

**THE EFFECT OF USING QUESTION ANSWER RELATIONSHIP (QAR)
STRATEGY ON STUDENTS' ACHIEVEMENT IN READING
COMPEREHENSION**

PROPOSAL

Submitted in Partial Fulfillment of the Requirement.

For The Degree of Sarjana Pendidikan (S.Pd)

English Education Program

By:

HENA MULYANI SIREGAR

NPM. 1302050080



**FACULTY OF THE TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA
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ABSTRACT

Hena Mulyani Siregar 1302050080: “The Effect of Using Question Answer Relationship (QAR) Strategy on students’ achievement in Reading Comprehension”:
Skiripsi English Education Program of the faculty of the Teachers’ Training and Education, University of Muhammadiyah Sumatera Utara. Medan. 2016.

The objective of this research was to find out the significant effect of using Question Answer Relationship (QAR) strategy on students’ achievement in Reading Comprehension. The population of this research was 162 students of YP. Bina Satria medan Marelan academic year 2016-2017. The Researcher was taken the sample by of sample was 81 then was divided in two groups. Class VIII-1 which consist of 40 students as Experimental group taught by using Question Answer Relationship (QAR) strategy and class VIII-2 which consist of 41 students as control group taught by using Lecturing method. The research design was Experimental research. The instrument used in this research was multiple choices with 20 questions. The data were analyzed by using t- test formula. The result showed that $t_c=26,14$ was higher that $t_t = 1,98$. The level of significance was 0,05 for two t-test ($26.14>1,98$). Based on the result of the analysis, the alternative hypothesis (H_a) was accepted. It means that by using Question Answer Relationship (QAR) Strategy given significant effect in increasing the students’ achievement in reading. The effect of using Question Answer Relationship (QAR) Strategy on students’ achievement in reading comprehension was higher than those students’ thought without strategy for 94,09%. So, the finding of the study indicated that students’ achievement in teaching recount text by using Question Answer Realationship Strategy was more significant.

Keywords : Question Answer Relationship Strategy, Reading, Recount Text.

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CHAPTER I

INTRODUCTION

A. The Background of the Study

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

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. Teaching reading at school is aimed at improving students reading ability to comprehend reading text. The aim of teaching reading is to develop the students reading skills so the students can read English text efficiently and effectively. Most of students feel that reading is very difficult work because they dont understand correctly how to comprehend a reading material. Comprehension is one of the most important elements to understand a reading text.

However, based on the researches experience during teaching practice programme (PPL) at the VIII grade YP. SMP Bina Satria of the academic year 2016/2017, at Jl. Marelan Raya Pasar 1 Rel No. 1 Medan. There were many students that had problem in reading comprehension. The first many students had low vocabulary mastery, because when they were given a text to read, they did

know the meaning simple words that exist in the text. It made difficult to understand the text. The second the students were not interested in the process teaching and learning reading, because the teacher just asks them to read, translate the English text to Indonesian and then answer the questions individually about the text without use the appropriate method, technique or strategy in teaching reading. This condition make them do not interest and boring activity. The third,teacher oriented to English book, because teacher teaches the students by asking them to only read the text and answer the questions these activities do not give any opportunities to improve students knowledge. The fourth teacher only using conventional method,he only asked students to read a particular text and asked students to underline some difficult words then found the meaning of difficult words in Indonesian.

Researcher has found that the students had low reading comprehension. It seen from study conducted by the english teacher of the junior high school students at YP.SMP Bina Satria Medan. Based on the problems above, the teacher should consider the most effective and creative teaching strategy to improve the students comprehension in reading the text . It was realized that it needs a strategy which can motivate the students to read. The Question Answer Relationship (QAR) Strategy is the strategy which is applied to improve students achievement in reading comprehension. By using this strategy the students was interested in reading, easy to be learn and easy to be understood or comprehend the reading text.

Question Answer Relationship Strategy developed by (Raphael 1986) state that the use of QAR supplies a framework for helping the students the largely invisible process of listening reading comprehension visible by giving students a language for talking about text. QAR helps students a disthinguisting the questions based on where the answer he found either in the book or in my head (Caldwell & Leslie 2005).

From the explanation above, this strategy was designed to conduct out the research to prove whether Question Answer Relationship (QAR) strategy can improve students achievement in reading comprehension, hopes students can think creatively and work cooperatively. So the researcher interested to take “ The effect of using Question Answer Relationship (QAR) Strategy” on students achievement in Reading Comperehension” as the tittle of this research.

B. Identification of the Problem

The identification of the problems of this study were identified as follows

1. The students still had low vocabulary mastery.
2. The students were not interested in the process teaching and learning reading.
3. Teacher oriented to English book.
4. Teacher only using conventional method.

C. The Scope and Limitation

The scope of this research focused on reading comprehension and the limitation of this research were Recount text by using Question Answer Relationship (QAR) Strategy of VIII grade at VIII YP. SMP Bina Satria Medan 2016/ 2017 academic year.

D. Formulation Of the Study

1. Is there any significant effect of using Question Answer Relationship (QAR) Strategy on the Students achievement in reading comprehension?

E. The Objectives of the Study

1. To find out the significant the effect of using Question Answer Relationship (QAR) Strategy in reading comprehension.

F. The Significance of the Study

Theoretical :

This research was give information about Question Answer Relationship (QAR) Strategy, to improve students achievement in reading comprehension through QAR Strategy.

Practical :

1. To Teachers, to increase knowledge and provide inspiration learning strategies in teaching, especially learning reading students in recount text by using Question Answer Relationship (QAR) Strategy.

2. To Students ,to increase students in reading recount text and understand the level of difficulty in answer question by using Question Answer Relationship (QAR) Strategy.

3.Other Researcher,This research to provide information about teaching reading by using Question Answer Relationship (QAR) Strategy.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

A scientific investigation is expected to contribute practical significance and should be conducted on the basis of some relevant theoretical constructs and empirical evidence. The present investigation was based on the following theoretical reviews: reading comprehension, question answering instruction and assessing of reading.

1. Effect

Effect in this research means as any ability improvement after learning something. The word “effect” is meant by a result or change of something. As stated by Stenvenson (2002:220), the term effect can be generally meant by a change that something causes in something else, a result.

Moreover, the effect of teaching treatment in laguange learning according Buehl (2002:78) that related to the changes of getting something into our cognitive system. The final result of the effect in teaching was the improvement of ability. The ability was the result of learning process which involves teachers with students which are reflected from the knowledge the students have.

Based on the defenitions previously, it was concluded that can effect was influence or impression that can change a condition from bad into good or from good into bad. The effect is a situation there is areciprocal relationship or causality between what affects with what influenced. With the implementation of

Question Answer Relationship Strategy can hopefully influence the students to learn to get good results, so there was a change the improvement of ability.

2. Strategy

Kemp (in Rusman 2010: 132) says “strategy is a learning activity that must be done so that the teacher and student learning objectives can be achieved effectively and efficiently”. Dick and Carey (in Rusman 2010:132) stated that strategy is a set of learning materials and procedures that are used together to induce learning outcomes on the learner or students’. Efforts to implement lesson plan that have been prepared in real activity so that the goals can be achieved optimally prepared, we need a method that is used to realize a predetermined strategy.

Thus, one possible teaching strategy could be used expository lecture as well as question and answer method or even discussion by utilizing that available resources including the use of instructional media. therefore, both of strategies and methods are different. The strategy suggest a plan of corporation achieving something, while the method is a way in achieving something.

3. Achievement

Brown (2001:16) stated that approach is in theoretically well informed position and believe about nature of language, the nature of language learning and the applicability of both to pedagogical setting. An approach is a set of correlation assumption dealing with the nature of language and the nature of language

learning and teaching. Approach is the level at which assumption and beliefs about language, language learning and language teaching.

4. Question, Answer, Relationship (QAR) Strategy

The Question-Answer Relationship (QAR) Strategy is an instructional activity designed to help students work with a standard feature of reading: answering questions based on a text. The first categorization of question is text implicit. In this category, the information to answer the question is located in a single place in the text. The second one is text explicit. The information necessary to answer the question in the text, on the otherhand the reader would need to engage in inferential thinking or make intertextual connection. The last category is script implicit. The answers this type come from the reader's question.

Question Answer Relationships (QAR) Strategy is a reading comprehension strategy develop to "clarify how students" approach the tasks of reading texts and answering question" (Raphael 1986).

Boardman (2008:25) states that teaching students to ask questions before, during, and after reading supports engagement and understanding. Although teacher questions are most commonly used as an assessment strategy, they can also be used as an effective comprehension practice when they teach students' how and where to find answers.

4.1 Four Types of Question, Answer, Relationship (QAR) Strategy

Wiesendanger (2001:108) devide Four types of questions are examined in the Question Answer Relationship (QAR) Strategy. They include:

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 students' is required to relate it to their own experience. Although the answer does not lie directly in the text, the students' must have read it in order to answer the question.
4. On My Own: These questions do not require the students' to have read the passage but he/she must use their background or prior knowledge to answer the question.

Level of the QAR Strategy questions greatly affect the level of understanding students' on the reading.

This was revealed oleh Tompkins (2010: 267), he lays on the effectiveness of questions in their influence on the reading comprehension of "the questions students ask shape Reviews their comprehension: If they ask literal questions, Reviews their comprehension will be literal, but if students generate inferential, critical, and evaluative questions, reviews their comprehension will be higher-level".

4.2 Category Question Answer Relationship (QAR) Strategy

In Question Answer Relationship (QAR) Strategy categories questions divide two type as follows:

1. In book question question are generated directly from a reading selection. These explicit questions fall into two subcategories.’’ Right there questions found in one place in a selection and think and search, question built around cumulative information found through a document.

2. In my head questions are created by the reader when confronting a text. These questions are not explicitly found in the reading; rather, these questions arise as the reader engages the selection’s content through active thought, comparison, evaluation, etc. these implicit questions fall into two subcategories. Author and you questions that the text provokes in the reader and on my own questions arising from the reader’s prior knowledge and experiences.

