

**“THE EFFECT OF APPLYING QUESTION ANSWER AND
RELATIONSHIP (QAR) STRATEGY ON THE STUDENTS’ READING
ACHIEVEMENT IN NARRATIVE TEXT”**

SKRIPSI

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

By

FITRIA ULFA HUTABARAT
1302050011



**THE FACULTY OF TEACHER’S TRAINING AND EDUCATION
UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA
MEDAN
2017**

ABSTRACT

Hutabarat, Fitria Ulfa. 1302050011The Effect of Applying Question Answer and Relationship (QAR) Strategy on the Students' Reading Achievement in Narrative Text". Skripsi English Department of Faculty of Teacher's Training in Education University of Muhammadiyah Sumatera Utara. (UMSU). Medan. 2017.

The objective of this research was to find out the effect of Applying Question Answer and Relationship (QAR) Strategy on the Students' Reading Achievement in Narrative Text. This research was conducted at SMP Asuhan Jaya, Jln. Kayu Putih Tj. Mulia Hilir academic year 2016/2017. The sample in this research has been taken VIII-B, the total of the students were 28. The sample consisted of 28 students were taken by using cluster random sampling technique. Because this research used pre-experimental so the sample just used one class which 28 students taught by applying Question Answer and Relationship (QAR) Strategy on the Students' Reading Achievement in Narrative Text as the sample of the data. The pre-experimental research method was given Essay Test. Each group was given a treatment, pre-test and post-test. The result of this research showed that t-test (8.93) was higher than t-table (1.70) and degree of freedom (df) was 26. The final hypothesis showed that H_0 was rejected and H_a was accepted. It means that there was a significant effect of Applying Question Answer and Relationship (QAR) Strategy on the students' reading achievement in narrative text.

Key Words : Reading, Reading Comprehension, QAR Strategy

ACKNOWLEDGEMENTS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Assalamualaikum Wr.Wb

In the name of Allah SWT the most Beneficent and the most Merciful, praise to Allah the Lord of Universe. Firstly, the researcher would like to thanks to Allah SWT who has given her chance to finish her study. Secondly, may bless and peace be upon to our prophet Muhammad SAW who has brought us from the darkness into the brightness.

The title of this study is *The Effect of Applying Question Answer and Relationship (QAR) Strategy on the Students' reading Achievement in Narrative Text* with the purpose for submitting in partial fulfillment of the requirement to obtain the Degree of Sarjana Pendidikan from English Department. In writing this study, there were so many problems, obstacles, and difficulties certainly, and it was impossible for the researcher for finishing this study without help from many people around her. It was difficult for the researcher to accomplish this study. Furthermore, the researcher would like to express her grateful feeling especially for her dearest parent **Mr. Burhanuddin Hutabarat** and **Mrs. Almh. Yusniar** that has given prayer, strength, advices, support, material and motivation during her education process.

Next, the researcher also would like to thank to:

1. Dr. Agussani, M.A.P as the Rector of University of Muhammadiyah Sumatera Utara.
2. Elfrianto Nasution, S.Pd, M.Pd as Dean of FKIP UMSU who had encouraged the researcher and taught her education material for the research.
3. Mandra Saragih, S.Pd, M.Hum, as the Head of English Department and Pirman Ginting, S.Pd, M.Hum, as the secretary of English Department for their administrated help and supported her from the beginning until the end.
4. Khairil, S.Pd, M.Hum, as the supervisor who always leads and inspires her to get a better critical thoughts and ideas in finishing this study.
5. All lectures, especially those of English Department for their guidance, advices, suggestion, and encouragement during her academic years at UMSU.
6. The Chairman at library UMSU who allowed and helped her to carry out this research in there.
7. Her lovely sister and brother, Hanifa Ramadhani, Widi Maulida, Aprilia Ananda and Agung Septian who always give supports and pray for her success.
8. The best friends Amanah Sari, Siska Sari, Dina Andriani, Lasmaroha, Wahidah, Elfina, Nia Aunina and Fatimah Zahara who taught her a value of friendship, fruitful live experience, commitment, achievement, loyalty, and fraternity.

9. All friends at VIII A Morning, thanks a lot of their time, support and togetherness during her education at UMSU.

10. And all friends and people helping her to finish this study which cannot mention one by one. Thank you.

Last but not least, the researcher invites the reader's suggestions and critics responding to the presence of this study. Hopefully, this research will give many advantages to all of people who much concern in English.

Medan, March 2017

The Researcher

Fitria Ulfa Hutabarat
1302050011

TABLE OF CONTENTS

ABSTRACT	i
ACKNOWLEDGMENTS	ii
TABLE OF CONTENTS	v
LIST OF TABLES	viii
LIST OF APPENDICES	ix
CHAPTER I INTRODUCTION	1
A. The Background of The Study	1
B. The Identification of The Study	3
C. The Scope and Limitation of The Study	3
D. The Formulation of The Study	3
E. The Objective of The Study	4
F. The Significance of the Study	4
CHAPTER II REVIEW OF LITERATURE	5
A. Theoretical Framework	5
1. Definition of Strategy	5
2. Description of QAR Strategy	5
2.1 Purpose of QAR Strategy	9
2.1 Procedure of QAR Strategy	10
2.3 Advantages of QAR Strategy	13

3. Students' Achievement	14
4. Definition of Reading Comprehension	15
4.1 Strategies of Reading Comprehension	16
4.2 Types of Reading Comprehension	17
5. Genres of Reading	17
6. Narrative Text	19
6.1 Generic Structure of Narrative Text	20
6.2 Significant Lexicon of Grammatical Features	20
6.3 Types of Narrative Text	21
B. Conceptual Framework	21
C. The Hypothesis	22
CHAPTER III RESEARCH OF METHOD	23
A. The Location of The Research.....	23
B. The Population and Sample.....	23
1. Population	23
2. Sample	24
C. The Research Design	24
D. The Instrument of Research.....	27
E. The Technique for Collecting Data	27
F. The Technique for Analyzing Data	28
G. Statistical Hypothesis	29

CHPATER IV DATA AND DATA ANALYSIS	31
A. Data Collection	31
B. Data Analysis	32
C. Research Findings	38
CHAPTER V CONCLUSIONS AND SUGGESTIONS	39
A. Conclusions	39
B. Suggestions	39
REFERENCES	
APPENDIXES	

LIST OF TABLES

Table 2.1 Summary of Taxonomies around the Types of Questions	9
Table 2.2 QAR	12
Table 3.1 Population	23
Table 3.2 Sample	24
Table 3.3 The Activities in Experimental Group	25
Table 3.4 Research Design	27
Table 4.1 The Score of Pre-Test and Post-Test of Experimental Group	31
Table 4.2 The Differences Score between Pre-Test and Post-Test of Experimental Group	33

LIST OF APPENDICES

Appendix 1 Lesson Plan of Experimental Group	42
Appendix 3 Test Item	47
Appendix 4 Key Answer	49
Appendix 5 Attendance List in Experimental Group	50
Appendix 7 Form K1	51
Appendix 8 Form K2	52
Appendix 9 Form K3	53
Appendix 10 Lembar Pengesahan Proposal	54
Appendix 11 Pengesahan Hasil Seminar Proposal	55
Appendix 12 Proposal Surat Pernyataan Plagiat	56
Appendix 14 The Letter of Research	57
Appendix 15 Answer of The Letter Research	58
Appendix 16 Berita Acara Bimbingan Proposal	59
Appendix 17 Berita Acara Bimbingan Skripsi	60
Appendix 18 Curriculum Vitae	61

CHAPTER I

INTRODUCTION

A. The Background of the Study

Reading is one of the language skills which has a very complex process. It is a learning process of transferring information from the writer to the reader by using written form. The writer is the sender of the information, thoughts, ideas and the reader is the receiver of the message. Grabe and Stoler (2002:9) state that reading is the ability to draw meaning from the printed page and interpret this information appropriately. It means that without comprehending and interpreting the meaning of the text the reading itself is useless. Able to gain the information order to improve the knowledge of the readers is the competence of reading.

