ENHANCING STUDENTS’ READING COMPREHENSION OF NARRATIVE TEXT THROUGH QUESTION-ANSWER AND RELATIONSHIP (QAR) STRATEGY AND SELF-EFFICACY (A Quasi-experimental Study at the Eighth Grade Students of SMP N 2 Ciputat Timur)

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(A Quasi-experimental Study at the Eighth Grade Students of SMP N 2 Ciputat Timur)

A Thesis

Presented in Partial Fulfillment of the Requirements for the Degree of Master of Education (M.Pd.) in Graduate Program of English Education

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STATEMENT OF ORIGINALITY

I hereby declare that the thesis entitled “Enhancing Students’ Reading Comprehension of Narrative Text through Question-Answer and Relationship (QAR) Strategy and Self-Efficacy (A Quasi-experimental Study at the Eighth Grade Students of SMP N 2 Ciputat Timur)” represented my original work and that I have used no other sources except as noted by citations. All data, tables, figures, and text citations which have been reproduced from any other sources have been explicitly acknowledged as such. I have read and understood the Ministry of National Education (MoNE) of Indonesia’s Decree No. 17 Year 2010 regarding plagiarism in higher education, therefore I am responsible for any claims in the future regarding the originally of my thesis.

Ciputat, Maret 2019

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THE ENDORSEMENT SHEET

This is to declare that the thesis entitled “Enhancing Students’ Reading Comprehension of Narrative Text through Question-Answer and Relationship (QAR) Strategy and Self-Efficacy (A Quasi-experimental Study at the Eight Grade Students of SMP N 2 Ciputat Timur)” has been examined by the committee at Faculty of Educational Sciences State Islamic University (UIN) Syarif Hidayatullah Jakarta on Sunday, July 8th 2019. The thesis has been revised as suggested by examiners, and therefore fulfilled one of the requirements for the academic title M.Pd. in Graduate Program of English Education.

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ABSTRACT


The objective of the research was to test the empirical evidence the effect of Question Answer and Relationship (QAR) Strategy and Self-Efficacy on students’ reading comprehension of narrative text at the eighth grade students of SMPN 2 Ciputat Timur. This research was used a quasi-experimental with Treatment by Level Design which involved, 72 students as a sample, comprised 36 students as experimental and 36 control group as well. The sample of the research taken by a cluster random sampling technique. The research data were collected through students’ self-efficacy questionnaire before treatment and test of reading comprehension after treatment. Data was analyzed by Two ways of ANOVA using by SPSS version 22. The findings of this study revealed that: (1) Question Answer and Relationship (QAR) strategy was more affective in enhancing students’ reading comprehension than conventional technique. (2) Teaching strategy an effect students’ reading comprehension depend on students ‘self-efficacy. (3) Question Answer and Relationship (QAR) strategy was more effective in increasing students’ reading comprehension than conventional technique for students’ high self-efficacy. (4) For students’ low self-efficacy, both who taught by Question Answer and Relationship strategy and conventional technique were not effect on students’ reading comprehension. The conclusion of this research is synergize between Question Answer and Relationship (QAR) strategy and students’ self-efficacy has been proven to increase students’ reading comprehension of narrative text in learning English.

Keywords: Reading Comprehension, QAR strategy, Students’ Self-Efficacy
ABSTRAK


Kata kunci: Pemahaman Membaca, Strategi QAR, Self-Efficacy Siswa
الملخص

الهدف من هذا الدراسة هو زيادة فهم القراءة لدى الطلاب للنصوص السردية من خلال استراتيجية الأسئلة والأجوبة والعلاقات، ودراسة الكفاءة الذاتية (دراسة شبه تجريبية في طلاب الصف الثامن بمدرسة الثانوية الثانية في شرق سيبوتات 2019).

تهدف هذه الدراسة إلى دراسة الأدلة التجريبية لتثبيت استراتيجية الأسئلة والأجوبة والعلاقات، وفعالية الذاتية على فهم قراءة النص السردي للطلاب في طلاب الصف الثامن بمدرسة الثانوية الثانية، في شرق سيبوتات.

تستخدم هذه الدراسة شبه تجريبية مع العلاج حسب المستوى التصميمي الذي شمل 27 طالبا كعينات. تتكون من 36 طالبا كمجموعة تجريبية و 36 مجموعة مراقبة. ثم أُخذ عينة البحث من خلال تقنية العينة العشوائية العنقودية. ثم جمع بيانات البحث من خلال استبيانات الكفاءة الذاتية للطالب قبل العلاج وقراءة اختبارات الفهم بعد العلاج. ثم تحليل البيانات عن طريق أخذ بيانات استبيان استبان ذاتية من الطالب.

تكشف نتائج هذه الدراسة أن:
1. استراتيجيات الردود والجواب والعلاقات أكثر فاعلية في تحسين فهم القراءة لدى الطلاب مقارنة بالتقنيات التقليدية.
2. استراتيجية التدريس لفهم القراءة لدى الطلاب تعتمد على الكفاءة الذاتية للطلاب.
3. استراتيجية الردود والجواب والعلاقات أكثر فاعلية في تحسين فهم القراءة لدى الطلاب مقارنة بالتقنيات التقليدية للفعالية الذاتية للطلاب عالية.
4. ليس لكل من يدرس بالاستراتيجيات والعلاقات سؤال وجواب وكذلك التقنيات التقليدية أي تأثير على فهم القراءة لدى الطلاب. استنتجت هذه الدراسة أن النتائج بين استراتيجيات الإجابة عن الأسئلة والعلاقة والفاعلية الذاتية للطالب قد أظهرت فهم الطلاب لنصوص السردية في تعلم اللغة الإنجليزية.

الكلمات المفتاحية: فهم القراءة، استراتيجية، الكفاءة الذاتية للطفل.
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Ciputat, 2019

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CHAPTER I
INTRODUCTION

This chapter will present the background of the study, identification of the problem, limitation of the problem, formulation of the problem, the objective of the study, and significance of the study.

A. The Background of the Study

Reading comprehension is one of English skills, which is taught integrated into the school based on the curriculum. Reading is the most important activity in any language because by reading people can add their information from various source, add their intelligence, knowledge, and create critical thinking on people's mind (Mourtaga, 2006). Reading is not only a source of information and pleasurable activity but also as a means of consolidating and extending one's knowledge of the language. Reading is very necessary to widen the main and gain and understanding of the foreign culture. It is certainly an important activity for expanding knowledge of a language (Patel, 2008, p. 113). Certainly, learners who have good reading will have some benefits in language learning. The benefit is not only in reading skill itself but also in other language skill. Learners will get a good model for their English writing through reading. They will also obtain opportunities to study the language and the way to construct sentences, paragraphs, and texts (Krashen, 2004, p. 37). They will grasp information and knowledge because the texts they read contain a lot of information. Learners need to understand the text when they are facing the examination. Finally, good reading texts can introduce interesting topics, stimulate discussion, evoke imaginative responses, and become a springboard for comprehensive interesting lessons.

Now, reading has a part of daily life. Reading cannot be separated from daily activities. People read many kinds of written materials such as newspapers, magazines, novels, academic books, and so on. Through reading, people can get a lot of information, knowledge, enjoyment, and even problem solution. Therefore, the ability to read the text in any form will bring great advantages to the readers undoubtedly. All those purposes need good reading comprehension.
In comprehending the text, the students can be facilitated by many strategies. Nowadays, the need of reading comprehension requires teachers to facilitate students through interesting strategies in the learning process. Language instructors generally teach reading by providing text and explain the function of the text as well as giving some questions related to the text. Whereas students usually just read the text and answer the questions that are available. Some of them who do not like reading or understand the text will feel the activity a little bit boring them and uninteresting.

