EMPLOYING QUESTION – ANSWER RELATIONSHIPS (QAR) STRATEGY TO IMPROVE STUDENTS’ READING COMPREHENSION

(A Classroom Action Research at the Eleventh Year Students of SMA Negeri 1 Rangkasbitung in 2012/2013 Academic Year)

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PREFACE

Alhamdulillah, because of the blessing of Allah SWT, the writer could finish writing the thesis which is entitled “Employing Question-answer Relationships (QAR) to Improve students’ Reading Comprehension (A Classroom Action Research at the Eleventh Year of SMA Negeri 1 Rangkasbitung in 2012/2013 Academic Year).

This thesis is submitted to the English Education Department of State Islamic University (UIN) Syarif Hidayatullah Jakarta in partial fulfillment of the requirement for Master Degree.

The aims of the thesis are to know how far the effectiveness of Question Answer Relationship (QAR) strategy assists students to improve their reading comprehension and find out the advantages when Question Answer Relationship (QAR) strategy is implemented in teaching reading comprehension.

Realizing that the thesis is still far from being perfect, the writer would like to welcome any comments and criticisms. He hopes somehow, that this thesis could give some contribution to the development of the education in general and the successful process of English teaching learning activities in particular.

Jakarta, August 2013
STATEMENT OF AUTHORSHIP

This is to certify that I myself write this thesis, entitled “Employing Question-Answer Relationships (QAR) to Improve Students’ Reading Comprehension (A Classroom Action Research at the Eleventh Year students of SMA Negeri 1 Rangkasbitung in 2012/2013 Academic Year)”. It is not plagiarism or made by others. Anything associated with other works is written in quotation, the source of which is listed on reference.

I am ready to accept any academic punishment including the withdrawal of my academic degree if then this pronouncement proves wrong.

Jakarta, December 22th, 2013

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STRATEGY TO IMPROVE STUDENTS’ READING
COMPREHENSION

(A Classroom Action Research at the Eleventh Year Students of SMA Negeri 1 Rangkasbitung in 2012/2013 Academic Year)

A Thesis
Presented to the Faculty of Tarbiyah and Teacher Training in Partial Fulfillment of Requirements for Master Program in English Language Education

Approved by the advisor

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This thesis entitled "Employing Question-Answer Relationships (QAR) Strategy to Improve Students' Reading Comprehension (A Classroom Action Research at the Eleventh Year Students of SMA Negeri 1 Rangkasbitung in 2012/2013 Academic Year)" had been examined at thesis examination on March 28th, 2014, and revised based on suggestions from examiners.

Jakarta, April 5th, 2014

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ABSTRACT

This action research was conducted to identify whether or not Question-Answer Relationship (QAR) strategy can improve students reading comprehension; and to describe the classroom situation when Question-Answer Relationship (QAR) strategy is employed in instructional process of reading comprehension.

The research was conducted in SMA Negeri 1 Rangkasbitung, Lebak - Banten. The subject of the research was the eleventh year students, class IPS. The design of it was an action research by covering three cycles, and every cycle comprises five meetings. Planning, acting, observing, and reflecting were implemented in every cycle to get a clear data. The research applied two sorts of data collecting: qualitative and quantitative data. Observation, recording, and interview were done to gain qualitative data, while the quantitative data was gained through test. For qualitative data analysis, the researcher used interactive model. It consists of data reduction, data display, and data verification. Meanwhile, descriptive statistic was used for quantitative data analysis.

The research finding reflected that employing Question-Answer Relationship (QAR) Strategy can improve students’ reading comprehension and classroom situation. It showed that teacher’s teaching technique had impact to students’ motivation to learn which greatly influenced their reading comprehension skill. There were 80% students passed the passing grade and the students were much more confident and active to participate in reading learning activity eventually.

It is helpful for teacher as a framework for directing questioning activities and comprehension instruction in pre-, while-, and post-reading. Employing QAR in reading comprehension can ensure that it does not only focus on lower-level skills and question but in high level as well and it can motivate students to think critically and creatively. Considering QAR is helpful and beneficial for both teacher and students, the institution may employ QAR for any grades and school subjects in order to make students familiar with higher-level question. Therefore, it will not be hard anymore to comprehend the text for students who have been treated by employing QAR.
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In the name of Allah, The Most Beneficent, The Most Merciful. All praise and gratitude be to Allah SWT for the health and strength, so that the writer is able to complete this thesis. Piece and salutation be upon our big prophet Muhammad SAW, the most inspiring human in the worlds of his leadership, patience, and devotion, his families, his companions, and his followers.

This thesis is presented to English Department of Faculty of Tarbiyah and Teachers Training, State Islamic University Syarif Hidayatullah Jakarta as the partial fulfillment of the requirement for the Master Program in English Language Education.

The writer realizes that this thesis would not finish well without support, suggestion and help from my parent, brothers, sisters, lecturers and also my friends. According to this reason, the writer wants to thanks for all of you who have helped me until finished this thesis.

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CHAPTER I
INTRODUCTION

A. Background of the Study
Reading is the process of the interaction between language perception and the reader’s language skill, cognitive skill, and the knowledge of the world. In this regard, reading can be defined as an active process of interaction between the reader and the information which consist in the text.¹

Reading is also regarded as a decoding skill that is interpreting codes into ideas. In line with Nunan, he states that reading is viewed as a process of decoding written symbols, working from smaller units (individual letters) to larger ones (words, clauses and sentences). In other words, we use strategies to decode written forms in order to arrive at meaning.²

Readers use a variety of reading strategies to assist with decoding (to translate symbols into sounds or visual representations of speech) and comprehension. Readers may use morpheme, semantics, syntax and context clues to identify the meaning of unknown words. Readers integrate the words they have read into their existing framework of knowledge or schema (schemata theory).³

Beside that, reading always has purposes, and according to Lindeck, Reading has two purposes:⁴ they are reading for pleasure and reading to carry away information. Reading for pleasure focuses on the lived-through experience of reading. They concentrate on the thought, images, feelings, and associations evoked during reading. Reading to carry away

information concentrates on the public, common referents of the words and symbol in the text. Consequently, the existence of reading is very important for the life of human being. People usually say that reading is the window of the world. It is a means to see the world. Through reading, people can get the information entire the world without going anywhere. Furthermore, people can get the information from various media of communication such as internet, television, radio, newspaper, magazines and also books.

Furthermore, Richard⁵ affirms that comprehension activities may address different levels of comprehension, including literal comprehension (understanding meanings stated explicitly in a text), inferential comprehension (drawing conclusions and making predictions based on information in the text), and evaluation (making judgment about the content of a text based on personal or other values).

Reading which constitutes one of English language skills is also beneficial in English language teaching. When students read text, for instance, the text that students read can be useful to support their writing skill and enrich them with vocabularies, grammar and so on.

Based on School Based Curriculum (SBC) / Kurikulum Tingkat Satuan Pendidikan (KTSP) for Senior High School, the purposes of English subject are (1) to develop communicative competence in the form of spoken and written language, namely listening, speaking, reading and writing. (2) fostering an awareness of the nature and importance of English as a foreign language as well as one of the main tools to be studied, (3) develop an understanding of the link between language and culture as well as expand the horizon culture, thus students have cross-cultural insights and immerse themselves in cultural diversity.

Meanwhile based on the competence standard of KTSP of Reading, “1.7 Understanding the nuances and steps of the

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rhetoric development in the written text those are descriptive, narrative, anecdotes, analytical exposition, and hortatory exposition, with emphasis on the ideational meaning (idea) and textual meanings (used on arrangement of sentences and text)” (Depdikbud, 2004:11).

Related to the explanations above, the writer comes to a conclusion that reading does not merely mean to understand the meaning of words or recognize new vocabularies of English but comprehend the content of written information or message explicitly and implicitly as well. It suggests that the reader requires good comprehension to obtain message or information from the materials he or she reads. For that, he or she must equip him-/herself with reading skills including mentioning the main idea, getting explicit message, recognizing communicative function, interpreting implicit meaning, and making prediction.

Then, to sustain reading comprehension, the teacher should introduce students with strategies of reading. Richards\textsuperscript{6} proposes the aim of reading strategies as follows:
1. Strategies can help the students to make their reading comprehension getting better.
2. By using strategies, the way of students read will be like that of an expert.
3. Strategies also can help students to be more active in processing the text, to control their comprehension, and make the text of reading connected with their own knowledge.

In other word, it can be concluded that the strategies of reading help students to improve their performance on test of comprehension and recall.

Based on the researcher’s observation at SMAN 1 Rangkasbitung, the teacher’s technique to teach reading often makes the students get bored and less motivated to join the instructional activity. Consequently, during the instructional

activity, most of the students are noisy and even some of them sleep. This condition may be one of the reasons why students’ reading comprehension is low.

Researcher found some students’ difficulties in reading comprehension: (1) students have difficulty to identify explicit information in a text; (2) students have difficulty to comprehend the text as they lack of vocabulary; (3) students are unable to find the main idea in a paragraph; (4) and students are unable to infer the meaning of the text. Besides, the researcher found (1) they come to reading class reluctantly (2) they chat each other in the class; (3) they have no response when they are asked questions. All of the facts above indicated the class is not an inspiring class.

The problem above may be caused by several factors; could be the students or teacher. Based on my informal interview, (1) the students’ vocabulary mastery was poor, so the students had difficulty to comprehend the text. Besides, the students have lack of motivation in language learning since the students get bored with teaching method used by teacher; (2) in the process of teaching learning, the teacher seldom gave motivation to the students. So it made students unmotivated to join the instructional process. Furthermore, the teacher still used conventional method in the process of teaching learning. In addition, the teacher still dominated the class by using English as the medium all the time. So that, it made the students didn’t understand what the teacher said. As the result, student’s reading comprehension is not satisfying.

Besides, the fact that the students’ reading comprehension is low, it can be associated with students less recognizing how to find the answer of comprehension questions. The students often assume that the answer of every question can only be found in the text, whereas, the answer of questions, sometime, can only be found in the readers’ head.

Considering the reasons above, the writer is interested in implementing a strategy of comprehension proposed by
Question-Answer Relationship
Introduction

Raphael\(^7\): Question-Answer Relationships (QAR). The strategy is aimed at improving students’ reading comprehension skill. It helps students realize that the answers they seek are related to the type of question that is asked; it encourages them to be strategic about their search for answers based on an awareness of what different types of questions look for. Even more important in understanding where the answer will come from.

Essentially, QAR teaches students three comprehension strategies: (a) locating information, (b) determining text structures and how they convey information, and (c) determining when an inference is required\(^8\). Using QAR Strategy, students will be able to recognize possible answer locations by classifying questions by type as well as monitor their comprehension of the text. Furthermore, by implementing QAR, students are stimulated to think critically as the technique involves high-quality level of questions. In addition, Klingner Janette K, Sharon Vaughn & Alison Boardman state that the QAR framework was chosen for the professional development initiative because a common practice for students to be asked to respond to questions in the text. QAR Strategy gives a framework for thinking about these questions and provides students with the tools and language for identifying the relationships between text and questions. QAR cannot only guide classroom reading discussion but also assist students in becoming more strategic, or metacognitive, in their reading.\(^9\)

Concerning those reasons above, the researcher was encouraged to conduct a classroom action research pertaining to employing QAR Strategy to improve students’ reading comprehension at the eleventh year students of SMA Negeri 1 Rangkasbitung, Banten in 2012/2013 academic year.

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B. Problem Statement

Considering problem of reading comprehension the students encounter, the writer formulates the problem is being studied as follows:
1. How did the Question Answer Relationship (QAR) strategy assist students to improve their reading comprehension?
2. How was the situation when Question Answer Relationship (QAR) strategy was employed in the reading class?

C. Objective of the Research

This research is aimed to improve the students’ reading comprehension. In details this research has the objectives:
1. To see how Question Answer Relationship (QAR) strategy assisted students to improve their reading comprehension
2. To describe the situation when Question Answer Relationship (QAR) strategy was employed in the reading class.

D. The Benefit of the Study

Theoretically this research is useful for those who want to improve their ability in reading, because this research provides a strategy namely QAR that can be considered as a tool for conceptualizing and developing comprehension questions. QAR creates a way of thinking about the types of questions that are most appropriate for different points in guiding students through a text.

The Benefits of this research are not only theoretically but also practically, those are:
1. For the Students
   It can motivate students to improve their reading comprehension by using the types of QAR categories. Learning this strategy make students accustom to higher level questions and it can spur students to think critically and creatively.
2. For the School
   The research on the strategy of Question Answer Relationship (QAR) is hoped to help school to promote its students’ reading comprehension and literacy proficiency by
providing them QAR as an alternative strategy of reading comprehension.

3. For the Teacher

The result of the research can be used as information of teaching reading experience. The teacher can make use of QAR as an alternative of reading comprehension strategy to provide students devices to comprehend reading materials and finally to improve students reading comprehension.

4. For Other Researchers

Other researcher can make use the result of the research as reference for further research especially pertaining to Question-Answer Relationship (QAR) as an alternative strategy to improve reading comprehension.
CHAPTER II
REVIEW OF RELATED LITERATURE

In this chapter, the writer explains three board parts. The first part provides theoretical description. It possesses five sections. The first section is about the theories of the nature of reading. It comprises discussion of the meaning of reading, purposes of reading, and reading model. Then, the second section presents the theories regarding the nature of reading comprehension. It includes the definition of reading comprehension, elements of reading comprehension, schema theory, levels of reading comprehension, reading comprehension strategy, and micro-skills for reading comprehension. The next section discusses the theories of the nature of teaching reading. It involves the meaning of teaching reading, type of classroom reading performance, teaching reading principles, pre-, during-, and post-reading framework, and strategic reading. Next, the forth, here, the theories presented is pertaining to the nature of question. It is divided into two sub-sections: the notion of question and the type of question. Then, the fifth section is regarding the theories of the nature of question answer relationship (QAR). It possesses four sub-sections; they are the notion of QAR, QAR categories, the advantages and the weaknesses of employing QAR, and procedure to teach QAR. Next, the second part is about previous related research, dealing with the researches using QAR strategy which have done by the other researchers. The third part, here, the rationale is proposed. It deals with a paradigm of QAR that can promote students’ reading comprehension. Finally, the last part presents hypothesis of research. Those theories can be functioned as references to support the research.
A. Theoretical Description

1. The Nature of Reading Comprehension

Before getting down to address what comprehension is, it had better understand first what is meant by reading and its relation with comprehension.

There are many experts who show their opinions about the definition of reading. Some of them have similar ideas but the others do not.

Nuttal’s states that reading is a perceptive process in which people look at and interact with the text, to understand, interpret and attain meaning to the written symbols in the text. To do so, it requires comprehension which constitutes the main purpose of reading.¹

Based on the theory above, the researcher assumes that reading is an activity involving the process of interaction between the reader and the text in which the content of the text is selected to get an understanding of the message written beyond it.

Furthermore, Cline, F. Johnstone, C., and King, T, state that “Reading is decoding and understanding written text. Decoding requires translating the symbols of writing systems (including braille) into the spoken words they represent. Understanding is determined by the purposes for reading, the context, the nature of the text, and the readers’ strategies and knowledge.”² They also state that if reading is the extraction of meaning, reading comprehension is a redundant phrase, because without comprehension, reading has not truly happened.

Meanwhile, Smith, states that comprehension is building understanding, both of a particular text and the more global concepts around which it is built. It is an active and demanding process, especially when students are reading to learn new and difficult concepts. Furthermore he also defines that reading

² Cline, F. Johnstone, C., & King, T. *National Accessible Reading Assessment Projects*, (University of Minnesota: Elliott Hall, 2006), p. 3.
comprehension is a process that begins with word recognition. It does not end, however, until students derived meaning from the ideas both stated implied in the text and have been able to evaluate and respond to these ideas.\(^3\)

In addition, the researcher defines that comprehension is an ability to figure out the meaning of the message contained in the text the readers read by involving what the readers have known in the past as their experience. Therefore, the distinction of background knowledge and experience will emerge varied comprehension.

It was strengthened by Merisuo and Storm who said that reading comprehension is a complex process in which the reader constructs the meaning by interacting with text using his or her previous knowledge and experience and the information that can be found in the text.\(^4\)

Furthermore, McNamara affirms that a general component in many definitions of comprehension is the interpretation of the information in the text, the use of prior knowledge to interpret this information and, ultimately, the construction of a coherent representation or picture in the reader’s mind of what the text is about.\(^5\)

Form the theories presented above, it can be inferred that reading comprehension is an ability to understand what he/she reads by involving his experience and knowledge. The differences of experiences and background knowledge brought to the text can cause variation in comprehension. Then, the comprehension process itself can be referred to what good readers do when read.

The researcher absolutely agrees with the theories of the experts about reading that involves interaction between readers


and the content of text by understanding what is written and the purpose of reading. It also needs comprehension because it builds an understanding especially when the reader finds strange concept for him as Smith stated. Referring to Urquhart and Weir, the researcher thinks that reader’s experience and knowledge has important role in impacting reader’s comprehension to the text he reads which is indeed different perception.

a. Elements of Reading Comprehension.
Comprehension entails three elements:
1) The reader who is doing the comprehending;
2) The text that is to be comprehended;
3) The activity in which comprehension is a part.

Furthermore, Snow defines “these elements interrelate in reading comprehension, an interrelationship that occurs within a larger sociocultural context that shapes and is shaped by the reader and that interacts with each of elements iteratively throughout the process of reading.”

1) The Reader
The reader brings to the act of reading his or her cognitive capabilities (attention, memory, critical analytic ability, visualization); motivation (a purpose for reading, interest in the content, self-efficacy as a reader); knowledge (vocabulary and topic knowledge, linguistic and discourse knowledge, knowledge of comprehension strategies); and experiences.

These attributes vary considerably among readers (inter-individual differences) and vary even within an individual reader as a function of the particular text and activity (intra-individual differences). Although considerable research has shown that each of these attributes relates to comprehension.

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7 Snow, Chaterine, Reading for Understanding: Toward an R&D Program in Reading Comprehension, (Santa Monica, CA: RAND, 2002). pp. 13—16.
outcomes, the education field knows very little about how to most effectively enhance those attributes instructionally. Nor does the education field know how to limit the particular challenges that second-language readers face due to those readers’ limited vocabulary and linguistic knowledge, nor do educators know how to build on those readers’ first-language comprehension abilities.

2) The Text

The features of any given text have a large impact on comprehension. While reading, the reader constructs various representations of the text that are important for comprehension. Those representations include the surface code (the exact wording of the text), the text base (idea units representing the meaning of the text), and the mental models (the way in which information is processed for meaning) that are embedded in the text. Electronic text presents particular challenges to comprehension (e.g., dealing with the non-linear nature of hypertext), but it also offers potential to support comprehension by providing hyperlinks to definitions of difficult words or other supplementary material.

3) The Activity

The reading activity involves one or more purposes or tasks, some operations to process the text, and the outcomes of performing the activity can change as the reader reads. That is, a reader may encounter information that raise new questions and makes the original purpose insufficient or irrelevant. Processing the text involves decoding the text, higher-level linguistic and semantic processing, and self-monitoring for comprehension—all of which depend on reader capabilities as well as on the various text features. Each elements of text processing has varying degrees of importance depending on the type of reading being done, such as skimming (getting the gist of the text) or studying (reading the text with the intent of retaining the information for a period of time). Finally, the outcomes of reading are part of the activity. The outcomes can include an increase in knowledge, a solution to some real-world problem, and/or
engagement with the text. However, these outcomes may or may not map directly to the reader’s initial purpose in reading.

4) The Context

When one thinks of the context in which reading is taught, the first thing that comes to mind is the classroom. But the learning process for reading takes place within a context that extends far beyond the classroom. In fact, differences among readers can, to some extent, be traced to the varying sociocultural environments in which children live and learn to read. Learning and literacy are viewed partly as cultural and historical activities, not just because they are acquired through social interactions but also because they represent how a specific cultural group or discourse community interprets the world and transmits information. If the education community is to ensure universal success in reading comprehension, those in community must understand the full range of sociocultural differences in communicative practices. Sociocultural differences are often correlated with group differences. Group may be identified by income, race, ethnicity, native language, or neighborhood. Substantial research is needed regarding the relationship between membership in certain groups and reading comprehension.\(^8\)

According to Irwin’s statement, the researcher assumes that the readers, the text and the activity are the important elements that affect reading comprehension besides the context of the text itself. For the researcher, the readers’ motivation, background knowledge and experience are needed and surely influence their comprehension of the text they read.

b. Schema Theory

Nuttal states that “a schema (plural schemata) is a mental structure. It is abstract because it does not relate to any particular experiences, although it derives from all the particular experiences we have had. It is a structure because it is organized; it includes the relationship between its component

\(^8\) Ibid., p. 16.
According to Ajideh, “a schema (plural schemata) is a hypothetical mental structure for representing generic concepts stored in memory. It’s a sort of framework, or plan, or script. Schemata are created through experience with people, objects, and events in the world”. McCarthy gives another definition of Schemata as the underlying connections that allow new experiences and information to be aligned with previous knowledge.

As Silberstein stated, the schemata is classified into two types, the schemata containing knowledge of rhetorical structures called formal schemata and the one consisting knowledge of the word of the text namely context schemata.

Meanwhile, Aebersold and field provide three types of schemata: content schema provides reader with a foundation, a basis for comparison; formal schema refers directly to the organizational forms and rhetorical structures of written texts; and linguistic schema, which covers discourse-level items.

Nunan states that “a reader’s background knowledge can influence reading comprehension. Background knowledge includes all of the experiences that a reader brings to a text: life experiences, educational experiences, and knowledge of how texts can be organized.” It can be assumed that background knowledge of the readers involved in reading process plays crucial role in reading comprehension. It is indeed used to define the information of the text to reach the comprehension. It can

affect the readers in comprehending what they read. Through question answer, asking prediction, and explanation of the structure of the text, the background knowledge can be activated and comprehension can be improved all at once.

Accordingly, the building of bridges between a student’s existing knowledge and new knowledge needed for text comprehension. A number of organized pre-reading approaches and methods have been proposed in the literature for facilitating reading through activation of background knowledge.

From theories above, the researcher assumes that schema is related to experience, previous information, and background knowledge. Those things are important for students to assist them understand what they read, for instance, when a student reads a passage discussing about sport and then he find a term ‘flying fox’, by means of schema he will understand that ‘flying fox’ is a kind of sports in which the player skims on the sky by means of rope. It will be different for the student who has no previous information pertaining to ‘flying fox’ he may then consider it as a large bat that eats fruit. Accordingly, background or previous knowledge plays very crucial role for readers that help them to comprehend adequately what they read and obtain the writer’s messages entailed in the written form.

From the definition of schemata stated by McCarthy, the researcher can define schemata as the line that connects new information or knowledge with previous information or knowledge gained to be compared or confirmed each other. As Nunan stated which is agreed by the researcher, the reason why previous knowledge is needed is the readers bring their background knowledge into the text to get reading comprehension. For such reasons, English teacher must facilitate reading through background knowledge activation.
c. Levels of Reading Comprehension

Burn, Roe & Ross propose four levels of reading comprehension: literal comprehension, interpretive comprehension, critical reading, and creative reading.\(^\text{15}\)

1) Literal comprehension

The basis of literal comprehension is recognizing main ideas, details, causes and effect, and sequences. It is important since it is as prerequisite for higher-level understanding. It means that the literal comprehension question test the readers’ ability to think within the text and consider what has been literally and explicitly stated. There is no hidden meaning so the reader can take what is presented at face level.

2) Interpretive comprehension

Interpretive comprehension consist of (1) inferring main ideas of passages in which the main ideas are not directly stated; (2) inferring cause-and-effect relationships when they are not directly stated; (3) inferring referents of pronouns; (4) inferring referents of adverbs; (5) inferring omitted words; and (6) drawing conclusion. It means that interpretive meaning often hidden throughout the text and requires the use of inference and understanding the relationship between events and characters or causes and consequences.

3) Critical reading

Critical reading is an activity in which the students are able to provide evaluation or take conclusion from a text accurately and compare the ideas in writing. A critical reader must be an active reader, who always asks, looks at the fact contained in the text to understand the meaning of the text itself.

4) Creative reading

Creative reading involves going beyond the material presented by the author. It requires readers to think as they read. It can also help students creatively explore their reading skills in which teacher should be able to be a model in teaching learning process.

Based on four levels of reading classified by *Burn, Roe and Ross*, the researcher interprets that reading comprehension not only means comprehending or recognizing the main point of the text but also stimulating the readers to think critically during reading activity to make them become critical readers who are able to conclude the text accurately and compare the ideas.

**d. Reading Comprehension Strategies**

Brown states that reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies:\(^{16}\)

1) Identifying the purpose in reading

Efficient reading consists of clearly identifying the purpose in reading something. By so doing, the reader knows what he is looking for and can weed out potential distracting information.

2) Using grapheme rules and patterns to aid bottom-up decoding (for beginning level learner)

At the beginning level of learning English, one of difficulties students encounter in learning to read is making the correspondences between spoken and written English. Learners may need to be given hints and explanations about certain assumption that one-to-one grapheme-phoneme correspondence will be acquired with ease, other relationship might prove difficult.

3) Using efficient silent reading techniques for relatively rapid comprehension (for intermediate to advance levels)

a) To increase efficiency of reading by a few silent reading rules.

b) You don’t need to “pronounce” each word to yourself

c) Try to visually perceive more than one word at a time, preferably phrases

d) Unless a word is absolutely crucial to global understanding, skip over it and try to infer its meaning through its context.

4) **Skimming**

Skimming consists of quickly running one’s eyes across a whole text to get the gist. Skimming gives reader the advantage of being able to predict the purpose of the passage, the main topic or message, and some of developing supporting ideas.

5) **Scanning**

Scanning is searching quickly for some particular piece of information in a text. Scanning exercise may ask learners to look for names or dates, to find a definition of a key concept, or to list certain specific information without reading through the whole text.

6) **Semantic mapping or clustering**

The strategy of semantic mapping, or grouping ideas into meaningful clusters, helps the reader to provide some order to the chaos. Making such semantic maps can be done individually, but they make for a productive group work.

7) **Guessing**

Learners can use guessing to their advantage to:

a) Guess the meaning of a word
b) Guess a grammatical relationship
c) Guess a discourse relationship
d) Infer implied meaning
e) Guess about cultural reference
f) Guess content message

8) **Vocabulary analysis**

Several techniques are useful here: (1) look for prefixes, (2) look for suffixes, (3) look for roots that are familiar, (4) look for grammatical contexts, and (5) look at the semantic context (topic for clues).

9) **Distinguish between literal and implied meanings**

This requires the application of sophisticated top-down processing skills. The fact that not all language can be interpreted appropriately by attending to its literal, syntactic surface structure makes special demands on readers.

10) **Capitalize on discourse makers to process relationships**
There are many discourse makers in English that signal relationship among ideas as expressed through phrases, clauses, and sentence. A clear comprehension of such markers can greatly enhance learners’ reading efficiency.

The researcher has similar ideas with the statement of Brown in which silent reading, skimming and scanning are the efficient reading strategies that can help the readers to achieve reading comprehension. The researcher also thinks that by knowing the purpose in reading and the reason why they want to read, the readers will get easiness of what they are looking for. Besides, giving explanation before reading can assist them to understand difficult assumption from the text.

e. Micro-skills for Reading Comprehension

There are several micro-skills for reading comprehension proposed by Brown. They are as follows:  

1) Discriminating among the distinctive graphemes and orthographic patterns of English.
2) Retaining chunks of language of different lengths in short-term memory.
3) Processing writing at an efficient rate of speed to suit the purpose.
4) Recognizing a core of words, and interpret word order patterns and their significance.
5) Recognizing grammatical word classes (nouns, verbs, adjectives, etc.), systems (e.g. tense, agreement, and pluralization), patterns, rules, and elliptical forms.
6) Recognizing that a particular meaning may be expressed in different grammatical forms.
7) Recognizing cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

8) Recognizing the rhetorical forms of written discourses and their significance for interpretation.
9) Recognizing the communicative functions of written texts, according to form and purpose.
10) Inferring context that is not explicit by using background knowledge.
11) From events, ideas, etc., described, inferring links and connections between events, deducing causes and effects, and detecting such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
12) Distinguishing between literal and implied meanings.
13) Detecting culturally specific references and interpreting them in a context of the appropriate cultural schemata.
14) Developing and using a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.

Referring to the theories presented above, it suggests that reading comprehension is a complex process in which the reader interacts with the text to construct the meaning by means of his or her previous knowledge. Comprehension can be enhanced to the higher level if background knowledge can be activated by setting goals, asking questions, asking predictions, teaching text structure, and etcetera. Then, in order to support comprehension, the reader must equip him or herself with reading comprehension skills involving mentioning the main idea, getting explicit message, recognizing communicative function, interpreting and implicit meaning.

By looking at Brown’s theory, the researcher gets the point that micro skills for reading comprehension are recognizing the meaning, grammar used in the text and coherence of the sentences contained in the text besides defining the written symbol. In other words, it can be said that micro skills for reading comprehension involves explicit and implicit information.
f. **The Purpose of Reading**

Reading is a variant skill in which there are different types of reading skills that correspond to the many different purposes we have for reading. Rivers and Temperley in Nunan suggest that the second language learners will want to read for the following purposes:\(^{18}\)

a. To obtain information for some purpose or because we are curious about some topic
b. To obtain instruction on how to perform some task for the work or daily life.
c. To act in a play, play a game, do a puzzle.
d. To keep in touch with friends by correspondence or to understand business letter.
e. To know where on when something will take a place or what is available.
f. To know what is happening or has happened.
g. For enjoyment or excitement.

Students need to have an understanding of the purpose for reading and view particular texts before they read. Teachers can assist students to clarify the purpose of reading by asking the question: (1) *Why are you reading this text?*; and (2) *Are you reading for enjoyment, to retell, to answer questions, to gain information?*

Once a purpose for reading is established, students can be directed to which method of reading will best achieve that purpose. These methods for reading include:\(^{19}\)

- Skimming: reading to gain an overall understanding of the content of the text
- Scanning: reading to locate specific information
- Re-reading: reading to confirm meanings and understandings, and to clarify details.

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\(^{18}\) Nunan, David, *op. cit.*, p. 33.

From the statement of Rivers and Temperley, the researcher figures out that the readers have different purpose of reading. Some readers do reading activity to look for the information they need and the others do reading activity to get new information they have not known. To do that, as Lindect said, the researcher thinks that the readers can do skimming, scanning or rereading to attain the information appropriates with their aims of reading from the text well.

g. Reading Models

Nuttall provides several models of reading.\(^{20}\)

1) Bottom-up theory

The theory describes that the readers develop an understanding of the text starting from the smallest unit (letters to words to phrases to sentence, etc.) and that the process of constructing the text from those small units becomes so automatic that the readers are not aware of how it operates.

2) Top-down theory

The theory describes that the readers bring a great deal of knowledge, expectations, assumptions, and questions to the text and, given a basic understanding of the vocabulary, they continue to read as long as the text confirms their expectations.

3) The interactive of theories

It argues that both top-down and bottom-up process are occurring, either alternately or at the same time. These theorists describe a process that moves from bottom-up and top-down depending on the type of the text as well as on readers’ background knowledge, language proficiency level, motivation, strategy used, and culturally shaped beliefs about the reading.

Referring to Nuttall, the researcher gets point of view about reading models in which bottom-up theory describes the readers understanding automatically what they read without realizing how it goes on because they learn from the smallest unit; top-down theory describes the readers who use their knowledge, assumption, expectation and questions when they are reading the

\(^{20}\) Nuttall Christine, *op. cit.*, pp. 16-17
text to confirm and compare with the information of the text; and the interactive of theories describing a mixed process of bottom-up and top-down theories that depend on the type of the text and background knowledge of the readers.

2. The Nature of Teaching Reading

Pertaining to teaching, Brown states that “teaching is showing someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.” Harmer affirms that “teaching is not an easy job, but it is a necessary one, and can be very rewarding when the teachers see their students’ progress and know that they have helped to make it happen.” It is true that some lessons and students can be difficult and stressful at times, but it is also worth remembering that at its best teaching can also be extremely enjoyable.” Meanwhile, Urquhart says “that teaching is the process of presenting, practicing and testing”.

According to the explanation above, the researcher assumes that teaching reading is showing or helping someone to learn reading or a perceptive process in which people look at and interact with the text, to understand, interpret and attain meaning to the written symbols in the text, by means of experiences both verbal and non-verbal; reading skill and knowledge of the world. In this case, teaching reading is conducted by giving instructions, guiding in the study of reading, providing with the knowledge, causing to know or understand. In teaching reading process, it comprises presenting, practicing and testing.

The researcher goes along with the idea of Brown about teaching which is the process that can increase people’s

knowledge and skill, it makes them know and understand new concept or information and change them better than before.

a. Type of Classroom Reading Performance

Brown purposes several kinds of reading performance, as follows:

1. Oral and silent reading.

The teacher can ask the students to read orally, at the beginning and intermediate levels. Oral reading can serve as an evaluative check on bottom-up processing skills, check the students’ pronunciation, and serve to add some extra student participation if the teacher wants to highlight a certain short segment of reading passage.

For advance levels, oral reading has some disadvantages, they are: oral reading is not very authentic language activity, while one student is reading, others can easily lose attention, and it may have the outward appearance of students participation when in reality is mere recitation.

2. Intensive and extensive reading

Silent reading may be subcategorized into intensive and extensive reading. Intensive reading calls students’ attention to grammatical forms, discourse makers, and other surface structure details for the purpose of understanding literal meaning, implications, rhetorical relationship, and the like.

Extensive reading is carried out to achieve a general understanding of a usually somewhat longer text such as book, long article, or essay, etc. Most extensive reading is performed outside class time and for pleasure.

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Furthermore, William provides a consideration of intensive reading as the appropriate style for foreign language learners since their reading English language texts might not be for information, interest, or pleasure, but rather to learn English. The foreign language students’ lack knowledge of the language often results in slow and intensive reading. In order to become an effective reader, the students need to possess appropriate texts and appropriate tasks that allow them not only to develop their language, but to develop purposeful reading style as well.\textsuperscript{25}

Based on some theories above, the researcher can infer that reading comprehension is a complex process in which the reader interacts with the text and then decodes the written symbols, it is begun from smaller units (individual letters) to larger ones (words, clauses and sentences). In addition, in order to support comprehension, it requires reading skills involving explicit information, implicit information, main idea and communicative function.