In fact, more students were still very poor in their reading comprehension, since they cannot usually read or understand articles in English daily magazine which are now in curriculum here, let alone their ability in writing, which has mostly been overlooked in our school. So, students need to know how to learn from reading in order to be able to enter the present literate society and had a successful communication.

To teach students to see the relationship between question and answer using the QAR strategy, instruction begins with the two large categories of where answers can be found “in the book” and “in my head”. A great benefit of using the QAR strategy is that teachers need to formulate the questions in advance and are forced to create divergent or higher order critical thinking questions when using

the “think and search”, “author and you”, and “on my own” categories. This requires more planning time in the beginning, but teachers can use the same text and questions with future classes of students.

When students moved into Grade 4 and above, they were required to master more complex science concepts and read more expository texts. Many times, students had not been prepared to comprehend these types of reading materials. They quickly discovered that reading expository text was much different from reading narrative text, which is what most have been exposed to in the primary grades (Frey and Fisher 2007). Gaining meaning from many different types of texts can be the key to academic success for these intermediate-grade students (Mason et al. 2006).

Based on the researcher experiment in teaching training practice, the VIII grade students of SMP ASUHAN JAYA academic year 2016/2017, there were some problems found. First, the material used by the teacher made students bored. The students did not have interest in reading the text and difficult to find the information from the text. The second, the students had a limited vocabulary about the text they had learn. The last, commonly in teaching reading process, the teacher only gave the students a text, asked them to read, analyzed the questions and answers the question without trying to explore students' knowledge about the text. The teacher did not try to explore some kinds of teaching reading strategy. It made the students felt bored and difficult to comprehend the text deeply. In briefly, the teacher had to apply a certain reading strategy in teaching reading for helping students in comprehending the texts.

So, the researcher tried to use the Question Answer and Relationship strategy in the classroom when process teaching learning for achievement in reading comprehension. When the students understood the relationship between questions and answers, they worked better when answering the questions. They no longer spent large amounts of time searching through narrative text for an answer that required the used of their background knowledge. They realized that many answers were not “right there” in one sentence in the bok, and they become more cinfident in their reading abilities when reading science texts.

B. The Identification of the Problem

Related to the background above, the researcher found the problems of this research were formulated as follow :

1. The sudents did not have interest in reading the text and difficult to find the information from the text.
2. The students had a limited vocabulary about the text they have learnt.
3. The teacher did not try to explore some kinds of teaching reading strategy.

C. The Scope and Limitation

Based on the identification of the problem this research was focused on reading comprehension and the limitation of this research was narrative text.

D. The Formulation of the Problem

The problem of the study was formulated as follow:

1. Was there any significant effect of applying Question Answer and Relationship (QAR) strategy on the students' achievement in narrative text?

E. The Objectives of the Study

The objectives of this study was formulated as follow:

1. To find out the effect of Question Answer and Relationship (QAR) strategy on the students' reading achievement in narrative text.

F. The Significance of the Study

The findings of the study was expected to be useful theoretically and practically.

a. Theoretical

This research is able to add information and theory in reading comprehension and the way to teach reading narrative text.

b. Practical

1. English teachers as information to increase of strategy in learning process especially in reading comprehension of narrative text
2. The students are able to understand and comprehend about the aspect of reading by using Question Answer and Relationship (QAR) strategy and improve reading skill especially in reading narrative text.
3. The researcher, this study is able to help the next reasearcher getting the information for further relevant study.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

1. Definition of Strategy

Brown (2001:113) stated that strategies are specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned design for controlling and manipulating certain information. Learning strategy can be defined as the planning that contain a series of activities designed to achieve specific education objectives (JR David in Sanjaya 2008:126). Further described is a learning strategy learning activities that must be done as that the teacher and students learning objectives can be achieved effectively and efficiently (Kemp in Sanjaya 2008:126).

2 Description of Question, Answer and Relationship (QAR) Strategy

Question Answer Relationship is a strategy that is designed to help the teacher in teaching students and help students to do the task and comprehend the text. According to Carter (2001:152), Question Answer and Relationship Strategy is a strategy that used four levels of questions. Question Answer Relationship Strategy is focused on organizing information found directly in the reading material. The students answer the question and the answer found in the text only. So, the students must understand word by word in the text. Cavanaugh (2006:118) stated that Question Answer and Relationship Strategy requires students to create

questions of specific types, enable them to become more strategic in their comprehension because they will understand where the information that is needed to answer the question that will exist in the reading text. The reader answer the question related to the text, the answer must be detail and disable across from the text.

In addition, Lykin (2012:4) also says that Question Answer and Relationship strategy helps students understanding the different types of question and waht exactly the question is asking and where it is coming from. It also makes students are able to answer question correctly in critical thinking. It can be said that this strategy makes the students focus to the type of question and find the answer in the text correctly.

QAR assists students in differentiating among questions on the basis of where the answer can be found: either “in the book” or “in my head” (Caldwell and Leslie 2005). If answers are “in the book”, the questions will be of a literal type because the answers are “right there” in the text. If the questions are “in my head”, inferential questions have been posed and readers must use their own background knowledge to compose answers that require information not found in the text (Tompkins 2004). The two categories of questions, “in the book”, and “in my head”, can be further delineated into four subcategories. When questions are posed whose answers can be found “in the book”, students will find them either “right there” in one place in the text, or they will have to “think and search”, meaning that students will need to look in several places in the text to find the answer. Questions that fall under the heading of “in my head” will be deemed

either “author and you” questions which students will need to use their own background knowledge and experiences in addition to the textual information to answer or “on my own” questions for which students will rely solely on background experiences and knowledge (Frank, Grossi, and Stanfield 2006).

In addition to assisting students to know how to relate the questions to their answers, the QAR provides a framework for comprehension strategy instruction. The questions posed before, during, and after reading require students to use multiple comprehension strategies as they formulate their answers (Raphael, Highfield, and Au 2006). For example, students will recall information, make predictions, synthesize information, make connections, and use text structures when answering the questions.

According to Richard and Rodgers (2002), teaching is usually regarded as something that teachers do in their classes in order to make some changes in their learners. A central component of methodology is how teachers view their roles in the process. The teacher’s role is to activate the students in the process of learning. Reading for the purpose of learning has come to be one of the most important topics in the field of Test of English as a Second Language (TESL) or Test of English as a Foreign Language (TEFL).

Some generations back Grammar-Translation method was the most common reading method, but it had lots of short comes. Reading becomes more important when the main aim of language instruction was to enable students to learn academic subject content through reading text books and similar materials.

Getting the main idea and understanding what is being read is one of the most important ends of reading in all fields.

