

**THE EFFECT OF APPLYING QUESTION-ANSWER RELATIONSHIP
(QAR) STRATEGY ON THE STUDENTS' READING ACHIEVEMENT IN
NARRATIVE TEXT**

SKRIPSI

*Submitted in Partial Fulfillment of the Requirements
For the degree of Sarjana Pendidikan (S.Pd)
English Education Program*

BY

DIAH JULIA
1402050080



**FACULTY OF TEACHERS TRAINING AND EDUCATION
UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA
MEDAN
2018**



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

BERITA ACARA

Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata 1
Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara

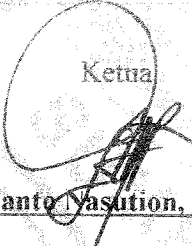



Panitia Ujian Sarjana Strata-1 Fakultas Keguruan dan Ilmu Pendidikan dalam Sidangnya yang diselenggarakan pada hari Senin, Tanggal 02 April 2018, pada pukul 09.00 WIB sampai dengan selesai. Setelah mendengar, memperhatikan dan memutuskan bahwa:

Nama : Diah Julia
NPM : 1402050080
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect of Applying Question-Answer Relationship (QAR) Strategy on the Students' Reading Achievement in Narrative Text



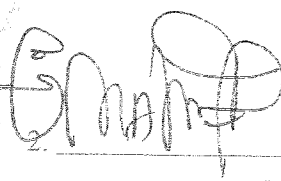
Dengan diterimanya skripsi ini, sudah lulus dari ujian Komprehensif, berhak memakai gelar Sarjana Pendidikan (S.Pd).

Ditetapkan : (**A**) Lulus Yudisium
() Lulus Bersyarat
() Memperbaiki Skripsi
() Tidak Lulus

Ketua Sekretaris
 
Dr. Elfrianto Nasution, S.Pd, M.Pd **Dra. Hj. Syamsuurnita, M.Pd**

ANGGOTA PENGUJI:

1. Fatimah Sari Siregar, S.Pd, M.Hum
2. Mandra Saragih, S.Pd, M.Hum
3. Rita Harisma, S.Pd, M.Hum



LEMBAR PENGESAHAN SKRIPSI

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Skripsi ini diajukan oleh mahasiswa di bawah ini:

Nama Lengkap : Diah Julia
N.P.M : 1402050080
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect of Applying Question-Answer Relationship (QAR) Strategy
on the Students' Reading Achievement in Narrative Text

sudah layak disidangkan.

Medan, 16 Maret 2018

Disetujui oleh:

Pembimbing

Rita Harisma, S.Pd, M.Hum

Diketahui oleh:

Dekan

Dr. Eddyanto Nasution, S.Pd., M.Pd.

Ketua Program Studi

Mandra Saragih, S.Pd., M.Hum.

SURAT PERNYATAAN



Saya yang bertandatangan dibawah ini :

Nama Lengkap : Diah Julia
N.P.M : 1402050080
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Applying Question-Answer Relationship (QAR) Strategy on the Students' Reading Achievement in Narrative Text

Dengan ini saya menyatakan bahwa:

1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong *Plagiat*.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, Februari 2018
Hormat saya
Yang membuat pernyataan,



6000
ENAM RIBU RUPIAH

Diah Julia

Diketahui oleh Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum



BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama Lengkap : Diah Julia
N.P.M : 1402050080
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect of Applying Question-Answer Relationship (QAR) Strategy on the Students' Reading Achievement in Narrative Text

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
1 Maret '18	Chapter I Review the background of the study	
	Chapter II : grammar add strategy in Control Group advantages & disadvantages of the strategy in Control Group.	
10 Maret 2018	Chapter III Review of Instrument of the Research	
13 Maret 2018	Chapter IV Data Collection & Data Analysis for Exp and Control Group Research Findings.	
	Chapter V : Conclusion & Suggestion Abstract, appendix, References.	
16 Maret 2018	Acc For Creatable	

Medan, 16 Maret 2018

Diketahui oleh:
Ketua Prodi

(Mandra Saragih, S.Pd, M.Hum.)

Dosen Pembimbing

(Rita Harisma, S.Pd, M.Hum)

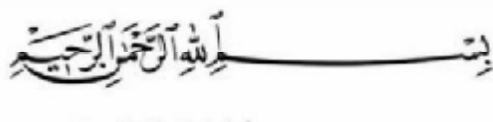
ABSTRACT

Diah Julia, 1402050080 “The Effect of Applying Question-Answer Relationship (QAR) Strategy on the Students’ Reading Achievement in Narrative Text”. Thesis English Department of Faculty of Teacher Training and Education University of Muhammadiyah Sumatera Utara. (UMSU). Medan. 2018.

The objective of this research was to find out the effect of Applying Question-Answer Relationship (QAR) Strategy on the Students’ Reading Achievement in Narrative Text. This research was conducted at SMK SWASTA AL-FATTAH MEDAN, Jl Cemara No. 172. The population of this research was the X grade students of the academic year 2017/2018. There were 5 classess consisting 130 students. The sample consisted of 54 students were taken by using cluster random sampling technique. The sample was divided into 2 classes, the experimental group which consisted of 27 students taught by using Question-Answer Relationship (QAR) Strategy and the control group consisted of 27 students by using Think-Pair-Share Strategy. Multiple choice test was used as the instrument. Each group was given a pre-test, treatment and post-test. The result of this research showed that t-test (5.1) was higher than t-table (2.00) and degree of freedom (df) was 52. The final hyphothesis showed that Ho was rejected and Ha was accepted. It means that there was a significant effect of Applying Question-Answer Relationship (QAR) Strategy on the Students’ Reading Achievement in Narrative Text.

Keywords : Question Answer Relationship (QAR) Strategy, Reading, Narrative Text

ACKNOWLEDGMENTS



In the name of Allah SWT, the most beneficent, the most merciful, praise to Allah SWT the Lord of universe. Firstly, the researcher would like to thank to Allah SWT the most almighty who has given the chances in finishing the research. Bless and peace is upon the prophet Muhammad SAW who has broke human being from the darkness into the brightness era. Thanks to her beloved parents Salamuddin Selian and Masrani Hsb. For their support moraly and materially during her academic years in completing her study at Faculty of Teacher Training and Education, UMSU Medan.

This research intended to fulfill one of requirements in accomplishing S-1 degree at English Department of Faculty Teacher Training and Education Muhammadiyah University of Sumatera Utara. Furthermore in finishing the research entitle "*The Effect of Applying Question-Answer Relationship Strategy On The Students' Reading Achievement In Narrative Text*", the researcher faced a lot of difficulties and problems and without much help from the following people, it was impossible for her to finish it. The researcher also would like to thanks to :

1. Dr. Agussani, M.AP, The Rector of University of Muhammadiyah North Sumatera Medan.

2. Dr. Elfrianto Nasution, S.Pd, M.Pd as the dean of FKIP UMSU, who has given her recommendation to carry out this study.
3. Mandra Saragih, S.Pd, M.Hum and Firman Ginting, S.Pd, M.Hum as the Head and Secretary of English Department in Faculty of Teacher Training and Education University Of Muhammadiyah North sumaterra for their encouragement in completing this rsearch.
4. Her Beloved Supervisor Rita Harisma S.Pd, M.Hum. thanks for all guidance, knowledge, support, suggestion, time, spirit, and pray.
5. Her Beloved Reviewer, Fatimah Sari Siregar S.Pd, M.Hum. thanks for all guidance, knowledge, support, suggestion, time, spirit, and pray.
6. Haji Wagirun, SH (as Headmaster) of SMK Swasta Al-Fattah Medan. Thanks for all guidance, knowledge, support, suggestion and advice.
7. All of lectures of FKIP of University of Muhammadiyah North Sumatera, especially those English Department for their valuable thought and knowledge and English teaching for her during Academic year at UMSU.
8. All of the teacher in SMK Swasta Al-Fattah Medan. Thanks for all support, suggestion, guidance, knowledge, etc.
9. All of the student (X-1 and X-3 TKR) of SMK AL-FATTAH MEDAN that helped her to observation this study.
10. Her beloved sisters and Brother, Riana, Nita and Kopda Hendra Saputra, and all families. Thanks a lot of for the pray.

11. Her beloved friends Rossa Yuwanda, Ridho Abdullah, Anggi Syafira, Febby Tirza, and Novira Anggraini, Nur Hasanah, Herlisa, thanks for all support.

12. Her lovely guidance friends, Nuraini Damanik, Dwi Syahrina A, Rahma, Mita Hardianti, Siti Nurwandani, Evi Maya Rizki, Lely, and Endang Sinulingga thanks for giving support, motivation, spent a lot of time and helpful in completing the skripsi.

13. All the classmate in VIII-B Morning English class. All her friends and all people who had support and help her so the reseacher can resolves this study, especially for Kartika, thank you so much for all.

14. And her fiance Briptu Rahmad Hariadi, who had support, give his spirit, motivation and pray for her study.

The researcher realized that her study was still far from being perfect. So, the researcher axpected suggestions and comments from all of the readers or other researcher who want to learn about this study. May Allah SWT the most almighty always bless all of us.