Similar to Brown’s statement, the researcher thinks that oral reading does not give any benefit to the readers from high levels. They tend to lose their attention and cannot focus on their reading.

\textsuperscript{25} William, \textit{op. cit.}, p. 11.
The researcher has different point of view with William about the best reading style for foreign language learners. Based on the experience and the situation of the class, extensive reading is the best reading style for foreign language learners. They not only read to learn English, but also they want to look for new information they need and get knowledge they have not known. Besides, interest and pleasure have influence in reading activity because both of them are important to increase learners’ willingness to read, especially for longer text.

**b. Teaching Reading Principles**

Teachers, in reading instructional process, require guidance that provides them direction how to conduct reading instruction. The following principles of reading may be employed as guidance for the teachers in delivering their reading instruction. Harmer proposes the principles behind the teaching reading:

1. Reading is not passive skill. Reading is incredibly active occupation. To do it successfully, we have to understand the words mean, see the pictures the words are painting, understand the arguments, and work out if agree with them.
2. Students need to be engaged with what they are reading. As with everything else in lessons, students who are not engaged with the reading text – not actively interested in what they are doing – are less likely to benefit from them;
3. Students should be encouraged to respond to the content of a reading text, not just to a language. It is especially important that they should be allowed to express their feelings about topic;
4. Prediction is the major factor in reading. When we read texts in our own language, we frequently have a good idea of the content before we actually read;
5. Match the task to the topic. Once the decision has been taken about reading texts the students are going to read, we need to choose good reading tasks – the right kind of questions, engage useful puzzle, etc.; and

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6) Good teachers exploit reading texts to the full. Good teacher integrate the reading text into interesting class sequences, using the topic for discussion and further tasks, using the language for study and later activation.

According to the principles above, it suggests that teacher should understand well their students. The teachers should make use of various techniques to encourage their students. Then, the teachers should also make an interesting call in teaching reading and make students aware of the learning process.

Other principles for teaching reading are proposed by Nunan as follows:27

1) Exploiting the reader’s background knowledge. A reader’s background knowledge can influence reading comprehension. Background knowledge includes all of the experiences that a reader brings to a text: life experiences, educational experiences, and knowledge of how texts can be organized. Comprehension can be enhanced if background knowledge can be activated by setting goals, asking questions, asking predictions, teaching text structure, and so on.

2) Building a strong vocabulary base. Recent research emphasizes the importance of vocabulary to successful reading.

3) Teaching for comprehension. Monitoring comprehension is essential in to successful reading, since in many reading instruction programs, more emphasize and time may be placed on testing reading comprehension than on teaching readers how to comprehend reading materials and make use of their cognitive and metacognitive skills.

Considering the three principles above, it can be inferred that teaching reading is not only teaching text but also exploiting the readers about their background knowledge. Therefore, teachers should facilitate their students the strategy that enable students to activate their background knowledge. Providing questions that are not from the text but questions of beyond the

27 Nunan, op. cit., pp. 74—75.
text or questions that require students to make use their head as well can be an alternative to assist students promote their activating background knowledge in which the activation of background knowledge can improve reading comprehension.

The researcher totally agrees with the theory of Nunan. Teaching reading does not only provide the text but it provides the readers a strategy as well that can enhance their comprehension by exploiting their background experience and knowledge related to the text.

c. Pre-, During-, and Post-reading Framework

Teachers’ choices should be guided by instructional goals, student readiness, text resources, and implications from research and theory, one major implication form theory is a general framework based on pre-, during-, and post-reading instruction. Further, the following framework of pre-, during-, and post-reading instruction is based Grabe and Stoller’s framework:

Pre-reading instruction can serve five important purposes. It helps students’ access background information that can facilitate subsequent reading, provides specific information needed for successful comprehension, stimulates student interest, sets up student expectations, and models strategies that students can later use on their own. Some commonly used pre-reading activities include the following:

1) Previewing the text (by examining distinguishing features of the text such as the title, subheadings, illustrations and captions, and sections) to determine (or at least hypothesize) the general topic of the reading, relevant vocabulary, and possible challenges.

2) Skimming the text or portions of the text (e.g., the first and last paragraphs) to decide what the main ideas of the text are

3) Answering questions about information in the text or formulating questions for which students want answers

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4) Exploring key vocabulary
5) Reflecting on or reviewing information from previously read texts in light of the topic the new text

_During-reading instruction_ guides students through the text, often focusing on understanding difficult concepts, making sense of complex sentences, considering relationships among ideas or characters in the text, and reading purposefully and strategically. Some commonly used during-reading activities include the following:

1) Outlining or summarizing key ideas in a difficult section
2) Examining emotions and attitudes of key characters
3) Determining sources of difficulty and seeking clarification
4) Looking for answers to questions posed during reading pre-reading activities
5) Writing down predictions of what will come next

_Post-reading instruction_ typically extends ideas and information from the text while also ensuring that the major ideas and supporting information in other tasks (e.g., reading to write). Some commonly used post-reading activities are

1) Completing a graphic organizer (e.g., table, chart, grid) based on text information
2) Expanding or changing a semantic map created earlier
3) Listening to a lecture and comparing information from the text and the lecture
4) Ranking the importance of information in the text based on a set of sentences provided
5) Answering questions that demonstrate comprehension of the text, require the application of text information, or oblige students to connect text information to personal experiences and opinions

The pre-, during-, and post-reading framework described here is easily adapted to different classroom contexts. All three components of the framework may be integrated into single lesson (with a short reading passage on a familiar topic) or they may run across numerous lesson.
Based on William and Stoller’s explanation, the researcher assumes that there are three kinds of instruction of reading activity. In pre-reading instruction, the students are provided some information to support their comprehension of the text they read and build their expectation through the text. They are also stimulated to be more interested in reading. Meanwhile, summarizing key ideas, examining emotions, determining sources of difficulty, looking for the answers of the questions and prediction in during reading phase can help the readers to focus on the text strategically and understand more complex reading in during reading phase. Furthermore, to develop the information or knowledge from the text, it is very important to complete a graphic organizer, expand a semantic map, compare the information with that of other sources, enlist the important information and answer the question in post reading phase.

d. Strategic Reading

According to Grabe and Stoller, a major goal for academic reading instruction is the development of strategic readers (rather than the disconnected teaching of reading strategies). Strategic readers understand the goals of a reading activity, have a range of well-practiced reading strategies at their disposal, apply them in efficient combinations, monitor comprehension appropriately, recognize miscomprehension, and repair comprehension problems effectively. Strategic readers make use of a wide repertoire of strategies in combination rather than in isolated applications. Commonly used strategies include: 29

- Previewing a text
- Predicting what will come later in a text
- Summarizing
- Learning new words through the analysis of word stems and affixes
- Using context to maintain comprehension
- Recognizing text organization
- Generating appropriate questions about the text
- Clarifying text meaning

Repairing miscomprehension

The development of strategic readers requires a commitment to teaching strategies. The introduction of strategies, their practice, and their uses should be part of every lesson. Indeed, it is not difficult to talk about strategies in class if every session requires reading, focuses on text comprehension, and includes discussions about the text and how it is understood. Ultimately, the goal is to develop (a) fairly automatic routines that work to resolve more general reading comprehension difficulties and (b) a more elaborate set of problem-solving strategies that can be used when routine strategies do not work well.

Before conducting reading activity, the teacher should determine an appropriate reading strategy and choose the text which is relevant to the students’ assignment. Applying the right strategy can be used as consideration for better reading comprehension. Indeed, the strategy should be explained to the students clearly. They have to know how to use the strategy and the advantages of it. Having the students use the strategy in reading the text and supporting them during reading activity are such good way that the students can gain the understanding of the text well.30

The goal of making every student a strategic reader is central to academic reading instruction should be tied to reading strategies, their development, and their use in effective combinations. For any approach to strategy development, students need to be introduced to only a few strategies at a time. Each strategy should be discussed, explained, and modeled. From that point on, the strategies should be reintroduced on a continual basis through teacher reminders, discussions, wall charts, students modeling, and student explanations.

As Grabe and Stoller’s explanation, it can be said that the goal of reading instruction is to make the readers understand the real goal of reading activity in which the readers not only read the text but also explore the information contained in the text.

3. The Nature of Question

a. The Notion of Question

According to Elliot, questioning was one of teaching most common and most effective teaching techniques. Using questioning is a specific example of how teachers can help students to improve their thinking skill. In line with preceded statement, Costa in Elliot, et al. stated that “students derive their cues for expected behavior almost totally from teacher questions and statements”. If we assume a relationship between the level of thinking in a teacher’s statements and questions and the level of student thinking, then questions containing higher-order thinking will require students to use higher-order skills to answer them.

Furthermore, according to Cole and Chan “questioning is an interactive process which aims to engage students in the learning process and draw forth thoughtful responses. Questions promote learning and act in both direct and indirect ways to improve students’ understanding of subject matter being taught”. In addition, ‘question asked by teachers can be used to comprehension of higher-level text as well’.

Then, related to reading comprehension, Question-answering instruction can help students get more from their reading by showing them how to find and use information from a text to answer teacher’s questions. Learning question-answering strategies can also help students locate information in a text that is related to the question.

32 Ibid., p. 290.
Cole and Chan classify questions into six categories, they are high- and low-order questions, product, process and opinion questions, open and closed questions, what, when, how, who and why questions, memory questions and search questions, and contextually explicit, contextually implicit and background questions. Those are explained as follows:36

First, high- and low-order questions, high-order questions are concerned with comprehension, application, analysis, synthesis or evaluation of subject matter. They are several types of high-order questions. Comprehension questions seek to determine students’ understanding of content. Such question request students to explain summaries and elaborate on facts presented to them. Application questions ask students to go beyond the mere surface of knowledge in new situations. Analysis questions ask the students to separate content into parts and student to bring together disparate elements into a coherent whole. Finally, evaluation questions ask the students to make judgments and decisions about the worth of something, using defensible criteria in making of these judgments. While low-order questions request knowledge of subject matter of the recall of facts and specifics. These are also called fact question. Low order questions often lead to effective learning because teachers use these questions to review subject matter rather than to introduce new ideas.

Next, Good and Grous in Cole and Chan distinguish among product, process and opinion questions.37 Product questions require answers that are conclusions, end results or outcomes and usually prompt relatively brief answers. For example, a teacher may ask, “What were the three major causes of the Indonesian Reformation?” Process questions require students to explain the procedures, means to ends, or steps they have employed to find solutions or reach conclusions and usually call for extended student explanations rather than short answers. While open questions require that students make judgments,

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evaluate content, give viewpoints or state preferences. For example, a teacher may ask, “What is your opinion of the behavior or the previous regime before the Indonesian Reformation?” Such a question clearly requires value judgments as well as objective evidence to support these judgments. These questions are usually contrasted with other question types that require objective responses.

Third is open and closed questions. In this case, closed questions encourage convergent thinking and allow only a narrow range of prescribed responses. For example, a teacher may ask, “How did this story end?” These kind of questions demand specific and unambiguous responses. Open questions stress divergent or creative thinking and allow a wide range of acceptable responses. For example, “Can you think of another ending to this story?” These kinds of questions do not have “right” and “wrong” answers in the way that closed questions do. Answers to open questions are more appropriate, depending on the context.

Then come what, when, how, who and why questions. What questions usually involve knowledge or recall of key ideas and details. When questions require students to think about the temporal sequence of events (e.g. “What happened first in narrative?”). How questions are concerned with procedures and process (e.g. “What has to be prepared and done to make an omelet?”). Who questions require students to identify persons involved in particular narrative?”. Why questions require students to explain reasons for particular phenomena. The last category is often the most challenging of all because students have to understand causal relationships before they can answer these questions correctly.

The fifth category is memory questions and search questions. Here, memory questions require the recall of specifics of subject matter. Memory is a critical factor in school learning and the use of questions of this type will often improve students’ capacity to organize their own learning. While search questions require that students discover the answers to questions. Students
cannot rely on memory when seeking answers to these questions. In preparing answers to search questions, students have to refer to external sources, such as books and reference materials.

The last is contextually explicit, contextually implicit and background questions. Contextually explicit or literal questions require answers that are derived from the explicit content of the lesson or from the surface meanings in materials provided to the learner. For example, a teacher may ask a student to identify the major characters in a story that has just been read. While contextually implicit or inference questions requires answers that can be found in deep structure in text or lesson materials and require inferences beyond surface or literal meanings. For example, a teacher may ask students to read story and then make a judgment about the motives of a major character, even though the author has not made explicit comment about the interaction of this character. And the last, externally implicit or background questions require knowledge of relevant background information not provided in the lesson or text. For example, to answer questions about current issues in election of Jakarta’s governor, DKI Jakarta, it requires a wide knowledge of the culture and political context, more than that found in a TV news bulletin or a single issue of a daily newspaper. Students with wide readings of such events are usually able to answer these questions, but those without such reading will have difficulty.

Question given to the students should help them improve their critical and literacy skill. Irwin, ‘Teachers who teach for meaning and emphasize critical thinking skills in their lessons provide opportunities for students to become independent readers’. One of the strategies to assist students improve their literacy skill is QAR. It provides not only low-level questions but higher-level questions as well. Implementing QAR to plan reading comprehension instruction helps ensure that there will not be an over-emphasis of lower-level skills and question that only require students to locate and recall information. It is clear

38 www.PeoplesEducation.com
from research that all students need instruction in reading comprehension, especially the kind that focuses on the strategies to answer and generate challenging questions (Taylor, Pearson, Peterson & Rodriquez, 2003 cited in Raphael & Au. 39

Referring to Elliot, the researcher also thinks that one of the most effective teaching techniques is giving question. Through question, the teacher can measure how far the students’ comprehension about the subject matter being taught and assist them to understand it better as Cole and Chan stated. The researcher assumes that students can be helped to answer the question and use the information from the text of by using question answer strategy.

b. The Types of Questions

There are seven types of questions proposed by Burns, Roe, & Ross as follows: 40

1) Main idea questions: these ask students to identify the central theme of the selection. These may give students some direction toward the nature of the answer. Main idea question help students to be aware of details and the relationship among them.

2) Detail questions: these ask for bits of information conveyed by the material. Therefore, even though these questions are easy to construct, they should not constitute the bulk of the questions that the teacher asks.

3) Vocabulary questions: these ask for the meaning of words used in the many meanings of a particular word as they can, but purpose questions and test questions should ask for meaning of word as it is used in the selection under the consideration.

40 Burn & Roe & Ross. op. cit., p. 203.
4) Inference questions: these require some reading between the lines. The answer to an inference question is implied by the statement in the selection, but it is not directly stated.

5) Sequence questions: these require knowledge of events in their order of occurrence. These check the student’s knowledge of the order in which events occurred in the story.

6) Evaluation questions: these questions require the students to make judgments about material. Although these judgments are inference, they depend upon more than the information implied or stated by the story. The students must have enough experience related the situations involved to establish standards for comprehension.

7) Creative response questions: these ask the students to go beyond the material and create new ideas based on the ideas they have read.

Based on types of questions classified by Burn, Roe and Ross, the researcher can underline that those questions have different matter. Nevertheless, those questions are helpful for the students to be able to identify the whole text, find out detail information, define the words, catch the point of the statement stated indirectly, express their own ideas about something related to the text, and exploit their experience and knowledge.

4. The Nature of Question Answer Relationship (QAR)

Raphael developed QAR as a tool for clarifying how students can approach the task of reading texts and answering questions. It helps them realize the need to consider both information in the texts and information from their own background knowledge. Without QAR instruction, students often over rely on text information or background knowledge. Furthermore, Corner states that “QAR is reading strategy in which students categorize comprehension questions according to where they got the information they needed to answer each

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question”. 42 Students are asked to indicate whether the information they used to answer questions about the text was textually explicit information, textually implicit information, or information entirely from the student’s own background knowledge.

In addition, Stahl states that ‘the questions that teachers ask and instruction in QAR or other teacher-led questioning can act as a springboard and a model for critical thinking and complex student generated questions. Teacher-led questioning can be a powerful vehicle in moving text interactions toward higher levels of thinking and critical literacy’. 43 It suggests that QAR is beneficial to providing students with higher-level questions in order that students can improve their level of critical thinking and literacy.

According to Raphael and Au, QAR can help to solve four problems to enhance students’ level of literacy: 44
1) The need for a shared language to make visible the largely invisible processes underlying reading and listening comprehension.
2) The need for a framework for organizing questioning activities and comprehension instruction within and across grades and school subjects.
3) The need for accessible and straightforward whole-school reform for literacy instruction oriented toward higher level thinking.
4) The need to prepare students for high-stakes testing without undermining a strong focus on higher level thinking with text.

Conner affirms that QAR serves five primary purposes:

1) Help students monitor their comprehension of the text.
2) Provides a purpose for reading the text.
3) Allows students to assess their comprehension of the text.
4) Encourages elaborative and critical thinking.
5) Helps refute the common misconception held by students that the text tells all.

As the theory revealed by Conner, the researcher can emphasize that Question Answer Relationship (QAR) is reading strategy in which the students should be able to classify questions based on where they get the information to answer the questions so that they will achieve and even higher levels of thinking and critical thinking which was supported by Stahl’s theory.

By employing QAR it is hoped that teacher can help students improve their reading comprehension since QAR provides students with question-answer strategies of reading comprehension. The categories of question provided in QAR enable students to consume much less time. By using QAR, students need not to spend their many times looking at reading passage in order to find answer that belong to ‘In My Head’ question as the question needs students to answer the question by using their background knowledge or schemata.

a. QAR Categories

Raphael identified two board categories of QAR for finding information and for answering questions: first category is In the book questions consisting of Right there and Think and Search questions. These questions require answers that can be found directly in the text. Another category is In your head questions consisting of Author and you and On your own. These questions require a higher level of thinking. While details from the text may or may not be used, the primary source of the answer will

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involve the reader’s own thinking in relation to the text, the author’s meaning, and application of the theme outside the text. The details of both categories are described as follows: 46

1) In The Book Questions
a) Right There
   Right there questions require reader to go back to the passage and find the correct information (explicit information) to answer the questions. These are sometimes called literal question as the correct answer can be found in the passage. Right there questions sometimes include the words: According to the passages, How many, Who is, Where is, and What is.
   The steps may be purposed to answer Right There questions are as follows:
   - Reread
   - Scan
   - Look for key words
b) Think and Search
   In Think and Search questions, the answer will still be in the text, but the details necessary to answer the questions may be in more than one location. The questions usually require the reader to think about ideas or information (implicit information) in the passage relate to each other. To answer the questions effectively, the reader will need to “think and search” throughout the text and will need to look back at the passage, find the information that the question refers to and then think about how the information or ideas fit together.
   The steps may be purposed to answer Think and Search questions are as follows:
   - Skim or reread
   - Look for important information
   - Summarize

2) In Your Head Questions
   a) Author and You

   *Author and You* questions require reader to use ideas and information that is not stated directly in the passage to answer the question. These questions require the reader to think about what you have read and formulate your own include the words: *The author implies, The passage suggests,* and *The speaker’s attitude.*

   The steps may be purposed to answer *Author and You* questions are as follows:
   - Reread
   - Think about what you already know and what the author says
   - Predict

   b) On Your Own

   *On Your Own* questions can be answered using reader’s background knowledge on a topic. This type of questions does not usually appear on tests of reading comprehension because it does require the reader to refer to the passage. *On Your Own* questions sometimes include the words: *In your opinion, Based on your experience,* and *Think about someone/something you know.*

   The steps may be purposed to answer *On Your Own* questions are as follows:
   - Think about what you already know
   - Think about what you have already read before
   - Make connection

   Explaining QAR to students, Raphael and Pearson purpose the following mnemonics: 47

   (1) **Right There** meant that words used to create the question and words used for the answer are “right there” in the same sentence. (2) **Think and Search** meant that the answer is in the text, but words used to create the question and those used for an appropriate answer would be found in two or

more sentences; you would have to “think and search” for an answer across sentences and paragraphs. (3) **On My Own** meant that the answer is not found in the text: rather, you would think to yourself that “I have to find this answer ‘on my own’.

The same mnemonic of On My Own can be generalized for Author and Me as it is also meant that the answer can be found beyond the text. Therefore, it requires the reader to make use his or her head for the answer. But Raphael later modifies “Right There” cannot only be used in the same sentence but also can be used in two sentences related by pronoun as it can be seen in his figure below:

![Diagram of QAR relationships]

**Figure 2.2**
Relationships Among Four Types Of Question-Answer Relationships (Adapted from Raphael, Taffy)

According to Raphael, the researcher can conclude that QAR has two categories which is beneficial to find information and answer the questions. The first category is *In the book question* consisting of Right there and Think and search. In

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**Right there** questions, it is necessary to scan the key information, namely explicit information, from the text to find the right answers of questions. In the other side, the readers must be able to combine one idea or information to the others by skimming important ideas and information (implicit information) to answer Think and search questions. In this sort of question, the readers’ critical thought will be stimulated indirectly. Second category is **In your head** questions consisting of **Author and you** and on your own. In **Author and you**, the readers will not find the answer from the text directly but they must combine or even compare their knowledge about the ideas or information in the passage with the author’s one. Then the readers’ background knowledge and experience related to the passage are very useful to answer **On my own** questions.

From the theories presented, it can be synthesized that QAR is a comprehensions strategy that facilitates reader with mnemonics to deal with comprehension questions. QAR strategy provides students with directions to indicate whether the information they used to answer questions about the text was textually **explicit information**, textually **implicit information**, or information entirely from the student’s own background knowledge. Besides, it is useful as a framework for organizing questioning activities and comprehension instruction.

**b. The Advantages and the Weaknesses of QAR**

The four QARs provide a useful framework for teachers and students. First, when students are **consciously aware** of the different sources of information available to answer questions, they become strategic in their reading and thinking, and their comprehension is improved. Second, the four QARs are helpful in teacher planning. Teachers need to strike a better balance between literal questioning and higher level questioning. Questions reflecting the **Think and Search, Author and You, and On Your Own** help students see relationships, connections, associations between text and prior knowledge, experience, and/or other ideas in the subject area. Such questions often have
more than a single word answer, which stimulates students to think rather than wait to be told the “right” answer.

In addition, Rafael and Au state that “QAR addresses four troubling problems of practice today, particularly involving students who often receive little literacy instruction oriented to promoting high levels of thinking about text. First, QAR can help address the lack of a shared language among teachers and students for improving questioning practices, whether in the day-to-day life of the classroom, in students’ activities outside of school, or in high-stakes testing situation. Second, QAR can bring coherence to literacy instruction within and across grade level by providing a framework for a developmental progression for comprehension instruction. As a framework, QAR provides a means for organizing comprehension strategy instruction. Third, QAR provides a focal point to begin sustained efforts for whole-school reform aimed at higher standards for literacy learning and teaching. It is difficult to find points of contact that bring teachers from kindergarten through middle school to the table with the same high levels of interest. Yet all readers at all grades can benefit from learning to think in terms of information sources for answering and asking questions. Forth, QAR provides a responsible approach to preparing students for high-stakes test at different grade levels and in a variety of subject areas, without detracting from the high-quality instruction that leads to high levels of literacy.  

However, Readence raised two concerns with using QAR.  
Firstly, QAR was intended to describe question-answer types rather than to facilitate the determination of the correct responses. It is therefore not advisable to tell students that the answer to the question ‘is forthcoming from such discrete categories as text or reader’. Secondly, he argues that determining the nature of the question answer relationship logically follows the answering of the question, rather than

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50 Readence. J.E, Question-Answer Relationship. (University of Nevada, Las Vegas, 2006)
preceding it. He purports that QAR can only be best regarded as a monitoring tool to help readers achieve feedback on their responses rather than help answer the questions. Despite his concerns, Credence (2006) pointed out that the National Reading Panel (2000) has endorsed QAR as an effective means of improving comprehension.

Based on Rafael and Au, the researcher proposes that through QAR the students can improve their skill to do question answer with the teacher and help them to deal with higher standard for literacy learning and teaching.

In other side, with the statement of Readence, the researcher agrees that QAR can only help the students to classify question-answer type. However, QAR is still a reading strategy that is efficient to help the readers improve their literacy comprehension as Credence said.

c. Procedure to Teach QAR

Based on Raphael’s recommendations, the difference between in the book and in the head responses were discussed before discriminating between the two text-based question types. Following the introduction and modeling, a short passage is read with questions for which the answer as well as the type of QAR each question represented is identified and discussed. In the second stage, a parallel task involving another short passage is read whereby questions and answers are provided and students generate as a group the QAR for each. Finally, in the third stage, students determined the QAR and respond with answers to questions based on a longer passage. The maintenance activities based on the basal are used to provide students with further guided practice as they read longer passages. During these activities, students work in group learning.51 Group learning is used considering QAR involves higher-level questions. According to Aebersold & Field52

52 Aebersold, Jo Ann & Field, Mary Lee, op. cit., p. 12.3
Higher-level questions can be frustrating for some students; teachers should plan their use carefully. Students benefit greatly from the thoughts, experience, and knowledge of their classmates, and small group discussions of higher-level questions may be last threatening and most helpful way to introduce this level of work.

During the class discussion, students need to justify their answer to the question and their choice of a QAR and the teacher explained why it is acceptable on the grounds of both accuracy and strategy.

Referring to Raphael and Au, the researcher totally agrees that the students should work in group learning when they are dealing with longer text or the text containing difficult terms. It is because longer text can make them stressed and frustrated as Albersold and Field said.

The QAR framework below was used to frame the following teacher modeling of question-asking practices during the reading cycle.

Table 2.1: The QAR framework
(adapted from Table 2 and Table 3 in Raphael & Au, 2005)

<table>
<thead>
<tr>
<th>Reading Cycle</th>
<th>QAR</th>
<th>Comprehension Strategies</th>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before reading</td>
<td>On My Own</td>
<td>Activating prior Knowledge</td>
<td>From the title, what do I already know that can connect me to the text?</td>
</tr>
<tr>
<td></td>
<td>Author &amp; Me</td>
<td>Predicting Visualizing</td>
<td>From the title or illustrations, what might this text be about?</td>
</tr>
<tr>
<td>During reading</td>
<td>Author &amp; Me</td>
<td>Making simple and complex inferences</td>
<td>What do you think will happen next? How would I describe the mood of the story and why is this important?</td>
</tr>
<tr>
<td>----------------</td>
<td>-------------</td>
<td>--------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Right There</td>
<td>Scanning to locate information</td>
<td>Who is the main character? What are some words that describe the setting?</td>
<td></td>
</tr>
<tr>
<td>Think &amp; Search</td>
<td>Summarizing Clarifying Making simple Inferences</td>
<td>What is the problem and how is it resolved? What are the important events? What role do the characters play in the story?</td>
<td></td>
</tr>
<tr>
<td>After reading</td>
<td>Author &amp; Me</td>
<td>Distinguishing fact and opinion</td>
<td>What is the author’s message? How well does the author make his argument?</td>
</tr>
<tr>
<td></td>
<td>Think &amp; Search</td>
<td>Identifying important information</td>
<td>Find evidence in the text to support an argument.</td>
</tr>
</tbody>
</table>
B. Previous Related Research

In this session, the writer discusses the previous related research on Question Answer Relationship. The researchers are Leah H. Kinniburgh and Abigail Baxter (2011). The title of this research is “Using Question Answer Relationships in Science Instruction to increase the Reading Achievement of Struggling Readers and Students with Reading Disabilities”, the participants of this research were 10 fourth grade students in a science class who had been diagnosed with a reading disability and were in the special education program, or were classified as struggling readers. Science expository text was used in this research over 4 week period.

There are one general education classroom teacher and one special education teacher in conducting this research. General education classroom teacher provided science instruction related to QAR to the student participants while special education teacher only lent support and administered informal reading inventory which was The Analytical Reading Inventory (as pretest and post-test) to student participants.

This research also conducted an interview to classroom teacher to gather information regarding teacher’s perspective about the effectiveness of integrating the QAR into science instruction.

The result shown that all students’ reading comprehension scores improved from the pretest to the posttest, especially the students made the highest gains in the two types of higher-order thinking types of questions, Author and Me and On My Own.

The advantages of the using QAR in this research are the struggling readers and students with reading disability can increase their reading achievement and teacher become more confident to assist struggling students after receiving training and constant support over the 4-week instructional period.

Meanwhile, the disadvantages of this research are the participants that were taken only 10 students and there was not a control group to compare the score.
The next research comes from Leena Furtado and Heidi Pastel (2011), the title of the research is “Question answer relationship strategy increases reading comprehension among Kindergarten students” this research was conducted by taking 23 kindergarten students (5 – 6 years old) over 4 weeks (18 days). This research used two popular Aesop’s fable in applying QAR strategy.

Pretest and posttest were conducted orally. That’s because many students cannot read independently and write answers to questions. In addition, there were parent volunteers who helped orally ask the questions to the students. Students’ exact answers were recorded on their tests, and graded.

In this research, the students worked in groups. With the parent volunteers and the teacher acting as facilitators, both “In the Book” and “In My Head” questions were asked orally within each group. If students were unsuccessful answering their particular question, the discussion was opened up to the rest of the group which was in day 6-10 there were small group leaders emerged to assist their friends who had difficulty (peer interaction).

The result of this research shown that twenty out of twenty-three students scored considerably higher on the post-test than they did on the pre-test. The three students who did not score higher had scores that remained the same on both tests. The students also can understand the difference between the two types of questions, and become more comfortable in expressing their thoughts and opinions.

The advantages of this research besides increasing students’ reading comprehension are the students can do peer interaction to assist their friends in comprehending reading text and get confidence in expressing their thoughts and opinions.

While the disadvantage is the students have not been able to read and answer the questions independently so they need a help to read and ask the questions orally for them.

Another research is “Impact of Question-Answer-Relationships on Reading Comprehension” conducted by
Rachel Gan-Goh Swee Peng, Tan Lay Hoon, Sharon Faith Khoo, and Isabel Marilyn Joseph, was carried out in a Primary 6 English classroom. This research took place during 2007 Term 1 over 2 units of lessons found in the My Pals are Here 6A Book.

There were two groups in this research, experiment and control groups. The students in the experiment group were matched based on their SA2 test scores and gender with students in the control group. 27 pairs of students (16 pairs of boys and 11 pairs of girls) were formed which made up the sample size for analysis in first study. Meanwhile, 16 pairs of girls were formed which made up the sample size for analysis in the replicated study. A survey was also conducted to the students to gather quantitative feedback after post test.

The result of this research shown that the use of the QAR strategy helped the students (experiment group) improve their reading comprehension of ‘Think and Search’ questions and ‘Author and Me’ questions. It’s also shown that the comprehension of ‘On My Own’ questions didn’t improve because the students had the lack of prior knowledge and schema.

The advantage of this research is the students can feel confident answering open ended comprehension questions after learning the QAR strategy. This research also conducted two studies (first and replicated studies) which can make the research more significant.

The disadvantage of this research is that it still needs to look for the effective strategy to activate students’ prior knowledge and schema for better comprehension, especially for ‘In My Head’ questions.

In research of “Using Appropriate Strategies to Improve Students’ Comprehension of Chemistry Texts: A Guide for Chemistry Teachers” by Okanlawon, Ayoade Ejiwale, 2007, QAR became one of appropriate strategies to improve students’ comprehension of chemistry texts which contain too many unknown technical terms, new ideas, and densely packed information.
C. Rationale

In order to become good readers, students require good comprehension to help them understand the text they read either explicitly or implicitly and make inference or even judgment. To know whether or not the students comprehend reading materials, teacher can ask the students questions. Traditionally, having students answer teacher-created questions has been an accepted practice for guiding as well as assessing student comprehension.

Research evidence indicates that teacher questioning may best be used as part of a multiple-strategy instructional program.\textsuperscript{53} Furthermore, Question-answering instruction can help students get more from their reading by showing them how to find and use information from a text to answer teacher’s questions\textsuperscript{54}. Learning question-answering strategies can also help students locate information in a text that is related to the question.\textsuperscript{55}

Having too much difficulties answering question indicates that students need helping to improve their comprehension. These difficulties are also encountered by students in SMA Negeri 1 Rangkasbitung especially class IPS\textsuperscript{3} students. Their scores reflect their poor reading comprehension.

Besides, the English teacher still uses traditional technique without providing comprehension strategy. Consequently, the students get bored and less motivated to join the instructional activity. Besides, the fact that the students’ reading comprehension is low can be associated with students less recognizing how to find the answer of comprehension questions. According to Richards, reading strategies entail several functions:\textsuperscript{56} (1) \textit{Strategies help to improve reading comprehension as well as efficiency in reading}, (2) \textit{By using

\begin{footnotesize}
\begin{itemize}
\item \textsuperscript{53} Stahl, Katherine A. Daugherty, \textit{op. cit.}, p. 598–609.
\item \textsuperscript{55} \textit{Ibid.}, p. 20.
\item \textsuperscript{56} Richards, Jack C. & S Roger, Theodore, \textit{Approaches and Method in Language Teaching}. (Cambridge: Cambridge University press, 2002), p. 289.
\end{itemize}
\end{footnotesize}
strategies, students will be reading in the way that expert readers do, (3) Strategies help readers to process the text actively, to monitor their comprehension, and to connect what they are reading to their own knowledge and to other parts of the text. For such reasons, QAR as a comprehension strategy may be proposed to help students improve their reading comprehension.

Question answer relationship (QAR) is a strategy of reading comprehension aimed at assisting students to enhance their reading comprehension. Raphael says “that QAR can be useful both as a teacher tool for conceptualizing and developing comprehension questions and as a student tool for locating information and making decisions about use of the text and background knowledge”.

As a tool for teachers, the QAR categorization creates a way of thinking about types of questions that are most appropriate for different point in guiding students through a story. Considering QARs within a general comprehension framework is useful.

As a tool for students, QAR instruction can provide the basis for three comprehension categories: (1) locating information, (2) determining text structures and how these structures may convey information, and (3) determining when an inference would be required or invited. Understanding QARs initially helps the students understand that information from both texts and their knowledge base and experiences is important to consider when answering question.

QAR procedure is based on a three-way relationship among the question, the text, and the reader’s prior knowledge. The procedure help students learn to focus on the way that questions are written, and so helps them identify and make distinctions among the sources of information they can use to answer questions. The procedure follows gradual-release model of instruction, moving from entirely teacher directed to entirely student directed.