According to Hayati (2006) reading involves comprehension and when readers do not comprehend, they are not reading. It is generally agreed that well developed reading comprehension ability is the key point of students' academic success. Meanwhile, the outside factor is related to the teacher's techniques which are used to create good classroom atmosphere. The teachers should be able to recognize the students' problems and to create encouraging atmosphere in the classroom that will increase the students' competency to understand reading comprehension. Consequently, English teachers are expected to apply the appropriate technique which will surely work to accomplish learners' need of reading comprehension (Nyoman & Nyoman, 2013). As a matter of fact, teaching reading in schools seemed to fail to provide students with reading skills that they actually need. To be able to achieve the skills, teaching reading should be intensive.

There are many different strategies that have been implemented by different researchers with the aim of improving reading comprehension skills of EFL learners in various contexts. Question answering strategy is a pattern of these methods, which help learners to participate in learning processes effectively. Therefore, this study intended to take an action in the process of while reading implementing Question Answer Relationship (QAR) strategy, in order to examine the effect of this strategy on EFL students' reading comprehension skill.

Therefore, QAR assists students in differentiating among questions based on where the answer can be found: either **In the Book** or **In My Head** (Caldwell & Leslie, 2005).

Table 1.1:

Summary of Taxonomies around the Types of Questions

In the Book	In My Head
<p>Author and You</p> <p>The answer is not in the text.</p> <p>The reader combines previous knowledge with text information to create a response.</p>	<p>On My Own</p> <p>The answer is not in the text.</p> <p>The reader uses previous experience to respond.</p>
<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>Think and Search</p> <p>The answer is in the text, but requires gathering information from different places in the selection.</p>

2.1 Purpose of Question Answer Relationship (QAR) Strategy

QAR provides a basis for teaching three comprehension strategies: locating information; showing text structures and how the information is organised and determining when an inference or reading between the lines is required. QAR shows the students the relationship between questions and

answers, how to categorize different types and levels of questions (Right There, Think and Search; the Author and You and On My Own questions), as well as how the text does not have all the answers. QAR helps students consider both information from the text and information from their own background knowledge. If students are asked to create their own questions, QAR also extends their writing ability.

2.2 Procedure of Question Answer and Relationship (QAR) Strategy

The procedure of Question Answer and Relationship Strategy is the step that must be paid attention by the teacher in teaching and learning process to help students to understand the text. In the application of Question Answer and Relationship Strategy in the classroom the teacher must follow steps, that are suggested by several experts as follows:

According to Carter (2001:152), procedures of Question Answer Relationship Strategy are:

- a. Introduce the strategy by instructing students on each question answer relationship.
- b. Assign short passages to be read from the textbook. As students finish reading each passage, ask them one question from each QAR category. Point out the difference between each question and the kind of answer it requires.
- c. After students demonstrate that they understand the difference among the four QAR levels, provide opportunities for students to practice identifying question answer relationship.

- d. Eventually, when reading is assigned in class, students should generate various QAR Strategy on their own that they can present to the rest of the class. Have students identify the type of question and state the answer.

There are some steps of procedure Question Answer and Relationship (QAR) Strategy:

1. STEP 1

Introduce the strategy showing the relationship of the Question to Answer.

2. STEP 2

Create QAR question from small sections of text (not longer than five sentences) for each of the four levels. Using these questions, model how each level of the QAR questions can be identified and answered. Discuss the differences between questions using the class textbook and subject exam papers.

- a. Right There: the answer is found in the text, usually as a phrase contained within one sentence.
- b. Think and Search: while the answer is in the text, the students is required to combine separate sections or pieces of text to answer the question.
- c. Author and You: as the answer is not directly stated in the text, the student draws on prior knowledge as well as what the author has written to answer the question.
- d. On Your Own: requires students to think about what is already known from their reading and experience (prior knowledge) to formulate an answer.

3. STEP 3

Give each students sample questions to answer and identify which of the QAR levels they used.

4. STEP 4

Have the students work individually on questions from longer passages. Get students to examine the types of questions in their textbooks.

Table 1.2

QAR	
IN THE BOOK	
<p>Right There</p> <p>The answer is in one place in the text. You can put your finger on it. Words from the question and words that answer the questions are often “right there” in the same sentence.</p> <p>Reread</p> <p>Scan</p> <p>Look for keywords</p>	<p>Think and Search</p> <p>The answer is in several places in the text. You put together (think and search) different parts of the text to find the answer.</p> <p>Skim or reread</p> <p>Look for important information</p> <p>Piece together different parts from the text to answer the question.</p>
IN MY HEAD	
<p>Author and You</p> <p>The answer is not in the text. Think about how what you know and how what is in the text fit together.</p> <p>Reread.</p> <p>Think about how what you already know and what the text says.</p>	<p>On My Own</p> <p>The answer is not in the text. Think about what you already know.</p> <p>Think about what you have read before.</p> <p>Make connections.</p>

2.3 Advantages of Question Answer and Relationship (QAR) Strategy

There are some advantages of Question Answer and Relationship (QAR) Strategy:

1. It helps students learn the kind of thinking that different types of questions require, as well as where to go for answers in the text. It encourages students to be more proficient and strategic readers.
2. It helps students to ask effective questions as they read and respond to the text. It can improve students' reading comprehension.
3. It teaches students how to ask question about their reading and where to find the answer to them.
4. It helps students to think about the text are reading and beyond it too.
5. It inspires them to think creatively and work cooperatively while challenging them to use higher level thinking skills.
6. Teachers use QAR to guide and check students learning and to advance higher level thinking in their students.

Besides, Conner (2006) adds his logical reasons for the strength points of the possibility in implementing the QAR in teaching reading in TEFL teaching, that is, it helps the students figure out how to go about answering the questions based on a given text and it helps students understand the different types of question and requires the students to analyze the types of question. Zygouris-Coe and Glass (2004) affirms that QAR technique helps students better understand the text learned. It helps the students to think about the passage they are reading and

beyond it too. It motivates them to think creatively and work cooperatively while challenging them to use higher level thinking skills.

3. Students' Achievement

According to Johson, K (2001: 282) said that “ the students achievement is concerned with how a students has formed in relation to a particular course of program.” They usually come at the end of the programs, and deliberate based on the content covered it in. achievement test is useful to the teacher as well as the students. They indicated how well teaching has success and improvements need to be made.

The students' achievement is measured by using achievement test. The achievement test used most frequently by a teacher are those he develops himself. In this study, the students' achievement in reading comprehension will be related bloom's taxonomy that consistof cognitive, effective and psychomotor. Where cognitive domain consist knowledge, comprehension, application, synthesis, analysis, and evaluation and this study just focuses on cognitive, they are knowledge, comprehension, and application.

From the explanation above, can be concluded that students' achievement is the result or what students have done using their effort and their skill in doing of finishing something.

4. Definition of Reading Comprehension

As we know, reading comprehension has different meaning with reading. Reading comprehension refers to the understanding of printed text. Proficient readers engage in an intentional problem-solving process to comprehend. This process has a before, during, and after component. Most readers who are explicitly taught reading comprehension skills and strategies are likely to learn, develop, and use them spontaneously (Collins Block & Pressley, 2001). In the journal of teaching reading Comprehension to struggling and at Risk Readres. Pardo (2004) state that reading comprhension as the process of readers interacting and constructing meaning from text, implemnting the use of prior knowledge, and the information found in the text. It means that students able to answer the question based on their intepretation or understanding present in the text. Infrence from what they have read. It means students able to answer the question based on inference in the text.

In some situation, reading comprehension is a critical component in functional literacy. With the ability to comprehend what they read, people are not only able to live safely and productively, but also to continue to develop their living socially, emotionally and intellectually (Brummit as cited in Farini, 2010, p. 8).

