

**IMPROVING THE STUDENT' READING COMPREHENSION
ACHIEVEMENTT TROUGH QUESTION ANSWER
RELATIONSHIP (QAR) STRATEGIES**

SKRIPSI

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

By :

GUSTI HARDYANOVA SIREGAR
NPM. 1402050022



UMSU
Unggul | Cerdas | Terpercaya

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



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext, 22, 23, 30
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

BERITA ACARA

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



Panitia Ujian Sarjana Strata-1 Fakultas Keguruan dan Ilmu Pendidikan dalam Sidangnya yang diselenggarakan pada hari Jumat, Tanggal 19 Oktober 2018, pada pukul 08.00 WIB sampai dengan selesai. Setelah mendengar, memperhatikan dan memutuskan bahwa:

Nama : Gusti Hardyanova Siregar
NPM : 1402050022
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Improving the Students' Reading Comprehension Achievement through Question-Answer Relationship (QAR) Strategies

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

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

PANITIA PELAKSANA

Ketua

Sekretaris

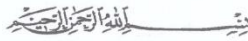
Dr. H. Elfrianto Nasution, S.Pd., M.Pd.

Dr. Hj. Syamsuyurnita, M.Pd.

ANGGOTA PENGUJI:

1. Prof. Amrin Saragih, M.A, Ph.D
2. Dr. Bambang Panca S, S.Pd, M.Hum
3. Drs. Ali Amran, M.Hum

SURAT PERNYATAAN



Saya yang bertandatangan dibawah ini :

Nama Lengkap : Gusti Hardyanova Siregar
N.P.M : 1402050022
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Improving the Students' Reading Comprehension Achievement through Question-Answer Relationship (QAR) Strategies

Dengan ini saya menyatakan bahwa:

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

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

Medan, Januari 2018
Hormat saya
Yang membuat pernyataan,



Gusti Hardyanova Siregar

Diketahui oleh Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum

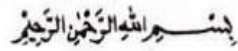
ABSTRACT

Gusti Hardyanova Siregar (1402050022), Improving The Students' reading Comprehension achievement through Question Answer Relationship strategy, Skripsi, Faculty Training and Education, Uversity of Muhammadiyah Sumatera Utara

This research is aimed to improv the student' reading comprehension achievement through Question Answer Relationship (QAR) strategy at ten grade students SMK Swasta Tarbiyah Islamiyahz. This study was conducted by using classroom action research (CAR), which carried out through four step, they are palnning,action, observation and reflection.The subject of this study was student class X of smk swasts tarbiyah islamiyah,Medan in academic year 2017/2018.Consist of 39 student. The technique of analyzing the data were taken from,oral test.The qualitative data were taken from mean of pre-test was 55.8, the mean of post-test I was 67.6, and the mean of post-test II was 75.3 from the data, the reasearch can conclude that the students' was improvement of the students' reading skills has been improve by using QAR stratregy.Based on the qulitative data that taken from observation sheet and diary note.The result of observation in class and diary note by observer. Students was more courageous and confident in reading English, this can be seen from student participations in classroom,students' involvement in conversation and student performance.It was found that the teaching reading by using peer-interaction strategy could increase thw students' achievement.It is suggested that English teacher apply this strategy as one of alternative in teaching of reading.

Key word reading, QAR starategy.

ACKNOWLEDGEMENT



In name of Allah, the Beneficent, the Merciful. Praise and Gratitude be to Allah for giving the strenght and guidance to the writer, so that this *skripsi* can be finished accordingly. Peace and blessing be upon the prophet *Muhammad Shallallahu 'alaihi wa sallam*, this family, his relatives, and all his followers.

The writing of this skripsi entidled "***Improving the student' reading comprehension achievement through Question Answer Relationship strategy***". This *skripsi* is wr itten to fulfill one of the requirements to obtain the *Sarjana Pendidikan* Degree at the Department of English Education, Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara.

The writing this skripsi is actully a miracle for the since it was firstly regarded as a task would be very hard to do. However, it has now been danied since the skripsi has finally been written. Then, i would like thanks to *Allah Subhaanaahu Wa Ta'ala* for his blessing given to me so that the writing of this skripsi has been finished without any meaningful problem. Additionally, the writer is grateful to the following for their supports and helps.

1. Dr. Agussani MAP, as the Rector of University Muhammadiyah Sumatera Utara.
2. Dr. Elfrianto Nasution, S.Pd, M.Pd, as the Dean of FKIP of University Muhammadiyah Sumatera utara.
3. Mandra Saragi, S.Pd, M.Hum, as the Head of English Education Department FKIP of University of Muhammadiyah Sumatera Utara and

Pirman Ginting, S.Pd, M.Hum, as the secretary of English Education Department FKIP of University of Muhammadiyah Sumatera Utara.

4. Drs. Ali Amran, M.Hum as the supervisor who had given a lot of suggestion, ideas, critics and guidance in writing this research.
5. All of the lecturers of FKIP of University of Muhammadiyah Sumatera Utara
6. The employees of Biro Administration FKIP UMSU who had given help in administrative system services of completing necessary requirement, so all of business could be resolved easily.
7. Mrs. Nani S.Pd as English Teacher who has given her ideas and times and also guided, advised and support for writing this research.
8. Her beloved parents (M. Awaludin Siregar and Mariati Hasibuan), her sisters (Maya Sari Siregar) who always give their support, advice, motivation, materials, prayers and all things to finish her study.
9. Her beloved friends especially Raka Sri Kusherliatna, Indah Permata Sari, Mita Hardiyanti, Nurhadadni and especially all of her family in English Education Program Class A – afternoon who have given help, support, motivation and given much knowledge and great experience.
10. All people who helped the writer to finish her study that she can not mention one by one.

At last, this *skripsi* is far from being the perfect, but it is expected that this *skripsi* will be useful not only for the writer but also for readers. For these

reasons, constructive thoughts, full suggestion and critics are welcome to make this *skripsi* better.

Finally, my Allah Subahaanahu Wa Ta'ala receives all their work and kindnesses, Amin.

Medan, Octobers 2018

The Writer

GUSTI HARDYANOVA
NPM. 1402050022

TABLE OF CONTENTS

ABSTRACT	i
ACKNOWLEDGEMENT	ii
TABLE OF CONTENTS	iii
LIST OF TABLES	v
APPENDIX LIST	vi
CHAPTER I INTRODUCTION	
A. The Background of Study	1
B. The Problem of the Study	4
C. The scope of the Study	4
D. The Objective of the Study	4
E. The Significant of the Study	5
CHAPTER II THEORITICAL REVIEW	
A. Theoretical Framework	6
1. Reading	6
a. The purpose of reading	7
b. Reading Comprehension	8
c. Level of Comprehension	9
2. Student Achievement in Reading Comprehension	11
3. Tex	12

a. Kinds of text	12
b. Narrartive text	13
4. Strategy	15
a. Kids of Strategy	16
5. Question Answer Relationship (QAR) Strategy	16
a. The level and types of Comprehension	19
b. The purpose of using QAR	21
c. Teaching reading through QAR Strategy	21
d. The steps of teaching reading through QAR	22
B. Conceptual Framework	23

CHAPTER III METHOD OF RESEARCH

A. Research design	26
B. Objective of Study.....	27
C. Insttrument of Data Collection	27
D. The procedure of DATA Colection	28
E. Technique of DATA Analysis	33

