

**IMPROVING STUDENTS' READING SKILL BY USING (QAR)
QUESTION ANSWER RELATIONSHIP STRATEGY
THROUGH CARTOON STORY**

SKRIPSI

*Submitted in Partial Fulfilment of the Requirement
for the Degree of Sarjana Pendidikan (S.Pd)
English Education Program*

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**FACULTY OF TEACHER TRAINING AND EDUCATION
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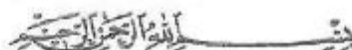


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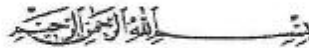


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Tanggal	Materi Bimbingan Skripsi	Paraf	Keterangan
1. 10/8-2019	Chapter I, II and III.		
2. 20/9-2019	Chapter IV and V.		
3. 22/9-2019	All chapters in General.		
4. 23/9/2019	Abstract		
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	Conceptual Framework.		
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ABSTRACT

Rahma Siregar. 1502050099. “Improving Students Reading Skill By Using (QAR) Question Answer Relationship Strategy Through Cartoon Story”. English Education Department. Faculty of Teacher Training and Education. University of Muhammadiyah Sumatera Utara. 2019.

This research was aimed at improving the students' reading skill by using Question Answer Relationship Strategy. Thus research answered one question, how Question Answer Relationship (QAR) Strategy improve students' reading skill at the X grade of SMA YPK Medan in the academic year of 2019/2020. The research design of this study was classroom action research. It was conducted in two cycles. Each cycle consisted of planning, action, observation, and reflection. From the study, the researcher could conclude that the implementation of Question Answer Relationship Strategy could improve from cycle I to cycle II. The enhancement of the study was showed when the researcher conducted cycle II. The result of the analysis showed that the mean of the pre-test was 52,69, the mean of cycle I 63,46, and the mean of cycle II 77,30. The percentage of the students who got 70 were also growing up. In the pre-test, the students who got 70 were only 5 out of 26 students (19,23%). In the post-test I of cycle I, the students who got 70 were 12 out of 26 students (80,76%). The improvementt was 61%. From the data, it indicate that the implementation of Question Answer Relationship Strategies was effective and from the data above it could be concluded that the students, skill in reading comprehension have been developed by using Question Answer Relationship Strategy.

Keyword: *reading comprehension, QAR strategy, narrative text*

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In the name of Allah, The Beneficent and the Merciful

All praise be to Allah the Lord of the worlds for the blessing, the strength, and the guidance to the writer in completion of this research. Peace and blessing from Allah SWT be upon to the prophet Muhammad SAW, his families, his companions and his followers.

It is really a precious thing that the writer finally is able to complete this skripsi entitled “Improving Students’ Reading Skill By Using (QAR) Question Answer Relationship Strategy Through Cartoon Story”. this skripsi is presented to the Faculty of Teacher Training and Education to fulfill one of the requirement to obtain the Sarjana Pendidikan Degree in Department of English Education.

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Finally, the researcher truly realizes that this skripsi is far from perfect. Therefore, she is open for suggestion and criticism which can make this skripsi better.

Medan, September 2019

The researcher

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CHAPTER I

INTRODUCTION

A. Background of the Study

Reading is categorized into one of language skills. This skill is categorized into receptive skill. In receptive skill, there are two types of task named type one, where students read or listen to something to get general understanding and type two, where the purpose of those activities is to get more specific information. Although reading skill is categorized into reseptive skill, it does not mean that reading is passive. Reading is something crucial and indispensable for the students because the success of their study dependson the greater prt of their ability to read Halimah and kiki (2018). Reading is an active process that depends on author's ability to convey meaning using words and reader's ability to create meaning from them. It means that when someone is reading a passage, he has to connect to what he already knows about the information related to the passage to the words that the author has written, so that the reading will be successful.

Students should master reading skill. A good achievement in reading is important to students. Students will get information ideas which can enrich their vocabulary and ideas. It needs to use appropriate method in teaching reading, in order to produce good reading ability. The method is very useful to increase students' interest and motivation in learning English. So, the learning process will run better and faster.

Reading comprehension as the main purpose in reading, defined as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language, it means that when the readers are comprehending a passage, they have to extract and construct meaning from the passage by interacting and involving with the passage. Comprehending a passage is needed in order to understand the writer's idea.

However, in reality, reading is a difficult skill in language especially to the students who are still difficult to understand the content of the reading text. Generally, the teachers only provide text for students and teachers ask students to read and look for the answer of the existing text with aids of English dictionary and they do it individually or work with their partner. Many students are confused to identify general information, find specific information, recognize textual meaning and recognize textual references in reading text.

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

The problem is also found from the teacher's side. The English teachers still apply a conventional way to teach reading in the class and it usually makes the students bored and difficult to understand the materials because the method is

monotonous. Therefore, the teacher should find another method, technique, or strategy to establish the effectiveness of English teaching in order to make the students have better achievement. In the world of education, strategy is defined as a plan method, or a series of activities designed to achieve a particular educational goal. So, thus the learning strategy can be interpreted as a plan that contains a series of activities designed to achieve certain educational goals. This means the preparation of learning steps, the use of various facilities and learning resources are all directed towards achieving goals. Therefore, before determining the strategy, it is necessary to formulate clear objectives that can be measured for success, because the goal is the spirit in implementing a strategy.

Learning strategies are learning activities that must be done by teachers and students so that learning objectives can be achieved effectively and efficiently. Dick and Carey (1985) also mention that the learning strategy is a set of material and learning procedures that are used together to generate learning outcomes for students. There are many strategy which are used in teaching reading, one of them is Question-Answer Relationship (QAR) strategy. The teacher can apply this strategy in teaching learning process, especially in reading.

Question-Answer Relationship (QAR) strategy is designed as a method for a deliberate and common way of thinking and talking about effective source of information when answering questions in which QAR is a during reading strategy that improves comprehension. This strategy teaches students that all questions are not alike and that knowing how to identify the types of questions will help them

answer the questions in which this strategy presents a three way relationship between questions, text content, and reader knowledge.

Therefore, the writer choose QAR strategy to teach reading comprehension based on the previous study which proved that QAR strategy could be successfully implemented to teach reading in which this strategy could lead to growth in reading comprehension of students (Furtado and Pastell, 2012). Moreover, QAR strategy gave a positive effect toward students' reading comprehension ability in which students who were taught by this strategy gave a positive response and showed some improvements in their reading comprehension (Peng *et al.*, 2007; Cummins *et al.*, 2012; Agustina, 2012). In this study combines QAR strategy and cartoon story media. Cartoon story is a simple drawing of the things we see around us in an entertaining way with lots of lively colours in it and usually it make by picture, film, or video. By using cartoon story media students are more interested in learning and can encourage students to be enthusiastic during the teaching and learning process.