According to Hill (2006 : 190), there are three elements are most important to know in reading; they are reader, text, and activity, because of three of them that are related in comprehending of reading skill. So a heuristic for thinking about reading comprehension is not occurring if one of three elements is to be

lost. It has been stated above that a comprehension is a key to understand the content of reading text. Reading comprehension is complex and involves some of the processes interacting with each other. Reading comprehension is needed so, the written text that is read will be understood. In other words through reading comprehension we find all the information and message from that we want and read.

4.1 Strategies of Reading Comprehension

According to Brown (2004:188) state that are some principal strategies for reading comprehension such as :

1. Identify your purpose in reading a text.
2. Apply spelling rules and conventions for bottom-up decoding.
3. Use lexical analysis (prefixes, roots, suffixes, etc) to determine meaning.
4. Guess at meaning (of words, idioms, etc) when you aren't certain.
5. Skim the text for the gist and for main ideas.
6. Scan the text for specific information (names, dates, keywords).
7. Use marginal notes, outlines, charts, or semantic maps for understanding and retaining information.
8. Use silent reading technique for rapid processing.
9. Distinguish between literal and implied meanings.
10. Capitalize on discourse markers to process relationship.

4.2 Types of Reading Comprehension

In the world of languages, it is important to know the types of reading. It is because in improving our ability in reading comprehension. Patel and Jain as cited in Englishindo (2011: 1) state that there are four types of reading comprehension :

1. Intensive reading is text reading of passage reading. In this reading the learner read the text to get knowledge or anlysis. The goal of this reading is to read shorter text. This reading is done to carry out to get specific information. Learner reads book to acquire knowledge is the kind of intensive reading
2. Extensive reading has the purpose to train the students to read directly and fluently in the target language for enjoyment, without the aid of the teacher.
3. Reading aloud is also play important role in teaching of English. Teacher should know that the training of reading aloud must be given at primary level because it is the base of words pronunciation.
4. Silent reading is a very important skill in teaching of English. This reading should be employed to increase reading ability among learners. Silent reading is done to acquire a lot of information. Teacher has to make them read silently as and when they are able to read without any difficulties.

5. Genres of Reading

According to I Wy Dirgayasa states that genre of text is type that has function as frame of reference so that the text is effective in its purpose, choice

and structure of text elements, and grammar. Texts are classified into several types. They are :

1. 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 event which lead to crisis or turning point of some kind, which in turn find a resolution.
2. Recount : it is a kind of genre that has social function to retell event for the purpose of informing people entertaining.
3. Descriptive : a genre which has social function to describe a particular person, place or thing.
4. Report : 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.
5. Explanation : a genre which has social function to explain the processes involved in the formation or working of natural or social cultural phenomenon.
6. Hortatory : a type of spoken or written text that is intended to explain the listeners or readers that something should or should not happen or be done.
7. Procedure : a genre which has social function to describe how something is accomplished through a sequence of actions or steps.
8. Review : a genre which has social function to critique an art work or event for a public audience. Such works of art include movies, TV shows, books, plays, operas, recordings, exhibition, concerts, and ballet.

9. Anecdote : a genre which has social function to share with others an account of an unusual or amusing incident.
10. Spoof : kind of genre that has social function to retell an event a humorous twist.

The research decided to the text genre focused in narrative text.

6. Narrative Text

Narrative is the primary means of comprehension and expression of our experience over time, which can be found in every setting of human interaction. Abbot (2001:1) stated that narrative is present in our lives almost from the moment we begin putting words together.

Meyers (2005 : 52) states that narrative is one of the most powerful ways of communicating with others. A good written story lets your reader response to some event in your life as if it were own. They not only understand the event, but they can almost feel it. The action, details, and dialogue put the readers in these seem and make it happen for them. Narration is story telling which is relating a single story or sveral realted ones. Narration is any written English text in which the writer wants to amuse, entertaining people, and to deal with actual or vicarious experience in different ways. Narration is a text containing five components, orientation, evaluation, complication, resolution, and reorientation by which a writer amused, entertained people, and to dealt wit actual or vicarious experience. Although narration referred to the telling story, the term in use here to describe the relating of an experience. That experience may be in the past (past narration),

or it may be a typical experience (what people usually do) or it may be going on now (present narration).

From the definition above, researcher can conclude that narrative story is a story tells us about something interesting that has purpose to amuse, entertain or the readers. we are using narrative when we tell a friend about something interesting that happen to us at work or at school, when we tell someone a joke or etc.

6.1 Generic Structure of Narrative Text

Generic structure based on Indaryati (2010:22), there are :

1. Orientation sets the scene: where and when the story happened, introduces the participants of the story: who and what is involved in the story.
2. Complication: tells the beginning of the problem which leads to the crisis (climax) of the main participants.
3. Resolution : the crisis is resolved, either in happy ending or in sad (tragic) ending.
4. Re-orientation : this is a closing remark to the story and it is optional. It consist of moral lesson, advisor teaching from the writer.

6.2 Significant Lexicon of Grammatical Features

According to Indaryati (2010:22), the significant lexicon grammatical features of narrative are :

1. Focus on the specific and usually individualized participants.
2. Use behavioral (action verb) and verbal process (saying verbs).

3. Use relational process to describe characters and setting.
4. Use mental processes to describe mental process.
5. Use temporal conjunctions and temporal circumstances to sequence the story.
6. Use of past tense.
7. Use of past continuous tense.
8. Use conversation.

6.3 Types of Narrative Text

According to Indaryati (2010), narrative text types are in the form of fable, fairy tales, history stories, folktales, legends, mysteries etc.

B. Conceptual Framework

Reading is an essential skill for all students at all levels and it has a large portion in teaching and learning curriculum. And then the development of knowledge and technology demands the students to be eager to study. The effective of study can be done by reading. The students who like reading will get knowledge and insight which improve their intelligence so that they are more ready to face life challenge in the future.

Based on the importance of reading, the researcher tries to help the students by using Question, Answer and Relationship (QAR) Strategy helps students in supporting their process of study. Therefore, the use of Question,

Answer and Relationship (QAR) Strategy will successful give an effect to the students' achievement in reading comprehension especially narrative text.

C. Hypothesis

Based on the previous discussion on the background of this researcher, the hypothesis were formulated as follows:

Ha : There was a significant effect of the Question, Answer and Relationship (QAR) Strategy on the students' reading achievement in narrative text.

Ho : There was no significant effect of the Question, Answer and Relationship (QAR) Strategy on the students' reading achievement in narrative text.

CHAPTER III

RESEARCH METHOD

A. Location of Research

This research was conducted to the VIII grade students of SMP ASUHAN JAYA Jalan Kayu Putih Tanjung Mulia Hilir. The research was conducted during the academic year 2016/2017. The reason for choosing this school because based on the researcher's experience when doing the real teaching program, it was found that the students' achievement in reading narrative text was still low, which was proved by their report mark.

B. Population and Sample

1) Population

The population is the whole subject of research. A population is set or collection of all elements processing one or more attributes of interest.

The population of this research was taken from the second grade students of SMP ASUHAN JAYA. Which consist of 122 students from four classes, they are VIII-A, VIII-B, VIII-C, VIII-D.

Table 3.1
Population

No.	Class	Sample
1.	VIII-A	32
2.	VIII-B	28
3.	VIII-C	30
4.	VIII-D	32
Total		122

2) Sample

This sample will be taken from VIII-B. Each class consist of 28 students.

