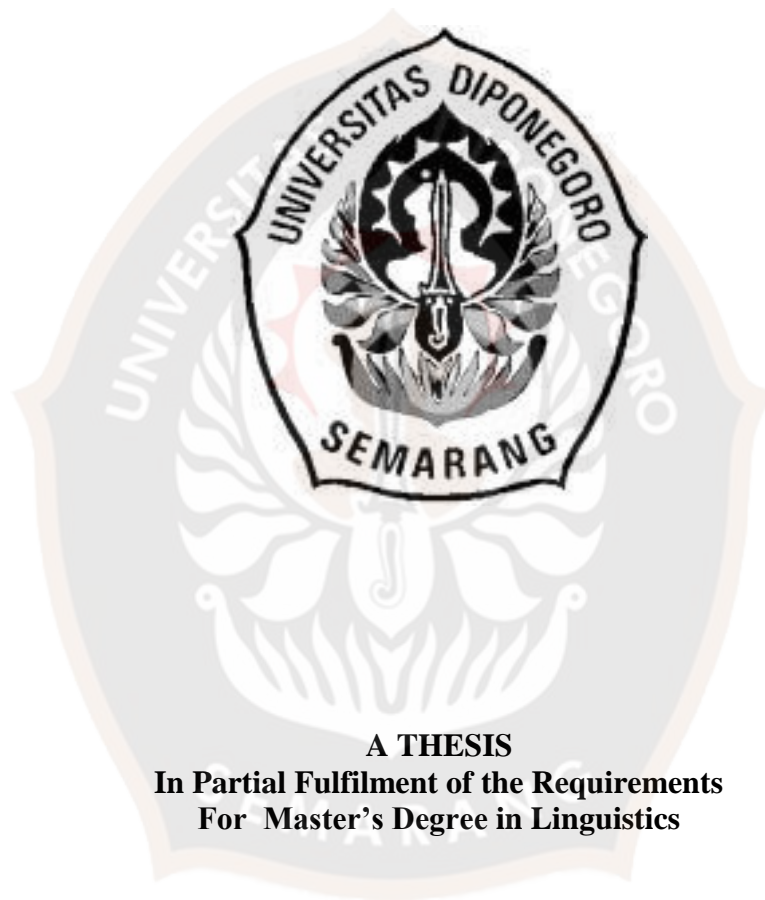


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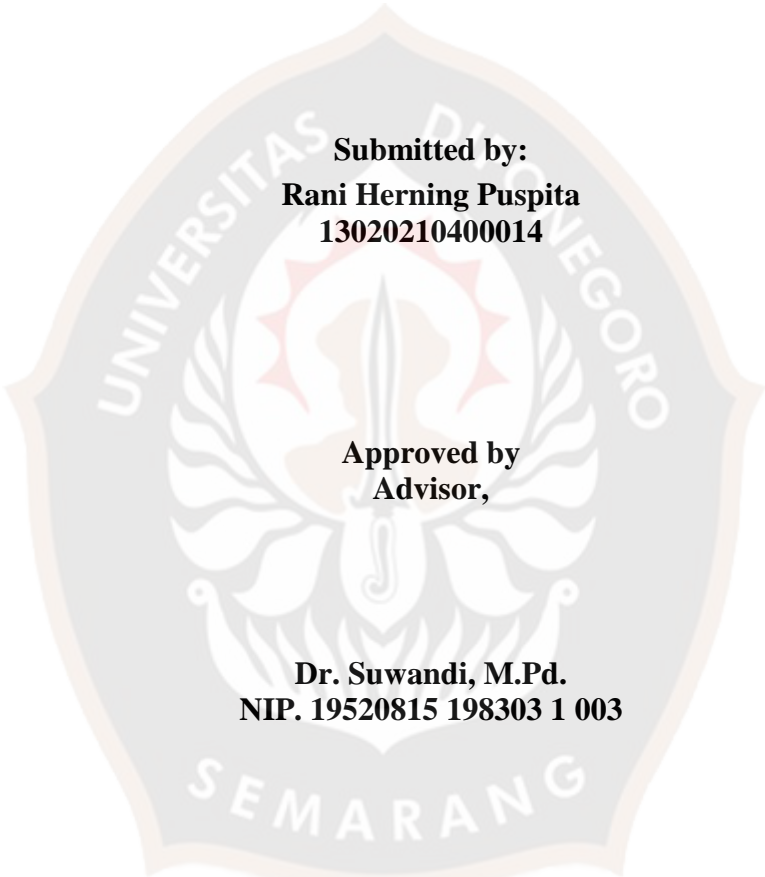
**A THESIS
In Partial Fulfilment of the Requirements
For Master's Degree in Linguistics**

**Rani Herning Puspita
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**FACULTY OF HUMANNITIES
POST GRADUATE PROGRAM OF DIPONEGORO UNIVERSITY
SEMARANG
2013**

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Finally, the writer expects that this study will be useful for the reader who learns about QAR and understand more about developing the technique.

Semarang, August 2013

Rani Herning Puspita

CERTIFICATION OF ORIGINALITY

I hereby declare that this study is my own and that, to the best of my knowledge and belief, this study contains no material previously published or written by another material which to a substantial extent has been accepted for the award of any other degree or diploma of a university or other institutes of higher learning, except where due knowledge is made in the text of the thesis

Semarang, August 2013

Rani Herning Puspita

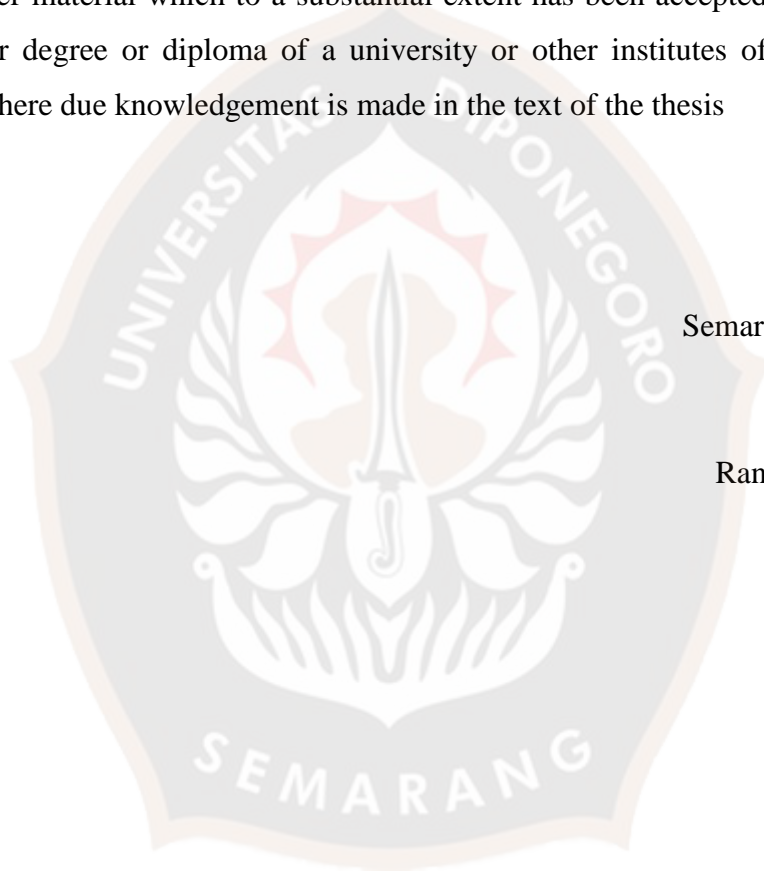


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ABSTRACT

One of the four major language skills is reading. By reading, we can take the information from the text, but many students are lazy to read, especially read an English text. The problem is they don't understand what they read, whereas they often get questions (of a test). It is impossible to translate each word every time they are reading, so, it is better for English teacher to apply a different strategy.

There are some problems discussed in this research, which are: (1) to what extent is the students' reading competence of SMKN 2 Semarang taught by the teacher using QAR? (2) to what extent does QAR improve the students' reading skill? (3) to what extent does QAR increase students' motivation?

The population of this study was the students of SMKN 2 Semarang. In this study, the object of the study was the tenth grade students of SMKN 2 Semarang in academic year 2011/2012. The objects in this research was the tenth grade students of SMKN 2 Semarang. The number of the objects was 32 students.

There was an increase of scores of the students before and after using QAR. In pre-test, most of the students got bad marks, but in cycle I and cycle II, there was an increasing, from 81,56 in Cycle I to 88.44 in Cycle II.

From the result of the study, the writer concludes that the reading comprehension skill of narative text of the students of SMKN 2 Semarang increased after using QAR Strategy. QAR Strategy can improve the quality of the learning process in the grade X of SMK Negeri 2 students. It is recommended to the next researchers to further develop this research in larger scale, especially in improving students achievement in reading comprehension of descriptive text.

Keyword : QAR, reading, narrative text

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ABSTRAK

Salah satu dari empat keterampilan dalam mempelajari suatu bahasa adalah membaca. Dengan membaca kita dapat memperoleh informasi dari suatu teks. Tetapi banyak siswa malas untuk membaca, terutama membaca bacaan dalam bahasa Inggris. Permasalahannya adalah mereka tidak memahami bahasanya, padahal mereka sering mendapat soal (dalam ujian) dimana jawabannya berdasar pada bacaan. Tidak mungkin mereka menerjemahkan setiap kata yang mereka baca. Jadi, akan lebih baik jika guru bahasa Inggris menerapkan suatu strategi yang berbeda.

Ada beberapa permasalahan yang akan dibahas dalam penelitian ini, yaitu pada tingkat apa kompetensi membaca siswa SMKN 2 Semarang diajarkan menggunakan QAR? Bagaimana QAR meningkatkan kemampuan membaca siswa? Bagaimana QAR meningkatkan motivasi siswa?

Populasi pada penelitian ini adalah siswa SMKN 2 Semarang. Objek penelitiannya adalah siswa kelas XI tahun ajaran 2011/2012. Jumlah sample pada penelitian ini ada 32 siswa.

Pada penelitian kali ini terdapat peningkatan hasil belajar dari sebelum dan setelah menggunakan QAR. Pada saat pre-test, sebagian besar siswa tidak mencapai KKM, tetapi pada cycle I dan cycle II terdapat peningkatan dari 81,56% menjadi 88,44% siswa yang mendapat nilai tuntas.

Dari hasil tersebut, penulis menyimpulkan bahwa kemampuan siswa meningkat setelah menggunakan QAR. Bagi peneliti selanjutnya dapat mengaplikasikan Qar pada skala yang lebih besar dan dapat diterapkan dalam mengajarkan jenis teks yang lain (deskriptif, recount).

Kata kunci : QAR, membaca, teks narasi



CHAPTER I

INTRODUCTION

This chapter presents background of the study, reasons for choosing the topics, statements of the problems, objectives of the research, significance of the study, definition of terms, and organization of the thesis

A. Background of the study

Language plays a key role in classroom teaching and learning, student's confidence and proficiency will be higher if they master a specific language. Finocchiaro (1974:3) asserted that language is a system of arbitrary vocal symbol which permits all people in a given culture or other people who learned the system of that culture to communicate. Language has four skills to be achieved by students, which are speaking, listening, writing, and reading. Language used to find out information, ideas, or news.

In Indonesia, people use English as their first foreign language, that is why English has been taught to the students started when they were in elementary school, or in playgroup or kindergarten. In teaching-learning English, there are four skills, they are speaking, reading, writing, and listening. Heaton (1957:3) in states

“The four major skills in communicating through language are often broadly defined as listening, speaking, reading, and writing.”

All of those skills are connected to one another. Reading and listening are called receptive skill, in which people need the ability to receive written or spoken language. In receptive skill, they do not need to produce the language, they just need to understand. While speaking and writing are called productive skills because when people speak and write, they need the ability to produce written or spoken language (Harmer, 1998:44). Reading is one of receptive skill. Reading can be defined as a process when someone looks at and understand what has been written in a text.(Williams, 1999: 2). If we read a magazine, newspaper or a paper, we want to get the information. While reading, we look for the information we need, we tries to catch the meaning of what we read, so we understand the contains of the material we read. The problem of the students is they lack of vocabularies, in which the vocabularies is very important if we read a text written in other language.