CHAPTER IV DATA AND ANALYSIS

A. Data	35
1. The Quantitative Data	35
2. The Qualitative Data	37
B. Data Analysis	39
1. Analysis of Quantitative Data	39

2. Analysis of Qualitative Data	41
3. Research Findings	43
CHAPTER V CONCLUSION AND SUGGESTION	
A. Conclusion	44
B. Suggestion	44
REFERENCE	
APPENDIX	

LIST OF TABLE

TABLE TITLE

The generic structure of Narrative Texts	14
The basic QAR divisions, which can be further subdivided	20
The score of students from orientation test, reading cycle I & II	36
The students' scores for the first until the last meeting	37

APPENDIX LIST

Appendix I	Lesson Plan I
Appendix II	Pre Test
Appendix III	Post Test
Appendix IV	Post Test II
Appendix V	Observation
Appendix VI	Form K1
Appendix VII	Form K2
Appendix VIII	Form K3
Appendix IX	Lembar Pengesahan Proposal
Appendix X	Surat Pernyataan Bukan Plagiat
Appendix XI	Lembar Pengesahan Hasil Seminar
Appendix XII	Surat Izin Riset
Appendix XII	Surat Keterangan Selesai Riset
Appendix XIV	Berita Acara Bimbingan Proposal
Appendix XV	Berita Acara Bimbingan Skripsi
Appendix XVI	Curriculum Vitae

CHAPTER I

INTRODUCTION

A. Background of the Study

Reading is an essential skill for every people no matter who they are. It is one of the ways to earn much knowledge and information. In addition, reading also be an essential activity because through reading the reader can communicative with an author, by using his or her ability in understanding a reader can understand and acquire the information that written by the author whithout meeting directly with the author. In the learning English, there are four major skill which should be achieved by learnesr, namely listening, speaking, writing and reading. One of those four skills which is very important skill be taugh to the students is reading. Because through readingcthey can get information from the text that can increase their knowledge.

Reading is one of the important skills in academic field beside listening, speaking, reading 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 is. So, reading is the important way in getting much information from the text.

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

understanding the text. Reading comprehension involves the students' ability to find some information in reading text of English.

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 skill so students' can read English text efficiently and effectively. Most of students' feel that reading is very difficult work because they don't understand correctly how to comprehend a reading material. Comprehension is one of the most important elements to understand a reading text. It requires a finely tuned estimate of the parameters of the topic that the author had in mind as well as an interpretation of the author's intended expression about the topic.

Based on the writer's experience in teaching practice field (PPLT 2017) in junior high school, many students' were difficult to comprehend reading text after they had read. It was caused that they do not have many vocabularies so they feel difficult to understand the text, to read and to recognize the new words. They only read the text word by word without comprehend. However, based on the writer's investigation, it was found out that students' get various difficulties in reading. They couldn't grasp the main idea and answer the questions correctly, because the teacher just asks them to read, translate the English text to Indonesian and then answer the question individually about the text without using the appropriate method, technique or strategy in teaching reading. This condition makes them not interested and get bored in comprehending the reading text.

Beside that, based on the result of inter program for international students Assesment (PISA) in 2009 conclude that Indonesia is ranked 57 of 65 nations surveyed. In this case indicates that students in indonesia have low achievement in reading. It is important to know how to make them easier, grasp the main idea can answer the question correctly. Therefore, to overcome problem above, the teacher should consider the most effective and creative teaching strategy to improve the students comprehension in eading the text. It is realized that it needs a which can motivate the students to read.

The Question Answer Relationship (QAR) is the strategy which was applied to improve students' achievement in reading comprehension. By applying this strategy the students was interested in reading, easy to be learnt and easy to be understood or comprehend the reading text.

As Hambree (2008) says in <http://voices.yahoo.com/qar-specific-reading-strategy-the-2310930.html 1?cat=4> Question Answer Relationship (QAR) strategy is a strategy that realtes question whit the text, using the reader's background knowledge or direct context clues and information include in the tex being red.The cause which is difficult to comprehend reading text for students' because the teacher never employing students' background knowledge correctly. So that CAR strategy used to improve students' achievement in reading comprehension. They can answer questions which are given by the teacher about the text and relate what are they have in their mind based on the background of their knowledge and the content of the text.

From the explanation above, this strategy is designed to conduct out the research to prove whether Question Answer Relationship strategy can improve students' achievement comprehension.

B. The Identification of The Study

Based on the background of the study, there are many problems faced by students in learning English. One of my problem is the ability to grasp the information from a text and authentic text. The problems of this study is formulated as the following : "is the students' achievement in reading comprehension improved if it is through Question Answer Relationship strategy ?"

C. The Scope and limitation of the study

This study focuses on improving students' achievement in reading comprehension through Question Answer Relationship strategy. The limitation of the study is only to find out whether the application of Question Answer Relationship strategy is effective to improve students' achievement in reading comprehension.

D. The Formulation of the Problem

In relation to the problem mention above, the objective of the study to find out the improvement the use of Question Answer Relationship strategy is effective to improve students' achievement in reading comprehension.

E. The Significance of the Study

The significance of this study is theoretically and practically to be useful for :

1. The English teacher who teach reading particularly those who want to improve their students' achievement in reading comprehension through Question Answer Relationship strategy.
2. The students' know how to comprehend a text through Question Answer Relationship strategi which can improve their achievement in reading comprehension.
3. The readers who are interested in conducting further study related the improvement of reading comprehension through Question Answer Relationship strategy.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

The researcher of this research explains materials, which is aimed at giving some clarification of the learns used in this study. They learns are defined in order to avoid misunderstanding that might occur in the process of getting a better insight of the discussion of the study. Theoretical framework of this research will be presented and discussed at the following.

1. Reading

Reading is one of the most important skills in learning language besides listening, speaking, and writing. Grabe and Stoler (2002:9) state that reading is the ability to draw meaning from the print page and interpret this information appropriately. Reading is getting meaning from the printed page or bringing meaning in to it. In this case, getting the meaning from the printed page is to find out a number of ideas from a reading text.

According to Triwari (2002:4) reading is an interactive process that goes on between and the text resulting comprehension. The text present letters, words, sentences and paragraph that encode meaning .

Many of student's do not actually understand about the definition of reading, they only know that reading is the act when they are saying the words and the sentences orally or silently. They do not know that the purpose of reading is to exchange the ideas maybe the information between the writer and readers

(themselves).The product of reading is the communication of thoughts and emotions by the writer to the reader.

a. The Purposes Of Reading

As one of the skills, reading is purposeful the essential purpose of all reading generally to get new information and for pleasure before reading a text, the readers or students must determine in their reading. Grabe and stoler (2002:13) state that there are of reading.

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

Reading to search for simple information is common reading ability though some researchers see it as a relatively independent cognitive process.In reading to search, we typically scan the text for a specific piece of information or a specific word similarly reading to skim is common part of many reading tasks and useful skills in its town right. It involves in essence a combination of strategies for guessing where information might be in a text and the using basic reading comprehension skills in those segment of text until a general ideas formed.

2. Reading To Learn From Texts

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

3. Reading To Integrate Information, Write and Critique text

Reading to integrate information requires additional decision about the relative importance of complementary, mutually supporting or conflicting information and the likely restructuring of rhetorical frame to accommodate information from multiple sources. These skills inevitably require critical evaluation of the information to integrate it for the readers' goal. In this respect, both reading to write and reading to require abilities to compose, select and critique information from a text.