Table 3.2
Sample

Class	Sample
VIII-B	28
Total	28

As the result, VIII-A will take as the sample of this researcher, and it functions as experimental group. The experimental group will teach by using Question Answer and Relationship (QAR) Strategy.

C. Research Design

This research was conducted by using pre-experimental design which applies one-group pre-test and post-test. In this method the sample was give a treatment based on the variable research. Therefore, the experimental groups, which consist of 28 students was taught by using Question Answer and Relationship (QAR) Strategy.

The data of this study would collected by using a test. In collecting the data, this study used pre test and post test that will give to the experimental group.

To obtain the data, the researcher used the tests, which was pre test and post test. The test was used to see the result of students' reading achievement in narrative text. The test would applied in experimental class to find out the score of students' achievement. The score of the test used to measure the effectiveness of Question Answer and Relationship (QAR) Strategy in an experimental class.

a. Pre test

Before starting learning process or the treatment, a pre test is needed to know how far the students know about the subject that will teach and to find out the students' reading achievement in narrative text.

b. Treatment

To know the teacher and students' role play of teaching in the class, it is important to know the teaching activities. The students were taught about reading comprehension of narrative text by using Question Answer and Relationship (QAR) Strategy. This research was one class, it was as experimental class. The treatments were given to the experimental group. In experimental group, the students were thought by using Question Answer and Relationship (QAR) Strategy.

Table 3.3
The Teacher and Students Activities in
Experimental Group

No.	Teacher Activities	Students Activities
1.	The teacher guided the students and check the attendance list, then introduced the lesson that was taught.	The students gave the response to the teacher.
2.	The teacher introduced the strategy showing the relationship of the Question to Answer.	The students listened the teachers' explained about the explanation.

3.	the teacher created QAR question from small sections of text for each of the four level and gave a text for each students based on the topic.	The students had the text, but they did not read the text until the teacher gave them an instruction.
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.	The students listened to the teacher when the teacher read a short passage.
5.	After the teacher finished to read the questions aloud to students and the teacher model how to decide which type of question had been asked to answer.	The students answered the question based on the types of QAR that had been explained by the teacher.
6.	The teacher shown to students how to find information and answer the questions.	The students listened to explanation of the teacher.
7.	The teacher evaluated the students by giving real questions.	The students answered the set of the questions.

c. Post-test

After conducting the treatment, a post-test was given to the students. The post-test function was to know whether the treatment gave the effect or not on the students' achievement in reading comprehension.

Table 3.4
Research Design

Pre-test	Treatment	Post-test
O_1	X	O_2

O_1 : Pre-test before giving treatment.

X :Treatment by using Question Answer and Relationship (QAR) Strategy

O_2 : Post-test after giving treatment

D. The Instrument of the Research

The instrument for collecting data by using essay test. The material of the test was taken from *LKS MAESTRO*. The data of this research collected by giving test, a pre-test, and post-test that were given to experimental group. The test consist of 10 items. Each correct answer will given 10 score, so the highest score is 100. Each incorrect will given 0 score. The students have been asked to write the correct answer of narrative text.

E. The Technique of Collecting the Data

In collecting the data, some steps will apply as follows:

1. Giving pre-test to the experimental group.
2. Giving treatment to the experimental group by using Question Answer and Relationship (QAR) Strategy.
3. Giving post-test to the experimental group.

F. The Technique of Analysing Data

After collecting the data, the researcher was implemented to analyze the data:

1. Scoring the students' answer for value of the test. In scoring the test, the researcher used score ranging from 0-100 by counting the correct answer and applying this formula:

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

Where :

S= the score

R= the number of the correct answer

N= the number of the test items

2. Tabulating the students' score in pre-test and post-test
3. Finding the correlation of teaching method.

$$r_{xy} = \frac{\sum xy}{\sqrt{(\sum x^2)(\sum y^2)}}$$

4. Calculating regresi
 - a. Testing Linear Regression

$$Y = a + bX$$

With:

$$a = Y - bX$$

$$b = \frac{n(\sum XY) - (\sum X)(\sum Y)}{n(\sum x^2) - (\sum x)^2}$$

Where: Y = Individual Work

a = Constant

x = Independent Variable

b = Correlation Coefficient

5. Determining T-test by formulation

$$t = r \frac{\sqrt{n-2}}{1-r^2}$$

6. Finding the significant effect by formulation:

$$D = (r_{xy})^2 \times 100\%$$

G. Statistical Hypothesis

The following statistical hypothesis criteria was used to reject or accept the null-hypothesis. The statistical hypothesis formula:

$$H_0 : \quad T\text{-critical} < T\text{-table}$$

$$H_a : \quad T\text{-critical} > T\text{-table}$$

In order to understand about H_a and H_0 it is said that,

H_a : There is significance the Question Answer and Relationship

(QAR) Strategy on the students' achievement in reading comprehension of narrative text. (The hypothesis is accepted).

H_0 : There is no significance the Question Answer and Relationship (QAR) Strategy on the students' achievement in reading comprehension of narrative text. (The hypothesis is rejected).

CHAPTER IV
DATA AND DATA ANALYSIS

A. Data Collection

The data was collected from the students' achievement in learning reading comprehension of narrative text by using Question Answer and Relationship (QAR) Strategy in experimental group. The data was collected by giving the students a test consisting 10 essay test.

The data of this research, the initial of the sample and the students' scores in pre-test and post-test in experimental group can be seen in the table.

Table 4.1

The Score of Pre-Test and Post-Test of Experimental Group

No.	Students' Initial Name	Score		(Y-X)
		Pre-test (X)	Post-test (Y)	
1.	DFH	60	80	20
2.	EL	70	90	20
3.	ESR	50	70	20
4.	FA	60	80	20
5.	FA	70	90	20
6.	FI	60	90	30
7.	FR	70	90	20
8.	FRS	40	70	30
9.	GA	70	90	20
10.	HCP	60	80	20
11.	HM	40	70	30
12.	HP	50	70	20
13.	HS	50	70	20
14.	HU	40	70	30
15.	IA	70	90	20
16.	IA	50	80	30
17.	IGS	40	70	30

18.	INS	40	70	30
19.	IP	40	70	30
20.	IR	50	70	20
21.	IS	40	70	30
22.	IT	60	80	20
23.	IT	40	70	30
24.	JU	40	70	30
25.	KA	60	80	20
26.	KH	40	70	30
27.	KS	70	80	20
28.	MF	60	70	10
	Total Score	$\Sigma x = 1490$	$\Sigma y = 2150$	670
	Mean	53.21	76.78	
	Standard Deviation	11.8	8.18	

The data in table 4.1 showed the result of the pre-test and post-test in experimental class. Based on the table above, it could be seen that there was the differences between pre-test and post-test score in experimental group. The highest score of the pre-test in experimental group was 70 and the lowest was 40, while the highest score for post-test was 90 and the lowest score was 70.

B. Data Analysis

Data analysis was taken from the calculation of the test result. It was obtained to find out whether Question Answer and Relationship (QAR) Strategy effect to the students' reading achievement in narrative text or not and significant effect of it.