Because of that, reading is very important to be taught to the students. Reading is a complex cognitive process of decoding symbols for the intention of constructing or deriving meaning (reading comprehension). It is a means of language acquisition, of communication, and of sharing information and ideas. As defined by *Partnership for Reading* (2005),

“reading comprehension is understanding a text that is read, or the process of "constructing meaning" from a text. Comprehension is a "construction process" because it involves all of the elements of the reading process working together as a text is read to create a representation of the text in the reader's mind.

Sometimes it is a problem for students to understand well what they have read. They just read with no information as the result. They have no idea what the text tells about, so they can not answer the questions in which the answers are based on the text. The problems faced by the writer in this research were the students' low motivation in learning English. From the writer's observation they are noisy, especially when their teacher leaves the class. They said they are bored with English. Moreover they said

“bu, saya aslinya suka bahasa Inggris, soalnya penting, tapi saya susah bu menghafal kosakata dalam bahasa Inggris, dan saya malas bawa kamus soalnya berat bu.

“actually I like English mam, because it is important, but I feel difficult about the vocabularies, and I am lazy to bring dictionary because it is heavy.

The writer thought that teaching English in vocational school, is easier because the amount of students in one class is less than the students of not vocational school, but in fact it doesn't guarantee because the students give their bigger attention to their major (marketing, accounting). In the fact, it is not easy to make students understand the contain of the text by answering the questions that are based on the text. These are because:

1. The language used in the text is not their first language (Indonesian). The text is in English, in which their foreign language, so they feel difficult to understand word by word in the text. They feel lack of vocabulary..
2. If the students are only asked to read, it will not make them interested in.

There are some problems that happen to the students connected with those three reasons. They are: 1) students are lazy to read the whole text; 2) students do not want to use dictionary to search the difficult words; 3) students can not answer the questions based on text whether the information is explicit or implicit, but sometimes they only match the same sentence without knowing the meaning.

Based on the pre-observation, it showed that the result of students' reading ability is low. It could be seen from the result of the pre-test. The result showed that there were only 15,63% students get minimum score. Therefore English teacher should try or apply some strategies that can help the students more understand about the text they have read. One of the strategies that can be used to improve the students' skill in reading comprehension is Question-Answer Relationship (QAR). The reason why the writer used this strategy to teach reading is that according to the teacher, the students always look bored when they have to read, so the writer has to use strategy which can make the students to be active so the condition of the class is not boring. Question Answer Relationship can make students see that there are some types of questions, and they can decide where to find the answer of the questions. QAR also makes the class to be more active because there will be an interaction between students and the teacher. This strategy make students to be more active in answering the questions, there will be shared language between teacher and students. The students have to explain how they find the answer, how they categorize of each question. QAR not only help students to answer the questions, but it facilitates them to be brave in sharing their thought process, how they find the answer.

Based on the explanation above, the writer did this research at SMK Negeri 2 Semarang because the students have the mindset that learning English is difficult, so the writer wanted to change their opinion about reading English text.

B. Reasons for Choosing the Topic

It is not easy to teach English especially reading, that is why as a teacher we have to apply a strategy that is suitable with the class condition. In this research, the writer used Question-Answer Relationship (QAR) for the teaching of reading. The question-answer relationship (QAR) strategy helps students understand the different types of questions require, as well as where to go for answer in the text. QAR encourages students to be more efficient and strategic readers.

Other reasons why the writer chooses QAR are:

1. QAR can improve student's reading comprehension
2. Using QAR, teacher teaches students how to ask questions about their reading and where to find the answers to them.
3. QAR helps students to think about the text they are reading and beyond it, too.
4. QAR inspires them to think creatively and work cooperatively while challenging them to use higher-level thinking skills.

C. Statement of the Problem

The problems discussed in this research are:

1. To what extent is the students' reading competence of SMKN 2 Semarang taught by using QAR?
2. To what extent does QAR improve the students' reading skill?
3. To what extent does QAR increase students' motivation?

D. Objectives of Study

- a. To find out the students' reading comprehension skill before the treatment.
- b. To find out the effectiveness of Question Answer Relationship Strategy in reading comprehension.
- c. To find out the students' motivation in learning English after being taught by the teacher who used QAR.

E. Significance of the Study

It is expected that the result of this study will give some benefits to students, teachers, and other researchers.

Theoretical Benefits:

For other researchers, it is expected that the result of this research can be used as references or resources for further research.

Practical Benefits

1. For the students, it is expected that this technique will help them improve their skill in reading comprehension, and the students will be more interested in reading.
2. For the teachers, it is expected that the result of this research will give them a reference in their teaching so they can apply this strategy in improving the students' reading skill.

F. Definition of Terms

This study involves a number of specific terms. The terms are defined as follows:

1. Teaching

Teaching are the activities of educating or instructing, and activities that impart knowledge or skill.

2. Reading Comprehension

Reading Comprehension is a complex process in which the reader uses his ability to find information, it means that the reader must be able to comprehend the meaning of printed words.

3. Strategy

Strategy is a method or plan chosen to bring about a desired future, such as achievement of a goal or solution to a problem.

G. Organization of the Thesis

- Chapter I : deals with the general outline of what is hoped to be achieved in conducting the experiment, the reason for doing it, the limitation of the problem, the formulation of the problems, the significance of the study and the definitions of the terms used.
- Chapter II : the writer presents some theories, review of related literatures, it involves previous study, theoretical framework, the theory about the strategy applied (QAR)
- Chapter III :describes the materials of the experiment, the of the study and the procedure of the experiment undertaken, research design, the hypothesis.
- Chapter IV : deals with the analysis of the data collected, the result of the research and discussion about the result.
- Chapter V : gives the conclusions of the thesis and provides some suggestions for further study.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter presents the previous study, theoretical framework, theory about reading, theory about narrative text, and theory about QAR.

A. Previous Study

Research on improving reading comprehension using QAR has been done by Murtado. In 2011 he analyzed Using Question-Answer Relationships (QAR) Strategy to Improve the Reading Comprehension of the Eighth Graders of MTs Miftahul Huda Curugbitung. The purpose of this research is to improve students's reading comprehension. He used this strategy because it was believed to be able to facilitate students applied the higher level thinking and to facilitate in gaining higher achievement. The research was carried out in two Cycles following the action research procedure, i.e., planning, implementation, observation, and reflection. Each Cycle was carried out in three meetings. Three meetings were conducted for implementing the strategy and one meeting was conducted for test. The data of the research were gathered used observation checklist, field note, and reading comprehension test. The criterion of success was if 70% students gained ≥ 10 points from reading comprehension test. The result showed that 75% of students gained ≥ 10 points in Cycle 2. Based on the findings from the two cycles, Murtado conclude that the Question-Answer Relationships (QAR) strategy can improve reading comprehension skills. Using

the strategy in teaching reading helped the students to: (1) develop their vocabulary, (2) activate their prior knowledge, (3) apply their higher level thinking, and (4) enhance their interest and participation in the learning and teaching process.

Other research about QAR has been done by Sa'dulloh Muzammil. She did the research in SMA Negeri 2 Sukoharjo from September 2009 to July 2010. The subject of the research was the eleventh year students of SMA Negeri 2 Sukoharjo. The result of her research, QAR brings some positive effects. First, QAR is beneficial to enhance students reading comprehension. There were 80 % students scored above or same as 63 which meant that the class's target of 75% students' passing KKM (Kriteria Kelulusan Minimal) had been achieved. Then, working with QAR, also makes the students more motivated to read. Another positive effect is that QAR enables students to actively participate in learning process.

B. Theoretical Framework

1. The Nature of Language Learning and Teaching

a. Language Learning and Teaching

If we want to communicate with someone else, we use language. That is why language is a means of communication. Because whenever we communicate whether it is written or oral, we use language. According to Brown (2000:5), language is a system of vocal, written or gestural symbols that makes members of one community can communicate with

one another of the community or communicate to other community. Language is usually symbolized by vocal (written or oral), but on the other hand, language can also be visual. If we see a picture, or painting, sometimes we try to understand, what the painter wants to represent using that painting, it means that language is not always a vocal or words but also a picture.

Learning is a process to make we know something that we did not know before. By learning writing skill, we know more about the technique of writing, how to organize the words.

Learning a subject needs a focus and activeness. For example, if we learn English (speaking skill), we have to be active use English in our conversation, we can not just learn the theory, and know the vocabularies. In this paper, we talk about learning reading skill. In learning reading skill (English text), we also have to be active to read an English text. Maybe in the first time, we often open a dictionary to find out the meaning of a word that we do not know, so we understand the information given in that text, but we may not always open a dictionary to find out the difficult word, we have a memory to keep the translation of the difficult words from the text we read first. For example in text 1 we do not know the meaning of “cressent”, we look for the meaning in dictionary, and we read text 2, in which there is a word “cressent”, we better not to open a dictionary, because when we know the meaning of the word “cressent” we keep it in our memory, so it can help us easier to understand the text. That is why

besides needs a practice and activeness, learning also needs a retention of information.

b. The Meaning of Language Teaching

There is an activity in school between teacher and students. Activity done by teacher is teaching,

According to Brown, (2000: 7) teaching is

“making someone knows something they did not know before. This activity can be done by giving instructions, teach someone to add his/her knowledge, giving suggestions if they ask, facilitate them with books or hand out that connected to study we taught”

Teaching can help us in learning something. Our teachers help us learning lessons to make us understand the lessons. By teaching us, our teachers guide us in learning, they facilitate us to ask oif we do not know the material. Teaching facilitates the learners to understand well and deeply about a subject. The conditions of teaching learning process influence the learning process, so the teacher have to try to make the conditions support the teaching learning process. If , we are a teacher we better know the characteristic of our students. If we know our student’s characteristic and how they can understand our explanation, we can decide our method, our teaching style, our technique in teaching. If we teach someone we also show someone to do something, or to change someone’s ideas.

2. Teaching Methodology

If talk about teaching method, especially teaching language, we talk about the approach in language teaching. The methodology of teaching language now, is influenced by teaching method in the past.

Based on Richards (2007: 5) in “30 Year of TEFL / TEST: A Personal Reflection” says that

“the post methods era has, thus, lead to a focus on the processes of learning and teaching rather than ascribing a central role to methods as the key to successful teaching. Communicative language teaching method is still relevant today and has served as major source of influence on language teaching practice around the world.

According to Richards (2006: 2) in his book “Communicative Language Teaching Today”, the language teaching has a goal, that is communicative competence. If we learn a language, we have a purpose or goal, we can communicate using the language we learnt. For example if we want to be expert in speak English, we learn the vocabulary and grammar or structure of English. The mastery of the grammar and vocabulary is a point if we want to be able in speaking English well.

According to David Nunan (1991) in his research of CLT, there are five principles of communicative language teaching:

1. Emphasis the students to communicate each other using target language (English)

2. There should be an introduction about the text to students in learning situation
3. Give the learners opportunities to focus on the tasks and on the learning management process.
4. Make the students' personal experiences as the important elements of the learning process. While giving the material, we can ask them if one of them has the same story with the text material given.
5. Try to link the classroom language learning with the the language outside the classroom activities.

Richards (2006:13) proposed the six principles of communicative language teaching methodology at this time as follows:

- a. The main goal in language learning is communicative competence, so as teacher, we should focus in making our students can communicate using the language we taught.
- b. Give our students opportunities to practice what they have learned.
- c. Do not be angry if your students make a mistake in practising language. We have to realize that they are in process building up their skill.
- d. Provide opportunities for learners to develop both accuracy and fluency.
- e. Explain them the differences between speaking, listening, reading, and writing.

- f. Make the students learn the grammar while practice the language.

3. The Main Ways of Reading

There are four main ways of reading:

- a. Skimming

If we read a text fast, focus in subtitle, headline to get the information is called skimming. We do not read the whole text, do not read word per word.

- b. Scanning

Scanning, if we read a passages and we look for the pages or part of the passages that contains our keyword.

Skimming and scanning are the kinds of fast reading, it needs speed of the readers in reading so many words and understand the information.

- c. Intensive reading

The intensive reading needs a pre-knowledge of the readers to understand what the text about.

- d. Extensive reading

Extensive reading is if we read for our pleasure, for entertaining, we can read smoothly or fast, it depends on us.