Table 2.1

Category QAR Strategy

In the Book	In My Head
<p>Right There</p> <p>The answer is easily found in the text. The exact words for the questions and answers are located in the same sentence.</p>	<p>Author and You</p> <p>The answer is not in the text. The reader combines previous knowledge with text information to create a response.</p>

Think and search	On my own
The answer is in the text, but requires gathering information from different places in the selection.	There answer is not in the text. The reader uses previous experience to response.

4.3 Teaching Reading by Using Question Answer Relationship (QAR) Strategy

Teaching Reading by using Question Answer Relationship (QAR) Strategy as follow:

1. Teacher explains the Question Answer Relationship (QAR) strategy
2. Students reads a section of text
3. Teacher introduces to the students' four types of Question Answer Relationship (QAR) Strategy.
4. Teacher gives students a list of predetermined Question
5. Students reads several questions to class.
6. Students discuss how to classify the last questions.
7. The last teacher use this information to look in the appropriate places to find the answer the questions.

4.4 The Procedure QAR strategy

Question Answer Relationship (QAR) Strategy in teaching reading comprehension for students YP. SMP Bina Satria Medan can be done individually or groups .Tompkins (2010:452) divide Question Answer Relationship (QAR) Strategy into five as follows :

1. Read the Questions

Students read the question first before they read text. This will give students' an idea or an image of what to think and look for when reading.

2. Understanding level of Question Answer Relationship (QAR) Strategy

Students are required to understand the level of think contained in the question as well as the level thinking required to answer the questions.

3. Read the Text

Students' read the text reading, reading as they think about answer from questions that have been previously read

4. Answer the Question

Students previously read the question. Student determine the appropriate level of Question Answer Relationship (QAR) Strategy answer and write the answer.

5. Share Answer

Students will share and discuss their answer with all class.

4.5 The Advantages Question Answer Relationship (QAR) Strategy

1. it helps students learn the kinds of thinking that different types of question require, as well as where to go for answer in the text. It encourages students to be more proficient and strategic readers
2. Students can Improve students' reading comprehension.
3. Teacher teaches students how to asks questions about their reading and where find to answer them.
4. it helps student to ask effective questions as they read and respond to the text.
5. Students get think creatively and work cooperatively when uses higher level thinking skills.
6. It helps students to think about the text they are reading.

4.6 The Disadvantages Question Answer Relationship (QAR) Strategy

For students who have a hard time thinking beyond the text, this will be a challenging task and will require a lot of time to apply to their own readings. These students need consistent practice in determining the type of thinking the text is requiring them to do.

5. The Description of Reading comprehension

Reading is a process to obtain information or knowledge that use eye sensory from something written. Nunan (2003:68) says “Reading is a fluent benefits of this Strategy rocess of readers combining information from a text and their own background knowledge to build meaning”. This indicate that the reader can build a sense of the information which read. In other words, Linse (2005:69) states that reading is a set of skill that involves making sense and deriving meaning from priented word. It stated that reading skill which mak understanding from the written text by the reader.

Reading comprehension can be viewed from two terms. They are reading and comperehension. The term ‘reading’ has two meanings. That is the first meaning deals with a product, reading means the way in which something is interpreted and understood.

According to Burns (1991:13) reading comprehension involves taking meaning to a text in order to obtain meaning from that text. An individual may be said to comperhed a text fully when he can :

1. Recognize the words and sentences of the text and know what these words and sentences mean (obtain literal meaning).
2. Associate meaning, both, denotative, and connotative from personal experiences with the with the priented text (obtain inferential meaning).
3. Recognize how all these meanings and/or his preceptions of them fit together contextually.

4. Make value judgements about, and based on, the reading experience (read critically).

5.1 Types of Reading

a. Perceptive

in keeping with the set of categories specified for listening comprehension, similar specifications are offered here, except with some differing terminology to capture the uniqueness of reading. Perceptive reading tasks involve attending to the components of larger stretches of discourse: letters, words, punctuation, and other graphemic symbols.

b. Selective

This category is largely an artifact of assessment formats. In order to assess certain ones reading recognition of lexical, grammatical, or discourse features of language, certain typical tasks are used: picture-cued task, matching, true/false, multiple choice, etc. Stimuli include sentences, brief paragraphs, and simple charts and graphs.

c. Interactive

Included among interactive reading types are stretches of language of several paragraphs to one page or more in which the reader must, in a psycholinguistic sense, interact with the text. That is, reading is a process of negotiating meaning: the reader brings to the text a set of schemata for understanding it, and in turn is the product of that interaction. Typical genres that lend themselves to interactive

reading are anecdotes, short narratives, and descriptions, excerpts from longer texts, questionnaires, memos, announcements, directions, recipes, and the like.

d. Extensive

Extensive reading as discussed in this book. Applies to text of more than a page, up to and including professional articles, essays, technical reports, short stories, and books. (it should be noted that reading research commonly refers to “extensive reading” as longer stretches of discourse, such as long articles and books that are usually read outside a classroom hour).

5.2 The purpose of Reading

Grabe and Stoller (2002: 13) stated that there are some purposes of reading they are :

a. Reading to search for simple information and reading to skill

Reading to search for simple information is a common reading ability. It is used so often in reading tasks that it is probably best seen as a type of reading ability. In reading to search, we typically scan the text for specific pieces of information or specific words.

b. Reading to learn from the text

Reading to learn is usually carried out at a reading rate somewhat slower than general reading comprehension to connect text information with background knowledge.

c. Reading to investigate information, write and critique text

These skill inevitably require critical evaluation of the information being read so that the reader can decide what information to integrate and how integrate it for the reader's goals. In this respect, both reading to write and reading to critique texts may be task variants of reading to integrate information. Both require abilities to compose, select, and critique information .

d. Reading for general a comprehension

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

6. Kinds of Text

The term "genre" is used to refer to particular text types. It is a type of kind of text defined in terms of its social purpose, also at level of context dealing with social purpose. Genre is a term for grouping text together, representing how writers typically use language to respond to recurring situations. There are many kinds of genre (text type). They are:

1. Spoof

Spoof is kind of genre that has social function to retell an event a humorous twist.

2. Recount

It is a kind of genre that has social function to retell event for the purpose of informing people entertaining.

3. Report

Report is a kind of genre that has social function to describe the way things are with reference to range natural, man-made and social phenomena in our environment.

4. Analytical Exposition

Analytical exposition is a genre which has social function to persuade the reader or listener that something is the case.

5. News Item

News item is a genre which has social function to inform the readers, listeners, or viewer about events of the day which are considered newsworthy or important.

6. Anecdote

Anecdote is a genre which has social function to share with others an account of an unusual or amusing incident.

7. Narrative

Narrative is a genre which has social function to amuse, entertain and to deal with actual or vicarious experience in different ways :narrative deal with problematic events which lead to a crisis or turning point of someone kind, which in turn find a resolution.

8. Procedure

Procedure is a genre which has social function to describe how something is accomplished through a sequence of actions or steps.

9. Description

Description is a genre which has social function to describe a particular person, place or thing.

10. Hortatory Exposition

Hortatory exposition is a genre which has social function to persuade the reader or listener that something should or should not be the case.

11. Explanation

Explanation is a genre which has social function to explain the processes involved in the formation or workings of natural or social cultural phenomenon.

12. Discussion

Discussion is a genre which has social function to present (at least) two points of view about an issue.

13. Review

Review is a genre which has social function to critique an art work or event for a public audience. Such works of art include movies, TV show, books, operas, recording, exhibition, concerts, and ballet.

7. Recount Text

Recount text is a text genre in English which retells a story, event, or past experience. Text in English can be distinguished by its genre, genre of text in English, among other things, that the descriptive text, text discussion, exposition text, text news item, anecdote, reviews. Pardiyo (2007:63) in a simple recount types can be defined as a kind of text created with the aim to provide information (to inform) on activities in the past.

7.1 Types of Recount

a. Personal Recount

It means that retelling and activity that the writer has personally involve it. The following are the language feature of personal recount :

1. Use of the first person pronouns, such as, I and we
2. Personal response to the events can be include, particularly, at the end
3. Detail are often choose to add interest or humor

b. Functional Recount

It means that recording the particulars of an incident. The following are the language features of factual recount.

1. Use of third person pronouns , such as he, she, it, and they
2. Details are usually select to help the reader reconstruct the activity or incident accurately
3. Sometimes, the ending describe the outcome of the activity (in a science experiment)
4. Mention of personal feelings is probably not appropriate
5. Details of time, place, and manner may read of be preciesly stated
6. Descriptive details may also requaire to provide precise information
7. The passive voice may be used
8. It may be appropriate to include explanation and justificatio

c. Imaginative Recount

It means that taking and imaginary role and giving details of events. The following are the language feature of imaginative recount :

1. It usually written in the first person
2. It may be appropriate to include personal reaction.

7.2 Generic Structure of Recount Text

Writing recount text based on the three general arrangement (generic structure).

The third follows the generic structure in recount text :

a. Orientation

Orientation is part of the initial recount text written in the first paragraph recount text. Orientation includes information about who, where, and when events are described in the text occurs. The function of recount to draw the reader's attention and to demonstrate to the reader about the topic of past activities or events that will be told.

b. Events

Events are part of the recount text that tells the event or events that have occurred. The events in chronological order coherent from beginning to end. this function of recount to provide details about activities or events in sequence (chronologically).

c. Re-orientation

Re-orientation is the end of the lid of a recount text, Recount contains a summary of the previous sections. In this section there is repetition of the information submitted in the re-orientation or events. However, reorientation is optimal. Serves to express a personal attitude about activities or events that are told in a record of events, and a conclusion or conclusions are accompanied by a statement of self (personal attitude).

7.3 Language Features of Recount

- a. Introducing personal participant; I, my group, etc.
- b. Using chronological connection then, first, etc.
- c. Using linking verb ; was, were,saw, heard,etc.
- d. Using action verb: look, go,change, etc.
- e. Using simple past tense

B. Previous Relevant of the Study

There were some studies that related to this research had been conducted before. The first study is conducted by Mehrnaz Hosseini Fard (2014) in journal of International journal of Laguange Learning and applied Linguistic World (IJLLALW) Vol.7(2),October 2014;367-383 on his journal of entitled:The Effect of Question Answer Relationship (QAR) and Cooperative Learning (CL) on first Grade High School EFL students' Reading Comprehension. The basic purpose of this study is to investigate the participant were 112 students who were assigned to one control group and three experimental groups. All the participants answered the reading comperehension questions as a pre-test. Then QAR strategy was conducted in the first combination of both strategies was conducted in the second experimental group, and for the control group. After treatments, students answered the questions of an equivalent post-test. To determine the effect of

strategies as independent variables on students' reading comprehension as dependent variable. The results suggested that there was a statistically significant difference among the reading comprehension performance of the three experimental groups and control groups in their post-test scores, to provide with the combination of QAR and CL Strategies, significantly outperformed to other groups in terms of reading comprehension.