4. Reading for general 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.

Based on the explanation above, the purpose of reading comprehension that choose in reading for general comprehension because it is related to the strategy that is applied by the researcher.

b. Reading Comprehension

Grabe and Stoller (2008:8) define reading comprehension is an extraordinary feat of balancing and coordinating many ability in a very complex and rapid set of routines that makes comprehension a seemingly and enjoyable activity for fluent

reader. In a simple way Godman (1996) In Otto (1979:151) defines reading comprehension as ‘interaction between thought and language.’

Reading comprehension as the process of simultaneously extracting and constructing to emphasize both the importance and insufficiency of the text as the determine of reading comprehension.

In conclusion, reading comprehension is an interaction between thought and language to get the or comprehend a text.

c. Levels of Comprehension

A good reader must have good comprehension skill. It is also expected that a good reader must be able to read at all levels of comprehension. In this case, levels mean different depths. Of understanding different analysis of what is meant. In other words, the good reader will be expected to read at different level comprehension. Burns (1994:177) says that there are levels of reading comprehension., they are :

1. Literal comprehension

Literal comprehension refers to ability to understand what is stated by the writer or taking the ideas and facts that is directly stated on the printed page. The reader could easily go back in the underline the information desired. The literal level is the easiest level of reading comprehension because a reader is not required to go beyond what the author actually said.

Is the level the readers know the words the meaning, able to paraphrase or recall of details directly in own words.

2. Inferential Comprehension

Inferential comprehension refers to the ability to go beyond what is stated directly to understand what the writer means by looking for the inside meaning. It can be said that inferential comprehension is the ability to get inference or implied meaning from the text. Skills for the inferential comprehension include inferring unstated main ideas, cause-effect relationship, references of pronouns and adverbs, adjectives, identifying words, author purpose, predicting, ending and drawing conclusion. The inferential level is more difficult than the former type because the reader must either understand the text well enough or depend less on the author and more on personal insight.

3. Critical Comprehension

Critical comprehension refers to the ability to make analysis, evaluation, judgments and personally reacting to the ideas and information writers offer in a passage. Component readers will measure them against what they already know information is reached.

4. Creative Comprehension

Creative comprehension refers to the ability to use his/her imagination when reading the passage. Skills for creative reader comprehension include understanding cause-effect relationship on a story, solving problems and producing new creation. Through creative reading the reader creates something new: an idea, the solution to a problem, a new way of looking at something from the ideas gleaned from the text. Based on the explanation of the level of comprehension above, this research was offered on literal and inferential comprehension in reading text, because this strategy expects the students' can

understand the lesson, enjoy the teaching learning process, be motivated and get good achievement in reading comprehension, besides that, the reason of the researcher in choosing literal and inferential comprehension because the subject of this research was the Grade VIII students' of Junior High School, so that they can be easier in comprehending the reading text by applying these levels.

2. Student Achievement in Reading Comprehension

Achievement is a process of developing skill or knowledge. The most common type of achievement is a standardized process in developing the measurable skill and knowledge learned in a given grade level, usually through planned instruction, such as training or classroom instruction. According to Homby (1995:10) achievement is a thing done successfully, especially with effort and skill or the action or process of achieving something.

Evaluation of the students' achievement is necessary. Teachers must give scores to the students' work in order to know success in teaching and students' achievement in learning. The goal of evaluation is not only to know the students' achievement but also the development and the progress of the students'. From the previous discussion is the level of comprehension, Literal comprehension refers to the ability to understand what is stated by the writer or taking the ideas and facts that is directly stated on the printed page. Inferential comprehension refers to the ability to go beyond what is stated directly to understand what the writer means by looking for the inside meaning.

Based on the level of comprehension that we choose by writer, the criteria of reading narrative text are :

- a) Understanding the meaning of the text.
- b) Identifying the generic structure of the narrative text.
- c) Identify unstated purpose of the text.

Furthermore, from the criteria above the students' was clear what the outcome of reading narrative text, can identifying the generic structure of the narrative text and also can answer the which was given correctly. Beside that, they were familiar with the context of narrative text, so that their reading comprehension will improve.

3. Text

According to L. Gerot and P. Wignel (1994:190-219) that genre is one of the most important and influential concepts in language. A genre can be defined as a culturally specific text-type which result from using language (written or spoken) to help accomplish something.

a) **Kinds of Text**

Pardiyono (2006:16) states that there are ten kind of text (Genre), namely :

- 1) Narrative Text, tell word events, which can be informative or entertaining and can be past world events or present happenings.
- 2) Recount Text, contains of the chronology of activities done in the past time
- 3) Report Text, contains of present information presentation about a thing or fact supported by data presentation, characteristic description and classification or tabulating.
- 4) Discussion Text, present information or opinions about a present hit issues, which is sometimes controversial. Text is commonly ended with a conclusion or recommendation based on presented data after presenting adequate arguments for the controversial issue.

- 5) Explanation Text, explain a thing or object according to the character, the procedurer, etc.
- 6) Exposition Text, contains of an argument, point, of wiews, a matter or a cartain thing.
- 7) Procedure Text, contains instruction about a sequence of action or a procedure do a thing.
- 8) Anecdote Text, contains a meaning or shares about a ridiculous, someful, funny, very special, or extaordinary even.
- 9) Advertisiment-Persuasive Exposition Text, true to seduce, attract and catch the reader's eye.
- 10) Descriptive Text, has a function to describe a certain person, place or thing.

In this study, narrative text will be chosen because it will be related to the strategy that will be applied by the researcher. Based on the generic structure and grammatical feature dominantly used, the reading text is naarative.

b) Narrative Text

In this research, the writer selects narrative text, joyce et.al (2001:77) state that narrative is writing taht tells a story, narrative is a text focusing specific participants.

The function of narrative text is to amuse, entertain and to deal with actual or vicarious experience in different ways : narrative deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution (Sanngan and Kisno, 2008:73). Its social function is

to tell stories or past events and entertain the readers. The main purpose of narrative is to entertain, to gain and hold a readers' interest. However narrative can also be written to teach or inform, to change attitudes or social opinion e.g. soap operas and television dramas that are used to raise topical issues. Narrative sequence people or characters in time and place but differ from recounts in that through the sequencing, the story set up one more problems, which must eventually find a way to be resolved.

The generic structure of Narrative Text (Sangan and Kisno)

Genre	Social Function	Generic Structure	Grammatical Features
Narrative	To amuse, entertain and to deal with actual or vicarious experience in different ways : narrative deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution	<ul style="list-style-type: none"> • Orientation : Set the scene (time, place, or event) and introduces, participant. • Evaluation : A stepping back evaluates the plight. • Complication : A crisis arises • Resolution : 	<ul style="list-style-type: none"> • Focus on specific and usually individualized participants. • Use material process. • Use of rational process and mental process • Use of temporal conjunction, and temporal circumstance

		<p>The crisis is resolved, for better or for problem solving</p> <ul style="list-style-type: none"> • Re-orientation : Optimal 	<ul style="list-style-type: none"> • Use the pas tense
--	--	---	---

4. Strategy

According to Oxford in Nunan (2003:76), strategy is not a single event, but rather a creative sequence of events that learners actively used. The strategy which generally is compatible with the students' learning style and preferences, personalities and cultural background. Strategy is a tool for active, self-directed involvement that is necessary for developing communicative ability.