Medan, April 2018

The Researcher

DIAH JULIA
1402050080

TABLE OF CONTENTS

ABSTRACT	i
ACKNOWLEDGMENTS	ii
TABLE OF CONTENTS	v
LIST OF TABLES	vii
LIST OF APPENDICES	viii
CHAPTER I INTRODUCTION	1
A. Background of the Study	1
B. The Identification of the Study	3
C. The Scope and Limitation of Study	4
D. The Formulation of the Study	4
E. The Objectives of the Study	4
F. The Significance of the Study	4
CHAPTER II REVIEW OF LITERATURE.....	6
A. Theoretical Framework	6
1. Defenition of Reading	6
1.1 Purposes of Reading	6
1.2 Types of Reading	9
1.3 Steps of Reading	10
2. Students' Reading Achievement	11
3. Narrative Text	13
4. Defenition of QAR Strategy	15
4.1.The Process ofQAR Strategy	16
4.2 The Procedures of QAR Strategy	17

4.3 The advantages of QAR Strategy	18
4.4 The Disadvantages of QAR Strategy.....	19
5. Definition of Think-Pair-Share Strategy	19
B. Relevance of Studies	20
C. Conceptual Framework	21
D. Hypotesis	21
CHAPTER III METHOD OF RESEARCH.....	23
A. Location of Research.....	23
B. Population and Sample	23
C. Research Design.....	24
D. Instrument of Research.....	24
E. The Technique of Collecting Data	25
F. The Technique of Analyzing Data	25
CHAPTER IV DATA COLLECTION AND DATA ANALYSIS.....	28
A. Data Collection	28
B. Data Analysis.....	28
C. Testing Hypothesis.....	34
D. Research Findings	35
CHAPTER V CONCLUSIONS AND SUGGESTIONS	36
A. Conclusions	36
B. Suggestions	36

REFERENCES

APPENDICES

LIST OF TABLES

Table 3.1 Population.....	23
Table 3.2 Sample	24
Table 3.3 Design Of Research.....	24
Table 4.1 Differences between Pre-test and Post-test Experimental Group	28
Table 4.2 Differences between Pre-test and Post-test Control Group	30
Table 4.3 Calculating correlation Product Moment between X_i and Y_i	32

LIST OF APPENDICES

- Appendix 1 Lesson Plan in Experimental Group
- Appendix 2 Lesson Plan in Control Group
- Appendix 3 Test Item
- Appendix 4 Answer Key
- Appendix 5 Attendance List of Experimental Group
- Appendix 6 Attendance List of Control Group
- Appendix 7 The Student's Answers Key
- Appendix 8 Scores of Pre-test and Post-test Experimental Group
- Appendix 9 Scores of Pre-test and Post-test Control Group
- Appendix 10 Documentation of Research
- Appendix 11 Form K-1
- Appendix 12 Form K-2
- Appendix 13 Form K-3
- Appendix 14 Lembar Pengesahan Proposal
- Appendix 15 Berita Acara Bimbingan Proposal
- Appendix 16 Surat Keterangan
- Appendix 17 Lembar Pengesahan Hasil Seminar Proposal
- Appendix 18 Surat Pernyataan
- Appendix 19 Surat Izin Riset
- Appendix 20 Surat Balasan Riset
- Appendix 21 Berita Acara Bimbingan Skripsi
- Appendix 22 Curriculum Vitae

CHAPTER I

INTRODUCTION

A. Background of the Study

Reading is one of the important languages skills in academic field beside listening, speaking, and writing. As Grabe and Stoller(2002: 9) state the reading is ability to draw meaning from the printed page and interpret this information appropriately. Reading is needed to get information or main idea from what the reader uses knowledge, skills, and strategies to determine what the text meaning is. So, reading is the important way in getting much information from the text.

Students do not only read the text, but also understand the information from the reading text. In reading, the students are expected to be knowledgeable and familiar with what the teacher has explained in the context, whereas in comprehension the students are expected to have more skills rather than to explain individual text or passage after comprehending them. The purpose of reading comprehension is to get some skill in understanding the text. Reading comprehension involves the students' ability to find some information in reading text of English.

Based on the researcher's experience in teaching practice field (PPL 2) in SMK SWASTA AL-FATTAH MEDAN, she observed that the process of comprehending a reading text was still a serious problem for the students. Many students were difficult to comprehend reading text after they had read. It was caused that they did not have many vocabularies so they felt difficult to understand the text, to read and to recognize the new words. They only read the

text word by word without comprehend. They could not grasp the main idea and answer the questions correctly, because the teacher just asked them to read, and then to translate the English text to Indonesian and then answered the questions individually about the text without using appropriate method, technique or strategy in teaching reading. This condition made them didn't interest and get bored in comprehending the reading text.

In addition, based on observation in that school, the researcher found that the students got low score in English. The teacher said that scores in reading test only ten out of 30 students who achieved the standard score that were 70 of the average score was only 68,90, it means that there were 67% of them failed in text. Therefore, to overcome problems above, the teacher should consider the most effective and creative teaching strategy to improve the students' comprehension in reading the text. It is realized that it needs a strategy which can motivate the students to read.

The Question Answer Relationship (QAR) strategy would be one of good solution. QAR Strategy developed by Raphael in 1986 (Ruddell, 2005: 372). QAR Strategy designed as a means for students to understand the relationship between answers and questions directly through the types of questions asked. QAR helps students consider information obtained by text as well as from their own background of knowledge. This is reflected in the QAR strategy measures (Tompkins, 2010 452) namely: (1) reading the questions, (2) understanding the QAR question level, (3) reading text, (4) answering questions, (5) sharing answers. Steps it supports the use of the QAR question level so that they

complement each other in achieving the ability to read understanding of students. The QAR question level is a systematic means used to improve students' ability to answer questions comprehensive. The QAR strategy in which is applied to improve students' comprehension in reading narrative text. By applying this strategy the students will be interested in reading, easy to be learn and easy to be understand or comprehend the reading text.

Based on all reason above, the researcher intends to choosed the title **“The Effect of Applying Question Answer Relationship (QAR) Strategy On the Students’ Reading Achievement in Narrative Text”**

B. Identification of the Study

Based on the background of the study above, the problems of this research were identified as follows:

1. The students felt difficult to find out main in text.
2. The students were still low in comprehending reading text.
3. The students’ ability to grasp the information from the text is low.
4. The teachers seldom used various techniques in learning process.

C. The Scope and Limitation of the Study

The scope of this research was focused on the reading achievement. The limitation of this research was narrative text to the tenth grades of SMK SWASTA AL-FATTAH MEDAN at academic year 2017/2018.

D. The Formulation of the Study

The formulation of the study was identified as followed: “Is there any significant effect of applying Question Answer Relationship (QAR) strategy on the students’ reading achievement in narrative text”?

E. The Objectives of the Study

The objective of this reserch wasto find out the effect of applying Question Answer Relationship (QAR) strategy on the students’ reading achievement in narrative text.

F. The Significance of the Study

The findings of this research were expected to be useful theoretically and practically.

a. Theoritically

To add knowledge, experience and insight, as well as in application of materials research by using QAR strategy, especially regarding our knowledge about reading comprehension and useful for others research who want to do the research about this topic, so they can improve the research better.

b. Practically

The findings of the study are expected to be significant for:

1. The students, they can improve their ability in reading comprehension and have good reading after they learn QAR strategy.

2. The Teachers, that the result of the study is important for those who are involved in teaching and learning process, especially for teachers, teachers can use this strategy as a means to improve students' reading comprehension.
3. The researcher, this study could help the next reseacher getting the information for further relevant study.

CHAPTER II

REVIEW OF LITERATURE

A. THEORITICAL FRAMEWORK

In conducting a research, theories need to explain some concept applies concerning to the research. The theories must be classified to avoid confusion. The following theories used in this study.

1. Reading

According to Nunan (2003:88) reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. In reading process, the reader is not only understand the text of the reader's knowledge to build a meaning but also transfer ideas and information expressed by writer. Therefore, the reader background knowledge should be integrated with the text to create meaning. So, everyone get the information and knowledge not only from what they listen. But also, from reading a text. In reading, the writer can transfer information to the readers. It means that there was an interactive process between the reader and text. From a text, the reader can be build meaning by their background knowledge.

Furthermore, Seyler (2004:41) states that reading is the process of obtaining or constructing meaning from a word or cluster of words. This statement gives three ideas about reading. First, meaning was found in cluster of words, not necessarily in complete sentences. Second, reading involves getting meaning from the words, understanding the ideas, information or feeling the word

convey when put in particular pattern. The third, meaning was thinking about the verbs obtaining or constructing. The task of the reader is to obtain the meaning that the writer want convey. Reading does not only demand students having high knowledge and abilities but also having cognitive capacities. So, from word to word in the text, the reader can get meaning and information what the writer means. It will make the readers easy to get comprehend the information.

Then, Brown (2004:8-9) reading is like wise a skill that teacher simply expect learner to acquire. It indicates that reading is a process that expects the reader to get information or knowledge by reading the texts. Actually, when students read the text, they will get new information or knowledge.

Moreover, information or knowledge will be gotten in many aspects, such as technology, newspaper, and education. So, reading can be prceived as the receptive skill of communication by relating the readers' experience and the written information to produce comprehension. It means reading was one of communication to transfer information between the writer to the readers.

Additionally, when the readers read the text, it was not just read, but the readers should get comprehend what the text talking about. Mc Namara (2007:49-50) emphasizes the comprehension refers to the ability to go beyond the words, so understand the ideas and relationships between ideas conveyed in a text. So reading comprehension requires deeper understanding to comprehend the text.