57 Raphael, Taffy E, op. cit., p. 521.
The strategy of QAR, moreover, requires students to apply reading strategies: scanning and skimming, to answers Right There and Think Search questions and stimulates students to think critically to what they read by answering questions of Author and you and On Your Own. The questions of the last type encourage students to activate their prior knowledge and schemata and employ their ideas or opinion to answer the questions.

Meanwhile, teaching students the QAR strategy requires more than just an awareness of the strategy and its’ effectiveness, it requires that students receive a model of instruction that includes explicit instruction, modeling/thinking aloud, scaffolding, coaching, and independent practice. Throughout each phase of instruction the teacher gradually releases the responsibility for the strategy to the students.

Consequently, by employing QAR, it is hoped that students will be much easier to comprehend the materials of reading since QAR provides them devices to answer questions. Then the strategy is also expected to make the students accustom to both lower- and higher-level questions without being over-emphasis on lower-level questions. In addition, by means of QAR, the students are hoped to be encouraged to think critically. Therefore, it is believed that QAR can promote students’ reading comprehension.

**D. Hypothesis of The Research**

Referring to literature review, the hypothesis of the research is through employing Question Answer Relationship (QAR), could improve students’ reading comprehension.
CHAPTER III
RESEARCH METHODOLOGY

This chapter describes the setting of the research, subject of the research, research design, research procedure, instrument of the research, data collecting procedure, and data analysis techniques.

A. Setting of the Research

This Classroom Action research was conducted at SMA Negeri 1 Rangkasbitung, Banten, in academic year of 2012/2013. The school was built in June 11th, 1959, SK Mendikbud December 22nd, 1959, No. 0887/0/1959. It is situated in Jl Hardiwinangun, Rangkasbitung-Lebak. There are two big hospitals and a traditional market known as pasar Rangkasbitung, not far from it. The atmosphere it possesses is good for learning as it has wide large building and being protected with high and big gate that prevents the disturbing noise from the outside. As the best SMA Negeri in Lebak regency, it is unsurprisingly that the school is well facilitated with sophisticated language laboratory and equipped with audio visual, science laboratory, multimedia laboratory, internet facility, and library.

Currently, the school has 50 teachers and 14 staffs. Five of them are English language teachers: they are Drs. Dedi Supriadi, Drs. Ahmad Hidayat, Shofie S.Pd, Wiwi, S.Pd, Drs Suryono, M.Pd.

There are big numbers of students join the school: 736 students. Class X comprises 240 students, 112 are male and 128 are female. Class XI includes three classes of IPA with 116 students, 50 are male and 66 are female. While class IPS has three classes with 130 students, 60 are male and 70 are female. Next, class XII includes three classes of IPA with 130 students, 63 are male and 67 are female. The last, class IPS consists of 3 classes with 120 students including 58 males and 62 females.
In order to improve either academic or non-academic quality, SMA Negeri 1 Rangkasbitung formulates its achievement goals which can be seen from its vision and mission:

**VISI**
- Unggul dalam prestasi
- Berpikir kreatif dan dinamis
- Bersikap Religius

**MISI**
- Terwujudnya lingkungan sekolah yang kondusif dan etos kerja yang tinggi.
- Tercapai target dan sasaran siswa yang berkualitas dan berorientasi melanjutkan ke perguruan tinggi.
- Terbinanya kemampuan siswa dalam mengembangkan bakat dan keterampilan.
- Terjadinya kerjasama yang harmonis antara sekolah, orang tua dan masyarakat sehingga mendukung terhadap program-program sekolah.

**B. Subject of the Research**

The subject of the research was the eleventh year students of SMA Negeri 1 Rangkasbitung, class IPS³. It consists of 40 students, 22 of them are males and the rest 18 are females. This classroom action research will be conducted there and emphasized on reading comprehension due to students’ reading comprehension is low. Their reading comprehension scores obtained in preliminary research reflect their poor score. Accordingly, by implementing this action research, it is hoped that it can improve students’ reading comprehension.

Viewed from economic condition, most of students of class IPS³ come from low and middle level economic families. Some of their parents are factory or building workers, and retailer. Meanwhile, few of them work as civil servant and other professions. Consequently, some of them cannot afford to buy
English book or English grammar book. They only have LKS or exercise book and small English dictionary. Fortunately, government of Rangkasbitung regency releases students of elementary to secondary from tuition.

For academic condition, students of class IPS, if compared with students of other classes, can be classified low. The English teacher of the class makes confession that, for instance, if compared with class IPA which consists of predominantly smart students, it is quite different from class IPS which includes trouble makers and less motivated students, despite few of them are good students and always pay attention to every lesson instructed.

C. Research Design

This research is carried out as classroom action research in collaboration with an English teacher of SMA Negeri 1 Rangkasbitung in the academic year of 2012-2013. It is qualitative method because it described how teacher conducted the class. Burns affirms that action research is the application of fact finding to practical problem solving in a social situation with a view to improving the quality of an action within it, involving the collaboration and cooperation of researchers, practitioners and laymen. While, Mills defines action research as

‘a systematic inquiry done by teacher or other individuals in teaching or learning environment together information about and subsequently improve the ways particular school operates, how they teach, and how well their student learn’

The statement above can be reflected that Classroom Action Research is done to improve and to increase teaching process continuously. Therefore, it is one of strategic efforts in increasing educational service that should be done to increase

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school or educational quality. The main point of this research, in this sense, is improving teaching process which can be achieved by doing reflection in diagnosing the situation.

Kemmis and Mc. Taggart state that action research is defined as teacher-initiated classroom investigation which seeks to increase the teacher’s understanding of classroom teaching and learning, and to bring about change in classroom practice. Moreover, Suharjono affirms that classroom action research can be viewed as a follow-up of either descriptive or experiment research.

Furthermore, the writer would like point out the key activities of action research proposed by Mc Kernan:

CAR is situational. It means that it should be related to certain context of situation. Research problem can be proposed from daily activity in teaching process which students or teachers feel, CAR further is conducted to improve and to increase education quality, students’ achievement by doing reflection.

It is collaborative activity between teacher and students. For teachers, this activity can improve quality of their professionals and for students, they can increase their achievement. However it also can be set up between teacher and headmaster. This research is also a participatory research. It means that everybody has taken apart in doing this research from beginning until the end.

CAR is self-evaluative. We conduct it continuously, and keep evaluating the program by having the final aim to increase the quality of teaching, furthermore, it is also flexible. Teachers do some adaptation depend on the situation and setting in the class when teachers conducting the research.

It makes use of observation and data collection during the teaching process. We discuss the data collaboratively with other teachers and students to make some revision or improvement for action. The improvement of the program is analyzed carefully from time to time. To analyze the improvement we conduct formative evaluation.

In addition, Burns proposes the characteristics of classroom action research as follows:\(^\text{6}\)

1. Action research is contextual, small-scale and localized—it identifies and investigates problems within a specific situation.
2. It is evaluative and reflective as it aims to bring about change and improvement in practice.
3. It is participatory as it provides for collaborative investigation by teams of colleagues, practitioners and researchers.
4. Changes in practice are based on the collection of information or data which provides the impetus for change.

It implies that classroom action research is as practical problem solving in a classroom which is conducted by teacher or other individuals and intended to improve instruction and students’ learning which constitutes a follow-up of descriptive and experiment research.

Based on the above statements, it can be concluded that action research is a process of self-reflective inquiry by gathering information about the way particular school operate how to teach, and how well students learn. It is used for improving teaching learning process in school. It is conducted by teacher researchers, principals, school counselor, or other stakeholders in teaching/learning environment. In this kind of research, the researcher collaborates and cooperates with practitioner and laymen.

In this research, action research was carried out to improve the students’ reading comprehension and to improve teacher’s professionalism in teaching reading. This practical action was conducted by employing Question-Answer Relationship (QARs)

\(^{6}\) Burns, Anne, \textit{op. cit.}, p. 30.
strategy reflection of the effect of action research while and after this strategy was employed.

D. Research Procedure

There are four steps when we conduct classroom action research, those steps are: planning, acting, observing, and reflecting.\(^7\)

The following is model of classroom action research and explanation of each step according to Kemmis and Mc. Taggart adapted by researcher.\(^8\)

\(^8\) *Ibid.*,
Figure 3.1: Model of Classroom Action Research based on Kemmis, S. & McTaggart, (1992) adapted by researcher
1. Problem Identification
In this stage, the first thing to do was problem identification. It was conducted by identifying problems of students’ reading comprehension. In this case, the researcher makes use of observation, questionnaire, interview, and administers reading comprehension test.

2. Planning
After identifying the problem and discussing with the English teacher pertaining to action planning, the researcher then designed the action plan. Next, he made the following preparations:
a. Sharing idea with English teacher
b. Deciding the instructional material
c. Designing lesson plan and arranging steps in conducting the classroom action research
d. Preparing instructional aids (figure of QAR and power point slide)
e. Preparing camera, observation sheet and interview guideline
f. Dividing the main teaching activities into three phases
g. Preparing pre and post-test which intended to identify the enhancement of students’ reading comprehension.

Planning involves thinking process and evaluating to reflect the events that have been happened and attempting to find out ways to overcome problem encountered. At this step, some problems will be exposed and researcher should think up to find out some alternative ways or actions to overcome the problems.

3. Acting
In this step, the researcher observed the action by making field note of instructional activity intended to know the class situation, what happened to students and the instructional activity when QAR strategy is applied. Here, the implementation of the action was according to scenario planed: the instructional activity in the classroom was conducted based on lesson plan.
4. **Observing**

Here, the researcher along with the collaborator observed and monitored the activities in the classroom during and after instructional process by making notes of any single progress of students’ reading comprehension.

5. **Reflecting**

After carrying out teaching and learning activity using QARs strategy, the researcher recites the occurrences in the classroom as the effect of the action. The researcher and collaborator evaluate the process and the result of the implementation of QARs strategy in teaching reading comprehension.

Reflection consists of analysis, synthesis, and evaluation toward the result of observation of the action. In this case, whether or not the students’ reading comprehension improved could be known from analyzing observation result and calculating reading comprehension test. If there was no significant improvement, the next cycle could be resolved and designed to elicit better result.

6. **Revising the plan**

The revision was carried out according to the weaknesses found in the preceded cycle. Then, the action plan for the next cycle was designed based on the revision.

**E. Instrument of the Research**

A test of hortatory texts was conducted among the students in every cycle to know the students’ improvement on reading comprehension skill. They were asked to answer the questions according to the types of QAR categories.

**F. Data Collecting Procedure**

In data collecting, the researcher involved two sorts of data: quantitative data and qualitative data. The quantitative data were

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gained from test: pre- and post-test. It was conducted in order that the researcher gained the data pertaining to whether or not there was significant improvement on students’ reading comprehension after being introduced with QAR strategy.

For collecting qualitative data the researcher employed observation, recording, and interview. They are explained as follows:

1. **Observation**

   Observation was carried out, in order that the researcher along with the collaborator was able to monitor and observe the teaching-learning activities. In this case, the researcher observed and made systematic note on what both the teacher and the students were doing during the implementation of QAR strategy used in reading activity (in pre-, while-, and post-reading).

2. **Interview**

   Interview was aimed at gaining information about the implementation of QAR to teach reading: whether QAR Strategy can help students’ reading comprehension and the advantages of QAR Strategy to teach reading. Here, the researcher asked some students about reading activity using QAR strategy: whether QAR Strategy help them especially to identify explicit information, recognize implicit information, find main idea, recognize communicative function, and make prediction. And whether QAR make students become more motivated and actively participate in reading activity. In this case, the form of interview used was open ended interview.

3. **Questionnaire**

   Likewise the interview, the questionnaire was aimed at gaining information about the implementation of QAR Strategy to teach reading: whether QAR Strategy can help students’ reading comprehension and the advantages of QAR Strategy to teach reading. The researcher asked the students to fulfill questionnaire. In this technique, the students should read the questions. The main questions were about whether QAR Strategy helps them especially to identify explicit information, recognize implicit information, find main idea, recognize
Question - Answer Relationship

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communicative function, and make prediction. And whether QAR Strategy makes students become more motivated and actively participate in reading activity.

To get the response from respondents as intended, the researcher provided the guidance on how to fill the questionnaire. He asked respondents to choose the column of ‘Yes’ or ‘No’ by ticking (√).

G. The Data Analysis Technique

The Data Analysis Techniques included quantitative data analysis and qualitative data analysis they were as follows:

1. Quantitative Data

In analyzing quantitative data, the researcher made use of descriptive statistics analysis. The steps in analyzing quantitative data were as follows:

a. Checking the students’ answer on the written test that is carried out the implementation of cycles whether they are right or wrong.

b. Computing the students’ correct answers.

After analyzing the scores of the written test, the researcher used a statistical technique to find mean score of the students. The researcher uses the following formula:

\[ M = \frac{\sum X}{N} \]

Where:

- \( M \) = mean (the score)
- \( \sum X \) = the total score
- \( N \) = number of students

The researcher did quantitatively to see the effectiveness of the strategy in increasing students’ skill.

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2. Qualitative Data

In analyzing qualitative data, the researcher made use of interactive model proposed by Miles & Huberman, they are data reduction, data display, and data verification:\textsuperscript{11}

![Interactive Model Analysis Diagram]

Figure 3.2: The Scheme Of Interactive Model Analysis (Adapted from Sugiyono, figure 13.1b (Interactive Model))

a. Data reduction is a process of selection, simplification, and transformation from source of data into a coherent description. In this case, the researcher took some notes and described the real condition of the observation that researcher did. Later, the researcher wrote a coherent description from the observation notes. The data reduction may be executed by summarizing, coding, or focusing on specific aspects.

b. Data display: an organized information that lead to conclusion and interpretation. The data display helps the researcher understand what is happening and what should do based on the understanding.

c. Data verification: in this case, the researcher made summary or conclusion of the research. The conclusion was drawn continuously throughout the course of study. In other word, the conclusion was made step by step. The temporary conclusion was made in the first cycle, and then came to revised conclusion of the second cycle, third cycle, and/or the last cycle needed. Then, the researcher wrote the conclusion according to his observation and interpretation.

\textsuperscript{11} Miles, Mathew & Huberman, A. Michael, \textit{A Qualitative Data Analysis}, (Sage Publication, Inc. 1984), pp. 21–23.
CHAPTER IV
RESEARCH FINDINGS

This chapter relates to the description of the research process which includes the process of the research report of cycle one, cycle two, and cycle three, and followed by relating the findings and discussions. There are also the displays of observation result, test, interview, and the strong points and the weak points found during the implementation of QAR as a reading comprehension strategy.

A. Research Setting

This Classroom Action research was conducted at SMA Negeri 1 Rangkasbitung, Banten, in academic year of 2012/2013. The school was built in June 11th, 1959, SK Mendikbud December 22nd, 1959, No. 0887/0/1959. It is situated in Jl Hardiwinangun, Rangkasbitung-Lebak,. There are two big hospitals and a traditional market known as pasar Rangkasbitung, not far from it. The atmosphere it possesses is good for learning as it has wide large building and being protected with high and big gate that prevents the disturbing noise from the outside. As the best SMA Negeri in Lebak regency, it is unsurprisingly that the school is well facilitated with sophisticated language laboratory and equipped with audio visual, science laboratory, multimedia laboratory, internet facility, and library.

Currently, the school has 50 teachers and 14 staffs. Five of them are English language teachers: they are Drs, Dedi Supriadi, Drs. Ahmad Hidayat, Shofie S.Pd, Wiwi, S.Pd, Hikmat Mulia, S.Pd.

There are big numbers of students joining the school: 736 students. Class X comprises 240 students, 112 are male and 128 are female. Class XI includes three classes of IPA with 116 students, 50 are male and 66 are female. While class IPS has three classes with 130 students, 60 are male and 70 are female. Next, class XII includes three classes of IPA with 130 students,
63 are male and 67 are female. The last, class IPS consists of 3 classes with 120 students including 58 males and 62 females.

B. The Condition Before Research

The condition before the research was identified in pre-research stage. This was aimed at finding out the problems during the teaching learning process in reading and to find out the current students’ reading comprehension. Furthermore, the pre research activity was carried out to identify students’ problem in reading comprehension. As the problems were identified, the researcher could decide what kind of solution would be used. To reach this purpose, the writer conducted interview to the students, giving questionnaire, and pre-test as well.

The main problems that could be identified are: students’ problem in comprehending the text and classroom situation. Furthermore the researcher found out the causes of the problem. They are also written in the table below. The result of pre-research activities was described in table 4.1.

Table 4.1 The Result of previous condition

<table>
<thead>
<tr>
<th>Condition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students’ reading comprehension</td>
</tr>
<tr>
<td>• Students had difficulty to identify explicit information of the text.</td>
</tr>
<tr>
<td>• Students had difficulty to comprehend the text as they lack of vocabulary.</td>
</tr>
<tr>
<td>• Students were unable to find main idea in paragraph.</td>
</tr>
<tr>
<td>• Students had difficulty to infer the meaning of the text.</td>
</tr>
<tr>
<td>2. Reading classroom situation</td>
</tr>
<tr>
<td>• Some students often came late</td>
</tr>
<tr>
<td>• They came to reading class reluctantly</td>
</tr>
<tr>
<td>• They chatted each other</td>
</tr>
<tr>
<td>• They had no response when they were asked questions</td>
</tr>
</tbody>
</table>
3. The causes of the problem
   - Students’ vocabulary mastery was poor
   - Teacher seldom gave motivation to the students
   - The teaching method used by the teacher is not inspiring
   - Teacher dominated class with broad oral communication

1. Students’ reading comprehension
   The competence of students of class XI IPS3 in reading comprehension was low. An indication that students had low ability of reading was when they could not answer many questions correctly. Referring to reading comprehension score of 40 of class XI IPS3 students obtained in preliminary research reflects that students’ reading comprehension is low: the mean score is 5.3 with the highest score is 75 and the lowest score is 43. Referring to Kriteria Ketuntasan Minimal (KKM) of class eleven: 70, there are only 10 or 25 % students pass the passing grade while the class’s target is 75 % of students have to achieve the minimal score, 70.

   In more detail, for each element of reading comprehension, referring to students’ comprehension score, it reflects that the most difficult element is making prediction as the mean score of such questions is 54.8 with 61 for the highest score and 37 for the lowest score. The second most difficult element is finding implicit information: mean score is 59.5 with 67 for the highest score and 40 for the lowest score. Then, element of identifying communicative function can be categorized the third most difficult as the mean score is 61 with the highest is 71 and 40 for the lowest. Next, for the element of main idea, the mean score is 61.3 with the highest is 73 and 40 for the lowest. Then the mean score of identifying explicit meaning is 67.5 with 73 for the highest and 55 for the lowest.
2. Classroom situation

Before conducting the research, the teaching learning process was not inspiring. In teaching reading, the teacher explained the students by applying broad oral communication using full English.

Basically, the English teacher applied three stages of teaching reading that is pre-reading, during reading and post-reading. However, it did not work very well since there were a lot of missing parts which students get from the explanation.

Based on the researcher’s observation, he found (1) some students came late; (2) they came to reading class reluctantly; (3) They chatted each other in the class; (4) they had no response when they are asked question. Beside that, he saw that the process of teaching learning was not inspiring.

3. Causes of reading comprehension problems

Knowing that reading comprehension was still difficult for the students, the researcher tried to know what caused their difficulties. The difficulties of reading comprehension were based on two aspects. They were from the students and the teacher.

Based on my informal interview, (1) the students’ vocabulary mastery was poor, so the students had difficulty to comprehend the text. Besides, the students have lack of motivation in language learning since the students get bored with teaching method used by teacher; (2) in the process of teaching learning, the teacher seldom gave motivation to the students. So it made students unmotivated to join the instructional process. (3) Furthermore, the teacher still used conventional method in the process of teaching learning. (4) In addition, the teacher still dominated the class by using English as the medium all the time. So that, it made the students didn’t understand what the teacher said. As the result, student’s reading comprehension is not satisfying.

To overcome the problems above, 1) the researcher would like to use hortatory text during the research as it easier to
understand by the students; 2) the researcher recommended the collaborator to give motivation the students regularly; 3) the researcher would like to employ Question-Answer Relationship (QAR) strategy which is considered as a good strategy to improve students’ reading comprehension.

QAR strategy proposed by Raphael and developed by Klingner Jannette, Sharon Vaughn & Alison Boardman\(^1\). This strategy is aimed at improving students reading comprehension skill. It helps students realize that the answers they seek are related to the type of question that is asked; it encourages them to be strategic about their search for answers based on an awareness of what different types of questions look for. Even more important in understanding where the answer will come from.

There are some benefits in using Question Answer Relationships (QAR) strategy as a framework for reading comprehension instruction as well as a framework for comprehension strategy use, for teacher, using QAR Strategy to frame the questioning activities within the reading cycle guides their modeling of question-asking practices in the before, during and after reading phases.\(^2\) Furthermore, according to Wilson, et al. the QAR framework was chosen for the professional development initiative because a common practice for students to be asked to respond to questions in the text. QAR gives a framework for thinking about these questions and provide students with the tools and language for identifying the relationships between text and questions. Question Answer Relationships (QAR) Strategy cannot only guide classroom


reading discussion but assist students in becoming more strategic as well, or metacognitive, in their reading. Consequently, by employing QAR, it was hoped that students could be much easier to comprehend the materials of reading. The ultimate target of this QAR implementation were to make students be able to recognize communicative function, mention main idea, get explicit message, interpret implicit message, and make prediction (predict what will happen).

C. Research Implementation

This classroom action research on improving students’ reading comprehension using QAR involved three cycles. Each cycle consisted of five meetings while the implementation of QAR Strategy in teaching reading covered: 1) modeling the strategy, 2) grouping the students, and 3) supporting student practice.

Modeling the strategy is helping the students learn how, when, and where to use the strategy by demonstrating of thinking aloud about how to use the strategy to be better in understanding the text. It helps students label the type of questions that are asked and to use this information to develop their answers. Next, grouping the students was done considering QAR involves higher-level questions. According to Aebersold & Field:

Higher-level questions can be frustrating for some students, teachers should plan their use carefully. Students benefit greatly from the thoughts, experience, and knowledge of their classmates, and small group discussions of higher-level questions may be last threatening and most helpful way to introduce this level of work.

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Meanwhile, supporting student practice is working with students to help them figure out how and when to use the strategy themselves. Engaging them in discussion about how they are applying the strategy; as necessary, provide corrective feedback.

1. Cycle I

In this cycle, the researcher gave the description of the implementation of QAR in teaching reading that covers: planning, acting, observing, and reflecting.

a. Planning

In order to get the maximum results in the research, researcher had planned some activities to do before carrying the research. Those activities were sharing ideas with collaborator, making lesson plan, preparing the handout and dividing the main teaching activities into three phases.

1) Sharing idea with the English teacher

In order that the research could run optimally, the researcher asked an English teacher, Mr. Dedi Supriadi as a collaborator, he is a professional and experienced English teacher. He has been teaching for 15 years. In this research, the researcher will be the observer for the implementation of QARs Strategy in the classroom.

There were many things that the researcher shared with the English teacher. There were about the designing the lesson plan that reflected what would be applied by the researcher and the teacher in the classroom, how to observe what happened in the classroom when QARs Strategy was implemented in teaching reading comprehension, and how to score students’ performance in the class.

Based on the result of sharing with the teacher, there were many things that the researcher and the English teacher discussed. First, the collaborator suggested that to implement the QARs strategy well, he would like to present stages very clearly to avoid misunderstanding among students. Good modeling will maximize the result of the students’ progress. Second, both the researcher and the collaborator agreed that to evaluate students’
progress during treatments or class process, there should be close ended questions that consisted of five different skills that would be improved: they were explicit information, implicit information, main idea, making prediction and communicative function. Third, the collaborator reminded the researcher to observe some other points during the implementation of QARs strategy. The points were about students’ motivation and students’ response to the teaching and learning process participation in a discussion and unexpected things in the classroom.

2) Making lesson plan

Lesson plan is a proposal for actions in teaching activities. Knowing that case, in agreement with the English teacher, the researcher designed the lesson plan as follows;

a. General Instructional Objectives: The students will be able to comprehend the text.

b. Specific Instructional Process
   i. The students are able to find explicit information in the text.
   ii. The students are able to find implicit information in the text.
   iii. The students are able to find main idea in a paragraph of the text.
   iv. The students are able to make prediction of the text.
   v. The students are able to identify communicative function

c. Indicator: Using the types of QARs categories, students are able to;
   i. Find explicit information in a text
   ii. Find implicit information in a text
   iii. Find main idea in a paragraph
   iv. Making prediction
   v. Finding communicative function

d. Time

e. Materials

f. Teaching Learning Process
The Opening
- Pre-reading activities
- During-reading activities
- Post-reading activities
- Closing

g. Tool/Media
h. Resources
i. Assessments

3) Preparing the handout

Having made consideration that the last text taught to the students was about hortatory text, the researcher in agreement with the English teacher decided that the material was hortatory text. To get the material, the researcher browsed in the internet and other resources.

4) Dividing the main teaching activities into three phases

To proceed the successful teaching and learning process, the researcher and the collaborator made agreement about the phases in teaching reading comprehension. They were pre-reading activities, whilst reading activities, and post reading activities. Between these three stages, there would be opening and closing.

b. Acting

For the learning activity, as it was focused on reading comprehension, the English teacher made use of three-phase approach: pre-reading, while-reading, and post-reading. He also employed QAR (question-answer relationships) as a strategy of reading comprehension.

In pre-reading, the teacher did some steps, those are:

a) Introducing a comprehension strategy named QAR (Question-Answer Relationship). He explained and showed functions of QAR, i.e. assisting students to comprehend reading material. He also provided the class with pictures of QAR and its categories which was displayed on power point slides.
b) Telling the students that QAR comprises two board categories: *in the book* and *in my head*. *In the book* category consist of “Right There” and “Think and Search”. This category includes the question that calls for students to find information in the text while the latter category involves *Author and Me* and *On My Own*. This category requires the students to find information according to their background knowledge and experiences.

c) Giving example of both question categories and conveying how to find the answer, either from the text or from the students’ own head (experiences). In other word, the teacher modeled how to use and deal with QAR Strategy.

Those steps above can be described as follows:

**IN THE BOOK**

*Right There*: the answer is in one place in the text. Students can put their finger on it. Words from the question and words that are used to answer the questions are often “right there” in the same sentence.

Example: Where is cigarette factory located?
Answer: It’s located in Cikarang.
- Reread
- Scan
- Look for keywords.

*Think and Search*: the answer is in several places in the text. You put together (think and search) different parts of the text to find the answer.

Example: Explain why smoking can harm our health?
- Skim or reread
- Look for important information
- Piece together different parts from the text to answer the question.

**IN MY HEAD**

*Author and You*: The answer is not in the text, questions require students to use what they have learned from reading the
text. Student’s must understand the text and relate it to their prior knowledge before answering the question.

Example: Using your knowledge of smoking, explaining why the smoking can cause cancer?

- Think about how what you know and how what’s in the text fit together
- Reread
- Think about what you already know and what the text says
- Predict.

*On My Own:* The answer is not stated in the text, questions are answered based on a students’ prior knowledge and experiences. Reading the text may not be helpful to them when answering this type of question.

Example: Do you agree if all cigarette factories are closed in Indonesia? Why? Give your reason!

- Think about what you already know
- Think about what you’ve read before
- Make connections.

After introducing, practicing, and modeling the QAR Strategy, in pre-reading, the teacher informed the students that they would have a hortatory exposition text that would be discussed in every meeting. He then explained the characteristics of the text according to generic function and generic structure.

During pre-reading, in order to activate students’ prior-knowledge the teacher proposed “*On My Own question*”, “*What do you already know from the title*”, some of the students were rushed, raising their hand to give their responses, predicting or answering the teacher’s question that eventually affected the heterogeneous answers.

The teacher also asked students to predict what would they find in the text by proposing question of *Author and Me* category “*What might this text be about?*”, for *Author and Me* the students should preview the features, think about what they
have already known and what is in the text, make inferences, examine the author’s techniques and predict what will happen next.

Next, in while reading, the teacher distributed a hortatory exposition text. Students read the text given to them silently, searched information in the text, as it was their purpose formulated in pre-reading. Later, the teacher asked the students to match the information provided by the text with their prediction in pre-reading.

After reading the text, the teacher checked students’ comprehension by proposing some questions. The questions were proposed by using QAR categories: *Author and Me, Right There, Think and Search*. The teacher also asked students the QAR category of each question and asked them how to find the answer/information for the questions.

In this phase, the students worked in group consisting of 6-7 students. They discussed and cooperated to answer teacher’s questions while the teacher monitored the group and encouraged every student to take part in his/her group as showed in figure below.

![Figure 4.1: the students were working in group](image)

Here the description of the activity when QAR strategy was employed in reading class for four meetings:
1) The first Meeting

The first meeting was held on Monday, September 3, 2012. The class equipped by an in-focus and a laptop. There were 40 students, a researcher (who also functioned as an English teacher) and a collaborator attended the meeting. It was started at 07.00 a.m. and finished at 08.30 a.m.

Before going to the main activity, the QAR was introduced to students by providing examples, giving explanation and guide them how to answer the question in the text by using QAR categories, and informed them that the reading class will use three phase approaches namely pre-reading, while-reading and post-reading.

The following is the first meeting transcription of what transpired during the lesson where some students were asked to present and justify their answers to the questions. The title of hortatory text in the first meeting is about “Smoking in Restaurant.”

In pre-reading, to activate students’ prior-knowledge the teacher proposed “On My Own question”, “What do you already know from the title”, some of the students were rushed, raising their hand to give their response, predicting or answering the teacher’s question. The answer was heterogeneous. The following is a transcription of some students’ answers:

S14: “Smoking is bad habit”

S7: “Cigarette has nicotine sir”

S5: “Smoking is not good for our lung”

S6: “Smoking can make TBC”

S8: “Smoking is bikin boros”

S18: one of the trouble makers said “Smoking is Ngeunah Pisan”

Hearing the last two answers, spontaneously the class burst into laugh. The teacher said “Silence please” told the class to be calm down. Then he said “Ok. Good, you said that smoking related to bad habit, nicotine, lung disease, TBC, lavishness or boros, and delicious for those who like smoking. Like you, you used to smoke in toilet right?” I once saw you did that. (The
teacher pointed at S18, the student who said “Smoking is Ngeunah Pisan”) then everybody laughed.

Next, the teacher asked students to predict what they would find in the text by proposing question of Author and Me category “What might this text be about?” The students answered the question heterogeneously:
S26: “It is about effect of smoking”
S16: “Smoking is not good for our health”
S40: “Sopan santun smoking in restaurant”
S20: “Smoking in restaurant is forbidden”
Teacher: “Alright, you said that the text might be about effect of smoking, smoking is bad for our health, smoking behavior or sopan santun, and smoking in restaurant is forbidden. Well, if you want to know whether or not your prediction is correct and if you want to know more information about ‘smoking in restaurant’ let’s read the text”. The teacher said so in order to formulate reading purpose and motivate student to read the text.

In while reading, the teacher distributed a hortatory exposition text entitled “Smoking in Restaurant”. Students read the text given to them silently, searched information in the text, as it was their purpose formulated in pre-reading. Later, the teacher asked the students to match the information provided by the text with their prediction in pre-reading.

After reading the text, the teacher checked students’ comprehension by proposing some questions. “What one most probably does if he/she wants to smoke in a restaurant without disturbing other people?” (Author and Me) “What is meant by passive smoker?” (Right There), and “Why is smoking in restaurant impolite?” (Think and Search). The teacher also asked students the QAR category of each question and asked them how to find the answer/information for the questions.

The students worked in group comprised 6 -7 students, cooperating and discussing to answer teacher’s question while the teacher monitored the group work. He often found that a student or two in a group did not participate in his/her group. He/she was busy with him-/herself or chatted with another
student who also did not take part in his/her group. Hence, the teacher, for many times, reminded and encouraged every student to take part in his/her group, giving his/her contribution.

Then, a representative student, in turn, of each group read his/her group’s answer which was begun with answering question of *Author and Me*. “What one most probably does if she/he wants to smoke in a restaurant without disturbing other people?” The students varied in answering the question:

- S1: “In the toilet sir”
- S4: “Same sir, in toilet”
- S25: “Outside the restaurant”
- S29: “In special room or smoking room”

Teacher: How do you know? (The teacher asked the students how or where they found the answer/information).

- S25: “Based on my experience sir”
- S4: “Same sir, from my experience, my father used to smoke in toilet”
- S1: “From TV”
- S29: “From Internet sir”

Teacher: “Well, you predict what will happen next by using your experience and information you got from media such as TV, newspaper, internet, and so on. So it means that the question belongs to……” The teacher raised his tone and stopped on word “belongs to…..” hopping the students complete it.

The whole students answered “*Author and Me*”. The teacher said, “Well done students’, felt satisfied with the answer. The teacher then asked the students to continue answering next question, “What is meant by passive smoker?” (Right There): Teacher: “What is your group answer?” the teacher pointed at group 2

- S9: “not yet sir, still confused”, He said that his group had not yet found the answer

Teacher: “Other groups?”

- S4: “It is right there, in line 7, paragraph 3, that is breathing in smoke”
S12: “Sama pak, it is right there, in line 7, paragraph 3 that is breathing in smoke”.

S11: “People who smoke in a restaurant” She did not mention the QAR category

Teacher: “So, what is the category?” He asked students to mention the QAR category.

S11: “eemmm. “I don’t know sir”, the student shacked her head

Teacher: “Well, the right answer is in line 7, the third paragraph, passive smoker, that is breathing in smoke”.

The teacher then, reminded the students to identify keywords because it made them easier to answer such question, they should identify the keywords. “Remember, it will be easier for you to answer question by identifying keywords. Let’s take for example, the keyword of this question is passive smoker” (he made use question of “What is meant by passive smoker” as the example).

Afterward, the students continued answering the next question, “Why is smoking in restaurant impolite and harmful for others?” (Think and Search).

S23: “People going to restaurant to eat sir”

Teacher: “How do you know?”

S23: “Nebak pak, orang ke restaurant kan pasti mau makan masa mau pijet”.