2. Tabulating the students' score in pre-test and post-test

Table 4.2

The score of Pre-test(X) and Post-test(Y) of Experimental Group

No.	X	Y	X²	Y²	XY
1.	60	80	3600	6400	4800
2.	70	90	4900	8100	6300
3.	50	70	2500	4900	3500
4.	60	80	3600	6400	4800
5.	70	90	4900	8100	6300
6.	60	90	3600	8100	5400
7.	70	90	4900	8100	6300
8.	40	70	1600	4900	2800
9.	70	90	4900	8100	6300
10.	60	80	3600	6400	4800
11.	40	70	1600	4900	2800
12.	50	70	2500	4900	3500
13.	50	70	2500	4900	3500
14.	40	70	1600	4900	2800
15.	70	90	4900	8100	6300
16.	50	80	2500	6400	4000
17.	40	70	1600	4900	2800
18.	40	70	1600	4900	2800
19.	40	70	1600	4900	2800
20.	50	70	2500	4900	3500
21.	40	70	1600	4900	2800
22.	60	80	3600	6400	4800
23.	40	70	1600	4900	2800
24.	40	70	1600	4900	2800
25.	60	80	3600	6400	4800
26.	40	70	1600	4900	2800
27.	70	80	4900	6400	5600
28.	60	70	3600	4900	4200
Σ 1490		2150	83100	166900	116700

From the data above, it known:

$$N = 28$$

$$\sum x = 1490$$

$$\sum y = 2150$$

$$\sum x^2 = 83100$$

$$\sum y^2 = 166900$$

$$\sum xy = 116700$$

Where :

N = number of sample

$\sum x$ = total scores of pre-test

$\sum y$ = total score of post-test

$\sum x^2$ = total scores of pre-test quadrate of experimental group

$\sum y^2$ = total scores of post-test quadrate of experimental group

$\sum xy$ = total scores of pre-test multiple post-test of experimental group

3. The correlation of teaching method could be calculated shown below :

$$r_{xy} = \frac{\sum xy}{\sqrt{(\sum x^2)(\sum y^2)}}$$

$$r_{xy} = \frac{116700}{\sqrt{(83100)(166900)}}$$

$$r_{xy} = \frac{116700}{\sqrt{13869390000}}$$

$$r_{xy} = \frac{116700}{117768.3}$$

$$r_{xy} = 0.99$$

4. Calculating Regressi

a. Testing Linear Regression

$$Y = a + bx$$

Where:

$$N = 28$$

$$\sum x = 1490$$

$$\sum y = 2150$$

$$\sum x^2 = 83100$$

$$\sum y^2 = 166900$$

$$\sum xy = 116700$$

$$a = \frac{(\sum y)(\sum x^2) - (\sum x)(\sum xy)}{n(\sum x^2) - (\sum x)^2}$$

$$a = \frac{(2150)(83100) - (1490)(116700)}{28(83100) - (1490)^2}$$

$$a = \frac{178665000 - 173883000}{2326800 - 2220100}$$

$$a = \frac{4782000}{106700}$$

$$a = 44.81$$

$$b = \frac{n(\sum xy) - (\sum x)(\sum y)}{n(\sum x^2) - (\sum x)^2}$$

$$b = \frac{28(116700) - (1490)(2150)}{28(83100) - (1490)^2}$$

$$b = \frac{3267600 - 3203500}{2326800 - 2220100}$$

$$b = \frac{64100}{106700}$$

$$b = 0.60$$

$$Y = a + bx$$

$$Y = 44.81 + 0.60 x$$

Note :

N = number of sample

$\sum x$ =total score of pre-test

$\sum y$ =total score of post-test

$\sum x^2$ =total score of pre-test quadrate of experimental group

$\sum y^2$ =total score of post-test quadrate of experimental group

$\sum xy$ =total score of pre-test multiple post-test of experimental group

5. Determining T-test by formulation

$$r^2 = b \left\{ \frac{n(\sum xy) - (\sum x)(\sum y)}{n(\sum y^2) - (\sum y)^2} \right\}$$

$$r^2 = 0.60 \left\{ \frac{28(116700) - (1490)(2150)}{28(166900) - (2150)^2} \right\}$$

$$r^2 = 0.60 \left\{ \frac{3267600 - 3203500}{4673200 - 4622500} \right\}$$

$$r^2 = 0.60 \left\{ \frac{64100}{50700} \right\}$$

$$r^2 = 0.60 \{1.26\}$$

$$r^2 = 0.756$$

$$r = \sqrt{0.756}$$

$$r = 0.86$$

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

$$t = \frac{0.86\sqrt{28-2}}{\sqrt{1-0.756}}$$

$$t = \frac{0.86\sqrt{26}}{\sqrt{0.244}}$$

$$t = \frac{0.86(5.09)}{0.49}$$

$$t = \frac{4.3774}{0.49}$$

$$t = 8.93$$

From the *t-test* above, *tobserve* = 8.93 with *df*=*n*-2. So, 28-2=26 and $\alpha=0.05$, *ttable*=1.70. if *tobserve*>*ttable*, the alternative hypothesis (*Ha*) is accepted and 8.93>1.70, so the hypothesis is accepted.

7. Finding the significant effect by formulation:

$$D = (r_{xy})^2 \times 100\%$$

$$D = (0.99)^2 \times 100\%$$

$$D = 0.98 \times 100\%$$

$$D = 98\%$$

It means, the effect of X variable toward Y variable or the effect of using Question Answer and Relationship (QAR) Strategy on the Students' Reading Achievement in Narrative Text was 98% and 2% was influenced by another factors.

C. Research Findings

Based on the calculation, it was found that the result of *t_{observe}* was higher than *t_{table}* ($8.93 > 1.70$). It showed that the alternative hypothesis was accepted and it means that the using of Question Answer and relationship Strategy gave significant effect on the students' reading achievement in narrative text. It is proved from the result of the t-test, in which the score of *t_{observe}*=8.93 with $df = n - 2$. So, $28 - 2 = 26$ and $\alpha = 0.05$, *t_{table}*=1.70 (*t_{observe}*>*t_{table}*), and the percentage of the effect of Question Answer and Relationship (QAR) Strategy was 98%. It means that using Question Answer and Relationship (QAR) Strategy to the students' reading achievement in narrative text gives many effects to the students' achievement.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After the researcher analyzed the data, the conclusion is Question Answer and Relationship (QAR) Strategy has a significant effect to the students' reading achievement in narrative text. It was proven from the result the data which is shown that *tobserve* is higher than *ttable* ($8.93 > 1.70$) at $\alpha = 0.05$ with $df = n - 2$. So, $28 - 2 = 26$. It means the alternative hypothesis (H_a) is accepted. The effect is about 98% and 2 % by the other factors.

B. Suggestion

Based on the result of this research, suggestions are put forward as follows :

1. The English teacher must be creative in choosing teaching method to make students' interested in learning reading comprehension especially in narrative text.
2. Based on research finding above, the English teacher can apply this method to increase students' reading.
3. In studying, the similar topic in the future, the researcher suggests other researcher to take other variables that influences reading comprehension.