The second study is conducted by Mashur (2015) in journal of *Ganec Swara* Vol.9 NO.1 Maret 2015 on his journal of entitled: the effect of Question And Answer Relationship (QAR) Strategy and achievement Motivation toward students reading Ability at the Second Semester Students of Gunung Rinjani University in East Lombok. The basic purpose of this study was investigating the effect of QAR strategy and achievement motivation towards students reading ability. The finding can be stated as follows : QAR strategy is more effective than Conventional method in teaching reading ability, there is significant difference of reading ability between high achievement motivations students who were taught using QAR Strategy and high achievement motivations students who were taught using conventional method, there is significant difference of reading ability between low achievement motivation students were taught conventional method and QAR strategy. The result QAR strategy is more effective than conventional method for teaching reading for high achievement motivation students than of those with low achievement motivation students.

The third study is conducted by Reza Aristyanti in journal of *English Learning Education, Teacher Training and Education Faculty* on his journal of

entitled: Using Question Answer Relationship (QAR) Strategy to improve students' Reading Comprehension for senior high school. The basic purpose of this research is to find out whether there was a significant difference of students' reading comprehension achievement before and after being taught using Question Answer Relationship (QAR) Strategy. The results of this research QAR strategy to improve students reading comprehension after being taught using QAR Strategy . it also proved that QAR Strategy was successfully helpful the students in comprehending the text by the types of questions.

D. Conceptual Framework

Reading is one of the four language skills that should be learned by students because reading can get information. Knowledge, and science are mostly gained from books with good comprehension and interpretation. Reading is one process of activating prior knowledge, the reader does not have prior knowledge, and then he/ she faces many difficulties in comprehending the text. Relating to answering the text based on the contextual in reading. in teaching recount text is one of the types of reading. To retells story, event, or past experience in teaching English especially in reading strategy is one of the most important factors. The teacher should choose the appropriate strategy in teaching. Teaching with the appropriate strategy help the students can be easy to understand the material. Question Answer Relationship Strategy can be used to teach Reading comprehension, through the levels QAR question.

Based on the importance of reading, this research tries to help the students by using (QAR)Strategy. Helps students in supporting their process study, therefore, the use of (QAR) Strategy was successfully give great effect to the students achievement in reading comperehension especially recount text. In this strategy the teacher will be teach the students with answer question. The first step the teacher explains about Question Answer Relationship Strategy. The second teacher introduces level of the question in Question Answer Relationship. The third teacher gives student reading text, and then fourth teacher a list of question, and the last the teacher asks students discussing about question answer and present in front of the class. This strategy is interesting to the students because the teacher give students question based on text.

B. Hypothesis

This research was answer the question based on the text about whether multiple choice the effect of Question Answer Relationship (QAR) Strategy on the students' achievement in reading comprehension. To get the answer of question, the researcher propose alternative hypothesis (H_a) and null hypothesis (H_0) as below:

H_a : There is a significant effect of Question Answer Relationship Strategy on students' achievement in reading comprehension

H_0 : There is not a significant effect of Question Answer Relationship Strategy on students' achievement in reading comprehension.

CHAPTER III

METHOD OF RESEARCH

A. Location and Time

The research was conducted at YP. SMP Bina Satria Medan at jalan Marelan Raya Pasar 1 No IX Tanah Enam ratus Medan of the Academic year 2016/2017. this research was carried out to the VIII grade students of Junior High School 2016/2017 academic year. The reason the researcher chooses this school because many students in that school were still difficult in reading recount text.

B. Population and Sample

1. Population

The population of this research was taken from the eight grade students at YP. SMP Bina Satria Medan of 2016/2017 academic year. Who consists of four classes, they are VIII¹- VIII²-VIII³-VIII⁴. So the total of population were 162 students. The number of population are shown in the following table.

Table 3.1

The Population

No.	Class	Population
1.	VIII-1	40
2.	VIII-2	41
3.	VIII-3	39
4.	VIII-4	42
TOTAL		162

2. Sample

In this research was taken the sample by using cluster random sampling. Cluster random sampling is a sampling technique where the entire population divide into groups. The researcher was taken two class as the sample. They are VIII-1 and VIII-2 grade. The total sample are 81 students. The number of sample were shown in the following table.

Table 3.2

The Sample

No	Class	Sample
1.	VIII-1	40
2.	VIII-2	41
TOTAL		81

C. Research Design

This research was conducted by Experimental group research. The class of this research was divided in two different groups, they were Experimental group and Control group. The Experimental group was taught by using Question Answer Relationship Strategy and the Control group was taught by using Lecturing method.

Table 3.3
Method of Research

Group	Pre-Test	Treatment	Post-Test
Experimental VIII-1	✓	Question Answer Relationship (QAR) Strategy	✓
Control VIII-2	✓	Lecturing Method	✓

Where:

- a) Pre-test, the function of Pre-test to know the students achievement in reading comprehension being given the treatment, the-pretest was given to both groups with the same test. In pre-test, the students was given the multiple choice test form that consists of 20 items and options (A,B,C and D). And then they answer the questions based on their understanding about reading. Then when the time was over, the answer sheet was collected. The test was given to both Experimental group and Control group.
- b) Treatment is an action given to the students. To the Expriemental groups the treatment was given by Question Answer Relationship Strategy, while the control group was given by Lecturing Method. the treatment was done after the pre-test.

Table 3.4**The Procedure Treatment in Experimental Group**

Teacher activities	Students activities
<ol style="list-style-type: none"> 1. The teacher guided the students and attendance list, then introduced the lesson that was taught. 2. The teacher introduced to the strategy showing the relationship of the Question to Answer. 3. The teacher created QAR question from small section of the text each of the four types and gave a text for each students based on the topic. 4. The teacher read a short passage aloud to the students and gave the students sample questions to answer and identify which of the QAR level they used. 5. After the teacher finished to read the short passage, then read the questions aloud to students and teacher model how to decide which typed of questions had been asked answer. 6. The teacher shown to students how to find information and answer the questions. 	<ol style="list-style-type: none"> 1. The students gave the response to the teacher. 2. The students listened the teachers' explained about the explanations. 3. The students had the text, but they did not read the text until the teacher gave them an instruction. 4. The students listened to the teacher when the teacher read a short passage. 5. The students answered the questions based on the types of QAR that had been explained by teacher. 6. The students listened to explanation of the teacher.

<p>7. The teacher evaluated the students by giving real questions and present in front of the class.</p>	<p>7. The students answered the set of question and present in front of the class.</p>
--	--

Table 3.5

The Procedure of Treatment in Control Group

The Teachers	The students
<p>1. Teacher greets students to open the class and teacher asks students to Prayer.</p>	<p>1. Students listen teacher when open the class and students Pray together before study.</p>
<p>2. Teacher checks students attendance list Teacher gives the material about recount text.</p>	<p>2. Students listen teacher when checks attedance list.</p>
<p>3. Teacher gives explanations about recount text.</p>	<p>3. Students listen teacher explanations about recount text.</p>
<p>4. Teacher will be done while reading activities with use recount text.</p>	<p>4. Students read the text.</p>
<p>5. Teacher gives Question text based on recount text.</p>	<p>5. Students read question.</p>
<p>6. Teacher asks students to answer question, if the students' finish to answer question, teacher asks students to exchange result answer question with another friend.</p>	<p>6. Students answer the question and students to exchange result answer question with another friend.</p>
<p>7. Teacher asks students to correct answer from their friends.</p>	<p>7. Students correct answer from their friends.</p>

8. teacher and students make a conclusion about recount text in the end of lesson.	8. Students make a conclusion about recount text in the end of lesson.
9. Teacher asks students Prayer.	9. Students pray together.
10. The teacher close the meeting with say hamdallah.	10. Students say hamdallah.

c) Post-test, the function of post-test know the students achievement in reading comprehension after the implementation of Question Answer Relationship Strategy and Lecturing Method. Both groups was given the same test. It is used to know the effect of the treatment or to find out the differences of the students score.

D. Instrument of the Research

The instrument to collect the data in this research was multiple choice test, with four options (A,B,C,and D). There are 20 items to answer and the score for each correct answer was scored 5 and the wrong answer is scored 0, the time was given 40 minutes. The Test was taken from Paten (Paket Terpadu jempolan Ujian Nasional 2015 SMP/MTS). The students were to write the correct answer of Recount text.

In collecting the data, some steps will be conducted :

1. Giving pre-test to Experimental group and Control group.
2. Giving the treatment to Experimental group by using Question Answer Relationship (QAR) Strategy and giving the treatment to Control group by using Lecturing Method.

3. Giving post-test to both classes, to the students in Experimental groups and Control groups.
4. Collecting the students answer sheets.
5. Correcting the students answer sheets.

E. Technique of Analyzing the Data

The following steps were applied in analyzing the data.