Reading strategy is the reader ability to use a wide range variety of reading strategies to accomplish a purpose for reading Nunan (2003:68). To achieve the desired result students' need to learn how to use a range of strategies that match their purpose for reading. Reading teacher needs to design activities that development all of the strategies needed to read a variety of texts effectively.

Reading comprehension strategy are procedures which effective readers used to interact and understand the written text. Increasing students' reading comprehension strategies is an important aspect of the school's improvement plan.

a. Kinds of Strategy

According to Adler (2001), there are seven strategies to teach reading comprehension namely :

1) Monitoring comprehension

Students who are good at monitoring their comprehension know when they understand what they read and when they do not. They have strategies to “fix” problems in their understanding as the problem arise.

2) Metacognition

Metacognition can be defined as “thinking about thinking”. Good readers use metacognitive strategie to think about and have control over their reading. Before reading, the maight clarify their purpose for reading and preview the text. During reading, they might monitor their understanding, adjusting their reading speed to fit the difficulty of the text and “fixing” any comprehension problems they have. After reading, they check their understanding of what they read.

3) Graphic and semantic organizers

Graphic organizers

4) Question Answer Relationship (QAR)

The Question-Answer Relationship strategy (qar) encourages students to learn how to answer question better. Studens’ are asked to indicade whethee the information they used to answer question about the text was textually explicit information (information that was diretly stated in the text), textually implicit information (information that was implied in the text), or information entirely from the students’ own background knowledge.

5) **Generating Question**

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

6) **Recognizing Story Structure**

In story structure instruction, students learn to identify the categories of content (characters, setting, events, problem, resolution). Often, students' learn to recognize story structure though the use of story maps. Instruction in story structure improve students' comprehension.

7) **Summarizing**

Summarizing requires students to determine what is important in what they are reading and to put it into their own words. Instruction in summarizing helps students'.

- a. Identify or generic main ideas
- b. Connect the main or central ideas
- c. Eliminate unnecessary information
- d. Remember what they read

From the explanation abobe, the researche will try apply Question-Answer Relationship (QAR) strategy in teaching Reading for the researche. It is caused Question-AnswerRelationship (QAR) strategy can guide students' through concepts, and principles, while heightening students' awareness or different comprehension process.

5. Question-Answer Relationship Strategy (QAR)

Question-Answer Relationship (QAR), is reading comprehension strategy developed to clarify how students' approach the tasks of reading texts and answering question (Raohel 1986). QAR as a way to help students' realize that the answer they seek are related to the type of question that is asked; it encourages them to be strategies about their search for answer based on an awareness of what different types questions look for.

According to Hambree (2008) in defines Question-Answer Relationship (QAR) strategy is a strategy that relates question with the text, using the readers background knowledge or direct context clues and information included in the text being read.

In line with Hambree, Adler says that Question-Answer Relationship strategy (QAR) encourages students' to learn how to answer question better. Students' are asked to indicate whether the information they used to answer question about the text was textually explicit information (information that was directly stated in the text), or information entirely from the students' own background knowledge.

Question-Answer Relationship (QAR) strategy is reading comprehension strategy helps students' to analyze text for information, to ask variety of question, including those that require higher-level thinking and promote self questioning, and help them determine when inference is required. This strategy is focused on the relationship between questions and answer QAR strategy is used by the teacher to help the students' about the different reading behavior and thought process.

a. The levels and types of comprehension question in QAR strategy

According to Raphael (2006). The Question-Answer Relationship (QAR) strategy divides questions into two broad categories ; “in the Book” (text-explicit) questions and “In My Head” (text-implicit) questions.

1. *“In The Book”*

In the book questions are generated directly from a reading selection. These explicit questions fall into two subcategories, they are *“Right There”* questions and *“think and search”* questions “Right There” questions to find found right in the text that ask students’ to find the one right located in one place as a word or a sentence in the passagewhereas *“Think and Search”* question, question based on the recall of facis that can be found directly in the text. Answer are found in more than one place, this requiring students’ to “Think” and “Search” through the passage to find the answer.

2. *“In My Head”*

In my head questions are created by the reader when confronting a text. These questions are not explicitly found in the reading ; reather, these questions arise as the reader engages the selections content through active thought, comparison, evaluation, etc. These implicit questions fall into two subcategories *“Author and You”* question that questions require students’ to use what they already know, with what they have learned from reading the twxt. Students’ must undesrstand understand the text and relati it to their prior knowledge ang experience. Reading the text may not be helpful to them when answering this type of questions.

The Basic QAR divisions, which can be further subdivided, as the chart follow :

In the Book	In My Head
<p data-bbox="284 383 778 416" style="text-align: center;">Right There</p> <p data-bbox="284 454 778 488">The answer is easily found in the text.</p> <p data-bbox="284 526 778 633">The exact word for the questions and answer are located in the same sentence.</p>	<p data-bbox="853 383 1214 416" style="text-align: center;">Author and You</p> <p data-bbox="853 454 1358 633">The answer is not in the text. The reader combines previous knowledge with text information to create a response.</p>
<p data-bbox="284 752 778 786" style="text-align: center;">Think and Search</p> <p data-bbox="284 824 778 1003">The answer is in the text, but requires gathering information from different places in the selection.</p>	<p data-bbox="853 752 1182 786" style="text-align: center;">On My Own</p> <p data-bbox="853 824 1358 931">The answer is not in the text. The reader uses previous experience to respond.</p>

When the students' can distinguish between in the book questions and in my head questions, the teacher can refine each category further. "*Right There*"—questions and "*Think and Search*" – questions distinctions are usually made before moving on to teaching difference between "*Author and You*"—questions and "*On My Own*" – questions. Therefore, the teacher should strive in making the students' understanding and how to seek out kinds of information.

The connection of Question-Answer Relationship (QAR) Strategy with intention to improve students' achievement in reading comprehension on Narrative text because this text is one of the kinds of genre which are studied this semester, this text also tells a story, like legend, fable, fairy tale. So, the application of Question-Answer Relationship (QAR) Strategy in Narrative text is suitable with Question-Answer Relationship (QAR) Strategy

because this strategy use students' background knowledge which can relate with the reading text given. So that they can be easier in comprehending the reading text.

b. The Purpose of Using Question-Answer Relationship (QAR) Strategy

According to Jenifer corner (2006) in the purpose of using QAR strategy are :

1. Helps students monitor their comprehension of the text.
2. Provides a purpose for reading text.
3. Allows students' to asses their comprehension of the text.
4. Encourages elaborative and critical thinking.
5. Helps refuse teh common misconception held by students' that the text all.

QAR strategy guides students' through concepts, and principles, while heightening students' awarenoss of different comprehension process. QAR strategy laso give the advantages that is helps students' understand how different types of information from the text and from their own knowledge.

c. Teaching Reading through QAR strategy

The useful of QAR strategy is a tool for conceptualizing and developing comprehension question. QAR creates a way of thinking about types of questions that are most appropriate for different points in guiding students' through a text. Questions asked pre-reading is usually on my own. They are designed to access relevant prior knowledge. In creating questions asked during reading it is important to balance text based (*right there and think and search*) and *author and me*. *Right there and think and search* should dominate and should build to the *author and me*. Finally, post-reading questions are primary *author and me* and *on my own*.