(Hearing that, the students altogether burst into wide laugh)

Teacher: “No, you may not do that you have to take a look in the text first, search information for the answer. Later, if you don’t find the information you need, you may then use your head or experience for the answer. “Ok, next”, the teacher then asked other students to give their answer.

S15: “It is right there, the answer is in paragraph 2, and the smell of smoke affects all people and can turn them off their food.

S21: Our group’s answer is also in paragraph 2; line 3, the smell of smoke affects all people and can turn them off their food. It includes right there category.
S8: We have different answer. According to our group, it is *Think and Search* because we can mix two answers. In line 3, paragraph 2 and in line 6-8, paragraph 3. The student then read the answer, “It is impolite because the smell of smoke affects all people and can turn them off their food and harmful for other because other as passive smokers will breath in smoke made by smoker which can lead to asthma attacks and even cancers”. Teacher: “Yes, right, it is *thinks and search* as you have to combine two answers in more a sentence and even more than a paragraph”.

In *post-reading*, as a reflection of what students read. The teacher proposed some questions, “What is the author message?” (*Author and Me*), and “According to the text what are the effects of smoking in restaurant?” (*Think and Search*). He also asked the students to mention the category of each question.

The students still worked in group consisting of 6-7 students to discuss and cooperate in answering teacher’s questions while the teacher only monitored the group and encouraged them to take part in their group as showed in figure below.

![Figure 4.2: A Representative of Group Was Answering the Question](image-url)
A representative student of each group pointed out the answer of his or her group that was begun with Author and Me question “What is the author message?”

S18:“The answer of my group is smoking in restaurant is harmful and dangerous for other. And the category is Author and Me.”

S4:“According to my group the author message is everybody should not smoke in restaurant because it is impolite, harmful and dangerous for the smoker himself and others”

Teacher: “Alright, the author’s message is everybody should not smoke in restaurant because it is impolite, harmful and dangerous for the smoker himself and others. It is not On my Own but Author and Me. To differentiate it, you have to remember that On my Own is what my experience tell me while Author and Me is what Author tell me.

Then the students answered the next question “According to the text what are the effects of smoking in restaurant?” (Think and Search).

S23: “It is right there, the answer is smoking is dangerous and health risk to the smoker. In line 9, paragraph 4”

S14: “I think it is also right there, and the answer is in paragraph 5 line 11, “it is harmful to others”.

Teacher: “Is there any other different answer from those two answers?”

S4:“Yes”, (while raising her hand)” it is Think and Search because we can join both answers. So the answer is smoking is dangerous and health for smoker and harmful for others”.

Teacher: “That’s right. It is Think and search, because we can combine the answers. Therefore, the answer is smoking is dangerous for smoker himself, impolite, and harmful others.

After that, the teacher asked all students to identify cohesive devices, reference, and tenses used in the text. He also asked them to find the vocabularies that they did not know the meaning and find out the meaning of those new vocabularies by using dictionary. After checking the meaning of new
vocabulary in the dictionary, the teacher asked the students to memorize them.

In closing activity, the teacher made conclusion and gave feedback toward the learning process. Afterward, the teacher gave students homework to search other information about the effects of smoking from magazine, newspaper, or internet.

After the class was over, some students were interviewed informally by asking about their feeling of activity they already had. The interview activities were done in every meeting after the class was over.

Here some transcripts of students’ comments:


Another statement was from S37: “Belajar di kelas tadi enak, gak banyak tugas, apalagi diberi cara untuk mencari jawaban, ada yang dari pengalaman atau dari teks. Trus apa.eeemm. yang paling saya inget dari itu apa..kata kunci, keywords untuk mencari jawaban Right There. Jadi lebih mudah rasanya menjawab klo pake itu”. (Monday, September 3, 2012) (See Appendix 16)

The statements in the first meeting above reflected that the students had more enjoyable reading. They were motivated, especially when the teacher formulated the reason or purpose of reading in pre-reading. They also felt much easier to search information for the answer when dealing with questions, whether from the text or from their head. Moreover, the step such as finding keyword used in right there, assisted them well.
2) The Second Meeting

The instructional process in the second meeting was conducted on Thursday, September 6, 2012.

The teacher, in pre-reading, informed the students that they would have a hortatory text entitled “Cars should be banned in the city”. On My Own question was proposed to activate students’ prior-knowledge, “what do you already know from the title?” some of the students were rushed, raising their hand to give their response, predicting or answering the teacher’s question. The students answered heterogeneously:

S 18: “Car causes traffic jam in city”
S5: “3 in one like in Jakarta”
S19: “Pollution in city caused by car”
S15: “Bus way”

Teacher: “Well, we got traffic jam, 3 in one, pollution, and bus way. Those can be related to the banning of car in city”.

The teacher then asked students to predict what the text would discuss. He purposed a question of Author and Me category what might this text be about?

S3: “It will be about bad effects of cars in city”
S7: “Car emission in city”
S20: “It will give the reasons why car should be banned in city”

Teacher: “Good, you may later take a look in the text to confirm your prediction”. Motivating the students to read, the teacher said “if you want to know more information about the reasons why cars should be banned in city, let’s read the text”.

In while reading, the teacher distributed a hortatory text entitled “Car should be banned in the city”. Receiving the text, the student read the text silently and searched information needed as it was formulated in pre-reading. The teacher then, asked the students to match their prediction with the information provided by the text. In order to check students’ comprehension, the teacher purposed some questions “What is the purpose of the writer?” (Author and Me), “Cars emit deadly gas that causes….. (Right There), and “Why do cars make people in city hard to sleep and caused a lot of death?” (Think and Search). The
teacher also asked students the QAR category of each question and asked them how to find the answer/information for the questions.

The students worked in group comprised 6-7 students, they cooperated and discussed to answer teacher’s question while the teacher monitored the group work. He often found that a student or two in a group did not participate in his/her group. He/she was busy with him-/herself or chatted with another student who also did not take part in his/her group. Hence, the teacher, for many times, reminded and encouraged every student to take part in his/her group, giving his/her contribution.

Then, a representative student of each group read his/her group’s answer which was begun with answering Author and Me question. “What is the purpose of the writer?” The answer varied:

S22: “To tell the reader that cars are harmful. It belongs to Author and Me”

S10: “It is Author and Me, the purpose of the writer is to tell the effect of cars”

S17: “The purpose of the writer is to show the reason of banning cars in city” and the category is Author and Me”.

S12: “To give the reason why cars should be banned in the city. It was Think and Search”.

Teacher: Ok, well done, the teacher appreciated all the answers. He then showed the right answer “The right answer is the reason why cars should be banned in city or the reason of banning cars in city and it was Author and Me question.

After that, the students answered next question, “Cars emit deadly gas that causes…..” (Right There).

S7: “It is right there, the answer is in paragraph 3, line 5-6, cars emit deadly gas that causes illness such as bronchitis, lung cancer, and triggers off asthma”.

S32: “Same, according to our group, the answer is cars emit deadly gas that causes illness such as bronchitis, lung cancer, and triggers off asthma”. In paragraph 3, line 5-6 and it is Right There”.
Teacher: “Great, well done students’, the teacher said while raising his right thumb, he was glad because all groups could answer correctly.

The students continued to answer the next question, “Why do cars make people in city hard to sleep and caused a lot of death?” (Think and Search).

S29: “Cars are very noisy”. Right there, in paragraph 5”.

S31: “Also right there, but our group’s answer is more complete, the answer is in paragraph 4 line 8-9 pedestrians wander everywhere and cars commonly hit pedestrians in the city, which causes them to die”.

S2: “According to our group the answer is in the third paragraph line 5-6, cars can emit deadly gas that causes illness such as bronchitis, lung cancer, and triggers off asthma”.

Teacher: “Your answer is right” (pointing at 31), “yours” (pointing at S2) “and is also yours” (pointing at S29) “so why don’t you mix them together”. (The teacher stimulated the students to combine those three answers). Finally a student understood what the answer should be:

S30: “I understand now sir, so it is Think and Search and the answer is cars are very noisy thus it makes people hard to sleep, they are also emit deadly gas and commonly hit pedestrian which causes them to die”.

Teacher: “Yes, you are right”.

In post-reading, the teacher asked students some questions as the reflection of what they read. “What is the author message? (Author and Me), “Mention the reasons why cars should be banned in the city? (Think and Search). The teacher also asked students the QAR category of each question and asked them how to find the answer/information for the questions.

The student started answering questions, a representative student of each group read his/her group’s answer which was begun with answering Author and Me question “What is the author message?”
S12: “Cars should be banned in the city because it is harmful, it is Author and Me”

S35: “The author tells us cars should be banned in the city, it is Author and Me”

S13: “According to my group it is Author and Me, while the author message is cars should be banned in city because they create pollution, road death, noise, and emit deadly gas”.

S29: “It is author and me and the answer is cars should be banned in the city because they are very dangerous”.

Before showing the right answer, the teacher, once again, reminded the students the step when dealing with such a question, they have to draw conclusion of what they read. “Good, yes it is Author and Me, and you have to bear in your mind that you have to identify important information to make conclusion and it must represent of what the author means. Thus if you just answer cars should be banned in the city. It is less complete, the right answer is cars should be banned in city because they create pollution, road death, noise, and emit deadly gas”.

The students continued to answer the last question, “Mention the reasons why cars should be banned in the city?” (Think and Search), a representative student of each group read his/her group’s answer.

S12: “It is Think and Search, the answer is cars should be banned in the city because they are road biggest killer, very noisy, emit deadly gas, and create pollution.”

S24: “Sama pak, cars should be banned in the city because of their pollution, emission, and noise. They are also the dangerous for pedestrian.”

S33: “According to our group it is Think and Search. Cars should be banned in the city because they create pollution, emit deadly gas, hit pedestrians, and make disturbing noise.”

Teacher: “Wonderful, well done”. The teacher was happy because all groups answered correctly.
In this phase, post-reading, the teacher also asked students’ opinion whether or not they agree with the banning of cars in the city. “Do you agree that cars are banned in the city? Why?”

S35: “I agree, because I like traveling with my motorcycle, eee. I think I can use the road freely.”

S22: “I also agree if cars are banned in the city because I can cross the street easy”,

Teacher: “Your reason is you can easily and safely, (the teacher repeated the answer to correct her answer, “easy”)”

S35: “Yes, I mean I can cross the street easily and safely”.

S7: “I don’t agree because I don’t have motorcycle to go to the city, I naik bus or angkot”.

Teacher: “You don’t agree because you used to go to the city by bus or taxi, don’t you? (The teacher repeated the answer to correct his sentences and vocabulary).

S35: “Yes, pak”.

Teacher: “Well, according to your opinion it can be concluded that banning cars in the city have both positive and negative effects”.

Afterward, the teacher asked all the students identified cohesive devices, reference, and tenses used in the text. He also asked the students to find the vocabularies that the students did not know the meaning and find out the meaning of those new vocabularies using dictionary. After checking the meaning of the new vocabularies in the dictionary, the teacher asked the students to memorize them.

In closing activity, the teacher made conclusion and gave feedback toward the learning process. Afterward, the teacher gave students homework to search other information about negative effects of cars for cities from magazine, newspaper, or internet. Finally the teacher ended the class by saying “Thank you for your attention today. Good bye and have a nice day”.

After the class was over, some students were interviewed informally by asking students’ feeling about activity they already had. S19 gave his comment:
“Saya senang belajar di kelas tadi, seperti tadi sebenarnya, apa, eemm, saya kan salah jawabnya, saya kira tadi pertanyaan yang Why do cars make people in city hard to sleep and caused a lot of death? Tadi itu Right There, saya hanya jawab “Cars are very noisy”. Right there, in paragraph 3. eh ternyata bukan, itu think and search, jadi jawabannya nggabungin beberapa jawaban yang ada dalam bacaan. Jadi jawabanya “cars are very noisy thus it makes people hard to sleep, they are also emit deadly gas and commonly hit pedestrian which causes them to die”. Saya udah agak paham sekarang, mudah-mudah ja ga lupa. he...he….he”. (Thursday, September 6, 2012) (See Appendix 16)

Another statement was from S37:
“Asyik pak, saya udah agak bisa sekarang jawab yang apa di teks yang pake kata kunci, enak langsung ketemu, trus tadi eee pas di suruh jawab apa pendapatmu tentang apa itu baning cars ya.. saya kira tadi jawabannya ada di teks, tapi kata Edi, saya di suruh, “eta kan jawabana make panglaman! Lamun rek ngajawab ya mikir”.. Trus saya langsung mikir buat ngejawabnya. Pokoknya jadi semangat nih belajarnya klo gini”. (Thursday, September 6, 2012)

Looking at the statements in the second meeting could be reflected that the students more enjoyed reading. They felt much easier to distinguish information whether form the text or from their head. They also became motivated to learn. It suggested that QAR could help student to comprehend the reading material.

3) The Third Meeting:
A hortatory text was entitled “Where Should be After High School?”. In order to activate students’ background-knowledge and retrieve their previous experiences, the teacher purposed On My Own question, “what do you already know from the title”, some of the students were impatient, raising their hand to give
their response, predicting or answering the teacher’s question. Such an atmosphere indicated that the students were enthusiastic to join the instructional process. The answer varied:

S33: “After high school is university, mister”
S22: “Studying at university or academy”

There was also a student, Candra, who made joke by saying “after high school langsung kawin, married”.

Teacher: “Ok, I’m sure that most of you will continue your study at university or academy, but maybe some of you will soon get married after high school, like what Candra will do.” The whole class spontaneously said “huuuuuu”.

Next, the teacher asked students to predict, based on the title, what the text would tell them. Hence he proposed Author and Me question, “What might this text be about?” The students answered heterogeneously as they have various schemata and bank of experiences. Here was a transcription of the students who proposed his prediction.

S14: “It’s about how to enter good university”
S23: “About continuing study to higher lever”
S11: “It discuss the tricks to enter state universities”

Teacher: “Ok, well, if you want to know whether your prediction is correct and if you want to know more information the text will present, let’s read the text”, the teacher said so to motivate the students to read the text and arouse the reasons of reading.

In while reading, the teacher distributed a hortatory text entitled “Where Should be After High School?”. Receiving the text, the student read the text silently and searched information needed as it was formulated in pre-reading. The teacher then, asked the students to match their prediction with the information provided by the text. In order to check students’ comprehension, the teacher purposed some questions “What is the purpose of the writer?” (Author and Me) “Who will be in the flood of euphoria?” (Right There), and “Continuing study while working can be an alternative choice. Why?” and “What does the passage mainly discuss?” (Think and Search). The teacher also asked
students the QAR category of each question and asked them how to find the answer/information for the questions.

The students worked in group comprised 6 - 7 students, cooperating and discussing to answer teacher’s question while the teacher monitored the group work. He, on and on, reminded and encouraged every student to take part in his/her group, giving his/her contribution.

Then, a representative student of each group read his/her group’s answer which was begun with Author and Me question, “What most probably happen if an office boy take regular class in the university?”, there were three from six groups succeed to deal with such a question, the following was the transcription of a representative student who could successfully deal with the question:

S14: “If an office boy take regular class he will be difficult to manage his time, working and studying at the university because the university does not give flexible time”.

Teacher: “Good, well done, your answer is correct”, the teacher appraised the student.

The students then answer next question, a Right There question category “Who will be in the flood of euphoria?”. Here was a transcription of some representative students answer:

S29: “According to my group it is right there, the answer is Euphoria will flood for those who get successes”.

S14: “Our group answer is the same, mister. Euphoria will students who success in National examination”.

Teacher: “How do you know?”

S14: “It is stated in line 2, paragraph 1”.

Teacher: “That’s correct, well done”. The teacher praised the student. He also reminded the whole class when dealing with a right there question, they need to look back at the text and may find the keyword.

Then, the students continued to answer the next question, “Continuing study while working can be and alternative. Why?” (Think and Search). Most of groups could deal with such a question successfully; despite the few students who were still
confused to interpret the implicit information by making simple summary in order to answer the question. Here was the answer of a representative student:

S16: “Because the students, especially who worried about the cost, can get money to pay the school’s cost. It is Think and Search.”

Teacher: “Ok, good. - It belongs to Think and Search”, (The teacher then reminded the student what to do when dealing with such a question), “let’s see the second paragraph then make simple inference, from that we can get the answer.”

The students continued answering the next question, i.e. “What does the passage mainly discuss?” only three from six groups, were successfully find the mind idea. Consequently, the teacher showed and reminded the students the way to search main idea. He told them that they should use Think and Search category. It can be done by finding topic sentence. The topic sentence usually stated in the first sentence or the last sentence of a paragraph. In order to find the mind idea of the passage entitled “Where Should be after High School?” that the students already read, the teacher asked the students to read to the first sentence of each paragraph and then he to told them to make simple summary.

In post-reading, the teacher gave students some questions as the reflection of what they read. “What is the author’s message?” (Author and Me) “Distance learning can be a good considerable choice. Why?” (Think and Search). The teacher also asked students the QAR category of each question and asked them how to find the answer/information for the questions.

The representative student answered the first question in post reading, Author and Me question. Most of the students were difficulty answering the question. There were two groups could successfully answer the question. This was an answer of the group that could answer the question correctly:

S32: “According to my group it’s Author and Me. The author message is the students should consider choosing distance
learning that enable students to study while working that can also create high quality graduate”.

Teacher: “Ok, Good” the teacher then reminded all the students the trick or the way when facing with such a question. “To answer the question all of you should make a conclusion of what you read, especially on the last paragraph”.

Dealing with the last question in post-reading, “Distance learning can be a good considerable choice. Why?” (Think and Search), there were four group could deal with the question successfully. Here was an answer of one of the representative students:

S17: “Because students can get job and also working. They do not have to meet the lecturer in the fixed time and place regularly and the benefit is working and studying can create high quality graduate. It is Think and Search, mister”.

Teacher: “How do you know?”

S17: “Membuat kesimpulan dari paragraph tiga, mister.

Teacher: “Yes right, wonderful, you are smart”. The teacher appraised the student while raised his right thumb.

As the reflection of what students read, the teacher proposed On My Own question which calls for students to activate their background knowledge. He asked students opinion how to reduce crime in cities “What is your opinion about distance learning?” The question is aimed at stimulating student to think creatively as it requires the students to go beyond the text. Moreover, the teacher’s question asking their opinion related to the text they read made students enthusiastic to share their ideas. Students varied in giving opinion as they had different information and experiences bank. Here was a student opinion:

S12: “I think distance learning is a good choice. If I take distance learning I can work and study. I can get the money and I can use it pay school fee. So, I can help my parents”.

Then, the teacher asked all the students identified cohesive devices, reference, and tenses used in the text. He also suggested the students to find the vocabularies that the students did not know the meaning and find out the meaning of those new
vocabulary using dictionary. After checking the meaning of the new vocabulary in the dictionary, the teacher asked the students to memorize them.

In closing activity, the teacher made conclusion and gave feedback toward the learning process. Afterward, the teacher gave students homework to search other information about crime in cities or how to reduce crime in cities from magazine, newspaper, or internet. Finally, the teacher ended the class by saying “Thank you for your attention today. Good bye and have a nice day”.

Soon after the class ended, some students were interviewed informally by asking students’ feeling about activity they already had. S31 gave his comment:


Another statement was from S17:

“Saya menyukai kegiatan di kelas ini. Saya bisa betah berlama-lama belajar kalau sistem mengajarnya seperti ini bisa rileks ga tegang. Terus diajarin bagaimana caranya jawab pertanyaan-pertanyaan, seperti tadi pas ditanya main idea, kelompok saya salah jawabnya karena belum begitu faham cara yang tepat buat menemukan main idea. Untungnya tadi dikasih tau trik-triknya. Trus saya pikih eee.. wah... ini berguna bagi saya untuk, jadi nanti pas waktu semesteran klo ada pertanyaan seperti ini sya bisa mudah jawabnya”. (Monday, September 10, 2012)

According to the statements in the third meeting above, the students felt that the teaching-learning activity in the class was enjoyable. They said that when the teacher asked them questions, they did not feel it burdened them, they felt happy
instead since they answered it by cooperating and discussing in the group. In addition, when they did not understand how to answer the question or when their answer was wrong, the teacher helped them by reminding them the tricks, by using QAR strategy, to answer the question.

4) The Fourth Meeting:

The fourth meeting was conducted on Thursday, September 13, 2012, the class was started from 10.15 a.m. to 11.45 a.m.

In pre-reading, the students were informed that they would have a hortatory text entitled “Crime in Cities”. In order to activate students’ background-knowledge and retrieve their previous experiences, the teacher purposed On My Own question, “what do you already know from the title”, some of the students were snatched, raising their hand to give their response, predicting or answering the teacher’s question. Such an atmosphere indicated that the students were enthusiastic to join the instructional process. The answer varied:

- S20: “Bank robbery”
- S11: “Crime happens because we are difficult to find job”
- S6: “Crime and urbanization in city”
- S34: “Narkoba Seller”
- Teacher: “Ok, good, (the teacher appreciated the students’ answer), so from the title and based on your experience we got bank robbery, urbanization, drug dealer or pengedar narkoba, and limited job”.

Next, the teacher asked students to predict, based on the title, what the text would tell them. Hence he proposed question, “What might this text be about? Author and Me" The students answered heterogeneously:

- S22: “It will be about kinds of crimes in cities”
- S13: “about crimes and poverty”
- S11: “Negative effects of crimes in cities”
- S20: “It might be about the causes of crimes in cities”
- S33: “The main factors of crimes in cities”
Teacher: “Ok, well, if you want to know whether your prediction is correct and if you want to know more information pertaining to crimes in cities let’s read the text”, the teacher said so to motivate the students to read the text and arouse the reasons of reading.

In while reading, the teacher distributed a hortatory exposition text entitled “crime in cities”. Receiving the text, the students read the text silently and searched information as it was the purpose of reading formulated in pre-reading. The teacher then asked the students to match their prediction in pre-reading with the information presented by the text. In order to check students’ comprehension, the teacher purposed some questions. “What is the purpose of the writer writing this text?” (Author and Me) “What is a more important cause of crime?” (Right There), and “What are the problems of crimes in cities according to the text?” and “What is the main idea?” (Think and Search). The teacher also asked students the QAR category of each question and asked them how to find the answer/information for the questions. The students worked in group comprised 6 -7 students, cooperating and discussing to answer teacher’s question while the teacher monitored the group work. He, for many times, reminded and encouraged every student to take part in his/her group, giving his/her contribution.

Later, a representative student of each group read his/her group’s answer which was begun with answering Author and Me question. “What is the purpose of the writer?” The answer varied:

S1: “To tell the reader that crime is dangerous, it’s Author and Me”.

S15: “It’s Author and Me and the author purpose is to show the causes of crimes”.

S11: “Author and Me, crimes related to drug dealer”.

S24: “The author purpose is to tell that the crime is getting worse”

Teacher: “The author purpose is to persuade the reader to reduce the crimes in cities.”
The teacher showed the students steps to deal with such question and reminded them to train themselves to make prediction of material they read.

Next, the students continued answering subsequent question “what is a more important cause of crime?” (Right There).

S29: “Cities have rich and poor neighborhoods”. It’s Right There”.

S25: “According to my group it is Right There. Cities have rich and poor neighborhoods. In line 15, paragraph 5”.

S14: “It’s Right There, Cities have rich and poor neighborhoods. In line 15, paragraph 5”.

S19: “the answer is same sir. Cities have rich and poor neighborhoods”. It’s Right There”.

Teacher: “Yes, right, well done students, all of you answer correctly”.

The next question is “what are the relationships between crime and drug?” there were three groups can answer correctly. Here the example of students’ right answers.

S9: “Many criminals use and sell drug. It’s Think and Search”.

S12: “My group, criminals use and sell drug. Think and Search”.

The teacher told the students to read paragraph 5 and then make simple summary. “The answer is in paragraph 5, you have to read and make simple summary to get the implicit information or informasi yang tersirat. From that we will get the answer, many criminals use and sell drug. It’s Think and Search”.

The students continued answering the next question, i.e. identifying main idea. But most of the students still confused to find mind idea. Consequently, the teacher showed them way to search main idea. He told the students that they should use Think and Search category. It can be done by finding topic sentence, it usually stated in the first sentence or the last sentence of a
paragraph. In order to find the mind idea of the passage entitled ‘Crime in Cities’ that the students already read, the teacher asked the students to read to the first sentence of each paragraph and then he told them to make simple summary. Finally a student, S5, got the main idea “So, the main idea is problems of crime in cities and it’s not easy to change this crime problems”. “That’s right, you are smart”. The teacher praised the student.

In post-reading, the teacher asked students some questions as the reflection of what they read. “What is the author message?” (Author and Me) and “What are the problems of crimes in cities according to the text?” (Think and Search). The teacher also asked students the QAR category of each question and asked them how to find the answer/information for the questions.

The students still worked in group comprised 6 - 7 students, cooperating and discussing to answer teacher’s question while the teacher monitored the group work. He encouraged every student to participate in his/her group. A representative student of each group read the answer of his or her group begun with Author and Me question “What is the author message?” the following is a transcription of some students’ answers.

S37: “The answer is it is Author and Me. The Author message is if we want to change this crime problem, we must first change the many of the laws about drugs and the way cities spend their money”.

S11: “The author message is telling that crime is serious problem in big cities and it is getting worse every year. It’s Author and Me”.

S28: “The author tells that there are many problems of crime. It’s Author and Me”.

Teacher: “The right answer is The Author message is if we want to change this crime problem, we must first change the many of the laws about drugs and the way cities spend their money”. It meant that S37’s answer is correct. The teacher then reminded the students the way to get the answer “See the text, identify
important information. Cari informasi penting pada teks yang menjelaskan kira-kira apa pesan si penulis. Let’s see the last paragraph. Lihat paragraph terakhir, there is author suggestion in the paragraph. So now use your mind to make conclusion and you’ll get the answer”.

The students then answered *Think and Search* question, “What are the problems of crimes in cities according to the text?”

S18: “The subways are more dangerous and the streets are more dangerous. It is *Think and Search*”.

S19: “Cities need police offices, cars, and guns”.

S28: “According to our group the problems are money, drug, and rich and poor neighborhoods”. And it’s *Think and Search*.”

Teacher: “The right answer is the problems are money, drug, and rich and poor neighborhoods, see paragraph 3, 4, and 5, the answer is there.” The teacher pointed at each paragraph. And it is *Think and Search* category. So you have to combine the answers from those paragraphs. Digabungin gitu lho”.

Figure 4.2: a representative of group was answering the question
As the reflection of what students read, the teacher purposed *On My Own* question which calls for students to activate their background knowledge. He asked students opinion how to reduce crime in cities “In your opinion, what are other ways to reduce crimes in cities?” The question is aimed at stimulating students to think creatively as it requires them to go beyond the text. According to Burns creative reading involves going beyond the material presented by the author. It requires readers to think as they read. Moreover, the teacher’s asking their opinion related to the text they read made students enthusiastic to share their ideas. Students varied in giving opinion as they had different information and experiences bank. Here are some examples of students’ answer:

S10: “By having job. If people work they will be busy to do their job and don’t have time to do crime”

S13: “Transmigration program for gelandangan who do not have job”

S2: “By siskamling because it is effective to prevent crime”

Then, the teacher asked all the students identified cohesive devices, reference, and tenses used in the text. He also asked the students to find the vocabularies that the students did not know the meaning and find out the meaning of those new vocabularies using dictionary. After checking the meaning of the new vocabularies in the dictionary, the teacher asked the students to memorize them.

In closing activity, as usual the teacher made conclusion and gave feedback toward the learning process. Afterward, the teacher gave students homework to search other information about other information about crime in cities or how to reduce crime in cities from magazine, newspaper, or internet.

After the class ended, some students were interviewed informally by asking students’ feeling about activity they already had. S10 gave his comment:
Belajar hari ini seru, belajar tentang crimes in cities. Apalagi tadi dikasih tau caranya jawab pertanyaan. Saya udah agak ngerti sedikit caranya jawab pertanyaan yang apa, siapa, dimana, kapan, tinggal cari kata kuncinya ketemu deh. Trus eee pertanyaan yang jawabannya di gabungin, juga udah agak bisa nih. (Thursday, September 13 2012)

Another statement was from S37: Saya suka dengan kegiatan belajar tadi, terutama tadi ketika diajarai caranya mencari main idea trus diingetin bagaimana caranya pake think and search. Saya juga senang dan semangat kalau ditanya tentang pendapat seperti bagaimana caranya membantas kriminalitas di kota menurut pendapat kami. Jadi bisa berbagi ide atau eemm apa,....berargumen, Gak boring gak melulu ngapalin kosa kata trus caranya membaca. (Thursday, September 13, 2012)

The statements in the fourth meeting could be described that the students were happy following the instructional activity. They felt the teacher’s showing them the way to deal with question was helpful. The activity did not make students felt bored as in previous activity, before using QAR, burdened them with vocabularies memorizing all the time. Moreover, the teacher’s question asking their opinion related to the text they read made students enthusiastic to share their ideas.

5) The Fifth Meeting
The fifth meeting was conducted on Thursday, September 20, 2012, there were 40 students, a researcher (who also functioned as an English teacher) and a collaborator joined the class. The class was from 07.00 a.m. and finished at 08.30 a.m.

That day, as was informed in the previous meeting, the students would have post-test. The test covered several reading skills: recognizing communicate function, mentioning the main
idea, getting explicit message, interpreting implicit message, and making prediction.

c. Observing

Observing was conducted in order to know the effects of the implementation of Question Answer Relationship to improve students’ reading comprehension and was aimed at knowing how effective QAR to promote students’ reading comprehension. It was also aimed at finding out the strong points and the weak points of QAR to improve students’ reading comprehension.

In observing, the techniques used were observation and interview. The observation was conducted during the reading instructional process using QAR and was done by the researcher and collaborator in each meeting while the interview was conducted by the researcher to the students in the end of each meeting. It was done by interviewing some students about the instructional process.

The data from the observation resulted from the member checklist during the activity in the classroom. The writer tries to see two aspects in this observation, they are: motivation and participation. For the sake of clarity, the data can be seen below:

Table 4.2
Observation sheet in the first cycle
Note: 1 = Bad      2 = Enough      3 = Good       4 = Very Good

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Motivation</th>
<th>Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>4 3 2 1</td>
<td>4 3 2 1</td>
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<tr>
<td>1</td>
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<td>39</td>
<td>S39</td>
<td>√</td>
<td></td>
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<tr>
<td>40</td>
<td>S40</td>
<td>√</td>
<td></td>
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</tbody>
</table>
Based on the table 4.2 it can be seen that the pattern that students show on each meeting seems to be varying one to another. From the first cycle, it can be reflected that there were some students who did not give good participation and motivation during the reading activity using QAR in the classroom. It is because some students did not understand what they have to do on QAR. In addition, the problem regarding to the vocabularies makes some students confused in implementing QAR categories.

1. The Improvement of Students’ Participation

When the teacher generated On My Own question, in pre-reading, there were almost a half of students raised their hand wanted to answer teacher question. It most likely happened since the students possessed adequate information or bank of experiences required for answering the question. When students, in while-reading worked in group, however, some of them tended to be passive and did not actively participate or give any contribution to their group. They were busy with themselves or even chattered with others instead. It might take place because the students had not already understood yet how to work with QAR and might because they had to work in big group of 6 – 7 students rather than 3 – 4 students.

2. The Improvement of Students’ Motivation

Some of the students were rushed, raising their hand to give their response, predicting or answering the teacher’s question. Such an atmosphere indicated that the students were enthusiastic to join the instructional process. Moreover, the students were more motivated to read as they were stimulated to predict what they were going to read. QAR category such as a question, “What might this text be about?” (Author and Me), made students be curious whether or not their prediction was right. The question also assisted students to formulate the purpose of reading: to get more information related to the title. It can be seen when the teacher asked them, in the fourth meeting, soon
after the instructional process was over, whether the activity made them interested to read the text.

A student, S10, gave his comment:
“Kegiatan tadi membuat saya tertarik untuk membaca apalagi klo ditanya prediksi tentang apa yang akan dibahas, berdasar judul, oleh si pengarang di dalam teks. Saya jadi penasaran, ingin tau, apakah perkiraan saya benar apa tidak…eeeee…..pokoknya jadi penasaran ja pengen tau lebih banyak.” (Thursday, September 13, 2012) (See Appendix 17)

Another student, S8 gave her comment:
“Saya semangat dengan pembelajaran tadi karena tidak banyak tugas yang membuat pusing dan membebani, kan biasanya klo membaca langsung di beri tugas ngerjain soal, trus suruh membaca satu satu. Klo tadi asik sebelum membaca ditanyain dulu, apa yang kamu tau dari teks. Trus kira-kira apa yang mau dibahas. Jadinya kita penasaran bener ga ya tebakan kita sama dengan yang di teks, bacanya jadi semangat gitu karena pengen tau yang kita tebak tadi bener apa enggak”. (Thursday, September 13, 2012) (See Appendix 17)

According to the statements above, the students were interested and motivated to read as the teacher asked them, based on the title of the text, to predict what would the text be about. Thinking and predicting about what the text would present to them made them curious and spurred to read the text to get the information and checked whether their prediction was right.

**d. Reflecting**

Reflecting was aimed at examining the strong points and the weak points of the first cycle. In this case, the weak points were functioned to make recommendation that would be used to
design planning for next cycle. Here, the reflection covers the strong points and the weak points of improving reading comprehension by means of QAR and recommendation.

1) The Strong Points
   a. The students were more interested and motivated to join the class as they were introduced a new technique that is QAR.
   b. The students were familiar with the text, so it encouraged the students to activate their background knowledge. By activating their background knowledge, the students would understand the text well.
   c. The categories of QAR were effective to solve the students’ difficulties on reading comprehension, especially for explicit information and main idea.
   d. The researcher and the collaborator actively discussed before and after meeting. Together, they made reflection and evaluation of teaching-learning process. By so doing, it is hoped that it can improve teaching proficiency.

2) The Weak Points
   Besides identifying the strong points, the researcher also found the weak points of QAR implementation to teach reading comprehension in cycle one:
   a. There were some students who had difficulty to identify implicit information or dealing with Think and Search question, it might because they got difficulty to make simple summary, so they required more training and explanation for that.
   b. There were some students who had difficulty to find main idea. It was most likely because they did not realize that main idea can be recognized using Think and Search and finding the topic sentence as it states the main idea.
   c. Some students got difficulty to identify communicative function and make prediction when the teacher purposed Author and Me question. They found it hard to do, while they need more explaining and guiding to prosper when dealing with such questions.
d. The condition got worse, especially when, in the teaching-learning process, the students worked in group consisted of 6-7. The teacher found that there were students did not participate well in their group, they tended to depend on their partners and difficult to control.