REFERENCES

- Abbot, P.H. 2001. *The Cambridge Introduction to Narrative*. Cambridge: Cambridge University Press.
- Brown, H.D.S. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. Second Edition: London: Longman.
- Brown, H.D.S. 2001. *Language Principles and Classroom Practice*: San Fransisco California.
- Brown, H.D.S. 2004. *Language Assessment: Principles and Classroom Practice*. San Fransisco: Longman.
- Brown, H.D.S. 2007. *Teaching by Principles An Interactive Approach to Language Pedagogy*. San Fransisco: Pearson Longman.
- Caldwell, J.S & Leslie, L. (2005). Intervention Strategies to follow informal reading inventory assessment: *So what do I do now?* Boston: Pearson Education, Inc.
- Carter, Carol, Joyce Bishop and Sarah Lyman Kravits. 2001. *Keys to Effective Learning Developing Powerful Habits of Mind*. New Jersye: Pearson Prentice Hall.
- Cavanaugh, Terence W. 2006. The Digital Reader; Using E. Book in K-12 Education. Washington, Dc: International Society for Technology in Education (ISTE).
- Conner, J. 2006. Instructional reading strategy: DR-TA (Directed Reading Thinking Activity).
- Frank, C.B, J. M Grossi and D.J. Stanfield. 2006. *Applications of reading strategies within the classroom*. Boston; Pearson.
- Grabe, W and Stoller, F. 2002. *Teaching and Researching Reading*. Horlow: Longman.
- Hayati, M. (2006). The effect of monolingual and bilingual dictionaries on vocabulary recall and retention of EFL learners. *The Reading Matrix*, 6(2) 125-134.
- Hill, S. (2006). *Developing early literacy: Assessment and teaching*. Melbourne: Eleanor Curtain Publishing.
- Homby, A.S. 2000. *Oxford Advanced Learners Dictionary*. Oxford: Oxforduniversity Press.

- Indaryati. 2010. *Teaching Genre-Based Narrative. Metode Mengajar Narrative Berbasis Generic Structure/generic Structure of Narrative Text*. Jakarta: Rineka Cipta.
- Johnson, K. 2001. *A First Language the Early Stage*. London: Penguin
- Meyers, Allan. 2005. *Gateways to Academic Writing: Effective Sentences Paragraph*
- Nyoman, S & Nyoman, A. J. P, (2013). Comparative effect between question answer relationship and directed reading thinking activity techniques on reading comprehension. *Jurnal Penelitian Pascasarjana Undiksha*, 3, 126-231
- Pardo, L. S. *What every teacher needs to know about comprehension*. The Reading Teacher, 2004.
- Richards, J.C & Schmidt, R. (2000). *Longman dictionary of language teaching and applied linguistics*. London: Pearson Education.
- Sugiyono, 2012. *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif dan R&D)*. Bandung: Alfabeta, cv.
- Tompkins, G.E. 2004. *50 literacy strategies: step by step*. Upper Saddle River, NJ: Pearson.

LESSON PLAN
(Experimental Group)

School : SMP Asuhan Jaya
Course : English
Class/Semester : VIII / 2
Time Allocation : 2 x 40 Minutes
Language Skill : Reading

1. Standard Competence : Reading

11. understand the meaning of simple short essay form of recount, narrative to interact with their surroundings

2. Basic Competence :

11.1. Reading aloud meaningful functional text and simple short essay in the form of a recount and narrative by saying, stress and intonation that acknowledges relating to the environment

3. Indicators :

- Reading aloud a narrative text
- Identify characteristics of narrative text

4. Learning Objectives

By the end of the course, the students will be able to :

- Reading aloud a narrative text
- Identify characteristics of narrative text

5. The Value of Character : Trustworthiness, respect, diligence

6. Teaching Materials :

a. example of narrative text

Redfeathers the Hen

Redfeathers, the hen, was so-called because all her feathers were red. One day, the fox caught sight of her in farmyard and his mouth began to water.

He ran home and told his wife to put on water for boiling a chicken, and then he rushed back, and before Redfeathers knew what was happening, she found herself snapped up and inside a sack, not even able to call for help.

Luckily for her, her friend the dove saw what had happened. She fluttered on the path in the woods, and lay there, fox was delighted to find that he now had a first course as well as a main dish. He put down the sack with the hen in it, and chased off after the dove, who began cleverly to hop further and further away.

Redfeathers slipped out of the sack and put a stone in her place, then she too ran off. When the dove saw that her friend was safe, she flew up into a tree. The fox then went back and picked up the sack, thinking that the hen was still in it. When he got home, the fox tipped the sack, thinking that the hen was still in it. When he got home, the fox tipped the sack into the pot of boiling water, but the stone splashed it all over him, and he burned his greedy paws.

b. Definition of Narrative Text

Narrative Text is a text focusing specific participants, and social function is to tell stories or past events and entertain the readers. Narrative is a text which retells the story or previous experiences.

c. The Purpose of Narrative Text

The purpose of the text is to entertain or amuse readers or listeners about the story.

d. There are many kinds of Narrative Text:

Ø Legend

Ex: Malin Kundang, The legend of Tangkuban Perahu, and The story of Toba Lake.

Ø Fable

Ex: The smartest Parrot and The story of Monkey and Crocodile.

Ø Fairy Tale

Ex: Cinderella, Snow White, The story of Rapunzel and Painting the Wall.

e. Generic structure dalam teks narrative.

A Narrative text will consists of the following structure:

Orientation : introducing the participants and informing the time and places.

Complication : describing the rising crises which the participants have to do with.

Resolution : showing the way of participant to solve the crises, better or worse.

Or solution to the problems.

d. Language features dalam teks narrative.

- Description of character and Places by using:

Adjective to describe Noun, Ex: Happy

Similes to compare one thing with another, by using Like or as as.

- Time Words

One upon a time

Long time ago

Then

Last week

A long long time ago

- Verbs: indicating action in the story. By using Simple Past Tense.

S + V2+O

E.g.: - She went to the shop and bought a can of paint.

- She got an idea.

7. Teaching Method / Teaching Strategy : Question Answer and Relationship (QAR) Strategy.

8. Learning Activities

A. Pre-activity

Preface :

1. Teacher greets the students' by asking " Good Morning? How are you today?" / "how is your feeling today?". (friendly)
2. Teacher and students pray together before starting the lesson.
3. Teacher checks the students' attendance by asking "who is absent today? Where is she/he?". (attention)

Apperception

- Reviewing the previous study
- Stating the topic and objective of the meeting

B. Main Activity

a. Ekplorasi :

§ *Orientasi* : teacher shows the picture about narrative text and then asks the student :

1. What do you think about this picture?
2. Can you tell me about the story ?

Then teacher gives the example about narrative text and asks the students :

3. Can you tell me some examples of narrative text ?

Teacher tells a little about narrative text like definition and characteristic.

b. Elaboration :

§ *Activity 1:*

1. Teacher divided into five group and each group have a leader.
2. Teacher gives each group a copy of text.
3. Teacher introduces the reading that use QAR strategy. This is the point at which they should fill in the “R”. Students must choose the title and the author.

§ *Activity 2:*

1. Students discuss about the topic.
2. Students in their small groups begin to figure out what the main ideas of the text are and have the students come up with a list on their own paper of what they are.
3. Students determines what the main points from the text.
4. Students makes summary of the main points.

c. Confirmation :

1. Each group report on their summaries in front of the class.
2. Teacher asks another group to give question or suggestion
3. Teacher gives the students worksheet related to the topic to each other.

C. Post-activity

1. Teacher and students give conclusion about the topic.
2. Teacher asks the students whether they enjoy the lesson or not. (honesty)
3. Teacher reviews the materials by asking students what they have learned today.(responsive)
4. Teacher closes the lesson by saying “good bye” (caring)

9. Required Books and Media :

Media : picture

Books : English in Focus for Grade VIII Junior High School (SMP/MTS),
Widya Utama

10. Evaluation : attached (in appendix)

Medan, 2017

**Known by,
English Teacher,**

The Researcher

Rizky Wahyuni R, S.Pd

Fitria Ulfa Hutabarat

The Headmaster of SMP Asuhan Jaya

Muhammad Pratama Wirya, S.E

APPENDIX

NAME :

CLASS :

A long time ago there lived a young couple, a man and his wife. His wife was expecting their baby. She wanted a plant that only grew in her neighbour's garden. She wanted it so much. She even intended to steal it herself, but later on, she sent her husband to steal it.

