn (S^2)		141,8421053
	S		11,910

Frequency of observation

Class	F	Batas Xi	Zi	F (zi)	luas (Zi)	ei
		59,5	-1,76	0,0392		
60-67	1				0,09866	0,90134
		67,5	-1,09	0,13786		

68-75	7				0,19938	6,80062
		75,5	-0,42	0,33724		
76-83	5				0,26147	4,73853
		83,5	0,25	0,59871		
84-91	4				0,22250	3,77750
		91,5	0,92	0,82121		
92-99	0				0,12399	-0,12399
		99,5	1,60	0,9452		
100-107	3				-0,94520	3,94520
jumlah	20					

(fi-ei)^2/ei		
(fi-ei)	(fi-ei)^2	(fi-ei)^2/ei
0,09866	0,00973	0,010799
0,19938	0,03975	0,005845
0,26147	0,06837	0,014428
0,22250	0,04951	0,013106
0,12399	0,01537	-0,12399
-0,94520	0,89340	0,226453

		0,146641

with a = 5%, and dk = 6-3= 3 obtained X^2 tabel =7,815

because X^2 count < X^2 table, so the data distributes normally.

Appendix 13

The result of homogenity test between Control class and Experimental class in pre-test

Ho : homogeny variance $= ó\,{}^{2}_{1} ó = ó^2_2$

Ha : non homogeny variance = $ó\,{}^{2}_{1} \neq ó^2_2$

Variation source	Eksperiment	Control
Sum	1610	1170
N	20	20
Average (X)	80,5	58,5
Varians (s^2)	141,842	192,368
Standar deviation (s)	11,910	13,870

$$F = \frac{Varians\ \ terbesar}{Varians\ \ terkecil}$$

$$F = \frac{192{,}368}{141{,}842}$$

F = 1,36

with a = 5% :

dk pembilang = nb - 1 = 20 - 1 = 19

dk penyebut = nk -1 = 20 - 1 = 19

$F_{(0.05)(19:19)}$ =4,41

Appendix 14

T-Test

Ho: μ1 = μ2
Ha: μ1≠ μ2

Hypotesis test

$$t = \frac{\bar{X} - \bar{X}_2}{\sqrt{\frac{1}{n} + \frac{1}{n_2}}}$$

where

$$s = \sqrt{\frac{(n_1 - 1)\, s_1^2 + (n_2 - 1) s_e^2}{n_1 + n_2 - 2}}$$

data yang diperoleh :

Variation source	Eksperiment	Control
Sum	1610	1170
N	20	20
Average (X)	80,5	58,5
Varians (s^2)	141,842	192,368
Standar deviation (s)	11,910	13,870

$$s = \sqrt{\frac{(n_1 - 1)\, s_1^2 + (n_2 - 1) s_e^2}{n_1 + n_2 - 2}}$$

$$s = \sqrt{\frac{(20 - 1)141{,}842 + (20 - 1)192{,}368}{20 + 20 - 2}}$$

$$s = \sqrt{\frac{(20 - 1)141{,}842 + (20 - 1)192{,}368}{20 + 20 - 2}}$$

$$s = \sqrt{\frac{6349{,}99}{38}}$$

$s = \sqrt{167,105}$

$s = 12,93$

$$t = \frac{\bar{X} - \bar{X}_2}{s\sqrt{\frac{1}{n} + \frac{1}{n_2}}}$$

$$t = \frac{80,5 - 58,5}{12,93\sqrt{\frac{1}{20} + \frac{1}{20}}}$$

$t = 5,3843$

Appendix 15

Lesson plan for Control Class and Experimental Class

LESSON PLAN

(CONTROL CLASS)

School Name : MTs Hifzil Qur'an

Subject : English

Class/Semester : VIII/2

Material : Narrative Text (Fable)

Time Allocation : 2 x 40 minutes

A. **Main Competence**

K1 : Respecting and appreciating religion they believe.

K2` : Respecting and appreciating honestly, discipline, responsibility, care (tolerance, cooperation), good manner, confident, to interact effectively with social environment and nature in their association and existence.

K3 : Understanding knowledge (factual, conceptual, and procedural) based on their curiosity about science, technology, art, culture related to the real phenomena and incident.

K4 : Trying, processing, and presenting in concrete (use, analyze, string up, modify, and make) and abstract (write, read, count, draw, and create) in accordance with subject learnt in school and other source that has the same point of view/theory.

B. **Basic Competence and Indicator**

No.	Basic Competence		Indicator	
1.	1.1	Be thankful for the chance to be able to learn English as international communication language which is shown in the spririt of learning.		Write learning log which shows gratefulness for the chance to be able to learn English.
2.	2.2	Showing honest, discipline, confident, and responsible attitude in doing transactional communication with the teacher and friend.		Be responsible for the action done by the member when being the leader of group. Admit when doing mistake. Not blame others for his own action. Do things which are said to be done without being reminded by others.
3.	3.14	Understanding the social function, generic structure and language features of narrative text in form of fable, according to the context its used.		Determine the social function of the text. Identify the generic structures of the text. Identify the language features of the text.