It was also important to reflect on the balance among different questions types asked during each lesson. Too many right there questions can indicate an overemphasis on facts at the expense of what students' know. An over abundance of think and search question can be proving frustrating. Finally teachers should reflect on the extent to which questions are consistent get in to the habit of thinking about the content objective of each lesson involving QAR strategy. It is easier to monitor the links from one question to the next when a coherent concepts has been established. Students stand a better chance of developing an awareness of the process underlyng QAR when teacher is careful about how they ask questions and in what logical sequence.

d. The Steps of Teaching Reading through Question-Answer Relationship (QAR)

The steps of teaching reading through QAR strategy as stated by Raphael (2006) are following but the writer will modify these steps that will be done in this research namely :

1. *Introduce the strategy.* The teacher gives the explanation about Question-Answer relationship strategy to the students'.
2. *Demonstrate the strategy.* Teacher giver short passages to be read, as students' finish reading the passage, ask them one question from each category and identify each question QAR type. Teacher gives examples that clearly distinguish between the different types of question. Demonstrate how to determine type question type. For in the book quetion, show students' hoe to find the answer to the question, demonstrate the thought processes used to answer these question.

3. *Guide students to apply the strategy.* Assign more short passages to be read from text book. Give them several questions. As a class have students' decide the QAR for each question and explain their reasoning.
4. *Practice in small groups.* Divide students' into several groups and have them practice using QAR strategy. At this point, have students' read a longer text passage. Give them several question and ask them to answer the question through QAR strategy.
5. *Discuss together.* After students' finish answer the questions, teacher and students' discuss the answer together.

B. Conceptual Framework

In learning English the four basic skill should be well-mastered, especially reading. Reading is ne of the most complex skill in devoloping second language fluency, because but also their competence in connecting the taxt to the social culture context. In reading people should be able to interact with reading material. They are not only vocalize the words but more than taht they need to process the words, interpret them to their prior knowledge in order to get comprehension.

To make reading more active process in necessary to find out an efective strategy in teaching reading comprehension in order to make the students' achieve better understanding in reading text. One of the reading strategis which are used in this study is question-answer relationship strategy. Question-Answer Relationship startegy is reading comprehension strategy developed to clarify how students' approach the task of reading text and answering questions.

Questions-Answer Relationship strategy helps the students' to clarify and comprehend what they reading in the reading text and encourages students' to learn how to answer questions better.

The steps of reading through QAR strategy as stated by Raphael (2006) namely :

1. Introduce the strategy. The teacher gives the explanation about question-answer relationship strategy to the students'.
2. Demonstrate the startegy. Teacher gives short passage to be read, as students' finish reading the passages, ask them question form each category and identify each question QAR type. Teacher gives example that cearly distinguish between the different types of question. Demonstrate how to determine question type. For in the book questions, show students how to find the answer to the question, demonstrate the thought processes used to answer these question.
3. Guide the students to apply the strategy. Assign more short passages to be read from text book. Give them several question. As a class have students decide the QAR for each questions and explain their morning.
4. Practice in small groups. Divide studentsinto several groups and have them practice using QAR strategy. At this point, have students read a longer text passage. Give them several questions and ask them to answer the questiona through QAR strategy.
5. Discuss together. After students finish answer the questions. Teacher and students discuss the answer together.

Questions-Answer Relationship (QAR) strategy guides students through concepts, and principles, while heightening students' awareness of different comprehension process. QAR strategy also give the advantage that was helps students' understand hoe different types of information from the text and from their own knowledge.

CHAPTER III

RESEARCH METHOD

A. Research Design

This study will be conducted by using classroom action research. Classroom action research is aimed towards improvement. According to Eileen Ferrance (2000:1) states that action research is a process in which participant examines their own educational practice systematically and carefully, using the techniques research.

Action research usually incorporates selected ethnographic and case study techniques to document and explore purposeful changes in educational practice (Peter: 2004:85). Meanwhile, Wallace (1998:18) state that classroom action research is different from more the conventional types of research.

Classroom action research will applied in this study in order to see the improvement of students' achievement in reading comprehension through Question-Answer Relationship (QAR) strategy. This action research was applied in two cycles by implementing the four phases for each of action research cycles, namely planning action, observation and reflection.

B. Objective Of The Study

The subject of this study will be the Grade VIII students of SMP Swasta YWKA Medan. The total number of students of this class were 37 students. The school is located at Gunung Baringin. The reason for choosing this class was because the researcher found some students' problem in reading.

C. Instrument Of Data Collection

In this research, the data will be collected by quantitative and qualitative data. The quantitative data was collected through students' scores from reading skill which was administered by the writer.

In quantitative research, the researcher used observation sheet, diary notes and interview sheet that was used to collect the data as qualitative data.

1. Observation sheet was used to identify all the conditions that happen during the teaching and learning process. It is expected that the required data of the writer was achieved to be analyzed.
2. Diary note was used to save observation result of the writer herself during the research and it was written daily. The researcher used diary note to note all the result of observation which contained evaluation about the class, progress of study, material that was given.
3. Interview sheet was used to know the feelings, problems and other conditions of the students or to collect information about students' attitudes, perception, and point of view in learning English

D. The Procedure Of Data Collection

The procedure of data collection of the study will be conducted by administrating two cycles. Each cycle included four steps, they are planning, action, observation and reflection.

1. The First Cycle

In this first cycle, the reseracher would observe the situational of conventional learning process in the class sample. The students' reading comprehension was measured and their problems in reading comprehension was analyzed.

a. Planning

Planning is arrangement for doing something in planning. It is considered everything that is related to the action that will be done and it is also prepare everything that will be needed in teaching and learning process. In this place, the researcher prepared everything that was needed in teaching learning process, they are :

- 1) Preparing lesson plan for three meetings
- 2) Making orientation test as the instrument to know the basic students' achievement in reading comprehension.
- 3) Preparing and designis text that will be used during cycle.
- 4) Preparing and making media that will be needed in doing the scenario of teaching learning.
- 5) Preparing the instrument for collection data, such as observation sheet, diary notes and interview sheet that will be used to know students' reaction and

class condition as a whole, and also to see the development that existed since.

- 6) Introducing the kind of research of English teacher and this question answer relationship (QAR) strategy that will be used in this research.
- 7) Making the students work in group.
- 8) Preparing the test of reading using Question-Answer Relationship (QAR) strategy.

b. Action

Action is the process of doing. Action phase is the implementation of planning. The researcher done everything before. The steps were done by the researcher should based on the curriculum, and the result hoped was the improving students' learning achievement. The collaborator involved helping the researcher and evaluate what the researcher done in the classroom on order to make the reflection relevant.

In this phase, everything that has been planned were done for the first eycle.

The activities were done :

- 1) Observe the situation of the classroom.
- 2) Interview the students and ask their opinion about English.
- 3) Give the orientation test to the students as the instrument to know the basics students' achievement in reading comprehension.
- 4) The students was taught about the Question-Answer Relationship (QAR) strategy in reading narrative text to improve students' achievement in reading comprehension, the are :
 - a) Explain the defenition, social function, generic structure ang language

features of narrative text.