Unfortunately, Mother Gothel, the owner of the garden, caught him doing it. She was a witch. Then, the Mother Gothel forced the couple to give their first baby to her.

A few months later, the baby was born. It was a girl and named Rapunzel. Soon, this baby was taken away to live with Mother Gothel. Rapunzel grew to be a beautiful young girl with her long golden hair. At first, she was cared for in a normal way. When she reached puberty, she was locked in a tower so that she would never leave Mother Gothel. The tower stood in the forest. It could only be entered by climbing on Rapunzel's long hair. To cheer herself up, she loved to sing.

One day, a young prince was out hunting. He stumbled upon the tower. He heard Rapunzel's beautiful voice. He decided that he must meet her. He spied and, by watching Mother Gothel, learned the words he had to say to have Rapunzel drop hair. The prince visited her often and the two fell in love.

Then, Rapunzel made a plan to escape from the tower. She wanted to be with the prince. She asked the prince to bring her a skein of silk each time he visited. She might weave a ladder for her. Unfortunately, Mother Gothel caught on. Then, she banished Rapunzel to the desert. She threw the prince from the tower into a thorny bush. The thorns made the prince blind and he roamed the earth searching for his love.

Eventually, they found each other, and the prince's eyes were healed by Rapunzel's tears of happiness.

Answer the questions below!

1. What is the best title of the text above?
2. How many characters in the story?
3. What is the complication in paragraph 3?
4. Why did Rapunzel's father steal the plant?
5. What did Mother Gothel do to the couple?
6. What happened when she reached puberty?
7. What did Rapunzel do to cheer herself up?
8. How did the Prince meet Rapunzel?
9. What did Rapunzel and the Prince use to make the ladder?
10. And finally what did happen to the Prince's eyes?

KEY WORDS

Answer 1-10

1. The best title of the text above is Rapunzel.
2. There were 5 characters in the story.
3. The complication in paragraph 3 is Rapunzel was taken away to live with Mother Gothel and she grew to be a beautiful girl with her long golden hair.
4. Rapunzel's father stole the plant because his wife wanted a plant that only grew in their neighbour's garden.
5. Mother Gothel forced the couple to give their first baby to her
6. When she reached puberty, she was locked in a tower so that she would never leave Mother Gothel.
7. To cheer herself up, she loved to sing.
8. The Prince spied and, by watching Mother Gothel, learned the words he had to say to have Rapunzel drop hair.
9. She asked the Prince to bring her a skein of silk each time he visited. She might weave a ladder for her escape.
10. The Prince's eyes were healed by Rapunzel's tears of happiness.

Scored :

formula :
$$\text{score} = \frac{\text{true items}}{\text{members of items}} \times 100 \%$$

LESSON PLAN
(Control Group)

School : SMP Asuhan Jaya
Course : English
Class/Semester : VIII / 2
Time Allocation : 2 x 40 Minutes
Language Skill : Reading

1. Standard Competence : Reading

11. understand the meaning of simple short essay form of recount, narrative to interact with their surroundings

2. Basic Competence :

11.1. Reading aloud meaningful functional text and simple short essay in the form of a recount and narrative by saying, stress and intonation that acknowledges relating to the environment

3. Indicators :

- Reading aloud a narrative text
- Identify characteristics of narrative text

4. Learning Objectives

By the end of the course, the students will be able to :

- Reading aloud a narrative text
- Identify characteristics of narrative text

5. The Value of Character : Trustworthiness, respect, diligence

6. Teaching Materials :

a. example of narrative text

Redfeathers the Hen

Redfeathers, the hen, was so-called because all her feathers were red. One day, the fox caught sight of her in farmyard and his mouth began to water.

He ran home and told his wife to put on water for boiling a chicken, and then he rushed back, and before Redfeathers knew what was happening, she found herself snapped up and inside a sack, not even able to call for help.

Luckily for her, her friend the dove saw what ha happened. She fluttered on the path in the woods, and lay there, fox was delighted to find that he now had a first course as well as a main dish. He puth down the sack with the hen in it, and chased off after the dove, who began cleverly to hop futher and futher away.

Redfeathers slipped out of the sack and put a stone in her place, then she too ran off. When the dove saw that her friend was safe, she flew up into a tree. The fox then went back and picked up the sack, thinking that the hen was still in it. When he got home, the fox tipped the sack, thinking tht the hen was still in it. When he got home, the fox tipped the sack into the pot of boiling water,, but the stone spalshed it all over him, and he burned hs greedy paws.

b. Definition of Narrative Text

Narrative Text is a text focusing specific participants, and social function is to tell stories or past events and entertain the readers. Narrative is a text which retells the story or previous experiences.

c. The Purpose of Narrative Text

The purpose of the text is to entertain or amuse readers or listeners about the story.

d. There are many kinds of Narrative Text:

Ø Legend

Ex: Malin Kundang, The legend of Tangkuban Perahu, and The story of Toba Lake.

Ø Fable

Ex: The smartest Parrot and The story of Monkey and Crocodile.

Ø Fairy Tale

Ex: Cinderella, Snow White, The story of Rapunzel and Painting the Wall.

e. Generic structure dalam teks narrative.

A Narrative text will consists of the following structure:

Orientation : introducing the participants and informing the time and places.

Complication : describing the rising crises which the participants have to do with.

Resolution : showing the way of participant to solve the crises, better or worse.

Or solution to the problems.

d. Language features dalam teks narrative.

- Description of character and Places by using:

Adjective to describe Noun, Ex: Happy

Similes to compare one thing with another, by using Like or as as.

- Time Words

One upon a time

Long time ago

Then

Last week

A long long time ago

- Verbs: indicating action in the story. By using Simple Past Tense.

S + V2+O

E.g.: - She went to the shop and bought a can of paint.

- She got an idea.

7. Teaching Method / Teaching Strategy : Lecturing method

8. Learning Activities

a. Opening Activity

1. Teacher greets the students by asking “ Good Morning? How are you today?” / “how is your feeling today?”. (friendly)
2. Teacher and students pray together before starting the lesson.
3. Teacher checks students’ attendance by asking “who is absent today? Where is she/he?”. (attention)

b. Main Activity

1. Teacher giving the material about narrative text.
2. Teacher writes the definition of narrative text on the whiteboard.
3. Teacher explains the definition, generic structure and language feature of narrative text.

4. Teacher gives the example of narrative text.
 5. The students will be asked by the teacher, whether the students are already understand or not.
 6. The students will be asked by teacher to answer question about narrative text.
- c. Close Activity
1. The teacher and students make a conclusion about narrative text in the end of lesson.
 2. Pray
 3. The teacher close the meeting by saying hamdallah.

11. Required Books and Media :

Media : picture

Books : English in Focus for Grade VIII Junior High School (SMP/MTS),
Widya Utama

12. Evaluation : attached (in appendix)

Medan, 2017

**Known by,
English Teacher,**

The Researcher

Rizky Wahyuni R, S.Pd

Fitria Ulfa Hutabarat

The Headmaster of SMP Asuhan Jaya

Muhammad Pratama Wirya, S.E