In reading the text, the readerd should understand what the meaning of the writer convey in the text. It means comprehension was needed the reader when a text.

Based on some definition of reading described above. It was concluded that reading is one important language skills to be mastered. It is a skill that bridges readers to meaning of texts. Through reading a text, the people can enlarge their knowledge. Everybody needs to read in order to improve their knowledge and to gather any information. It was important because reading is not just reading with loud voice but reading is established to understand the meaning of words, sentences, and paragraph relationship among ideas as it was.

1.1 Purposes of Reading

The teacher has to realize that reading is purposeful and meaningful for the students. According to Grabe and Stoller (2002:3) classify as follows :

1. Reading to search for simple information and reading to skim.

Reading to search for simple communication is a common reading ability. Though some researchers see it has relatively independent cognitive process. In reading to search, we typically scan the text for a specific piece of information or specific word. Similarly, reading to skim was a common part of many reading tasks and useful skill in its own right. It involves, in essence, a combination of strategies for guessing where important might be in the text.

2. Reading to learn from texts

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

- a. Remember main ideas as well as a number of details that elaborate the main and supporting ideas in the text.

- b. Link the text to the readers' knowledge base.

In addition it makes stronger inferring demands than general comprehension to connect text information with background knowledge.

- c. Reading to integrate information, write and critique texts

Reading to integrate information requires additional decisions about the relative importance of complementary, mutually supporting or conflicting information to accommodation information from multiple sources. In this respect, both reading to write and reading to critique texts may be tasks variants of reading to integrate information. Both require abilities to compose, select and critique information from the text.

- d. Reading for general comprehension

Reading for general comprehension is the most basic purpose of reading underlying and supporting most other purpose for reading. General reading comprehension is actually more complex than commonly assumed. Reading for general comprehension, when accomplished by a skilled fluent reader, requires very rapid and automatic processing of words, strong skill of forming a general meaning representation of main ideas and efficient of man, process under very limited time constraints.

1.2 Types of Reading

Brown (2004:186) types of reading. In the case of reading, variety of performance is derived from more the multiplicity of types of the text than from the variety of every types of performance. Nevertheless, several types of reading performance are typically identified as follows :

a. Perceptive

Perceptive reading task involved attending to the comprehension of larger stretches of discourse : letters, word, punctuation and other graphemic, symbols. Bottom-up processing is applied.

b. Selective

In order to know one's reading cognitive of lexical, grammatical, or discourse features of language within a very short story, selective reading is applied.

c. Interactive

Included among interactive reading types are stretches of language of several paragraph to one page or more in which the reader must, in psycholinguistics sense, interact with the text. That is reading is a process of negotiating meaning, the reader brings the text a set of schemata for understanding it and take in the product of interaction.

d. Extensive

Extensive reading applies to text of more than a page, up to and including professional articles, essays, technical reports, short stories and books.

1.3 Steps of Reading

According Hill (2008:159), there are three main steps in reading comprehension, namely before reading, during reading and after reading.

a. Before Reading.

The teacher build up the students' prior knowledge and link to the book bring read. Sometimes teachers talk through the book or build up semantic webs to that the new vocabulary in the book can discussed and classified.

b. During Reading

Teachers often use prompts to support students to problem solve and use several information sources such as the meaning, syntax to figure out the point.

c. After Reading

Teachers plan a range of activities for the students to practice what they need so they can become more independent readers.

Based on the statements above, it was important to know the steps of reading comprehension. They used as guidance for the teacher of how to teach reading through good steps. It means that the process of teaching and learning should be arranged as systematically. There were three steps in reading before reading, during reading, and after reading which used in this research.

2. Students' Reading Achievement

There one several definition of achievement is something done with effort and skill successfully. (Hornby, 1974; 7) In general, achievement is personal accomplishment, attainment of goals set by the individual or society in educational psychology. The term applies to specify level of proficiency in academic purpose.

From the explanation above, the researcher concludes that achievement is a result achieved by someone and influenced by external and internal factors.

The students' achievement was indicated report (grades) the learning achievement is classified as follow:

1. Cognitive achievement

The cognitive achievement involves knowledge comprehension, application, analysis, synthesis, evaluation and memory.

- 2 Effective achievement

The effective achievement coffer receiving, responding, valuing, characteristic organization and internalities.

3. Psychomotor achievement

Psychomotor achievement consists of body movement, basic skill, movement, perceptual, harmony, complex skill movement, speech, behavior and expressive/interpretative movement.

According to (Nasution, 1984: 37) the academic measure can be in six ways, they are:

1. Main level of achievement
2. Average or distribution of achievement
3. Group achievement
4. Mastery level achievement
5. Achievement and effect size

In line with (Muhibbin, 1987: 46) achievement is influenced by internal and external factors.

1. Internal factor

The internal factors consist of psychological and physical aspect. The psychological aspect involves: emotion, observation, reaction, fantasy, associative, desire, attention, attitude, aptitude, intelligence, motivation, cognitive ability, talent and interest. Than the physical factor aspect covers: body, health, fatigue, the physic condition and sense.

2. External factor

The external factor consists of physical and social factor. Forexample, physical factors such as: study space, study tool, lighting, ventilations, weather and situation. And social factors are parents, teacher, and method of teaching, curriculum, classroom and environment.

3. Narrative Text

Narrative is the most famous type in any text. Various purposes are communicated in a narrative type. As Grace (2007:154) explains that narrative text has social functions to amused, certain and to deal with actual o vicarious experience in different ways. It means narrative text can be comfort someone, when they read narrative text. The kisno says that narative is any written English text which the writer want to amuse, entertain people and to deal wit actual or vicarious experiences in different ways. It means reading a narrative story can be entertaining.

From all above, narrative text is telling a story, experience, can amuse the reader when someone reads a narrative text. So, narrative text can amuse and entertain people or the reader.

According to Freez (1998:78), the social function of narrative text is to entertain and amuse the readers or the viewer the fictive or non fictive experience. Generally, narrative text has a generic structure, they are : orientation, complication and resolution.

a. Orientation

This is part in which the narrators tell the audience about who is in the story. When the story is taking place and where the action happening. It can also be called as introductory part of story. Therefore, the reader can figure out what will happen next and who are involved in it.

b. Complication

This is part of story where the narrative text tells about something that will begin a chain of levels. These events will effect one or more of the characters. The complication is the trigger. From this part, the story begins. This is the part where the characters totally play their role. This part also tells about events with the conflict or problem in the story.

c. Resolution

This is the part can be found in the end of the story. This is part of narrative text where the complication is sorted out or the problem is solved in some narrative, the narrators includes the parts which is called coda, if there is a moral or message to be learned from the story. That is only the optimal part of a story.

4. Question Answer Relationship (QAR) Strategy

The lesson plans reading comprehension in this study using the Question-Answer Relationship (QAR) strategy developed by Raphael in 1986 (Ruddell, 2005: 372). QAR strategy is a design activities in which students categorize understanding questions according to how and from what the source of the question is answered (Raphaelin Ruddell, 2005: 372).

This strategy is designed for more effective teaching and learning activities can achieve the expected competencies especially in learning reading comprehension. As expressed by Raphael (in Wiesendanger, 2001: 108) that the goal of the QAR strategy is to teach students to focus on meaning in context. It also encourages students to describes the information obtained from the reading. QAR strategy can improve students' ability to answer questions comprehensive by providing a systematic means. Three levels of questions according to Wiesendanger (2001: 108) include:

- a. Explicit Text - "right there" (in the text): at this question level answers can be found in the text of the reading, usually as a phrase contained in one sentence. The type of question has a level question at the literal level.
- b. Implicit Text - "think and search": at the level this answer question can be found in the text of the reading, however the question at that level has a higher level of thinking compared to the first level. Answers can be found implicitly in a paragraph or in the entire reading. This type of question has level questions at the inferential level.

c. Reader information and knowledge - "on my own": demanding students to think about what has been known from reading and experience (prior knowledge) to formulate an answer. This type of question have application level and evaluation level.

The QAR question level is very influence the reading comprehension of students on reading. This was revealed by Tompkins(2010: 267), the effectiveness of questions in his influenceto the reading comprehension that is *“the questions students ask shape their comprehension: If they ask literal questions, their comprehension will be literal, but if students generate inferential, critical, and evaluative questions, their comprehension will be higher-level”*

Questions that students asked to determine the state of their understanding, if they ask questions literal, then their understanding is limited to literal knowledge, but if students generate inferential questions, criticism, and evaluation, then understanding they will be at a higher level.

4.1. The Process of QAR Strategy

QAR strategy in learning comprehension reading is intended for middle to advanced students. This strategy can be done on a regular basis individuals or groups. Tompkins (2010: 452) describes the QAR strategy into five steps, namely:

a. Reading questions

Students read the question for the first time before they read text. This will give students an idea or a picture of what is should be considered and thought when reading.

b. Understand the QAR question level

Students are required to understand about the level of thinking contained within questions and level of thinking needed to answer the questions.

c. Reading text

Students read the text reading, while reading they are also thinking about answers to questions that have been read before.

d. Answer the question

Students re-read the questions. Student determines where it can beget answers according to the QAR level and write the answers.

e. Share answers

Students will share and discuss their answers with the entire class.