Based on the problems above, QAR strategy is a strategy that will help students in improving their reading comprehension. Even, this strategy can activate students' background knowledge which is important in reading process. And by using cartoon story media can help and simplify the implementation in learning process.

B. Identification of the Problem

Based on background of the problem above the resercher identified the problems as follow:

1. The teachers only provide text for students.
2. The English teacher still applies a conventional way to teach reading in the class.
3. Students were confused to identify general information, specific information in reading text.

C. The Scope and Limitation

The scope of this research is reading comprehension and the researcher limits level of reading comprehension.

D. The Formulation of the Problem

How does to use Question-Answer Relationship (QAR) Strategy to improve students' reading skill.

E. The Objective of the Study

To find out how to use Question-Answer Relationship (QAR) Strategy to improve students' reading skill.

F. The Significance of the Study

This research is significantly important theoretically and practically as follows:

1. Theoretical

This research can give contribution how to design the study of reading comprehension.

2. Practical

- a. Students, to be the source of information which can help them to study reading comprehension.
- b. Teachers, as the information to help them in the teaching learning process especially in the teaching of reading comprehension.
- c. Other readers/researchers, to be the source of information to do the same research but different point of view.

CHAPTER II

THE REVIEW OF LITERATURE

A. Theoretical Framework

1. Reading Comprehension

Many experts have given their definition about what reading comprehension really means. Reading comprehension is the act of combining information in a passage with prior knowledge in order to construct meaning. In addition, reading comprehension can be defined as a thinking process through which readers become aware of an idea, understand it in terms of their experiential background, and interpret it in relation to their own needs and purposes (Khoiriyah:2010:1). Block, Gambrell & Pressley (2002) states that reading comprehension is defined as the ability of readers to understand the surface and the hidden meanings of the text. Reading comprehension is a thinking process used to make meaning of what a person reads and specifically, enabling students to think about and react to what they read.

Heilman stated that reading is a process of making sense of written ideas through meaningful interpretation and interaction with language. Reading comprehension is best viewed as a multifaceted process affected by several thinking and language ability. Otto states that reading comprehension is a multiplication affected by various skills based on the statement. At the comprehending text, reader has to find the main ideas that will determine the quality of their reading comprehension.

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

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

2. Level of Reading Comprehension

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

a. Literal Comprehension

Literal comprehension is the most obvious comprehension at this level involves surface meaning. At this level teacher can ask students to find

information and idea that they are explicitly stated in the text. The readers can usually outline, paraphrase, or summarize the ideas expressed by the author. The abilities are: (1) knowledge of word meanings. (2) recall of details directly stated and paraphrased in own words. (3) understanding of grammar clues-subject, verb, pronouns, conjunctions, and so forth. (4) recall of main idea explicitly stated. (5) knowledgment of sequence of information presented in passage.

b. Interpretive Comprehension

Interpretive reading involves reading between the lines or making inferences. It is process of deriving ideas that are implied rather than directly stated. The abilities are: (1) reason with information presented to understand the author's tone, purpose, and attitude. (2) infer factual information, main ideas, comparisons, cause effect relationship not explicitly stated in the passage. (3) summarization of story content.

c. Critical Comprehension

Critical reading is evaluating within material, comparing the ideas discovered in the material with known standards and drawing conclusion about the accuracy appropriate and timelines. The abilities are: (1) personal reacting to information in a passage indicating its meaning to the reader. (2) analyzing and evaluating the qyality of written information in terms of some standards.

d. Creative Comprehension

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

3. Aspects of Reading Comprehension

Brown (2001) said that there are four aspects of reading comprehension needed when we want to assess students' reading comprehension. These four aspects mainly focus with the main idea, specific information, vocabulary, and the ability to infer implicit meaning in the context of the text. Those aspects will be explained as follows:

a. Main idea

According to Brown (2001), 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. In line with Whorter and Kathleen (1986), the sentence stating this main idea is called as a topic sentence. Determining the main idea of a paragraph is a skill to grasp and find the main point of the passage in each paragraph where the keyword will be repeated in the supporting details (suparman, 2012).

b. Supporting detail

Whorter and Kathleen (1986) 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. Identifying supporting detail means that we should look for the information that relevant to the goal in mind and ignore the irrelevant one (suparman 2012).

c. Vocabulary

Wallace (1982) says that vocabulary is the stock of words used by people. It means that vocabulary is a fundamental thing for everyone who wants to speak or produce utterances. In reading comprehension, the readers should understand vocabulary. It means that the readers have to comprehend the word meaning in order to understand the text deeper.

d. Reference

Reference is the intentional use 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 (Suparman 2012). Moreover, Latulippe (Zulya, 2017) contends that reference is words or phrases used either before or after the reference in reading materials. Reference is used to prevent unnecessary repetition of words or phrases that is usually used a type of pronoun.

e. Inference

The inference is a good guess or conclusion drawn based on the logic of passage (Suparman, 2012). Drawing inference means that the readers imply the sentences' meaning, then, conclude it logically. Furthermore, Whorter and Kathleen (1986) state that inference is an educational guess or prediction about something unknown based on available facts and information. It is the logical connection the reader draws between what he knows and what he does not know.

From the explanation above, we know that there are several aspects of reading comprehension students should master. 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 mean; confirming reference existing in the text, and making an inference by comprehending the implicit meaning of the sentences.

4. Teaching Reading

In learning English in the school, the students try to be able to read English text in which it is an important skill to achieve the goal of their study of English. Reading is useful for other purposes in which any exposure to English is a good thing for language students. Reading texts provide good models English writing. They also provide opportunities to study a language such as vocabulary, grammar, punctuation, and the way they construct sentences, paragraph, and text. In the end, good reading texts can introduce interesting topics, stimulate discussion, excite imaginative responses and be the springboard for well-rounded, fascinating lessons.

1. The Principles of Teaching Reading

There some principles behind the teaching of reading which teacher should know before teaching reading in the class (Hamer, 1998). They are:

a. Reading is not a passive skill

Reading is an incredibly active occupation. For doing it successfully, we have to understand what the words are about, see the picture the words are painting, understand the arguments, and work out if we agree with them. If

we do not do these things, especially students, then we only just scratch the surface of the text and we quickly forget it.

b. Students need to be engaged with what they are reading

As with everything else in lessons, students who are not engaged with the reading text or not actively interested in what they are doing are less likely to benefit from it. When they are really fired up by the topic or the task, they get much more from what is in front of them.

c. Students should be encouraged to respond to the content of a reading text, not just to the language

Surely, it is important to study reading texts for the way they use language, the number of the paragraphs they contain and how many times they use relative clauses. But the meaning, the message of the text, is just as important and we must give students a chance to respond to that message in some way. It is especially important that they should be allowed to express their feelings about the topic. Thus provoking personal engagement with it and the language.

d. Prediction is a major factor in reading

When we read the texts in our own language, we frequently have a good idea of the content before we actually read. Book covers give us a hint of what is the book, photographs and headlines hint at what articles are about and reports look like reports before we read a single word. Teachers should give students hints so that they can predict what is coming too. It will make them better and more engaged readers.

e. Match the task to the topic

Once a decision has been taken about what reading text the students are going to read., we need to choose reading tasks such as the right kind of questions, engaging and useful puzzle, etc. The most interesting text can be undermined by asking boring and inappropriate questions. The most commonplace passage can be made really exciting with imaginative and challenging tasks.

f. Good teachers exploit reading text to the full

Any reading text is full of sentences, words, ideas, descriptions, etc. It does not make sense just to get students to read it and then drop it to move on to something else. Good teachers integrate the reading text into interesting class sequences, using the topic for discussion and further tasks, using the language for study and late activation.