- b) Give them the explanation about Question-Answer Relationship (QAR) strategy clearly.
 - c) Give chance to the students to ask unclear explanation about the QAR strategy in Narrative text.
 - d) Give an example of applying QAR in narrative text.
 - e) The students is divided into several groups and divide them a text of narrative then ask them to answer the questions given based on QAR strategy.
 - f) Students discuss the answer of questions together with the teacher.
- 5) Before this action ends, the researcher gave the test that related to the lesson given by researcher previously.

c. Observation

Observation was done during the classroom action research was going on by the collaborate which is using observation sheet and teacher by using diary notes. This is purposed to find out information of action, such as students' attitude even the obstacles happen and the situation during the learning process, such as :

- 1) Students were not serious in reading narrative text which was given by the teacher.
- 2) Students were difficult in reading narrative text because the lack of vocabulary.
- 3) Students were noisy in teaching learning process.
- 4) Students listened the explanation oh the teacher.
- 5) Students did the task which given by the teacher.

This observation was made in order to know whether the planned teaching and learning design has been implemented as whole or not. The data provided in both observation sheet and diary notes were used for the reflection step.

d. Reflection

Reflection is a feedback process from the action which has been done before. Reflection was used to help the researcher make a decision what to do next or revise. From the result of observation, the problem was analyzed.

In this phase, the researcher reflected and improved the data. The researcher reflected and evaluated what has been done and discuss what should be improved for the next cycle dealing with the researcher's purpose to improve students' achievement in reading comprehension.

2. The Second Cycle

Based on the reflection from the first cycle, the researcher would do the second cycle. The researcher would revise the plan appropriate to the students' need, to the action, observe the process and reflect its result. So, by giving the school cycle, the researcher would see the improvement in the student's achievement in reading comprehension. The researcher used the same steps as in the first cycle in teaching and learning process.

a. Planning

After knowing and analyzing the data in the first cycle, the second cycle is needed to be applied to improve students' reading comprehension the researcher revises her planning as follows :

1. Preparing lesson plan for three meetings.
2. Preparing and designing of text that will be used during the cycle.

3. Give more motivations to the students in order to increase.
4. Controlling the discussion among the students when they are asked to use the new information that related to the topic.
5. Redesign a procedure of teaching reading by using Question-Answer Relationship (QAR) strategy.
6. Preparing test to measure the result of the study.

b. Action

Action in second cycle is the implementation of revise plan of the first cycle. This cycle was conducted in three meetings. There are aspect and procedure that should be change in order to improve the students' achievement in reading comprehension. The activities in the second cycle will describe as follow :

- 1) Reviewing students' achievement in the first cycle and giving some comments, opinion and motivation to the students to do the best in the second cycle.
- 2) Reviewing explaining the importance of reading comprehension, the procedure of Question-Answer Relationship strategy more clearly.
- 3) Asking the students about what topic they are interest in and to share everythink about text that given bay the researcher.
- 4) Giving the test to students as the second cycle.

c. Observation

Observation done during the classroom action research is going on by the collaborator which was using observation sheet and the teacher by using diary notes. The collabolator was observe the whole process of action. The

observation done is the observation to the teacher, students, attitude and situation during the learning process. These observation made in order to know whether the planned teaching and learning design has been implemented as a whole or not. The data provide in both observation sheet and diary notes are used for the reflection step.

d. Reflection

After collecting the result of the students' test, observation sheet and diary note, the problem will be analyzed. In this cycle, the researcher will reflected and improved the data.

E. Technique of Data Analysis

This research applied qualitative and quantitative data. The qualitative data was found by describing the situation during the teaching and learning process. The qualitative data was analysis from observation sheet, interview and diary notes, and the quantitative data was found by analyzing the score test of the students in each cycle.

To know the development of students' score of the score cycle, the mean of students was computed and categorized the master students' the percentage of students who got up to 70 will calculated by using the following formula :

Where : \bar{x} = the mean of studeent

$\sum x$ = the total score

N = the total number of students

To categorize the number master of students the researcher used this following formula :

$$\mathbf{X = \frac{F}{N} \times 100\%}$$

Where : P = the percentage of students who get the point 70

R = the number of the students who get the point above 70

T = the total number of students who do the test.

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data

The study was conducted by using the data and analyzed by using quantitative data. The quantitative data was derive from the observation sheets, diary notes and interview sheets. This study was conduction in one class which consistent of 39 students. It was accomplished in two cycle. The first cycles consisted of four step of action research (planning, action, observation and reflection). The first cycle including orintation test and both in three meetings. The second six meeting altogether.

1. The Quantitative Data

The quantitative data were derive from reading text score. The reading test was carried out within two cycles. It meant that there were there scores within two cycles and also including one orientation test which was taken in the first meeting. The scores of the students' score in reading comprehension through Question-Answer Relationship strategy wich can be seen in the following table.

**Table 4.1 The Score Of Students From Orientation Test, Reading
Test in Cycle I and Cycle II**

Students Initial	Meeting I	Meeting II	Meeting III
ARS	30	50	60
AH	30	50	85
ARW	35	50	90
AWN	45	60	80
AS	70	55	90
AA	45	75	80
AR	70	55	95
BS	70	80	90
DS	45	75	85
DD	50	50	80
DD	60	70	95
DDS	40	75	90
DS	60	50	85
DIH	50	80	80
3	60	75	80
DK	40	60	85
DF	45	70	85
FS	70	40	85
FE	40	55	95
MA	50	60	85
MA	50	80	75
MF	30	70	100
MRH	40	70	85
NAW	30	80	75
NZ	60	60	85
NIR	70	70	60
PA	55	55	80
PR	50	40	60
RA	45	55	80
RFS	70	80	95
RP	50	65	80
RL	60	55	85
SSBN	50	60	85
SL	60	80	95
VR	45	70	75

YDTF	45	70	85
SHN	30	40	70
RTY	45	50	75
GHN	55	60	80
Total	$\sum X = 1945$	$\sum X = 24455$	$\sum X = 3190$
Mean	$\bar{X} = 49,87$	$\bar{X} = 62,94$	$\bar{X} = 81,79$

Table 4.2 The Students' Scores For The First Until The Last Meeting

Test	Students who got 70 points	Percentage
Orientation test	6 students	15.4 %
First competence test	18 students	46.1%
Second competence test	35 students	89.7%

The data above shows that there was an improvement of students' achievement in reading comprehension which taught question answer relationship (QAR). The improvement of the students' means growing from orientation test until the second cycle test.

2. Qualitative Data

The qualitative data were derive from observation sheet, diary note, and interview sheet.

a. Observation sheet

Observation sheet was used to measure the level of students' activities during teaching learning process. It was focused on the situation of teaching learning process in which question answer relationship strategy was applied, students' activities and behavior, students' activities and behavior, students' achievement in reading comprehension, and interaction between teacher and students.

b. Diary Note

The diary note was written up by the researcher in every meeting during conducting the research. It was used to describe the researcher's thoughts and feelings about the teaching learning process and record everything that happened during teaching process including reflection and evaluation of the implementation of Question Answer Relationship Strategy in teaching learning reading.

c. Interview Sheet

There were two sessions conducted. The first interview was done in the first meeting and the second one was done in the end of second cycle. In the first session, the researcher interviewed the students about their difficulties in reading. While in the second session, they were interviewed about their comments or responses about the implementation of Question Answer Relationship Strategy.

B. Data Analysis

1. Analysis of Quantitative Data

The students score increased from the orientation test to the second reading comprehension competence test in cycle II. The writer gave essay test of reading comprehension at the students' score first reading comprehension competence test cycle I was higher than the orientation test and second reading comprehension competence test cycle II was higher than the first reading comprehension competence test of cycle I.