4.2 The Procedures of QAR Strategy

1) Explain to students that there are four types of questions they will encounter. Define each type of question and give an example. Four types of questions are examined in the QAR:

1. Right There Questions: Literal questions whose answers can be found in the text. Often the words used in the question are the same words found in the text.

2. Think and Search Questions: Answers are gathered from several parts of the text and put together to make meaning.

3. Author and You: These questions are based on information provided in the text but the student is required to relate it to their own experience. Although the answer does not lie directly in the text, the student must have read it in order to answer the question.

4. On My Own: These questions do not require the student to have read the passage but he/she must use their background or prior knowledge to answer the question.

2) Read a short passage aloud to your students.

3) Have predetermined questions you will ask after you stop reading.

When you have finished reading, read the questions aloud to students and model how you decide which type of question you have been asked to answer.

4) Show students how find information to answer the question (i.e., in the text, from your own experiences, etc.).

Based on the expalanation above, the researcher can get conclusion that, QAR Strategy can helps students understand the different types of questions and how to find the answer to them after reading a selected text, involving student to use higher-level thinking skills. The QAR strategy consists of four types of questions: right there questions, think and search questions, author and you questions, and on my own questions. Besides that strategy also helps students understand more about the text.

4.3 The Advantages of QAR Strategy

Here are some advantages of applying Question AnswerRelationship Strategy :

a) It can improve students' reading comprehension.

b) It teaches students how to ask questions about their reading and where to find the answers to them.

- c) It helps students to think about the text they are reading and beyond it, too.
- d) It inspires them to think creatively and work cooperatively while challenging them to use higher-level thinking skills.

4.4 The Disadvantages of QAR Strategy

Here are some disadvantages of applying Question Answer Relationship Strategy :

- a) It requires a lot of skill on the part of teacher to make a proper use of this method.
- b) It may sometime make bored in the class.
- c) This method generally is quite embracing for timid students.
- d) It is time consuming

5. Cooperative Learning (Think-Pair-Share)

The Think-Pair-Share strategy is designed to differentiate instruction by providing students time and structure for thinking on a given topic, enabling them to formulate individual ideas and share ideas with a peer. This learning strategy promotes classroom participation by encouraging a high degree of pupil response, rather than using a basic recitation method in which a teacher poses a question and one student offers a response. Additionally, this strategy provides an opportunity for all students to share their thinking with at least one other student

which, in turn, increases their sense of involvement in classroom learning. Think-Pair-Share can also be used as an information assessment tool; as students discuss their ideas, the teacher can circulate and listen to the conversations taking place and respond accordingly.

In this strategy, a problem is posed, students have time to *think* about it individually, and then they working *pairs* to solve the problem and *share* their ideas with the class. Think-Pair-Share is easy to use within a planned lesson, but is also an easy strategy to use for spur-of-the-moment discussions. This strategy can be used for a wide variety of daily classroom activities such as concept reviews, discussion question, partner reading, brainstorming, quiz reviews, topic development, etc. Think-Pair-Share helps students develop conceptual understanding of a topic, develop the ability to filter information and draw conclusion, and develop the ability to consider other points of view.

B. Relevance of Studies

The relevant studies are based on the similarities in variables of study even if dependent variable although independent variable. Some of the relevants of the study with the research are as follows :

1. Rapica Haris (2014). The researcher concludes that there is a significant effect teaching by using Question Answer Relationship strategy on students' comprehension in reading taught by using Question Answer Relationship Strategy is higher than without using Question Answer Relationship Strategy (H_a) is accepted and null hypothesis (H_o) is rejected. This is supported by data analysis

result in which the t -observe (5.35) is higher than t -table (2.00) at the significant level of 0.05.

2. Nurul Ilmiatus Sholichah (2015). This is descriptive qualitative research. The data are obtained from the result of observation to fill field notes, the result of interview and the result of students' work. The result of this study realizes that the implementation of QARs encourages the students to conduct reading and answer the questions. In conclusion, the students are able to comprehend the text while answering the questions. The students also have capability to categorize the questions in order to avoid spending too much time while finding the answer. In addition, the students enjoyed although they had to face a lot of questions.

C. Conceptual Framework

Raphael in 1986 (Ruddell, 2005: 372). QAR strategy is a design activities in which students categorize understanding questions according to how and from what the source of the question is answered. The QAR question level is a systematic means used to improve students' ability to answer questions comprehensive. The QAR strategy in which is applied to improve students' comprehension in reading narrative text. By applying this strategy the students will be interested in reading, easy to be learnt and easy to be understood or comprehended the reading text.

QAR Strategy is one that strategies that can help the teacher to solve the problem of the students is comprehending in narrative text. The procedure of QAR strategy is designed for more effective teaching and learning activities can

achieve the expected competencies especially in learning reading comprehension as they read and study in narrative text.

In fact, most students have difficulties in grasping the content of reading comprehension such as understanding vocabulary, students have many problems in learning reading process. The teacher said that the ability of students' reading comprehension is still low. In the classroom, students did passive reading activity. They always asked the teacher about the meaning of words that they found in the text. They just read and translated it based on what they have known so that they got wrong ideas.

In this strategy can help the student to express idea about text, the students can easily and quickly to understand about the lesson. To teacher can help easy to manage students in the class when the teacher teaching reading using this strategy because this strategy helps the students to answer the question and to construct personal meaning from during reading.

D. Hypotesis

The hypotesis of the research are as follow :

Ha : There is a significant effect of applying QAR strategy on the students' reading achievement in narrative text

Ho : There is not a significant effect of applying QAR strategy on the students' reading achievement in narrative text.

CHAPTER III

METHOD OF RESEARCH

A. Location of Research

The location of this research was conducted at SMK SWASTA AL-FATTAH, Jalan Cemara No. 172 Medan Timur, Medan, Sumatera Utara of the academic year 2017/2018.

B. Population and Sample

1. Population

The population of this research was the X grade students of SMK SWASTA AL-FATTAH of the academic year 2017/2018 that consist of classes : X-1 upto X-5 (TKR-TSM) with the total students were 130.

Table 3.1

No	Class	Population
1	X-1 (TKR)	27
2	X-2(TKR)	25
3	X-3(TKR)	27
4	X-4(TSM)	25
5	X-5(TSM)	26
Total		130

2. Sample

Cluster Random Sampling Technique was applied to determine the samples, so the sample of this research is X-1 which consists of 27 students as the

experimental group and X-3 which consists of 27 students as control group with the total number of students were 54 students, the design figured follows:

Table 3.2

No	Class	Sample
1	X-1	27
2	X-3	27
Total		54

C. Research Design

The experimental quantitative research was applied in this research. The experimental quantitative was study with two different groups, experimental group and control group. The experimental group was taught by using Question Answer Relationship strategy. The control group was taught by using Think-Pair-Share Strategy. This research, there were three procedures done to collect the data. They were pretest as preliminary data, treatment by using strategy and after conducting the treatment, a post-test was given to the students. The explanation can be seen in table 3.3

Table 3.3
Design of research

Group	Pre-Test	Treatment	Post-Test
Experimental (X)	ü	Question Answer Relationship Strategy	ü
Control (Y)	ü	Think-Pair-Share Strategy	ü

D. The Instrument of the Research

In this research, multiple choice test which consists of 20 items with 4 options. The material was taken from internet and LKS Bahasa Inggris X grade by

sulistini S,S. Both experimental group and control group was given the same test for the pre-test and post-test which was used as the instrument for collecting data. Each correct answer was scored 1, and the incorrect answer was scored 0. So, the total score was calculated by using the formula :

$$\text{Score} = \frac{R}{N} \times 100$$

Notes :

S = Scoring of the Test

R = Number of Correct Answer

N = Number of Item

E. The Technique of Collecting Data

The data was collected by giving the test to the students. Several steps were used to collect the data :

1. Giving Pre-test to Experimental and Control Group.
2. Giving treatment to Experimental Group by using QAR Strategy.
3. Giving treatment to Control Group by using Think-Pair-Share Strategy.
4. Giving Post-test to Experimental and Control Group
5. Correcting the students' answer sheets.

F. The Technique of Analyzing the Data

In this research the data was analyzed, the steps :

1. Scoring the students' answer

$$\text{Score} = \frac{R}{N} \times 100$$

2. Listing the score into two tables, first for the experimental group and the second for the control group scores
3. Calculating the total score
 - a. Calculating Mean Score:

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

(Sugiyono, 2015)

Note:

\bar{x} = Mean

Σ = The total of students value

N = The number of students

- b. Standard deviation of sample 1 (experimental group)

$$SD1 = \sqrt{\frac{n \sum Xi^2 - (\sum Xi)^2}{(N)(N-1)}}$$

(Sugiyono, 2015)

- c. Correlation of product moment between Xi and Yi

$$R_{xy} = \frac{n \sum XiYi - (\sum Xi)(\sum Yi)}{\sqrt{\{n \sum Xi^2 - (\sum Xi)^2\}\{n \sum Yi^2 - (\sum Yi)^2\}}}$$

(Sugiyono, 2015)

- d. Hypothesis test (t-test)

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2} - 2R\left(\frac{S_1}{\sqrt{N_1}}\right)\left(\frac{S_2}{\sqrt{N_2}}\right)}}$$

(Sugiyono, 2015)

Where:

T = t-test

\bar{X}_1 = Mean of variable 1 (experimental group)

\bar{X}_2 = Mean of variable 2 (control group)

S_1 = Standard deviation of sample 1 (experimental group)

S_2 = Standard deviation of sample 2 (control group)

s_1^2 = standard deviation squared (variants) of sample 1 (experimental group)

s_2^2 = standard deviation squared (variants) of sample 2 (control group)

n = total of sample

n_1 = number of cases for variable 1 (experimental group)

n_2 = number of cases for variable 2 (control group)

R = correlation of product moment between X_i and Y_i

CHAPTER IV

DATA COLLECTION AND DATA ANALYSIS

A. Data Collection

The data were collected by giving a multiple choice test. The sample was divided into two classes, the experimental group and control group. Each group was given pre-test and post-test of the same test. The students' score of experimental group showed that the highest score of pre-test was 70 and the lowest was 55. While the highest score of post test was 90 and the lowest was 70 (see appendix 8). Meanwhile the students' score of control group showed that the highest score of pre-test in control group was 70 and the lowest was 55. While the highest score of post test was 80 and the lowest was 65 (see appendix 9).