The purpose of teaching reading is to develop students' reading skill. So that they can read English text effectively. Effective and efficient reading is always purposeful and tends to focus on the purposes of the activity. It is also important for the teacher to apply the principles of teaching reading in class to make the teaching-learning activity run well. Pre-reading, while-reading and post-reading.

2. The Activities in Teaching Reading

Besides the principles, the teacher should know the nature of the tasks in teaching reading that should plan to set in order to make students do some kinds of task inappropriate reading activity such as before, during, or after reading the text. Woods (2005) classifies the activities in reading class into three as follows:

1. Pre-reading

In order to enable their students to understand a reading text without looking up every single word, the teachers should build confidence the students before they approach a reading text. Including some activities for making prediction and inferences what is to come in a text, vocabulary review, skimming or activate prior knowledge.

2. During or while reading

While reading is help students to increase comprehension text and some activities such as guessing the meaning of words from the context, identifying the main idea in a text or confirming prediction and inferences.

3. Post reading

To check students' comprehension of the text that they have already known the activities in post reading is summarizing.

5. Concept of QAR (Question-Answer Relationship) Strategy

Question-Answer Relationship (QAR) is a strategy that was invented by Taffy Raphael on 1986. Question-Answer Relationship (QAR) strategy defined as a strategy that teaches the students to recognize a taxonomy of relationships between specific kinds of questions and theirrelated answers. Some reserchers have examined this strategy, and their results showed that this strategy is effective in improving students' reading comprehension. This strategy required students to complete the task that contains of QAR Question. Taffy Raphael was categorized QAR question into two broad categorization, 'in the books' and 'in my head'.

This categorizations are the core of the QAR strategy. It was categorized based on where answer of the question can be found.

QAR (Question-Answer Relationship) is reading comprehension strategy applicable to use with both fiction and notification texts. It is valuable skill for all students to help they answer questions accurately and quickly. QAR is a useful tool for conceptualizing and developing questions. QAR focuses on understanding the relationship between questions and answers taken from the learning materials, by using this strategy allows students to combine the knowledge before the students read with the knowledge they learn while reading and studying, because sometimes the students feel difficult when the teacher asked them to find out the information from the text so, the students may not achieve their goal to get some message which the writer is trying to give.

Gavelek and Raphael (in Zulya, 2017) contend that by using QAR Strategy, students become familiar with the various functional relationships that exist between questions and their responses. It means that students when realize the connection between question and answer which will help them to find out the answer to the question more easily. The Question Answer Relationship (QAR) Strategy presents a three way relationship between questions, text content, and reader knowledge. Simply put, the QAR Strategy shows that students who understand how questions are written are better prepared to answer questions.

Moreover, Chien (2013) QAR also help students to think aloud which helps them become a ware of and analyze their own learning processes. This technique is used to reconcile prior knowledge, develop concepts, clarifies

reasoning and may lead students to higher levels of thinking. Dougherty, (2004) states that QAR teaches students to consider and use the information in text and their personal knowledge when responding to the questions surrounding a text they have read.

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

According ro Raphael (1984) states that there are four types of questions are examined in the QAR . they include:

a. 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. The steps may be purposed to answer Right There questions are as follow: (1) reread. (2) scan. (3) look for key words.

b. Think and search questions:

Answers are gathered from several parts of the text and put together to make meaning. The steps may be purposed to answer Think and Search questions are as follows: (1) skim or reread. (2) look for important information. (3) summarize.

c. Author and you:

These questions are based on informations provided in the text but the student 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. The steps may be purposed to answer Author and you questions are as follows: (1) reread. (2) think about what you already know and what the author says. (3) predict.

d. On my own:

These questions do not require the student to have read the passage but they must use their background or prior knowledge to answer the questions. The steps may be purposed to answer On my Own questions are as follows: (1) think about what you already know. (2) think about what you have already read before. (3) make connection

Characteristics of the four types of QAR Questions

Kind of Question	Textually Explicit or Implicit	Characteristics
Right there	Explicit	Answer stated directly in the text
Think and search	Implicit	Answer requires students to put together several sections of the text
Author and you	Explicit and Implicit	A answer requires that students mesh their thoughts about a topic with information the author presents
On your own	Implicit	Answer comes from application of the information from the text

5.1 The Advantages of Question-Answer Relationship (QAR)

Meanwhile conner (2006) explains the advantages of using Question-Answer Relationship (QAR) in the classroom. (1) it can help students monitor their comprehension of the text. (2) provides a purpose for reading the text. (3) allows students to assess their comprehension of the text. (4) encourages elaborative and critical thinking. (5) helps refute the common misconception held by students that the text tells all.

5.2 The Disadvantages of Question-Answer Relationship (QAR)

Besides the Advantages, Question-Answer Relationship (QAR) also has some disadvantages. (1) it will be a difficult task for the students who do not know the meaning of the text. (2) students will find difficulty in answering the comprehension knowledge. (3) when students have to work in group, not all students participate in doing the comprehension task and answering the question.

6. Procedure of Teaching Through Question-Answer Relationship

The following is the procedure of teaching reading through Question-Answer Relationship (QAR) stated by Raphael (1982)

- a. Teacher introduces QAR strategy with short text ensures that students are able to identify and write question. Introduce the two levels of questions, In The Text and In My Head, and explain that they tell where students can find the answer to questions. Next, introduce the two types of questions at each level.

- b. Then, generate one of four types of questions and provide the answer to the questions. Have students categorize the question-answer relationships and explain their thought processes.
- c. After students have been introduced to the QAR concepts, provide them with several 75-100 word reading passages and a question and answer for each passage. Have students, individually or in cooperative groups, read each passage, identify the question-answer relationships, and explain their think.
- d. As students become proficient with this strategy, use more expository and functional texts. Provide them with a 150-600 word reading passage divided into four sections. Give students one of each types questions for each section. Have students answer each question, identify the question-answer relationship, and justify their thinking.
- e. After they have mastered this, present a longer reading passage then ask students to write one of four types of questions. Categorize each question-answer relationship, and explain their thinking.
- f. Finally assign a reading passage and have students independently write four questions, one of each type. Direct students to exchange questions with a partner, answer each question, and categorize the question-answer relationships.