Referring to the weak points emerge in cycle 1, the researcher along with the collaborator recommended for the next cycle: a) The teacher should tell the students to make simple summary by combining information in a paragraph or even over a passage to identify implicit information (Think and Search). b) Then, the students must be realized that main idea can be recognized using Think and Search and finding the topic sentence as it states the main idea. c) The teacher should tell the students that they need to activate their previous information pertaining to characteristic of a text according to its genre to recognize communicative function. d) The teacher should ask the students to relate between information in a text and information stored in the head (schemata) to make prediction. e) The teacher should give more examples on how to use the steps to deal with Think and Search and Author and Me Questions. f) Next, to make the students more actively participate and more easily to control, the number of students in group needs reducing, 3 to 4 students. Vermette suggests that an ideal team size should be in the range of three to four as each group can have a balance of interests, personalities, strengths and talents for sparking creativity.5

The strong and the weak points of students’ reading comprehension skill can be reflected in the table below:

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Table 4.3
The Result Of Pre-Test Compared With Post-Test In Cycle I

<table>
<thead>
<tr>
<th>Elements</th>
<th>The mean score</th>
<th>Pre-test</th>
<th>Post-test cycle I</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explicit information</td>
<td>67.5</td>
<td>73.1</td>
<td></td>
</tr>
<tr>
<td>Implicit information</td>
<td>59.5</td>
<td>64.7</td>
<td></td>
</tr>
<tr>
<td>Main Idea</td>
<td>61.3</td>
<td>66.3</td>
<td></td>
</tr>
<tr>
<td>Making Prediction</td>
<td>54.8</td>
<td>59.7</td>
<td></td>
</tr>
<tr>
<td>Communicative function</td>
<td>61</td>
<td>65.8</td>
<td></td>
</tr>
</tbody>
</table>

From the result of post-test in cycle 1, there were 14 students scored above or equal to 70. Referring to the Passing Grade/Kriteria Ketuntasan Minimal (KKM) of class eleven: 70. It means that there were 35% of students passed the passing grade. In more detail, there was a student scored 80, four students scored 77, and ten students scored 73 and the others were lower than 70. The highest score was 80 and the lowest score was 53. While in pre-test were 10 or 25% students scored above or equal to 70.

2. Cycle 2
   Considering the problems found in the implementation of QAR to improve students’ reading comprehension in cycle 1, it suggested that there should be next cycle or cycle 2. The implementation of cycle 2 was referred to what recommended in the end of cycle 1.

a. Revised Planning
   The implementation of cycle 2 was referred to the recommendation purposed in the end of cycle 1. In the cycle 2 the students should be more trained and given more explanation of using QAR strategy to deal with implicit information, find main idea, make prediction, and identify communicative function. To identify implicit information, the teacher should remind the students that they might use the steps to deal with Think and Search question: Skimming or rereading, looking for important information, and making simple summary. Then to recognize main idea, the students should be suggested that they
might use the steps to deal with Think and Search question and then find the topic sentence as it states the main idea. Meanwhile, dealing with making prediction, and identifying communicative function, the students should be suggested and reminded to make use the steps of Author and You Question: rereading, thinking about what you already know and what the author says, and predicting. Moreover, the students should be given more examples on how to use the steps to deal with Think and Search and Author and Me Questions. Next, to make the students more actively participate and more easily to control, the number of students in group needs reducing, 3 to 4 students.

b. Acting

In the second cycle the teacher should explain the categories of QAR clearly and motivate students more and more to increase the correct answers to reading comprehension questions by considering both the text and the background knowledge by doing clearly steps, those steps are:

1. Reviewing and explaining to the students about how to use the types of question-answer relationships (QARs) related to the question in the text more clearly.
2. Using several models to demonstrate the types of QAR related to the questions.
   Those several models can be described as follows:
   a. Right There – In The Text
      ➢ The answer is stated in the text.
      ➢ The answer is usually contained in one sentence and is easy to find.
      ➢ The same words that make up the answer are often found in the question.
      Question stems can begin with:
      When is/was... ?
      Who is/was... ?
      What is/was... ?
      Where is/was... ?
b. *Think And Search* – In The Text

- The answer is stated in the text but you must combine pieces of information to fully answer the question.
- The answer is found in more than one place. The parts must be put together to answer the question.
- The words in the question may or may not be the same words used to answer the question.

c. *Author and Me* – In My Head

- The author gives clues that are combined with what you know to figure out the answer.
- The reader must read the text to answer the question, as well as use prior knowledge and experience.
- The reader must look for clues and evidence and prove the answer with details.
- Question stems can begin with:
  - How can you tell...?
  - How do you know...?
- The reader must read between the lines as the answer is not explicit in the text.

d. *On My Own* – In My Head

Knowledge of the text/topic is needed but the answer comes from your head.

- The reader need not read the text in order to answer the question and must use her/his own ideas and opinions to answer the questions.
- Question stems can begin with:
  - Do you believe...?
  - How do you know...?
  - How would you...?
  - Have you ever...?
- The reader relies on prior knowledge and experiences.

3. Providing practice by asking students to identify the QARs, the answer to the question, and the strategy they used for finding the answer:
1. The First Meeting

In pre-reading the teacher informed the students that they would have a hortatory text entitled ‘Should Ads (advertisement) be Banned from TV Program’. In order to activate students’ background-knowledge and retrieve their experiences bank, the
teacher purposed On My Own question, “what do you already know from the title?” students varied in answering the question:

S2: “Advertisement is how to make people buy something”

S7: “Promosi product, mister”

S16: “Producer that offers its products through TV, Radio, News Paper, and internet”.

S36: “Advertisement is how to persuade people to buy or to do something”.

Teacher: “Ok, good, well done”. (The teacher said so to appreciate students’ answer).

Next, the teacher asked students to predict what they would find in the text by proposing question of Author and Me category “What might this text be about?” The students answered heterogeneously. The following was a transcription of some students’ answers:

S8: “It will discuss the reason of the banning of Ads”

S33: “It will be about the negative effects of advertisement”

S22: “It might be about how ads affect people”

Teacher: “All right, you said that the text might be about the reason of the banning of Ads, the negative effects of advertisement, and it might be about how ads affect people. Well, if you want to know whether or not your prediction is correct and if you want to know more information, let’s read the text”. The teacher said so in order to formulate reading purpose and motivate student to read the text.

In while reading, the teacher distributed a hortatory text entitled ‘Should Ads (advertisement) be Banned from TV Program’. Receiving the text, the student read the text silently and searched information needed as it was formulated in pre-reading. The teacher then, asked the students to match their prediction with the information provided by the text. In order to check students’ comprehension, the teacher purposed some questions “What is the purpose of the writer?” (Author and Me), “Why do some programs which are not so popular get stopped?”
(Right There), and “Why does the writer choose to watch channel 2?” and “What does the passage mainly discuss?” (Think and Search). The teacher also asked students the QAR category of each question and asked them how to find the answer/information for the questions.

The students worked in group comprised 3 - 4 students, cooperating and discussing to answer teacher’s question while the teacher monitored the group work. Compared with the group in the previous cycle involved 6 – 7 students each group, this smaller group was much easier to control. Besides the teacher, on and on, reminded and encouraged every student to take part in his/her group, giving his/her contribution. It can be seen in the figure below:

![Figure 4.3: the students were working in group of four](image)

Most of the students no longer busy with themselves or even being sleepy. They were busy reading the text and cooperating and discussing to answer the question. They looked energetic and enjoyed the reading activity. Then, a representative student of each group read his/her group’s answer which was begun with Author and Me question, “What is the purpose of the writer?”; there were six from ten groups succeed to deal with such a question, the following was the transcription of some students answer:
S39: “It is Author and Me, the answer is the writer wants to complain about Ads on TV”
S33: “The writer wants to watch TV without any advertisement”
S15: “The writer wants to persuade the readers to ban the advertisement on TV”.

Teacher: “Well, it is Author and Me question, remember that when deal with such question, you have to make summary of what you read. Ok, look at the text!” (The teacher asked student to take a look at the text), then he said “it is a letter in which the writer are writing to complain ads on TV because there are so many ads especially during his favorite program”.

The students then answered next question, a Right There question category “Why some programs which are not so popular get stopped?” Here was a transcription of some representative students answer:

S37: “According to my group it is right there, the answer is because they do not attract enough ads”.

Teacher: “How do you know?”
S37: “It is stated in line 11, paragraph 4”.
Teacher: “That’s correct, well done”. (The teacher praised the student). The teacher also reminded the whole class when dealing with a right there question, they need to look back at the text and find out the keyword.

Afterward, the students continued answering the next question, “Why does the writer choose to watch cannel 2? (Think and Search). Most of groups could deal with such a question successfully; despite a few students were still confused to interpret the implicit information by making simple summary in order to answer the question.

S32: “According to our group, the writer choose channel 2 because there is no ads in channel 2 or (ABC)”.
S10: “The writer wants to watch other program”.
S20: “The writer chooses channel 2 or (ABC) because there are very little ads in channel 2. It is Think and Search.”
Teacher: “Ok, good. - It belongs to Think and Search”, (The teacher then reminded the student what to do when dealing with such a question), “let’s see the last paragraph then make simple inference, from that we know that the writer chooses the channel 2 because it may there is no advertisement or there are very little ads in channel 2 or (ABC)”.

The students continued answering the next question, i.e. “What does the passage mainly discuss?” Most of the groups, six from ten groups, were successfully find the mind idea but some of them were not. Consequently, the teacher showed and reminded the students the way to search main idea. He told them that they should use Think and Search category. It can be done by finding topic sentence. The topic sentence usually stated in the first sentence or the last sentence of a paragraph. In order to find the mind idea of the passage entitled ‘Should Ads (advertisement) be Banned from TV Program’ that the students already read, the teacher asked the students to read to the first sentence of each paragraph and then he told them to make simple summary.

In post-reading, the teacher asked students some questions as the reflection of what they read. “What most probably take place of there is no ads on TV?” (Author and Me) “To whom does the writer write the letter?” (Think and Search). The teacher also asked students the QAR category of each question and asked them how to find the answer/information for the questions. The representative student answer the first question in post reading Author and Me question. Most of the students had known that the question proposed by the teacher was Author and Me question, but it seems that the problem they still had was they found it was hard to make a complex inference.

S12: “It is Author and Me question, if there is no Ads people will probably watch TV all days long.

S13: “According to my group it’s Author and Me. If there is no ads the TV station will be hard to finance its programs”.

S40: “According to my group is Author and Me if there is no ads the TV station will be bankrupt”.

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Teacher: “Ok, good, it belongs to Author and Me question. Take a look at paragraph four” (The teacher asked students to read the second paragraph silently and then he showed the students what to do to answer the question) “there in paragraph two: some programs which are not so popular get stopped because do not attractive enough ads, even though those programs may be someone’s favorite. From this statement we can infer that the TV station needs advertisement. It needs the ads, as it get the profit from ads, the profit itself is used to finance the programs, and pay the salary of reporters and staff”.

Dealing with the last question in post-reading “to whom does the writer write the letter?” (Think and Search), most of the students could answer the question correctly.

S1: “It is Think and Search, the answer is the writer writes to the TV station owner”

S35: “Sama mister, according to our group it is Think and Search, the answer is the writer writes the letter to the TV station owner”

Teacher: “How do you know?”

S35: “In the last paragraph mister, dari kalimat For those reason, I think your TV station should stop showing ads. Dari kata your TV station berarti kan itu ditujuakan pada TV station owner.

Teacher: “Yes right, wonderful, you are smart”. (The teacher appraised the student while raised his right thumb).

Next, the teacher asked all the students identified cohesive devices, reference, and tenses used in the text. He also asked the students to find the vocabularies that the students did not know the meaning and find out the meaning of those new vocabularies using dictionary. After checking the meaning of the new vocabularies in the dictionary, the teacher asked the students to memorize them.

In closing activity, same like previous meeting the teacher made conclusion and gave feedback toward the learning process. Afterward, he gave students homework to search other
information about other negative effects of advertisement on TV from magazine, newspaper, or internet.

After the class was closed, some students were interviewed informally by asking students’ feeling about activity they already had and their opinion about the activity by using QAR compared with previous activity without using QAR, S23 gave his comment:


Another statement was from a responded encoded S37:


The statement above could be reflected that the students enjoyed the teaching-learning activity when the teacher implemented QAR (question-answer relationships) to teach reading comprehension and they did not feel burdened with the activity. Besides, they were happy during the activity of reading comprehension by means of QAR as it provided them with a strategy to deal with reading comprehension questions.
3) The Second Meeting

The teacher, in pre-reading, informed the students that they would have a hortatory text entitled “Into the Mouth of Babes”. In order to activate students’ prior-knowledge and to get more response from the students, the teacher provided the students with a picture of a child who is eating and then he purposed On My Own question, “What do you already know according to the picture and the title?”, the students answered heterogeneously as they have different experiences, bank of information, and background knowledge:

S10: “Little child should eat food with full of protein”
S14: “Children should eat healthy food”
S26: “Kids require nutritious meals and milk to grow up well”

The teacher then stimulated students to predict what the text would discuss. He proposed a question of Author and Me category “Based on the picture and the title what might this text be about?” Students answer variously based on their various information and experiences:

S11: “It’s will be about children food”
S27: “Children health food”
S18: “The text will discuss about children’s meal for example cereal”.

Teacher: “Well, if you want to know whether or not your prediction is correct and if you want to know more information about ‘smoking in restaurant’ let’s read the text”. The teacher said so in order to formulate reading purpose and motivate students to read the text.

In while reading, the teacher distributed a hortatory exposition text entitled “Into the mouth of babes”. Student read the text given to them silently, searched information in the text, as it was their purpose formulated in pre-reading. Later, the teacher asked the students to match the information provided by the text with their prediction in pre-reading.

After reading the text, the teacher checked students’ comprehension by proposing some questions. “What is the
purpose of the writer writing this text?” (Author and Me) “To whom does the writer write the letter?” (Right There), and “Why should children be able to understand the trick of advertising industry?” and “The passage is mainly about….” (Think and Search). The teacher also asked students the QAR category of each question and asked them how to find the answer/information for the questions.

The students worked in group comprised 3 - 4 students, cooperating and discussing to answer teacher’s question while the teacher monitored the group work. He, for many times, reminded and encouraged every student to take part in his/her group, giving his/her contribution.

Most of the students no longer busy with themselves or even being sleepy. They were busy reading the text and cooperating and discussing to answer the question. They looked energetic and enjoyed the reading activity. Then, a representative student, in turn, of each group read his/her group’s answer which was begun with Author and Me question. “What is the purpose of the writer writing this text?” from ten groups of students in the class, there were six groups could successfully deal with the question. Here was a transcription of a representative student who could successfully deal with the question:

S7: “It’s Author and Me question, the writer purpose is to complain on the way the food is being advertised to children”.

Teacher: “Ok, Good” the teacher then reminded all the students the trick or the way when facing with such a question. “To answer the question all of you should make a conclusion of what you read, especially on paragraph one”.

Next, the students continued answering subsequent question “To whom does the writer writes the letter?” (Right There). The students were very enthusiastic to answer the question. They raised their hands wanted to answer the question. The following were the students’ answers:

S12: “It’s Right There question, the answer is in line 17, paragraph 5, the writer writes the letter to prime minister.
S13: “The answer is the writer writes the letter to prime minister, the answer is in line 17, paragraph 5”

S4: “My group’s answer is the same that the answer is the writer writes the letter to prime minister and it’s Right There question”.

Teacher: “That’s correct” the teacher was exited as the students answered correctly.

The students continued answering the next question, “Why should children be able to understand the trick of advertising industry?” (Think and Search). The following is the transcription of a representative student who could successfully answer the question:

S1: “According to my group, it’s Think and Search question. TV advertising is powerful and influential so that the children should understand the trick of the advertising industry and its main goal is to get a big profit”.

Teacher: “That’s correct, well done,” The teacher praised the student. He then reminded all the students how to answer the question. He told the student that they need to interpret the implicit message by making simple inference to answer the question.

The students continued answering the next question, i.e. “The passage is mainly about…..” Most of the groups, five from ten groups, were successfully find the mind idea but some of them were not. Consequently, the teacher showed and reminded the students the way to search main idea. He told them that they should use Think and Search category. It can be done by finding topic sentence. The topic sentence usually stated in the first sentence or the last sentence of a paragraph. In order to find the mind idea of the passage entitled “Into the Mouth of Babes” that the students already read, the teacher asked the students to read to the first sentence of each paragraph and then he told them to make simple summary.

In post-reading, the teacher asked students a question as the reflection of what they read. “What does the writer suggest?” (Author and Me). Most of the student had already known that
the question belongs to Author and Me but some of them were still difficult to understand how and what to do with the question. For that, the teacher reminded the students how to dealt with the question “It’s Author and Me question, to answer the question you have to make the conclusion of what you read - and the answer of the question is the writer suggest that the prime minister should take the lead in calling together the advertisers, TV networks, consumers, and public health bodies to reinforce to message about balanced diet”.

In this phase, the teacher also asked student opinion “In your opinion how to avoid children from consuming unhealthy food?” The students gave their opinion variously as they had different information and experiences. Here was a transcription of a student who gave her opinion:

S28: “To avoid children from consuming unhealthy food, the parents can tell the children that if they eat unhealthy food they will be sick so that they cannot play”. The teacher asked her the reason why she gave that opinion, she said that her mother used to do that when her sister eat unhealthy food.

After that, the teacher asked all the students identified cohesive devices, reference, and tenses used in the text. He also asked the students to find the vocabularies that the students did not know the meaning and find out the meaning of those new vocabularies using dictionary. After checking the meaning of the new vocabularies in the dictionary, the teacher asked the students to memorize them.

In closing activity, the teacher made conclusion and gave feedback toward the learning process. Afterward, the teacher gave students homework to search other information about the good food for children from magazine, newspaper, or internet.

After the class was over, some students were interviewed informally by asking students’ feeling about activity they already had and problem they possessed during the activity. A respondent encoded S19 gave his comment.

“Saya menyukai pembelajaran membaca teks hari ini, tapi permasalahanannya ketika ditanyai pertanyaan-pertanyaan
kadang saya masih agak sulit menjawabanya walaupun saya sudah tau kategori pertanyaannya. Seperti tadi eee.e.e apa ketika ditanyai pertanyaan kategori Author and You, saya sudah tau itu pertanyaan kategori Author and You namun saya agak kesulitan untuk membuat kesimpulan dari apa yang saya baca untuk menjawab pertanyaannya. Tapi setelah dikerjaan bersama-sama dalam kelompok, kami sekelompok tau jawabannya." (Thursday, October 4, 2012) (See Appendix 19)

Another respondent: S23 stated that

“Menurut saya kegiatan membaca tadi menyenangkan dan tidak menjemukan, namun tadi agak kebingungan pas waktu ada pertanyaan Author and Me, menurut saya pertanyaan tersebut sulit, untungnya tadi itu dikerjakan bareng-bareng sama kawan-kawan dalam kelompok nah ketika didiskusikan dalam kelompok akhirnya bisa juga jawabnya”. (Thursday, October 4, 2012) (See Appendix 19)

The statement above can be reflected that the students enjoyed with the teaching-learning process. However, they were difficult to answer teacher’s question such as Author and Me question. As one of the students said that he actually had already known the category: Author and Me but he was confused to answer the question since he found it was difficult to make complex inference. Fortunately, the students were working in the group in which they could discuss for the solution. Thus, after working and cooperating in the group they finally could answer the question.

3. The Third Meeting

The teacher then, in pre-reading, informed the students that they would have a hortatory text entitled ‘Corruption’. In order to activate students’ background-knowledge and retrieve their
previous experiences, the teacher purposed *On My Own* question, “What do you already know from the title?” the answer varied as they had various and heterogeneous prior-knowledge. The following was the transcription of the students’ answers:

S5: “Corruption is illegal, immoral or dishonest behavior, especially by people in positions of power”.

S24: “Corruption is stealing money from people and the state”.

S2: “Corruption is dishonestly using a position or power to oneself advantage, especially for money”, the people doing corruption is called corruptor, like Angelina Sondakh”.

The teacher then asked students to predict what the text would discuss. He purposed a question of *Author and Me* category “Based the title what might this text be about?” Students answered heterogeneously according to various experiences and information that each student possessed:

S21: “The text will be about the cause of corruption”

S17: “Based on the title, this text might be about Kinds of corruption and how to fight again corruption”

S32: “It will discuss the way how to stop corruption”

S4: “Effects of corruption”

The teacher then encouraged the students to read the text. He said “if you want to know more information about corruption, let’s read the text!” Besides, he said so, in order to formulate students’ reading purpose i.e. to find information in the text which is ultimately, of course, to motivate the students to read the text.

In while reading phase, the teacher distributed a hortatory exposition text entitled “Corruption”. Students read the text given to them silently, searched information in the text, as it was their reading purpose formulated in pre-reading. Later, the teacher asked the students to match the information provided by the text with their prediction in pre-reading.

After reading the text, the teacher checked students’ comprehension by proposing some questions. “What does the
writer intend to?” (Author and Me) “What is the most corrupt place in Indonesia?” (Right There), and “Why is smuggling in Tanjung Priok is not a new thing at all?” (Think and Search) and “What is the main idea”. The teacher also asked students the QAR category of each question and asked them how to find the answer/information for the questions.

The students worked in group comprised 3 - 4 students, cooperating and discussing to answer teacher’s question while the teacher monitored the group work. He, for many times, reminded and encouraged every student to take part in his/her group, giving his/her contribution.

Most of the students no longer busy with themselves or even being sleepy. They were busy reading the text and cooperating and discussing to answer the question. They looked energetic and enjoyed the reading activity. Then, a representative student, in turn, of each group read his/her group’s answer which was begun with Author and Me question. What does the writer intend to?” when answering such a question, the groups of students, often, had different answer, when this happened, the groups, one another, argued and explained why they answered the question differently:

S34: “According to my group, it is Author and Me, the writer intend to explain the relation between corruption and money”

S33: “We disagree with the answer, the answer is less complete, from the text, the writer intends to explain the relation between corruption and money and persuades the readers to fight again corruption as it stated in paragraph three and four”.

The Teacher then showed the right answer and reminded the students how to deal with the question “Ok, Well, the right answer is the writer intends to explain the relation between corruption and money and persuades the readers to eradicate or fight again corruption the writer intends to explain the relation between corruption and money and persuades the readers to fight again corruption. As it is Author and Me question you can
get the answer by making inference of the text and using your schemata”.

Next, the students continued answering subsequent question “What is the most corrupt place in Indonesia?” (Right There). Likewise the previous meeting, the students were very enthusiastic to answer Right There question. They raised their hands wanted to answer the question. The following were the students’ answers:

S16: “It’s Right There, the most corrupt place in Indonesia is Jakarta”

S36: “According to my group, it is right there, the answer is Jakarta and the keyword is the most corrupt place”

S39: “It is Right There question, the answer is Jakarta. It can be found in line 4, paragraph 1”

Teacher: “That’s correct, well done” The teacher was exited as the students answered correctly.

Next, the students continued answering the next question “Why smuggling in Tanjung Priok is not a new thing at all?” (Think and Search). Most of groups could deal with such a question successfully; there were two groups that still confused to interpret the implicit information by making simple summary in order to answer the question. Here was one of the representative students that could successfully deal with the question:

S25: “It’s Think and Search, it can be seen in paragraph 2, from that we can conclude that smuggling in Tanjung Priok is not a new thing at all because most people know that the smuggling is often happened and there was no punishment, so that there were many people do smuggling”.

The students continued answering the next question, i.e. identifying main idea. Most of the students were successfully find the mind idea but some of them were not. Consequently, the teacher showed and reminded the students the way to search main idea. He told them that they should use Think and Search category. It can be done by finding topic sentence. The topic sentence usually stated in the first sentence or the last sentence
of a paragraph. In order to find the mind idea of the passage entitled ‘Corruption’ that the students already read, the teacher asked the students to read to the first sentence of each paragraph and then he told them to make simple summary.

In post-reading, the teacher asked students some questions as the reflection of what they read. “What does the author suggest?” (Author and Me) and “Why does the survey make the writer sad?” (Think and Search). The teacher also asked students the QAR category of each question and asked them how to find the answer/information for the questions.

The students still worked in group comprised 3 - 4 students, cooperating and discussing to answer teacher’s question while the teacher monitored the group work. Compared with the group in the previous cycle involved 6 – 7 students each group, this smaller group was much easier to control. Moreover, the teacher encouraged every student to participate in his/her group.

A representative student of each group read the answer of his or her group begun with Author and Me question “What is the author message?” Most of the groups could answer the question, form ten groups, six of them could successfully deal with the question. The following was a transcription of a representative student’s answer:

S25: “It is Author and Me question. The writer suggests that everyone should be involved in the effort to eradicate the corruption without making any distinction”.

The students then answered Think and Search question “Why does the survey make the writer sad?” Most of the groups could successfully deal with the question; there were seven groups could successfully deal with the question. Here was a transcription of the answer of a representative student who could correctly answer the question:

S29: “It’s Think and Search, the survey make the writer sad because it claims that Jakarta or the city in which he lives as the most corrupt place in Indonesia”.
In this phase, the teacher also asked student opinion/suggestion “What is your suggestion to eradicate or minimize corruption?” the teacher spurred the students to deliver their opinion and suggestion. He said that the students should be confident and it would be alright if later they made mistake as they were in the learning process. Thus, everybody was vigorous to give his/her opinion including those who were used to be less motivated and those who were not very clever or slow. One of them provided his opinion in very simple sentence and even made mistake:

S36: “To stop corruption the corruptor must kill”

The teacher did not directly say that the student produced a wrong sentence. Since teacher appreciated student’s eagerness to deliver his opinion and did not want to make the student fragile, he corrected the student’s sentence by creating the right sentence “Ok, that good, you mean that one of the ways to eradicate corruption is by a death penalty for corruptors”.

Afterward, the teacher asked all the students identified cohesive devices, reference, and tenses used in the text. He also asked the students to find the vocabularies that the students did not know the meaning and find out the meaning of those new vocabularies using dictionary. After checking the meaning of the new vocabularies in the dictionary, the teacher asked the students to memorize them.

In closing activity, the teacher did the same activities like what he did in previous activity by making conclusion and gave feedback toward the learning process. Afterward, the teacher gave students homework to search other information about negative effects of cars for cities from magazine, newspaper, or internet.

Soon after the class was over, some students were interviewed informally by asking students’ feeling about activity they already had. A respondent encoded S40 gave his comment.

“Kegiatan belajar hari ini menyenangkan apalagi tadi kawan-kawan sudah mulai berpartisipasi ketika membahas
According to the statements above, it indicated that the students enjoyed the reading activity. Then, when the number of students was reduced, the students, who used to be busy with themselves, chatting or even disturbing other students, became more actively participated in the group. In other word, the smaller group made it easier to control.

4. The Fourth Meeting

The teacher then, in pre-reading, informed the students that they would have a hortatory text entitled “Watch Your Kids While Watching TV”. In order to activate students’ background-knowledge and retrieve their previous experiences, the teacher purposed On My Own question, “What do you already know from the title?” the answer varied as they had various and heterogeneous prior-knowledge. The following was the transcription of the students’ answers:

S35: “Parents must keep away children from kekerasan and pornografi”.
S29: “Children must not watch film kekerasan”.
S1: “Anak-anak melakukan kekerasan karena program kekerasan di TV”

Teacher: “OK, Good”. The teacher said so to appreciate the students’ response. The teacher then corrected the students’ sentence by repeating and replacing the students’ sentence with right order, grammar, and English vocabulary, avoiding students from being fragile and discourage. “Well, now based on the title
we got parent must keep away children from violence and pornographic; Children must not watch violent films; and the children do the crime by imitating, meniru, violent programs in TV”.

The teacher then asked students to predict what the text would discuss. He proposed a question of Author and Me category “Based the title what might this text be about?” Students answered heterogeneously according to various experiences and information that each student possessed:

S11: “It is about programs that suitable for kids”
S17: “It’s about how to protect kids from negative effects of TV”.
S21: “It will be about how to choose good programs for kids”

Teacher: “Ok, good”.

The teacher then stimulated students to read the text. He said “if you want to know more information in the text, and if you want to know whether your prediction is right, let’s read the text!” Besides, he said so, in order to formulate students’ reading purpose i.e. to find information in the text which is ultimately, of course, to motivate the students to read the text.

In while reading phase, the teacher distributed a hortatory exposition text entitled “Watch Your Kids While Watching TV”. Student read the text given to them silently, searched information in the text, as it was their reading purpose formulated in pre-reading. Later, the teacher asked the students to match the information provided by the text with their prediction in pre-reading.

After reading the text, the teacher checked students’ comprehension by proposing some questions. “What does the writer suggest?” (Author and Me) “What negative effects does the television expose?” (Right There), and “Why we should limit television viewing for children to one-two hours each day?” and “What is the main idea” (Think and Search). The teacher also asked students the QAR category of each question and asked them how to find the answer/information for the questions.
The students worked in groups comprising 3 - 4 students, cooperating and discussing to answer the teacher’s question while the teacher monitored the group work. Compared with the group in the previous cycle involving 6 - 7 students each group, this smaller group was much easier to control. Besides, the teacher, for many times, reminded and encouraged every student to take part in his/her group, giving his/her contribution.

Most of the students no longer busy with themselves or even being sleepy. They were busy reading the text and cooperating and discussing to answer the question. They looked enthusiastic and enjoyed the reading activity. Then, a representative student, in turn, of each group read his/her group’s answer which was begun with Author and Me question. “What does the author suggest?” From ten groups of students in the class, there were six groups could successfully deal with the question. Here was a transcription of a representative student of the group that could successfully deal with the question:

S8: “It’s Author and Me question, the writer suggest that we can protect our children by limiting television viewing, reviewing the rating of TV shows, accompanying the children to watch TV and we must not let the children to have TV set in their own bedrooms.

The Teacher then showed and reminded the students how to deal with the question “Ok, Well, that’s right. As it is Author and Me question you can get the answer by making inference of the text and using your experience or information you have in your head.”

Next, the students continued answering subsequent question “What negative things does the television expose?” (Right There). Likewise the previous meeting, the students were very enthusiastic to answer Right There question. They raised their hands wanted to answer the question. The following was an answer of a representative student of the group that could answer the question correctly:
S38: “According to my group, it is right there, the negative things of television are that it exposes violence, pornography, and consumerism.”

Teacher: “That’s correct, well done” The teacher was exited as the students answered correctly.

Next, the students continued to answer the next question “Why we should limit television viewing for children to one-two hours each day?” (Think and Search). Most of groups could deal with such a question successfully; there were two groups that still confused to interpret the implicit information by making simple summary in order to answer the question. Here was one of a representative student of the group that could successfully deal with the question:

S25: “It’s Think and Search. Because too much watching TV can bring about bad-time disruption, stress, short sleep duration, and the possibility of being aggressive”.

The students continued answering the next question, i.e. identifying main idea. Most of the students were successfully find the mind idea but some of them were not. Consequently, the teacher showed and reminded the students the way to search main idea. He told them that they should use Think and Search category. It can be done by finding topic sentence. “Find words or a topic sentence that describe the main point of the selection what the topic is. If the main idea is not stated in the selection, then determine what the topic is. Next, find the key ideas and details being made about the topic”. In order to find the mind idea of the passage entitled ‘Watch Your Kids While Watching TV’ that the students already read, the teacher asked the students to read to the first sentence of each paragraph and then he told them to make simple summary.

In post-reading, the teacher asked students some questions as the reflection of what they read. “What most probably happen if we allow the children to have a TV set in their own bedroom?” (Author and Me) and “Why does the survey make the writer sad?” (Think and Search). The teacher also asked students the
QAR category of each question and asked them how to find the answer/information for the questions.

The students worked in group comprised 3 - 4 students, cooperating and discussing to answer teacher’s question while the teacher monitored the group work. Compared with the group in the previous cycle involved 6 – 7 students each group, this smaller group was much easier to control.

Afterward, a representative student of each group read the answer of his or her group begun with Author and Me question “What most probably happen if we allow the children to have a TV set in their own bedroom?” Most of the groups could answer the question, form ten groups; seven of them could successfully deal with the question. The following was a transcription of a representative student’s answer:

S20: “It is Author and Me question. The answer is that we will be difficult to control the children from watching negative programs for children”.

In this phase, the teacher also asked student opinion/suggestion “In your opinion why we should watch TV with children and discuss what happening in the show?” When the teacher purposed the question, the students were enthusiastic to give their opinion. However, there were some students that were passive. They were unwilling to share their idea or deliver opinion, unless the teacher asked them directly to give the opinion.

Afterward, the teacher asked all the students identified cohesive devices, reference, and tenses used in the text. He also asked the students to find the vocabularies that the students did not know the meaning and find out the meaning of those new vocabularies using dictionary. After checking the meaning of the new vocabularies in the dictionary, the teacher asked the students to memorize them.

In closing activity, after the teacher made conclusion and gave feedback toward the learning process he also gave students homework to search other information about negative effects of cars for cities from magazine, newspaper, or internet.
Soon after the class was over, some students were interviewed informally by asking students’ feeling about activity they already had. A respondent encoded S18 gave his comment. “Saya pikir dengan pembagian kelompok diskusi yang lebih sedikit kegiatan tadi lebih menyenangkan. Terus tadi kawan-kawan juga sudah mulai aktif membantu mencari pertanyaan-pertanyaan pak guru. jadinya kalau ada yang gak ikut bantu kerja kelompok malu sendiri pak, nyolok banget. Seperti si Icha biasanya cekikikan rame sama si Erwanto tadi tuh enggak, dia malah ikut bantu nyari jawaban pertanyaan-pertanyaan pak guru”. (Thursday, October 11, 2012) (See Appendix 19)

Statements above can be synthesized that the students were happy with the reading activity that day. Then, when the number of group was reduced, in the previous cycle per-group included 6 – 7 students while in the cycle two per-group consisted of 3 – 4 students, the students as the member of the group became more active to participate in the group.

