

CHAPTER I

INTRODUCTION

1.1 Background of the study

Language is very important in human life. A language is a system of communication which consists of a set of sounds and written symbols which are used by the people of a particular country or region for talking or writing. People can also interact to another through language and all human's activities are affected by language the use, what so ever they do, anywhere, anytime the always use it to know and to connect to all people in the world. Good communication in the society is one of the purposes every people. Language as communication has a form, rules, politeness and full of meaning. Language itself is a collective of expression. Many languages in this world, some of them are German, Indonesian and English. The most important of language is English.

English is one of international language that almost all the countries use nowadays. English is known as a foreign language or second language that plays an important part especially in academic purposes. English, is not only as a global language, but also as the language of science, technology, and Indonesia is one of the countries which are aware of importances of English on its educational affairs. Indonesia puts English as one required subjects that students should pass national examination. As result, a lot of school in Indonesia put a serious attention on English, it is considered that English has an important role in teaching and learning process in Indonesia.

Teaching English in Indonesia starts from play group, junior high school, senior high school up to university level. The English curriculum in primary school until senior high school

using *Kurikulum Tingkat Satuan Pendidikan*(KTSP). There are four skills that will be learned in learning English; they are listening, speaking, writing and reading.

Teaching reading is the basic one in learning English process. It is an interactive process that goes on between the reader and the text. It also greatly contributes in forming the communication and informative society. In teaching reading, the teacher must be creative in choosing a good techniques. The overall goal of teaching reading is not to remember the specific details but to have a good grasp of the main ideas and supporting ideas, and to relate those main ideas to the background knowledge as appropriate. So, the most basic purpose for teaching reading is the student are able to analyze the text and be able to get the meaning from the text. There are many genres of the text, namely description, report, argumentation, hortatory, and narrative text.

Narrative text is a kind of text to retell the story that past tense. The purpose of the text is to entertain or to amuse the readers or listeners about the story.

The generic structure of Narrative Text:

1. Orientation: It set the scene and introduce the participants (it answers the question : who, when, what, and where)
2. Complication: Tells the problems of the story and how the main characters
3. Resolution :The crisis is resolved, for better or worse.
4. Re- orientation : The ending of the story. Maybe, happy ending or sad ending.
5. Evaluation : The stepping back to evaluate the story or the moral message of the story

Narratives are central in how we humans organize our society. Gossiping about others allows us to exchange reliable information about who can be trusted, who's behavior is acceptable and who is behaving in a 'bad' way. Talking about metaphors, legends and myths

gives us a common framework of meaning. Weaving life-lessons into stories that get repeated again and again helps us to learn how to behave and become accepted members of a society. The narrative form is unique, because authors relate ideas they want to express about how people behave and what they believe. These ideas, or themes, generally relate to universal truths and make connections to the reader's experiences.

Based on the writer's experience when doing Teaching Training Programme (PPL) at SMP Swasta HKBP Padang Bulan Medan, Most of the student could not understand about reading comprehension. The student could read English word and sentences in text, but they just read it without trying understand the content of the text they have read. The student seem enable to interpreting the text accurately. When the teacher asked the students to read a text, another student would make noise in their seat without listen to their friend. That is the students' problems in the process of reading. The writer also saw the way of teacher in teaching reading to the students. The teacher taught reading skill by giving a topic and read it, translate word by word, asked the students to look up the meaning of new words in the dictionary, and gave written task. Even worst, the teacher just used Indonesian language to teach the student. There are some kinds of strategies in teaching reading comprehension of students such as: CIRC is a comprehensive program of teaching reading and writing middle in the upper elementary and grades, repeated reading strategy, Question Answer Relationship (QAR) Strategy.

According to T. E. Raphael (1982;1986), " Question Answer Relationship (QAR) shows the students the relationship between questions and answers, how to categories different types and levels of questions (right there, think and search, the author and you, and on my question). 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." Giving the

text to the student, requires student to think about what is already known from their reading and experience to formulate an answer. Give the students sample question to answer in small groups and identify which of the QAR level they used.

Based on the explanation above, the writer to conduct research entitled “The Effect of Question Answer Relationship Strategy on Narrative Text Reading Comprehension of VIII Grade students at SMP Swasta GKPI Padang Bulan Medan”

1.2 The Problem of the Study

Related to the background of the study, the problem of the study is formulated as the following: “Does Question – Answer Relationship (QAR) strategy significantly affect on reading comprehension of narrative text of VIII Grade the student’ achievement in reading narrative text?”

1.3 The Objective of the Study

In relation to the problem, the objective of the study is to find out whether Question – Answer Relationship (QAR) strategy significantly affect reading comprehension of narrative text of VIII Grade the student’ achievement in reading narrative text.

1.4The Scope of the Study

There are many kinds of teaching on strategies reading. There are also many genres of the text, namely description, report, explanation, argumentation, hortatory, exposition, discussion, review, narrative, spoof, recount, anecdote, and news item. Concerning with this research, it

will focus only on the application of Question – Answer Relationship (QAR) strategy significantly.