4. General Concept of Reading Comprehension

Reading is a process to find the meaning or information of what we read. If we read a text, there is an interaction between the author and us. Comprehend the meaning of each text we read is the main goal of reading. if we teach reading to our students, we want them to comprehend the text, because if they do not comprehend the text, they will be difficult to get the information of the text they read.

People read for many purposes, for entertain, to get a knowledge, or to know the latest news. Although there are many reasons for people to read a text, but if they do not understand the meaning, they will not get what they want. How can they be entertained if they do not understand the text, how can they know the news if they do not comprehend the text. So, it is why comprehension is the main purpose of reading. The problem is we do not always read a text written in our first language, the students for example, they do not always get a text written in their first language. It sometimes makes them difficult to understand the meaning of the text. So they need to try to read continually. If they read many texts, they will be easier to understand the text.

It can be understood that reading comprehension is beneficial for students of all grades. Students need to learn reading comprehension, so the teachers should explain and model a strategy that can be understood by the students. The teacher should make the students to read a variety of

texts, because reading is continually activity. The teacher can ask the students to read magazines or newspaper.

Teaching reading comprehension is not easy, but we can try to make our students more comprehend if they are given reading materials. Here are some strategies to make them familiar with many reading texts:

- a. give them with various kind of reading materials. It is not always a passages of their books, we can give them a short story from a megazine or story book, or we can give them text of advertisement. Text is not always from text book, an advertisement can be a good choice to train them to get the meaning of a text.
- b. ask them to mark the difficult words of the passage they read
- c. while giving them reading material, the teacher also give them the questions, and ask the students to answer them.
- d. collect the all of the informations of the students after they read the passages

The purposes of the strategies of reading comprehension are for:

- a. to make students familiar with reading texts, in this study is English reading text.
- b. To make the students easier in construct the meaning of the passages.
- c. To make them to be brave in sharing the information, to make them more active in reading.

- d. To improve the students' attention in reading a text.
- e. To recall the text information from the memory

(<http://www.muskingum.edu/~cal/database/general/reading.html>)

An important goal of research on reading comprehension is the larger goal of improving students' reading proficiency. This goal, however, is mediated by at least two critical variables. First, the research must be translated into appropriate instruction. Second, teachers must enact that instruction. Regardless of the quantity and quality of research-based knowledge about comprehension, unless teachers use that knowledge to improve their instruction, students' reading achievement will not improve. There are some advantages for students who have effectively in reading texts, they can understand well the contains of the the text material, they will be more prepared in doing the test oe quizzes.

5. Purposes For Reading

According to Grabe and Stoller (2002 : 13-14), there are some purposes for reading:

- a. Reading to search for simple information

When we read a text, we typically scan the text for a specific information or a specific word. In prose text, we sometimes read slowly to process the meaning of each sentence in search of clues that might indicate

the right page, section, or chapter. Similarly reading to skim is a common part of many reading tasks and a useful skill in its own right.

b. Reading to learn from texts

Reading to learn commonly occurs in academic and professional context in which people need to learn amount of information from a text.

c. Reading to integrate information

Reading to integrate information requires additional decision about the relative importance of complementary, mutually supporting, or conflicting information.

d. Reading for general comprehension

It is the most basic purpose for reading.

6. Reading Process

According to Harmer in *The Practice of English Language Teaching* (2003 : 101-102)

”Students need to be engaged with what they are reading they should be involved in joyful reading – that is, we should try to help them get as much pleasure from it as possible. But during lessons, too, we will do our best to ensure that they are engaged with the topic of a reading text and the activities they are asked to do while dealing with it.”

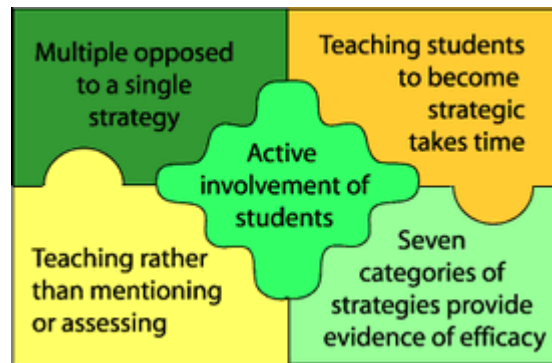
There are many theories about how students learn to read. Marie Clay (1991: 6) defined reading, as a process or activity that we do to get messages of the text we read, and it needs practice. In 1993, Louise Rosenblatt’s theory also described while we are reading something, there is an interaction between the text and the reader, there is an interactive process when

somebody reads. Loise Rosenblatt also said there is two terms of reading, they are aesthetic and efferent (nonaesthetic) reading. Reading which the purpose is for enjoyment called aesthetic reading. For students, especially students who are still in elementary school, reading for enjoyment is very important, it can make their impression about reading is fun, and it can make them to like reading.

Reading which purpose to get knowledge of some subjects, called non aesthetic reading. Besides reading for pleasure, we also read some materials that give us knowledge such as science, social. It is very important because the students should get something precious from the texts that they read. If in elementary school the students read just for enjoyment, in junior and senior high school, they will read to get the knowledge about the lesson they learnt.

7. Teaching Reading Comprehension

For many years, when a teacher teach reading comprehension, she or he still use the concept that reading comprehension is a skill to find the main idea, to find the topic, identifying the cause of the problem of the text. Reading comprehension is the study where the students can understand the meaning of a text, they can mention the meaning, practicing. It is a skill that students had to apply. In assessing students' comprehension skill, the teacher usually had them to answer the question, complete the worksheet, etc. The teacher can help them on how or when to use their skill.



Taken from http://reading.uoregon.edu/comp/comp_features.php

Teaching reading comprehension is a process of constructing meaning of the text we read. There are some acts in constructing the meaning:

- **Interactive** – if somebody read a text, there is an interaction between the reader and the text, the context of the reader also influenced in the interaction.
- **Strategic** – the purposes of everybody when they read is different, so they use their own strategy in construct the meaning, depends on what their purposes.
- **Adaptable** – readers use different strategies in construct the meaning of a text. The strategy they use in reading comics is different with the strategy they use in reading science books.

Hedge (2003) states that any reading component of an English language course may include a set of learning goals for:

- a) The students not only can read a short passages, but also the long passages.

The goal by teaching reading comprehension is to make students able to read a long passages and get the meaning of the passages.

- b) Students get the more knowledge about the language, the vocabularies, the grammatical or structure of the language (English), which helps them to understand a text. because the structure of the text they read is different with the structure their first language, so it is important to teach them about the grammatical of English
- c) building schematic knowledge.
- d) The students are able to use strategy of reading everytime they read

C. . Problems and Solutions in Teaching Reading

According to Harmer (2003: 201) in *The Practice of English Language Teaching*, there are some problems in teaching reading:

a. Language

For some people, text with longer sentence and longer words makes them more difficult to understand than text with shorter sentence. If they do not know half of the words in the text, they will feel difficult in understanding the whole text.

There are some ways to solve the language difficulty:

1. Pre-teaching vocabulary: when we teach reading, makes our students interested and active by using some (possibly unknown) words from a reading text,\ since the words may suggest topic, genre, or construction – or all there.
2. Extensive reading: extensive reading is reading a passage without help or intervention from the teacher. The students read on their

own way. Extensive reading – especially where students are reading material written specially at their level has a number of benefits for the development of a student's language.

3. Authenticity: authentic material is language where no concessions are made to foreign speakers. It is normal, natural language used by native speakers of a language.

b. Topic and Genre

In reading lesson, there will be many activities connected with reading activity, such as, reading some passages, answering questions. It is not easy to ask our students to be interested or enthusiast in reading, especially read a text written in foreign language, because sometimes they do not familiar with the topic, they do not understand the topic of the text.

The solutions are:

- a) Do not choose the topic that the students do not understand, such as a history of other country. We can give them a funny story to make them interested in reading the text. Do not give them a serious topic that make them difficult to understand.
- b) After giving the text, we can ask them to discuss about the text. We can ask them to discuss in pair, and while they discuss with their friend, we can ask them about the text, what they get from the text.

- c) To make them interested in reading, before they read, we can ask them to play a game. We can ask them to guess the end of the story, and there will be a point plus if their answer is correct. This activity will activate their knowledge and they will be more interested in reading the text.
- d) For students, reading can be very boring, so we have to give them different topic. Besides they will not be bored, it can widen their knowledge.

c. Comprehension tasks

Teachers often give their students text to be testing rather than help them to understand the text. Some of the texts are easy or some of them are difficult for students. To solve these problems, we can use a comprehension tasks

- a) We divide the students into some of groups. The group consists of two or three students. We give them a text, and some statements based on the text. First, ask them to read it carefully. After that we ask to discuss with their friends about the statements whether the statement is true or false according to the text. from this discussion, teacher can test the comprehension of his/her students, while the students can learn without feel that they are tested.

b) Besides discussion, we can test them individually, we give them a text, and some choices of statement. Ask them to match the correct answer of each statement or question.

d. Negative expectations

Many students are not interested in reading, especially reading an English text, it is because they do not the vocabularies, and they do not understand what they read. To solve this problem:

- a. Teacher should motivate students by explaining them what they can get from reading, and the teacher wants to help them to get the purpose.
- b. We should make our students comfort with the situations in class, after they comfort, we can change our technique in teaching our students, make them feel that they will get many benefits by reading a text.
- c. One of teacher's puposes in teaching reading for students is to make them easily understand the text. To get this purpose, teacher should not only just teach the students, but also explaining them the advantages by reading, if the students know many advntages by reading, they will do many efforts to how to approach the text.

Teaching reading is not easy, moreover if we teach reading where the passages is in other language. Contrary to the popular theory that learning to read is natural and easy, learning to read is a complex linguistic achievement. For many students, reading text written in foreign language is difficult, it

requires effort, and skill. Moreover, teaching reading requires considerable knowledge and skill, acquired over several years through focused study and supervised practice.

The teacher should realize what the students want from the teacher. Students' interest in reading can be stimulated through practicing regularly. Teacher should create a condition that can change students' mind set that reading an English text is boring or difficult, so they will be enthusiastic in learning reading. Teacher should explain that reading is not something scary, reading is for enjoy, and to understand what the text inform to the readers.

In the beginning teacher can make the students work in group, but, for the best result, teacher must assess them individually. Teacher must know the skill of each student. Teacher should interpret the mistake of the student, give correction for every error they make, give them feedback. That's all can make students' skill be higher.

D. Kinds of Reading Text

A text is a stretch of language which seems appropriately coherent in actual use. That is, the text 'coheres' in its real-world context, semantically and pragmatically, and it is also internally or linguistically coherent. For this latter facet, the term 'cohesive' has been applied, referring to the actual forms of linguistic linkage. (CGEL, p. 1423)

Commonly we know some kinds of texts, like narration, description, exposition and argumentation. Narration is a text in which the purpose is to

entertain the readers, usually fiction story, such as fairytale, myth, legend. Description text is to describe something or someone, such as description about an actor or actress. Exposition text is a text to inform something to the readers, it can be an explanation of difficult thing. Argumentation text provides reasons of the author about his opinion, or justifying beliefs.

According Biber (1995) there is a distinction about genres and text types. Genres are influenced by cultural while text types are derived by the texts themselves.

Norman Fairclough has a concept of genre that emphasizes the social context of the text: genres are "different ways of (inter)acting discourse" (Fairclough, 2003: 26).

The researcher will use narrative text. Narrative is a text focusing specific participants. Its social function is to tell stories or past events and entertain the readers.

a. General Concept of Narrative Texts

English must be learned as a second language that is the major language spoken in the community or the language of instruction in the schools where English is taught as a foreign language. To make the students feel enjoyable and pleasure in learning reading text, teachers must select interesting reading text to teach reading comprehension.

The writer chose “Narrative Texts”, as the reading material. Meyers (2005 : 52) states that

“narrative is one of the most powerful ways of communicating with others. A good story text 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. ”

Moreover, Anderson (1997 : 8) states that

“narrative is a piece of text tells a story and, in doing so, entertains or informs the reader or listener.”

Narrative text Narrative deals with problematic event lead to a crisis or turning point of some kind in turn finds a resolution.

From the definition above, I 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 our friends about something interesting that happen to we at work or at school, when we tell someone a joke.