5) The Fifth Meeting
The fifth meeting was conducted on Monday, October 15, 2012. There were 40 students, a researcher (who also functioned as an English teacher) and a collaborator joined the class. The class was from 10.15 a.m. to 11.45 a.m.

That day, as was informed in the previous meeting, students would have post-test. The test covered several reading skills: recognizing communicative function, mentioning the main idea, getting explicit message, interpreting implicit message, and making prediction (predicting what will happen).

c. Observing
Observing was conducted in order to know the effects of the implementation of Question answer relationship to improve students’ reading comprehension and was aimed at knowing how effective QAR to promote students’ reading comprehension. It was also aimed at finding out the strong
points and weaknesses of QAR to improve students’ reading comprehension.

In observing, the techniques used were observation and interview. The observation was conducted during the reading instructional process using QAR and was done by the researcher along with the Collaborator in each meeting while the interview was conducted by the researcher to the students in the end of each meeting. It was done by interviewing some students about the instructional process.

The data from the observation resulted from the member checklist during the activity in the classroom. The writer tries to see three aspects in this observation, they are: motivation and participation. For the sake of clarity, the data can be seen below:

Table 4.4
Observation Sheet In The Second Cycle
Note: 1 = Bad 2 = Enough 3 = Good 4 = Very Good

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In the second cycle, it can be seen that some students had good motivation and participation. It is because the second cycle is the main activity in QAR in which they have to deal with
hortatory exposition text and answer the questions related to the text either explicitly or implicitly. However, some students still did not have good motivation and participation because they were not confident to convey what they are thinking about.

In this second cycle, all the activity conducted had been fit with the lesson plan made by the researcher. From the phase of phase until the phase of reflection, it can be found that the main objective in which students are able to answer the questions based on categories of QAR successfully.

With regard to the main objective in the second cycle that is focused on answering the question based on the types of QARs categories, it can be found that most of the students had understood to match the question with the types of QARs categories. They discussed each other and tried to answer the question correctly, and tried to give correction on grammar mistake as well. And overall, the activity had been successfully followed by all the students.

Students thought that working in a group could help them in answering the questions. They could firstly discuss what they were going to read and could easily answer the question. In this cycle, QAR strategy had almost successfully overcome students’ difficulties in reading comprehension. As the result, they could practice without any burdens.

Some students thought that reading text by using QAR strategy make them easy in answering every question even in high level question, because the categories of QAR provide the way to answer every question easily.

1) The Improvement of Students’ Participation

After more working with QAR strategy and being provided with more samples and directions on how to make use QAR to encounter teacher’s question. And when the students worked in smaller group, they became more actively participated in their group. A respondent encoded S18 gave his comment S37:

“Asyik pak, saya udah agak bisa sekarang jawab yang apa di teks yang pake kata kunci, enak langsung ketemu, trus tadi
According to the statement, the students, after being more familiar with how applying QAR they became more enthusiastic to join the teaching-learning process. It might because the students were happy since he begun understanding on how to use especially In The Book question category and felt that it was helpful to finding specific information for the answer using keyword.

Another statement was from S18:
“Saya pikir dengan pembagian kelompok diskusi yang lebih sedikit kegiatan tadi lebih menyenangkan. Terus tadi kawan-kawan juga sudah mulai aktif membantu mencari pertanyaan-pertanyaan pak guru. jadinya kalau ada yang gak ikut bantu kerja kelompok malu sendiri pak, nyolok banget. Sepeti si Icha biasanya cekikikan rame sana si Erwanto tadi tuh enggak, dia malah ikut bantuin nyari jawaban pertanyaan-pertanyaan pak guru”. (Thursday, October 11, 2012) (See Appendix 19)

The statements above could be synthesized that when the number of group was reduced, in the previous cycle per-group included 6 – 7 students while in the cycle two per-group consisted of 3 – 4 students, the students as the member of the group became more active to participate in the group, while the teacher became much easier to control the group. Yet, in post-reading when the teacher asked the students’ opinion as the reflection of they read, most of them were passive. They did not deliver their opinion unless the teacher forced them and pointed or called their name. It might because they were less confident
or afraid of making mistake when producing sentence to giving response or opinion.

2) The Improvement of Students’ Motivation

Most of the students no longer busy with themselves or even being sleepy. They were busy reading the text and cooperating and discussing to answer the question. They looked energetic and enjoyed the reading activity. Furthermore, the students became more motivated to read the text since the teacher provided them with a reason of reading by asking them a question of *Author and Me*: According to the title what the text would discuss? The students should predict what the text might be about. They were curious whether their prediction was in line with what the text would present to them. In other word, they wanted to know more information by reading the text. It can be seen when the teacher asked them, in the fourth meeting of cycle, soon after the instructional process was over, whether the activity made them interested to read the text. A respondent encoded S34 gave his comment.

“Kegiatan tadi membuat saya bersemangat untuk membaca kerena kegiatan yang seperti ini nih yang saya inginkan, tidak membebani, tidak membosankan. Saya merasa sengang dengan belajar-mengajar seperti ini. Di tambah ketika pak guru meminta anak-anak untuk memprediksi kira-kira apa yang akan dibahas dalam teks. Saya tadi juga ikutan menebak kira-kira apa yang akan dibahas dan saya pengen cepet-cepet liat di teks bener ga jawaban prediksi saya”.

Another respondent S17 stated that

“Kalau belajar seperti ini sich saya jadi saya jadi suka membaca teksnya karena tadi sebelum membaca teks ada intro nya dulu, pak guru tanya sama anak-anak, berdasar judul apa yang kamu telah ketahui terus apa yang kira-kira akan di bahas nanti dalam teks. Anak-anak jadi penasaran pengen tau apa yang akan di bahas. Saya tadi juga semangat
The students’ statements above showed that their interest was affected by the teacher’s asking the students to predict according to the title what the text would discuss. Moreover, it encouraged students to read the text as they were curious about their prediction and wanted to know more information provided by the text.

d. Reflecting
Reflecting was aimed at examining the strong points and the weak points of the second cycle. In this case, the weak points were employed to make recommendation that would be used to design planning for next cycle. Here, the reflection covers the strong points and the weak points of improving reading comprehension by means of QAR and recommendation.

1) The Strong Points
a) The students became more interested and motivated to join the class as they were introduced a new technique that is QAR.

b) The students were more familiar with the categories of QAR, so it encouraged the students to activate their background knowledge. By activating their background knowledge, the students understood the text well.

c) The students enjoyed the teaching-learning activity when the teacher implemented QAR (question-answer relationships) to teach reading comprehension and they did not feel burdened with the activity as QAR provided them with a strategy to deal with reading comprehension questions. And after being well guided and explained the QAR’s categories for several time, the students became more familiar, especially, with Right There and Think and Search questions. Therefore, the students become more strategic more particularly in finding explicit information and recognizing main idea.
d) The students were easier to control and became more active when the group of the students was reduced. In the cycle 2, per group consisted of 3 – 4 students while in the previous cycle per group included 6 – 7 students. Furthermore, the students were motivated to read when the teacher asked them to activate schemata by proposing Author and Me question: What the text might be about?. The students were curious especially when the teacher said that if they wanted to check whether their prediction was right and if they wanted to get more information they should read the text.

e) The researcher and the teacher actively discussed before and after meeting. Together, they made reflection and evaluation of teaching-learning process. By so doing, it is hoped that it can improve teaching proficiency.

2) The Weak Points

The weak points found in the implementation of QAR in the second cycle:

a) According to the post-test in cycle 2, the students’ reading comprehension skill was increased. However, the mean score of recognizing communicative function, interpreting implicit information, and making prediction, had not achieved yet the minimal passing grade/KKM and still needed improving. This was most likely happen since the questions were difficult to answer while the students still called for more explanation and exercise to encounter such a question. It suggested that the teacher should be more patient to provide clearly more explanation and guidance, more particularly, to deal with higher level questions.

b) The students needed to be more encouraged and motivated in teaching-learning process as it could be seen when the teacher asked the students’ opinion as the reflection of what they read, most of them were passive and did not share their opinion or give any response.
3) **Recommendation**

a) The teacher should ask the students to reread the text, combine the information in the text, and then make simple summary to identify *implicit information* (Think and Search).

b) The teacher then should tell the students to do the following steps to recognize *communicative function*: rereading, thinking about what you already know (e.g. the generic function and generic structure of a text) and what the author says.

c) The teacher should tell the students to relate between information provided by the text with information stored in the head (pervious information/schemata). In order to make students more familiar with the steps to deal with question of *Think and Search* and *Author and Me*, the teacher should mention the steps and then asked the students to repeat. And give example to do so.

d) The students should be more motivated and encouraged to participate actively in teaching-learning process while the teacher should avoid the students from being discouraged by telling them that they should share their opinion and give any response and it would be fine if they made mistakes. Another effort to motivate students to actively participate is by praising and appreciating their response. Thereby, when responding or answering questions and then making mistake, the teacher should not angry with the students. He ought to appreciate their responses by saying, for example: I appreciate that; I like the way you said that; Thank you very much for that; I Sure like your taking that risk.

Here, some result of the students’ score of improvement of Students’ Reading Comprehension Skill can be seen in the table below:
Table 4.5
The Result of Post-Test In Cycle 2 Compared With Post-Test In Cycle 1:

<table>
<thead>
<tr>
<th>Elements</th>
<th>Preliminary research</th>
<th>Post-test cycle 1</th>
<th>Post-test cycle 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explicit information</td>
<td>60.5</td>
<td>73.1</td>
<td>75.3</td>
</tr>
<tr>
<td>Implicit information</td>
<td>52.5</td>
<td>64.6</td>
<td>67.3</td>
</tr>
<tr>
<td>Main Idea</td>
<td>54.3</td>
<td>66.3</td>
<td>73.1</td>
</tr>
<tr>
<td>Making Prediction</td>
<td>47.8</td>
<td>59.7</td>
<td>61.6</td>
</tr>
<tr>
<td>Communicative function</td>
<td>54</td>
<td>65.8</td>
<td>69.1</td>
</tr>
</tbody>
</table>

Referring to the result of post-test in cycle 2, there were 20 students scored above or equal to 70 (see appendix 13). Referring to Kriteria Ketuntasan Minimal (KKM) of class eleven: 70, it means that there 50 % of students passed the passing grade. The highest score was 87 and the lowest score was 57. The students’ score in the second cycle was increased compared with the students’ score in post-test of cycle 1 as there were 14 or 35 % students scored above or equal to 70. Nevertheless, the target of 75 % students achieving the passing grade had not been achieved yet.

3. Cycle 3
Considering the problems found in the implementation of QAR to improve students’ reading comprehension in cycle 2 and the target of 75 % students’ passing KKM had not been achieved yet, the researcher along with the collaborator conducted the next cycle or cycle 3 hoped that the problems found in cycle 2 could be minimized or resolved.
a. Revised Planning

a) The teacher should ask the students to reread the text, combine the information in the text, and then make simple summary to identify implicit information (Think and Search). b) The teacher then should tell the students to do the following steps to recognize communicative function: rereading, thinking about what you already know (e.g. the generic function and generic structure of a text) and what the author says. c) The teacher should tell the students to relate between information provided by the text with information stored in the head (pervious information/schemata). In order to make students more familiar with the steps to deal with question of Think and Search and Author and Me. d) The teacher should mention the steps and then asked the students to repeat. And give example to do so. e) The students should also be more motivated and encouraged to participate actively in teaching-learning process while the teacher should avoid the students from being discouraged by telling them that they should share their opinion and give any response and it would be fine if they made mistakes. Moreover, the teacher ought to appreciate students’ responses by saying, for example: I appreciate that; I like the way you said that; Thank you very much for that; I Sure like your taking that risk or even something as apparently "childish" as a "Good Job!" stamp or sticker to encourage students to perform at higher levels.

b. Acting

Before going to the main activity, the teacher reviewed the previous lesson and reminded the students about the steps to answer Think and Search question to recognize implicit information and the steps to answer Author and Me question to make prediction by mentioning the steps and then asked the students to repeat. He also reminded the students to use the steps to answer Author and Me question especially to identify communicative function: rereading, thinking about what you
already knows (e.g. the generic function and generic structure of a text) and what the author says, and predicting.

In this cycle the teacher pushed the students more and more to achieve the significant result by providing a basis for teaching three comprehension strategies: locating information; showing text structures and how the information is organized; and determining when an inference or reading between the lines is required. QAR shows students the relationship between questions and answers, how to categorize different types and levels of questions (Right There, Think and Search; the Author and You and On My Own questions), as well as how the text does not have all the answers.

In this cycle the teacher made sure that QAR had helped students consider both information from the text and information from their own background knowledge. If students were asked to create their own questions, QAR also extends their writing ability. The teacher worked hard in helping students fully by showing the relationship of the Questions to Answers.

After teacher guided students more and more the teacher asked students to work in group again to discuss a hortatory text by comprising into small groups and they were asked to read text carefully and identify which of the QAR levels they used.

Like in the previous cycles, in this cycle the students were treated for four meetings meanwhile the post test was provided in the fifth cycle. The materials provided in this cycle were as follow: ‘Should not Bring Mobile Phone to School’ ‘More Dust bins is cleaner’ ‘Encouraging to Use Mass Transportation’ and ‘Fasten Your Seat Belt!’
Figure 4.4: The Teacher Was Monitoring And Encouraging Every Student To Be Actively Participated In The Teaching-Learning Process.

Like in the second cycle, in this cycle the students still cooperated and discussed in group comprising 3 - 4 students, while the teacher monitored the group work. The teacher, on and on, reminded and encouraged every student to take part in his/her group, giving his/her contribution.

In this cycle the students were more enthusiasm in giving his/her opinion after having some treatment in the previous cycle, they finally could understand how to use the QAR categories related to the question of the text. They could participate well and were motivated in answering every question.

Figure 4.5: A Student Was Delivering His Opinion
Their enthusiasm could be seen especially in post-reading, the teacher asked students some questions as the reflection of what they read. Almost students were able to point out their opinion and there felt confident with their performance in answering the question.

Although the student made mistake, the teacher was not angry with him/her. He did not even tell the student that he made mistake. He even praised for the student’s giving opinion. He corrected the student’s sentence by replacing it with the correct sentence.

And the last, the teacher had students work individually on questions from longer passages got students to examine the types of questions in their text.

Finally the teacher assured that the most students had understood to know how to find the information that is important in the text and they were able to distinguish the different types of questions based on QAR categories and find the answers exactly based on the types of it.

Then, some students were interviewed informally every meeting by asking students’ feeling about activity they already had and their opinion about the activity by using QAR compared with previous activity without using QAR. S12 gave his comment:

mengapa kamu menjawab begini atau begitu. Pokoknya kita tuh jadi paham apa yang akan kita baca’. (Thursday, October 18, 2012) (See Appendix 21)

The students’ statement reflected that they enjoyed the reading activity. They preferred the reading activity using QAR to the previous activity before using QAR. In which in previous activity before using QAR, they were asked to read text in LKS. They then had to answer questions without any guidance how to find the answer. Furthermore, the teacher did not ask them the reasons of their answers. It was quite different when QAR was used in reading activity. It bridged the students’ schemata with the text. It provided the directions how to deal with the question. It also required the students to provide the reasons of their answer. For that, it spurred the students to understand what they read and enabled them to reflect it.

S33 gave his comment:
‘Menurut saya kegiatan pembelajaran tadi mengasikkan dan setelah beberapa kali kegiatan membaca teks dengan cara-cara seperti ini saya sudah mulai paham betul dengan pertanyaan-pertanyaan seperti Right There yang biasanya tanda-tandanya bisa ditemukan jelas didalam teks dan kita tinggal menggunakan keywords atau kata kunci. Saya paling mengerti itu. Juga pertanyaan Think and Search, setelah berkali-kali berlatih dan sering dijelaskan, akhirnya saya juga mulai ngerti. Trus kalau pertanyaan Author and Me dan On My Own saya juga sudah mulai bisa menjawabnya walaupun kadang-kadang masih susah bagaimana bikin kesimpulan pada teks dan pengalaman atau informasi yang kita punya, akhirnya lama-lama agak faham juga tapi ya kadang-kadang ya sering salah, ha.ha.ha. Tapi untungnya pak gurunya sabar, klo pas salah, ga dimarah, ya enaklah pokoknya. Anak-anak jadi ga takut kalau mau jawab, karena kalau salah ya udah gak pa-pa, kata pak guru kan namanya
The statement above reflected that the students were happy with the reading activity. Then, after experiencing reading activity using QAR as the comprehension activity, the students had begun understanding well how to deal with QAR’s categories. When giving his response or when answering the teacher’s questions, the student did not feel afraid as the teacher was patient and he was not angry if the students made mistake or answered the questions wrongly.

S25 gave his comment:
(Thursday, October 25, 2012) (See Appendix 21)

The students’ statement above reflected that they enjoyed the reading activity. They thought that the activity by using QAR made them more understand what they read. They also felt happy because the teacher was so patient. Besides, the teacher’s motivating and encouraging them to be actively participated in the teaching-learning process made the students became more enthusiastic. Therefore, when the teacher proposed questions or
asked the students’ opinion, most of the students vigorously gave their response including the students who used to be passive.


The statement above indicated that they were entusiasm to join the reading activity. This activity by using QAR, neither made the students feel burdened nor bored. The activity in pre-reading made them more motivated to read. Besides, they thought that the teacher did not only ask them questions but the way how to find the answers as well. Moreover, the questions made them more undertand what they read. They were also motivated to actively participated in the teaching-learning process since the teacher, on and on, motivated and encouraged them by telling them that it would be fine if they made mistake when giving response or answering the questions.
c. Observing

Observing was conducted in order to know the effects of the implementation of Question answer relationship to improve students’ reading comprehension and was aimed at knowing how effective QAR to promote students’ reading comprehension. It was also aimed at finding out the strong points and the weak point of QAR to improve students’ reading comprehension.

In observing, the techniques used were observation and interview. The observation was conducted during the reading instructional process using QAR and was done by the researcher along with the Collaborator in each meeting while the interview was conducted by the researcher to the students in the end of each meeting. It was done by interviewing some students about the instructional process.

The data from the observation resulted from the member checklist during the activity in the classroom. The writer tries to see two aspects in this observation, they are: motivation and participation. For the sake of clarity, the data can be seen below:

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Motivation</th>
<th>Participation</th>
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<tbody>
<tr>
<td>1</td>
<td>S1</td>
<td>√</td>
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<td>2</td>
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<td>10</td>
<td>S10</td>
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Table 4.6
Observation Sheet In The Third Cycle
Note: 1 = Bad  2 = Enough  3 = Good  4 = Very Good
<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Motivation</th>
<th>Participation</th>
</tr>
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<tbody>
<tr>
<td>11</td>
<td>S11</td>
<td>√</td>
<td>√</td>
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<td>12</td>
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<td>40</td>
<td>S40</td>
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In the third cycle, it can be seen that almost all students give good motivation and participation during the activity. It is because they get used to applying QAR during their reading activity with their group. They discussed every question with their groups before answering the questions. That is the reason why the students seem to be glad to use QAR for reading activity. They think that the group discussion really helps them in answering the questions related to the text.

1) The Improvement of Students’ Participation

In the cycle three students actively participated in group of 3 – 4. It might because the students worked in smaller group, while the teacher intentionally motivated and encouraged to actively participate and contribute in their group. They, furthermore, were much more confident and no longer felt afraid when responding or answering question, more particularly when delivering opinion in post-reading since the teacher told them that they need not to be afraid for making mistake. Thus, the students had more courageous to give response, for example, when a student, in the third meeting, S6, who used to be passive, gave his opinion. He said “I prefer bus to motorcycle because I am not have motorcycle”. When stating his comment, the student made very simple sentence and he even made mistake. However, the teacher was not angry with him; he obviously expressed his glad for the student’s response instead. The teacher then replaced the student’s sentence with the correct one. “You mean you prefer going with bus to motorcycle because you do not have motorcycle, do you? Okay good, I am very happy that you give your response.” Moreover, according to S25

‘Yang saya rasakan selama kegiatan belajar tadi adalah saya merasa senang karena aktivitasnya tidak menjemukan. Setelah beberapa kali mengikuti kegiatan belajar dengan menggunakan QAR, saya merasa saya ngerti dan mudeng bener dengan apa yang saya baca. Ditambah lagi pak gurunya sabar. Beliau selalu menyemangati anak-anak untuk

The statement above reflected that the students enjoyed the reading activity. They thought that the activity by using QAR made them more understand what they read. They also felt happy because the teacher was so patient. Besides, the teacher’s motivating and encouraging them to be actively participated in the teaching-learning process made the students became more enthusiastic. Therefore, when the teacher proposed questions or asked the students’ opinion, most of the students vigorously gave their response including the students who used to be passive.

2) The Improvement of Students’ Motivation

Likewise in the previous cycle, the activity in pre-reading in cycle three also made the students more motivated to read. It could be seen when the class burst into crowded as most of the students were rushed impatiently raising their hand wanted to predict or answer the question. They, besides, enjoyed the teaching-learning activity. One of the students, S12 gave her comment:

kayak tadi waktu bahas teks tentang mobile phone. Anak-anak ditanyain dulu, apa yang kamu tahu tentang mobile phone. Trus berdasarkan judul kira-kira apa yang akan kita baca. Trus kalau ada pertanyaan diberitahu bagaimana cara mencari jawabannya. Trus alasannya mengapa kamu menjawab begini atau begitu. Pokoknya kita tuh jadi faham apa yang akan kita baca’. (Thursday, October 18, 2012)

The statement above reflected that the students enjoyed the reading activity. They preferred the reading activity using QAR to the previous activity before using QAR. In which in previous activity before using QAR, they were asked to read text in LKS. They then had to answer questions without any guidance how to find the answer. Furthermore, the teacher did not ask them the reasons of their answers. It was quite different when QAR was used in reading activity. It bridged the students’ schemata with the text. It provided the directions how to deal with the question. It also required the students to provide the reasons of their answer. For that, it spurred the students to understand what they read and enabled them to reflect it.

d. Reflecting

Reflecting was aimed at examining the strong points and the weak points of the second cycle. It was functioned to make recommendation. Here, the reflection covers the strong points and the weak points of improving reading comprehension by means of QAR and recommendation.

1) The Strong Points
a) The strong point in this cyce was 80 % students were scored above or equal to 70 which meant that the class’s target: 75 % students scored above or equal to 70 (Kriteria Ketuntasan Minimal) had been achieved. b) The mean score of most students’ reading skills might be considered achieved: finding explicit information: 77.9, recognizing main idea: 75, identifying communicative function: 74.2 and recognizing implicit information: 73.2 While, for student’s making
prediction had not been achieved the target yet. However, the result of the test in cycle 3 showed that the mean score of it was improved, 67.6. c) Another strong point was the students were happy with the reading activity. Likewise in previous cycle, the activity in pre-reading made them more motivated to read. Then, after experiencing reading activity using QAR as the comprehension activity, the students had begun understanding well how to deal with QAR categories. Besides, they thought that the teacher did not only ask them questions but the way how to find the answers as well. Moreover, the questions made them more understand what they read. And when giving his responses or when answering the teacher’s questions, the students no longer felt afraid as the teacher was patient and he was not angry if the students made mistake or wrongly answered the questions.

2) The Weak Points

According to the mean score of post-test in cycle 3, the students still had difficulty to make complex inference or deal with higher level question. This probably occurred since the students still needed more training and required to be more accustomed with higher level question. It might be executed by providing the students with such a question in the subsequent reading activity. However, the mean score of students’ making prediction improved from 61.6 in cycle 2 to 67.6 in cycle 3.

Based on the findings, the weak points, and the strong points, the researcher suggests that the students should be more accustomed and trained with higher-level question by providing them with more of examples and exercises of it. By so doing, it is hoped that the students will be more familiar with and successfully deal with higher-level question in order to become critical reader. For that, the teacher may use QAR for subsequent reading activities that facilitate him/her with a framework of balanced question instruction.
Here, some result of the students' scores on comprehension questions or skill sheets or reading tests with the cycle 1 and 2.

Table 4.7
The Result of Post-Test In Cycle 3 Compared With Post-Test In Cycle 1 And Cycle 2:

<table>
<thead>
<tr>
<th>Elements</th>
<th>The mean score</th>
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<tbody>
<tr>
<td></td>
<td>Preliminary research</td>
</tr>
<tr>
<td>Explicit information</td>
<td>67.5</td>
</tr>
<tr>
<td>Implicit information</td>
<td>59.5</td>
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<tr>
<td>Main Idea</td>
<td>61.3</td>
</tr>
<tr>
<td>Making Prediction</td>
<td>54.8</td>
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<tr>
<td>Communicative function</td>
<td>61</td>
</tr>
</tbody>
</table>

Based on to the result of post-test in cycle 3, there were 32 students scored above or equal to 70. Referring to Kriteria Ketuntasan Minimal (KKM) of class eleven: 70, it means that there were 80% of students passed the passing grade. The highest score was 90 and the lowest score was 57. The students’ score in the third cycle was increased compared with the students’ score in post-test of cycle 2 and the target of 75% students achieving the passing grade had been achieved.

D. Discussion of Research Findings
After describing the teaching and learning process in employing QARs strategy to improve students’ reading comprehension, it can be found that QARs strategy is effective viewed from the students’ condition in learning process. QARs strategy is beneficial and helpful for student in improving their
reading ability, because it provides the easy ways to answer the question by using the types of its categories, and it also makes students more active and creative in answering the question even in high level question.

Based on the research findings of employing QAR to improve students’ reading comprehension, it shows several important points i.e. (1) the improvement of students’ reading comprehension skills; (2) the improvement of students’ participation; and (3) the improvement of students’ motivation. They may be elaborated as follows:

1. The Improvement of Students’ Reading Comprehension Skills

The students’ reading comprehension score indicates that the implementation of QAR in reading activity is helpful and beneficial as it shows in the following table. Besides, in the end of cycle 3, there were 32 students scored above or equal to 70. Referring to *Kriteria Ketuntasan Minimal* (KKM) of class eleven: 70, it means that there were 80% of students passed the passing grade.

Table 4.8
The Result of Post-Test In Cycle 3 Compared With Post-Test In Cycle 1 And Cycle 3

<table>
<thead>
<tr>
<th>Elements</th>
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<tr>
<td></td>
<td>Preliminary research</td>
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<tr>
<td>Explicit information</td>
<td>60.4</td>
</tr>
<tr>
<td>Implicit information</td>
<td>52.5</td>
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<tr>
<td>Main Idea</td>
<td>54.3</td>
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<tr>
<td>Making Prediction</td>
<td>47.8</td>
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<tr>
<td>Communicative function</td>
<td>54</td>
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</table>
The improvement of students’ reading comprehension might because the students became more strategic or more metacognitive in their reading after being introduced with QAR as a reading strategy. Klingner Janette K, Sharon Vaughn & Alison Boardman assert that the QAR framework was chosen for the professional development initiative because a common practice for students to be asked to respond to questions in the text. QAR gives a framework for thinking about these questions and provide students with the tools and language for identifying the relationships between text and questions. QAR cannot only guide classroom reading discussion but also assist students in becoming more strategic, or metacognitive, in their reading. Helping students to become metacognitive with content area material, furthermore, will improve academic performance.

2. The Improvement of Students’ Participation

The students, after working with QAR, became more actively participated during teaching-learning process. In pre-reading, when the teacher provided the students with question to activate background knowledge in relation to the topic and prediction aimed at motivating students to read, the students were enthusiastic to give response or answer the question by activating their schemata. They answered the question heterogeneously according to their previous information and experience bank stored in their head.

Then, in while-reading, the students also actively participated in learning. Working in group might be another factor that influenced the students’ participation since QAR required the students to work in group. Group learning is used

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7 Ibid., p. 112.
8 Ibid., p. 113.
considering QAR involves higher-level questions. According to Aebersold & Field\(^9\)

Higher-level questions can be frustrating for some students; teachers should plan their use carefully. Students benefit greatly from the thoughts, experience, and knowledge of their classmates, and small group discussions of higher-level questions may be last threatening and most helpful way to introduce this level of work.

Working in group might be one of the factors which made the students more actively participated was supported by Ornstein and Lasley (2000: 311) who state that dividing students into small groups seem to provide an opportunity for students to become more actively engaged in learning and for teachers to monitor students’ progress better.

The students’ active participation could also be seen in post-reading especially when the teacher asked the students to purpose their opinion as a reflection of what they read. It might take place since the teacher, on and on, motivated and encouraged them by telling them that it would be fine if they made mistake when giving response. “Because students will often make incorrect responses, it is up to the teacher to respond without discouraging the student from being willing to take risks and attempting to problem solve”\(^10\). Another effort to motivate students to actively participate was by praising and appreciating their response. “Show honest appreciation. When teacher uses "I statements" to convey their honest appreciation about a student, the teacher is communicating personal appreciation, rather than using a mechanical or an exaggerated response”. Likewise “Verbal praise, and so on for good performance, even something

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\(^10\)(http://www.ndt-ed.org/TeachingResources/ClassroomTips/Motivating_Students.htm)
as apparently "childish" as a "Good Job!" stamp or sticker can encourage students to perform at higher levels."\textsuperscript{11}

Thereby, when the students responded or answered questions and then made mistake, the teacher was not angry with them. He appreciated their responses, instead, by saying, for example: \textit{I appreciate that; I like the way you said that; Thank you very much for that; Sure like your taking that risk.}

3. The Improvement of Students’ Motivation

The students were more motivated to read as they were stimulated to predict what they were going to read. QAR category such as a question, \textit{“what might this text be about?” (Author and Me)}, made students be curious whether or not their prediction was right. Predicting what the text would tell, moreover, helped the teacher to frame students reading purpose: to gain information. \textit{Conner (2006)} says that QAR serves five primary purposes: (1) Help students monitor their comprehension of the text, (2) Provides a purpose for reading the text, (3) Allows students to assess their comprehension of the text, (4) Encourages elaborative and critical thinking, (5) Helps refute the common misconception held by students that the text tells all.

\textit{Harmer} asserts that “Prediction is the major factor in reading. When we read texts in our own language, we frequently have a good idea of the content before we actually read”. In other word, the students’ motivation to read was affected by the teacher’s asking the students to predict according to the title what the text would discuss. This activity is in accordance with the function of pre-reading phase proposed by \textit{William}\textsuperscript{12} the pre-reading phase tries (1) to introduce and arouse interest in the topic; (2) to motivate students by providing reasons for reading.

\textsuperscript{11} \url{http://www.virtualsalt.com.}

or helping them specify their own reason; (3) to provide when/necessary some language preparation for the text.

The students’ motivation might also be influenced by the teacher’s proposing On My Own question in pre-reading. This activity in pre-reading is in line with Grabe and Stoller’s framework about what should be done in pre-reading instruction. The activity in pre-reading should enable students to access background information that can facilitate subsequent reading, provides specific information needed for successful comprehension, stimulates student interest, sets up student expectations, and models strategies that students can later use on their own. Activating prior knowledge, besides, in pre-reading can also increase motivation.

Based on researcher’s personal opinion, interest is the main factor in learning English, especially in reading comprehension, because students’ interest can stimulate their participation and motivation to take a part in the learning process. To get students’ interest, teacher should be able to make enjoyable and comfortable class and treat the students by using the right strategy based on their needs and wants. I think that Question-Answer Relationship (QAR) is the right strategy in reading lesson which is not only able to attract students’ interest in reading but also stimulate them to be more confident and active in conveying their ideas and indeed enrich their vocabularies. It will be very helpful to both teacher and students especially students of Senior High School. In this school grade, they have to be able to comprehend long reading text with hard vocabularies, even on their National Examination. Doing more

practice reading by using QAR can assist the students to be accustomed to deal with passage and respond what they read immediately. That’s exactly what researcher had found in the class.

Finally the researcher concluded that QAR is the right strategy to be implemented in the class, because the fact proved that there was significant progress and improvement after students were treated by this strategy. Different from the situation before QAR strategy was applied, where the students were not spirit when they were given reading text, eventually the researcher found out that the students enjoy reading text and they were very creative and strategic in answering the question even in high level question. They were able to figure out the way to answer the questions of passage well. They were also more active in the class. The researcher was very satisfied and happy to see that the students had got used to reading and answering the questions easily, being active in the class and being confident to convey their ideas about something.

Through QAR, the students were getting more interested in reading lesson, their vocabularies were better and better, they were used to answering questions of the text in the way of QAR and they were also more interactive in speaking in English class.
A. Conclusion

The findings from this action research on QAR confirms its value in reading comprehension strategy instruction but it also raises the need to look into the use of effective strategies to activate students’ prior knowledge and schema for better comprehension, especially for ‘In My Head’ questions. More importantly, it affirmed the importance of helping students make connections between the texts they read and the world around them during the day-to-day lessons. The raising of the students’ awareness of the need to make text-to-self connections, text-to-world connections and text-to-theme connections would go a long way to improving their ability to handle higher-order comprehension questions.

In accordance with the data found in the implementation of QAR in teaching reading at SMAN 1 Rangkasbitung, the researcher can conclude that the QAR is a strategy which is able to help students to their reading comprehension. It was proved by the fact that 80% students achieved score above or equal to 70. QAR strategy made students more strategic and creative in answering the questions, because it provides the appropriate categories to reduce students’ difficulties on their reading comprehension and made them easier to find out the answer either explicitly or implicitly. Through QAR, the students can realize that the answers of question do not only come from the text itself but also can be related with students’ own experience and knowledge.

The use of QAR in reading activity also gives motivation and stimulation to students to read and understand the information of the text by predicting what the text tells about based on the title. Furthermore, the teacher tells the students about how to find the answers of questions that make them easier to get the point of the text they read.
Besides, QAR influences the students to participate in teaching learning activity more actively. In pre-reading, to stimulate and activate students’ schemata in relation to the topic and prediction, it was shown from the enthusiasm of students in giving response and answering the questions as the teacher gave them some questions related to the text to explore their knowledge. The distinction of students’ answer is an effect of students’ background knowledge.

In while-reading, the students also actively participated in learning. Working in group might be another factor that influenced the students’ participation since QAR required the students to work in group. It might be one of the factors which made the students more actively participated was supported by Klingner Janette K, Sharon Vaughn & Alison Boardman who state that dividing students into small groups seem to provide an opportunity for students to become more actively engaged in learning and for teachers to monitor students’ progress better.