1.5 The Significances of the Study

This study is conducted in order to know about of Question – Answer Relationship (QAR) and findings are expected to have both theoretical and practical importance to English teacher, students, and next researchers. Practically, the finding will be meaningful for:

1. The writer, comprehending that Question Answer Relationship (QAR) strategy is useful in teaching reading narrative text.
2. Students in English Department, they can make this thesis as reference in reading skill.
3. English teachers, It will be important for the teachers in their attempt to improve their students reading comprehension in narrative through Question-Answer Relationships strategy

1.6 Hypothesis

Based on the research title of “The Effect Of Question Answer Relationship Strategy On Narrative Text Reading Comprehension of VIII Grade at SMP SwastaGKPI PadangBulan Medan”, the writer formulates the hypothesis as the following:

Ho: There is no significantly effect of QAR strategy on narrative text reading comprehension of

VIII grade students at SMP Swasta GKPI Padang Bulan Medan

Ha: There is significantly effect of QAR strategy on narrative text reading comprehension of

VIII grade students at SMP SwastaGKPI PadangBulan Medan.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

In conducting the research, theories are needed to explain some concepts apply concerning into the research. The terms have to be classified to prevent the confusion. The writer will present some theories related to the study in order to strengthen this study.

2.2 Language

Language is important to human's social development. As a language which is used by more than a half of population I the world, English holds as the key as international language. According to Hawker (2006:570) language is the method of human communication, either spoken or written consisting of the use of words in a structure and conventional way. The people as the member of the society or social group use language to convey needs, desires, and everything what the person want to express to the society. And also it indicates the existence of human beings. It means that the people as human, cannot do activities without using language. Whatever the people do in this world, use language to express everything in a mind, for example:

warning someone or requesting something, etc. The people can also express what in their mind by using gesture or body movement, action, signal, and sound.

Sharma and Tuteja (2007:7) state that language is a systematic means of communicating ideas or feelings by the use of conventionalized sign, sounds, gesture or marks having understood meanings. Language is a set of arbitrary symbols; those symbols are primarily vocal but may also be visual.

Based on the definitions above they can be concluded that language is use for communication operates in speech community or culture either spoken or written.

2.3 Reading

Reading is one of the most important skills. It is a constructive process that can help students to acquire new knowledge of language, experience about life and so on. Simply, reading is defined as “the active process of understanding print and graphic texts”. In this chapter, reading and reading comprehension will be introducing through stating different definitions by different researchers.

Reading is one of the communication process that should be acquired by students. By reading, they will get more information, knowledge, and science. Student should be for reading motivated by books as much as possible with good comprehension. According to Brown, H. Douglas (2004:189) that reading is a process of negotiating meaning; the reader are brought to the text a set of schemata for understanding it and intake is the product of that interaction. Reading is a process that includes three phases, they are described as follows:

a. Before reading

The reader establishes in his or her mind a purpose and a plan for reading. Students view a relevant visual text, such as a diagram, associated with the text will be reading.

b. During reading

The reader thinks about his or her purpose for reading and about his or her Prior knowledge.

c. After reading

The reader thinks about what he or she knew before reading and what he or she learned and what connections were made during the reading and then links information together to build knowledge.

According to Patel and Jain (2008: 113), Reading is an active process which consists of recognition and comprehension skill. This important skill in life with which one can update his knowledge is an important tool for academics success.

Furthermore, from the statements above the writer concludes that reading is an activity of the reader to get linguistics information from the reading text. Reading is also a comprehending process.

2.3.1 The Process of Reading

There are some processes of reading that we can use before read a text. It can make us know about the text easily. According to Nunan (2003:70), there are three process of reading. They are (1) bottom-up, (2) top-down, and (3) interactive.

1. Bottom-up

Bottom - up process typically consist of lower-lower reading process. The students start with the fundamental basic of letter and sound recognition, which in turn allows for morpheme followed by word recognition, building to up identification of grammar

structure, sentences and longer texts. Letters, letter cluster, words, phrases and finally meaning is the order in achieving comprehension.

2. Top-down

Top-down begins with the idea that comprehension resides in the reader. The reader use background knowledge, makes predictions, and researches the text to confirm or reject are made. A passage can thus be understood even if all of the individual words are not understood. Within a top-down approach to reading the teacher should focus on meaning generating activities rather than on mastery of word recognition.

3. Interactive Process

This third type combines elements of both bottom-up and top-down process assuming that a pattern is synthesized based on information provided simultaneously from several knowledge sources.

2.3.2 The Purpose of Reading

The purpose of reading is to connect the ideas on the page to what they already know. Reading generally to get new information and for pleasure before reading a text, the readers or students must determine in their reading. Grab and Stoller (2002:13) state that there are some purposes of reading, they are:

a. Reading to search for simple information

Reading to search for information is common reading ability though some researches see it as a relatively independent cognitive process. It is used so often in reading tasks that is probably best seen as type of reading ability. Similarly, reading to skim is a common partof many reading task and useful skills in its own right. It is involves, is essence, a

combination of strategies for guessing where important information might be in text until a general idea is formed.

b. Reading to learn from the text

Reading to learn typically occurs in academic and professional contexts in which a person needs to learn a considerable amount of information from a text. Reading to learn is usually carried out at a reading rate somewhat slower than general reading comprehension. In addition, it makes stronger inference demands than general comprehension to connect text information with background knowledge.