Anderson (1997: 14) states that a good narrative uses weird to paint a picture in our mind of:

- a. what characters look like (their experience),
- b. where the action is taking place (the setting),
- c. how things are happening (the action).

The characteristics of narrative texts among others:

- a. It tells us about a story of event or events.
- b. The events are usually arranged in chronological order- that is, in the order in which they occurred in time.
- c. The narrator has a purpose in mind in telling the story. There are some points the narrator wishes to make, or some impression he or she wishes to convey to the reader. Therefore, the details of the narrative are carefully selected for purpose.

Narration is telling a story. And to be interesting, a good story must have interesting content. It should tell us about an event your audience would find engaging. You might even think of your narrative as a movie in which readers see people in action and hear them speak. Therefore, it should be detailed and clear, with even arranged in order in which they happened or in some other effective ways you should use for narrative that achieves all of the following goals:

- a. it is unified, all the problems of the story developing idea.
- b. It is interesting, it draws the reader into the action and makes them feel as if they are observing and listening to the events.
- c. It introduces the four W's of a setting- who, what, where, and when- within the context of the action.
- d. It is coherent; transition indicates changes in time, location, and characters.
- e. It begins at the beginning and ends at the end. That is, the narrative follows a chronological order- with events happening in a time sequence.

f. It builds towards a climax. This is the moment of most tension or surprise- a time when the ending is revealed or the importance of events becomes clear.

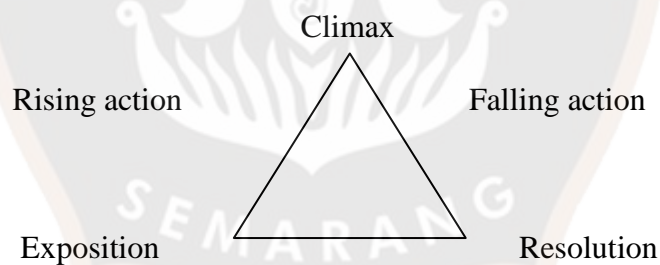
The language features usually found in narrative texts are:

- a. specific characters
- b. time words that connect to tell when they occur
- c. verbs to show the action that occur in the story.
- d. Descriptive words to portray the character and setting.

(Anderson, 1997: 15)

b. Generic Structure of Narrative Texts

Neo (2005: 2) states that a narrative has a structure, a shape or a pattern. It can be represented graphically in this way.



That picture is known as the Freytag triangle.

The Freytag triangle consists of:

- a. the composition, it establishes the characters and situation.
- b. Rising action, it refers to a series of complication leads to the climax.

- c. The climax is the critical moment when problem/conflicts demand something to be done about them.
- d. Falling action is the moment away from the highest peak of excitement.
- e. The resolution consists of the result or outcome. (Neo, 2005: 2)

On the other hand, Anderson (1997: 8) states that the steps for constructing a narrative are:

a. Orientation/exposition

in this step, there is an introduction of the main characters of the story and some minor characters. It makes the reader easier to understand the story. There are also some informations about where the action is located or setting of the story and when the action is taking place

b. Complication/rising action

The complication is pushed along by a serious of events, during which we usually expect some sort of complication or problem to arise. It just would not be so interesting if something unexpected did not happen. This complication will involve the main characters and oven serves to (temporally) toward them from reaching their goal.

c. Sequence of event/ Climax

This is where the narrator tells how the character reacts to the complication. It includes their feeling and what they do. The event can be told in chronological order (the order in which they happen) or with flashback. The audience is given the narrator's point of view.

d. Resolution/falling action

In this part, the implication may be resolved for better or worse, but it is rarely left completely unresolved (although this is of course possible in certain types of narrative which leaves us wondering ('How did the story end?'))

e. Reorientation

It is an optional closure of event.

E. Question-Answer Relationship Strategy

a. Definition

Question Answer Relationships, or QAR, is a reading comprehension strategy that helps students understand what they read. QAR helps students to answer questions, QAR helps them to find the answers of the questions.

Using QAR, students are hoped to understand that there are relationships between answer and question. There are two kinds of informations in QAR. They are "In the Text" and "In My Head". "In the Text" is type if the answers of the questions are shown in the text. "In the Text" divided into two types, which are "Right There" and "Think and Search". "Right There" if the answer is written explicitly in the text, and "Think and Search" if we have to search the answer from the text. "In My Head" is type if the answers of the questions are not written in the text. It is divided into two types, which are "Author and Me" and "On My Own".

QAR is suitable to be taught in high school students. Reading lesson for students of high school is more difficult than reading lesson for elementary school. Students of high school will get a variety of texts. The text is more complex, and they have to understand the information of the text. Using QAR, they will be trained to see the relationships between the question and the answer, because QAR makes the students identify the type of questions and where to find the answers.

Commonly, teachers assess and evaluate reading comprehension by creating questions for the students and ask them to answer those questions. Today, question and answer relationship strategy is used to increase student reading comprehension for a variety of non-fiction and fiction text.

b. The Steps of QAR:

Here are the steps in teaching QAR:

The first time a teacher introduces QAR to the students, she/he is suggested to start with a short text. The teacher explains the definition of QAR and how to use it. The teacher explains that QAR contains two levels of questions (In the Text and In My Head) that are divided again into four types of questions. The teacher can use the model of QAR to make the students more understand about those types of questions. In this step, the teacher introduces the students what is “In the Text” and “In

My Head” and how to find the answer. The teacher gives the example of each type and the answer of question. The teacher explain the process in determining the relationship between the question and the answer. In this step, let the students to clearly understand by practising how to make questions of each type that have been taught. In every step, the teacher gives a text

In the next step, the teacher teaches that two levels of questions that had been taught before are divided into four. They are right there, think and search, me and author, and on my own. In this step, the teacher explains “right there” and “think and search” types. The teacher explains that “right there” and “think and search” are types of questions in which the answers can be found in the text. The teacher gives the students example of each type. After the teacher gives the example, the teacher makes another question, and asks the students to categorize the questions. Which question belongs to “right there” and which one belongs to “think and search”. The teacher also asks them to show where they find the answer.

After the teacher explain “right there” and “think and search”, in the next step, the teacher explains about “me and author” and “on my own”. The answers of these two types are not in the passages, the students need to use their prior knowledge and fit all the information the get from the text. To make them clear, the teacher gives the example of those types. After that, the teacher asks the students to categorize the

types of the questions. These two types of questions are a little bit difficult, so the teacher can ask the students to work in groups. By working in groups, the students can discuss with their friends and make them to be brave to sharing their result of their assignment.

After the teacher explained about those four types of questions, the teacher gives the students a passages, and asks the students to categorized the type of each question and asks their reason. This step better to do more than one, so the students have the mastery in applying this strategy.

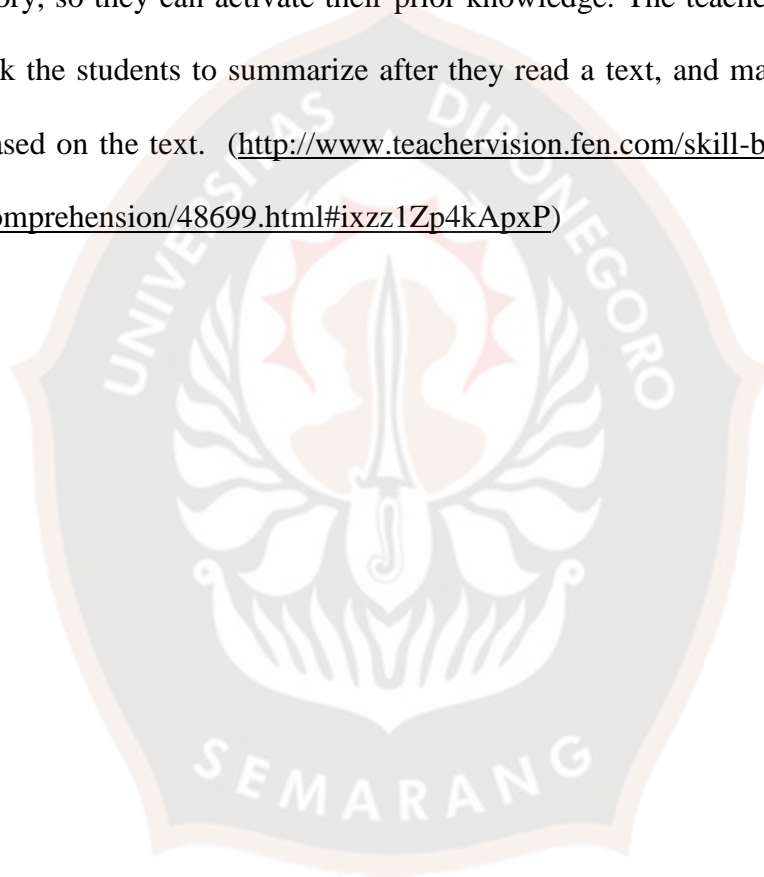
After the students master in applying this strategy, the teacher asks them to make a question of each type and also the answer of each question. Then the teacher asks them to exchange their assignment with their friends, for example student A exchange his/her work with student B or vice versa.

The last steps, the teacher gives the students an assignment. The teacher gives them a text and questions, and asks the students to answer it. The test is worked by the students individually.

[http://www.teachervision.fen.com/skill_builder/reading_comprehension.](http://www.teachervision.fen.com/skill_builder/reading_comprehension)

c. The Use of QAR

The researcher used QAR strategy to discuss questioning. The researcher used QAR also to improve students' activeness. The researcher explained to the students, that it is better for them to make question before they read the materials, it is better for the students to start to guess the whole story, so they can activate their prior knowledge. The teacher should try to ask the students to summarize after they read a text, and make a questions based on the text. (<http://www.teachervision.fen.com/skill-builder/reading-comprehension/48699.html#ixzz1Zp4kApxP>)



CHAPTER III

RESEARCH METHOD

This chapter presents research setting, research design, research variables, populations and samples, place and time of the research, research procedures, research instruments, technique of collecting data, technique to analyse the data

A. Research Design

This research belongs to classroom action research. Kemmis (1997 : 173) in '*Action Research*'.

“Action research is a form of self reflective enquiry undertaken by participants (teacher, students, or participants for example) in social (including educational) situation in order to improve the rationality and justice of (a) their own social or educational practise; (b) their understanding of these practises; (c) the situation (and institution) in which these practises are carried out”

According to Wallace (1998 : 15), “action research is the process of answer question using various kinds of reasoned way.” Furthermore, Nunan (1992 : 229) states,

“action research is a form of reflective enquiry carried out by practitioners, aimed at solving problem, improving practise, or enchancing understanding.”

Action research consists of four steps, those are planning, action, observing, and reflecting.

1. Planning is problem identification. In this step, the writer identifies the problems referring to teaching learning process. after identifying problems, the writer makes a plan about strategy to be applied. In this step, the writer also prepare the material, make the lesson plan, and prepare teaching instrument for testing. In the end of first cycle, the writer analyses and evaluates the students' improvement to find out the next action to be applied in the next cycle.
2. Action: decide an advance solving the problem. The writer introduce the strategy (QAR) to the students, and teach them using QAR.
3. Observation: collecting data to supervise to what extent the result of "acting" reaches the objectives. Data are obtained from field notes and questionnaire and the students' score of pre-test and post-test.
4. Reflection: evaluating about the progress of the students, recite the occureness in the classroom. The evaluation makes the writer easier in deciding what the writer has to do in the next cycle.