From that point of view, reading is a difficult skill in language, especially the students who were still difficult to understand the content of the reading text. Generally, the teachers only provide text for students, teachers ask students to read and look for the answer of the existing text with aids namely English dictionary, and the students do for individually or work with their partner. Also, reading is supposed to be a routine activity for the academy community. The students are forced to learn, explore, and transcribe in the discussion which those activities require reading as the basic information. However, the lack of students’ interest in reading becomes the main problem for learning quality in the class. In the year 2007, the publication of International Association for Evaluation of Educational Achievement (IAEEA) informs that Indonesia students placed in the low level of reading comprehension, which has the same level as New Zealand and South Africa.

Meanwhile, Badan Pusat Statistik (BPS) explains, it happened since the lack of students’ interest in reading (Siswati, pp. 124—134). Here are some facts about reading in Indonesia, (according to TIMSS and PIRLS—International Study Center, 2001, p. 38), Indonesia with an average score 428 (4.2) is one of the country average significantly lower than the counterpoint of the PIRLS (Progress in International Literacy Study) scale, and based on data from the World Bank and No. 16369–IND studies IEA (International Association for the Evaluation of Education Achievement), for East Asia, Indonesia holds the lowest position with a score of 51.7, under the Philippines (score 52.6), Thailand (score 65.1), Singapore (score 74.0) and Hong Kong (score 75.5). Other data from the UNDP (United Nations
Development Programs), the result literacy rate is only 65.5% of Indonesia. Meanwhile, Malaysia has reached 86.4%. In 1991 based on the reports from the International Association for Evaluation in a study of reading skills of elementary school students at fourth grade in 30 countries of the world, Indonesia got 29th rank notch above Venezuela. In 1992, UNESCO survey result showed that the level of people reading interest of Indonesia ranks 27 from 32 countries. In 1995, a survey was done by the Ministry of Education; 57% of readers rated merely read without understanding (Grasping the meaning) and appreciating what is being read. In 1998 based on a study of Vincent Greannary cited by the World Bank in a report titled: "Education in Indonesia from Crisis to Recovery" shows that children's reading ability of the sixth grade primary school, Indonesia got score of 51.7%, Philippines 52.6%, Thailand 65.1%, Singapore 74.0% and 75.5% for Hong Kong.

Based on the data described above there is also a similar problem regarding the low reading comprehension found in Public Junior High School 2 Tangsel Ciputat Timur that most students did not like reading, especially in comprehending narrative text it can be seen from the result; most students got low in narrative reading comprehension. It is proved by their reading comprehension score, which never gets the minimum of the target (KKM), 90% they got under KKM. During the pre-observation similar problem in reading comprehension when the teacher is teaching in the classroom about narrative text and give some exercises from the story, many students still face difficulty to express their ideas in English. The students seem to be unmotivated and have unfavorable attitudes toward English. These problem supported by some factors such as inside and outside factors. The inside factors include students' learning motivation, age, aptitude, and learning style.

Meanwhile, the outside factor is related to the teacher's techniques, which are used to create a good classroom atmosphere. The teachers should be able to recognize the students' problems and to create an encouraging atmosphere in the classroom that will increase the students' competency to understand reading comprehension. Consequently, English teachers are expected to apply the
appropriate technique, which will surely work to accomplish learners' need for reading comprehension (Nyoman & Nyoman, 2013, pp. 126—231).

The other problem in teaching reading is come from teacher according to (Fall, 2006, p. 24. Firstly, the teacher does not use appropriate media that help students to improve their ability in comprehending reading materials. The teacher just gives a text to students, and sometimes it is not interesting and inappropriate with the students’ level. Secondly, teachers also have lack ability in classroom management. The teacher could not create a wonderful atmosphere in the classroom. Students make noisy and not pay attention to the text when teaching reading. As a result, students cannot understand and comprehend the text, which is they have discussed. Thirdly, the teacher does not use the appropriate strategy and have no variation in teaching English, especially in teaching reading. The teacher often uses the monotonous strategy in teaching reading. The teacher distributes the reading text, ask the students to read the text, and translate into Indonesian. Then, the teacher asks the students to answer the questions based on the text they have read. After that, the teacher makes some correction if necessary. So, these activities can make students not interesting in learning English. They could not state the ideas of the texts and not comprehend the text.

As stated on School-Based Curriculum / KTSP (2006) to improve the reading skill of the students, teaching reading in Junior High School based on several kinds of text. One of the texts which are learned in the second level of Junior High School is Narrative text. The narrative text is one of the genre texts for narrating problematic past events to amuse or entertain and even think. Related to the statement above, reading comprehension in the narrative text may be especially difficult for English Foreign language (EFL) student. By school, based on the curriculum for junior high school, the students are expected to understand the kinds of text, and one of them is narrative text. The narrative text is a kind of text to retell the past story. It is based on life experience and is person oriented using dialogue and familiar language. According to Barwick, (2006, p. 4), "A narrative relates a realistic, imagined or fictitious story." Thus, it is sometimes inevitable to read English textbooks and articles since they need some information beyond their
context. If they can read well and fully understand texts about their content area, it should broaden their horizon and offer them educational advantages. Reading strategies are increasingly demanded at higher levels of education to handle many different types of texts covering various topics and text lengths of over a thousand words. Very high-skilled students should carry out reading strategies and monitoring their process automatically (Slavin, Cheung, Groff, & Lake, 2008). In that reading is strategic, students must have a strategy for comprehending the reading text and dealing with reading tasks, especially answering reading comprehension questions (Roe et al., 2001). Therefore, in a skilled-based reading lesson, English teachers should focus on using reading strategies to increase students’ reading comprehension.

Several strategies can be used by teachers for teaching reading comprehension in narrative text. However, every strategy learning has different levels of effectiveness. Therefore, it is a necessary effort showing new learning strategies that can help students overcome problems in reading comprehension in narrative text. Application of appropriate learning strategies will attract students to active in teaching reading comprehension of narrative text.

Based on the problem above, one of the strategies can improve the reading comprehension of narrative text is Question Answer and Relationship (QAR) strategy. QAR strategy developed by Raphael in 1989 (Ruddell, 2005, p. 372). QAR strategy was designed as a means for students to know the relationship between answers and questions directly through the types of questions. QAR strategies to help students consider information obtained by text or their background own. This strategy also can make the students are more active and motivated in the teaching-learning process. Moreover, this strategy can be applied to make the comprehension process of the text by the students can run successfully in teaching reading.

Questioning is one of the most important dimensions of teaching-learning since it gives teachers a chance to find out whether their students understand the content, and it allows students to monitor their comprehension (Gattis, 2002). There are several types of question that teachers should focus on reading comprehension (before, during, and after reading a text). Some lower order questions test the
knowledge students have read from a text. Meanwhile, higher order questions tend to encourage students to think more deeply and beyond about a concept or give reasons for an answer. Therefore, reading instruction should both type of questions, which challenge students. The question and answer strategy used in developing reading comprehension are what Raphael calls the Question-Answer Relationship or QAR (Nuttall, 2005). With QAR, the teacher can help students become strategic while dealing with a text and questions simultaneously. Raphael and Au (2005) also asserted that the potential of QAR guide students to higher levels of literacy in their studies. Higher levels of literacy refer to a step of moving away from a heavy emphasis on locating and recalling information to on integrating ideas across texts, drawing inferences and critiques, and evaluating. The QAR strategy explicitly shows the relationship between questions and answers, how to search for information in a text according to different types of questions.