B. Previous Related Study

1. Fitri Aryani (2015) The Effectiveness of CIRC and PQ4R Methods to Improve Students' Reading Comprehension in the 10th Grade of SMK N 3 Salatiga in the Academic Year of 2014/2015. She did a classroom action

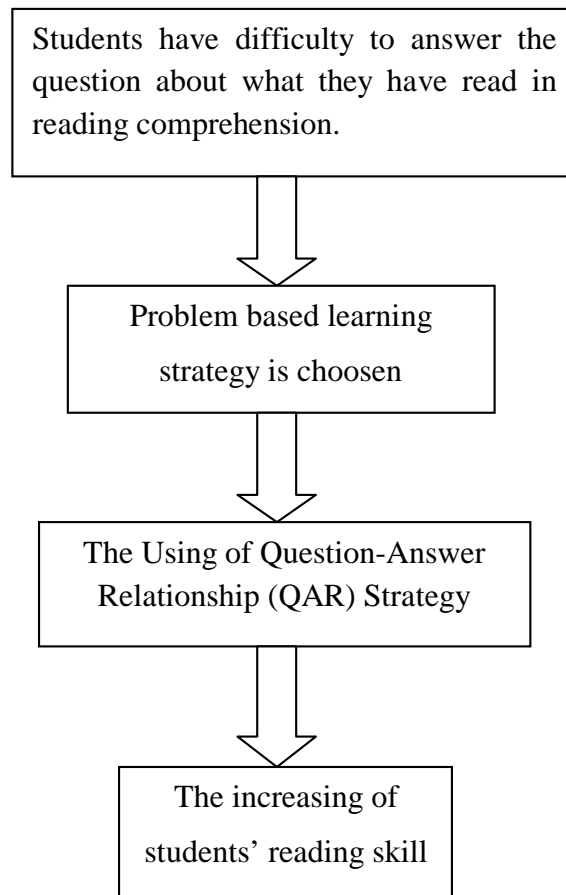
research. The difference between the students' pre-test and post-test mean taught by CIRC method was 18.66 and the difference between the students' pre-test and post-test means taught by PQ4R method was 11.6. Therefore, in this thesis, she knew that CIRC and PQ4R methods different because the mean of CIRC method is higher than the mean of the PQ4R method. Moreover, she also found that CIRC method is very significant than PQ4R method because the significant difference between t-test and t-table of CIRC method is higher than PQ4R method. From the data above it could be conclude that the strategy is very important in the learning process. By using a strategy the level of understanding of students is much improved.

2. Leni Nurhayati with her paper "The Use of Picture Media to Improve Students Reading Skill of the First Years Students of SLTP Pondok Seloamat Kendal in the Academic Year of 2003/2004". She conducted that there is a significant difference in the result of reading teaching between teachings by using picture media as teaching aids in students' reading activity. In fact, in this research there is a different mean in both of this groups.
3. Ahmad Muntaha Al Hasan, a students of State Institute of Islamic Studies in the Academic year 2009, entitle "The use of Internet to Reading Mastery of the Second Year of SLTP Alternatife Qoryah Toyiyibah Kaalibening Salatiga in the Academic Year 2008/2009". In this thesis, he analyed the improvement of students' reading mastery using internet. He used action research, he as the teacher and also as the observer wrote down the learning process. The research showed that there was a difference result of using internet in

teaching learning process than before. The implementation of teaching learning was easy and interesting using internet especially in reading (Hasan: 2009).

C. Conceptual Framework

Reading is a process of understanding a text and communicative skill between the readers and the text to get information and knowledge by comprehending a text. The students are able to answer the question about what they have read. But it can not be avoided if students also need strategy to answer the question. QAR is the strategy that helps students to answer the question from the book/ text and their head. Where QAR has four types of questions based on the answers, they are: right there, think and search, author and me, and on my own.



CHAPTER III

RESEARCH METHOD

A. Location and Time

The research was conducted this study at SMA YPK Medan, Jl. Sakti Lubis No. 8 Medan, Kec. Medan Kota, Kota Medan, Sumatera Utara. The time of this research was carried out in August 2019 at the first semester. The reason to choose this location because based on the students standard of minimum completeness, some students still did not pass the score of standard minimum completeness in reading comprehension.

B. Subject of the Research

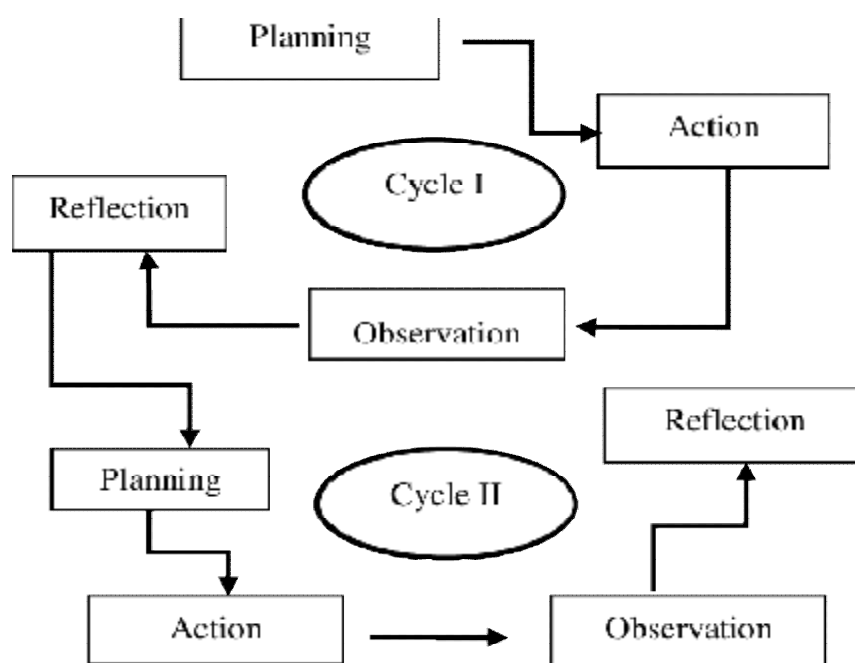
The subject of the research was the X MIPA-2 students of SMA YPK Medan of the academic year 2019/2020 with 26 students.

C. Research Design

The researcher used classroom action research (CAR) with descriptive qualitative and quantitative design to improve the students' achievement in reading comprehension. Classroom Action Research is a method how a group of teachers can organize their teaching learning condition and learn from their own experience. Classroom action research mean as way for teacher to discover what works best in their classroom situation.