To do this research, the writer used the protocol to design the action research. The protocol is iterative or cyclical in nature and is intended to foster deeper understanding of a given situation, starting with conceptualizing and particularizing the problem and moving through several interventions and

evaluations. A representation of an AR protocol by Kemmis is provided in Figure

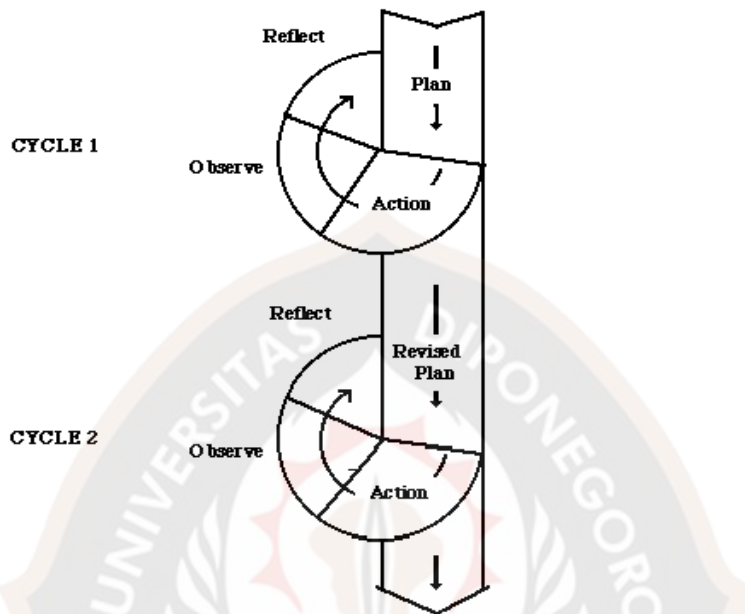


Figure 1. AR protocol by Kemmis
(cited in Hopkins, 1985)

B. Research Variables

Best (1977: 93) states that variables are the conditions or characteristics that the experimenter manipulates, control, or observes. The independent variables are the conditions or characteristics that the experimenter manipulates in his attempt to ascertain their relationship to observed phenomena. The dependent variables are the conditions or characteristics that appear, disappear, or change as the experimenter introduces, removes, or changes independent variables.

The title of this thesis is “QUESTION ANSWER RELATIONSHIP (QAR) AS A STRATEGY TO IMPROVE READING SKILL IN NARRATIVE TEXT OF STUDENTS GRADE X OF SMK NEGERI 2 SEMARANG IN THE ACADEMIC YEAR 2011/2012”. Concerning the research aims, the questions, and the hypotheses addressed in this research, the variables of this study are:

- c. Variable X (Independent Variable) is the use of QAR strategy for teaching Reading Comprehension to SMK Negeri 2 Semarang.
- d. Variable Y (Dependent Variable) is the The reading comprehension improvement in the students of SMK Negeri 2.

C. The Objects of The Study

Best (1991: 8) states that population is a group of individuals that has one or more characteristics in common, while according to Johnson (1987: 110), population is the entire group of entities or persons to which the results of the study are intended to apply. The population of this study was the students of grade X of SMKN 2 Semarang.

Getting sample is very important in scientific research because the total number of population is usually too many. Because of the large number of population, the researcher took samples as the representative of the population.

According to Best, (1977: 268) in *Research in Education* :

“a sample is a small proportion of a population which is selected for observation and analysis of a study.”

The writer would like to take samples to make the research more effective and efficient.

In this study, the sample of the study is tenth grade students of SMKN 2 Semarang in the academic year 2011/2012. The sample is grade X-1, because among the grade X classes, the students' of grade X-1 have the lowest average score. The total sample is 32 students. The class was chosen because the scores of the students' were lower than other class.

D. Place and Time of the Research

The research was conducted in SMK Negeri 2 Semarang. It is an institution under the authority of Ministry of Education and Culture. SMK Negeri 2 Semarang lies on Jalan Dr. Cipto 121 A Semarang, Central Java Province.

The English lessons were given twice in a week for the students and the duration was ninety minutes for each meeting. The experiment lasted for sixteen weeks altogether every Friday. It began in the first week of October in the Academic Year of 2011 and ended in the last of November 2011.

The preparation for experiment test was made before it was started in July 2011. Trying-out the test for the instrument was conducted in order to get valid and reliable tests. The try-out of the test was carried out in the other school

(SMK Negeri 1 Semarang) and the results of the test were calculated to find out the reliability and the validity of the tests and then the validated test-items were revised that were ready for the Pre-test of the experiment. The try-out test was carried out in the tenth grade students of SMK Negeri 1 Semarang in 2012.

E. Research Procedures

The action in this research was carried out in two cycles, each cycle consists of planning, acting, observation, and reflection.

1. Planning

The writer did some preparation, such as made a lesson plan, prepared the materials. Pre-test was carried out to know the students' real ability in reading before being taught using QAR.

2. Acting

Based on the plan, the writer did some activities:

a. Pre-test

1. The writer asked the students to do the test
2. The writer checked and give score

b. Interview

The writer asked the students about their difficulties in answering the test. The writer asked the way they like to be taught English lesson.

3. Observing

The writer observed the situation during the teaching learning process of English lesson.

4. Reflection

From the observation, the writer made decision about action that would be done during the research

F. Research Instrument

The research instrument is a couple of data collector used in the research. Arikunto (2006: 149) says that an instrument is a device of facility used by a researcher in collecting data or information, so that the works can be easy and the result can be good.

There are some methods to collect data:

- ✓ Observation
- ✓ Interview
- ✓ Questionnaire
- ✓ Experiment
- ✓ Documentation
- ✓ Test

In this research the writer used observation, interview, quistionnaire and test.

1. Observation and Interview

Before the writer did the research, the writer observed the situation in the class during English lesson. The writer observed the atmosphere, the students' activity during teaching learning process. By observing the class, the writer can see the studens' activeness, their motivation, and by

interviewing students, the writer knows their feeling and their difficulties in learning English

2. Questionnaire

Questionnaire is one of important instruments to collect the data. In the first meeting, the writer will give questionnaire. The reasons why the writer use questionnaire are: it is more efficient, predictable, and possible to be used in large sample. Beside that, all respondents are given in fixed instruction. And the execution and distribution of the scores can be directly analyzed.

3. Test

Besides questionnaire, the writer also used test. Test is some question or equipments to measure the individual skill, knowledge, and competence (Arikunto 2006: 160). The test is multiple choice and questions about the text to measure how deep they comprehend the text.

G. The Technique of Collecting Data

To collect the data, the writer took some steps, those were:

1. Asking permission from the headmaster of SMKN 2 Semarang to do the research.
2. Asking covering letter from ministry of education of Semarang.
3. Discussing about the material of reading text and the schedule to collect the data with the teacher.
4. Observing the class according the schedule.

The researcher used two cycles, every cycle consisted of three meetings. In the pre-cycle, the writer gave the students a pre-test. The pre-test was needed to measure the students' ability in reading comprehension before using the QAR strategy. To do the pre-test, the writer gave the students a narrative text and the questions about that text.

In the first meeting the researcher introduced and explained the QAR technique. In the second to third meeting the researcher had the students practiced to conduct QAR strategy in answering their assignment. The students worked individually or in cooperative group. In the first meeting of second cycle, the researcher ensured that the students still remember how to conduct QAR. In every last meeting of each level the writer gave them a post-test. The post tests were to measure whether it was any changes in score of reading or not. Besides, the researcher interviewed some students about their feeling after given QAR technique in answering reading text. The interview needed to know their feeling and their motivation in reading an English text.

H. The Technique of Data Analysis

The technique of the data analysis is an important part of research because the researcher will get the result and conclusion from data analysis. After getting the result from the test, the writer scores it.

The score was based on the correct answer from the questions that are given. Students who can answer 80-100 correctly were concerned to

level excellent with grade A. Students who answered correctly for about 66%-79% belongs to level good or grade B. Level fair or grade C is for students who answered correctly 56%-65% of all questions. Grade D with level of achievement poor is for students who answered correctly only 40%-55% of all questions. And for the last grade, E, is for students whom only answered correctly less than 40% of all questions.

The classification of the score is:

Student's mark	Grade	Level of Achievement
80-100	A	Excellent
66-79	B	Good
56-65	C	Fair
40-55	D	Poor
30-39	E	Very poor

I. Qualitative Data

Qualitative data are forms of nonnumeric form, for examples interview, video, images, field notes, et cetera. Burns (1999 : 179) states “the process of analyzing the qualitative data used three components: reduction of the data, pressence of the data, and conclusion and verification”.

Qualitative data of this research gathered from interview and observations which were written on field notes. From qualitative data we know the students' motivation before and after being taught using QAR.

J. Quantitative Data

Quantitative data are forms of information that can be counted or expressed numerically. Quantitative data can be represented by graphs, charts, and tables. To analyze quantitative data, the researcher compared students' reading competence before and after each cycle of QAR technique was done.

To get the quantitative data, we usually use a formula. In this research, the formula used by the researcher to get the data is:

$$P = \frac{F}{N} \times 100\%$$

In which:

P: the percentage of students in each category (%)

F: number of students in each category

N: the total number of students

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the result of the research. It consists of two sections; the first section is the description of the data. It is about where the data is derived from and what kinds of data are used. The second section tells about the research result and data analysis.

A. The Result of the Implementation of QAR

In pre-cycle, the researcher did pre-observation and pre-test. The observation was intended to investigate the situations, the conditions, and the events happened in classroom.

- a. Pre-observation was done before the writer gave pre-test. Pre-observation was intended to know the students' behaviour. There were many things identified by the researcher, those were:
 1. The students' shyness in answering the question or sharing their opinion
 2. The students' doubt and fear if their answers were wrong.

The researcher also interviewed some students. The students who are interviewed by the researcher are the students who never share their opinion, and did not pay attention to the teacher explanation. By interviewing some students, the writer found out the problems faced by the

students, they were lack of vocabularies, difficulties in identifying the idea of the text.

b. Pre-test

Pre-test was done before the implementation of QAR. The purpose of giving the pre-test was to find out the students' reading ability before the researcher applied QAR.

Table 4.1. Students' activity in Pre-Test

Activity	Active Students	Percentage
Asking question to the teacher	3	9,4%
Answering the questions	8	25%
Giving opinion about the teaching-learning activity on that day	2	6,25%

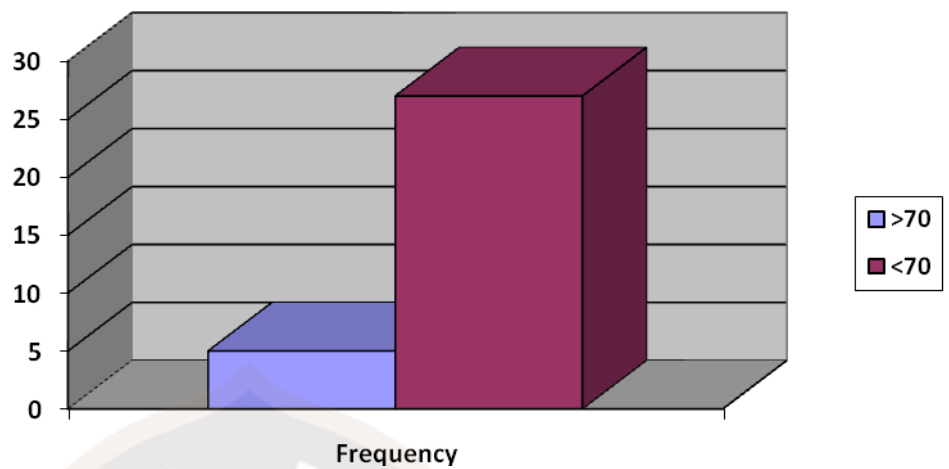
Table 4.2. Students' Reading Result in Pre-test

N	F	Category	P
32	5	Passed	15,63%
	27	Failed	84,37%

N: the total number of students

F: number of students in each category

P: the percentage of students in each category



By analyzing the pre-observation and the pre-test result, there were only 27 students or 15,63% whom passed the pre-test, it can be concluded that the writer then discussed with the collaborator on how to gain optimal result in teaching process. the researcher prepared the things that would be used in the implementation. The implementation was done based on the schedules that had been set.

1. Cycle I

In the first cycle, the writer used the lesson plan to teach the students.

a. The Application of QAR in Cycle I

Based on the result of pre-test and the students' activity, it can be concluded that the students were lack of motivation, they were not enthusiastic in learning English, because there were only 13 students who were active in class.(table 4.1)

The first meeting in cycle I was held on October 29th 2011. In the first meeting, the researcher explained about the narrative text QAR. After that, the writer explained about QAR, the procedure of QAR, and question types in QAR. In QAR technique, the students worked individually and in groups.