The students’ active participation could also be seen in post-reading especially when the teacher asked the students to purpose their opinion as a reflection of what they read. It might take place since the teacher, on and on, motivated and encouraged them by telling them that it would be fine if they made mistake when giving respond. So that when students make mistake when responding the question, the teacher is not angry with, he appreciate it, instead, by praising.

Moreover, QAR is helpful as a framework for organizing questioning activities and comprehension instruction in pre-, while-, and post reading. Then, QAR also enables teacher to reform for literacy instruction oriented toward higher level thinking.

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B. Implication and Recommendation

The research finding implies that QAR is beneficial for the students to comprehend and reflect the text they read. It enables them to be more strategic to identify explicit information, recognize implicit information, find main idea, identify communicative function, and make prediction. Besides, using QAR to plan reading comprehension instruction helps ensure that there will not be an over-emphasis of lower-level skills and questions that only require students to locate and recall information.

Knowing the use and the advantage of using QAR to help students comprehend and reflect the text that they read, there are some recommendations that may be used as guidance in implementing QAR as a reading comprehension strategy. Those especially are recommended to teacher, institution, students, and other researcher.

First, for the teacher, working with QAR, the students need to work in group. It had better to distribute them in group of 3 to 4. Vermette affirms that a group larger than four is problematic because members tend to play a reduced role and it is difficult to account for everyone’s opinion during discussion. He further suggests that an ideal team size should be in the range of three to four as each group can have a balance of interests, personalities, strengths and talents for sparking creativity. Moreover, Abrami et al assert that “the larger the group, the more complex communication becomes, and the more difficult it is to promote equal participation, interpersonal skill development, and, possibly, learning”.

Then, the teacher should patiently guide and monitor students to use QAR and provide students with plenty samples of each QAR category. He/she should also motivate and

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encourage the students to participate actively in teaching-learning process and avoid them from being discouraged. It can be done by telling them that they should share their opinion and give any respond and it would be fine if they make mistakes since they are in teaching-learning process.

The next recommendation is for the institution. According to Raphael and Au\(^5\) QAR can help to solve four problems to enhance students’ level of literacy: (1) The need for a shared language to make visible the largely invisible processes underlying reading and listening comprehension, (2) The need for a framework for organizing questioning activities and comprehension instruction within and across grades and school subjects, (3) The need for accessible and straightforward whole-school reform for literacy instruction oriented toward higher level thinking, (4) The need to prepare students for high-stakes testing without undermining a strong focus on higher level thinking with text. Considering QAR is helpful and beneficial for both teacher and students, the institution may apply QAR to whole grades and school subjects in order to make students accustomed to higher-level questions. So, it can spur students to think critically and creatively.

Another recommendation is for students. The students must realize that reading is essential to keep surviving in modern and global world. It enables the students to access and transfer worldwide information, knowledge, science, and technology. Hence, they have to eradicate their contagious dangerous laziness virus. They need to know that reading is one of the keys to open the gate of success. To be good readers, the students require good comprehension and reflect what they read. For that, the students may employ QAR in reading activity. They can generate questions for themselves by means of QAR categories. So that they can train themselves with higher-level question and

they ultimately can prosper and achieve the four levels of comprehension: literal, inferential, critical, and creative.

The last but not least, the recommendation is addressed for other researchers. Those especially who intend to do research on reading comprehension should not merely focus on low level instruction but high-quality level instruction of reading comprehension as well, in order that students can achieve proficiency of reading. Then, as this research is limited to exploring strategies at receptive levels, it is hoped that there will be next research that it is to shift from receptive to expressive levels i.e. to train the students to ask question of a reading passage on the four levels: literal, inferential, critical, and creative.
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QAR. [http://www.greece.k12.ny.us/instruction/ela/6-12/Tools/Qar.pdf](http://www.greece.k12.ny.us/instruction/ela/6-12/Tools/Qar.pdf)


*Reading Strategies: Scaffolding Students’ Interaction with Text, Questions-Answer Relationship.* Available
at: http://www.greece.k12.ny.us/instruction/ela/6-12/Reading/Reading%20strategies/QAR.htm.


Appendix 1

LESSON PLAN OF CYCLE 1

School : SMAN 1 Rangkasbitung
Subject : English
Skill : Reading
Meeting : I-IV
Class/Semester : XI/1
Time Allocation : 2 x 45 menit
Competence Standard : Students are able to comprehend meaning of functional written text and simple essay in the form of hortatory exposition text that dealing with surrounding environment.

Addition for Language Class : Students are able to comprehend literary works
Basic Competence : Students are able to respond meaning of functional written text and simple essay accurately in the form of hortatory exposition text dealing with surrounding environment.

Addition for Language Class : Students are able to respond meaning of literary works, such as hortatory text
Indicator : 1. Finding explicit information in a text
2. Finding implicit information in a text
3. Finding main idea in a paragraph
4. Making Prediction
5. Finding communicative function
The Objective: 1. Students are able to find explicit information in a text.
2. Students are able to find implicit information in a text.
3. Students are able to find main ideas in a paragraph.
4. Students are able to find communicative function in a text.

Learning Material: 1. The hortatory text about “smoking in restaurant”
2. The hortatory text about “cars should be banned in the city”
3. The hortatory text about “where should be after high school?”
4. The hortatory text about “crime in cities”

Teaching and Learning Activity

Meeting 1

1. Opening (5 Menit)
   a. Greeting the students
   b. Praying
   c. Checking students’ attendance

2. Main Activity (80 Menit)
   a. Pre-reading activity (10 Menit)
      1) Introducing students about Question Answer Relationships (QARs) technique, QAR strength and QARs types.
      2) Giving students model how to use QARs for explicit information, implicit information, main
idea and communicative function the text entitled Smoking in Restaurant.
3) Asking students about smoking in restaurant (What do you already know from the title)

b. During reading (60 Menit)
1) Distributing the text about the Smoking in Restaurant
2) Introducing a comprehension strategy named QAR (Question-Answer Relationship).
3) Asking the students to read the text silently.
4) Sharing the use QAR with entitled the smoking in restaurant (Students are asked to answer the questions by using the types of QAR with teacher’s guidance).

c. Post reading (10 Menit)
1) Asking the students about the elements text of the smoking in restaurant
2) Showing the right answer

3. Closing (5 Menit)
   a. Reviewing students’ process in answering question by using QAR
   b. Asking students what they feel during class.
   c. Leaves taking

Meeting 2

1. Opening (5 Menit)
   a. Greeting students
   b. Checking students’ attendance

2. Main Activity (80 Menit)
   a. Pre reading (10 Menit)
      1) Asking students what they learned in the previous meeting
2) Asking students about “Cars Should be Banned in the City” (If you want to know more about “Cars Should be Banned in the City” let’s read it)

b. During reading (60 Menit)
   1) Asking students to be in group of five
   2) Distributing the text about “Cars Should be Banned in the City”
   3) Asking students to work in group for main idea, explicit and implicit information, communicative function from the given text.
   4) Asking students to present the result of discussion
   5) Showing the right answer to the students

c. Post reading (10 Menit)
   1) Asking the students about the elements of hortatory text of “cars should be banned in the city”
   2) Showing the right answer

3. Closing (5 Menit)
   a. Reviewing students’ process of discussion and students’ presentation
   b. Asking students’ feeling during class (interview)
   c. Leaves taking

Meeting 3

1. Opening (5 Menit)
   a. Greeting students
   b. Check students’ attendance

2. Main activity (80 Menit)
   a. Pre reading (10 Menit)
      1) Asking students about the text they learned in the previous meeting
2) Asking students about “Where Should be after High School?” (what do you already know from the title?)
3) Mentioning the objective of the meeting

b. During reading (60 Menit)
   1) Distributing a text about “Where Should be after High School?”
   Asking students to work in group for main idea, explicit and implicit information, communicative function from the given text.
   Asking students to present the result of discussion
   Showing the right answer to the students

Post reading (10 Menit)
   Asking the students about the elements text of “Where Should be after High School?”
   Showing the right answer

Closing (5 Menit)
The teacher made conclusion and gave feedback toward the learning process.
The teacher gave students homework to search other information about crime in cities or how to reduce crime in cities from magazine, newspaper or internet.
The teacher ended the teaching learning process.
Some students were interviewed informally by asking students’ feeling about activity they already have.

Media:
White Board
Board Marker
Students’ worksheet


Paying attention to the students’ activity in the teaching learning process
Meeting 4

1. **Opening (5 Minutes)**
   - Greeting students
   - Check students’ attendance

2. **Main activity (80 Minutes)**
   a. **Pre reading (10 Minutes)**
      - Asking students about the text they learned in the previous meeting
      - Asking students about “Crime in Cities” (what do you already know from the title?)
      - Mentioning the objective of the meeting

   b. **During reading (60 Minutes)**
      - Distributing a text about “Crime in Cities”
      - Asking the students to read and answer the Questions based on types of QAR (Question-Answer Relationship).
      - Sharing the types of QARs with entitled “Should Ads be banned from TV Program (Students in answering the questions by using QARs with teacher’s guidance).”
      - Showing the right answer to the students

   c. **Post reading (10 Minutes)**
      - Asking the students about the elements text of “Crime in Cities”
      - Showing the right answer based on the types of QARs

3. **Closing (5 Minutes)**
   - The teacher made conclusion and gave feedback toward the learning process.
   - The teacher gave students homework to search other information about “crime in cities” or how to reduce crime in cities from magazine, newspaper or internet.
   - The teacher ended the teaching learning process.
   - Some students were interviewed informally by asking students’ feeling about activity they already have.

**Media**:
1. White Board
2. Board Marker
3. Students’ worksheet
Smoking in restaurants is just not on. It must not be allowed because it is rude, harmful to others and dangerous for the smokers.

Firstly, smoking in a restaurant is impolite. The smell of the smoke affects all people and can turn them off their food. People pay to taste good food and not to be put off by foul smelling smoke.

Another reason smoking should not be allowed in restaurants is the harm it can do to others. Passive smoking that is breathing in smoke made by a smoker can lead to asthma attacks and even cancer.

Finally, smoking is dangerous and a health risk to the smokers. Cigarettes cause heart and lung disease and people shouldn’t smoke anywhere, not just in restaurants.

Therefore, smoking in restaurants is impolite, harmful to others and a health risk to the smokers and should not be allowed in any restaurants.

Answer these questions:
What most probably does if he/she wants to smoke in restaurant without disturbing other people (Author and Me)
What is meant by passive smoker (Right There)
Why is smoking in restaurant impolite (Think and Search)
What is the author message? (Author and Me)
According to the text what are the effects of smoking in Restaurant? (Think and Search)
Cars Should be Banned in the City

Cars should be banned in the city. As we all know, cars create pollution, and cause a lot of road deaths and other accidents. Firstly, cars, as we all know, contribute to most of the pollution in the world. Cars emit a deadly gas that causes illness such as bronchitis, lung cancer and “triggers” of asthma. Some of these illnesses are so bad that people can die from them.

Secondly, a city is very busy. Pedestrians wander everywhere and cars commonly hit pedestrian in the city, which causes them to die. Cars, today, are our roads biggest killers.

Thirdly, cars are very noisy. If you live in the city, you may find it hard to sleep at night, or concentrate on your homework, and especially talk to someone.

In conclusion, cars should be banned from a city for the reasons listed.

Answer these questions:
What is the purpose of the writer? (Author and Me)
Cars emit deadly gas that causes….. (Right There)
Why do cars make people in city hard to sleep and cause a lot of death? (Think and Search)
What is the author message? (Author and Me)
Mention the reason why cars should be banned in the city? (Think and Search)
Do you agree that cars are banned in the city? Wyh? (On My Own)

Where Should Be after High School?

The National examination result will be publicly announced in next short time. Euphoria will flood for those who get success. In the other hand, it will be sorry to hear that there are some of them do not succeed in their national final examination. For those who succeed soon will think to decide; where will they be
after graduating high school? Actually it will be easy to decide for those has been arranged and thought earlier but for those have not planed yet, it will be quite confusing.
Continuing study or looking for work is the primary choice among them. When they think about continuing study, they will think hard about the time and cost. How long the higher study will last? And how high is about the cost. In the same way, when they think about straightly seeking job, what skill and competence they have got is a big matter of questioning. So, doing both choices in the same time is an alternative.
Continuing study as well as seeking job is possibly done but it will be hard for them. Conventionally studying in the university needs much time to spend especially in the first year. It is true because they have to do and adapt a lot of things in their new higher school. It will be very hard to looking for job. Therefore it should come to their mind of continuing studying at higher school from their own home. As result, the available time will be more flexible for them. Then it will be very possible to seek job and get the appropriate one. This type of studying is publicly known as distance learning.
As the alternative method of studying, besides the conventional studying which students and the lecturer have to meet in the fixed time and place regularly, distance learning provides possibility to grow better. Possibly working and studying surely will create high quality graduate. Distance learning should appear as a considerable choice for them.

**Answer these following questions!**
What most probably happen if an office takes regular class in the university? (Author and Me)
Who will be in the flood of euphoria? (Right There)
Continuing study while working can be an alternative choice. Why? (Think and Search)
What does the passage mainly discuss? (Think and Search)
What is the author message (Author and Me)
Distance learning can be a good considerable choice. Why? (Think and Search)
What is your opinion about distance learning? (On My Own)

**Crime in Cities**

Crime is a serious problem in big cities and it is getting worse every year. This is what police departments around the country said in their reports last week. The subways are more dangerous. The streets are more dangerous. You may not even be safe in your own home.

Why is the problem so serious now? This is not an easy question to answer. There may not be a single answer. Many problems seem to make cities so dangerous from time to time.

One of the problems is money. To fight crime a city needs police officers, cars and guns. These cost a lot of money. But right now cities do not have much extra money. So, there are not enough police officers, cars and guns for the cities.

Another problem is drugs. Crime studies show that many criminals use and sell drugs. After they start taking drugs, they want to have more. However, drugs are very expensive. So, these people may sell drugs to other people to make money or they may steal money to get more drugs.

There is an even more important cause of crime. Cities have rich and poor neighborhoods. In the poor neighborhood, jobs are hard to find. Many young people don’t have much hope for a better life. They only know one way to make a better living for themselves. That way is to sell drugs or steal. So, some of these young people become criminals.

It is not going to be easy to change these crime problems. We must first change the way cities spend their money. Until then, the crime problem will not go away and we will live our live in fear.

**Answer these following questions!**
What is the purpose of the writer? (Author and Me)
Why is a more important cause of crime? (Right There)
What are the relationship between crime and drug? (Think and Search)
What is the author message? (Author and Me)
What are the problems of crime in cities according to the text? (Think and Search)
In your opinion what are other ways to reduce crime in cities? (On My Own)

Appendix 3

LESSON PLAN OF CYCLE 2

School : SMAN 1 Rangkasbitung
Subject : English
Skill : Reading
Meeting : I-IV
Class/Semester : XI/1
Time Allocation : 2 x 45 minutes
Competence Standard : Students are able to comprehend meaning of functional written text and simple essay in the form of hortatory exposition text that dealing with surrounding environment.

Addition for Language Class
Basic Competence : Students are able to comprehend meaning of functional written text and simple essay in the form of hortatory exposition text that dealing with surrounding environment.

Addition for Language Class
Basic Competence : Students are able to respond meaning of literary works, such as hortatory text
Indicator
Students are able to:
Find reference
Recognize communicative function
Mention the main idea
Get explicit message
Interpret implicit message
Make prediction

The Objective:
Students are able to find explicit information in a text.
Students are able to find implicit information in a text.
Students are able to find main ideas in a paragraph.
Students are able to find communicative function in a text.

Learning Material:
The text about “Should ads (Advertisements) be banned from TV program”
The text about “Into the mouth of Babes”
The text about “Corruption”
The text about “Watch your Kids While Watching TV”

Teaching and Learning Activity
Meeting 1
1. Opening (5 Minutes)
   a. Greeting the students
   b. Praying
   c. Checking students’ attendance
2. Main Activity (80 Menit)
   a. Pre-reading activity (10 Minutes)
      Asking students about the Hortatory Text they learned in the previous meeting
      Asking students about “Should ads be banned from TV Program” (What do you already know from the title)
   b. During reading (60 Menit)
      Distributing the text about the “Should Ads be banned from TV Program”
Asking the students to read and answer the Questions based on types of QAR (Question-Answer Relationship). Sharing the types of QARs with entitled “Should Ads be banned from TV Program (Students in answering the questions by using QARs with teacher’s guidance). Showing the right answer to the students

c. **Post reading (10 Minutes)**

Asking the students about some questions as the reflection of what they read
the students answer the right answer based on the text

3. **Closing (5 Menit)**

The teacher made conclusion and give feedback toward the learning process
The teacher gives students homework to search other information about other negative effect of advertisement on TV
Asking students what they feel during class (Interview)
Leaves taking

**Meeting 2**

1. **Opening (5 Minutes)**

Greeting the students
Praying
Checking students’ attendance

2. **Main Activity (80 Menit)**

a. **Pre-reading activity (10 Minutes)**

Asking students about the Hortatory Text they learned in the previous meeting
Asking students about “Into the Mouth of Babes” (What do you already know from the title)

b. **During reading (60 Menit)**

Distributing the text about the “Into the Mouth of Babes”
Asking the students to read and answer the Questions based on types of QAR (Question-Answer Relationship). Sharing the types of QARs with entitled “Should Ads be banned from TV Program (Students in answering the questions by using QARs with teacher’s guidance).
c. **Post reading (10 Minutes)**
   Asking the students about some questions as the reflection of what they read
   the students answer the right answer based on the text

3. **Closing (5 Menit)**
   The teacher made conclusion and give feedback toward the learning process
   The teacher gives students homework to search other information about the good food for children from magazines, newspaper or internet.
   Asking students what they feel during class (interview)
   Leaves taking

### Meeting 3

1. **Opening (5 Minutes)**
   Greeting the students
   Praying
   Checking students’ attendance

2. **Main Activity (80 Menit)**
   a. **Pre-reading activity (10 Minutes)**
      Asking students about the Hortatory Text they learned in the previous meeting
      Asking students about “Corruption” (What do you already know from the title)
   b. **During reading (60 Menit)**
      Distributing the text about the “Corruption”
      Asking the students to read and answer the Questions based on types of QAR (Question-Answer Relationship).
      Sharing the types of QARs with entitled “Corruption” (Students in answering the questions by using QARs with teacher’s guidance).
      Showing the right answer to the students
c. **Post reading (10 Minutes)**
Asking the students about some questions as the reflection of what they read
The teacher asks students the QAR category of each question and ask them how to find the answer/information for the questions

3. **Closing (5 Menit)**
The teacher made conclusion and give feedback toward the learning process
The teacher gives students homework to search other information about Corruption from magazines, newspaper or internet
Asking students what they feel during class (interview)
Leaves taking
Media :
White Board
Board Marker
Students’ worksheet

Sources :
: Paying attention to the students’ activity in the teaching learning proces

Meeting 4
1. **Opening (5 Minutes)**
Greeting the students
Praying
Checking students’ attendance
2. **Main Activity (80 Menit)**
a. **Pre-reading activity (10 Minutes)**
Asking students about the Hortatory Text they learned in the previous meeting
Asking students about “watch your kids while watching TV” (What do you already know from the title)

b. **During reading (60 Minutes)**

Distributing the text about the “watch your kids while watching TV”

Asking the students to read and answer the Questions based on types of QAR (Question-Answer Relationship).

Sharing the types of QAR with entitled “watch your kids while watching TV (Students in answering the questions by using QAR with teacher’s guidance).

Showing the right answer to the students

c. **Post reading (10 Minutes)**

Asking the students about some questions as the reflection of what they read

The teacher asks students the QAR category of each question and ask them how to find the answer/information for the questions

3. **Closing (5 Minutes)**

The teacher made conclusion and give feedback toward the learning process

The teacher gives students homework to search other information about how to protect kids from negative effect of TV from magazines, newspaper or internet

Asking students what they feel during class (interview)

Leaves taking

Media : 1. White Board
        2. Board Marker
        3. Students’ worksheet

Appendix 4
Students’ worksheet of cycle 2
Should Ads Banned from TV Programs?

I am writing to complain about ads on TV. There are so many ads, especially during my favorite programs. I think they should be stopped for a number of reasons.

First, ads are nuisance. They go on for a long time and there are so many. Sometimes there seems to be more ads than programs.

Second, ads are a bad influence on people. They try to encourage people to buy unhealthy food like beers, soft drinks, candies, and chips. In other words, they make people want things they do not really need and cannot afford.

Finally, ads play role in what programs people watch. That is because there are lots of ads in popular programs that a lot of people watch. Some programs which are not so popular get stopped because they do not attract enough ads, even though those programs may be someone’s favorite.

For those reasons, I think TV stations should stop showing ads. They interrupt programs. They are a bad influence on people and they sometimes put a stop to people’s favorite shows. I am sick of ads and now I mostly watch movie in cinema.

Answer these following questions!
What is the purpose of the writer? (Author and Me)
Why do some programs which are not so popular get stopped? (Right There)
Why does the writer choose to watch channel two? (Think and Search)
What does the passage mainly discuss? (Think and Search)
What most probably take place of there is no adds on TV? (Author and Me)
To whom does the writer write the letter? (Think and Search)
Into the Mouth of Babes

We are writing to you because we are concerned about the way food is being advertised to children.

What we eat now affect our health in years to come. Bad dietary habits start while we are very young. For this reason, your government support health education that encourages e-balanced healthy diet. Australians are encouraged to get the bulk of their nutrients from fresh fruits, vegetables and wholegrain cereals, a lesser amount from foods high in fat salt and sugar.

TV advertising to children presents a completely different message. Nearly 80% of food advertising pushed fatty snacks or sweet-the very foods that should be eaten least. To make matter worse, the ads take up much of the advertising time. This must be stopped.

TV advertising is powerful and influential. Parents, however strong-willed, find it hard to resist pressures created by these advertising. Children are least able to understand the tricks of the advertising industry.

For the hours when children are the main audience, TV advertising of food must be made to reinforce, not undermine, the message about a balance diet. We appeal to you, as Prime Minister, to take lead in calling together the advertising. TV networks, consumers and public health bodies to decide how this is to be done.

What is the purpose of the writer writing the text? (Author and Me)

To whom does the writer write the letter? (Right There)

Why should children be able to understand the trick of advertising industry? (Think and Search)

The passage is mainly about…. (Think and Search)

What does the writer suggest? (Author and Me)

In your opinion how to avoid children from consuming unhealthy food? (On Your Own)
CORRUPTION

Do you know what the meaning of corruption is? What is the relation between money and corruption? Well, corruption is common everywhere in the world, even in the United States. It’s just a matter of intensity. However, it is quite shocking when one reliable survey claims Jakarta as the most corrupt place in Indonesia.

The survey has made me sad, actually, because I stay and earn a living here in the capital. As most people know, Tanjung Priok port smuggling is not a new thing at all. Entrepreneurs who want to minimize their tax payments tend to do such a thing more often. They even bribe the officials.

Well, I think the measures taken so far to overcome the problem by punishing the corruptors is still not far enough. We have to prevent the younger generations from getting a bad mentality caused by corruption.

I believe we should start at the earliest stages in school and I think everyone should be involved in the effort to eradicate corruption. We must not make any distinction.

**Answer these following questions!**

What does the writer intend to? (Author and Me)

Where is the most corrupt place in Indonesia? (Right There)

Why smuggling in Tanjung Priok is not a new thing at all? (Think and Search)

What does the author suggest? (Author and Me)

Why does the survey make the writer sad? (Think and Search)

What is the author massage? (Author and Me)

What is your suggestion to eradicate or minimize corruption? (On Your Own)

**Watch Your Kids While Watching TV**

Television becomes one of the most important devices which takes place in almost houses. It can unite all members of the family as well as separate them. However, is it important to know what your kids are watching? The answer is, of course,
absolutely “Yes” and that should be done by all parents. Television can expose things you have tried to protect the children from, especially violence, pornography, consumerism and so on.

Recently, a study demonstrated that spending too much time on watching TV during the day or at bedtime often causes bed-time disruption, stress, and short sleep duration. Another research found that there is a significant relationship between the amount of time spent for watching television during adolescence and early adulthood, and the possibility of being aggressive. Meanwhile, many studies have identified a relationship between kids who watch TV a lot and being inactive and overweight.

Considering some facts mentioning above, protect your children with the following tips:

Limit television viewing to one-two hours each day.
Do not allow your children to have a TV set in their own bedrooms.
Review the rating of TV shows which your children watch.
Watch television with your children and discuss what is happening in the show.

Answer these questions!
What does the author suggest (QAR Category: Author and Me)?
What negative thing does the TV expose? (Right There)
Why should we limit Television viewing for children to one – two hours each day? (QAR Category: Think and Search)
What most probably happen if we allow the children to have a TV set in their own bedroom? (Author and Me)
In your opinion why we should watch TV with children and discuss what is happening in the show. (On My Own)
Appendix 5

LESSON PLAN OF CYCLE 3

School : SMAN 1 Rangkasbitung
Subject : English
Skill : Reading
Meeting : I-IV
Class/Semester : XI/1
Time Allocation : 2 x 45 minutes

Competence Standard : Students are able to comprehend meaning of functional written text and simple essay in the form of hortatory exposition text that dealing with surrounding environment.

Addition for Language Class : Students are able to comprehend literary works.

Basic Competence : Students are able to respond meaning of functional written text and simple essay accurately in the form of hortatory exposition text dealing with surrounding environment.

Addition for Language Class : Students are able to respond meaning of literary works, such as hortatory text

Indicator
Students are able to:
Find reference
Recognize communicative function
Mention the main idea
Get explicit message
Interpret implicit message

The Objective :
Students are able to find explicit information in a text.
Students are able find implicit information in a text.
Students are able to find main ideas in a paragraph. Students are able to find communicative function in a text

**Learning Material**:
The text about "Should not bring mobile phone to school"
The text about "More Dust Bins is Cleaner"
The text about "Encouraging to Use Mass Transportation"
The text about "Fasten Your Seat Belt!"

**Teaching and Learning Activity**

**Meeting 1**

**Opening (5 Minutes)**
Greeting the students
Praying
Checking students’ attendance

2. **Main Activity (80 Menit)**

Pre-reading activity (10 Minutes)
Asking students about the Hortatory Text they learned in the previous meeting
Asking students about “Should not bring mobile phone to school” (What do you already know from the title)

During reading (60 Menit)
Distributing the text about the “Should not bring mobile phone to school”
Asking the students to read and answer the Questions based on types of QAR (Question-Answer Relationship).
Sharing the types of QARs with entitled “Should not bring mobile phone to school” (Students in answering the questions by using QARs with teacher’s guidance).
Showing the right answer to the students

Post reading (10 Minutes)
Asking the students about some questions as the reflection of what they read
the students answer the right answer based on the text

**Closing (5 Menit)**
The teacher made conclusion and give feedback toward the learning process
The teacher gives students homework to search other information about other negative effect of bringing mobile phone to school
Asking students what they feel during class (Interview)
Leaves taking

**Meeting 2**

**Opening (5 Minutes)**
Greeting the students
Praying
Checking students’ attendance

2. **Main Activity (80 Menit)**

Pre-reading activity (10 Minutes)
Asking students about the Hortatory Text they learned in the previous meeting
Asking students about “More Dust Bins is Cleaner” (What do you already know from the title)

During reading (60 Menit)
Distributing the text about the “More Dust Bins is Cleaner”
Asking the students to read and answer the Questions based on types of QAR (Question-Answer Relationship).

Sharing the types of QARs with entitled “More Dust Bins is Cleaner” (Students in answering the questions by using QARs with teacher’s guidance).
Showing the right answer to the students

Post reading (10 Minutes)
Asking the students about some questions as the reflection of what they read
the students answer the right answer based on the text

**Closing (5 Menit)**

The teacher made conclusion and give feedback toward the learning process
The teacher gives students homework to search other information about how to keep the school clean from magazine, newspaper or internet.
Asking students what they feel during class (interview)
Leaves taking

**Meeting 3**
**Opening (5 Minutes)**
Greeting the students
Praying
Checking students’ attendance

**2. Main Activity (80 Menit)**
Pre-reading activity (10 Minutes)
Asking students about the Hortatory Text they learned in the previous meeting
Asking students about “Encouraging to Use Mass Transportation” (What do you already know from the title)
During reading (60 Menit)
Distributing the text about the “Encouraging to Use Mass Transportation”
Asking the students to read and answer the Questions based on types of QAR (Question-Answer Relationship).
Sharing the types of QARs with entitled “Corruption” (Students in answering the questions by using QARs with teacher’s guidance).
Showing the right answer to the students

Post reading (10 Minutes)
Asking the students about some questions as the reflection of what they read
The teacher asks students the QAR category of each question and ask them how to find the answer/information for the questions
Closing (5 Menit)
The teacher made conclusion and give feedback toward the learning process
The teacher gives students homework to search other information about to Encourage People to Use Mass Transportation which can be gained from from magazines, newspaper or internet
Asking students what they feel during class (interview)
Leaves taking
Media :
1. White Board
2. Board Marker
3. Students’ worksheet

Sources :

Meeting 4
Opening (5 Minutes)
Greeting the students
Praying
Checking students’ attendance
2. Main Activity (80 Menit)
Pre-reading activity (10 Minutes)
Asking students about the Hortatory Text they learned in the previous meeting
Asking students about “Fasten Your Seat Belt” (What do you already know from the title)
During reading (60 Minutes)
Distributing the text about the “Fasten Your Seat Belt”
Asking the students to read and answer the Questions based on types of QAR (Question-Answer Relationship).
Sharing the types of QAR with entitled “Fasten Your Seat Belt” (Students in answering the questions by using QAR with teacher’s guidance).

Showing the right answer to the students
Post reading (10 Minutes)
Asking the students about some questions as the reflection of what they read
The teacher asks students the QAR category of each question and ask them how to find the answer/information for the questions

Closing (5 Minutes)
The teacher made conclusion and give feedback toward the learning process
The teacher gives students homework to search other information about how to fasten seat belt from magazines, newspaper or internet
Asking students what they feel during class (interview)
Leaves taking

Media : 1. White Board
       2. Board Marker
       3. Students’ worksheet


Appendix 6
Students’ worksheet of cycle 3

Should not Bring Mobile Phone to School

Recently most people own mobile phone. Why does mobile phone user increase dramatically in recent years? First, the feature and functions have increased. Mobile phone is not used just for calling, but sending text, taking pictures, recording videos, accessing internet, playing games and much more.
Second, mobile phone has also become a lot cheaper. Now this communication device does not only fill the pocket of adult but also teenager and student. Even a lot phones are intentionally designed to teenaged market. However should they be allowed to bring them to school?

Many schools do not allow students to bring cell phones to school. It is very reasonable because bringing phone to school potentially disruptions the learning process. Most students use cell phones irresponsibly. They use cell phones to talk to their friend during class time. They also use the calculator and camera features in the class as well. Those potentially lead less concentration in the time of learning and teaching process.

Students go to school to learn and behave fair way. Mobile phones provide a large temptation to cheat in tests. They can communicate to anyone and almost anywhere in the world. Because of the small size of the cell phone, students can send a text quietly and discreetly. The text can go unnoticed anywhere to get help on answering tests, homework, and other class assignment. Learning in school is to behave fair not cheating.

Therefore, schools should ban students from bringing their cell phones. However it should be done fairly. In case of an emergency some student need a call for help, providing easy access to phone is better.

Answer these following questions!

What is the purpose of the writer? (Author and Me)

What are the feature and functions that mobile phone has? (Right There)

Why does mobile phone lead students’ less concentration? (Think and Search)

What does the third paragraph mainly discuss? (Think and Search)

What most probably happen if students are allowed to bring mobile phone during a test or an examination? (Author and Me)

Do you agree with then author ideas of forbidding students to bring mobile phone to school?
More Dust Bins is Cleaner
To improve comfort and cleanliness at the school, there should be an increasing number of dust bins.
When we look at classroom, school corridors and schoolyard, there are papers, mineral water caps, straws, and napkin everywhere. The condition of unseemliness really hinders learning and teaching environment. They can be filled out with water coming from the rain. This can be placed for mosquito to spread out.

Anyway I notice that most of the students have responsibilities for their school environment. They put their litter on the proper place but some of them are not diligent enough to find the dust bins. The numbers of the dust bins in the school are not enough. More dust bins should be put beside each step, outside of the classrooms and some along of the corridors. Probably one dust bin should be in every ten meters. So when students want to throw away their litters, they can find the dust bins easily.

When school is equipped with sufficient dust bins, students do not have problem of discomfort any more. So provide more dust bins and school will be very clean and become a very nice place to study.

Answer these following questions!
What is the purpose of the writer? (Author and Me)
Mineral water caps can be filled out with water coming from the rain which they can be placed for…? (Right There)
More dust bins should be put beside each step, out side the classroom and some a long of the corridor, why? (Think and Search)
What does the passage mainly discuss? (Think and Search)
What most probably happen if the number of dust been in school is insufficient? (Author and Me)
In your opinion what are other ways to keep our school clean?  
(On Your Own)

**Encouraging to Use Mass Transportation**

Mass transportation is a kind of transportation system which large numbers of people are carried within a single vehicle. Airplanes, railways, buses, trolleys, light rail systems, and subways are examples of mass transportation systems. This mass transit system is believed to be the future way which can solve the heavy traffic in the street.

Mass transportation has a number of advantages over private automobile. In many parts of the world, mass transportation is an important component of a nation’s transportation system. Where people are too poor to buy automobiles, they depend on bicycles or animals or mass transit systems such as bus lines to travel within a city and from city to city.

Mass transportations such as bus, train, and plane are more efficient ways of moving people than the private automobile. For example, a subway system can transport 80,000 passengers per hour. In comparison, an 8-lane freeway can carry only 20,000 passengers per hour. The cost of operating an inter-city bus line typically runs about two cents per vehicle mile, about one-tenth the comparable average for a private automobile.

Mass transit systems also take up much less space than do the highways needed for the movement of automobile traffic. Most urban landscapes today are a vivid testimony to the amount of space required for private automobiles.