D. Procedure of the Research

This research used classroom action research, so in this case the researcher used some steps as Kemmis and Mc Taggal,rt, 1988: in (Hopkins, 2011: 92). There were two cycle in this action research and in each cycle consisted of four steps namely planning, action, observation, and reflection. The four steps could be seen in the following figure.



1. Planning

The activities planning are: first, preparing materials, making lesson plan and designing the steps in doing the action. Second, preparing teaching aids (e.g students worksheets and video about narrative and Question- Answer Relationship). Third, preparing observation sheet. Fourt, preparing two tests; pre-test and post-test.

2. Action

First, Giving narrative text pre-test. Second, delivering the material. Third, giving opportunity to the students by asking the difficulties or problems. Fourth, giving feedback. Fifth, giving post-test.

3. Observation

First, observing the students' attention and all the activities on the learning process. Second, observing the teacher's activities.

4. Reflection

First, Analyzing the data of the cycle. Second, the teacher and the researcher will discuss the result of the cycle. Third, make a conclusion of the cycle 1. Fourth, the next cycle can be decided or designed.

E. Instrument of the Research

Arikunto (2014: 265) explains that there are some methods of collecting data. There are questionnaire, test, observation, interview, and documentation. In order to collect data, the researcher use three of them by using documentation, observation, and test as an instrument.

1. Observation

According to khotari (2004: 96), observation is the most commonly used to observe the students' activities in teaching and learning process. This way is used to monitor and record the students enhancement during the lesson. In the students' observation sheet, there are four aspects as the focuses of the

observation. Those are paying attention, activeness in asking the question, activeness in responding question, and enthusiasm in doing the test.

2. Test

In this research, the researcher used a written test. This test consist of two tests, namely pre-test to determine the ability of beginning students and post-test to determine the ability of the students after the action was performed. The test were administered in the multiple choice, that containing 10 question about the text, the correct answer would be scored 10 in each question. This test was given to 30 students have 30 minutes fo finish the test.

3. Documentation

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

F. Technique of Analyzing the Data

Technique of analyzing data was the most important element in any conducted research. All collected data would be meaningless, if they were not analyzed. In this research, the researcher applied some techniques in collecting the data which consisted of qualitative data and quantitative data. The qualitative data was found by describing the situation during the teaching and learning process. In order to

measure the students' behavior, attitude, enthusiasm, and participation during teaching and learning process, the researcher applied qualitative data.

The quantitative data was collected from the reading comprehension test. Quantitative data was found by analyzing the score of the tests done by students. Computing the scores of the reading test become the way of analyzing the quantitative data.

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

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

Where: M = the means of the students' score

$\sum x$ = the total of the score

N = the number of the students

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

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

Where;

P = the percentage of students who got points 70

R = the percentage of students who got points 70 above

T = the percentage of students who took the test

CHAPTER IV

DATA ANALYSIS

A. The Data

The research involved quantitative and qualitative data. The quantitative data was obtained from the mean of students' score test. The test given to the students was a set of multiple choices. The qualitative data was obtained from the interview sheet, observation sheet, and documentation. The data was taken from a class which consisted of 26 students. The class was X MIPA-2. It was accomplished in two cycles. Every cycle consisted of four steps of action research like planning, action, observation, and reflection. The first and second cycle were gathered in four meetings. The second cycle was conducted in two meetings also, in the last of the second cycle the students were given the test as post-test two. So, there were four meetings in this research.

B. Data Analysis

1. Qualitative data

The qualitative data was taken from documentation, interview sheet, and observation sheet.

1.1 The Activities of Pre-test

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

1.2 The Activities of Cycle I

Planning

The researcher prepared everything that was needed related to the teaching and learning process. The preparations were lesson plan, the teaching material of narrative text, the instrument for collecting data like documentation, interview sheet, and observation sheet. The researcher introduced about Question Answer Relationship Strategies to the English teacher.

Action

English teacher made students understand the aims and the benefits of Question Answer Relationship Strategies to the English learning, to the purpose of emphasizing of Question Answer Relationship Strategies in activities.

Observation

The researcher focused on the situation in teaching and learning process, students' activities, students' ability in reading comprehension, students' interaction and the final result of the students' test.

Reflection

Reflection was the last phase of the cycle. The researcher checked the students' test and saw the feedback from teaching and learning process done.

1.3 The Activities of cycle II

Planning

In this cycle, Question Answer Relationship Strategies was still applied in teaching learning process. In this cycle, teaching learning process more

emphasize students in reading comprehension through answering some of multiple choice test. The researcher created more supportive condition in order to foster the students to give more their responses and their participation actively in the class.

Action

The English teacher tried to do the best in teaching and motivated them to increase their ability in reading comprehension by following the steps of question answer relationship.

Observation

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

Reflection

As the observation and result test, the researcher could conclude that students score had improved too, it was based on the observation sheet that showed the improvement in every meeting. Based on the percentage of the students' score, there was 46,15% at the I cycle and 80,76% at the second cycle. The total improvement of the students' score from the test cycle I and cycle II was 61%. It made the researcher feel that the second cycle could be stopped because the students could comprehend the text.

2. Quantitative Data

The researcher gave a multiple choice test to the students in the end of each cycle. It was found that the mean of students' score was kept improving from the pre-test until the post-test of the II cycle. In the pre-test, the total score of the students was 1360 and the number of the students who took the test was 26 students, so the mean of the students score was 52.69. In the post-test of the I cycle, the students score was 1620 and the number of the students who took the test was 26, so the mean of the students score was 63.46. In the post-test of the II cycle, the students score was 2050 and the number of the students who took the test was 26, so the mean of the students score was 77.30. In the pre-test, the students who got 70 consisted of 4 students, so the percentage was 19.23%. In the post-test I, the students who got 70 consisted of 9 students, so the percentage was 46.15%. In the post-test II, the students who got 70 consisted of 24 students, so the percentage was 80.76%

Table I: The Percentage of the Students' Improvement in Reading Comprehension

Test	Students who got points up to 70	Percentage
Pre-test	5	19.23 %
Post-test cycle 1	12	46.15 %
Post-test cycle 2	21	80.76 %

In the pre-test, there was 19.23 % or 5 students who got points up to 70. The first post-test was 46.15 % or 12 students who got points up to 70. The II post-test there was 80.76 % or 21 students who got points up to 70. The total improvement

was about 61%. It meant during all the test, there was improvement in reading comprehension.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After being conducted, the researcher drew conclusion of the use of Question Answer Relationship Strategy to enhance students' reading comprehension in narrative text; a classroom action research of the X grade students at SMA YPK Medan in the Academic Year 2019/2020, the researcher could conclude based on the findings discussed in the previous chapters that the implementation of Question Answer Relationship (QAR) strategy enhance the students' reading comprehension in narrative text was successful. The researcher got the information from cycle I until cycle II. The result of the use of QAR strategy in the narrative text at the ten grade of SMA YPK Medan showed that the score in cycle I was only 19.23% and 46.15%. The mean score of pre-test was 52.69 and post-test 63.46, and the result of cycle II, there were 77.30.