The use of Questions Answer Relationships (QAR) helps students to analyze, comprehend, and respond to text concept and refute the common conception that the text has all the answer. QAR conveys the idea that answers can be found in the text sources on from our background knowledge and experience. Therefore, the two primary sources of information are ‘In the Book’ and ‘In My Head.’ There are three types of questions under these two primary sources; predicting, clarifying, and questioning. The QAR process would allow the students to explain why each reading comprehension question belongs to each subcategory and how they can respond to it correctly and successfully. QAR can be used effectively with texts accompanied by some types of reading exercises; multiple-choice True/False question and fill-in questions. It is clear that teachers who want their students to perform well on these kinds of reading tasks should provide students with information on QAR and some reading strategies associated with them. Throughout the QAR instruction, teachers do not need to teach a particular exercise but instead alert students to different types of questions (T. E. Raphael & Au, 2005). Therefore, with the practice of Question-Answer Relationship (QAR) strategy and reading strategies, students and become more familiar with different types of reading questions and consciously select reading strategies appropriately to answer each
type of question correctly. Because of the benefits that Question-Answer Relationships (QAR) seems to be able to offer to students, there are actually a number of studies involving the implementation of Question-Answer Relationships (Cummins, Streiff, & Ceprano, 2012; Description, rationale, instructional sequence for question-answer relationships (QAR), 2006; Fitzpatrick & Ruscica, 1997’ Peng, Hoon, Khoo, & Joseph, 2007). Surprisingly, the number of research studies relating to the use of QAR strategy together with reading strategies to improve students’ reading comprehension ability in Indonesia is very rare.

There are some previous studies that conduct in the implementation of QAR learning in the classroom. The first, Nurul Ilmiatus Solichah conducted the implantation of QAR strategy in teaching reading of the narrative text for tent grader of MAN Mojokerto. This study showed that the students could comprehend the text when answering the questions and the pupils can categorize the questions to avoid spending too much time while finding the answer. The students also enjoyed it, although they had to face many questions. The second, Kinniburgh and Prew (2010) investigated the effect of teaching QAR to students in kindergarten, first, and second grades to lay a strong foundation for reading comprehension. The result indicated that the QAR strategy if implemented effectively could increase the comprehension of young students and provided a strong foundation for reading comprehension. The third, Peng, Hoon, Khoo, and Joseph (2007) studied the impact of QAR on reading comprehension. The study was carried out based on Raphael's (1984) recommendation to introduce and practice the use of the QAR strategy. Findings showed that students taught through the QAR strategy had some improvements in their reading comprehension test scores after the intervention compared to the control group. The qualitative data analysis showed that more than half of the pupils taught through the QAR strategy felt more confident about answering comprehension questions after learning the strategy.

Considering the previous research, it can be seen that instructing and implementing different strategies are useful and have significant roles in improving EFL students reading comprehension at different levels and stages. Consequently, this research intended to use QAR in a while reading process on a population with
different levels that were not conducted previously, and question-answer relationship can help the students to categorize the question and build their reading comprehension.

From this case, personality factor and teaching strategy are important in the learning process, but this research will investigate the effect of students' self-efficacy on reading comprehension. To comprehend the text also needs intensive guidance from the teacher. Here, self-efficacy is a term that was made popular by Albert Bandura in the 1970s (Liao, 2015). Self-efficacy refers to a person's belief about their ability to perform a task (Liao, 2015). According to Liao (2015, p. 8), “Bandura (1977) suggested that efficacy beliefs for tasks could determine activity choice, as well as willingness to persist and persevere in a task”. The research is mixed as to whether self-efficacy is a predictor of reading comprehension ability (Liao, 2015). Caldwell et al., (2010, p. 5) state, "Seventy-four percent of children who are unsuccessful at reading in third grade are still unsuccessful in ninth grade."

There are multiple reasons as to why it is important to research and identify possible factors, such as self-efficacy, that might be contributing to prolonged reading problems (Caldwell et al., 2010). The first reason why we should identify the factors that might contribute to a prolonged reading problem is that "low-level readers are very risky in the subject area of content such as science, social studies, and health" (Caldwell et al., 2010, p. 18). Students fall behind in these subjects because they cannot comprehend the textbook content. Another reason why we must identify possible factors contributing to prolonged reading problems is that in today has advanced technological world, an individual's potential for employment often depends on whether they are an efficient reader or not (Caldwell et al., 2010).

Therefore, this present research to investigate how reading instruction using Question-Answer Relationship (QAR) strategy and Self-Efficacy increased the students’ skill in comprehending reading the narrative text.
B. The Identification of Problems

Based on the background of the study, the problems can be identified as follows:
1. Many students still have difficulties to comprehend reading text and express their ideas. It can be seen by the mistakes they made when they are asked to find out the main idea of the text
2. Students appear to be unmotivated and have an unfavorable attitude towards English because, in reality, most students have a poor understanding of reading texts. They cannot get the idea stated in the text. As a result, they cannot answer questions from the text because the students also have vocabulary deficiencies.
3. The teacher did not use appropriate media that help students to improve their ability in comprehending reading materials. The teacher just gives a text to students, and sometimes it is not interesting and inappropriate with the students' level.
4. Lack of using QAR strategy as a teaching strategy and it can be seen when teacher conducted the reading comprehension; he asked the students to read the text on their LKS book only then asked the students to answer the question related to the text.
5. Teaching and learning process regarding the self-efficacy is still weak; it can be seen from the classroom activity, the teacher prefers pointing out the students one by one to answer the question than discusses it together.
6. The rubric of reading assessment is still weak; it can be seen from the teacher’s document; it could not be found a rubric to test reading comprehension.

C. The Limitation of Problem

Based on the identification of the problem above, this research has limited two factors affecting students' reading comprehension. The first is the use of QAR strategy, and the second is students' self-efficacy to engage in the process of learning. Therefore, this study has concerned to find out the effectiveness of QAR
strategy and Self-Efficacy on EFL students' reading comprehension of narrative text at SMPN 2 Ciputat Timur.

D. Formulation of the Problems

Based on the limitation of the study, the problem can be formulated as follow:

1. Was there any difference between students’ reading comprehension who were taught by Question Answer and relationship (QAR) strategy and those who were taught by conventional technique?

2. Was there any interactional effect of teaching method and self-efficacy on their reading comprehension?

3. Was there any difference of reading comprehension score between students with high self-efficacy who were taught by Question Answer and Relationship (QAR) strategy and those who were taught by conventional technique?

4. Was there any difference of reading comprehension score between students with low self-efficacy who were taught by Question Answer and Relationship (QAR) strategy and those who were taught by conventional technique?

E. Objectives of the Study

Based on the formulation of the study, the objectives of this research were intended to obtain empirical evidence about:

1. The difference between students’ reading comprehension who were taught by Question Answer and relationship (QAR) strategy and those who were taught by conventional technique.

2. The interactional effect of teaching method and self-efficacy on their reading comprehension.

3. The difference of reading comprehension score between students with high self-efficacy who were taught by Question Answer and Relationship (QAR) strategy and those who were taught by conventional technique.

4. The difference of reading comprehension score between students with low self-efficacy who were taught by Question Answer and Relationship (QAR) strategy and those who were taught by conventional technique.
F. **Significances 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 Question Answer and Relationship (QAR) that can be considered as a tool for conceptualizing and developing comprehension questions. QAR creates ways of thinking about the types of questions that are most suitable 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 teachers.**
   
The researcher hopes that the finding of this research gives a positive effect for the teacher to empower the teacher's knowledge on how to apply the kinds of teaching techniques in teaching reading.

2. **For the students.**
   
The result of this study is also expected to help and to be beneficial for the students in finding out the effective way or technique to solve their difficulties in developing the reading skill.