4.	4.18	Getting the meaning of oral and written narrative text in form of short and simple fable.	4.1 8.1 4.1	Get the meaning and the moral value of a simple text in form of fable. Express the meaning and the moral value of a simple text in form of fable

C. **Teaching Objectives**

In the end of the teaching learning process, students are able to:

First Meeting

1. Determine the social function of the text correctly
2. Identify verb used in narrative text correctly.
3. Identify some information of the given text correctly.
4. Identify the meaning of the given text correctly.
5. Identify language features of the given text correctly.
6. Identify the moral value of the given text acceptably.
7. Find the synonym of words by matching the words in A with the words in B correctly.

Second Meeting

1. Admit when doing mistake.
2. Not blame others for his own action.

3. Do things which are said to be done without being reminded by others.
4. Analyze the social function and generic structures of the text correctly.

D. **Teaching Material**

1. Definition :

   Narrative text is a text which is written to entertain people and to tell a story, contains about story fiction, non fiction, tales, folktales, fables, myths, epic and its plot consists of climax of the story (complication) then followed by the resolution.

2. Purpose of the text/social function

   To amuse/entertain readers with a story that deals with complications or problemati cevents.

3. Generic structure/text organization

   a. Orientation : when and where the story happened and introduce the participants of the story.
   b. Complication : telss the beginning of the problems which lead to the crisis (climax) of the main participant.
   c. Resolution : the problem (the crisis) is resolve, either in happy ending or sad ending.

Text Structures :

Mouse Deer and Mr. Crocodile

One day, a mouse deer was walking by the river. He was very starving because he hadn't eaten since morning. It was midday. But he found nothing in the land but dying trees. "Huh… I hate this branches, I don't like it!"Across the river, there was green grassland, with young leaves. 'Hmm.. it seems delicious' imagined the mouse deer, 'but how can I get there? I can't swim, the current is very rapid?'The mouse deer was figuring out the way how to reach there. Suddenly, he jumped to the air,'aha.: he then walked to the edge of the river. He didn't see the reflection because the water flowed very fast.

He dipped one of his forelegs into the water. A few moments later, appeared Mr. Crocodile showing his sharp teeth. He then laughed, "Ha… ha… ha, you can't run away from me, You'll be my tasty lunch!" said the crocodile."Of course, I can't. You are very

strong, Mr. Croco," replied the mouse deer frightenedly. Then, the other crocodiles approached moving slowly. They approached the edge of the river."But, before you all have a party, I wonder how many your members are there in the river. If I know your number exactly, I can distribute my meat evenly," said the mouse deer."Oh…o, great, good idea! But we are a large group, I can't count it precisely," Mr. Croco moaned. "Leave it to me, and I can make it for you!."

Now, can you ask the others to line up, from one edge to the other edge of the river? The mouse deer requested. Then the crocodiles arranged themselves in line from one edge to the other edge of the river. The mouse deer jumped to the body of one crocodile to the others while he was counting, 'one, two, three; and so forth up to ten. Then, at last, he arrived at grassland, and he thanked the dumb crocodiles.

1. **Why did mouse deer want to go across the river?**

   a. *Because he was very hungry*
   b. Because he wanted to cheat Mr. Crocodile
   c. He wanted to eat some dying trees
   d. He was afraid of the current of the river

2. **How many crocodiles were there in the story above?**

   A. Three crocodiles
   B. *Ten crocodiles*
   C. Thirteen crocodiles
   D. Not mentioned

3. **" …. But we are a large group, I can't count it <u>precisely</u>," The underlined word has the closest meaning with …**

   A. *Accurately*
   B. Objectively
   C. Definitely
   D. Obviously

4. **After reading the text, we may conclude that the mouse deer was …**

   A. Very greedy animal
   B. *Cunning animal*
   C. Dumb animal

D. Frightened animal

5. Who are the characters of the story above?

   A. Mouse deer
   B. The crocodile and his friends
   C. Mouse deer and crocodile
   D. The crocodile

Language Features :

1. Description of person, thing and sequence of events, and expressions of feeling in past tense or present tense.
2. Direct and indirect sentences.
3. Time conjunction: first, then, after that, before, etc.
4. Adverbial phrase of time: a long time ago, one day, in the morning, the next day, etc.
5. Spelling and hand writing and printed that clear and neat.
6. Pronunciation, stress, and intonation, when presenting orally. The story which gives exemplary behavior of discipline, honest, caring, healthy lifestyles, and environmentally friendly.

E. **Teaching Method :**

1. Approach : Scientific writing.
2. Methods : Discussion and assignment.

F. **Media, tools, and learning sources**

1. Media : Worksheet, paper of Narrative text, and English dictionary.
2. Tools : Marker, whiteboard, and eraser.
3. Learning Sources : English Think Globally Act Locally.