- a. Scoring the students answer

$$\text{score} = \frac{\text{total of the answer}}{\text{total of question}} \times 100\%$$

- b. Listing their scores in two score tables, first the Experimental groups score and second for the Control group scores.
- c. Calculating the mean of the students score by using formula :

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

Where:

M : Mean

$\sum x$: Total students score

N : Total students

- d. Calculating deviation sample 1 (Experimental group)
 - a. Standard deviation of sample 1 (Experimental group) :

$$S_1 = \sqrt{\frac{n(\sum X_1^2) - (\sum X_1)^2}{n_1(n_1-1)}}$$

- b. Standard deviation of sample 2 (Control group):

$$S_2 = \sqrt{\frac{n(\sum X_2^2) - (\sum X_2)^2}{n_2(n_2-1)}}$$

- c. T-test to decide the data is separated variants (heterogenic) or polled variants (homogeny):

$$F_c = \frac{S_1^2}{S_2^2} \rightarrow \text{if } F_c < F_t, \text{ so the data is polled variants}$$

(homogeny)

- d. The calculating correlation of product moments, according to (Sugiono,2012 :274)

$$r_{X_1X_2} = \frac{n \sum X_1X_2 - (\sum X_1)(\sum X_2)}{\sqrt{\{n(\sum X_1^2) - (\sum X_1)^2\}\{n(\sum X_2^2) - (\sum X_2)^2\}}}$$

- e. The calculating testing the hypothesis by using T-test:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2} - 2r \left[\frac{S_1}{\sqrt{n_1}} \right] \left[\frac{S_2}{\sqrt{n_2}} \right]}} \quad (\text{sugiono,2012:274})$$

where :

t : t- Test

\bar{x}_1 : Average of Variable 1 (Experimental group)

\bar{x}_2 :Average of variable 2(Control group)

S_1 : Standard deviation of sample 1 (Experimental group)

S_2 : Standard deviation of sample 2 (Control group)

$S_{1_2}^2$: Standard deviation variants of sample 1 (Experimental group) and
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)

F_c : F_{count}

F_t : F_{table}

1 : Number constant

r : The correlation between the two groups of data

CHAPTER IV

A. Data Collection

The data were collected by giving the students a test consisting of 20 items. The correct answer was given 5 score, incorrect answer was given 0 score and the highest score was 100. In this research, the sample was divided into two groups, the Experimental group and Control group, that consists of 40 students in Experimental group (VIII-1) and 41 students in Control group (VIII-2). Both of group was given a pre-test and post-test. The data of this research, the initial of the students (sample) and the students score in the pre-test and post-test of the two groups were shown in table 4.1 and 4.2 below.

Table 4.1

The scores of Pre-test and Post-test in Experimental Group

No	Students' initial	Score	
		Pre-test	Pos-test
1.	N	50	85
2.	SA	55	85
3.	A	40	80
4.	AR	45	80
5.	F	50	80
6.	TKA	65	90
7.	PA	60	95
8.	RA	55	80
9.	MFR	30	80
10.	RP	65	80
11.	MI	50	85
12.	EP	50	90
13.	A	45	95
14.	SAM	55	85
15.	KA	60	85
16.	AP	60	85
17.	GWS	65	90
18.	BS	50	85
19.	DS	60	85

20.	CR	60	80
21.	PAA	55	90
22.	IIS	60	85
23.	DA	55	85
24.	DAP	35	75
25.	RH	55	80
26.	MAM	60	85
27.	AW	60	90
28.	NAA	55	85
29.	AA	50	95
30.	AA	65	90
31.	AS	45	80
32.	AY	50	85
33.	AY	50	80
34.	A	55	85
35.	AM	55	90
36.	CN	55	90
37.	DS	60	85
38.	DA	60	80
39.	DL	50	80
40.	EM	65	90
Total		2165	3405
Mean		54.12	85.12

The data in the table 4.1 showed the highest score of pre-test in the Experimental group was 65 and the lowest was 30 while the highest score of post-test test was 95 and the lowest was 75. The mean of pre-test in the Experimental group was 54,12 and the mean of post-test in the Experimental Group was 85,12.

Table 4.2

The Scores of Pre-test and Post-test in Control Group

NO.	Students' Initial	Score	
		Pre-test	Post-test
1.	AA	45	75
2.	DPP	45	80
3.	NP	50	85
4.	MY	50	80
5.	EE	55	75
6.	VMP	55	80

7.	RH	65	85
8.	LAC	30	70
9.	MS	55	85
10.	NR	50	80
11.	NA	60	85
12.	DPS	60	80
13.	BS	45	80
14.	DP	35	75
15.	G	50	80
16.	BA	50	85
17.	MIF	65	80
18.	FJ	50	85
19.	AHP	40	70
20.	WB	50	80
21.	DR	40	75
22.	SW	55	80
23.	AH	65	80
24.	RR	65	85
25.	MI	55	80
26.	KS	45	75
27.	AC	35	80
28.	AA	60	80
29.	ACA	45	75
30.	CFS	55	75
31.	NA	45	80
32.	SD	50	85
33.	ADP	40	80
34.	AP	40	75
35.	AM	55	85
36.	ASL	40	80
37.	AR	60	85
38.	AAS	55	80
39.	AM	60	85
40.	AMA	40	80
41.	BNM	40	70
Total		2050	3265
Mean		50	79.63

The data in the table 4.2 showed the highest score of pre-test in the Control group was 65 and the lowest was 30 while the highest score of post-test was 85

and the lowest was 60. The mean of Pre-test in Control group was 50 and the mean of Post-Test in the Control Group was 79,63.

B. Data Analysis

Based on the table 4.2 showed the highest score of pre-test in the control group was 65 and the lowest was 30 while the highest score of post-test was 85 and the lowest was 70. The mean of pre-test in control group was 50 and the mean of post-test in the control group was 79,63

Table 4.3

The Calculation Table of Standard Deviation

No.	X ₁	X ₂	X ₁ ²	X ₂ ²	X ₁ .X ₂	X ₁ -X ₂
1.	85	75	7225	5625	6375	10
2.	85	80	7225	6400	6800	5
3.	80	85	6400	7225	6800	-5
4.	80	80	6400	6400	6400	0
5.	80	75	6400	5625	6000	5
6.	90	80	8100	6400	7200	10
7.	95	85	9025	7225	8075	10
8.	80	70	6400	4900	5600	10
9.	80	85	6400	7225	6800	-5
10.	80	80	6400	6400	6400	0
11.	85	85	7225	7225	7225	0
12.	90	80	8100	6400	7200	10
13.	95	80	9025	6400	7600	15
14.	85	75	7225	5625	6375	10
15.	85	80	7225	6400	6800	5
16.	85	85	7225	7225	7225	0
17.	90	80	8100	6400	7200	10
18.	85	85	7225	7225	7225	0
19.	85	70	7225	4900	5950	15
20.	80	80	6400	6400	6400	0
21.	90	75	8100	5625	6750	15
22.	85	80	7225	6400	6800	5
23.	85	80	7225	6400	6800	5
24.	75	85	5625	7225	6375	-10
25.	80	80	6400	6400	6400	0
26.	85	75	7225	5625	6375	10

27.	90	80	8100	6400	7200	10
28.	85	80	7225	6400	6800	5
29.	95	75	9025	5625	7125	20
30.	90	75	8100	5625	6750	15
31.	80	80	6400	6400	6400	0
32.	85	85	7225	7225	7225	0
33.	80	80	6400	6400	6400	0
34.	85	75	7225	5625	6375	10
35.	90	85	8100	7225	7650	5
36.	90	80	8100	6400	7200	10
37.	85	85	7225	7225	7225	0
38.	80	80	6400	6400	6400	0
39.	80	85	6400	7225	6800	-5
40.	90	80	8100	6400	7200	10
41.	-	70	-	4900	-	-70
Total		$\Sigma X_1 =$ 3405	$\Sigma X^2 =$ 3265	$\Sigma X_1^2 =$ 290775	$\Sigma X_1^2 =$ 271900	$\Sigma X_1 - X_2 =$ 140

Based on the table 4.3 previously, the calculation of standard deviation was shown below :

For Experimental group :

$$S_1 = \frac{\sqrt{n(\Sigma x_1^2 - (\Sigma x_1)^2)}}{n^1(n^1 - 1)}$$

$$S_1 = \frac{\sqrt{40(290.775) - (3405)^2}}{40(40 - 1)}$$

$$S_1 = \frac{\sqrt{11631000 - 11594025}}{40(39)}$$

$$S_1 = \frac{\sqrt{36975}}{1560}$$

$$S_1 = \sqrt{23.70}$$

$$S_1 = 4,87$$

For Control group:

$$S_2 = \frac{n \sqrt{n(\sum x_2^2 - \frac{(\sum x_2)^2}{n})}}{n^2(n^2-1)}$$

$$S_2 = \frac{\sqrt{41(260775) - (3265)^2}}{41(41-1)}$$

$$S_2 = \frac{\sqrt{10691775 - 10660225}}{41(40)}$$

$$S_2 = \frac{\sqrt{31550}}{1640}$$

$$S_2 = \sqrt{19.24}$$

$$S_2 = 4,38$$

The score of standard deviation for Experimental group and Control group was calculated, then it was needed to decide the data was separated Variants (Heterogenic) data or polled variants (Homogeny) data by using the formula below:

$$F_C = \frac{S_1^2}{S_2^2}$$

S_1^2 is standard deviation squared (variants) of sample 1 (Experimental group) and. S_2^2 is the standard deviation squared (variants) of sample 2 (Control group). Based on the data was calculated previously, it was found S_1^2 was 23,70 and S_2^2 was 19,24. Then, for F_c when $F_c < F_t$, so the data is polled Variants (homogeny)