c. Reading to integrate information, write and critique text

Reading to integrate information requires additional decisions about the relative importance of complementary, mutually supporting or conflicting information and the likely restructuring of a rhetorical frame to accommodate information from multiple sources. These skills require critical evaluation of the information being read so that the reader can decide what information to integrate and how to integrate it for the reader's goal. Both require the ability to compose, select, and critique information from a text. Both purposes represent common academic tasks that call upon the reading abilities needed to integrate information.

d. Reading for general comprehension

Reading for general comprehension is the most basic purpose for reading, underlying and supporting most other purposes for reading. General reading comprehension is actually more complex than commonly assumed. Reading for general comprehension requires very rapid automatic processing of words, strong skills in inferring general meaning

representation of main ideas an efficient coordination of many processes under very limited time constraint.

Based on the explanations above, the purposes of reading comprehension that chosen this study is reading for general comprehension because it is related to the strategy that is applied by the researcher.

2.4 Reading Comprehension

Reading comprehension is explained as the ability to understand what has been read. Comprehending involves strategies that students learn to use when reading independently. Teachers focus on several key comprehension skills. These are inferring, predicting, comparing and contrasting, sequencing and summarizing. Students usually learn how to use these strategies in a small group guided by the teacher who demonstrates their use. Students then practice comprehension techniques with a partner by discussing what they read, making connections with prior knowledge and identifying the main ideas in the story. Reading comprehension is the process of extracting meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences (Woolley. G.2011 : 15). On reading instruction, reading strategies play an important role in the promotion of reading comprehension, especially for poor readers who are always struggling in reading. According to G. Wainwright (2007: 35) Reading comprehension is a complex process which comprises the successful or unsuccessful use of many abilities. In reading comprehension, readers must be able to get the main idea of the text. So the reader can say that teacher/instructor has also a role on teaching students how to use these strategies effectively and appropriately in different content-area texts through applying some explicit instructions such as: introducing word, giving feedback, providing friendly-explanation, and promoting student's ability on using

reading strategies in different situations etc. Practicing these strategies will help students not only to use them flexibly but also solve problem of reading comprehension.

Based on the statement above the writer concludes that Reading comprehension is an extraordinary feat of balancing and coordinating many abilities in very complex and rapid set of routines that make comprehension a seemingly and enjoyable activity for fluent reading.

2.5 Level of Reading Comprehension

The level of comprehension is a device that aids in teaching reading. Leveled reading is a way to comprehend, interpret and apply difficult texts by working at the literal, interpretive and applied levels. Leveled reading helps readers to go beyond the surface of the text in a step by step way.

According to Paul Burns (1984:177), there are four level of reading comprehension. The following levels of comprehension can tell us about how far the students understand about reading material which level has been achieved.

1. Literal comprehension involves acquiring information that is directly stated. The basic of literal comprehension is recognizing stated main idea, detailed cause effect and sequence. It is also prerequisite for higher level understanding. Recognizing stated main ideas, details, causes and effect and sequences is the basic of literal comprehension, and through understanding of vocabulary, sentence meaning and paragraph is important.
2. Interpretative comprehension involves reading between the lines or making inferences. It is the process of deriving ideas that are implied rather than directly stated. This level includes inferring main ideas of passages in which the main ideas are not directly stated. Cause and effect relationship when they are not directed stated, referents of pronouns, referent of adverb, omitted words, detecting mood, detecting the author's purpose in writing, and drawing conclusions.

3. Critical comprehension involves evaluating written material, comparing the material with known standards and drawing conclusions about their accuracy, appropriateness and timeliness. Critical comprehension refers to the ability to make judgment about ideas information a writer offers. Competent reader will measure them against what they already know accepting or rejecting them in whole or part or withholding judgment until confirmation is reached.
4. Creative comprehension involves going beyond the material presented by the author. It requires readers to think as they read just as critical reading does, and it also requires them to use their imagination.

Based on the levels of comprehension above, the writer will focus on literal comprehension and inferential comprehension. Because both of them are very important to be taught for grade VIII students.

2.6 Genre

The word genre in today's world has been used broader to refer the range of ways in which things get done in particular society of culture. Genre is place occasion, function, behavior, and interaction structures. Genre theorist assumes that the organizations of a text genre are classified according to the stages. They move through to attain their purposes (Knapp and Watkins, 2005: 82).

2.6.1 Types of Genre

Genre refers to kind of the text, which describes the general of the text. Genre is kinds of the text with differences at the purpose and rhetorical structure. In the concept of genre, the kinds of the tenses and sentences patterns. According to Gerot and Wignell (1994: 192-219) there are of genre in the text. They are:

1. Recount: to retell an event for the purpose give information the reader.
2. Narrative: tells world events, which can be informative or entertaining, and can be past world events or present happenings.
3. Procedure: to describe how something is accomplished for things or jobs.
4. Explanation: to explain the process involved in the information, workings of natural, or socio cultural phenomena.
5. Discussion: describing about idea or opinion to a phenomenon or social in the society.
6. Spoof: to retells and with a humorous twist.
7. Exposition: telling about the argument that something is the care (analytical exposition) and, the argument that something should be or ought to be (hortatory exposition).
8. News Item: to inform the reader, the listener, or the viewer about events of the day, which are considered newsworthy or important.
9. Information Report: contents of present information presentation about a thing or fact supported by data presentation, characteristic description, and classification or tabulating.
10. Anecdote: contains of meaning or shares about ridiculous, shameful, funny, very special, or unexpected on out the ordinary events and sharing feeling to the reader.
11. Review: to critique an art work or event for a public audience.
12. Description/Descriptive: descriptive is a type of paragraph which describes something in details order to enable the readers to see, feel, hear, and touch event. In this case, the writer must able to describe an object based on its specific characterization.