3. **For other researchers.**
   
These various teaching methods implemented in teaching English to the students' junior high school and developing to another research.
A. Reading Comprehension of Narrative Text

1. The Nature of Reading Comprehension

Reading can be seen as an interactive process between the reader and the text, which leads to automaticity (reading fluency). In this process, readers interact dynamically with text when they try to get meaning and where various kinds of knowledge are used: linguistic or systematic knowledge (through bottom-up processing) and schematic knowledge (through top-down processing). Hoover & Gough in (Serafini, 2004, p. 190) suggested that reading comprehension is simply a combination of decoding and oral comprehension skill. It means that if readers could decode the words on a page, they would be able to monitor what was being read to them orally and understand what they were reading. Other expert explained that "…meaning construction is an interactive process, more than decoding words, saying them out loud in your head, and assuming understanding "happens" when words are heard "(Hammerberg, 2004, p. 650).

It means, in decoding the word reading comprehension is not enough because it processors of text, connect texts to their experiences and prior knowledge, set expectations or goals for their reading, attend to the elements and structures of literature, and so on. So, into the text deeply, animating the content of the text and the author's thought. The readers must be able to image or describe how the author designed the text from the opening until closing. So that there will be any interaction between the readers and the text, moreover, the interaction can be built up holistically.

According to Caldwell, Jennings, and Learner (2010, p. 17), “Comprehension is the essence of the reading act." They note that there are many levels of comprehension. Those levels include drawing on background experiences, literal comprehension, higher-level comprehension, and the ability to study and learn from the text (Caldwell, Jennings, & Learner 2010, p. 18). They note that readers require background knowledge to effectively comprehend the material. Caldwell et al.
(2010) stated, "The background that students already have allows them to build bridges for new reading experiences and connect what they read with what they know." They also discuss different levels of comprehension that are strongly related. These levels include (a) literal comprehension, (b) higher-level comprehension, (c) inference, and (d) critical thinking. Literal comprehension refers to the ability to understand what is directly stated in the text (Caldwell et al., 2010). Higher-level comprehension refers to "Formulating the central thought of passage."

The main thought constructed is a little different for each of us" (Jennings et al., 2010, p. 18). They define inference as, "The implied information we draw from a text." Jennings et al. (2010) note that critical thinking is also a part of higher-level comprehension. They discuss that critical thinking refers to the ability to evaluate information within a text while considering individual thinking and experiences. Caldwell et al. (2010) discuss two different types of comprehension, which include narrative comprehension and informational comprehension. Narrative comprehension refers to comprehension related to stories or novels (Caldwell et al., 2010). Informational comprehension refers to the comprehension of materials that contains information (Caldwell et al., 2010). Examples of material that require informational comprehension include science and social studies textbooks (Caldwell et al., 2010).

In addition reading comprehension is a flexible ongoing cognitive and constructive process (Wolley, 2011, p. 12). It is a two-way process that integrates information from text-based with information from prior knowledge of the reader. During the reading, a reader attempt to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. He also asserts that a reader must link ideas across sentences and construct the meaning that is implied by drawing the situation from their background knowledge. Thus, to be an effective reader must set reading goals, monitor meaning, and reflect upon their understanding (Wolley).
Consequently, reading is not only about the reading passage, but it is also about the background or prior knowledge that a reader brings to the reading task. The importance of background knowledge in reading comprehension is mentioned through this definition:

"Reading comprehension is a process of constructing meaning as a result of blending content and text messages with the knowledge and skills of readers that exist during the reader’s text interactions ... the assumption here is that the meaning is in the process of deliberate problem solving by the translator ... that the content of the meaning is influenced by the person's previous knowledge and experience. (Pardo, 2004, pp. 272—281)."

Based on the definition above, Reading comprehension is not simply about recalling information encountered in the text. Reciprocal implies that the reader brings something to reading comprehension. It is not just the information that comes from the text, but the information that the reader already processes also influences the construction of the meaning. And problem-solving, thinking processes suggest that the reader is actively involved in attempting to build meaning in mind. This also indicates that one is understanding in reading might be different from that of others, it depends on how the reader filters the text through their background knowledge, biases, and other experiences that affect how they interpret the text (Pardo).

2. The Purpose of Reading Comprehension

According to Harmer (2001, p. 21), reading is directly related to the reasons why people read. Broadly, these reasons include either reading for personal interest and pleasure, reading to participate in society, or reading to learn. Every single purpose that is used by the readers depends on their own need. For young readers, the emphasis is placed on reading for interest or pleasure. A reader reads a text or material due to his or her willingness. He or she is not burdened by anything that requires him or her to do something after reading. Clark and Rumbold (2006, p. 26) define that reading for pleasure refers to reading that humans do because of their
own free will. It refers to reading that has begun at what someone else is interested in. Additionally, Nell, quoted by Clark, asserts that reading for pleasure is a form of play that allows us to experience other words and roles in our imagination.

By contrary, Robinson (2013, p. 16) explains that in the academic community such as school, university, office, institution, etc., reading is necessary to gain more an extra knowledge to learn, explore, and transcribe. In the discussion, students are forced to seek for more information whether from their environment or happening facts in worldwide. He also adds that in academic reading, a reader may have to skim through a chapter or title of the text in searching main ideas about some aspects or subjects. In other case, students also have to develop his or her ability to run eyes extremely, rapidly over many pages of text until they find specific information relevant to the purpose; which is called scanning. Skimming and scanning are two strategies to ease students in searching for certain information. Furthermore, the main purpose of it is to get a good understanding and clarify a better solution to the issues.

3. The Types of Reading Comprehension

Based on the purpose of reading classified Harmer, there are two types of reading comprehension related to its purpose. Those are extensive and intensive reading for the detail description of the two reading types are as follow:

a) Intensive Reading

Nuttal (2005, p. 38) states, “Intensive reading involves approaching the text under the teacher’s guidance or task that forces students to focus on the text and its purpose is to arrive at an understanding not only of what the text means but also of how the meaning is produced.” In other words, intensive reading is used to gain a deep understanding of a text, which is important for readers. To reach the comprehension in reading, it is necessary to pay attention to reading accuracy concerning reading text, vocabulary, and organization. So that comprehension of the content may be facilitated.
Brown (as cited by Indrawati, 2014, p. 9) Intensive reading activity is a usual classroom-oriented activity in which students focus on the linguistic or semantic detail of the passage. Intensive reading requires students' attention to grammar forms, discourse markers, and detailed surface structure of sequences for purpose or understanding literal meanings, implications, rhetoric, relationships, and the like.

From the definition above, it can be said that intensive reading is for a high degree of comprehension and relation over a long period of time, this type of reading is deeper than the extensive one because the readers are not only learning about how the words are produced but also they are learning about the meaning, learning about the structures, word formation, grammar or unfamiliar vocabulary they found in the text, and so forth. The teachers can help the readers or students by giving some questions related to the text, such as what "tense" is using in the text, find the unfamiliar words (synonymous and antonymous), what is the topic of the text? What is the main idea? And so forth. The teachers can ask the students or readers to make summarizing by their own words for better understanding.

b) Extensive Reading

One of the best ways to improve knowledge of a foreign language is to go and live among its speakers. However, many people are hardly to have that opportunity to live in other countries. Therefore, there is another way to improve the knowledge that is to read extensively in that language. According to Nuttal (2005, p. 38), extensive reading is assumed as follow: It is assumed that to understand the whole (e.g., book) it is made up. However, we can, in fact, often understand a text adequately without grasping every part of it. Students have to be encouraged to develop this facility.

Based on that statement above, the reading selection, which is appropriate related to extensive reading, is reading for pleasure. In the reading activity, a reader does not need to understand every word because the aim merely needs to get an overall understanding of the text.
4. The Level of Reading Comprehension

Students' comprehension will be varied based on their intelligence ability, background knowledge, and so forth. Sometimes some of them only recognize the word, some of them understand explicitly, and some of them understand the text implicitly. According to Gryas stated that there are two levels of reading comprehension "reading the lines," and "between the lines" (as cited in Alderson, 2005, pp. 7—8). The first refers to the literal meaning of the text; the second refers to inferred meaning.