G. **Teaching Steps**

First Meeting

Opening (10 minutes)	
Step	**Activity**
Greeting	1. Greeting the students. 2. Checking the attendance list. 3. Preparing students to follow teaching learning process. 4. Giving motivation 5. Telling the students about the teaching objectives and the material that will be learned.
Main Activities (60 minutes)	
Observing	1. Students observe the material at the paper. 2. Students read aloud new vocabularies with correct pronunciation. 3. Students identify the language feature of the narrative text. 4. Students read a text to understand the information, meaning and the moral value of fable.
Questioning	1. By teacher helping, students ask the generic structure used in narrative text.
Experimenting	1. Students read a text to find main idea. 2. Student determine the language feature

	of the text. 3. Students determine the moral lesson of the text.
Associating	1. Students analyze main idea in the passage with partner. 2. Students find main idea in the passage with partner. 3. Students ask for the feedback for the opinion.
Communicating	1. Students tell to the teahcer about the moral lesson of the text in pairs.
Closing (10 minutes)	
Closing	1. Teacher and students have a reflection about the teaching learning process and it purposes. 2. Teacher and students give a feedback about teaching learning process. 3. Students pay attention to the information about lesson plan in the next meeting. 4. Teacher and students say goodbye.

Second Meeting

Opening (10 minutes)	
Step	**Activity**
Greeting	1. Greeting the students. 2. Checking the attendance list. 3. Preparing students to follow teaching learning process. 4. Giving motivation.

	5. Telling the students about the teaching objectives and the material that will be learned.
Main Activity (60 minutes)	
Observing	1. Students observe the text. 2. Students identify of the generic structure in the narrative text. 3. Students answer the questions about the main idea, general information and the social function of the text
Questioning	1. By teacher helping, students ask the generic structure and tense used in narrative text.
Experimenting	1. Students determine the generic structure in the narrative text based on each paragraph. 2. Students change the verb form in the bracket into past tense. 3. Students read a text and complete it with the correct temporal conjunction.
Associating	1. Students analyze main idea in the passage with partner. 2. Students find main idea in the passage with partner.
Communicating	1. Students share the moral lesson of the text.
Closing (10 minutes)	
Closing	1. Teacher and students have a reflection about the teaching learning process and it purposes.

	Teacher and students give a feedback about teaching learning process. 2. Students pay attention to the information about lesson plan in the next meeting. 3. Teacher and students say goodbye.

H. Evaluation

a. Spiritual Attitude

Rubric of Attitude Assessment (Main Competence 1)

No	Aspect Assessed	Score	Rubric
1	Actively participate in learning activities	**3**	Always doing the task without being reminded of others.
		2	Sometimes the task must be requested in advance.
		1	Never work on a given task.

b. Social Attitude

Rubric of Attitude Assessment (Main Competence 2)

No	Aspect Assessed	Score	Rubric
1	Showing responsibility	**3**	ways
		2	Sometimes
		1	Not yet

c. Knowledge

Rubric of Knowledge and Practice Assessment (Main Competence 3)

Oral test.

No	Aspect Assessed	Score	Rubric
1.	***Accuracy***	**3**	The use of appropriate grammar and vocabulary
		2	The use of less appropriate grammar and vocabulary
		1	The use of inappropriate grammar and vocabulary
2.	***Spelling***	**3**	The use of correct spelling
		2	The use of less correct spelling
		1	The use of incorrect spelling

Written Test

Form : Subjective question.

Each correct answer : 10

Total maximum score : 10 X 10 = 100

Maximum Value : 100

d. Skill

Rubric of Practical Assessment (Main Competence 4)

Reading

Aspects	Score	Rubrics
Pronunciation	**3**	Understandable although with certain accent
	2	There is a problem in pronouncing that make listener should give full focus and sometimes there is misunderstanding
	1	There are often mistaken in pronouncing so it cannot be understood
Fluency	**3**	Fluency is having a little disruption by language problem
	2	A lot of mistake in language problem

	1	Often doubt and stop because of limited language
Performance Skill	**3**	Speaking clearly and loudly, good facial expression, and communicative
	2	Speaking in soft voice but can be understood, good facial expression, and communicative enough
	1	Mumbling, flat facial expression, and less communicative

Writing

Aspects	**Score**	**Rubrics**
Diction	**3**	The use of appropriate punctuation, grammar and vocabulary
	2	The use of less appropriate punctuation, grammar and vocabulary
	1	The use of inappropriate punctuation, grammar and vocabulary
Content	**3**	The content is suitable with the topic
	2	The content is less suitable with the topic
	1	The content is not suitable with the topic

Medan, Mei 16th 2019

Be cognizant of

English Teacher

Melva Hairany, S.Pd

Nurillah Iqbal

Researcher

Naila

Appendix 19

Documentation of Research

Pre-test in Experimental class

Pre-test in Control class

Treatment in the Experimental class

Treatment in the Control class

Post-test in experimental class and control class

Experimental class

Control class

Curriculum Vitae

Name : Naila Nurillah Iqbal

Place and date of birth: Jakarta, 29th April 1997

Faculy/department : Faculty of Tarbiyah and Teacher Training

Adress : Jl. Bejo Gg. Famili, No. 62 Benteng Hilir

Mobile Number : 082267751591

Education :

1. TK Qurratu A'yun
2. MIN MEDAN TEMBUNG
3. MTsN 2 Medan
4. MAN 2 Model Medan
5. UIN SU-Medan

Medan, 6th August 2019

The Researcher

Naila Nurillah Iqbal

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