From the genre text above, the writer chooses a narrative text as a subject that must be achieved by students in this study. Narrative text will be explained particularly as bellow:

2.7 Reading Narrative Text

Narrative comes from the word “narrate” which means to tell a story. Mifflin (1984: 340) says that narrative is presents a story, either nonfictional or fictional. Nonfictional narratives include biographical and autobiographical writings. Fictional narratives include all short stories and novels. According to John Langan (2001:195) narrative or narration is storytelling, whether a single story several related by the story teller. Narrative can be understood as stories with a beginning, middle and end that contain a conclusion or some experience of the story teller. Narrative can be used to achieve any aim: to inform/ instruct, to convince or persuade, to entertain or please, or to express strong feelings and emotion. It all depends on the use to which the writer put her narration.

Based on the explanations above, the writer elaborates that narrative is a simply tell a story or relay a sequence of events. Generally, this event is told in chronological order, which is the order in which they happened. It functions to entertain and amuse.

2.7.1 The Generic Structure of Narrative Text

A narrative paragraph has a particular organizational structure or generic structure. M. Anderson (1997:8) states the generic structure of narrative text focuses on a series of stages that propose to build the story.

1. Orientation: it means to introduce the participants or the characters of the story more with the time and place set. Orientation is actually exists in every text type though it has different term.

2. **Complication:** it is the crisis of story. The crisis makes the story more interest. If there is no crisis, the story is not narrative text. Long story the complication appears in several situations. It means that sometimes there is more than one complication.

3. **Resolution:** it is the final series of the events which happen in the story. The resolution can be good or bad. The point of resolution it has been accomplished by the characters. Like complication, there are major resolution, and minor resolution.

4. **Re-orientation:** the ending of the story.

5. **Evaluation:** the stepping back to evaluate the theory or the moral message of the theory. Evaluation also make students be understood about the text and can achieve the message of the text. But the ending of the story is not always good or sad.

Based on the statement above the writer concludes that generic structure of narrative text must be taught clearly, so that the students understood about the text correctly.

2.7.2 The Language Features of Narrative Text

1. The use of past tense
2. The use of material, behavioral and verbal process
3. The use of time conjunction (when, suddenly, then, etc)
4. Using the action verb
5. Specific character

2.8 QAR (Question – Answer Relationships)

It is a reading comprehension strategy developed to “clarify how students approach the tasks a reading texts and answering questions” (Raphael, 1986, p. 176). A question is a linguistic expression used to make a request for information, or the request made using such an expression.

The information request may be provided in the form of an answer. Question that can be answered in the text, questions that require thinking or research beyond the text, and the text, and question that seem to have no answers at all can invite the reader to enter into the story or informational source. Question can frame the reader's explanation. Question awakens the mind (Moreillon, 2007: 59).

Perencevich (2007:55) says that questioning is a strategy that triggers students' prior knowledge and allows them to attach new knowledge and meaning to their previous knowledge. Asking students to question and predict outcomes helps to engage them in the text. Self-questioning is also suggested to increase comprehension. Reid and Lineaman (2006:157) note that the ability to answer questions at the end of the text is important; however, the ability to successfully search for appropriate information within a text to find the correct answer is of equal importance.

Cummins, S., Streiff, M., & Ceprano, M. (2012). Understanding and applying QAR to improve test scores. *Journal of Inquiry and Action in Education*, 4(3), 18-26.

Green, S. (2016). Two for one: Using QAR to increase reading comprehension and improve test scores. *The Reading Teacher*, 70(1), 103-109.

Reading comprehension strategies enable students to become active readers and improve their reading performance. One of them is the question-answer relationship strategy (QAR) used by teachers to help students track down information with a view of comprehending and then answering reading questions (e.g., Green, 2016; Pearson & Johnson, 1978; Raphael, 1986b; Raphael & Au, 2005; Raphael, Highfield, & Au, 2006). Although the above studies have presented varying effects of question-answer relationship strategy in reading together with the Vietnam government policy for educational reforms,

students in this investigation experienced difficulties transferring skills to comprehend reading lessons. Particularly, students have had little exposure to identifying main ideas, locating details, and making inferences because traditional lecturing and memorization-oriented instruction still remain across all levels of education in Vietnam (Nguyen, 2013; Pham, 2010). Cummins and his colleagues (2012), and Furtado and Pastell (2012) indicating the positive effects of the QAR Strategy on primary, fourth-grade, and elementary students' reading comprehension respectively.