At first time, the researcher introduced the QAR; she explained that there are two levels of questions in QAR, they are, *In The Text* and second is *In My Head*. Before the researcher explained more about QAR, the researcher gave the students an example of narrative text, “Monkey and Crocodile”. After that, the researcher explained more about QAR, she told that each level contains of two types of questions. To make the students clear about the explanation of QAR, the researcher used a picture of QAR model (see appendix). Using picture of QAR, the researcher explained that “In The Text” there are two types of question, they are “right there” and “think and search”; and for “In My Head” also contains of two types of questions, they are “author and me” and “on my own”. Then, the researcher asked the students to read the text given before, and find the meaning of each difficult word. Because this is the first time they learn about QAR, the teacher asked the researcher to give them a simple narrative text. The teacher asked the students to pay attention while the researcher explained how to conduct QAR.

As the researcher told before that Question answer relationship has two levels of question (In the text and In my head) which are broken down into four questions. While teaching how to conduct QAR, the researcher explained them the processes how to categorize the question.

2. In The Text: there are two types of questions, right there and think and search. For the first assignment, the writer asked them to make “right there” question, continued with “think and search” question. The researcher told the students that “right there” and “think and search” question must have an answer which is written in the text,

The Monkey and The Crocodile

One day there was a monkey. He wanted to cross a river. There he saw a crocodile so he asked the crocodile to take him across the other side of the river. The crocodile agree and told the monkey to jump on its back. Then the crocodile swam down the river with the monkey on his top.

Unluckily, the crocodile was very hungry, he stopped in the middle of the river and said to the monkey, “My father is very sick. He has to eat the heart of the monkey. So he will be healthy again.”

At the time, the monkey was in dangerous situation and he had to think hard. Then he had a good idea. He told the crocodile to swim back to the river bank. “What’s for?” asked the crocodile. “Because I don’t bring my heart,” said the monkey. “I left it under a tree, near some coconuts in the river bank.”

The crocodile agreed and turned around. He swam back to the bank of the river. As soon as they reached the river bank, the monkey jumped off the crocodile’s back. Then he climbed up to the top of a tree.

“Where is your heart?” asked the crocodile. “You are foolish,” said the monkey to the crocodile. “Now I am free and I have my heart.”

(Souce: LCC LP3i handout for grade x)

This example below is how to make each question of QAR strategy

“Who are the characters of the story?”

The question above belongs to “right there” question, because we can find the answer in the story; monkey and crocodile.

“From the story above, who is the smart one?”

The question above including “think and search”. The answer is written in the story, but we have to read some information in the text. From the informations we take from the text, we find the answer of this type of question (monkey).

3. In My Head: there are two types of questions, “author and me” and “on my own”. The researcher told the students that the answers of these types are not written explicitly in the text. For example:

“What is the purpose of that story?”

The question above includes in the “author and me”. The answer is not in the text, the readers need to think what they already know, what is written in the story, and fits the information together.

“If you were the crocodile what would you do to the monkey?”

The question above includes in the “on my own” question because the answer is not in the text, the answer based on your experience or your thought.

After the researcher finished giving the model how to conduct QAR, she distributed a text entitled “My Vacation in Surabaya”. She assigned the students to answer the questions and had them categorize the questions. While the students did their assignment, the researcher observed the activity, she walked around the classroom and helped the students. There were some students who were still confused to answer and to categorize the questions. The researcher tried to help them by giving more explanation and correcting their work. Next, the researcher

asked the students to share their work. She asked the students to write their answer on the whiteboard and asked them how they found the answer. In this meeting, there were only a few of students who dare to share the result of their assignment, and there were only clever students who dominate the activity.

Table 4.3. students' activity in Cycle I (first meeting)

Activity	Active Students	Percentage
Asking question about the text to the teacher	4	12,5%
Sharing their answers	6	18,75%
Giving opinion about the teaching-learning activity on that day	3	9,37%

The second meeting was conducted on November 5th. In the second meeting, the researcher reviewed the result of the first meeting, and found solution to make students more active and did not feel shy in sharing their work. Before giving the material, the researcher ensured that the students still remembered about QAR technique. The researcher provided them a longer text entitled “My Day” and a question and answer for each passage. She asked them to choose their partner, because they will do the assignment in pair. After that, she asked the students to find the meaning of difficult words and discuss with their partner. Next, the researcher asked them to read each passage, identified the question-answer relationships, and explained their thinking. Then she continued to give

students immediate feedback. By doing the assignment in pair, they are more confident to share their work.

Table 4.4. students' activity in Cycle I

Activity	Active Students	Percentage
Asking question about the text to the teacher	4	12,5%
Sharing their answers	4 pairs (8 students)	25%
Giving opinion about the teaching-learning activity on that day	5	15,62%

The third meeting was on November 12th. In the third meeting, the researcher gave a text entitled “The Little Girl and The Wolf”. The researcher asked the students to make small groups, containing of 4 people. Then, they asked to make a questions of QAR based on the story, after that, they asked other groups to categorize their questions, wether the questions were “in the text”, “think and search”, “me and author”, or “on my own”. For example, group A asked group B, and vice versa. This activity made them involve in discussion. In this meeting, they also did the post-test of cycle 1.

Table 4.5. Students' activity in Cycle I

Activity	Active Students	Percentage
Asking question about the text to the teacher	4	12,5%
Sharing their answers	3 groups	9.37%
Giving opinion about the teaching-learning activity on that day	7	21,87%

b. The Description of the Results Obtained After the Implementation of QAR

After the implementation of QAR in cycle I, then it was obtained the students' achievement below

Tables 4.6. The Statistical Data of students' achievement in cycle I after the implementation of QAR

Statistics	
Respondent	32
Maximum Score	100
Minimum Score	60
Mean	81.56
Modus	60
Median	85
Range	40

Standard Deviation	18.159
Skewness	-0,213
Variance	329,738

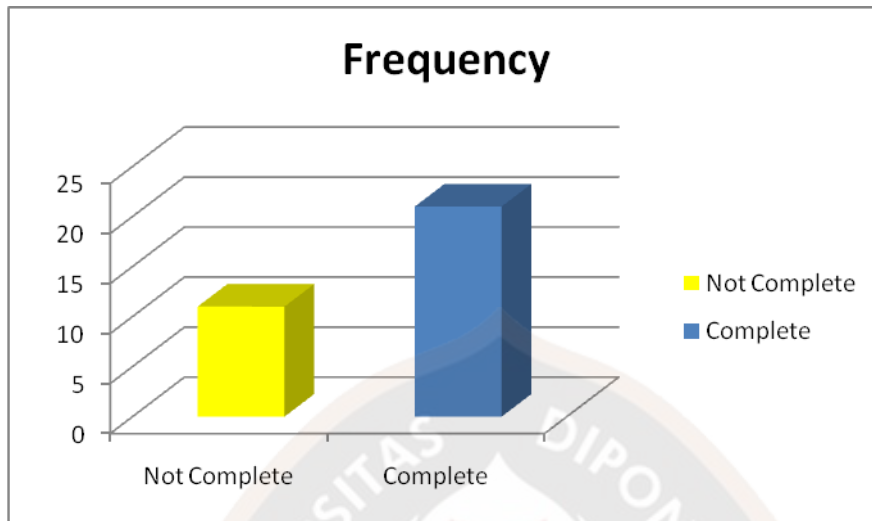
The analysis of cycle I on the Students' improvement in SMKN 2 Semarang grade X can be seen in the following table:

Table 4.7. The Students' Achievement Based on Minimum Completeness Criteria

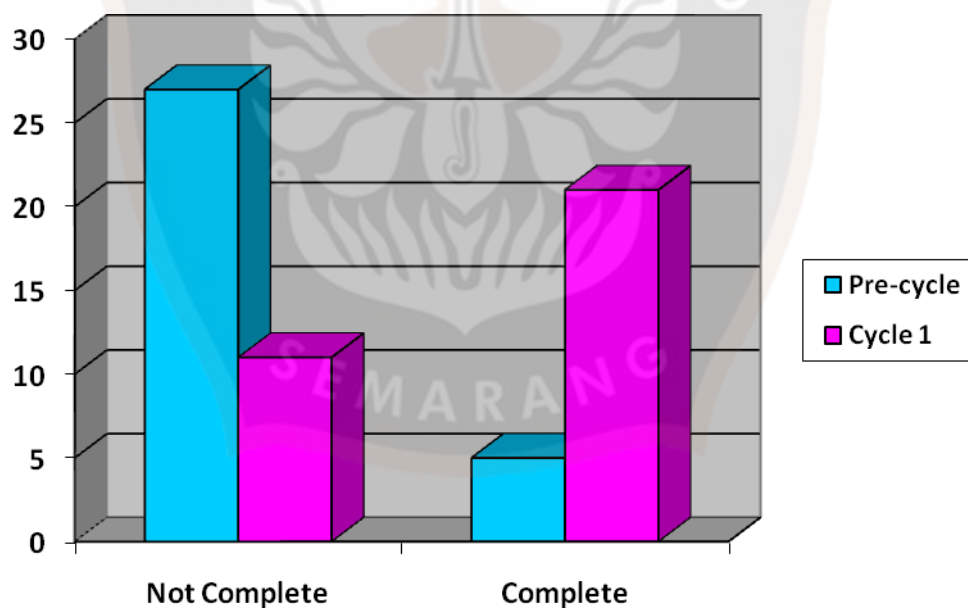
Score Percentage	Category	Frequency	Percentage (%)
0 % – 69%	Not Complete	11	34,4%
70% – 100%	Complete	21	65,6%

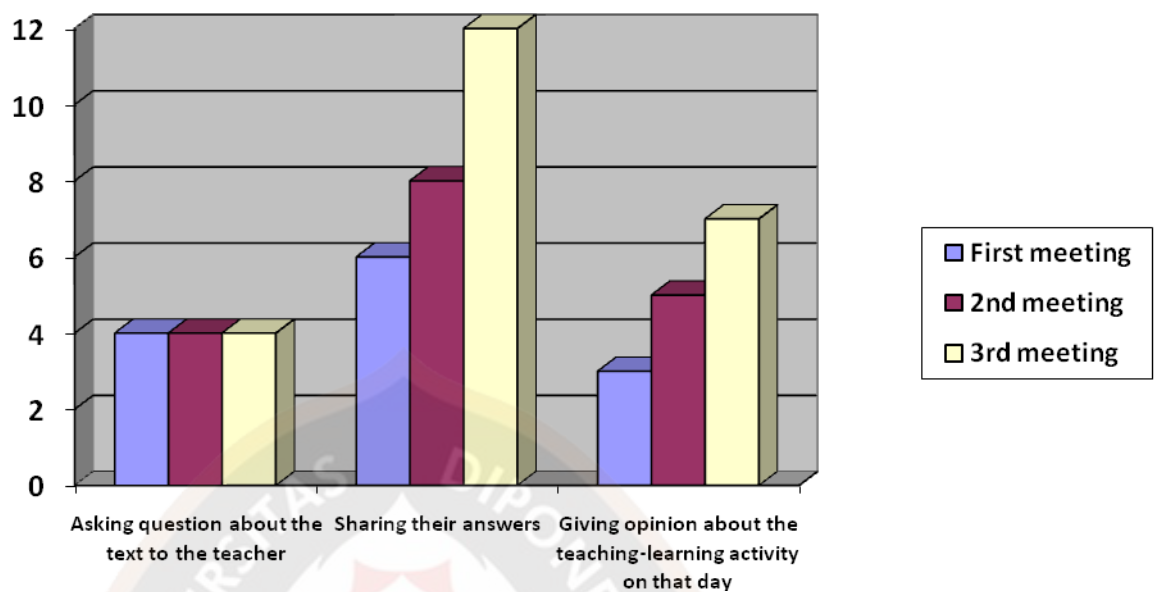
From table 4.3 above we can see that 65,6% students or 21 students were included in the category of Complete and 34,4% students were included in the category of Not Complete.

Graphic of Students' Reading Ability of Cycle I



Graphic of Pre Cycle and Cycle 1





c. Observations Result of Learning Processes

1. Students' Activeness

In the first meeting, students were not enthusiastic in doing the reading comprehension test, because there were only 6 students who shared their answers. The other 26 students just see and listen, and when the researcher or the collaborator asked them, they did not brave to answer. In the second and the third meeting, they enjoyed the activity although the improvement was not significant. Students who shared their questions and answers appeared at the first meeting were still confused for what they should do. In the second meeting until the third meeting students who performed questioning had already been familiar with their duties, they questioned their friends.