B. Data Analysis

The effect of applying Question-Answer Relationship (QAR) Stragy on the Students' Reading Achievement in Narrative Text. Based on the data from the test the score were analyzed in other to know the differences between pre-test and post-test of the experimental group.

Table 4.1
Differences between pre-test and post-test of experimental group

No	Student's initial	Pre-test (X)	Post-test (X _i)	ΣX^2	ΣX_i^2
1	AH	60	75	3600	5625
2	AM	65	80	4225	6400
3	AR	60	70	3600	4900
4	AP	60	75	3600	5625
5	AM	65	80	4225	6400
6	BS	55	70	3025	4900

7	BS2	65	80	4225	6400
8	BN	55	70	3025	4900
9	CG	60	75	3600	5625
10	DP	70	85	4900	7225
11	DO	55	70	3025	4900
12	DH	60	70	3600	4900
13	FD	55	75	3025	5625
14	HM	55	75	3025	5625
15	HS	60	75	3600	5625
16	ID	60	75	3600	5625
17	IS	60	75	3600	5625
18	MH	65	80	4225	6400
19	MR	65	80	4225	6400
20	MA	70	90	4900	8100
21	MA	55	75	3025	5625
22	MD	60	75	3600	5625
23	MF	55	70	3025	4900
24	MR	55	75	3025	5625
25	MR	65	80	4225	6400
26	RS	60	80	3600	6400
27	RP	70	90	4900	8100
TOTAL		X=1640	X_i= 2070	ΣX² = 100250	ΣX_i² = 159500

Based on the table 4.1 above it can be seen that there was differences between pre-test and post-test score of experimental class. After calculated the data for the experimental group above the score for pre-test was 1640 with the lowest score was 55 and the higher score was 70 and the total score for post-test was 2070 with the lowest score was 70 and the higher score was 90 . It means the score for post-test is higher than pre-test. The mean score was calculated as follows:

The average (Mean)

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

$$= \frac{2070}{27}$$

$$= 76,66$$

Standard deviation of X variable

$$\begin{aligned}
 SD1 &= \sqrt{\frac{n(\sum Xi^2) - (\sum Xi)^2}{(N)(N-1)}} \\
 &= \sqrt{\frac{27(159500) - (2070)^2}{(27)(27-1)}} \\
 &= \sqrt{\frac{4306500 - 4284900}{702}} \\
 &= \sqrt{\frac{21600}{702}} \\
 &= \sqrt{30,76} \\
 &= 5,54
 \end{aligned}$$

Table 4.2
Differences between pre-test and post-test of control group

No	Student's initial	Pre-test (Y)	Post-test (Y _i)	ΣY^2	ΣY_i^2
1	AR	60	75	3600	5625
2	AK	55	70	3025	4900
3	AR	55	70	3025	4900
4	AS	60	75	3600	5625
5	BW	65	75	4225	5625
6	BR	60	70	3600	4900
7	B	60	75	3600	5625
8	BW	65	75	4225	5625
9	BY	70	80	4900	6400
10	DI	70	80	4900	6400
11	E	70	80	4900	6400
12	HR	55	75	3025	5625
13	I	60	75	3600	5625

14	IZ	55	70	3025	4900
15	MK	60	70	3600	4900
16	MA	60	70	3600	4900
17	MD	60	75	3600	5625
18	MH	60	75	3600	5625
19	MR	55	70	3025	4900
20	PS	65	80	4225	6400
21	PA	60	75	3600	5625
22	RR	55	70	3025	4900
23	RA	55	70	3025	4900
24	RF	55	65	3025	4225
25	RK	60	80	3600	6400
26	SY	65	70	4225	4900
27	SA	60	75	3600	5625
TOTAL		$\Sigma Y = 1630$	$\Sigma Y_i = 1990$	$\Sigma Y^2 = 99000$	$\Sigma Y_i^2 = 147100$

Based on the table 4.2 above it can be seen that there was differences between pre-test and post-test score of control class. After calculated the data for the control group above the score for pre-test was 1630 with the lowest score was 55 and the higher score was 70 and the total score for post-test was 1990 with the lowest score was 65 and the higher score was 80 . It means the score for post-test is higher than pre-test.

The mean score was calculated as follows:

The average (Mean)

$$\bar{y} = \frac{\sum y_i}{n}$$

$$= \frac{1990}{27}$$

$$= 73,70$$

Standard deviation of Y variable

$$\begin{aligned}
 SD2 &= \sqrt{\frac{n(\Sigma Y_i^2) - (\Sigma yi)^2}{(N)(N-1)}} \\
 &= \sqrt{\frac{27(147100) - (1990)^2}{(27)(27-1)}} \\
 &= \sqrt{\frac{3971700 - 3960100}{702}} \\
 &= \sqrt{\frac{11600}{702}} \\
 &= \sqrt{16,52} \\
 &= 4,06
 \end{aligned}$$

Based on the previous data it was concluded in the following table:

Table 4.3
Calculating correlation Product Moment between Xi and Yi

No	X _i	Y _i	ΣX_i^2	ΣY_i^2	$\Sigma X_i Y_i$
1	60	75	3600	5625	4500
2	65	80	4225	6400	5200
3	60	70	3600	4900	4200
4	60	75	3600	5625	4500
5	65	80	4225	6400	5200
6	55	70	3025	4900	3850
7	65	80	4225	6400	5200
8	55	70	3025	4900	3850
9	60	75	3600	5625	4500
10	70	85	4900	7225	5950
11	55	70	3025	4900	3850
12	60	70	3600	4900	4200
13	55	75	3025	5625	4125
14	55	75	3025	5625	4125
15	60	75	3600	5625	4500
16	60	75	3600	5625	4500

17	60	75	3600	5625	4500
18	65	80	4225	6400	5200
19	65	80	4225	6400	5200
20	70	90	4900	8100	6300
21	55	75	3025	5625	4125
22	60	75	3600	5625	4500
23	55	70	3025	4900	3850
24	55	75	3025	5625	4125
25	65	80	4225	6400	5200
26	60	80	3600	6400	4800
27	70	90	4900	8100	6300
TOTAL	1640	2070	100250	159500	126350

$$\begin{aligned}
R_{xy} &= \frac{n \sum XiYi - (\sum Xi)(\sum Yi)}{\sqrt{\{n \sum Xi^2 - (\sum Xi)^2\}\{n \sum Yi^2 - (\sum Yi)^2\}}} \\
&= \frac{27(126350) - (1640)(2070)}{\sqrt{\{27(100250) - (1640)^2\}\{27(159500) - (2070)^2\}}} \\
&= \frac{3411450 - 3394800}{\sqrt{\{2706750 - 2689600\}\{4306500 - 4284900\}}} \\
&= \frac{16650}{\sqrt{\{17150\}\{21600\}}} \\
&= \frac{16650}{\sqrt{370440000}} \\
&= \frac{16650}{19,24} \\
&= 865,3
\end{aligned}$$

Determining the value of t-test with formula:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2} - 2R\left(\frac{S_1}{\sqrt{N_1}}\right)\left(\frac{S_2}{\sqrt{N_2}}\right)}}$$

$$\begin{aligned}
&= \frac{76,66 - 73,70}{\sqrt{\frac{30,69}{27} + \frac{16,48}{27} - 2(865,3) \left(\frac{5,54}{\sqrt{27}}\right) \left(\frac{4,06}{\sqrt{27}}\right)}} \\
&= \frac{2,96}{\sqrt{1,13 + 0,61 - (1,730) \left(\frac{5,54}{\sqrt{5,19}}\right) \left(\frac{4,06}{\sqrt{5,19}}\right)}} \\
&= \frac{2,96}{\sqrt{1,74 - 1,730(1,06)(0,78)}} \\
&= \frac{2,96}{\sqrt{1,74 - 1,730(0,82)}} \\
&= \frac{2,96}{\sqrt{1,74 - 1,4}} \\
&= \frac{2,96}{\sqrt{0,34}} \\
&= \frac{2,96}{\sqrt{0,58}} \\
&= 5.1
\end{aligned}$$

C. Testing Hypothesis

After accounting the data previously by using t-test formula that critical value 5,1 then after seeing the table of distribution written test method as basis of counting t-critical in certain degree of freedom (df), the calculation shows that df is $(2n-2=54-2=52)$ in line of 52 that t-table is 2.00 for 0.05. It could be concluded $t\text{-test} > t\text{-table}$ or $5.1 > 2.00$. So, H_0 is rejected and H_a is accepted or there was the effect of applying Question-Answer Relationship (QAR) Strategy On The Students' Reading Achievement in Narrative Text.