B. Suggestion

The result of this research can be the alternative strategy to a teacher in teaching reading. It is another strategy which can be used by the teacher as a way of teaching a narrative text. Not only in teaching narrative text but also in teaching any kind of the text. It is suggested that the English teachers should be more creative and innovative to select the teaching strategy or method to deliver the materials. They should find a good way to get their students' interest in learning English especially in reading. It has been known from the research finding that the use of QAR strategy can improve students' reading comprehension in narrative

text. So, the result of this research can be a reference for other researchers who want to conduct a research about reading.

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APPENDIX 1

LESSON PLAN

Cycle 1

School	: SMA YPK (Yayasan Pendidikan Keluarga) Medan
Subject	: English
Class/Semester	: X MIPA-2/2
Material	: Narrative text (Fable)
Time Allocation	: 2 x 45 minutes

A. CORE COMPETENCIES (K1)

1. Appreciating and practicing the devotion of their religion.
2. Appreciating and practicing good behaviors (honesty, discipline, responsibility, care, good manner, curiosity, confidence, tolerance, intrinsic motivation, healthy life style, and environmental friendly) in social interaction effectively and naturally within the students' communicative environment.
3. Understanding, implementing, analyzing knowledge (factual, conceptual, procedural) based on their curiosity about knowledge, technology, art, culture, and humanities with human concept, nationality, and civilization insights related to the phenomena and real events, also applying the procedural knowledge in a specific area of study according to their talents and interests to solve the problem.
4. Processing, reasoning and presenting various things in the concrete and abstract realm in accordance with the development of what they have learned in the school independently and be able to use the method according to the rules of science.

B. BASIC COMPETENCES AND INDICATORS

Basic Competence

- 1.1 Expressing sincere gratitude to the God for the opportunity can learn English as a language of International communication instruction embodied in the spirit of learning.
- 2.1. Indicating well-mannered and caring behavior in conducting interpersonal communication between the student and teacher and his/her friends.

2.2. Indicating honest, discipline, self-confidence and responsible in conducting transactional communication between teacher and his/her friends.

2.3. Indicating responsibility, care, cooperative and peace love in conducting functional communication.

3.1. Analyzing social function, text structure, and linguistics element in narrative text

4.1. Comprehend reading text in narrative text

4.2. Finding main idea and aim in the reading text especially narrative text.

Indicators

1.1.1. Students are able to express their gratitude for the opportunity can learn English.

2.1.1. Students are able to responsible for the actions of his/her members during the discussion.

3.1.1. Students are able to analyze social function, text structure in narrative text.

4.1.1. Students are able to Comprehend reading text in narrative text.

4.1.2. Students are able finding main idea and aim in the reading text especially narrative text.

C. LEARNING PURPOSES

1. Identify social function, text structure, and linguistics elements in narrative text

2. Comprehend reading text in narrative text

3. Finding main idea and aim in the reading text especially narrative text.

D. LEARNING MATERIALS

Social Function

1. Getting entertainment, entertaining and teaching noble values through stories with animal figures.

Text Structure

1. Introducing characters, places, times of the story.

2. Provide an evaluation of the situation and condition of the story

3. Describe the crisis that happened to the main character

4. Describe the end of the story, where the crisis ends happily or sadly
5. Give general comments or reason.
6. Identify Generic Structure of the text.
7. Identify Language Feature of the text.

Linguistic Element

1. Simple Past Tense and Simple Past Continuous Tense.
2. Vocabulary: the name of animal, place, time and situation associated with the character.
3. Adverb of time: first, next, then, after that, before, finally, etc.
4. Prepositional phrase: a long time ago, one day, in the morning, the next day, last.
5. Speech, word pressure, intonation.
6. Spelling and punctuation.
7. Handwriting.

Topic : Narrative Text (Fable)

E. TEACHING METHOD

Scientific Approach.

F. MEDIA AND SOURCES OF MATERIAL

Media : LCD and Animated Video.

Sources of Material : Students' Text Book "Kementrian Pendidikan dan Kebudayaan Republik Indonesia Bahasa Inggris".

G. LEARNING ACTIVITIES

Pre-activity :

1. Teacher greets the students using English in order to create English Environment
2. Teachers and students pray together
3. Teacher checks the student's attendance
4. Delivers the outline of the materials and explains about the activity which is

going to be conducted.

Whilst-Activity :

1. Teacher explains the purpose of learning and the reason of teacher applies the strategy and media in learning reading.
2. Teacher shown an animated video that must be watched by students.
3. Teacher let the students asked the reason why do they watched the video and explain the reason.
4. Teacher ask the students to look for clues to find out the main idea and tittle of the text.
5. Teacher asked the student to identify the main idea then write down how the clues of the video relates to the main idea.
6. Teacher asked the students to explain the conclusion of the video.
7. Teacher give reading comprehension test about narrative text in multiple choice form to the students.

Post-Activity :

1. Teacher asks the students about the difficulties in finding the main idea.
2. Students reflect on the activities that have been carried out.
3. Teacher summarize the materials.
4. Teacher give a motivation to students.
5. Teacher close the meeting by praying together.

H. ASSESSMENT

1. Students ability to comprehend the narrative text.
2. Students ability to find the main idea of the text.
4. Students ability in retell the story.

Guiding Assessment

(1) For the correct answer the score is 10

(2) Maximum Score

(3) $\text{Score} = \frac{\text{Score Result}}{\text{Maximum Score}} \times 100$

LESSON PLAN

Cycle 2

School	: SMA YPK (Yayasan Pendidikan Keluarga) Medan
Subject	: English
Class/Semester	: X MIPA-2/2
Material	: Narrative text (Fable)
Time Allocation	: 2 x 45 minutes

A. CORE COMPETENCIES (K1)

1. Appreciating and practicing the devotion of their religion.
2. Appreciating and practicing good behaviors (honesty, discipline, responsibility, care, good manner, curiosity, confidence, tolerance, intrinsic motivation, healthy life style, and environmental friendly) in social interaction effectively and naturally within the students' communicative environment.
3. Understanding, implementing, analyzing knowledge (factual, conceptual, procedural) based on their curiosity about knowledge, technology, art, culture, and humanities with human concept, nationality, and civilization insights related to the phenomena and real events, also applying the procedural knowledge in a specific area of study according to their talents and interests to solve the problem.
4. Processing, reasoning and presenting various things in the concrete and abstract realm in accordance with the development of what they have learned in the school independently and be able to use the method according to the rules of science.