2. *Class Participation*

- a) Students' attention to the explanation of teachers increased although it was not significant.
- b) The emergence of enthusiastic students who wanted to know more about the subject being studied
- c) The involvement of students in teaching and learning reading comprehension increased.
- d) The emergence of the seriousness of the students in learning reading comprehension in which students who correctly answered practice questions that were given more and more

3. *Students' Interests*

a) Cognitive Aspects

In the first meeting of the first cycle, there were still four students who paid attention to learning and many students who were not active in the group. The curiosity of students was still less, it was marked by enthusiastic students asking about the learning materials were only a few. At the fourth meeting, the curiosity of students increased more, it was characterized by the more questions asked by students.

b) Affective Aspects

In the first meeting, students' environment was less pleasant, because the division of groups of students were still noisy. There were many students who performed other activities and less active resulting in

the classroom atmosphere was less fun. But in the next meeting until the end of the first cycle, the classroom environment was more pleasant, indicating good interaction between teachers and students so that the conditions of class became quite active and quite fun.

d. Reflection

In general, the students enjoyed and looked quite interested and motivated in reading comprehension lessons with QAR Strategy, because the materials given to students always were related to real situations in daily life. Also, by setting the working group, QAR Strategy was used to make them to exchange ideas so that learning reading comprehension could be done in relaxed way, enjoyably, and meaningfully even if in the first cycle there are still some students who were passive.

e. Decision

Because the improvement in students' reading comprehension as well as interest, motivation and activity of students had not shown that optimal results then this is the reference to continue to the implementation of actions to Cycle II to seek improvement through QAR strategy with more encouraging students to be more active in teaching and learning process.

2. Cycle II

Based on the implementation of cycle 1, the researcher found that some of them were still confused in making a question of each type; they were more confident if they worked in pair; they felt difficult in making questions of level 2 of QAR (author and me, and on my own). So, in cycle II, the researcher tried to make them can make questions of level 2 better.

a. The Application of QAR in Cycle II

First meeting of cycle two was held on November 19th 2011. Before giving a text, the researcher ensured that the students still remembered how to conduct QAR, and remembered all types of questions of QAR. From the result of cycle 1, the students still felt difficult in answering question “author and me” and “on my own”, so the researcher emphasized this meeting in only answering those two types of questions.

The researcher once again explained about how to make those questions and to answer it. After that the teacher gave a text “Blind Date” with several questions based on text. The teacher asked them to work in pair. While the students were doing their assignment, the researcher walked around the classroom and helped if there were students who was still confused how to make it.

Table 4.8. students' activity in cycle II

Activity	Active Students	Percentage
Asking question about the text to the teacher	6	18,75%
Sharing their answers	14	43,75%
Giving opinion about the teaching-learning activity on that day	5	15,62%

Next, the researcher asked them to share their work. Some of the students wrote their answer on the whiteboard. The researcher asked them to categorize the question into “author and me” and “on my own”, then asked them the reason.

The second meeting was held on November 26th 2011. The researcher reviewed the previous meeting, and prepared the material for the students. With the teacher, the researcher distributed the reading passages, entitled “Blind Listening”. In the small groups they were asked to make a question for each type with the answer of those questions. During this activity, the researcher observed the students' work. The researcher helped them and corrected the question they made. After that, the researcher asked one group to give their question to another group, for example group A to group B and group B answered the question and also categorized the question. By doing this activity, all of the students involved in the discussion, some of them who

were shy to explain their thought in last cycle started to be brave in this meeting.

Table 4.9. students' activity in cycle II

Activity	Active Students	Percentage
Asking question about the text to the teacher	6	12,5%
Sharing their answers	All groups	%
Giving opinion about the teaching-learning activity on that day	8	25%

In this meeting, all groups were involved in sharig their answers, but not all of the members of the groups were involved, there were only 2 or 3 members who were active.

In the third meeting, the teacher gave them post-test to measure their ability in reading. They worked individually in answering the questions. After that, the researcher and the teacher corrected their answer. There were increasing score from pre-cycle, cycle 1 and cycle two. There were only five students who were not passed the post-test.

Table 5.1. students' activity in cycle II

Activity	Active Students	Percentage
Asking question about the text to the teacher	9	28,12%
Sharing their answers	21	65,62%
Giving opinion about the teaching-learning activity on that day	9	28,12%

b. The Description of Results Obtained after the Implementation of QAR

After the implementation of QAR on the cycle II, students' learning results are obtained as follows:

Table 5.2. The Statistical Data of Students' Achievement in the second after the implementation of QAR

Statistics	
Respondent	32
Maximum Score	100
Minimum Score	60
Mean	88,44
Modus	100
Median	90
Range	40
Standard Deviation	12,210

Skewness	-0,590
Variance	149,093

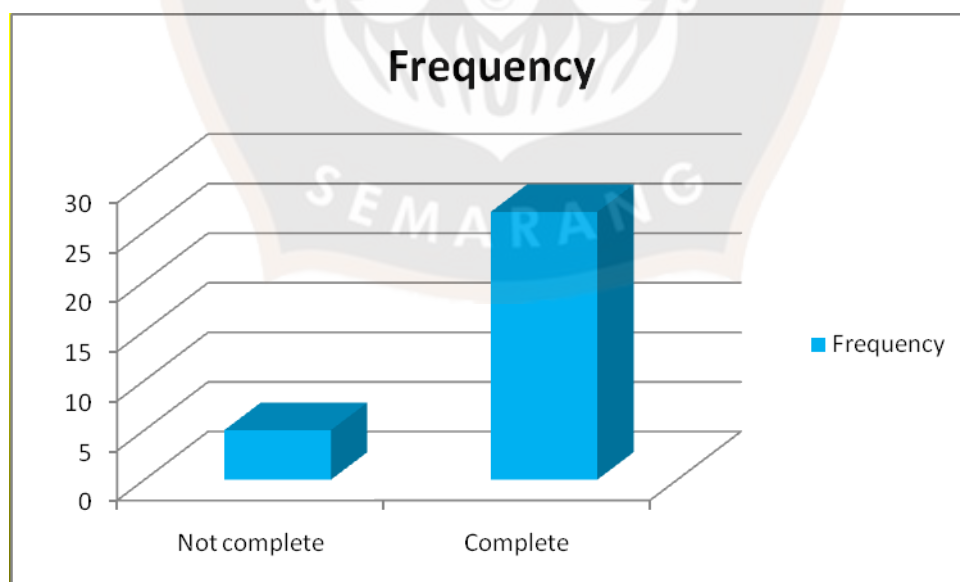
The analysis on the test results can be seen in the following table:

Table 4.5 The Students' Achievement Based on Minimum Completeness

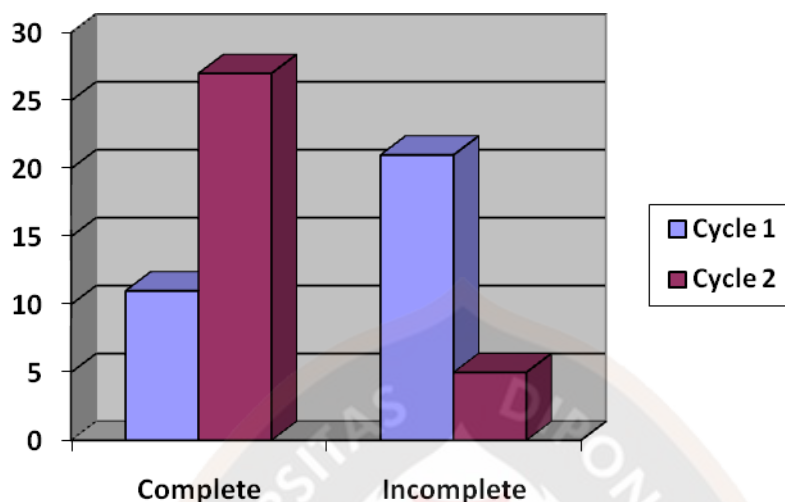
Criteria in Cycle II

Percentage Score	Category	Frequency	Percentage (%)
0 % – 69%	Not Complete	5	15,62%
70% – 100%	Complete	27	84,38%

Graphic Students' Reading Ability of Cycle II



Graphic students' Achievement of Cycle 1 and cycle 2



From table 4.4 and the graphic above we can see that 84,38% students or 27 students included in the category of Complete and 15,62% students are included in the category of Not Complete. There is 5 student in need of improvement. This shows that the results of research conducted by the researcher from the cycle I have a very significant increase in Cycle II.

c. Observations of Learning Processes

1. Active Students

At the beginning of the meeting in the second cycle, activity of students has been good enough. Many students asked the teacher about the topic and the average student was able to do the task. Likewise at a second meeting until the end of the meeting, in the second cycle, students' improvement greatly increased.

In this second cycle, students did the test individually in every meeting, and they did the tasks given by their teacher. Compared with cycle I, in this second cycle, the activity of students in the learning process was much improved. Students competed to comment on the answers of other groups and students also made inferences about the material already learned.

2. Class Participation

- a) Students' attention to the explanation of teachers has increased from cycle I to cycle II.
- b) Enthusiastic students who wanted to know more about the subject being studied also increased
- c) The involvement of students in teaching and learning reading comprehension were increased.
- d) Students could understand the learning content with increased understanding from cycle I to cycle II.
- e) Students were enthusiastic in doing worksheet increases.
- f) In the first cycle students had 2-3 people who could demonstrate the benefits of learning materials for some of their friends.
- g) The emergence of the seriousness of the students in learning reading comprehension in which students who correctly answered practice questions given more and more and increased from cycle I to cycle II.

3. *Students' Interests*

a) Cognitive Aspects

In the first meeting of the second cycle, students' attention on learning had increased, as well as in the second meeting until the end of a meeting in the second cycle increased. Curiosity of students was very high, is marked by more enthusiastic students asking questions about material in the learning. Students were also active in the group and paid attention to things delivered by the teacher in this case was the researcher. Information needs of students also greatly improved, marked by the increasing number of students who were able to explain the benefits of learning materials.

b). Affective Aspects

In the first meeting of the first cycle, students were in less pleasant environment, due to the division of students' groups. In this second cycle, students' environment had become conducive and comfortable. Students who performed other activities had decreased until the end of this second cycle.

Students were more enthusiastic in participating in learning. Interaction between teachers and students also increased, so the condition of the class became very active and very enjoyable.

d. Reflection

In general, students liked and looked very interested and motivated in reading comprehension by applying QAR Strategy. In the end of this Cycle II, the teacher gave the final test. In doing so, they demonstrated readiness in the test. This can be seen when the questions were distributed, they were fairly quiet and they did even though there were those who found it difficult because they did not learn. They were given more emphasis on the students as well as to tighten supervision.

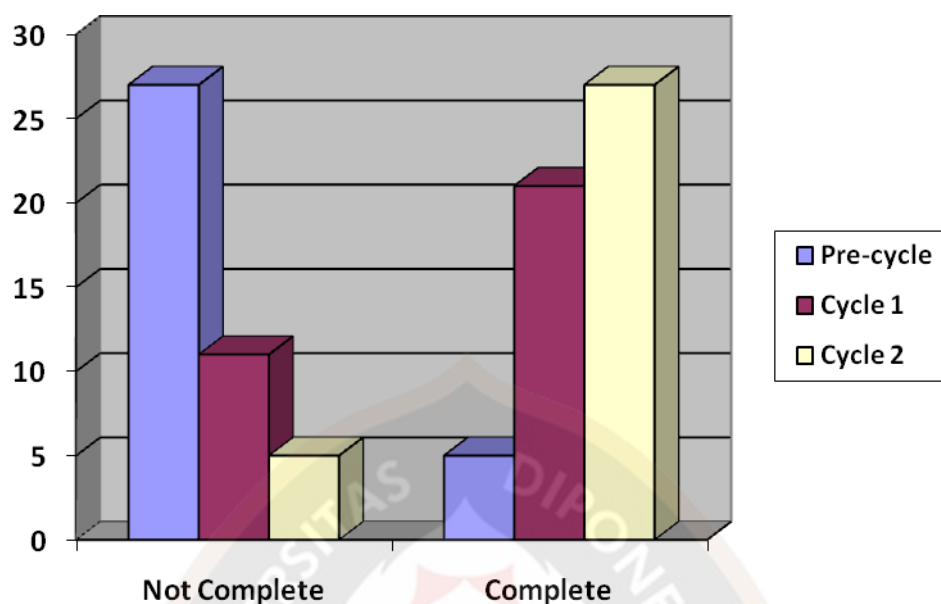
e. Decision

Based on the two cycles implemented by using QAR Strategy, it is obtained the following results:

- 1) Active, interest, and motivation of students increased
- 2) The completeness of students studying reading comprehension has increased significantly.