D. Research Findings

Based on the data analysis above, the findings of this research were described that the students who were taught by applying Question-Answer Relationship (QAR) Strategy got higher score than those who were taught by using Think-Pair-Share Strategy. It was proved from the result of t-test which was 5.1 and t-table which was 2.00 ($t\text{-test} > t\text{-table}$, $5.1 > 2.00$). It meant that the students' reading achievement in narrative text by applying Question-Answer Relationship (QAR) Strategy was significant than using Think-Pair-Share Strategy.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter, the researcher mainly presents conclusions and suggestions based on the research findings and discussion presented in previous chapter.

A. Conclusions

Based on the data analysis, it can be concluded that applying QAR (Question-Answer Relationship) Strategy significantly affects on the students' reading achievement in narrative text. It can be seen from the data which had obtained of pre-test and post-test in experimental group, it was based on the students' total score was 159500 and the mean score was 76.66, while in the control group were 147100 and the mean score was 73.70. Thus, the students' score in experimental group was higher than the students' score in control group. The calculation of the data in the testing hypothesis showed that t-test 5.1 was higher than t-table 2.00, it means that the alternative hypothesis H_a was acceptable.

B. Suggestions

The finding of the research score shows that there is significant difference on the students' score before they were taught by applying QAR (Question-Answer Relationship) Strategy and after they were taught by applying QAR (Question-Answer Relationship) Strategy. Therefore, the researcher tries to give some suggestion as follow:

1. The English teacher, especially for the English teacher of SMK Swasta Al-Fattah Medan. They can try QAR (Question-Answer Relationship) Strategy in teaching English to increase their knowledge and by using a good technique the students are easier and motivated to learn English. The English should select a technique that are not only interesting but also appropriate with the subject and the students' need. So, the teacher can use QAR Strategy as an active technique to teach in the class.
2. The students, the students should be active in the classroom because in the QAR (Question-Answer Relationship) Strategy the students are supported to be active in learning process, it is hoped that the students can increase the knowledge.
3. Other researcher, it is suggested to study this research in order to get information which still has relationship to their study.

REFERENCES

- Brown, H. Douglas. 2000. *Principles of Language Learning and Teaching*. 4th Edition. New York: The Free Press.
- Brown, D. H. 2004. *Language Assessment: Principles and Classroom Practices*. New York: Pearson Education.
- Grobe, W and F.L.Stoller.2002. *Teaching and Researching Reading*. England:Pearson Education.
- Haris, Rapica. 2014. *The Effect of Using Question-Answer Relationship strategy on The Students' Comprehension in Reading Narative Text*. in UNIMED, Sumatera Utara
- Mather, Nancy, 2006. *Evidance-Based Academic Intervention*. New York
- McNamara, D. S. 2003. *Reading Comprehension Strategy : theory, interventions, and technologies*. Mahwa,NJ : Eribaun
- Nunan, D. 2003. *Practical English Language Teaching*. New York. Mc-Graw. Hill
- Raphael, Taffy E dan Kathryn H. AU. 2005. “QAR: Enhancing Comprehension and Test Taking Across Grades and Content Area”. *The Reading Teacher*, Vol.59, No.3, November, hlm. 206-221.
- Ruddell, Martha Rapp. 2005. *Teaching Content Reading and Writing*. Hoboken: Wiley.
- Seyler. 2014. *The Reading Context : Deveoping Collage Reading Skill*. New York ; Libraryof Congres : Publication Data.
- Sholichah, Nurul ilmiatus. 2015. *The Implementation Of Question-Answer Relationship (QAR) Strategy In Teaching Reading Of Narrative Text For Tenth Grade Of MAN Mojokerto*. Mojokerto, Jawa Timur.
- Sugiono. 2015. *Metode Penelitian Pendidikan*. Bandung : Alfabeta
- Sulistiani, S.S. 2017. *LKS Bahasa Inggris X Grade* : Mitra Pustaka
- Tompkins, Gail. E. 2010. *Literacy for the 21st Century: A Balanced Aproach*. Boston: Allyn and Bacon.
- Wiesendanger, Katherine D. 2001. *Strategies for Literacy Education*. New Jersey:Merril

English Journal, retrieved from

<http://jurnalmahasiswa.unesa.ac.id/index.php/tag/12330/question-answer-relationship-qar-strategy>

accessed on January, 3rd 2018

Hornby, 1974. *Students' Reading Achievement*. Retrieved from

<http://www.google.com/search?q=Students%E2%80%99+Reading+Achievement&client=firefox-a&rls=org>

accessed on January, 15th 2018

Teaching English Language for Senior High School, retrieved from

<http://learningtonarrativetext//google.com>

accessed on December, 23rd 2017

APPENDIX 1

LESSON PLAN (Experimental Group)

School : SMK SWASTA AL-FATTAH MEDAN

Class/Semester : X / II

Subject : English

Material : Narrative Text

Skill : Reading

Time : 2 x 45 minutes

A. Standardized Competence

To understand the meaning of short and simple narrative text in context of daily life to access knowledge.

B. Basic Competence

To understand of function in social, structure of text and element of narrative text based on information related with legend, depend of using context.

C. Indicator

1. Understanding the content of story in thenarrative text
2. Identify generic structure of narrative text in the correct place of reading text
3. Answering the question based on narrative text.

D. Objective

At the end of the subject the student will be able to:

1. Understanding the content of story in thenarrative text
2. Identify generic structure of narrative text in the correct place of reading text
3. Answering the question based on narrative text

E. Source/Material

- Source : LKS Bahasa Inggris X Grade by Sulistiani, S.S

English Book by Kementrian Pendidikan dan Kebudayaan
Republik Indonesia, 2016.

Internet :

- www.ef.co.id--Google
- <http://learningtonarrativeetext/google.com>

- www.narrativetext.google

- Material :
 - Narrative Text
 - Definition of Narrative Text

A narrative text is an imaginative story to entertain people (teks narasi adalah cerita imajinatif yang bertujuan menghibur orang).
 - Generic Structure of Narrative Text
 - # Orientation : It is about the opening paragraph where the characters of the story are introduced.(berisi pengenalan tokoh, tempat dan waktu terjadinya cerita (siapa atau apa, kapan dan dimana)
 - # Complication : Where the problems in the story developed.
(Permasalahan muncul / mulai terjadi dan berkembang)
 - Where the problems in the story is solved. Masalah selesai, secara baik “happy ending” ataupun buruk “bad ending”.
 - # Coda / reorientation (optional) – lesson from the story
- Sometimes the structure of the narrative text can contain: Orientation, Complication, Evaluation, Resolution and Reorientation. Although "Evaluation" and "Reorientation" are optional; can be added and can not. Evaluation contains an assessment.
- The Characteristics / Language Feature of Narrative Text:
 - Past tense (killed, drunk, etc)
 - Adverb of time (Once upon a time, one day, etc)
 - Time conjunction (when, then, suddenly, etc)
 - Specific character. The character of the story is specific, not general. (Cinderella, Snow White, Alibaba, etc)
 - Action verbs. A verb that shows an action. (killed, dug, walked, etc)
 - Direct speech. It is to make the story lively. (Snow White said, "My name is Snow White"). The direct speech uses present tense.
- Example of NT :

THE LEGEND OF MALIN KUNDANG

A long time ago, in a small village near the beach in West Sumatra lived a woman and her son, Malin Kundang. Malin Kundang and his mother had to live

hard because his father had passed away when he was a baby. Malin Kundang was a healthy, dilligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sell the caught fish in the town.

One day, when Malin Kundang was sailing, he saw a merchant's ship being raided by a band of pirates. With his bravery, Malin Kundang helped the merchant defeat the pirates. To thank him, the merchant allowed Malin Kundang to sail with him. Malin Kundang agreed in the hope to get a better life. He left his mother alone.

Many years later, Malin Kundang became wealthy. He had a huge ship and a lot of crews who worked loading trading goods. He was also married to a beautiful woman. When he was sailing on his trading journey, his ship landed on a coast near a small village. The local people recognized that it was Malin Kundang, a boy from the area. The news ran fast in the town; "Malin Kundang has become rich and how he is here".

An old woman, who was Malin Kundang's mother, ran to the beach to meet the new rich merchant. She wanted to hug him to release her sadness of being lonely after a long time. When his mother came near him, Malin Kundang who was rich his beautiful wife and his ship crews denied that she was her moher. But he kept refusing to do it and yelling at her. At last Maling Kundang said to her "Enough, old woman! I have never has a mother like you, a dirty and ugly woman!" After that he ordered his crews to set sail to leave the old woman who was then full of sadness and anger. Finally, feeling enraged, she cursed Malin Kundang that he woud turn into a stone if he did not apologize to her. Malin

Kundang just laughed and set sail. Suddenly a thunderstorm came in the quiet sea, wrecking his huge ship. He was thrown out to a small island. It was really too late for him to avoid his curse; he had turned into a stone.