Summing up the idea proposed by the experts about the indicators of reading comprehension. Then there are two aspects used to measure the quality of reading comprehension in this research. They are literal and inferential comprehension. It can be seen in bellows:

a) Literal Comprehension.

It refers to the ideas and the fact that directly stated in the text. The literal level comprehension is fundamental to all reading skills at any level because students must first understand what the writer said before he/she can draw an inference or make an evaluation. So, from the statements, there are three indicators to measure literal comprehension:

a. Identify the main idea of the passage;

b. Confirming reference in the passage;

c. Identify the specific information in the passage;

b) Inferential Comprehension.

It demands a higher-level thinking ability because the questions of interpretation are a concern with an answer that is not directly stated in the text, but they are suggested or implied. To answer the question in the interpretative level, students must have the ability and able to work at various level of abstraction. This level consists of three indicators to measure inferential comprehension:

a. Create inference out of the passage;

b. Analyze and explicit information in the passage;

c. Analyze the implicit information in the passage
In this level, the students should be able to connect each element to get clear comprehensions such as background knowledge, character, cause and effect, and consequences.

According to the explanation above, it can be drawn a conclusion that reading comprehension not only defined as recognizing the words but also requiring the students to think critically and creatively. Every level of reading comprehension is influenced by their reading ability. It simulates them to catch on meaning from text in a different way.

5. Reading Comprehension Assessment

The assessment of reading comprehension is a critical component of any national research effort at improving our understandings about what is reading a comprehension and how it can best be taught. It is very important to be administered to know to what extent the students achieve comprehension as the true essence of reading ability. Good assessment needs to be reliable, valid, and practical. It is possible to see reading as a process or to examine that product of the process. However, the product is easier to be measured than the process in reading comprehension; it must be figured out in how to tap the skill of comprehension, so the goal of the assessment can be achieved. Taking consideration of the indicators of reading comprehension test is suggested before creating the test, to ensure the credibility of the test. Assessing a student's reading performance is no different from asking a question about the student's strengths and needs, and then taking instructional action. At any point in the process, the test is encountered the same problems met while assessing the weather or the state of the gas tank, must be in a careful way to assess.

To assess reading comprehension, some components should be carefully noticed, for testing comprehension should be higher than testing knowledge, which is in the lower level than comprehension. Then, testing knowledge should be excluded from testing comprehension. There are four stages formulated to test reading comprehension. First, reading comprehension can be administrated through testing the literal meaning of the text. Caldwell (2007, p. 176) elaborated the literal
meaning of the test is the words that stated directly by the writer in the text that requires readers to locate the comprehension by looking for stated information in the text. Thus is considered as the surface level of comprehension, because the literal question can test memory more than they test actual understanding such questions could be answered by quoting parts of the text. These questions would be more demanding if the learners were not allowed to look at the text while answering the questions.

Next, testing comprehension can be administered through testing the ability of the readers to draw the inference. Inference testing involves higher-level comprehension than literal meaning testing. To assess comprehension should be with higher-level questions to make sure the test takers have good or bad comprehension. The testing of inference is believed more valid information about students' comprehension. This involves taking the message from the text that are not explicitly stated but which could be justified by reference to the text. This can involve working out cause and effect and other conjunction relationship, which might not be explicitly stated. Adapted from Crame and Snowing (2005, p. 15) cited in Hogan (2011, p. 4), there are three kinds of inference can be used to test reading comprehension. Those three kinds of inference can be interpreted, such as bellow:

a) Cohesive inference; it is in which the reader uses linguistic knowledge to draw connection within the text.

b) Knowledge-based inference; it is in the use of background knowledge to make an inference. Reading comprehension depends on the activation of appropriate prior knowledge, so it is a good idea to assess whether a reader can do so.

c) Evaluative inference; it is in within a text to understand a draw connection between events within a text to understand a character's emotions, motivations, and goals. These three kinds of inference are essential to know students' reading comprehension ability. Moreover, inference requires readers to be aware of the implicit or unstated intended meaning in the text, so it can be only successful if the readers have good comprehension.
Third, testing comprehension can be through using the text for other purposes also, applying the ideas in the text to personal experience, comparing ideas in the text and fitting the ideas in the text into a wider field as in a review of the literature. And the last, testing comprehension can use the critical reading. It is the highest level of reading comprehension (McNamara, 2007, p. 269). For it needs high-order thinking in reading also this stage of comprehension testing is called as evaluative thinking by Caldwell (2007, p. 201). This stage of testing tested students’ ability of judgment of some ideas appears in the text.

However, what comes to appear recently is teachers mostly create tests in the level of the literal meaning, and most students take a look for quoting sentences that testing comprehension because some cases happened that students only look for the answer of the question through seeking the similar sentence to the question in a text. It means that without comprehension, literal meaning questions can be solved easily. Thus, to make sure that students got the skill of reading fact, these stages of reading comprehension tests are more important than testing memory, literal meaning. Therefore, to construct a reading comprehension test, they can administer the tests that determine students’ comprehension.

6. Features of Reading that Affect Reading Comprehension

According to research, various aspects of reading, reader characteristics, and reading strategies affect reading comprehension. There is a vast amount of evidence that suggests that reading fluency strongly impacts reading comprehension at the elementary level (Liao, 2015, p. 58). However, when students reach middle school, fluency is no longer seen as a significant factor that impacts comprehension (Liao, 2015). Rather, other factors should be considered (Liao, 2015). The findings from a study completed by Liao (2015) indicate that amongst eighth grade students, silent reading fluency significantly predicts reading comprehension, oral reading fluency does not significantly contribute to reading comprehension, language status is a significant predictor of reading comprehension, and lastly, for English learner students, reading involvement may significantly increase reading comprehension scores. According to Casteel, Isom, and Jordan (2000, pp. 67—74), recent research
also supports the teaching of cognitive strategies to improve reading comprehension skill. She notes that proficient readers combine multiple strategies to improve their understanding of a text (Casteel et al., 2000, p. 208). One reader characteristic that might be linked to reading comprehension is motivation (Liao, 2015). Liao (2015, p. 7) explains:

Students’ reading comprehension may be affected by motivation through different pathways. It has been hypothesized that students who are more curious or interested in reading tend to exhibit higher amounts of reading engagement, pointing to the influence of intrinsic motivation.

Another possible pathway could suggest that students with higher self-efficacy are willing to put forth more effort trying to figure out the meaning of a text (Liao, 2015, p. 10). Thus it would likely result in higher reading comprehension (Liao, 2015). Liao also notes finding from a study stating that "the relationship between intrinsic reading motivation in third grade and reading comprehension in sixth grade were significant."

Summing up the theories that have been elaborated can be concluded that reading comprehension is an activity to obtain the information from printed texts or reading passage with the ability to transfer information into new interpretation using the words of the readers. Reading comprehension is measured by two components: understanding the literal, and inferential. To test students' literal understanding on reading the passage, the test items are formulated to ask students' understanding of the identify the main idea of the passage, confirming reference in the passage, and identify the specific information in the passage. While, in testing inferential understanding, there are some items: create inference out of the passage, analyze the explicit information in the passage, and analyze the implicit information in the passage.
7. **Narrative Text**

The narrative text is a kind of monolog text that have a social function to amuse, entertain, and deal with the actual or vicarious experience in different ways. The narrative text has several kinds of text if we see the content of the story, such as legends, fables, folktales, drama, fairytales, novels, and many others.