B. BASIC COMPETENCES AND INDICATORS

Basic Competence

- 1.2 Expressing sincere gratitude to the God for the opportunity can learn English as a language of International communication instruction embodied in the spirit of learning.
- 2.4. Indicating well-mannered and caring behavior in conducting interpersonal communication between the student and teacher and his/her friends.
- 2.5. Indicating honest, discipline, self-confidence and responsible in conducting

transactional communication between teacher and his/her friends.

2.6. Indicating responsibility, care, cooperative and peace love in conducting functional communication.

3.2. Analyzing social function, text structure, and linguistics element in narrative text

4.3. Comprehend reading text in narrative text

4.4. Finding main idea and aim in the reading text especially narrative text.

Indicators

1.1.2. Students are able to express their gratitude for the opportunity can learn English.

2.1.2. Students are able to responsible for the actions of his/her members during the discussion.

3.2.1. Students are able to analyze social function, text structure in narrative text.

4.1.3. Students are able to Comprehend reading text in narrative text.

4.1.4. Students are able finding main idea and aim in the reading text especially narrative text.

C. LEARNING PURPOSES

1. Identify social function, text structure, and linguistics elements in narrative text

2. Comprehend reading text in narrative text

3. Finding main idea and aim in the reading text especially narrative text.

D. LEARNING MATERIALS

Social Function

1. Getting entertainment, entertaining and teaching noble values through stories with animal figures.

Text Structure

1. Introducing characters, places, times of the story.

2. Provide an evaluation of the situation and condition of the story

3. Describe the crisis that happened to the main character

4. Describe the end of the story, where the crisis ends happily or sadly

5. Give general comments or reason.
6. Identify Generic Structure of the text.
7. Identify Language Feature of the text.

Linguistic Element

1. Simple Past Tense and Simple Past Continuous Tense.
2. Vocabulary: the name of animal, place, time and situation associated with the character.
3. Adverb of time: first, next, then, after that, before, finally, etc.
4. Prepositional phrase: a long time ago, one day, in the morning, the next day, last.
5. Speech, word pressure, intonation.
6. Spelling and punctuation.
7. Handwriting.

Topic : Narrative Text (Fable)

E. TEACHING METHOD

Scientific Approach.

F. MEDIA AND SOURCES OF MATERIAL

Media : LCD and Animated Video.

Sources of Material : Students' Text Book "Kementrian Pendidikan dan Kebudayaan Republik Indonesia Bahasa Inggris".

G. LEARNING ACTIVITIES

Pre-activity :

1. Teacher greets the students using English in order to create English Environment
2. Teachers and students pray together
3. Teacher checks the student's attendance
4. Delivers the outline of the materials and explains about the activity which is going to be conducted.

Whilst-Activity :

1. Teacher explains the purpose of learning and the reason of teacher applies the strategy and media in learning reading.
2. Teacher shown an animated video that must be watched by students.
3. Teacher let the students asked the reason why do they watched the video and explain the reason.
4. Teacher ask the students to look for clues to find out the main idea and tittle of the text.
5. Teacher asked the student to identify the main idea then write down how the clues of the video relates to the main idea.
6. Teacher asked the students to explain the conclusion of the video.
7. Teacher give reading comprehension test about narrative text in multiple choice form to the students.

Post-Activity :

1. Teacher asks the students about the difficulties in finding the main idea.
2. Students reflect on the activities that have been carried out.
3. Teacher summarize the materials.
4. Teacher give a motivation to students.
5. Teacher close the meeting by praying together.

H. ASSESSMENT

1. Students ability to comprehend the narrative text.
2. Students ability to find the main idea of the text.
4. Students ability in retell the story.

Guiding Assessment

(4) For the correct answer the score is 10

(5) Maximum Score

(6) $\text{Score} = \frac{\text{Score Result}}{\text{Maximum Score}} \times 100$

APPENDIX 2

Reading Comprehension Test

Multiple Choice

(Narrative Text)

Cycle 1

Read the following text to answer question number 1 to 3.

A story from the farm yard. Two roosters were fighting fiercely to be the king of the farm yard. One finally gained advantage and the other surrounded. The loosing rooster slunk away and hid itself in a quiet corner. The winner flew up to a high wall, flapped its wings and crowed its victory as loud as it could. Suddenly, an eagle came sailing through the air and carried it off with its talons. The loosing rooster immediately came out of its corner and ruled the farm yard from then on.

1. From the text we know that....
 - A. Only one rooster can rule the roost
 - B. The roosters are fighting to flap their wings
 - C. The eagle had watched them all day
 - D. The farm needs a new king
2. What is the main idea of the text?
 - A. An eagle watching the rooster from a distance
 - B. The loosing rooster came out from its hiding place
 - C. The eagle took the winning rooster as its prey
 - D. The winning rooster celebrates its winning proudly
3. What can we learn from the story?
 - A. There is always a bigger enemy in this life
 - B. Your friend can be your enemy
 - C. Always grab an opportunity before you
 - D. Don't be cocky when we have achieved our goal

Read the following text to answer question number 4 to 7.

Mouse Deer and Mr. Crocodile

One day, a mouse deer was walking by the river. He was very starving because he had not eaten since morning. It was mid day. 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 not swim, the current is very rapid?"

The mouse deer was figuring out the way how reach there. Suddenly, he jumped to the air, he then walked to the edge of the river. He did not see the reflection because the water flowed very fast. He dipped one of his fore legs into the water. A few moment later, appeared Mr. Crocodile swhowing his sharp teeth. He then laughed, "Ha... ha... ha, you can not run away from me, you will be my tasty lunch!" said the crocodile.

"Of course i can not. 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 party, i wonder how many 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 not 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 of the river. The mouse deer jumped to the body of one crocodile to the others while he was counting, "one, two, three and also forth up to the ten. And at last, he arrived at grassland and he thanked to the dumb crocodiles.

4. Why did mouse deer want to go across the river?
 - A. Because he was very hungry
 - B. Because he want to cheat Mr. Crocodile
 - C. He wanted to eat some dying trees
 - D. He was afraid of the current of the river
5. How many crocodiles were there in the story above?
 - A. Three crocodiles
 - B. Ten crocodiles
 - C. Thirteen crocodiles
 - D. Not mentioned

6. "...But we are a large group i can not count it precisely " the underlined word has closes meaning with....
- A. Accurately
 - B. Objectively
 - C. Defenitely
 - D. Obviously
7. 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

Read the following text to answer questions number 8 to 10.

There Bear and The Two Friends

Once, two friends were walking through the forest. They knwe that anything dangerous can happen to them at any time in the forest. So they promised each other that they would remain united in case of danger.