So, F_c was calculated as below :

$$F_C = \frac{S_1^2}{S_2^2}$$

$$F_C = \frac{23,70}{19,24} = 1,23$$

$$r_{x_1x_2} = \frac{n \sum x_1 x_2 - (\sum x_1)(\sum x_2)}{\sqrt{\{n(\sum x_1^2) - (\sum x_1)^2\} \{n \sum x_2^2 - (\sum x_2)^2\}}}$$

$$r_{x_1x_2} = \frac{81.271900 - (3405)(3265)}{\sqrt{\{81.290775 - (3405)^2\}\{81.260775 - (3265)^2\}}}$$

$$r_{x_1x_2} = \frac{22023900 - 11117325}{\sqrt{\{23552775 - 11594025\}\{21122775 - (10660225)\}}}$$

$$r_{x_1x_2} = \frac{10906575}{\sqrt{(11958750)(10462550)}}$$

$$r_{x_1x_2} = \frac{10906575}{\sqrt{1.251190114}}$$

$$r_{x_1x_2} = \frac{10906575}{11185661.35}$$

$$= 0,97$$

Testing hypothesis

For \bar{X}_1 (Average of Variable 1 or Experimental group)

$$\bar{X}_1 = \frac{\sum x_1}{\sum x_2}$$

$$\bar{X}_1 = \frac{3405}{40}$$

$$\bar{X}_1 = 85,12$$

For \bar{X}_2 (Average of variable 2 or Control group)

$$\bar{X}_2 = \frac{\sum x_2}{n_2}$$

$$\bar{X}_2 = \frac{3265}{41}$$

$$\bar{X}_2 = 79,63$$

T_c = between x_1 dan x_2

$$T_c = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2} - 2r \left[\frac{s_1}{\sqrt{n_1}} \right] \left[\frac{s_2}{\sqrt{n_2}} \right]}}$$

$$T_c = \frac{85,12 - 79,63}{\sqrt{\frac{23,70}{40} + \frac{19,24}{41} - 2 \cdot 0,97 \left[\frac{4,87}{\sqrt{40}} \right] \left[\frac{4,38}{\sqrt{41}} \right]}}$$

$$T_c = \frac{5,49}{\sqrt{0,5925 + 0,4693 - 1,94 \left[\frac{4,87}{6,32} \right] \left[\frac{4,38}{6,40} \right]}}$$

$$T_c = \frac{5,49}{\sqrt{1,0618 - 1,015784}}$$

$$T_c = \frac{5,49}{\sqrt{0,046016}}$$

$$T_c = \frac{5,49}{\sqrt{0,21}}$$

$$T_c = 26,14$$

T_c was compared with t_t , the value of t_t got by t distribution critical value table with significant rate $\alpha = 0,05$ with $df = n_1 + 41 - 2 = 79$, So, t_t was 1,98., it showed that $t \text{ test} > t \text{ table} = 26,14 > 1,98$. It mean that H_a was accepted and H_o was rejected. So, it could be conclude that there was any significant effect of using Question Answer Relationship Strategy on the students achievement in reading comprehension.

Determining the percentage of the effect of X_1 towards X_2

$$\begin{aligned} D &= (r_{xy}^2) \times 100\% \\ &= (0,97)^2 \times 100\% \\ &= 0,9409 \times 100\% \\ &= 94,09\% \end{aligned}$$

It mean that the effect of X_1 towards X^2 of the effect of using Question Answer Relationship (QAR) strategy on students' achievement in reading comprehension was 94,09% and 5,91% was influenced from other factors.

C. Research Findings

Based on the calculation, it was found that the result of T_c was higher t_t ($26,14 > 1,98$) it showed that the alternative hypothesis was accepted and it mean that the using Question Answer Relationship (QAR) gave significant effect on the students' achievement in reading comprehension. It was proven from the data shown that the score of the Experimental group (students who were taught by using Question Answer Relationship Strategy) was higher than the control group. The effect of applying Question Answer Relationship Strategy on the students achievement in reading comprehension was 94,09% and 5,91% was influenced from other factors.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

After the researcher has analysis the data, conclusion can be drawn as following :

1. Based on the findings , it was found that there was any significant effect of using Question Answer Relationship Strategy on the students' achievement in reading which was proven from the result of the test. ($t_c > t_t$) from significant 5% ($26,14 > 1,98$) it means that null hypothesis is rejected and alternative hypothesis is accepted.
2. The effect of using Question Answer Relationship Strategy on the students' achievement in reading comprehension was 94,09% and 5, 91% was influenced from other factors.

B. Suggestion

the researcher would be like to give some suggestion to people who get benefits from this research. The researcher hopes this research will be useful for anyone in teaching and learning process:

1. The teacher can using Question Answer Relationship (QAR) strategy in teaching reading especially recount text in the classroom as a strategy which helps the students how to be better prepared to answer questions from a text , through this process students begin to understand that confronted with a question the answer will either come from the text or from what they know (in their head).

2. The students are expected to using Question Answer Relationship (QAR) strategy before reading can improve reading comprehension and helps students work together how to ask question about their reading and where to find the answer.
3. It helps students to inspires them to think creatively and work cooperatively while challenging them to use higher-level thinking skills.
4. It suggested to other researcher who are interested and want to do research that to use these findings as source of information for further related studies.
5. Its also suggested to school management to encourage that teachers to improve their teaching skill to become a better, more creative and more interesting not only by using Question Answer Relationship Strategy but also other strategy which are believed to give easier and better understanding for students in their effect to get information from reading comprehension.

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AFFENDIX III

Read the text and answer question 1 to 3

Last lebaran holiday, my family and I went to my grandparents' house. It is located in a small village on the slope of Mount Lawu. The village is very quiet and the scenery is very beautiful.

In the morning, my cousin and I walked around in the garden. While walking in the garden, we saw a nest of bees. It was hanging on a manggo tree. My cousin said, "let's throw it with stones". I agreed with his idea. We took some stones and threw it. The nest broke down into pieces and thousands of bees flew out. The bees chased us. We ran as fast as possible. We shouted and shouted for help but there was no one helped us. Fortunately, there was a river without thinking any longer, we jumped into the river. The bees didn't chase us anymore they flew away.

We were safe from bee sting and we were very happy. Since that time, we promised not to disturb animals anymore.

1. What was hanging on a manggo tree ?
 - a. A nest of birds
 - b. A monkey
 - c. A nest of bees
 - d. A bat

2. How can they escape from the bee sting ?
 - a. They hit the bees
 - b. They hide under the tree
 - c. They entered the house
 - d. They jumped into the river

3. The text mainly describes about.....
 - a. Holliday at beach
 - b. The lebaranholliday
 - c. Holliday in the park
 - d. holliday to our grandma parents' house

Read the text and answer question 4 to 8

My family and I decided to go to the beach last wekeend. First, we took a minibus to the bus station. It was very crowded. Our journey took two hours and twenty minutes. Finally, we arrived at the beach.

My sister, Ira, ran quickly to the sea and jumped in. We swam near the beach. My father told us to be careful. Father and mother sat on a bench. My father read an e-book on his tablet pad, while my mother read a magazine. After a few hours, my sister and I felt so tired and we come to our parents' bench and ate watermelons and some snacks my mother brought.

It was a great day, we ate our picnic lunch and were happy. Of course there were some bad moments. Ira drenched water to my father and he was not pleased, but it soon passed and they were happy again.

4. What is the main idea of the text above ?
 - a. Gathering at the beach to have lunch
 - b. Palying water in the beach
 - c. Sitting and swimming in the seashore
 - d.Heaving a picnic

5. Why did Ira drench water to her father ?
 - a. Just to make a joke
 - b. Because her father asked her to do it
 - c. As father did not swim together
 - d. For father and mother jus sit on the beach.

6. “ My father told us to be careful.” (*paragraph 2*)
The underlined word refers to.....
 - a. Writer's sister, Ira, and mother
 - b. My friends beside me
 - c. All of the people who swam
 - d. The writer and his sister, Ira

7. My family and I decided go to the beach last weekend from the statement the laguange feature. That is.....

- a. Perfect tense
- b. Past tense
- c. Future tense
- d. Present tense

8. Where is they go to.....

- a. The beach
- b. The Park
- c. The Zoo
- d. The Supermarket

Read the text and answer question 9 and 12

Yesterday morning. I was at home. My parents went out. I did my homework with my friend, Brendu. While we were doing our homework, we listened to the music on the radio. When his favorite song was played, he danced immediately, I wonder why he did it as we have to finish the homework soon.

I continued doing my homework myself. I waited and waited but Brendu did not stop dancing. He even enjoyed dancing very much. He did not pay any attention to me and the homework. I thought for a while how to stop him, but there is no idea. Then, I let him dance.

In the end, I finished doing my homework by myself. Then I told Brendu to stop dancing, but he neither listened to me nor stopped dancing. “ what a mess”, I said at last, I turned of the radio and angrily said,” I have done all of the homework , and you must go home now.” He just said , “I have done all of the homework, and you must go home now.” He just said thanks a lot for you radio.” After his experience, I promised myself not to turn the radio on when there is Brendu.

9. What is the main idea of the first paragraph ?

- a. Being at home with friends
- b. Doing homework with friend
- c. Dancing with Brendu in a room
- d. Brendu enjoyed dancing

10. The home work was done by.....

- a. Neither the writer nor Brendu
- b. Brendu and the Writer
- c. Brendu
- d. The writer

11. "He just said" (in paragraph 3)

The underlined word refers to....

- a. Cook
- b. Drink
- c. Sit
- d. talk

12. What are they doing

- a. They listened to the music on radio
- b. They are coming in the kitchen
- c. They climbed the tree
- d. The swimming at the beach

Read the text and answer question 13 to 17

The day before yesterday, I went to siska's house on Sunday morning at 6 a.m. All of my classmates has gathered there. We planned to go to the hill to spend our holliday and we decided to build up the tent there. I brought jacket, towel, food , drink and a camera.

We went to hill at 06.30 a.m. we enjoyed our trip. The view was very beautiful. We arrived at the hill at 7 a.m. Then, we built a tent.

After enjoying the panorama , eating and drinking, singing some songs and making jokes, we felt a sleep. In the afternoon, we panicked for one of our friend, Nini, was gone. We called out her name, but nothing happened. We scared she had lost. We could not contact her. Her mobile phone was inactivated.

After a few minute, one of us, Lili, could contact her. She said that she went home earlyas nobody cared about her.

13. What is the main idea of the text ?

- a. Having beautiful hill
- b. Preparing a picnic
- c. On the way to the hill
- d. Having a camp

14. " the day before yesterday, Iwent to Siska's house....."

The underlined phrase means.....

- a. Last day
- b. Next two days
- c. Two days later
- d. two days ago

15. Which statement is True according to the text ?

- a. The writer brought blanket, jacket, towel, jeans, and swimsuit
- b. The writer went to siska's house in Sunday morning at 7 a.m
- c. Nini was gone so all her friends looked for her
- d. In the end, Nini could not be contacted by the writer

16. Why did nini go home early ?

- a. Because she did not bring a mobile phone
- b. Because everyone did not care about her
- c. Because her father was sick
- d. Because Lili could contact her

17. How long was their trip from home to the hill ?

- a. Three minutes
- b. Half an hour
- c. An hour
- d. One hour

Read the text and answer question 18 and 20

Last Sunday morning, I went to Randi's house. Randi is my classmate. He is friendly. I went there to look at this condition as he was absent last Saturday without sending permission letter our teacher. I thought he was sick. To my surprised, he was not sick. When I reached there, he was watching his favorite television program. He asked me to sit beside him while watching television. Then I asked him why he was absent last Saturday. He answered that he got up too late. He got up at 8 o'clock. Actually he wanted to go to school but he was lazy. So he canceled his intention go to school.