According to Wartini (2006, p. 18), the purpose of the narrative text to entertain, to tell a story, or to provide an aesthetic literacy experience. The generic structure of this text is separate into three parts they are: orientation, evaluation, complication, resolution, and re-orientation. It means that narrative text is a text that tells about the story to make a reader feel enjoy or get entertain. This text is very useful to lose the reader's stress.

Furthermore, Pardiyono (2007, p. 35) explains that narrative text is a text that comfortable to tell activities or the story of expression which show problematic experience, top problem, and resolution as the end of the story to amuse or entertain a reader. It means that this text will be beginning with the introduction of the problem, and the last is the final problem or problem solving as a conclusion of the story.

The last opinion stated by Priyana et al., (2008, p. 105), he said that narrative text focuses on a pattern of events with a problematic and unexpected outcome. The purpose of the text is to entertain or amuse and to educate the reader. The narrative text contains three parts of the generic structure of the text. First, an orientation that sets the scene and introduces the participants and characters in the story. Second, a complication that is a series of complications or crisis point which arise in the story. Start with a problem and top of the problem as called climax. The third is a resolution that is the crisis is resolved, for better or for worse.

From some explanation above, the writer concludes that narrative text tells about story with a purpose to amuse and entertain the people that have moral value or education and also provide a literacy experiences. This text also has aims for pleasure and information that serve in the form of past tense.
According to Muntaha (2014, p. 10), the basic of the narrative is to entertain, to gain, and hold readers' interest. The narrative is a kind of genre which has a social function to amuse, entertain, and to deal with the actual or vicarious experience in different ways. Narrative deals with problematic events which lead to a crisis or a turning point of some kind, which in turn finds a resolution.

It means that the purpose of a narrative is to give entertainment and to deal with actual or vicarious experience indifferent ways, there will be a complication in which the problem arises. The resolution comes to solve the problem.

According to Muntaha (2014, p. 28), the generic structures of narrative text are:

1) Orientation

It introduces the participants of the story and informs the setting. Normally, the writer explains when the story happened and where the events are taken place.

2) Complication

It tells the rising crises of the events. It is the climax of the narrative. In the middle of the story, generally, the narrator shows the complication. Complication makes the story more interesting because the main character is prevented from reaching his or her want. In this part, the narrator brings up the issues that occurred in the story. Complications are the description of real life and tell the readers that every issues or problem can be solved.

3) Resolution

After spelling many issues in the climax of the narrative, the narrator then tells to the readers about the resolution of issues or the problems.

Resolution is the crisis which is resolved, for better or worse. A satisfying narration will give the readers the resolution of the problem or complication. Generally, the resolution is placed at the end of the narration, but sometimes the narrator will place other issues or complication after he or she presents the resolution of the problem. It is used to make the story does not come to an end. In short, the resolution is the ending of the story.
3) Re-orientation

Re-orientation is optional of generic structure of the narrative. So re-orientation is sometimes there and sometimes it isn't there in narrative text. It is usually in ending of the story or closure of events.

According (Knap, Peter, and Megan, 2005, p. 221), there is some language feature of narrative text:
1) Using nouns and pronouns to identify people, animal, or things involved. For example, king, princess, he, she, etc.
2) The specific participant is special characters object — for example, Cinderella, Aladdin, etc.
3) Using adjectives are useful to shape the noun phrase, for example, a beautiful white skinned lady, etc.
4) I am using time connective and conjunctions to sequence the events. For example: then, when, suddenly, etc.
5) Using adverbs and adverbial phrase to indicate place and time. For example: here, there, at home, etc.

The students have to know the generic structure and language features of narrative text in the order they can understand and identify the meaning of the narrative text.

B. Question-Answer Relationship (QAR) Strategy

1. Nature of Question-Answer Relationship (QAR) Strategy

Questioning is a beneficial comprehension strategy for readers to employ because it allows readers to interact easily with the text and evaluate and make a connection to it. Studies suggest that questioning is most effective when students are actively involved in this process. Question-Answer and Relationship (QAR) strategy engages students in the questioning process and teaches them that there are different sources to consult to assist with answering questioning (Jones & Leahy, 2006, p. 48). QAR does not classify question in isolation; rather, it considers the reader's background knowledge and the text. This approach reflects the current
The concept of reading as an interactive process influenced by characteristics of the reader, the text, and the content within which the reading happens.

Furthermore, Question-Answer and Relationship (QAR) is a strategy to be used after students have read. It also teaches them how to decode what types of questions they are being asked and where to find the answer to them (Raphael & Au, 2005, pp. 206–221). QAR is a reading comprehension strategy developed to clarify how students approach the task of reading texts and answering questions. It also encourages them to be active, strategy readers of texts” (Raphael & Au 2005, p. 176). Teachers have long used questioning as a way to guide and monitor students’ learning. Research shows that teacher questions strongly support and advance student learning from reading” (Armbruster, Lehr, & Osborn, 2001, p. 10). “No comprehension activity has a longer or more pervasive tradition than asking students questions about their reading, whether this occurs before, during, or after reading” (Duke & Pearson, 2002, p. 125). Instead, they found that students must engage in high levels of questioning in a highly interactive setting to achieve proficient levels of comprehension. QAR is a strategy which is very interactive and promotes and improves students’ comprehension (Raphael & Au, 2005, p. 101).

There are two primary information sources within the QAR framework, the text, and one's background knowledge. The strategy explicitly teaches children that not all answer is located in the text. Many poor readers are not aware of this and benefit from such instruction. These two basic classifications are known as "in the book" and "in my head" can then be broken into four additional categories. Under the "in the book" classification are "right there" questions and "think and search" questions. Right there questions are very literal and allow students to identify textually explicit information such as definition and facts. They are located in the text easily and, therefore, readers usually only have to work with small amounts of text to answer such questions. Think and search questions ask readers to summarize, explain, compare and contrast information, and identify cause and effect relationships. Reads have to integrate and interpret information. As readers complete these tasks, they must examine the text as a whole (Raphael, Highfield, & Au, 2006, p. 18).
McKnight (2010, p. 118) states that QAR requires students to create a question of specific types, enabling them to become strategic in their comprehension because they will understand where the information that is needed to answer the question will come from. McKnight also adds that QAR will develop students' reading strategies, namely: connecting, using prior knowledge, predicting, visualizing, monitoring, and making inferences. This is one of the most challenging content reading strategies. Begin teaching this strategy by helping students understand that their question will come from the text or their previous knowledge.

In another hand, Corner (2006) highlights QAR as a reading strategy in which students categorize comprehension questions according to where they get the information they need to answer each question. The students are asked to identify whether the information they use to answer the question about the text is textually explicit or implicit information.

Raphael & Au (2005, p. 215) discloses the rationales of implementing QAR in teaching reading comprehension:
1) It helps students learn the kind of thinking that different types of questions require, as well as where to go for answers in the text. It encourages students to be more proficient and strategic readers;
2) It helps students to ask effective questions as they read and respond to the text;
3) Teachers use QAR to guide and check student learning and to advance higher-level thinking in their students.