Question answer Relationship strategy help students realized the need to consider both information in the text and information from their own background knowledge. Question answer relationship strategy is designed to raise students' level of thinking, to engage students in self questioning, and to enhance meta- cognitive awareness.

Using question relationship strategy to plan reading comprehension instruction helps ensure that there will not be an over-emphasis of lower – level skills and question that only require pupils to locate and recall information. It is clear from research that all students need instruction in reading comprehension, especially the kind that focuses on the strategies required to answer and generate challenging questions (Joseph et al , 2007: 1)

Research shows how important it is for students to understand then distinction between these two primary sources of information to improve reading comprehension (Furtado, 2011:2).

The Procedure of Question Answer Relationship

According to Beacon (2013) the Question Answer Relationship strategy divides question into two broad categories:” in the Book” (text-explicit) Question and “in my head” (text-implicit) questions. The categories of question can be seen in table 2.1

Table 2.1 Categories of Question

In the Book	In My Head
Right There	Author and You
The answer is easily found in the text. The exact words from the questions and answer are located in the same sentences	The answer is not in the text. The reader combines previous knowledge with the text information to create a response.
Think and Search The answer in the text, but requires gathering information from different places in the selection	On My Own The answer is not in the text. the reader uses previous explain to respond

Kinniburgh and Prew (2010 :2) notes there are two categories of questions, In the Book and In My Head, can be further delineated into four subcategories. For questions that can be found in the book, students will be either find them right there in one place in the text, or they will have to Think or Search, also called Search and Find. For these types of questions, students will need look in several places in the text to find the answer. Question from the In My Head category are going to be Author and Your Question, where the students will need to use their own background knowledge and experiences in addition to the textual information to answer the question. They might also be classified as On My Own Question, where the student will really solely on background experiences and knowledge to supply the answer.

The steps to Question Answer Relationship can see in table 2.2

Reading cycle	CAR	Comprehension Strategy	Questions
Before reading	On My Own	Activating prior Knowledge	From the title, what do I already know that can connect me to the text?
	Authors & Me	Predicating Visualizing	From title and illustrations, what might this text be might?
During reading	Authors & Me	Use their prior knowledge to answer "Auditor & Me" Questions.	Author and me questions may begin with statements like: 1). In your opinion what.....?

	Right There	Scanning to locate information	Right there questions may begin with word such as: 1). Who is... 2). Where is... 3). What is... 4). When is....
	Think & Search	Think about how information or ideas in text relate to one another and to search through the entire passage information that p applied	Questions maybe begin with words like: 1). Summarize... 2). Compare... 3).What caused... 4). Retell... 5). Explain..
After reading	Author & Me	Distinguishing fact and opinion	What is the author's message?
	Think & Search	Identifying important information	Fine evidence in the text to support an argument.

Question information Relationship Strategy teaches students how to decipher what types of questions they are being asked and where to find the answers to them. Question information Relationship Strategy empowers students to think creatively and work cooperatively while challenging them to use literal and higher level thinking skills (Fisher and Frey, 2004) . Thorough Question information Relationship Strategy, students will realized the answers can either come from text or their background. “in the book” or “ in my head”. Straights: gives students a chance and comprehension, related the student to the text, and is easy for teachers to assess knowledgeand understanding. Weaknesses: Trying to moderate groups to stay on task can be hard in larger classes.

a. The Advantages and Question Answer Relationship Strategy.

There are some advantages and disadvantages of Question Answer Relationship strategy. One of them is to increase students' learning motivation as the advantages and teachers difficult grouping students who have heterogeneous in terms of academic ability as the disadvantages.

According to Kinniburgh and Prew (2010 : 763) divides to source of answering questions into two sections namely "in the text" and "in my head". As a strategy of teaching reading comprehension, question answer relationship (QAR) has some advantages.

- a. It is a great way to help students figure out how to go about answering questions based on a given text. Often students assume that every question's answer is directly stated somewhere in the text, if only they look hard enough. Thus, many students spend far too much time looking for answers that are not "right there", and their frustration mounts. By teaching the students the four basic question-answer relationships, they may understand the different types of questions and know how to be an effective and efficient approach to the text based on the different question types.
- b. Understanding question answer relationship promotes higher – level thinking in their students. As what has been explained about QAR were students how to differentiate the way to find the answer of questions: in the text (literal) or use their knowledge (inferential), naturally arouse students to think in higher level (not merely literal comprehension but inferential comprehension: use their prior knowledge).
- c. Teaching students about Question Answer Relationship Strategy can help them to ask effective questions as they read and respond to the text. This point still has connection to the higher – level thinking. It is because, when students are aware of the level of comprehension, they not only know how to find answers but also how to create questions.
- d. QAR strategy allows students to participate actively in teaching in learning process, students are guided by the teacher with some activity which arouse them to keep

involve, thus the students to be active rather than passive. Also, QAR can be apply in group or individual learning, therefore, the students are challenged to complete.

- e. Teacher are able to guide and monitor student learning. The procedure of the QAR strategy is clearly and structurally organized, thus the teacher will not be confuse about what actively will be done next

b. The Disadvantages of Question Answer Relationship Strategy

Here some disadvantages of Question Relationship Strategy :

- a). It takes much time to organized the group.
- b). Some students may get wrong answer.
- c). The success of a group depends on the group itself, because everyone in the group has his own responsibility. So, the students who have no big contribution to the group will make the whole group unsuccessfully.