In the following day, Monday, I looked for Randi in the class. I wanted to borrow his ruler. "ooh my God. He is absent again. Why? Does he get up late again?" I ask myself.

18. Why did the writer go to Randi's house ?

Because the writer wanted to.....

- a. Meet Randi's father and mother
- b. Wait for Randi
- c. Discuss the homework
- d. know Randi's condition

19. "I looked forRandi in the class." (*paragraph 2*)

The underlined phrase means.....

- a. Asked for
- b. Met
- c. Searched for
- d. Borrowed

20. Who is her “named friend” based on the text ?

- a. Randi
- b. Nia
- c. Shanti
- d. Kitty

APPENDIX I

LESSON PLAN (Experimental Group)

Name of school : YP. Bina Satria Medan

Subject : English

Aspect/ skill : Reading

Class / Semester : VIII-1

Time Allocation : 2X40 minutes

Material : Recount Text

Competence Standard

11. Understanding the meaning of the short text and simple functional essay in the form of recount and narrative to interact with the surrounding environment.

Basic Competence

11.1 Read aloud meaningful the short text and simple functional essay form of recount and narrative by saying stress and intonation are acceptable with regard to the surrounding environment.

➤ Character Value : Responsibility

Creative

Team work

Innovative

Indicators

11.1.1 Mention the meaning of Recount Text

11.1.2 Identify the generic structure of Recount Text

11.1.3 Identify the types of Recount Text

11.1.4 Read and Understand a Recount Text

Instructional Objectives

1. The students able to mention the meaning of Recount Text
2. The students able to identify the generic structure of Recount Text
3. The students able to Identify the types of Recount Text
4. The students able to read and understand a Recount Text

Materials

➤ Meaning of Recount Text

Recount text is a text genre in English which retells a story, event, or past experience or a recount retells past events or experiences in the order they happened and past tense is mostly used in a recount.

➤ The Generic Structure of Recount Text

The generic structure in Recount text, they are

1. Orientation; this part introduces the scene
2. Events; this part retells what happened
3. Reorientation; This part tells the writer's comment about the events that happened.

➤ **The types of Recount text**

1. Personal Recount ; It means that retelling and activity that the writer has personally involve It.
2. Functional Recount ; It means that recording the particulars of an incident.
3. Imaginative Recount ; It means that taking and imaginary role and giving details of events.

➤ **The Example of Recount Text**

A Beautiful Day at Jogja

Last week, my friends and I went to Jogja. We visited many places. First, we visited Parangritis beach. The sun shone brightly and the scenery as very beautiful there. We felt the wind blew across to us. We also saw a lot of people in that beach. There were many birds flew in the sky. Also there were many sellers who sold many kinds of souvenirs.

Second, we visited Gembira Loka Zoo. We saw many kinds of animals there such as monkeys, tigers, crocodiles,snakes, etc. We looked around in that zoo, and also took pictures of those animals. Then, we felt hungry, so we went to a restaurant. As soon as we finished our lunch, we decided to go home. For me, that was a beautiful day. We really enjoyed it, and I hope I could visit Jogja again.

Learning Method

Using Question Answer Relationship Strategy

Learning Activity

1. Preliminary Activity

❖ **Apperception**

- Teacher greets students' to open the class
- Teacher asks students' to Prayer
- Teacher checks students' attendance list

2. Core Activities

❖ **Exploration**

- The teacher explains the strategies that will be used Question Answer Relationship (QAR)
- Teacher introduces to the students' four types level Question Answer Relationship (QAR) Strategy to answer the question.
- Teacher gives the material about recount text
- Teacher doing brainstorming students' with asks students what is recount text that they know
- Teacher gives explanations about recount text

❖ **Elaboration**

Activity 1

1. Teacher do while reading activities with Question Answer Relationship (QAR) Strategy : it means that the teacher gives an example of text about recount text.

Activity 2

1. Teacher gives Question text based on recount text
2. Teacher divides students' into groups
3. Teacher asks students' to answer question and discuss with their groups.

❖ Confirmation

If the students' finish to answer question, teacher asks students' to present result that they answer in front of the class.

❖ Closing Activities

1. Teacher correct answer question true or false
2. teacher and students' make a conclusion about recount text in the end of lesson.
3. Teacher and students' Prayer
4. The teacher close the meeting with say Hamdallah

Learning sources :

Text book English : Lembar kerja siswa (LKS) Intensif penunjang cita-cita siswa kreatif Bahasa Inggris.

Assesment

Technique : Reading test

Form : Multiple choices

NO.	Aspect	Score
1.	True Answer	5
2.	Wrong Answer	0

- Every correct answer score = 20
- Amount of Maximal Score 5 x 20 = 100
- Maximal Score = 100
- Student mark : $\frac{\text{score acquisition}}{\text{Maximal score}} \times 100\%$

Medan, januari 2017

The English teacher

The Reasearcher

(Heni Herlita, S. PdI)

(Hena Mulyani Siregar)

Know by :

The Head Master of YP. Bina Satria Medan

(Ir. Rosita, S.Pd, MM)

APPENDIX 2

LESSON PLAN

(Control Group)

Name of school : YP. Bina Satria Medan

Subject : English

Aspect/ skill : Reading

Class / Semester : VIII-2

Time Allocation : 2X40 minutes

Material : Recount Text

Competence Standard

11. Understanding the meaning of the short text and simple functional essay in the form of recount and narrative to interact with the surrounding environment.

Basic Competence

11.1 Read aloud meaningful the short text and simple functional essay form of recount and narrative by saying stress and intonation are acceptable with regard to the surrounding environment.

➤ Character Value : Responsibility

Creative

Team work

Innovative

Indicators

11.1.1 Mention the meaning of Recount Text

11.1.2 Identify the generic structure of Recount Text

11.1.3 Identify the types of Recount Text

11.1.4 Read and Understand a Recount Text

Instructional Objectives

1. The students able to mention the meaning of Recount Text
2. The students able to identify the generic structure of Recount Text
3. The students able to Identify the types of Recount Text
4. The students able to read and understand a Recount Text

Materials

➤ Meaning of Recount Text

Recount text is a text genre in English which retells a story, event, or past experience or a recount retells past events or experiences in the order they happened and past tense is mostly used in a recount.

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➤ **The Example of Recount Text**

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Second, we visited Gembira Loka Zoo. We saw many kinds of animals there such as monkeys, tigers, crocodiles, snakes, etc. We looked around in that zoo, and also took pictures of those animals. Then, we felt hungry, so we went to a restaurant. As soon as we finished our lunch, we decided to go home. For me, that was a beautiful day. We really enjoyed it, and I hope I could visit Jogja again.

Learning Method

Lecturing Method

Learning Activity

1. Preliminary Activity

❖ **Apperception**

- Teacher greets students to open the class
- Teacher asks students to Prayer
- Teacher checks student's attendance list

2. Core Activities

❖ **Exploration**

- Teacher gives the material about recount text
- Teacher gives explanations about recount text

❖ **Elaboration**

Activity 1

1. Teacher doing while reading activities with use recount text

Activity 2

1. Teacher gives Question text based on recount text
2. Teacher asks students' to answer question

❖ **Confirmation**

1. If the students' finish to answer question, teacher asks students' to exchange result answer question with another friend.
2. teacher asks students' to correct answer from their friend

❖ **Closing Activities**

1. teacher and students' make a conclusion about recount text in the end of lesson.
2. Teacher and students' Prayer
3. The teacher close the meeting with say Hamdallah

Learning sources :

Text book English : Lembar kerja siswa (LKS) Intensif penunjang cita-cita siswa kreatif Bahasa Inggris.

Assesment

Technique : Reading test

Form : Multiple choices

NO.	Aspect	Score
1.	True Answer	5
2.	Wrong Answer	0

- Every correct answer score = 20
- Amount of Maximal Score $5 \times 20 = 100$
- Maximal Score = 100
- Students' mark : $\frac{\text{score acquisition}}{\text{Maximal score}} \times 100\%$

Medan, januari 2017

The English teacher

The Reasearcher

(Heni Herlita, S. PdI)

(Hena Mulyani Siregar)

Know by :

The Head Master of YP. Bina Satria Medan

(Ir. Rosita, S.Pd, MM)

Appendix

1. The Score in Pretest and Post Test in Experimental

No.	Students Initial	Pre-test	Post-test
1	N	45	75
2	SA	55	85
3	A	60	80
4	AR	45	80
5	F	50	75
6	TKA	40	95
7	PA	45	85
8	RA	55	80
9	MFR	45	85
10	RP	50	80
11	MI	55	85
12	EP	50	90
13	A	45	95
14	SAM	65	80
15	KA	50	85
16	AP	55	80
17	GWS	55	85
18	BS	60	85
19	DS	60	85
20	CR	45	75
21	PAA	50	85
22	IIS	55	85
23	DA	40	80
24	DAP	55	75
25	RH	65	75
26	MAM	60	85
27	AW	65	75
28	NAA	50	75
29	AA	50	80
30	AA	65	85
31	AS	65	70
32	AY	70	75
33	AY	60	70
34	A	60	65
35	AM	45	75
36	CN	60	80
37	DS	55	65
38	DA	45	70

39	DL	55	75
40	EM	55	90
TOTAL		2155	3200

2. The Score in Pre-test and Post-test Control Group

No.	Students Initial	Pre-test	Post-test
1	AA	55	70
2	DPP	65	75
3	NP	60	80
4	MY	55	85
5	EE	70	75
6	VMP	65	75
7	RH	60	70
8	LAC	60	70
9	MS	60	80
10	NR	75	80
11	NA	70	95
12	DPS	65	65
13	BS	55	75
14	DP	70	90
15	G	65	75
16	BA	45	75
17	MIF	50	80
18	FJ	50	75
19	AHP	65	80
20	WB	55	85
21	DR	75	70
22	SW	60	80
23	AH	65	75
24	RR	55	80
25	MI	40	75
26	KS	60	70
27	AC	55	70
28	AA	70	75
29	ACA	65	70
30	CFS	50	70
31	NA	55	80
32	SD	45	80
33	ADP	60	85
34	AP	50	70
35	AM	65	85