F. Methods/Technique

- QAR Strategy

G. Teaching and Learning Activity

Activities	Teacher	Students
Opening	<ul style="list-style-type: none"> • Teacher guides the students and check the attendance list. • Teacher introduce the lesson that will be teach 	<ul style="list-style-type: none"> • Students give responses to the teacher. • Students listen to the teacher.
Main Activity	<ul style="list-style-type: none"> • Teacher explain about of Narrative text. • Teacher ask the students to identify the generic structure of NT • Teacher gives time for the students to ask something didn't understand • Teacher form 6 groups consisting of 4-5 children. • Teacher gives the Narrative text • Teacher ask learners read in the heart of the text and the questions. • Teacher ask learners to discuss with their group 	<ul style="list-style-type: none"> • Students pay attention to the teacher explanation. • The students identify the generic structure of NT • Students give the question and listen to the teacher explanation. • Learners form groups consisting of 4-5 children. • Learners get the text • Learners read in the heart of the text reading and the questions. • Learners discuss

	<p>about the information contained in the reading.</p> <ul style="list-style-type: none"> • Teacher ask learner with the group to answers the question based on reading text according to the QAR question level. • Teacher ask learner to exchange their work results to other groups. • Teacher ask learner to present the work of other group's friends. • Teacher ask learner to correct the result with their group and others with teacher guidance. • Teacher and learners discuss the results of the work be delivered. • Teacher ask learner correct as well as provide an assessment of the results work of friends with teacher guidance • Teacher and learner together to ask questions about things that have not understood. 	<p>with their group about the information contained in the reading.</p> <ul style="list-style-type: none"> • Learners with the group to answers the question based on reading text according to the QAR question level. • Learners exchange their work results to other groups. • Learners present the work of other group's friends. • Learners with their group to correct the result of group work others with teacher guidance. • Learners and teachers discuss the results of the work be delivered. • Learners correct as well as provide an assessment of the results work of friends with teacher guidance • Learners together with teachers to ask questions about things that have not understood.
--	---	---

APPENDIX 2

LESSON PLAN

(Control Group)

School : SMK SWASTA AL-FATTAH MEDAN

Class/Semester : X / II

Subject : English

Material : Narrative Text

Skill : Reading

Time : 2 x 45 minutes

A. Standardized Competence

To understand the meaning of short and simple narrative text in context of daily life to access knowledge.

B. Basic Competence

To understand of function in social, structure of text and element of narrative text based on information related with legend, depend of using context.

C. Indicator

1. Understanding the content of story in the narrative text
2. Identify generic structure of narrative text in the correct place of reading text
3. Answering the question based on narrative text.

D. Objective

At the end of the subject the student will be able to:

1. Understanding the content of story in the narrative text
2. Identify generic structure of narrative text in the correct place of reading text
3. Answering the question based on narrative text

E. Source/Material

- Source : LKS Bahasa Inggris X Grade by Sulistiani, S.S

English Book by Kementrian Pendidikan dan Kebudayaan
Republik Indonesia, 2016.

Internet :

- www.ef.co.id--Google

- <http://learningtonarrativetext//google.com>
- www.narrativetext//google

- Material :

- Narrative Text

- Definition of Narrative Text

A narrative text is an imaginative story to entertain people (teks narasi adalah cerita imajinatif yang bertujuan menghibur orang).

- Generic Structure of Narrative Text

Orientation : It is about the opening paragraph where the characters of the story are introduced.(berisi pengenalan tokoh, tempat dan waktu terjadinya cerita (siapa atau apa, kapan dan dimana)

Complication : Where the problems in the story developed.
(Permasalahan muncul / mulai terjadi dan berkembang)

Where the problems in the story is solved. Masalah selesai, secara baik “happy ending” ataupun buruk “bad ending”.

Coda / reorientation (optional) – lesson from the story
Sometimes the structure of the narrative text can contain: Orientation, Complication, Evaluation, Resolution and Reorientation. Although "Evaluation" and "Reorientation" are optional; can be added and can not. Evaluation contains an assessment.

- The Characteristics / Language Feature of Narrative Text:

- Past tense (killed, drunk, etc)
- Adverb of time (Once upon a time, one day, etc)
- Time conjunction (when, then, suddenly, etc)
- Specific character. The character of the story is specific, not general. (Cinderella, Snow White, Alibaba, etc)
- Action verbs. A verb that shows an action. (killed, dug, walked, etc)
- Direct speech. It is to make the story lively. (Snow White said, "My name is Snow White"). The direct speech uses present tense.

- Example of NT :

THE LEGEND OF MALIN KUNDANG

A long time ago, in a small village near the beach in West Sumatra lived a woman and her son, Malin Kundang. Malin Kundang and his mother had to live hard because his father had passed away when he was a baby. Malin Kundang was a healthy, dilligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sell the caught fish in the town.

One day, when Malin Kundang was sailing, he saw a merchant's ship being raided by a band of pirates. With his bravery, Malin Kundang helped the merchant defeat the pirates. To thank him, the merchant allowed Malin Kundang to sail with him. Malin Kundang agreed in the hope to get a better life. He left his mother alone.

Many years later, Malin Kundang became wealthy. He had a huge ship and a lot of crews who worked loading trading goods. He was also married to a beautiful woman. When he was sailing on his trading journey, his ship landed on a coast near a small village. The local people recognized that it was Malin Kundang, a boy from the area. The news ran fast in the town; "Malin Kundang has became rich and how he is here".

An old woman, who was Malin Kundang's mother, ran to the beach to meet the new rich merchant. She wanted to hug him to release her sadness of being lonely after a long time. When his mother came near him, Malin Kundang who was rich his beautiful wife and his ship crews denied that she was her moher. But he kept refusing to do it and yelling at her. At last Maling Kundang said to her "Enough, old woman! I have never has a mother like you, a dirty and ugly

woman!” After that he ordered his crews to set sail to leave the old woman who was then full of sadness and anger. Finally, feeling enraged, she cursed Malin Kundang that he would turn into a stone if he did not apologize to her. Malin Kundang just laughed and set sail. Suddenly a thunderstorm came in the quiet sea, wrecking his huge ship. He was thrown out to a small island. It was really too late for him to avoid his curse; he had turned into a stone.

F. Methods/Technique

- Think-Pair-Share Strategy

G. Teaching and Learning Activity

Activities	Teacher	Students
Opening	<ul style="list-style-type: none"> • Teacher guides the students and check the attendance list. • Teacher introduce the lesson that will be teach 	<ul style="list-style-type: none"> • Students give responses to the teacher. • Students listen to the teacher.
Main Activity	<ul style="list-style-type: none"> • Teacher give an explanation about narrative text. • Teacher give a text about narrative text to the students and ask to read the text. • Teacher devide the students into some groups consist of 4 people. • Teacher give some questions to the students and ask to thinking individually. • Teacher ask all of group to make pairs of member 	<ul style="list-style-type: none"> • Students pay attention to the teacher explanation. • Students get a text and read the text. • Students make group consist of 4 people. • Students answer the questions and thinking individually. • Students make pairs of member

	<p>in the group.</p> <ul style="list-style-type: none"> • Teacher ask the students to share their thinking with their partner and discuss. • Teacher ask each partner to join in their group and ask to share their thinking with their group. • Teacher ask the group to present their discussion. 	<p>in the group.</p> <ul style="list-style-type: none"> • Students share their thinking with their partner and discuss. • Students join in their group and share their thinking with their group • Students present their discussion.
Closing	<ul style="list-style-type: none"> • Teacher gives the students chances to ask question dealing with the material • Teacher ask the students to summarize by using their own words. • Teacher closing the lesson 	<ul style="list-style-type: none"> • Students ask questions dealing with the material. • Students summarize by using their own words.

H. Media and Tools
Blackboard and Laptop

I. Evaluation
1. Technique : reading test (multiple choice)
2. Form : reading narrative text
3. Rubric Score:

Rubric Score	Score
Correct	1
Incorrect	0

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

In which:

S = The students score

R = The right answer

N = The total question

Medan, 10 Februari 2018

English Teacher

The Researcher

(CUT RAHMAYANTI, S.Pd)

(DIAH JULIA)

The Headmaster of SMK SWASTA AL-FATTAH

(HAJI WAGIRUN, SH)

APPENDIX 3

Post-test and Pre-Test

TEST 1



Malin Kundang

An old woman and her son lived in a little village. Her son was called Malin Kundang. They were very poor but they loved each other very much. One day Malin Kundang told his mother that he would go to the town and worked there. At first, his mother didn't allow him, but finally she let him go with tears. Malin Kundang worked hard in big town. And in a short time he became a rich man. However, he completely forgot his poor old mother. Some years later, he sailed to a harbor near his village. When his mother heard about this news, she came to meet him. Malin Kundang pretended not to know her. He said, "You aren't my mother. Go away!" His mother became very sad and before she went away, she said, "Oh Malin Kundang, you're wicked son, you'll never be safe now. You and your money will turn into stone.

Someday later, his ship left the harbor. The sea was calm but when he reached the open sea, there was a great storm. The ship was drowned Malin Kundang and his money changed into the stone. Now people call it "Batu si Malin Kundang". We can see the stone from Air Manis, a village on the coast of West Sumatera near Padang.