Table 5.2. The Students' Achievement from Pre-cycle to Cycle 2

N	Cycle	Category	
		Complete	Not Complete
32	Pre-cycle	5	27
	Cycle 1	11	21
	Cycle 2	27	5



B. The Research Result and Data Analysis

The Increase in the average result of Reading Comprehension tests, from Cycle I to Cycle II, is 81,56 in Cycle I and 88.44 in the Cycle II. The skewness from cycle I to cycle II is also negatively skewed indicating that there are many students achieving high scores. The decrease in the standard deviation and variance from cycle I to cycle II shows that the application of QAR Strategy makes students become more homogeneous.

In terms of the minimum completeness criteria, the number of students who did not complete the criteria decreased by 18,78% (from 34.4% in cycle I to 15.62% in Cycle II). On the other hand, The number of students who completed their minimum completeness criteria in cycle I and cycle II increased by 6 students or 18,78% (from 65,6% in Cycle I to 84,38% in Cycle II). It indicates that the students' skill in reading comprehension is improved after they were taught using QAR Strategy.

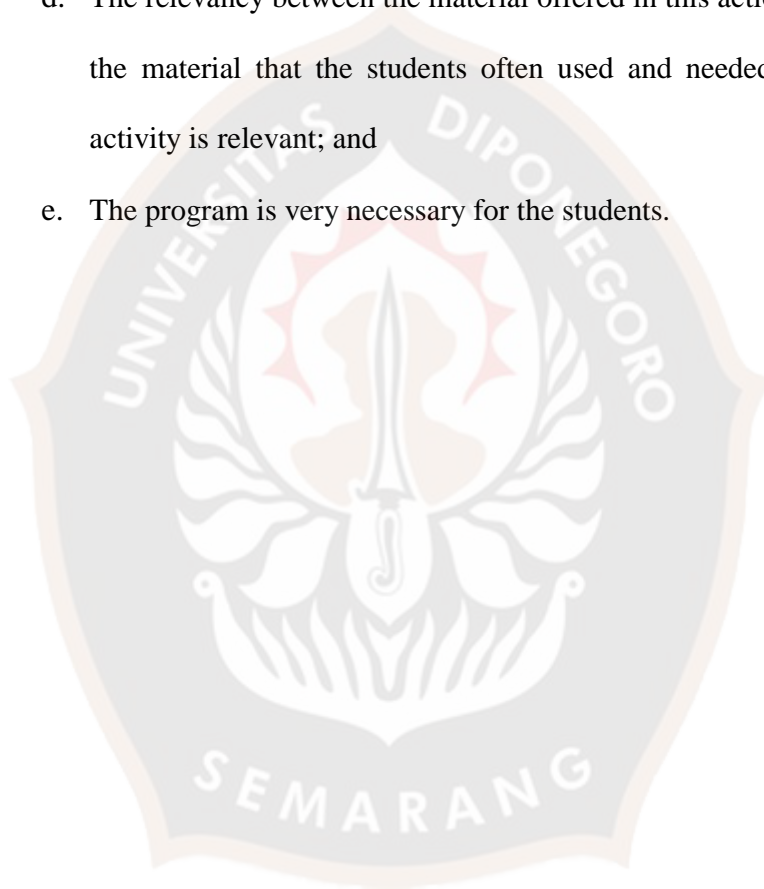
From the results of the qualitative analysis, it is found that the quality of the learning process by using QAR Strategy in cycle I and cycle II is also greatly improved. In terms of student activity, it shows that students were increasingly active in the learning process. The existence of the driving factors for students learning reading comprehension is very influencing so that students were very enthusiastic in learning reading comprehension, as well as more attention to the lesson.

In terms of student interest as it can be seen from the two aspects, namely affective and cognitive development, it has also increased. Viewed from the cognitive aspect, the increasing number of students who asked from cycle I to cycle II indicates their increasing attention and curiosity about reading comprehension. Based on the affective aspect, the learning environment of students, the interaction between students and teachers from cycle I to cycle II increased. The number of students who demonstrated respond or questions in the classroom increased so that the condition became very active and very enjoyable.

With the increasing level of activity, the motivation and student's interest in teaching and learning are also in line with the increase in the completeness of the study, or in other words, the improvement in the quality of the process and results from cycle I to cycle II. It can be said that learning through QAR Strategy can improve the students' skill in reading comprehension of narrative text.

Based on the result of observation, it can be concluded here that:

- a. The students' improvement is high;
- b. QAR Strategy has some advantages. It could help the students in comprehending narrative text;
- c. The students' improvement in learning English after having activity by using QAR Strategy is high;
- d. The relevancy between the material offered in this action research and the material that the students often used and needed in their daily activity is relevant; and
- e. The program is very necessary for the students.



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this part, the researcher comes into conclusions and suggestions of the research that has been conducted. The conclusions refer to the finding of the research presented on the previous chapter and the suggestions deal with recommendation to the students and other researchers.

A. CONCLUSIONS

Based on the results of research and discussions, it can be concluded as follows:

1. Question Answer Relationship technique can improve the students' reading comprehension skill of narrative text after the learning process using QAR Strategy. QAR can improve the students' participation in reading class, so the situation during the reading class was more active and alive.

By working in pairs or groups, students alternate asking and answering each other about the questions of reading materials. It means that the technique can be used as an alternative of reading technique to improve students' reading comprehension and to improve students' motivation, especially to the first semester students of SMKN 2 Semarang.

2. QAR Strategy can improve the quality of the learning process in the grade X of SMK Negeri 2 students. It can be seen from the increasing of activity, motivation and students' interest in the learning process in class.

3. After the implementation of QAR, the researcher helps the first semester students of SMK 2 to improve their skill in answering questions of reading materials.

B. SUGGESTIONS

By considering the result of this research, the researcher expects that there should be a real steps to improve teaching and learning process, especially in reading class

1. QAR Strategy can be presented as one alternative strategy in teaching reading comprehension of descriptive text in schools.
2. It is recommended to next researchers to further develop this research in larger scale, especially in improving students achievement in reading comprehension of descriptive text..

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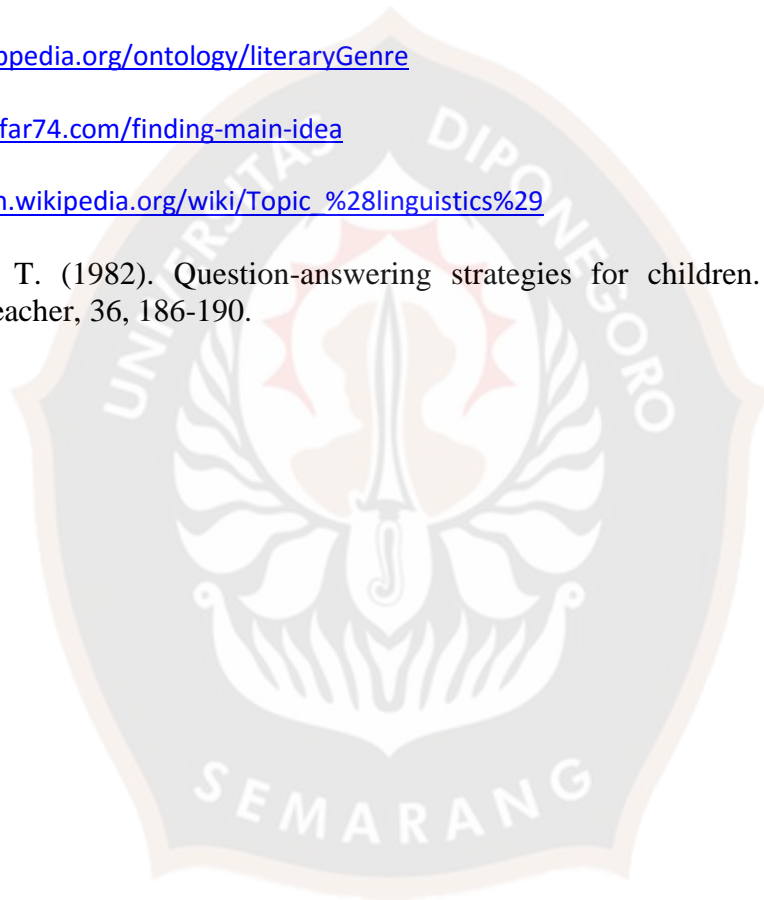
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APPENDIX



No.	Nama Siswa	Nilai		
		Pretest	Cycle I	Cycle II
1	Riska Putri Suryani	71	100	100
2	Ranum Septana	71	80	90
3	Nova Karlina	71	100	100
4	Lisna Arfiana	68	100	100
5	Widya Ulfa Linda	28	100	100
6	Karlinda Ayu O.	42	100	100
7	Linda	42	90	70
8	Fachrida Isna	42	60	60
9	Fina Erfiana	42	60	80
10	Kusuma F. Pasha	57	60	80
11	Ririn Wijayanti	57	60	90
12	Mercia Indah Nurultasari	42	60	80
13	Natalia A.	42	60	100
14	Amiratus Sholekhah	42	60	70
15	Irna Maulina	42	60	90
16	Yeni Kurnisari	42	60	80
17	Retno Puji A.	71	100	100
18	Putri Uswatun Kasanah	42	80	80
19	Yuliana Pratiwi	42	90	90
20	Puji Lestari	57	100	100
21	Eva Yuliana	57	80	80
22	Ita Nafidathul Kh.	28	60	70
23	Meiyana	42	60	80
24	Aprilia S.	28	90	90
25	Niken Asmarani	28	80	80
26	Dita K.	28	100	100
27	Sri Lestari	28	100	100
28	Wahyu Hidayati	42	100	100
29	Nur Farida	71	100	100
30	Gita Apriliana S.	71	100	100
31	Nopita Sari	57	100	100
32	Alimatus Sholekhah	42	60	70

Transkrip Wawancara dengan Siswa

The Researcher (TH)

Student (S)

TH : Menurut kamu bahasa Inggris penting gak?

S : penting banget bu, apalagi jaman sekarang

S : iya bu, mau masuk sekolah aja sekarang ada yang pakai TOEIC kalau gak ya TOEFL

TH : tapi kalian sendiri suka atau tidak sama bahasa Inggris?

S : tergantung gurunya buuu....!!!

TH : memang kenapa sama gurunya?

S : kalau gurunya galak ya gak suka bu...takut kalau salah ngerjain soalnya bu...

TH : salah kan wajar, namanya juga belajar

S : emmm tapi kadang gurunya ga sabaran, makanya kami lebih seneng kalau diajar sama guru PPL, mereka lebih sabar bu...

S : iya bu, makanya kalau ngajar jangan galak-galak bu, jangan terlalu serius juga bu...

TH : ok. Kalian suka membaca bacaan bahasa Inggris?

S : gak terlalu bu...soalnya bahasanya gak mudeng

S : iya bu, apalagi kalau setelah bacaan dikasih soal, jadi gak suka bu...

TH : kalau ga ada soalnya ya gimana bu guru kalian bisa menilai apakah kalian memahami bacaan terebut atau tidak...

S : iya bu, tapi susah...

TH : oooo gitu, tapi kalau ada caranya biar kalian paham tanpa banyak buka kamus, mau?

S : kami mau-mau aja bu...

Transkrip Wawancara Setelah Cycle I and II

TH : ini hari terakhir ibu ketemu kalian di kelas, gimana sama teknik kemarin?

S : seru bu, apalagi kalau berkelompok

S ; kami jadi ga malu bu kalau mau mengutarakan jawaban

S : iya bu, kita juga ga sering buka kamus, yaaa walaupun kadang ada kata yang saya belum tau, tapi tanpa membuka kamus, saya masih bisa jawab bu...

TH : ya semoga apa yang ibu sampaikan kemarin ada manfaatnya untuk kalian ya..

S : iya bu... terima kasih..