2.9 Previous Research

There are many researcher conducting by using Question Answer Relationship Strategy, Elfriede (2012:30) *Improving students' achievement in reading comprehension through Question Answer Relationship Strategy*” he assert that this strategy can enlarge or improve their achievement in reading comprehension.

Kurniawan in *Improving the students' reading comprehension Achievement by applying the question answer relationship (QAR) strategy (2013) conducted a research at second grade of SMP Perguruan PAB 10 Medan* in purpose to find out the application of request answer relationship strategy significantly improved their reading comprehension.

Another research will be conducted by Haris in *The Effect of Question Answer Relationship on Students' in Reading Comprehension (2004) who discussed the increasing*

students' ability in reading comprehension by using Question Answer relationship strategy. The result showed that Question Answer Relationship Strategy is an effective way to increase the students' ability in reading comprehension.

Based on the explanations above the writer get conclusion that the strategy that using by the researcher have some benefit to improving skill of the student in reading comprehension. So, the writer also use this strategy to improving the skill of the student and the students able to comprehend the text.

2.10 Conceptual Framework

Reading is active cognitive process of consulting meaning written symbolic done by the reader. In reading, the reader make a conversation with the author by interpreting what the author means in his writing and connects is with prior knowledge.

In reading comprehension, the reader does not only try to understand what the author wants to give, but also the reader should compare what he reads and what he has known, called prior knowledge. Here the reader will be practiced more in developing his thinking while he is reading a text. It is called as critical reading comprehension. By doing this, the reader will be a critical reading comprehending what the author writes and find out some information. The information which is suitable for him is selected and he gives his opinions about the contents of the text including the accuracy, appropriateness and timeless after reading it.

These are many students still find difficult to comprehend a reading text and grasp the information even though they have learned it four years. One of the text that they feel hart to comprehend is narrative text. That's why it is necessary to have a way in solving the problems, the case should be noticed in order to improve their ability so they can get the meaning of the text.

When the People want to get information or the way to get their target, they need ask questions. It is because of questions give an answer to the people and the people can conclude whether it is right or not. Questioning is viewed as the teacher activity to support, guided and evaluate the students' skills. Considering the condition above, it is realized that it need a strategy and can motivated students' process of reading,that is question answer relationship strategy.

11. Hypothesis

Based on the explanation of both theoretical writer formulate framework about, the writer formulated the hypothesis as the following:

Ho: There is no significantly effect of Question Answer Relationship strategy on narrative text reading comprehension of VIII grade students at SMP Swasta GKPI Padang Bulan Medan.

Ha: There is a significantly effect of Question Answer Relationship strategy on narrative text reading comprehension of VIII grade students at SMPSwasta GKPI Padang Bulan Medan

Students' problem in reading comprehension
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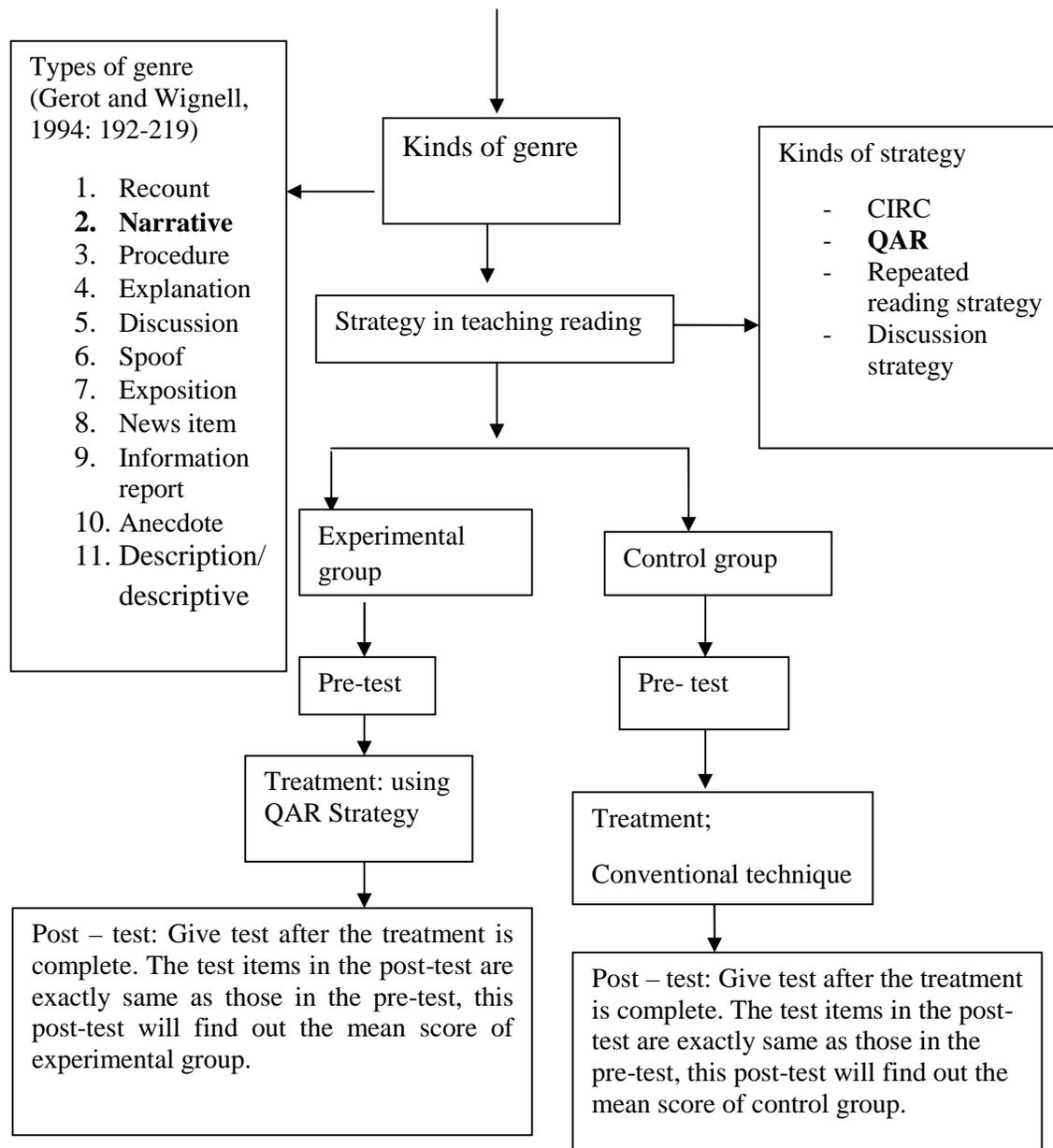