1. What is the text about?

- a. the legend of the old woman
 - b. the legend of Malin Kundang
 - c. the most of popular legend in west-sumatera
 - d. the legend of the sailor
2. Where did the story take place?
- a. at the ocean
 - b. at the lake
 - c. at the river
 - d. at the jungle
3. What is the main idea of the first paragraph above?
- a. an old woman and a son lived in a village
 - b. a son was named Malin Kundang
 - c. an old woman and a son loved each other
 - d. they lived ever after
4. Which of the following statement is wrong according to the text above?
- a. Malin Kundang had been cursed by his mother
 - b. An old woman finally met with her son happily
 - c. Malin Kundang is a good sailor
 - d. Malin Kundang became a rich man
5. Based on the text, we can conclude that the relationship between an old woman and Malin Kundang are...
- a. Mother and her daughter
 - b. Mother and her son
 - c. Father and mother
 - d. Friendship
6. "You'll never be safe now. You and your money will turn to stone."
- The underlined word refers to...
- a. A son
 - b. Malin Kundang
 - c. The sailor
 - d. an old woman

7. What lesson can we learn from the story?
 - a. do not ever forget our parents
 - b. do not be a greedy
 - c. do not be an arrogant people
 - d. be your self
8. Which is paragraph show resolution based on the text?
 - a. paragraph 2
 - b. paragraph 3
 - c. paragraph 4
 - d. paragraph 5
9. What is the opposite of “near”?
 - a. Quite
 - b. Calm
 - c. Slow
 - d. Far
10. How is the character of Malin Kundang?
 - a. Smart
 - b. Arrogant
 - c. Foolish
 - d. greedy

TEST 2



The Tale of Lake Toba

Once upon a time, there was a man who was living in north Sumatra. He lived in a simple hut in a farming field. He did some gardening and fishing for his daily life.

One day, while the man was doing fishing, he caught a huge golden fish in his trap. It was the largest catch which he ever had in his life. Surprisingly, this fish turned into a gorgeous princess. He fell in love with her and proposed her to be his wife. She said; "Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster". The man made the deal and they got married, lived happily and had a daughter.

Few years later, this daughter would help bringing lunch to her father out in the fields. One day, his daughter was so hungry and she ate his father's lunch. Unfortunately, he found out and got furious, and shouted; "You damned daughter of a fish". The daughter ran home and questioned her mother. The mother started crying, felt sad that her husband had broken his promise.

Then she told her daughter to run up the hills because a huge disaster was about to come. When her daughter left, she prayed. Soon there was a huge earthquake followed by non-stop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again and the man became the island of Samosir.

11. What is the text about?
 - a. the man who living in the shore in North Sumatera
 - b. the tale of lake toba
 - c. the man's hobby is fishing
 - d. the man was a farmer
12. What is the main idea of the first paragraph above?
 - a. there was a man who was living in north Sumatra
 - b. the man was living in the complicated place
 - c. the man likes hunting in the jungle
 - d. the man likes fishing
13. Which of the following statement is false according to the text above?
 - a. the gold fish have changed to the beautiful princess

- b. the man has one daughter
 - c. the man happily ever after
 - d. his wife became a huge golden fish back
14. What is the purpose of the text above?
- a. to retell the story between the man and a fish
 - b. to know the reader about the man who was living in North Sumatera ago
 - c. to describe the lake in North Sumatera
 - d. to inform the reader about the tale of lake toba
15. Based on the next, we can conclude that the relationship between the man and a huge golden fish are...
- a. father and sister
 - b. husband and wife
 - c. father and daughter
 - d. father and his friend
16. She said; "Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster." The underlined word means...
- a. Agreement
 - b. Appointment
 - c. Application
 - d. approximately
17. What lesson can we learn from the story?
- a. take care of your self
 - b. fulfill you have a promise
 - c. always believe your friend
 - d. obeying your mother's advice
18. She said; "Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster". What does the word "you" in the sentence refer to?
- a. the daughter
 - b. the golden fish

- c. the man
 - d. someone else
19. Why did daughter want to come back to home after met his father?
- a. because, her mother asked to her come back to home
 - b. because, a big disaster will be happen
 - c. because, her father said that she was a fish
 - d. because, her father asked to her bring his lunch
20. What did her mother do after know the reason why her daughter cry ?
- a. asked her husband to run up the hills
 - b. suggest her daughter to run up the hills
 - c. she was crying and screaming
 - d. she was angry

Appendix 4

Key Words Post-test and Pre-Test

1. b
2. a
3. a
4. b
5. b
6. b
7. c
8. a
9. d
10. b
11. b
12. a
13. c
14. d
15. b
16. b
17. b
18. c
19. c
20. b

APPENDIX 5

THE STUDENTS' ATTENDANCE OF SMK SWASTA AL-FATTAH
ACADEMIC YEAR 2017/2018
EXPERIMENTAL CLASS (X-1 TKR)

NO	STUDENTS' NAME	SIGNATURE	
1	AHMAD HASAN	1.	
2	AKBAR MAULANA		2.
3	ALFA RISKHA	3.	
4	ALVIN PUTRA		4
5	AZHAR MUZAKI	5.	
6	BAGUS SANTOSO		6.
7	BAGUS SETIAWAN	7.	
8	BUDI NST		8.
9	CANDRA GUNAWAN	9.	
10	DAWU PRAKOSO		10.
11	DIO OKTAVIANI	11.	
12	DWIKI HARRY S		12.
13	FAHRI DIMAS	13.	
14	HAFIZ MA'RUF		14.
15	HARRY SYAPUTRA	15.	
16	IBNU DARMAWANSYAH		16.
17	IMAM SUDIBIYO	17.	
18	M.HUSIN		18.
19	M. RAFI SYAHPUTRA	19.	
20	M. ABDI ARRIDHO		20.
21	M. ALFANDI	21.	
22	M. DALFA		22.
23	M. FAISAL	23.	
24	M. RAIHAN LUBIS		24.
25	M. RYAN	25.	
26	RENDI SETIAWAN		26.
27	REZA PRATAMA	27.	
28			28.
29		29.	
30			30.

APPENDIX 6

THE STUDENTS' ATTENDANCE OF SMK SWASTA AL-FATTAH
ACADEMIC YEAR 2017/2018
CONTROL CLASS (X-3 TKR)

NO	STUDENTS' NAME	SIGNATURE	
1	ADITYA RANGGA	1.	
2	AHMAD KURNIAWAN		2.
3	AHMAD RIYADI	3.	
4	ALVI SYAHRI		4
5	BAQIL WAFI	5.	
6	BARDHAN		6.
7	BAYU	7.	
8	BAYU WIRA YUDHA		8.
9	BINTANG YUDHA	9.	
10	DODI IRHAM		10.
11	ERICO	11.	
12	HARRY RAHMAD G		12.
13	IRFANSYAH	13.	
14	IRHAM ZULFADIAN		14.
15	M.KHORY ROJABA	15.	
16	M. ANDRE		16.
17	M. DIAN FAHREZA	17.	
18	M. HAMDANI		18.
19	M. RIDHO	19.	
20	PADLI SURYAWAN		20.
21	PRAYUDA ADITYA	21.	
22	RAGIL RAMADHAN		22.
23	RIFQI ADHARI	23.	
24	RINO FAHLEVI		24.
25	ROY ALKAHFI	25.	
26	SYAIFULLAH		26.
27.	SYAHFI ANDRIYANSYAH	27.	

Appendix 7

Name :

Class :

Text I

I. Choose the correct one !

1.	A	B	C	D
2.	A	B	C	D
3.	A	B	C	D
4.	A	B	C	D
5.	A	B	C	D
6.	A	B	C	D
7.	A	B	C	D
8.	A	B	C	D
9.	A	B	C	D
10.	A	B	C	D

Text II

II. Choose the correct one !

1.	A	B	C	D
2.	A	B	C	D
3.	A	B	C	D
4.	A	B	C	D
5.	A	B	C	D
6.	A	B	C	D
7.	A	B	C	D
8.	A	B	C	D
9.	A	B	C	D
10.	A	B	C	D

APPENDIX 8

Scores of Pre-test and Post-test Experimental Group

No	Student's initial	Pre-test (X)	Post-test (X _i)
1	AH	60	75
2	AML	65	80
3	AR	60	70
4	AP	60	75
5	AML	65	80
6	BS1	55	70
7	BS2	65	80
8	BN	55	70
9	CG	60	75
10	DP	70	85
11	DO	55	70
12	DH	60	70
13	FD	55	75
14	HM	55	75
15	HS	60	75
16	ID	60	75
17	IS	60	75
18	MH	65	80
19	MRS	65	80
20	MAA	70	90
21	MA	55	75
22	MD	60	75
23	MF	55	70
24	MRL	55	75
25	MR	65	80
26	RS	60	80
27	RP	70	90
TOTAL		X=1640	X _i = 2070

APPENDIX 9

Scores of Pre-test and Post-test Control Group

No	Student's initial	Pre-test (Y)	Post-test (Y_i)
1	AR	60	75
2	AK	55	70
3	AR	55	70
4	AS	60	75
5	BW	65	75
6	BR	60	70
7	B	60	75
8	BWY	65	75
9	BY	70	80
10	DI	70	80
11	E	70	80
12	HRG	55	75
13	I	60	75
14	IZ	55	70
15	MKR	60	70
16	MA	60	70
17	MDF	60	75
18	MH	60	75
19	MR	55	70
20	PS	65	80
21	PA	60	75
22	RR	55	70
23	RA	55	70
24	RF	55	65
25	RK	60	80
26	SY	65	70
27	SA	60	75
TOTAL		ΣY = 1630	ΣY_i = 1990

APPENDIX 10

DOCUMENTATION OF RESEARCH

A. Experimental Group

1. Pre-test



2. Treatment









3. Post Test



B. Control Group

1. Pre-Test



2. Treatment





3. Post Test