To make that mass transportation system works, some experts suggest that forms of mass transportation should be developed. The efforts can be:
Setting up van pools for employees in big company areas.
Picking up people who live close to each other in small vans and brought to and from work as a group.
Having an experiment with dial-a-ride programs which elderly citizens can call to request transportation in a mini-van from one point to another.
Attempting to increase the use of mass transportation by imposing high taxes on parking and tolls leading to the city for private automobiles.
Developing new subway, trolley, and bus lines, and other alternative forms of mass transportation.

Source:  http://sutarno-genre.blogspot.com/2012/01/hortatory-text.html?m=1

Answer these questions!
What is the writer massage? (Author and Me)
How many passanger can a subway system transport per hour? (Right There)
Mass transportation system is believed to be the future way which can solve the heavy traffic in the street.Why? (Think and Search)
What is the main idea of paragraph two? (Think and Search)
What most probably happen if people prefer private transportation to mass transportation? (Autor and Me)
Mass transportation system also takes up much less space than do the high ways needed for movement of automobile traffic.Why? (Athur and Me)
Which do you prefer mass transportation like bus or private automobile like motorcycle? Why? (Author and Me)

Fasten Your Seat Belt

A seat belt sometimes called safety belt, is a safety harness designed to secure the occupant of a vehicle against harmful movement that may result from a collision or a sudden stop. As part of an overall occupant restraint system, seat belts are
intended to reduce injuries by stopping the wearer from hitting hard interior elements of the vehicle or other passengers (the so-called second impact) and by preventing the wearer from being thrown from the vehicle.

During 2004, total accident in DKI Jakarta is 4,544 cases, with 1,146 death victims, 63% of that accident victims didn’t use seat belt (Source: Tempo Interactive). If we use seat belt, we will be safe if an accident happening to us. Of course it will decrease the number of death by fatal accident. This fact makes us realize that if we don’t use seat belt, we will endanger our life. So it’s very important to use seat belt.

For some people, using seat belt makes journey uncomfortable, makes us can’t move freely, etc. But if we used to wear it, it will be our habit. We will feel more and more comfortable if we often use it. Regardless of whether it is comfortable or not, it is very important for us to use seat belt, to save our life.

Government, especially police department, began enforcing us to use a seat belt to decrease the number of death victim. It’s appropriated with polices slogan “Melindungi dan Mengayomi Masyarakat Indonesia.” Because the number of death victim in Indonesia is so high. And most of the death victims didn’t use seat belt.

A rule in our country about seat belt:

UNDANG-UNDANG LALU LINTAS DAN ANGKUTAN JALAN

Pasal 61
2) Barang siapa tidak menggunakan sabuk keselamatan pada waktu mengemudikan kendaraan bermotor roda empat atau lebih, atau tidak menggunakan helm pada waktu mengemudikan kendaraan bermotor roda dua atau pada waktu mengemudikan kendaraan bermotor roda empat atau lebih yang tidak dilengkapi dengan rumah-rumah, sebagaimana dimaksud dalam pasal 23 ayat (1) huruf e, dipidana dengan pidana kurungan paling lama 1
(satu) bulan atau denda setinggi-tingginya Rp. 1.000.000,00 (satu juta rupiah)
This rule is good, but I think the sanction of this rule is so cruel. It’s very expensive to pay for Indonesian people. Indonesia isn’t a rich country. This rule is susceptible to be misused, the misuse of paying the sanction. It will be better if the sanction is below Rp. 1.000.000,00.

How about a pregnant woman?
I think pregnant woman shouldn’t be free from the rule enforcing the use of a seat belt. Her big stomach isn’t a reason to not use seat belt. Now, there is a special seat belt which is designed for pregnant woman. For pregnant mothers, the fetus is protected by a sac full of amniotic fluid. This sac is quite strong and the fluid inside acts like a cushion to protect the fetus. The sac is pliable so it can change shape to a certain degree. The proper use of a seat belt will divert the pressure points off the sac, and thus the fetus would only be minimally affected. The lap belt should be worn low over the pelvic bones and not against the soft stomach area. The shoulder belt should be worn across the chest. Both should be worn snugly. So, the baby won’t be pressed by seat belt.

There is no reason for us to not use seat belt. There are so many advantages of using seat belt. And there are so many disadvantages if you don’t use seat belt. I think we have to rely on one thing: our safety. As wise men say: “Protection is better than curing.” So, fasten your seat belt!

What is the writer massage? (Author and Me)
What make some people feel that wearing seatbelt makes journey uncomfortable? (Right There)
What is meant by the second impact? (Think and Search)
What does the third paragraph mainly discuss? (Think and Search)
What most probably happen if drivers do not use seatbelt? (Author and Me)
How to make people always use seatbelt? (On Your Own)
### Appendix 7

#### Blue Print of Test Item

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<thead>
<tr>
<th>No</th>
<th>Skills</th>
<th>Indicators</th>
<th>Numbers</th>
<th>Total</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>Explicit Information</td>
<td>To find explicit information in a text by using <em>Right There</em> Question</td>
<td>2, 8, 14, 21</td>
<td>4</td>
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<tr>
<td>2</td>
<td>Implicit Information</td>
<td>To recognize Implicit Information in a text by using <em>Think and Search</em> Question</td>
<td>3, 9, 15, 22</td>
<td>4</td>
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<tr>
<td>3</td>
<td>Main Idea</td>
<td>To recognize main idea in a paragraph by using <em>Think and Search</em> Question</td>
<td>4, 10, 16, 23</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>Making Prediction</td>
<td>To make prediction in a text by using <em>Author and Me</em> Question</td>
<td>5, 11, 17, 24</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>Communicative function</td>
<td>To identify communicative Function in a text by using <em>author and Me</em> Question</td>
<td>1, 6, 7, 12, 13, 18, 19, 20, 25</td>
<td>9</td>
</tr>
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Appendices 8
Sample of Field Note of Classroom Observation of Cycle I

Day and Date : Monday, 3 September 2012
Time : 07.00 am. – 08.30 am.
Place : SMA Negeri 1 Rangkasbitung
Class : XI IPS³
Researcher : The Teacher (The Writer)
Collaborator : Dedi Supriadi

The observation was carried out in class XI IPS³. This class consists of 40 students. All students were present. The class was clean but it sound crowded outside the classroom. It was bright enough, so the lamps were turned on.
The teacher entered the classroom with his collaborator. The students seemed lazy. The teacher greeted them friendly. He smiled to the students and explained that he would do the research. He asked the students to be the object of the research. Then the teacher introduced the goals of the research and the students only kept silent. Some of them looked each other; It seemed that they did not like to do the task given by their teacher. The teacher continued his explanation and made students comfort in doing the research.
After that the teacher explained the category of Question Answer (QAR) Strategy and then the teacher distributed the material. Ten minutes passed, he asked his students to read the reading text and the teacher guided to apply the QAR Category. He looked enthusiastic, while his students did the activities, he always encouraged the students to be active in doing the tasks. The tasks had been given into six groups and each group consists of 6-7 students. Some of the students were always active in answering the teacher’s questions.
Finally, time was up the teacher closed the meeting and reminded his students do practice at by themselves. He asked thank you very much and greeted them by saying “goodbye”.
Appendix 9  
Sample of Field Note of Classroom Observation of Cycle II

Day and Date : Monday, 01 October 2012  
Time : 10.15 am. – 11.45 am.  
Place : SMA Negeri 1 Rangkasbitung  
Object : XI IPS³  
Researcher : The Teacher (The Writer)  
Collaborator : Dedi Supriadi

That day was so bright, the teacher entered the classroom with his collaborator, two students were absent in that day. The teacher started the lesson by giving some questions related to the previous lesson and reminded the students the steps of QAR especially to deal with question of main idea, implicit information, and communicative function. He then asked students to submit their homework.

The teacher started the lesson, and motivated his students to study seriously. He asked his students difficulties. The teacher then, in pre-reading, informed the students that they would have a hortatory text entitled ‘Should Ads (advertisement) be Banned from TV Program.’

Next, the teacher chose students to be the leader to guide his friend in applying QAR strategy. The teacher observed the learning activity. Most of the students no longer busy with themselves or even being sleepy. They were busy reading the text and cooperating and discussing to answer the question. They looked energetic and enjoyed the reading activity.

At 11.45 and the teacher closed the meeting, and reminded the students to prepare the test in the next morning.
Appendix 10
Sample of Field Note of Classroom Observation of Cycle III

Day and Date : Thursday, 18 October 2012
Time : 07.00 am. – 08.30 am.
Place : SMA Negeri 1 Rangkasbitung
Class : XI IPS3
Researcher : The Teacher (The Writer)
Collaborator : Dedi Supriadi

The teacher entered the classroom with his collaborator. The teacher greeted them friendly. The students were happy. They had spirit to follow the lesson.
As usual, the teacher checked attendance list by calling students’ name listed one by one, all students attended the class that day and before starting the lesson, the teacher asked students to pray together. He reviewed previous lesson and reminded the students about the category of QAR.
The teacher started the lesson and motivated his students to study seriously. The students who were not active were given encouragement from the teacher directly. During the lesson, teacher moved around to observe students’ activity. It looked that few students were more active to answer the questions.
In this meeting, teacher still did his role as learning facilitator. He observed his students intensively. Sometimes he helped the students to clarify the difficult words.
However, the students’ condition was better. Most of the students had understood more about the category of QAR well and they had been able how to match them with the elements of reading comprehension. The teacher kept on smiling and moved around the classroom to observe students’ activity. He got some students who still kept on silent. He was never tired to encourage his students to give their opinion. In the last question he commented on students’ presentation.
In the end of the meeting, the teacher looked happy and after that he praised his students and greeted them “goodbye”.

210
### Sample of Researcher’s Diary

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<tr>
<th>NO</th>
<th>Waktu (Tanggal)</th>
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| 1  | Tanggal 3September 2012 | Hari ini adalah pertemuan pertama pada siklus pertama. Pelajaran dimulai pukul 07.00. pelajaran dimulai dengan greeting dan berdoa. Setelah itu guru (peneliti) mengabsen siswa yang tidak masuk. Pada waktu guru mulai mengajar, kolaborator duduk dibelakang untuk mengamati proses pembelajaran. Dalam pertemuan pertama ini guru melakukan kegiatan sebagai berikut:
Mengenalkan teknik QAR, kelebihan QAR dan kategori QAR yang akan digunakan untuk memperbaiki kemampuan reading siswa.
Memberikan model bagaimana menggunakan kategori QAR.
Guru menginformasikan ke siswa tentang judul yang akan di bahas yaitu ‘Smoking in Restaurant’ dan kemudian bertanya mengenai prediksi siswa mengenai isi bacaan yang akan dibahas dalam teks tersebut.
Guru membagikan teks yang berjudul ‘Smoking in resaturant’ dan menyuruh siswa untuk membaca teks hortatory tersebut.
Guru memerintahkan siswa mencocokan pertanyaan dalam teks dengan kategori QAR melalui tanya jawab (aktifitas ini dibawah bimbingan guru).
Guru mengevaluasi siswa dalam menjawab pertanyaan teks tersebut sesuai dengan |
kategori QAR. Pada pertemuan pertama ini peneliti menemukan bahwa kebanyakan siswa masih belum bisa memahami QAR dan kategorinya secara baik. Selain itu kondisi kelas belum berjalan sesuai dengan apa yang diharapkan.

2 Tanggal 6 September 2012

Hari ini adalah pertemuan kedua pada siklus pertama. Guru (peneliti) dan kolaborator masuk kelas tepat pukul 10.15. Pelajarn ini dimulai pukul 11.45. Seperti biasanya pelajaran dimulai dengan greeting dan mengabsen siswa. Kegiatanya adalah sebagai berikut:

Guru bertanya pada siswa tentang apa yang mereka pelajari pada pertemuan sebelumnya.

Guru bertanya pada siswa tentang topic yang akan diberikan yaitu ‘Car Should be Banned in the city’ (ini bertujuan untuk mengaktifkan background knowledge siswa).

Guru memerintahkan siswa untuk membentuk kelompok. Kelompok terdiri dari 6-7 orang.

Guru memerintahkan siswa untuk bekerja secara berkelompok.

Guru memerintahkan siswa untuk menjawab pertanyaan-pertanyaan dalam teks dan mempresentasikannya sesuai hasil diskusinya.

Guru memberikan jawaban yang benar pada siswa.

Guru bertanya pada siswa tentang elemen-elemen reading yang ada dalam teks.
tersebut sesuai dengan kategori QAR. Guru mengevaluasi proses diskusi siswa dan presentasi siswa. Pada pertemuan kedua ini peneliti menemukan bahwa ada beberapa siswa yang masih belum faham dalam menggunakan kategori QAR sesuai dengan elemen-elemen pertanyaan tersebut. Peneliti menemukan bahwa proses diskusi tidak berjalan secara optimal. Kondisi kelas sudah mulai berjalan apa yang diharapkan walaupun demikian peneliti masih melihat beberapa siswa masih adayang terlambat, ngobrol dan takut salah dalam menjawab pertanyaan dan sebagian tidak ikut berpartisipasi dalam menjawab setiap pertanyaan.

3 Tanggal 10 September 2012

pertanyaan yang ada pada teks hortatori yang berjudul “Where Should be After High School”. Guru mereview presentasi siswa. Pada pertemuan ketiga ini peneliti menemukan bahwa:
Masih ada siswa yang belum faham dengan penggunaan Kategori QAR. Beberapa siswa masih kesulitan dalam mengidentifikasi kategori QAR sesuai dengan elemen-elemen pertanyaan dalam reading tersebut.
Kondisi kelas sudah mulai berjalan apa yang diharapkan walaupun demikian peneliti masih melihat beberapa siswa masih ngobrol, tidak kooperatif dan takut salah dalam menjawab pertanyaan.
Appendix 12

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Appendix 16

INTERVIEW PROTOCOL (After the Implementation of Cycle 1) OF THE ELEVENTH YEAR STUDENTS OF SMAN 1 Rangkasbitung

Bagaimana pendapat anda tentang kegiatan belajar Reading yang menggunakan strategi QAR? 
Apakah anda sudah faham tentang penggunaan QAR pada pengajaran reading yang hari ini dilaksanakan? 
Apakah kategori QAR membuat anda tertarik dan termotivasi dalam memahami teks reading?

Appendix 17

Transcript of Interview (After the Implementation of meetings in Cycle 1) 

For Students 
Peneliti: Bagaimana pendapat anda tentang kegiatan belajar Reading tadi yang menggunakan strategi QAR? 
Siswa (S8) :“Kegiatan tadi menyenangkan, tidak banyak tugas, biasanya klo membaca langsung diberi tugas ngerjain soal, trus suruh membaca satu satu. Klo tadi enak sebelum membaca ditanyain dulu, apa yang kamu tau dari teks. Trus kira-kira apa yang mau dibahas. Jadi kita penasaran bener ga ya tebakan kita sama dengan yang di teks, bacanya jadi semangat gitu”. (Monday, September 3, 2012) (First meeting) 
Siswa (S37): Belajar di kelas tadi enak, ga banyak tugas, apalagi diberi cara untuk mencari jawaban, ada yang dari pengalaman atau dari teks. Trus apa.eemmm.yang paling saya inget dari itu apa..kata kunci, keywords untuk mencari jawaban Right There. Jadi lebih mudah rasanya menjawab Klo pake itu”. (Monday, September 3, 2012) (First Meeting)

Siswa (S19):“Saya senang belajar di kelas tadi, seperti tadi sebenarnya, apa, eemm, saya kan salah jawabnya, saya kira tadi pertanyaan yang Why do cars make people in city hard to sleep
and caused a lot of death? Tadi itu **Right There**, saya hanya jawab “Cars are very noisy”. **Right there**, in paragraph 3. eh ternyata bukan, itu think and search, jadi jawabannya nggabungin beberapa jawaban yang ada dalam bacaan. Jadi jawabannya “cars are very noisy thus it makes people hard to sleep, they are also emit deadly gas and commonly hit pedestrian which causes them to die”. Saya udah agak paham sekarang, mudah-mudah ya ga lupa. he...he....he”. (Thursday, September 6, 2012) (Second Meeting)

Siswa (S37): “Asyik pak, saya udah agak bisa sekarang jawab yang apa di teks yang pake kata kunci, enak langsung ketemu, trus tadi eee pas di suruh jawab apa pendapatmu tentang apa itu baning cars ya..saya kira tadi jawabannya ada di teks, tapi kata Edi, saya di suruh, “eta kan jawabana make panglaman! Lamun rek ngajawab ya mikir”..Trus saya langsung mikir buat ngejawabnya.Pokoknya jadi semangat nih belajarnya klo gini”. (Thursday, September 6, 2012) (Second Meeting)


Siswa (S17):“Saya menyukai kegiatan di kelas ini. Saya bisa betah berlama-lama belajar kalau sistem mengajarnya seperti ini bisa rileks ga tegang. Terus diajarin bagaimana caranya jawab pertanyaan-pertanyaan, seperti tadi pas ditanya main idea, kelompok saya salah jawabnya karena belum begitu faham cara yang tepat buat menemukan main idea. Untungnya tadi dikasih tau trik-triknya. Trus saya pikih eee..wah... ini berguna bagi saya untuk, jadi nanti pas waktu semesteran klo ada pertanyaan
seperti ini sya bisa mudah jawabnya”. (Monday, September 10, 2012) (Third Meeting)

Peneliti: Apakah anda sudah faham tentang penggunaan QAR pada pengajaran reading yang hari ini dilaksanakan?

Siswa (S10): Ya, saya udah agak ngerti sedikit caranya jawab pertanyaan yang apa, siapa, dimana, kapan, tinggal cari kata kuncinya ketemu deh. Trus eeee pertanyaan yang jawabannya di gabungin, juga udah agak bisa nih. (Thursday, September 13, 2012)

Peneliti: Apakah kategori QAR yang diajarkan tadi membuat anda tertarik dan termotivasi dalam memahami teks reading?

Siswa (S37): Ya, tentunya, saya suka dengan kegiatan belajar tadi, terutama tadi ketika diajarai caranya mencari main idea trus diingetin bagaimana caranya pake think and search. Saya juga senang dan semangat kalau ditanya tentang pendapat seperti bagaimana caranya membrantas kriminalitas di kota menurut pendapat kami. Jadi bisa berbagi ide atau eemm apa,....berargumen, Gak boring gak melulu ngapalin kosa kata trus caranya membaca. (Thursday, September 13, 2012)

Siswa (S10) :“Kegiatan tadi membuat saya tertarik untuk membaca apalagi klo ditanya prediksi tentang apa yang akan dibahas, berdasar judul, oleh si pengarang di dalam teks. Saya jadi penasaran, ingin tau, apakah perkiraan saya benar apa tidak…eeee…pokoknya jadi penasaran ja pengen tau lebih banyak.” (Thursday, September 13, 2012) (Fourth Meeting)

Siswa (S8): “Ya, Saya semangat dengan pembelajaran tadi karena tidak banyak tugas yang membuat pusing dan membebani, kan biasanya klo membaca langsung di beri tugas ngerjain soal, trus suruh membaca satu satu. Klo tadi asik sebelum membaca ditanyain dulu, apa yang kamu tau dari teks.
Trus kira-kira apa yang mau dibahas. Jadinya kita penasaran bener ga ya tebakan kita sama dengan yang di teks, bacanya jadi semangat gitu karena pengen tau yang kita tebak tadi bener apa enggak”. (Thursday, September 13, 2012) (Fourth Meeting)

Appendix 18
INTERVIEW PROTOCOL (After the Implementation of Cycle 2)
OF THE ELEVENTH YEAR STUDENTS OF SMA Negeri 1 Rangkasbitung

Bagaimana pendapat anda tentang kegiatan belajar Reading sebelum dan sesudah penggunaan strategi QAR?
Apakah anda mengalami kesulitan dalam penggunaan QAR dalam pengajaran reading?
Apakah anda dan teman-teman menikmati kegiatan belajar Reading dengan menggunakan Strategi QAR?
Bagaimana pendapat anda dengan pembagian kelompok diskusi yang lebih sedikit?
Bagaimana pendapat anda tentang penggunaan kategori QAR dalam kegiatan reading?

Appendix 19
Transcript of Interview (After the Implementation of Cycle 2)
For Students
Peneliti: Bagaimana pendapat anda tentang belajar Reading sebelum dan sesudah menggunakan teknik QAR?
Siswa(S23):‘Kegiatan hari ini menyenangkan pak, seru, apalagi tadi ketika di jelaskan lagi bagaimana cara atau apa yang harus dilakukan ketika menjawab jenis-jenis pertanyaan. Coba kalau dari dulu model belajarnya kayak gini pak. Pasti ga ngebosenin’. (Monday, October 1, 2012) (First Meeting)

Peneliti: Apakah anda mengalami kesulitan dalam penggunaan QAR dalam pengajaran reading??
Siswa (S19): ‘Ya, permasalahannya ketika ditanyai pertanyaan-pertanyaan kadang saya masih agak sulit menjawabanya walaupun saya sudah tau kategori pertanyaannya. Seperti tadi eee.e.e apak etika ditanyai pertanyaan kategori *Author and You*, saya sudah tau itu pertanyaan kategori *Author and You* namun saya agak kesulitan untuk membuat kesimpulan dari apa yang saya baca untuk menjawab pertanyaannya. Tapi setelah dikerjaan bersama-sama dalam kelompok, kami sekelompok tau jawabannya.” (Thursday, October 4, 2012) (Second Meeting)

Siswa(S23): “Menurut saya kegiatan membaca tadi menyenangkan dan tidak menjemukan, namun tadi agak kebingungan pas waktu ada pertanyaan *Author and Me*, menurut saya pertanyaan tersebut sulit, untungnya tadi itu dikerjakan bareng-bareng sama kawan-kawan dalam kelompok nah ketika didiskusikan dalam kelompok akhirnya bisa juga jawabnya”.(Thursday, October 4, 2012) (Second Meeting)

Peneliti: Apakah anda dan teman-teman menikmati kegiatan belajar Reading dengan menggunakan Strategi QAR?
Siswa (S40):“Ya, kami sangat enjoy, Kegiatan belajar hari ini menyenangkan apalagi tadi kawan-kawan sudah mulai berpartisipasi ketika membahas pertanyaan-pertanyaan setelah membaca teks. Bisanya tuh si Bela kalau giliran membahas petanyaan di kelompok dia diam saja tadi dia sudah mulai ikutan
ngasih masukan untuk menjawab petanyaan. Trus klo si Erwanto yang biasanya ribut dan ganguin temen yang lain eh tadi ga lagi malah dia ikut bantu mikir untuk menjawab pertanyaan-pertanyaan pak guru. Mungkin karena kelompoknya jadi lebih kecil jadi keliatan banget kalau ribut sediri atau males-malesan”. (Monday, October 8, 2012) (Third Meeting)

Peneliti: Bagaimana pendapat anda dengan pembagian kelompok diskusi yang lebih sedikit tadi?
Siswa (S18):“Saya pikir dengan pembagian kelompok diskusi yang lebih sedikit kegiatan tadi lebih menyenangkan. Terus tadi kawan-kawan juga sudah mulai aktif membantu mencari pertanyaan-pertanyaan pak guru, jadinya kalau ada yang gak ikut bantu kerja kelompok malu sendiri pak, nyolok banget. Sepeti si Icha biasanya cekikikan rame sama si Erwanto tadi tuh enggak, dia malah ikut bantuin nyari jawaban pertanyaan-pertanyaan pak guru”. (Thursday, October 11, 2012) (Fourth Meeting)

Peneliti: Bagaimana pendapat anda tentang penggunaan kategori QAR dalam kegiatan reading?
Siswa:“Asyik pak, saya udah agak bisa sekarang jawab yang apa di teks yang pake kata kunci, enak langsung ketemu, trus tadi eee pas di suruh jawab apa pendapatmu tentang apa itu baning cars ya.. saya kira tadi jawabannya ada di teks, tapi kata Edi, saya di suruh, “itu kan yang jawabannya pake pengalaman! Klo mau jawab ya mikir”..Trus saya langsung mikir buat jawabnya.Pokoknya jadi semangat nih belajarnya Klo gini”. (Monday, September 6, 2012) (Fifth Meeting)
Apendix 20
INTERVIEW PROTOCOL (After the Implementation of Cycle 3)
OF THE ELEVENTH YEAR STUDENTS OF SMA Negeri 1 Rangkasbitung

Bagaimana pendapat anda setelah strategi QAR digunakan beberapa kali dalam kegiatan reading?
Bagaimana perasaan anda terhadap penggunaan QAR? danapakah anda termotivasi setelah diterapkannya QAR dalam pengajaran reading?
Apakah anda dan teman-teman menikmati kegiatan belajar Reading dengan menggunakan Strategi QAR?

Appendix 21
Transcript of Interview (After the Implementation of Cycle 3)
For Students

Peneliti: Bagaimana pendapat anda setelah strategi QAR digunakan beberapa kali dalam kegiatan reading?
(Thursday, October 18, 2012)
Siswa (S33): ‘Menurut saya kegiatan pembelajaran tadi mengasikkan dan setelah beberapa kali kegiatan membaca teks dengan cara-cara seperti ini saya sudah mulai paham betul dengan pertanyaan-pertanyaan seperti Right There yang biasanya tanda-tandanya bisa ditemukan jelas didalam teks dan kita tinggal menggunakan keywords atau kata kunci. Saya paling mengerti itu.Juga pertanyaan Think and Search, setelah berkali-kali berlatih dan sering dijelaskan, akhirnya saya juga mulai ngerti. Trus kalau pertanyaan Author and Me dan On My Own saya juga sudah mulai bisa menjawabnya walaupun kadang-kadang masih susah bagaimana bikin kesimpulan pada teks dan pengalaman atau informasi yang kita punya, akhirnya lama-lama agak faham juga tapi ya kadang-kadang ya sering salah, ha.ha.ha. Tapi untungnya pak guru menyayang saya, Klo pas salah, ga dimarah, ya enaklah pokoknya. Anak-anak jadi ga takut kalau mau jawab, karena kalau salah ya udah gak pa-pa, kata pak guru kan namanya juga lagi belajar Klo salah kan ya wajar ha.ha.ha.’ (Monday, October 22, 2012)

Peneliti: Bagaimana perasaan anda terhadap penggunaan QAR? dan apakah anda termotivasi setelah diterapkannya QAR dalam pengajaran reading?

Wah kelasnya tuh jadi semangat, aktif, hidup pokoknya suasananya’. (Thursday, October 25, 2012)

Peneliti: Apakah anda dan teman-teman menikmati kegiatan belajar Reading dengan menggunakan Strategi QAR?

Appendix 22

OBSERVATION CHECKLIST IN THE FIRST CYCLE

Note: 1 = Bad  2 = Enough  3 = Good  4 = Very Good

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## OBSERVATION CHECKLIST IN THE SECOND CYCLE

**Note:** 1 = Bad  2 = Enough  3 = Good  4 = Very Good

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### Appendix 24

**OBSERVATION CHECKLIST IN THE THIRD CYCLE**

Note: 1 = Bad  2 = Enough  3 = Good  4 = Very Good

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### Appendix 25
**RECAPITULATION OF THE QUESTIONAIRRE RESULT**  
*(After the Implementation of Cycle 1)*

<table>
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<tr>
<th>No.</th>
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</tr>
<tr>
<td>1.</td>
<td>Apakah anda dapat mengikuti proses belajar mengajar ketika guru anda menggunakan QAR?</td>
<td>52.5% 21 orang</td>
</tr>
<tr>
<td>2.</td>
<td>Apakah penggunaan QAR dalam pengajaran reading menjadikan anda bersemangat dalam mengikuti proses belajar mengajar?</td>
<td>60% 24 orang</td>
</tr>
<tr>
<td>3.</td>
<td>Apakah penggunaan QAR dalam pengajaran reading tidak menjadikan anda merasa terbebani?</td>
<td>60% 24 orang</td>
</tr>
<tr>
<td>4.</td>
<td>Apakah Kategori QAR memudahkan anda dalam menemukan informasi tersurat dalam sebuah teks?</td>
<td>60% 24 orang</td>
</tr>
<tr>
<td>5.</td>
<td>Apakah Conflict Dissection QAR dapat meningatkan kemampuan kosa kata anda?</td>
<td>47.5% 19 orang</td>
</tr>
<tr>
<td>6.</td>
<td>Apakah Conflict Dissection QAR memudahkan anda dalam menemukan main idea dalam sebuah paragraph?</td>
<td>52.5% 21 orang</td>
</tr>
<tr>
<td>7.</td>
<td>Apakah Conflict Dissection QAR memudahkan anda dalam menyimpulkan makna/pesan yang terkandung dalam sebuah teks?</td>
<td>40% 16 orang</td>
</tr>
<tr>
<td>8.</td>
<td>Apakah model yang digunakan guru andadalampengajaran reading menyenangkan?</td>
<td>67.5% 27 Orang</td>
</tr>
<tr>
<td>9.</td>
<td>Apakah guru anda selalu memberikan motivasi kepada ketida di dalam kelas?</td>
<td>70% 28 Orang</td>
</tr>
<tr>
<td>10.</td>
<td>Apakah metode yang digunakan dalam pengajaran reading oleh guru anda sekarang cendrung tidak membosankan atau menarik.</td>
<td>70% 28 Orang</td>
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### Appendix 26
**RECAPITULATION OF THE QUESTIONAIRRE RESULT**
*(After the Implementation of Cycle 2)*

<table>
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<tr>
<td>1.</td>
<td>Apakah anda dapat mengikuti proses belajar mengajar ketika guru anda menggunakan QAR?</td>
<td>80 %</td>
</tr>
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</tr>
<tr>
<td>2.</td>
<td>Apakah penggunaan QAR dalam pengajaran reading menjadikan anda bersemangat dalam mengikuti proses belajarmengajar?</td>
<td>75.5 %</td>
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<td></td>
<td>31 Orang</td>
</tr>
<tr>
<td>3.</td>
<td>Apakah penggunaan QAR dalam pengajaran reading tidak menjadikan anda merasa terbebani?</td>
<td>80 %</td>
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<tr>
<td>4.</td>
<td>Apakah Kategori QAR memudahkan anda dalam menemukan informasi tersurat dalam sebuah teks?</td>
<td>75.5 %</td>
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<tr>
<td>5.</td>
<td>Apakah Kategori QAR dapat meningkatkan kemampuan kosa kata anda?</td>
<td>72.5 %</td>
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<td>6.</td>
<td>Apakah Kategori QAR memudahkan anda dalam menemukan main idea dalam sebuah paragraph?</td>
<td>70 %</td>
</tr>
<tr>
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<td>28 Orang</td>
</tr>
<tr>
<td>7.</td>
<td>Apakah Kategori QAR memudahkan anda dalam menyimpulkan makna/pesan yang terkandung dalam sebuah teks?</td>
<td>67.5 %</td>
</tr>
<tr>
<td></td>
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<td>27 Orang</td>
</tr>
<tr>
<td>8.</td>
<td>Apakah model yang digunakan guru anda dalam pengajaran reading menyenangkan?</td>
<td>80 %</td>
</tr>
<tr>
<td></td>
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<td>32 Orang</td>
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<tr>
<td>9.</td>
<td>Apakah guru anda selalu memberikan motivasi kepada ketida di dalam kelas?</td>
<td>82.5 %</td>
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<td>10.</td>
<td>Apakah metode yang digunakan dalam pengajaran reading oleh guru anda sekarang cendrung tidak membosankan atau menarik?</td>
<td>80 %</td>
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<td></td>
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### Appendix 27

**RECAPITULATION OF THE QUESTIONAIRRE RESULT**  
(After the Implementation of Cycle 3)

<table>
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<tr>
<td>1.</td>
<td>Apakah anda dapat mengikuti proses belajar mengajar ketika guru anda menggunakan QAR?</td>
<td>90 %</td>
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<td>2.</td>
<td>Apakah penggunaan QAR dalam pengajaran reading menjadikan anda bersemangat dalam mengikuti proses belajar mengajar?</td>
<td>80 %</td>
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<tr>
<td>3.</td>
<td>Apakah penggunaan QAR dalam pengajaran reading tidak menjadikan anda merasa terbebani?</td>
<td>85 %</td>
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<td>4.</td>
<td>Apakah Kategori QAR memudahkan anda dalam menemukan informasi tersurat dalam sebuah teks?</td>
<td>80 %</td>
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<td>5.</td>
<td>Apakah Kategori QAR dapat meningkatkan kemampuan kosa kata anda?</td>
<td>75 %</td>
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<td>Apakah Kategori QAR memudahkan anda dalam menemukan main idea dalam sebuah paragraph?</td>
<td>77.5 %</td>
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<td>7.</td>
<td>Apakah Kategori QAR memudahkan anda dalam menyimpulkan makna/pesan yang terkandung dalam sebuah teks?</td>
<td>70 %</td>
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<td>8.</td>
<td>Apakah model yang digunakan guru anda dalam pengajaran reading menyenangkan?</td>
<td>85 %</td>
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<td>9.</td>
<td>Apakah guru anda selalu memberikan motivasi kepada ketidakhiasan di dalam kelas?</td>
<td>90 %</td>
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<td>10.</td>
<td>Apakah metode yang digunakan dalam pengajaran reading oleh guru anda sekarang cendrung tidak membosankan atau menarik?</td>
<td>90 %</td>
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<td>10 %</td>
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</table>
BIOGRAPHY

The writer’s name is Fuad Abdul Baqi. He was born in Bayah on November 16th 1980. Now he lives on Jl. Sunan Bonang No.8 Kp. Sawah, Rangkasbitung-Lebak-Banten

His parents’ names are:

Father : Djaenudin (Alm)
Mother: Maesaroh

His educational background as the following:

a. Elementary School at SDN Cijengkol 1 in 1994
b. Junior High School at MTsN Bayah in 1997
c. Senior High School at MAN Bayah in 2000
d. D1 Hotel and Tourism at Politeknik Krakatau Cilegon in 2003
e. D3 Business English at Politeknik Tugu Jakarta 2007
f. S1 English Educational Department at STKIP Setia Budhi Rangkasbitun in 2009
g. Master Degree of English Language Education at State Islamic University Syarif Hidayatullah Jakarta
h. Master of Tourism and Hospitality at STP Trisakti (Graduate School Trisakti Institute of Tourism) Jakarta

Job Experiences

c. English Teacher at Politkenik Kesehatan Banten (2010 – Present)