Figure 1. *Conceptual Framework of The Effect of QAR Strategy on Students Reading Comprehension Achievement (PranikaSimbolon: 2018)*

CHAPTER III

METHODOLOGY OF RESEARCH

3.1 Research Design

This study was conducted by applying the experimental quantitative research by using pre-test and post-test design. According to Arikunto (2010: 9) *penelitian eksperimen kuantitatif adalah suatu cara untuk mencari hubungan sebab akibat (hubungan kausal) antara dua faktor yang sengaja ditimbulkan oleh peneliti dengan mengeliminasi atau mengurangi atau menyisihkan faktor-faktor lain yang mengganggu* (experimental quantitative research is a way to search for causality or causal relationship between two factors are intentionally inflicted by researcher to reduce the factors that disturb other factors). This design will be applied in order to investigate the effect of applying QAR (Question Answer Relationship) strategy on students' reading comprehension. To collect the data, two groups of students will be involved. They are experimental and control group. The experimental group will be group which will be taught by using QAR Strategy, while the control group will be involved the group which will be taught without QAR Strategy or they used conventional method

Table 3.3 The Research Design

Group	Pre-test	Treatment	Post-test
Experimental	Y1	X1	Y2
Control	Y1	O	Y2

Where :

Y1 = pre-test

Y2 = post-test

X1 = study of question answer relationship strategy

O = Lecture Technique

3.2 Population and sample

The subject of the research would be taken by the students of the eighth grade at SMP HKBP Padang Bulan Medan.

3.2.1 Population

Population is any group of people that the writer will analyze. According to Arikunto (2006:130) states, "a population is a set or collection of all elements possessing one or more attributes of interest". The population of this study is students of VIII grade at SMP HKBP Padang Bulan Medan and the total numbers of the grade VIII students were 90 students consist of three classes, each class consisted of 30 students.

3.2.2 Sample

A sample is group of individuals in the population (Arikunto, 2006:38). This sample of the research will be taken by using random sampling. To take the sample, they will be divided into two groups, they are the experimental (VIII A) and the control group (VIII B). The experimental group will be taught given the treatment by using QAR Strategy, and the control group will be taught by using conventional method.

3.3 The Instrument of Collecting Data

In collecting the data, the writer will give text. The test is a multiple choice test which consisted of 25 items. Each item of test included 4 options; a, b, c, and d. Students were asked to choose the correct answer of narrative text by crossing the right answer. The questions of the test are based on the levels of reading comprehension. There are four levels of reading comprehension namely literal comprehension, inferential comprehension, critical comprehension, and creative comprehension.

3.4 The Technique of Collecting the Data

This study gave pre-test and post-test to the experimental and control group. The pre-test gave to the students for the first time. After having the treatment, the students have post-test. This test used to found out the result of teaching presentation from both of groups. The writer prepared a multiple choice, which consists of 25 questions and the students only choose the right answer in the paper test.

3.4.1 Pre-test

Before starting the experimental process, both groups of experimental and control the same pre-test. The aim of giving the pre-test will to figure out the students' ability on answering question of reading text in the first time before having the treatment. The pre-test is reading test in from 25 questions of multiple choices.

3.4.2 Treatment

Treatment gave to the experimental group for some periods of time. The experimental group would be taught by using Question Answer Relationship strategy while the control group is teaching by using conventional method

3.4.3 Post-test

After the teaching presentation, both experimental group and control group, two groups are gave a post were test by giving a post-test. The post-test would be same as the pre-test. The post-test used to know the effect of applying Question Answer Relationship Strategy (QAR) on the experimental group.