The improvement of students' score kept growing from the orientation test until the second reading comprehension competence test of cycle II and it could be seen the following formula was applied.

$$\bar{x} = \frac{\sum x}{N} \times 100\%$$

Where : \bar{x} = the mean of students

$\sum x$ = the total score

N = the total number of the

In orientation test, the total score students was 1945 and the number of students was 39, so the mean was :

$$\bar{x} = \frac{1945}{39} \times 100\% = 49.87$$

In the first competence test, the total score of the students was 2455 and the number of the students was 39, so the mean was :

$$\bar{x} = \frac{2455}{39} \times 100\% = 62.94$$

In the second competence test, the total score of the students was 3240 and the number of the student was 39, so the mean was :

$$\bar{X} = \frac{3190}{39} \times 100\% = 81.79$$

The mean of students' score in the second competence test was the highest, so it could be said that the students' reading comprehension through question answer relationship strategy increased from 49.87 to 81.79. the number of master students was calculated by applying the following formula :

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

Where :

P = the percentage of students who get the point 70

R = the number of students who get the point above 70

T = the number of student who do the test

The improvement of students' reading comprehension reading comprehension was also shown in the percentage of the students who got point 70. This percentage qwas calculated by applying the following formula :

$$P1 = \frac{6}{39} \times 100\% = 15.4\%$$

$$P2 = \frac{18}{39} \times 100\% = 46.1\%$$

$$P3 = \frac{35}{39} \times 100\% = 89.7\%$$

The result showed the improvement of the students' score form the orientation test to the scored competence test. The orientation test only 15.4% (six students)

Who got 70 point. The first competence test was 46.1% (eighteen students) who got 70 points. In means there was improvement about 30.7%.

In second competence test 89.7% (thirty five students) who got 70 points. The improvement was 43.6%. It was only five students who did not get good point but their score improved from orientation test to the second competence test. It can be concluded that Question Answer Relationship strategy could improve students' achievement in reading comprehension.

2. Analysis Of Qualitative Data

a. Observation sheet

Based on the observation sheet, the writer could manage the classroom effectively. The writer gave enough chance for the students asking their question or giving comments. The writer also motivated the students how to comprehend the text and the genetic structure. The students listened and paid attention to the teacher explanation and instructions. The students gave good response to the activities in the classroom and they left interested in using Question Answer Relationship strategy because they can relate the text with their background knowledge. So, Question Answer Relationship strategy improved students' achievement in reading comprehension.

b. Diary Notes

The diary notes were analyzed in order to know all things that contained the researcher personal evaluation about the class. Progress of study and material that will be given. In cycle I the students were interested to follow teaching and learning process. They were enthusiastic in reading text. They

become activate in group discussion and in group presentation. In cycle II they were more avtive and enthusiastic in learning process because they can comprehend the text and its generic structure which was given by relate it with their background knowledge.

c. Interview sheet

The interview was done to the english teacher in the first meeting about the teaching process in the class, about the topic given in the class, and this step was also to know about the students' ability in reading comprehension. The teacher stated that the students were lack of vocabulary and their experience in learning english. The students said the english was not interesting and not their favorite lesson, because english was so difficult to learn. Students stated that they can not comprehend the text in reading. But the result of interview in the last time indicaded that the students found it was interesting in learning english. The teacher also stated that Question Answer Relationship strategy is a one of teachibg reading strategy ehich can make te students interest in reading and comprehend the text.

3. Research Findings

Based on the result of they research, it was found that there was an improvement of students' achievement in reading comprehension which was taught by applying Question Answer Relationship strategy. It was proved by the data which showed that the mean of the students' in score reading test in cycle II (81.79) was higher than the score of reading test in cycle I (64.04) and

the score of orientation test (49.87). The students' interest in reading learning increased they could understand the meaning of the text easily. They could relate their background knowledge with the text. They found that reading was not so boring and hard.

These all of the qualitative data were supported the research findings which based on the quantitative. All of the data indicated that the students gave good attitude and good response during the teaching learning process. Based on the result of the quantitative and qualitative data, it found that the application of Question Answer Relationship strategy had successfully improved the students' achievement in reading comprehension.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After analyzing the data, the researcher found that students' achievement in reading comprehension improved from the cycle II. It is showed by the mean of the students' score of orientation test (49.87), reading test in cycle I (62.94), and reading test in cycle II (81.79), the students' score continuously improved in each reading tes. It means that there is improvement toward students' achievement is reading comprehension through Question Answer Relationship strategy. The students also felt more enjoyable in interested in reading through Question Answer Relationship strategy. Threefore, it can be conclude that Question Answer Relationship strategy significantly improve students' achievement in reading comprehension.

B. Suggestion

The study shoed that the use of Question Answer Relationship strategy could improve the students' achievement in reading comprehension. Based on the conclusion above, some suggestion are pointed out as follows :

1. The English teacher are suggested tu use the Question Answer Relationship strategy to make the teaching learning more interesting and active particularly in narrative reading because this strategy is designed to relate the students' background knowledge with reading text. So, it is easy for the student to understand the story.

2. The students should use Question Answer Relationship strategy in comprehending a text because it can stimulate students critical thinking when relate the students' background knowledge with reading text.
3. The readers who are interested for futher study related to this research should explore the knowledge to enlarge their understanding about how to improve reading comprehension and searcs.h another reference.

REFERENCE

- Adler, C.R. 2001, <http://www.readingrockets.org/article/3479/>. Accessed on my December 23, 2017
- Burns, et al 1994. *Teaching in Today's Elementary School, Third Editor*. New York : Longman
- Conner, Jennifer. 2006, <http://www.indiana.edu/isit/QAR/html>. Ecessed on December 30, 2017
- Carrol, et al 2001. *Writing and Grammar Communication in Action*. United State of America : Prentice Hall
- Gerot, L and Weignel P. 1994. *Making Sense of Functional in Grammar*, Sidney : Gerd Stabler
- Grabe, W, and Stoller, F.L. 2002. *Teaching and Researching Reading*. First Edition. Edinburg : Pearson Education
- Gurria, Angel, 2010, PISA 2009 results : *What Students Know and Can do : Students Performance in Reading, Mathematics and Science Volume I*, available on <http://dx.doi.org/10.1787/9789264091450-en>. Accessed on Monday January 3, 2017
- Hambree, 2008. <http://voices.yahoo.com/qar-specific-reading-strategy-the2310930.html?cat=4>.
- Harmer, Jeremy. 2003. *The practice of English Language Teaching, Third Edition, England : Endinburgh Gate*
- Kane, 2000. <http://understandingtext.blogspot.com/2008/02/what-is-descriptive-text-html>.
- Maclin, Alice, 1996. *Reference Guide to English, a Handbook of English as a Second Language*, Washington : CBS Colleg
- Nunan, David. 2003, *Second Language Teaching and Learning*. Boston : Heinle & Heinle publisher
- Pardiyono, M. Pd. 2007. *Teaching Genre – Based Writing* : Yogyakarta
- Payne, B.D. 1992. *Effects of Comprehension Monitoring Training on Reading Comprehension*. New York : Happer Colling

AFFENDIX A**LESSON PLAN****(CYCLE I)**

School	: SMP YWKA MEDAN
Class/Semester	: VIII/I
Subject	: English
Skill	: Reading
Meeting	: I
Time	: 2 x 40 Minutes

A. Standard Competence

Understand the meaning of short functional text and simple easy in form of narrative and recount in daily life context and access knowledge.