According to Walpole and McKenna (2007, p. 113), Question-Answer Relationship (QAR) allow teachers to capitalize on the question at more than one level of comprehension. QAR essentially take the matter a step further; however, by letting students know that there is more than one level. The strategy is taught by having students identify the relationship between specific question and answer. Once they understand that concept, the strategy can be employed during and after reading narrative and information. Teachers can ask a question, telling the student what type they are. Alternatively, they can ask questions, elicit an answer, and then ask children to categorize the question by type, essentially tracking their think. Finally, teachers can ask to generate questions of each type during and after reading.
Salataci and Akyel (2002, p. 5) investigated the possible effects of strategy instruction of Turkish EFL students on Turkish and English reading as L1 and L2. The results indicated that strategy instruction had a positive effect on both Turkish and English reading and reading comprehension. Gooden, Carreker, Thornhill, and Joshi (2007, p. 13) investigated the effect of instruction of metacognitive strategies instruction on reading comprehension and vocabulary achievement of third-grade Students. It was found that the meta-cognitive reading comprehension instruction significantly improved the academic achievement of third-grade students in the domains of reading comprehension and vocabulary over the other instructions that were offered to the students in the comparison school. The intensity of the study and the systematic instruction of meta-cognitive strategies led to positive effects on understanding written text, which is the main reason for reading. Peng, Hoon, Khoo, and Joseph (2007, p. 8) studied the impact of Question-Answer-Relationships (QAR) on Reading Comprehension. The study was carried out based on Raphael's (1984) recommendations to introduce and practice the use of the QAR strategy.

Based on the above theories, it can be inferred that QAR is a teaching strategy that emphasizes the relationship between question and answer. It is involved to clarify how students approach the tasks of reading and answering comprehension questions.

2. **Advantages of Question Answer and Relationships (QAR)**

(Raphael & Au, 2005, p. 98) discloses the rationales of implementing QAR in teaching reading comprehension;

1) It can improve students’ reading comprehension;
2) It teaches students how to ask questions about their reading and where to find the answer to them;
3) It helps students to think about the text they are reading and beyond it, too;
4) It inspires them to think creatively and work cooperatively while challenging them to use higher-level skills.
Meanwhile, Conner (2006, p. 105) explains the advantages of using QAR in the classroom:

1) Helps 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.

Besides, Conner (2006, p. 12) adds his logical reasons for the strength points of the possibility of implementing the QAR in teaching reading in EFL teaching, that is, it helps the students figure out how to go about answering the questions based on a given text and it helps students understand the different types of question and requires the students to analyze the types of question. Zygouris-Coe and Glass (2004, p. 6) affirm that QAR technique helps students better understand the text learned. It helps students to think about the passage they are reading and beyond it, too. It motivates them to think creatively and work cooperatively while challenging them to use higher-level thinking skills.

3. Disadvantages of Question-Answer Relationship (QAR)

Besides the advantages, according to Corner (2006, p. 24) Question-Answer Relationship (QAR) also has some disadvantages as the following:

a. It will be a difficult task for students who do not know the meaning of the text.
b. Students will find difficulty in answering the comprehension question when they have to relate it with their background knowledge.
c. When students have to work in a group, not all students participate in doing the comprehension task and answering the question.

According to Tompkins (2010, p. 452), there are steps of Question, Answer, and Relationship (QAR) Strategy:

Step 1: Predicting

Predicting is the ability to predict the topic what is being read. It means that the students can connect their prior knowledge to the new information about the text or issue. Moreover, the students can predict or hypothesis what is the author going to discuss next in the text.

Step 2 Clarifying

Clarifying is the ability to clarify the difficulties are facing while reading the text. For example, if the students are facing unfamiliar vocabulary, unclear reference, and others, they try to rereading or ask for classification.

Step 3: Questioning

Questioning is the ability to make a question relates to the text. It poses the students to find new information in question form and self-test to prove that they can answer their question.

Based on the procedure of QAR strategy above that has been stated by Thompkins, the stages of Question Answer and Relationship (QAR) strategy presented in below;

<table>
<thead>
<tr>
<th>No.</th>
<th>Stages</th>
<th>Learning Activities</th>
</tr>
</thead>
</table>
| 1.  | Predicting| - Predict the topic what is being read  
- Connect prior knowledge to the new information about the text or issue.  
- Predict or hypothesis what is the author going to discuss next in the text. |
| 2.  | Clarifying| - Clarify the difficulties are facing while reading the text.  
- Clarify the unclear reference.  
- Rereading or ask for classification. |
| 3.  | Questioning| - Make a question relates to the text.  
- Find new information in question form.  
- Self-test to prove that they can answer their question. |
C. Self-Efficacy

1. Nature of Self-Efficacy

Self-efficacy is a motivational construct developed by Bandura in social cognitive theory (Tobing, 2013, pp. 98—125). It refers to an individual’s belief about their performance of a particular task (Tobing, 2013). According to Tobing (2013), "Bandura (1986, p. 3) defines self-efficacy as" people's judgment about their ability to regulate and carry out the actions needed to achieve the designated type of performance." Tobing (2013) expands on Bandura's definition, adding that self-efficacy addresses what people think they can do regardless of their actual skills. Barkley (2006, p. 56) notes that efficacy belief is one of the factors that Bandura and other social cognitivism believe to be critical for academic performance.

Self-efficacy has its roots in social learning theory, which was developed by Albert Bandura (Gibson, 2004, p. 195). According to Gibson (2004), "Bandura believed that humans could learn through observation without the need for imitation; Learning could be either direct or indirect (vicarious) in that one could learn through observing others' behaviors and the consequences of those behaviors." Gibson (2004) explains that in 1986, Bandura relabeled social learning theory as social cognitive theory because he felt that it was more comprehensive. Tams (2008, p. 197) defines social learning as "cognitions by which people attend to, or reflect upon, cues from their social environment to strengthen the confidence in their abilities at work (i.e., self-efficacy)." According to Bandura (1997, p. 4), "Perceived self-efficacy is a belief in one's capabilities." Bandura (1993, p. 199) notes that perceived self-efficacy influences four major processes including (a) cognitive, (b) motivational, (c) affective, and (d) selection processes. According to Bandura (1993, pp. 117—148), "Students ‘beliefs in their efficacy to regulate their learning and to master academic activities determine their aspirations, level of motivation, and academic accomplishment." Tams (2008, p. 15) states that "A considerable body of research demonstrates that social learning interventions can serve as effective means for raising people's self-efficacy."
Based on the above theories, it can be concluded that self-efficacy is the belief and confidence that people have about their capability to accomplish a meaningful task and produced the desired result in an academic setting. By knowing the students’ self-efficacy, the teacher could help the students to exercise their capability during the teaching-learning process in the class by applying appropriate, and it also helps them to improve their achievement in reading comprehension.

2. **Elements of Self-Efficacy on Academic Achievement**

Psychologists have examined theories of the positive impact of self-efficacy and intrinsic motivation on academic achievement (Liao, 2015, p. 15). According to Tobing (2013, p. 203), self-efficacy is an important motivational factor related to learning task completion because activities that students choose are often chosen as a result of self-efficacy beliefs (i.e., they believe they are capable). In contrast, students will avoid partaking in activities that they feel they are not capable of. Also, according to Tobing (2013, p. 3), "Students with strong self-efficacy will spend more vigorous and persistent efforts even when facing difficult tasks, whereas those with low self-efficacy will slacken their efforts and give up given the same situation." According to Barkley (2005, pp. 194—210), research suggests that students with high levels of self-efficacy are more willing to participate; they work harder and longer and have fewer negative emotional reactions when they struggle in comparison to students with low levels of self-efficacy. To increase self-efficacy in struggling students, teachers can model for those students helping them to acquire the skills and efficacy beliefs that are necessary to complete a given task (Barkley, 2005). Once students begin to accomplish a given task consistently, their efficacy beliefs are likely to increase (Barkley, 2005). It is the opinion of Barkley (2005) that the most common and overused method for increasing student self-efficacy beliefs is verbal persuasion. In many traditional classrooms, teachers are quick to reward student's efforts with verbal praise (Barkley, 2005). According to Barkley (2005, p. 18), “Small and meaningful amounts of verbal praise are important; however, when verbal praise become rote in the classroom, students quickly lose interest and the individual doling out the praise may even lose credibility.” Dweck (2007, p. 10) was
also critical of certain types of praise. According to Dweck (2007, pp. 34—39), there are two different types of praise, which include praise for intelligence and praise for effort. Intelligence praise does not provide motivation; rather, it creates a fixed mind set (Dweck, 2007). In contrast, praise for effort leads to motivation (Dweck, 2007).