Teaching Presentation for Experimental and Control Group

The treatment gave to the experimental group for five meetings after conducting pre-test. The process of teaching reading comprehension by using QAR Strategy designed as follow.

Table 3.4 Teaching Procedure Experimental Group

Meetings	Experimental Group	Student's Activities
	Applying QAR Strategy	Applying QAR Strategy
1	Opening; <ul style="list-style-type: none"> ❖ Teacher greets the students to open the class. ❖ Check the attendance list Step 1. Pre – test	<ul style="list-style-type: none"> ❖ The students give the response. ❖ Listen to the teacher quietly Step 1. Pre – test
2	Main activities; <ul style="list-style-type: none"> ❖ Teacher will explain about Question Relationship Strategy and how the step in QAR. ❖ Teacher will explain about narrative text (general structure and language feature) ❖ Teacher will dividestudents in to groups (one group consist of five students). ❖ Teacher distributes copies of teaching material (handout) to each group about narrative text. ❖ The teacher asks the students to read together, each student substitutes to read aloud in different paragraph. ❖ The teacher explain the two broad categories of question and four subcategories to the students as an introduction to the QAR strategy. ❖ The teacher asks the students to read the question in front of the class. 	<p>The students give the response.</p> <p>The students listen.</p> <p>The students make group.</p> <p>Accept the copies of material (handout).</p> <p>The students read together and each read aloud in different paragraph.</p> <p>Students listen to the teacher carefully.</p> <p>The students read the question in front of the class.</p>
	Closing; <ul style="list-style-type: none"> ❖ Review and conclude what they have learned ❖ Close the meeting and motivates student to learn more about the lesson at home. 	<p>listen to the teacher carefully.</p>

Table 3.5 Teaching Procedure In Control Group

Meetings	Control Group	Students' Activities
	Lecture Technique	
1	<ul style="list-style-type: none"> ❖ Teacher greets the students to open the class. ❖ Teacher explains about narrative text (definition, language features, and generic structure). ❖ Teacher gives the example of narrative text. ❖ Teacher asks for affirmation, if they are 	<p>The students give the response.</p> <p>The students listen.</p> <p>The students listen.</p> <p>The students listen.</p>

	<p>already understood or not about the explanation.</p> <ul style="list-style-type: none"> ❖ Teacher gives a narrative text to the students. ❖ The teacher asks the students to read text one by one. ❖ The teacher asks the students to translate the text. ❖ The teacher asks the students to generic structure of the text. 	<p>The students get the text.</p> <p>The students read the text. The students one by one translate the text. The students write the generic structure.</p>
2	<ul style="list-style-type: none"> ❖ The teacher asked the students to find out the difficult words and got the meaning ❖ The teacher asked students to answer the question from the text ❖ The teacher asked the student to collect their question 	<p>The students start to find out the difficult word and got the meaning The students listen the teacher.</p> <p>The students collect their answer The students one by one translate the text.</p>

3.5 The Scoring System

Fifty items of multiple choice tests would be given to the students. It consists of four options and has to answer in 40 minutes before end of meeting. In scoring the test, the cumulative score range from 0-100 and the test is design in one model: Objective Test.

To score the objective test will be counted by using this formula:

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

Where :

S = The Score of test

R = The number of the correct answer

N = The number of the question

100 = Cumulative range 0-100

3.6 Validity and Reliability of the Test.

3.6.1 Validity of the Test

As W. Best (1981) says, validity is the ability of a set to measure what it is supposed to measure. In general, a test is valid to the extent that it measure what it claims to measure. In this case, content validity is used. It refers to the degree to which the test actually measures.

3.6.2 Reliability of the Test

The test of reliability is another important test measurement. A measuring instrument is reliable it provides consistent results. Reliable measuring instrument does contribute to validity, but a reliable instrument needs not to be a valid instrument. According to C.R. Kothari (2005: 74) reliability is not a valuable as validity, but it is easier to asses reliability in comparison to validity.

To achieve the reliability the consistency of the measurement, Kuder Richardson (KR-21) applied as following:

$$KR\ 21 = \frac{k}{k-1} \left(1 - \frac{M(K-M)}{KS^2} \right)$$

Where:

KR-21 : Coefficient reliability

K : the number of items in the best

M : the mean of the test score

S^2 : the square of standard deviation of the test score

R : the reliability of the test

3.7 The Technique of Analyzing the Data

The procedure of analyzing the data will be done as the following:

1. Calculating the data from the pretest and posttest of experimental and control group.
2. Tabulating the score of the students in pre test and post test of experimental and control group.
3. Comparing the mean of the pretest experimental and control group and post test of experimental and control group..
4. Testing hypothesis by using the formula of T-Test.
5. Making conclusion

Calculating of the score by using this formula:

$$t = \frac{Mx - My}{\sqrt{\frac{dx^2 + dy^2}{Nx - Ny - 2} \left(\frac{1}{Nx} + \frac{1}{Ny} \right)}}$$

Where:

Mx : the mean of the experimental group

My : the mean of the control group

dx : the standard deviation of the experimental group

dy : the standard deviation of the control group

Nx : the total samples of experimental group

Ny : the total samples of control groups