B. Basic Competence

Respond the meaning from the simple short easy that uses various written text accurately, fluently, and appropriately in daily life context and to access knowledge.

C. Indicators

1. To identify the meaning the words in the text.
2. The students are able to identify the generic structure of narrative text.

D. Objectives

1. The students are able to comprehend the text.

2. The students are able to answer the questions based on the text.

E. Material

Narrative text

1) Romeo and Juliet

Romeo Montague and Juliet Capulet lived in Verona. They met at a party and it was love at first sight. Their families were enemies so the young couple could not meet in the open. They got married in secret with the help of a priest, Friar Laurence, and Juliet's maid.

Juliet's cousin, Tybalt, hated Romeo and Montagues. One day, he met Romeo and his friend Mercutio in the street. They had a sword fight and Mercutio was killed. Romeo was so upset that he attacked and killed Tybalt in revenge.

As a result of this, Romeo had to leave Verona to save his life. He visited Juliet secretly that night and then left for Mantua. Juliet's parents wanted Juliet to marry Paris, a friend of the family. They arranged the marriage and Juliet was horrified. She asked Friar Laurence to help her. He suggested a plan, he gave her a drug to make her sleep for a long time and appear dead to everyone else. When Juliet woke up, she could join Romeo in Mantua. Friar Laurence promised to write to Romeo and explain the plan.

The night before the wedding, Juliet took the drug and her family found her dead in the morning. The wedding celebration turned into a funeral, unfortunately, Romeo never received the letter from Friar Laurence. He returned to Verona, when he found Juliet's body. He thought she was dead and he was so devastated that he killed himself. When Juliet woke up and saw Romeo lying dead beside her, she killed herself too, with his dagger.

As a result of this tragic series of events, the Capulets and the Montagues agreed to stop fighting and live in peace together.

2) **Malim Kundang**

A long time ago, in a small village near the beach in west Sumatera, a woman and her son lived. They were Malim Kundang and her mother. Her mother was a single parent because Malim Kundang's father had passed away when he was a baby. Malim Kundang had to live hard with his mother.

Malim Kundang was a healthy, diligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or would sell the caught fish in the town.

One day, when Malim Kundang was sailing, he saw a merchant's ship which was being raided by a small band of pirates. He helped the merchant. With his brave and power, Malim Kundang defeated the pirates. The merchant was so happy and thanked him. In return the merchant asked Malim Kundang to sail with him. To get a better life, Malim Kundang agreed, he left his mother alone.

Many years later, Malim Kundang became wealthy. He had a huge ship and was helped by many ship crews loading trading goods. Perfectly he had a beautiful wife too. When he was sailing his trading journey, his ship landed on a beach near a small village. The village recognized him. The news ran fast in the town : "Malim Kundang has become rich and now he is here".

An old woman ran to the beach to meet the new rich merchant. She was Malim Kundang's mother. She wanted to hug him, released her sadness of being lonely after so long time. Unfortunately, when the mother came, Malim Kundang who was in her front of this well dressed wife and his ship crews denied meeting that old lonely woman. For three times her mother begged Malim Kundang and for three times he yelled at her. At last Malim Kundang said to her "Enough, old woman I have never had a mother like you, a dirty and ugly woman" after that he ordered his crews to set sail. He would leave the old mother again but in that time she was full of both sadness and anger.

Finally, enraged, she cursed malim kundang that he would turn into a stone if he didn't apologize. Malim kundang just laughed and really set sail. In the quiet sea, suddenly a thunderstorm came. His huge ship was wrecked and it was ship. He fell on a small island. It was really too late for him to avoid his curse. Suddenly, he turned into stone.

F.

**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**
Jln. Mukhtar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3

=====
Nomor : *6353*/II.3-AU /UMSU-02/F/2017
Lamp : ---
Hal : **Pengesahan Proyek Proposal
Dan Dosen Pembimbing**

*Bismillahirrahmanirrahim
Assalamu'alaikum Wr. Wb*

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama Mahasiswa : Gusti Hardyanova Siregar
NPM : 1402050022
Program Studi : Pend. Bahasa Inggris
Judul Skripsi : Improving the Students' Reading Comprehension Achieve,met Through Question -Answer Relations hips (QAR) Strategies
Pembimbing : Drs. Ali Amran,,M.Hum

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan **BATAL** apabila tidak sesuai dengan jangka waktu yang telah ditentukan
3. Masa daluwarsa tanggal : **29 Nopember 2018**

Medan, 10 Rab. Awwal 1439 H
29 Nopember 2017 M

Wassalam
Dekan



Dibuat rangkap 4 (Empat) :

1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan :
WAJIB MENGIKUTI SEMINAR



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
 Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Form : K - 1

Kepada Yth: Bapak Ketua & Sekretaris
 Program Studi Pendidikan Bahasa Inggris
 FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa : Gusti Hardyanova Siregar
 NPM : 1402050022
 Prog. Studi : Pendidikan Bahasa Inggris
 Kredit Kumulatif : 133 SKS

IPK=3,12

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
28/11-2017 	Improving the Students' Reading Comprehension Achievement Through Question-Answer Relationships (QAR) Strategies	
	Improving the Students' Achievement in Writing Explanation Text through Numbered Heads Together (NHT) Method	
	The Comparative Study of Students' Speaking Ability by Using Communicative Language Teaching (CTL) and Contextual Teaching Learning	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, 28 November 2017
 Hormat Pemohon,

Gusti Hardyanova Siregar

Keterangan:

- Dibuat rangkap 3 : - Untuk Dekan/Fakultas
 - Untuk Ketua/Sekretaris Program Studi
 - Untuk Mahasiswa yang bersangkutan



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Form K-2

Kepada : Yth. Bapak Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu 'alaikum Wr, Wb

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa : Gusti Hardyanova Siregar
NPM : 1402050022
Program Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

Improving the Students' Reading Comprehension Achievement Through
Question-Answer Relationships (QAR) Strategies

Sekaligus saya mengusulkan/ menunjuk Bapak/ Ibu:

1. Drs. Ali Amran, M.Hum

ACC 30/11-2017

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/ Ibu saya ucapkan terima kasih.

Medan, 30 November 2017
Hormat/Pemohon,

Gusti Hardyanova Siregar

Keterangan

Dibuat rangkap 3 :
- Untuk Dekan / Fakultas
- Untuk Ketua / Sekretaris Prog. Studi
- Untuk Mahasiswa yang Bersangkutan



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

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



LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminari oleh mahasiswa di bawah ini:

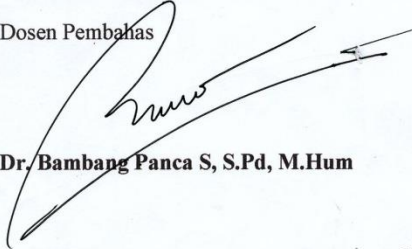
Nama Lengkap : Gusti Hardyanova Siregar
N.P.M : 1402050022
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Improving the Students' Reading Comprehension Achievement
through Question-Answer Relationship (QAR) Strategies

Pada hari Jum'at tanggal 26 bulan Januari tahun 2018 sudah layak menjadi proposal skripsi.

Medan, Januari 2018

Disetujui oleh:

Dosen Pembahas


Dr. Bambang Panca S, S.Pd, M.Hum

Dosen Pembimbing


Drs. Ali Amran, M.Hum

Diketahui oleh
Ketua Program Studi,


Mandra Saragih, S.Pd, M.Hum