36	ASL	60	85
37	AR	55	80
38	AAS	60	75
39	AM	60	70
40	AMA	55	65
TOTAL		2375	3065

3. The Differences Scores of Pre-test and Post-test in Experimental Group

No.	Students Initial	Pre-test(X_1)	Post Test(X_2)	$X_2 - X_1(X)$
1	N	45	75	30
2	SA	55	85	30
3	A	60	80	20
4	AR	45	80	35
5	F	50	75	25
6	TKA	40	95	55
7	PA	45	85	40
8	RA	55	80	25
9	MFR	45	85	40
10	RP	50	80	30
11	MI	55	85	30
12	EP	50	90	40
13	A	45	95	50
14	SAM	65	80	15
15	KA	50	85	35
16	AP	55	80	25
17	GWS	55	85	30
18	BS	60	85	25
19	DS	60	85	25
20	CR	45	75	30
21	PAA	50	85	35
22	IIS	55	85	30
23	DA	40	80	40
24	DAP	55	75	20
25	RH	65	75	10
26	MAM	60	85	25
27	AW	65	75	10
28	NAA	50	75	25
29	AA	50	80	30
30	AA	65	85	20
31	AS	65	70	5
32	AY	70	75	5
33	AY	60	70	10
34	A	60	65	5

35	AM	45	75	30
36	CN	60	80	20
37	DS	55	65	10
38	DA	45	70	25
39	DL	55	75	20
40	EM	55	90	35
TOTAL		2155	3200	1045

Based on the data in the table above, the mean score was calculated as follows:

Mean score of Experimental Group

$$M_x = \frac{\sum x}{n_1}$$

$$= \frac{1045}{40}$$

$$= 26,12$$

4. The Differences Scores of Pre-test and Post-test in Control Group

No.	Students Initial	Pre-test(X ₁)	Post Test(X ₂)	X ₂ -X ₁ (X)
1	AA	55	70	15
2	DPP	65	75	10
3	NP	60	80	20
4	MY	55	85	30
5	EE	70	75	5
6	VMP	65	75	10
7	RH	60	70	10
8	LAC	60	70	10
9	MS	60	80	20
10	NR	75	80	5
11	NA	70	95	25
12	DPS	65	65	0
13	BS	55	75	20
14	DP	70	90	20
15	G	65	75	10
16	BA	45	75	30
17	MIF	50	80	30
18	FJ	50	75	25
19	AHP	65	80	15

20	WB	55	85	30
21	DR	75	70	-5
22	SW	60	80	20
23	AH	65	75	10
24	RR	55	80	25
25	MI	40	75	35
26	KS	60	70	10
27	AC	55	70	15
28	AA	70	75	5
29	ACA	65	70	5
30	CFS	50	70	20
31	NA	55	80	25
32	SD	45	80	35
33	ADP	60	85	25
34	AP	50	70	20
35	AM	65	85	20
36	ASL	60	85	25
37	AR	55	80	25
38	AAS	60	75	15
39	AM	60	70	10
40	AMA	55	65	10
TOTAL		2375	3065	690

Based on the data in the table above, the mean score was calculated as follows:

Mean score of Contol Group

$$\begin{aligned}
 M_x &= \frac{\sum x}{n_1} \\
 &= \frac{690}{40} \\
 &= 17,25
 \end{aligned}$$

5. The Calculation of Mean and Standard Deviation of the Experimental Group

No.	Students Initial	$(X_2 - X_1)$	$(X - M_x)$	$(X - M_x)^2$
1	N	30	3,88	15,0544
2	SA	30	3,88	15,0544

3	A	20	-6,12	37,4544
4	AR	35	8,88	78,8544
5	F	25	-1,12	1,2544
6	TKA	55	28,88	834,0544
7	PA	40	13,88	192,6544
8	RA	25	-1,12	1,2544
9	MFR	40	13,88	192,6544
10	RP	30	3,88	15,0544
11	MI	30	3,88	15,0544
12	EP	40	13,88	192,6544
13	A	50	23,88	570,2544
14	SAM	15	-11,12	123,6544
15	KA	35	8,88	78,8544
16	AP	25	-1,12	1,2544
17	GWS	30	3,88	15,0544
18	BS	25	-1,12	1,2544
19	DS	25	-1,12	1,2544
20	CR	30	3,88	15,0544
21	PAA	35	8,88	78,8544
22	IIS	30	3,88	15,0544
23	DA	40	13,88	192,6544
24	DAP	20	-6,12	37,4544
25	RH	10	-16,12	259,8544
26	MAM	25	-1,12	1,2544
27	AW	10	-16,12	259,8544
28	NAA	25	-1,12	1,2544
29	AA	30	3,88	15,0544
30	AA	20	-6,12	37,4544
31	AS	5	-21,12	446,0544
32	AY	5	-21,12	446,0544
33	AY	10	-16,12	259,8544
34	A	5	-21,12	446,0544
35	AM	30	3,88	15,0544
36	CN	20	-6,12	37,4544
37	DS	10	-16,12	259,8544
38	DA	25	-1,12	1,2544
39	DL	20	-6,12	37,4544
40	EM	35	8,88	78,8544
TOTAL		1045	0,2	5324,376

6. The Calculation of Mean and Standard Deviation of the Control Group

No.	Students Initial	$(Y_2 - Y_1)$	$(Y - M_y)$	$(Y - M_y)^2$
1	AA	15	-2,25	5,0625
2	DPP	10	-7,25	52,5625
3	NP	20	2,75	7,5625
4	MY	30	12,75	162,5625
5	EE	5	-12,25	150,0625
6	VMP	10	-7,25	52,5625
7	RH	10	-7,25	52,5625
8	LAC	10	-7,25	52,5625
9	MS	20	2,75	7,5625
10	NR	5	-12,25	150,0625
11	NA	25	7,75	60,0625
12	DPS	0	-17,25	297,5625
13	BS	20	2,75	7,5625
14	DP	20	2,75	7,5625
15	G	10	-7,25	52,5625
16	BA	30	12,75	162,5625
17	MIF	30	12,75	162,5625
18	FJ	25	7,75	60,0625
19	AHP	15	-2,25	5,0625
20	WB	30	12,75	162,5625
21	DR	-5	-22,25	495,0625
22	SW	20	2,75	7,5625
23	AH	10	-7,25	52,5625
24	RR	25	7,75	60,0625
25	MI	35	17,75	315,0625
26	KS	10	-7,25	52,5625
27	AC	15	-2,25	5,0625
28	AA	5	-12,25	150,0625
29	ACA	5	-12,25	150,0625
30	CFS	20	2,75	7,5625
31	NA	25	7,75	60,0625
32	SD	35	17,75	315,0625
33	ADP	25	7,75	60,0625
34	AP	20	2,75	7,5625
35	AM	20	2,75	7,5625
36	ASL	25	7,75	60,0625
37	AR	25	7,75	60,0625
38	AAS	15	-2,25	5,0625
39	AM	10	-7,25	52,5625
40	AMA	10	-7,25	52,5625
TOTAL		690	0,1	3647,5

Based on the calculation of tables X and Y, the following formula was implemented to find out the critical value of both groups as the basic to test the hypothesis by using formula:

$$\begin{aligned}
 SD_x &= \sqrt{\frac{\sum x^2}{N_1}} \\
 &= \sqrt{\frac{5324,37}{40}} \\
 &= \sqrt{133,1} \\
 &= 11,53
 \end{aligned}$$

$$\begin{aligned}
 SD_y &= \sqrt{\frac{\sum y^2}{N_1}} \\
 &= \sqrt{\frac{3647,5}{40}} \\
 &= \sqrt{91,18} \\
 &= 9,54
 \end{aligned}$$

Based on the calculation above it shows the following facts:

$$SD_x = 11,53$$

$$SD_y = 9,54$$

$$N = 40$$

$$M_x = 26,12$$

$$M_y = 17,25$$

Therefore, the following formula was implemented:

$$\begin{aligned}
 SE_{M_1} &= \frac{SD_1}{\sqrt{N_1-1}} \\
 &= \frac{11,53}{\sqrt{40-1}} = \frac{11,53}{\sqrt{39}} = \frac{11,53}{6,24} = 1,847
 \end{aligned}$$

$$\begin{aligned}
 SE_{M_2} &= \frac{SD_2}{\sqrt{N_2-1}} \\
 &= \frac{9,54}{\sqrt{40-1}} = \frac{9,54}{\sqrt{39}} = \frac{9,54}{6,24} = 1,528
 \end{aligned}$$

Next, the following formula was implemented to both deviation between M_1 and M_2 .

$$\begin{aligned}
 SE_{M_1 - M_2} &= \sqrt{SE_{M_1}^2 + SE_{M_2}^2} \\
 &= \sqrt{1,847^2 + 1,528^2} \\
 &= \sqrt{3,411409 + 2,334784} \\
 &= \sqrt{5,746193} \\
 &= 2,39
 \end{aligned}$$