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

The bear came near the man lying on the ground. It smelt his ears and slowly left the place. Because the bear did not touch him, the friend on the tree came down and asked his friend on the ground, :Friend, what did the bear tell you into your ears?" The other friend replied, "He advised me not to believe a fake friend".

8. What can we get from the story?
- A. We have to save ourselves
 - B. We have to learn how to climb
 - C. Bear will not harm a dead man
 - D. True friend always stand by us in ups and downs
9. "He advised me not to believe a fake friend." (Paragraph 3)

The underlined word refers to....

- A. The bear
- B. The dead man
- C. The friend who can not climb
- D. The friend who climb the tree

10. Where do you think the story happened?

- A. In the river
- B. In the park
- C. In the woods
- D. In the zoo

Answer Key

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

Reading Comprehension Test

Multiple Choice

(Narrative Text)

Cycle 2

Read the following text to answer questions number 1 to 4.

The Good Stepmother

The old witch locked Hansel in a cage and set Gretel to clean the house. She planned to eat them both. Each night the children cried and begged the witch to let them go. Meanwhile, at home, their stepmother was beginning to wish she had never tried to get rid of the children. "I must find them," she said and set off into the forest.

Many hours later, when her feet were tired from walking and her lips were dry from thirst, she came to the cottage belonging to the witch. The stepmother peeped through the window. Her heart cried out when she saw the two children. She picked up the broom leaning against the door and crept inside. The witch was putting some stew in the oven when the stepmother gave her an almighty push. The witch fell into the oven and the stepmother shut the door. 'Children, I have come to save you,' she said hugging them tightly. I have done a dreadful thing.

I hope in time you will forgive me. Let me take you home and become a family again. They returned to their home and the stepmother became the best mother anyone could wish to have, and of course they lived happily ever after.

1. The story is about....
 - A. Two children went to school for the first time
 - B. A witch who is really kind
 - C. A father who begged a witch for money
 - D. A stepmother who saved her children from a witch
2. Which statement is FALSE about the witch?
 - A. She locked Hansel in a cage
 - B. She planned to eat Hansel & Gretel
 - C. She fell into the ocean

- D. She hated the children
3. "The witch fell into the oven and the stepmother shut the door."
(Paragraph 4)
The underlined word can be replaced by the word...
- A. Marked
B. Painted
C. Opened
D. Closed
4. How did the stepmother find her children?
- A. She walked into the forest
B. She got tired and met her children
C. She peeped through the window of the witch's cottage
E. She was pushed against the wall

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

The Story of Smart Parrot

A man in Puerto Rico had a wonderful parrot. There was no other parrot like it. It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano. The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Say Catano, or I will kill you!" but the parrot would not say it. Then the man got so angry that he shouted over and over, "Say Catano, or I'll kill you!" but the bird wouldn't talk.

One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. "You are more stupid than the chickens. Soon I will eat them, and I will eat you, too". In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left. The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw. He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "say Catano or i will kill you".

5. Where does the story take place?
 - A. Indonesia
 - B. Brazil
 - C. Puerto Rico
 - D. New York
 - E. Jepang
6. From the text we learn that...
 - A. We have to follow others
 - B. We have to respect pet owner
 - C. We have to imitate others
 - D. We are not allowed to force others
 - E. We are not allowed to help others
7. Which statement is false according to the text?
 - A. Catano was the name of the city where the parrot came from
 - B. The man got angry at the parrot
 - C. The parrot could not say 'Catano'
 - D. The man killed the parrot
8. "It was very smart, very smart" The underlined word refers to...
 - A. The chicken
 - B. The man
 - C. The city
 - D. The bird

Read the following text to answer questions number 9 to 10.

The Legend of Surabaya

A long time ago, there were two animals, Sura and Baya. Sura was the name of a shark and Baya was a crocodile. They lived in a sea. Once Sura and Baya were looking for some food. Suddenly, Baya saw a goat. "Yummy, this is my lunch," said Baya. "No way! This is my lunch. You are greedy" said Sura. Then they fought the goat.

After several hours, they were very tired. Feeling tired of fighting, they lived in the different places. Sura lived in the water and Baya lived in the land. The

border was the beach, so they would never fight again. One day, Sura went to the land and looked for some food in the river. He was very hungry and there was not much food in the sea. Baya was very angry when he knew that Sura broke the promise. They fought again. They both hit each other. Sura bit Baya's tail. Baya did the same thing to Sura. He bit very hard until Sura finally gave up and went back to the sea. Baya was happy.

9. What's the purpose of the text above?
 - A. To entertain people
 - B. To retell a story
 - C. To describe a certain things
 - D. To persuade readers
10. What is the type of the text?
 - A. Narrative text
 - B. Descriptive text
 - C. Recount text
 - D. Report text

Answer Key

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

APPENDIX 3

Observation Sheet

Cycle 1

Students' Observation Sheet

No.	Aspects of Observation	Score
1.	Interest	65
2.	Attention	60
3.	Participation	63
4.	Presentation	66
Means		63.5

Rating Conversion

Value Range	Categories
81-100	Very Active
61-80	Active
41-60	Enough
21-40	Less
0-20	Passive

Observation Sheet

Cycle 2

Students' Observation Sheet

No.	Aspects of Observation	Score
1.	Interest	82
2.	Attention	83
3.	Participation	85
4.	Presentation	85
Means		83.5

Rating Conversion

Value Range	Categories
81-100	Very Active
61-80	Active
41-60	Enough
21-40	Less
0-20	Passive

Appendix 6

Observation Sheet

Cycle 1

Students' Observation Sheet

No.	Aspects of Observation	Score
1.	Interest	65
2.	Attention	60
3.	Participation	63
4.	Presentation	66
Means		63.5

Rating Conversion

Value Range	Categories
81-100	Very Active
61-80	Active
41-60	Enough
21-40	Less
0-20	Passive

Appendix 7

Observation Sheet

Cycle 2

Students' Observation Sheet

No.	Aspects of Observation	Score
1.	Interest	82
2.	Attention	83
3.	Participation	85
4.	Presentation	85
Means		83.5

Rating Conversion

Value Range	Categories
81-100	Very Active
61-80	Active
41-60	Enough
21-40	Less
0-20	Passive

Appendix 8

INTERVIEW SHEET

Interview with the teacher

Researcher : Good Morning Mam?

Teacher : Good Morning

Researcher : How long have you been teaching here?

Teacher : I have been teaching here for 9 years

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

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

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

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

Researcher : what is your goal in teaching especially in narrative text?

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

Appendix 9

Interview with the student

Researcher : Do you like English?

Student : No, I don't.

Researcher : Why don't like English?

Student : Because English is very difficult.

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

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

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

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

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

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

Appendix 11

Pre-test



Post-test I





Post-test II