LIST OF APPENDICES

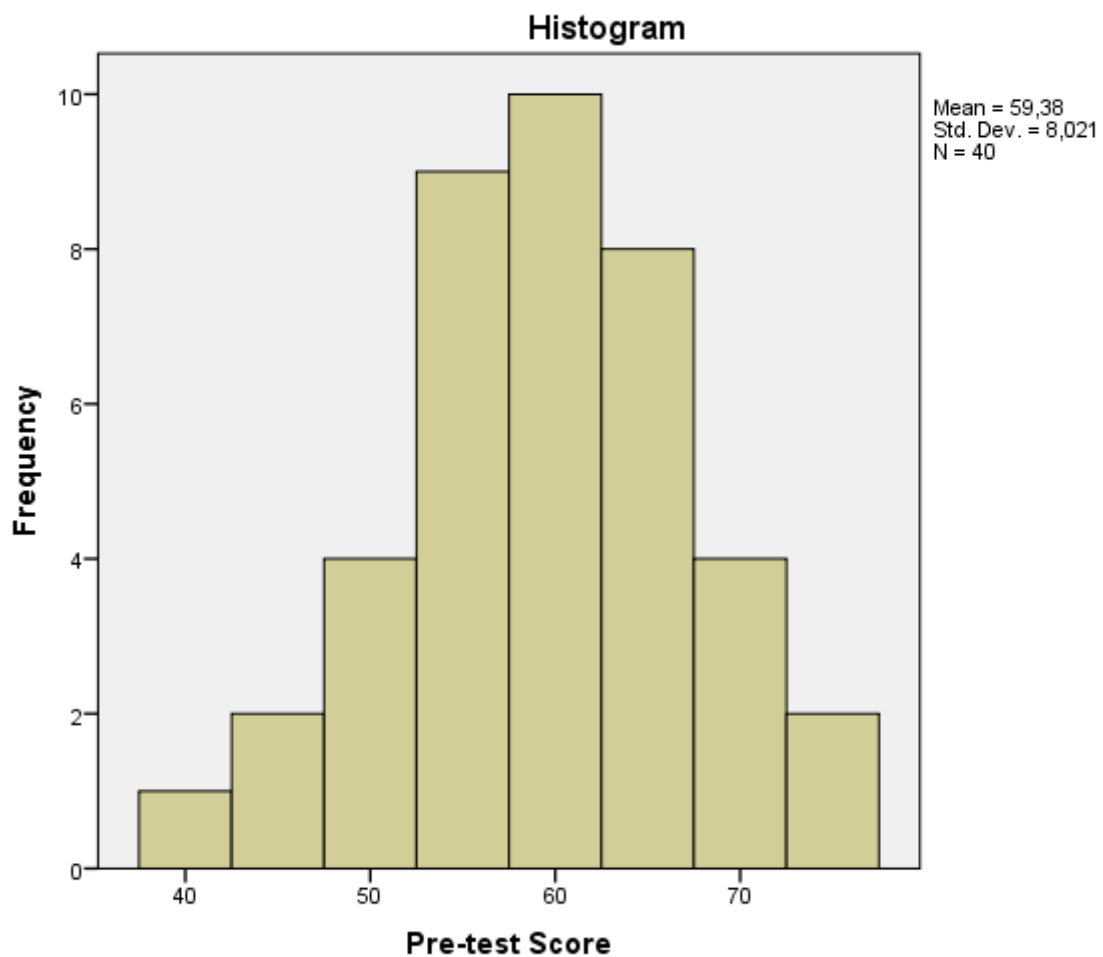
1. APPENDIX I Lesson Plan (Experimental Group)
2. APPENDIX II Lesson Plan (Control Group)
3. APPENDIX III Test Item

Pretest Control

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-test Score	,131	40	,081	,964	40	,234

a. Lilliefors Significance Correction

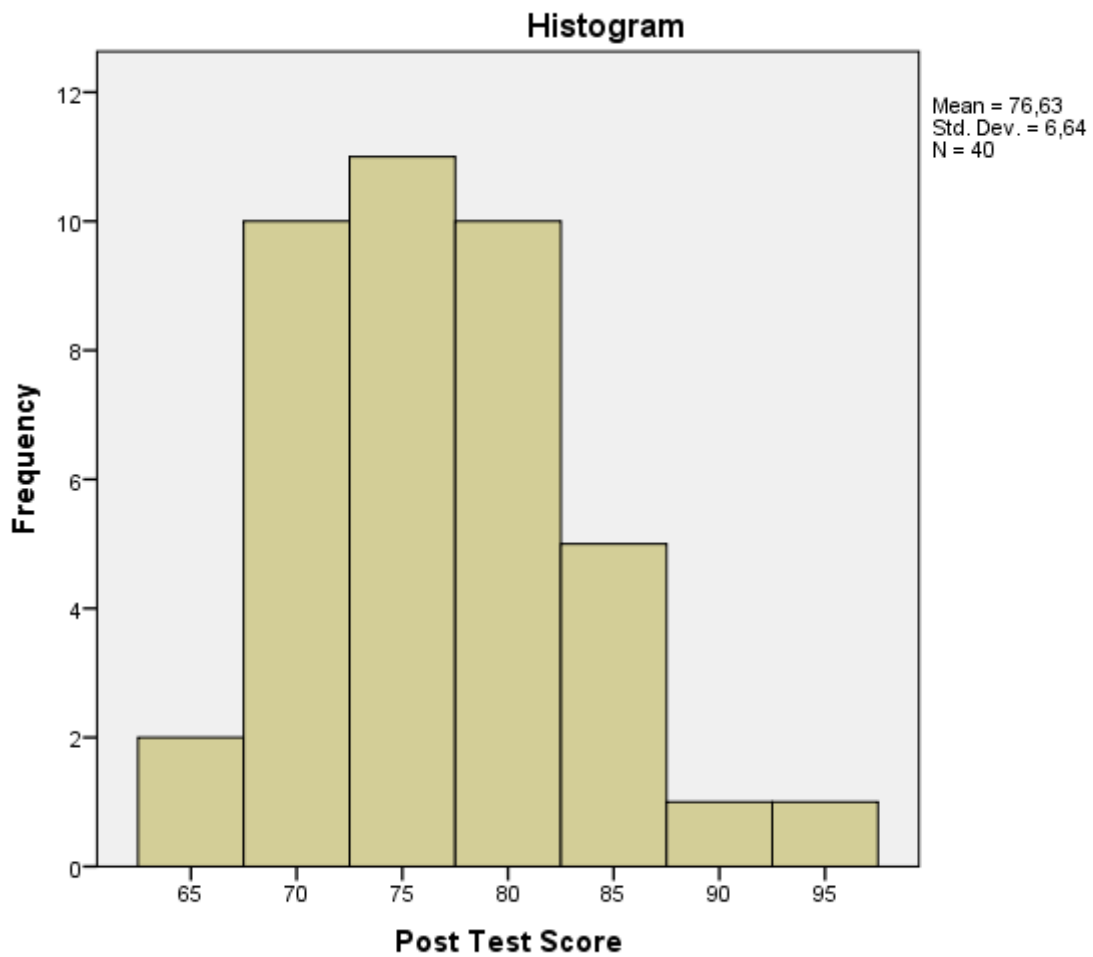


Post test control

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Post Test Score	,172	40	,005	,933	40	,021

a. Lilliefors Significance Correction

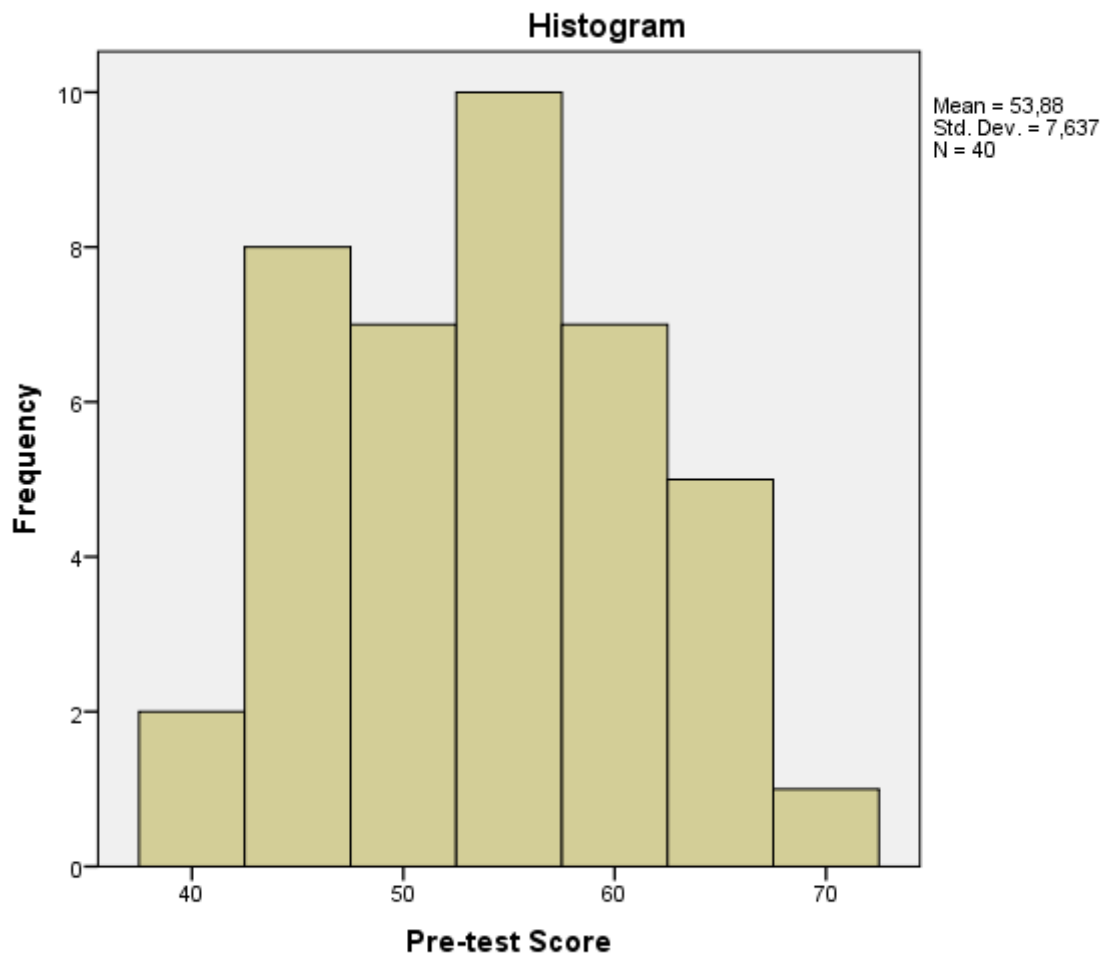


Pretest Experimental

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-test Score	,134	40	,070	,948	40	,063

a. Lilliefors Significance Correction



Post test Experimental

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Post Test Score	,160	40	,011	,945	40	,050

a. Lilliefors Significance Correction