In line with the theory, academic self-efficacy beliefs affect students educational performance due to the effects they produce through three psychological processes; it can be concluded that there are three indicators of self-efficacy; motivational, cognitive, and affective:

a) Motivational

A high sense of self-efficacy increases students' readiness to invest efforts in their learning, serves them well to persist when facing difficulties, and helps them to recover more quickly after negative attainment. Conversely, a perceived sense of inefficacy diminishes students' interest in their learning, lessens from their capacity to resist when facing impediments and undermines their commitment to achieving their goals.

b) Cognitive

The nature of beliefs students holds about their abilities about a given task influences the way they perceive their prospective future academic results. Students who believe in their abilities visualize successfully, positive outcomes while those who do not trust their capacities are likely to suffer from what Bandura names cognitive negativity (A state where they become somewhat obsessed by their shortcomings and to skeptic about their capacity to succeed in the face of challenging learning situations). There are some indicators to measures of cognitive aspect: feeling success, feeling confidence, feeling difficult, and feeling unable.

c) Affective

A feeling of competency that is felt strong is likely to reduce the amount of stress that students may experience in their learning process while a low capacity estimate is a possible result in high levels of anxiety and agitation that often lead to irrational thinking that ultimately impair their cognitive and intellectual effectiveness. There are indicators to measures of affective aspect: difficult to be
concentration, organizing and expression thoughts, and self-concern, experience, and irrelevant thinking.

3. **Effect of Self-Efficacy on Reading Comprehension**

According to Nes Ferrara (2005, pp. 215—231), "Self-efficacy for reading refers to individuals' assessments of how well they think they can accomplish a particular reading task and is influenced by how well they have performed on similar tasks, including any accompanying feedback and encouragement received." Nes Ferrara (2005) notes that reading self-efficacy is an important aspect of making the transition from an okay to an excellent reader (Nes Ferrara, 2005). In a reading classroom, the teachers’ primary goal is to help their students become better readers (Barkley, 2005, pp. 117—148). To help students become better readers, the teacher needs to make sure that they are manipulating the efficacy beliefs that students have about reading (Barkley, 2005). Barkley argues that there are numerous methods to foster high efficacy beliefs about reading in students. These methods include classroom environment and experience modifications, reading strategies instruction, and self-regulation. Each has its strengths and weaknesses, but when used appropriately, each can be applicable in the school setting (Barkley, 2005). Barkley (2006, p. 197) conducted a study investigating self-efficacy and reading comprehension. According to Barkley (2006), "Quantitative data were used in this study to test hypotheses related to the relationships between teacher and student efficacy beliefs and relationships between student efficacy beliefs and student standardized achievement test scores." The achievement was measured using the reading comprehension subtest on the Stanford Achievement Test.

The participants included both teachers and students from a middle school in suburban Alabama. The teacher and student participants were grouped based on both grade level and the academic team that they were placed on at the beginning of the school year by the school administration. The instrumentation included both a student and teacher survey, which was comprised of a four-point Lykert-type scale. Barkley (2006) concluded those students' self-efficacy beliefs about using prior knowledge, self-monitoring, and graphic organizers were statistically significantly
correlated with reading comprehension scores on the Stanford Achievement Test. Within the domain of reading, efficacy beliefs can fluctuate based on the difficulty of the task at hand (Piercey, 2013, p. 125). Some students may be confident in their ability to recognize words within a passage but have difficulty with comprehension of the same passage (Piercey, 2013). To foster reading comprehension, the teacher should understand the effect of efficacy beliefs on comprehension relate learning tasks (Barkley, 2005).

There are many different methods for fostering high efficacy beliefs about reading, including modifying the classroom environment and classroom experience, reading strategies instruction, and self-regulation (Barkley, 2005). Nes Ferrera (2005) also discussed a study that examined reading self-efficacy and found that young students who received training to help with their reading self-efficacy and strategy use were also better readers. The research literature is mixed regarding whether self-efficacy is casually related to reading comprehension. Some studies indicate that they are not related. The results of a study focusing on eighth-grade students completed by Liao (2015, p. 185) suggest that self-efficacy is not a substantial predictor of reading comprehension scores. Liao (2015) notes that these findings are similar to that of a study in which reading self-efficacy was not significantly related to comprehension, whereas factors such as reading interest and choice were significantly related to comprehension. Liao (2015) suggests that one explanation for the non-significant contribution of self-efficacy to reading comprehension may be a result of the finding that students with learning disabilities tend to overrate their academic competence. Liao (2015) notes that this, in turn, is likely the result of teachers motivating their students by praising them and downplaying the academic areas they tend to struggle. Thus, students' beliefs about their academic abilities (i.e., their self-efficacy) may be based on praise, and as a result, the students with learning disabilities might not accurately predict their comprehension skills (Liao, 2015).

On the other hand, some studies indicate that self-efficacy and reading comprehension are related. Burrows (2012, p. 115) conducted a quasi-experimental, longitudinal study that examined the role that extensive reading and reading
strategies play in reading self-efficacy. His results from the latent growth curve model depicted that gains in reading self-efficacy were positively related to gains in reading comprehension (Burrows, 2012). The results of Tobing’s (2013, p. 128) study on the relationship amongst reading strategies and self-efficacy with reading comprehension also revealed that self-efficacy was significantly related to reading comprehension and contributed 20% to the prediction of reading comprehension (Tobing, 2013). Barkley (2006) also found that there are significant correlations between student efficacy beliefs and reading comprehension achievement. He notes that teachers, parents, and students should be made aware of the term self-efficacy because it may be important predictors of academic achievement (Barkley, 2006). Research has indicated that there are reading intervention programs, such as the Poetry Academy, that improve reading comprehension and as a direct result, increase self-efficacy (Wilfong, 2008, pp. 4—13).

Summing up the theories that have been elaborated can be concluded that Self-efficacy is people's belief in their ability to produce a level of performance that affects events in their lives. Self-efficacy beliefs specify how people feel, think, motivate themselves, and behave. Such beliefs produce these diverse effects through three aspects. They include motivational, cognitive, and affective. Motivational aspect consisted of three indicators: desires to succeed, feeling lost energy, and feeling stress. Cognitive aspect consisted of four indicators: belief in oneself as a good reader, confidence in reading, feeling difficult, and feeling unable. Affective aspect consisted of three indicators: difficult to be concentration, organizing and expressing thoughts, and self-concern, experience, and irrelevant thinking.
D. Review of the Previous Study

The researcher found previous studies, which related to this research. The first research, Rania Deeb (2015) was investigated "The Impact of using Question Answer Relationships Strategy on Enhancing Sixth Graders' Higher Order Thinking Skills in Reading and Their Attitude Toward Reading. Her researches concentrated on target skills are analysis, synthesis, and evaluation. For answering the questions of the study, the researcher adopted the experimental design. The sample of the study consisted of (77) students distributed into two groups. One of the groups represented the experimental group of (38) students, and the other represented the control one of (39) students. The groups were randomly chosen from UNRWA Beit Hanoun Elem Coed "A" School in Gaza Strip. To collect data, the researcher made three tools (tests of Higher Level Thinking Skills with three skills with (28) items designed and validated to be used as pre and post tests and scales with (30) items to measure student attitudes toward reading in English for sixth-grade students are used. Also, the researcher uses an observation card as a supportive tool to measure the experimental group development in acquiring Higher Order Thinking Skills. The data of the study were analyzed using t-test independent sample, which was used to determine significant differences between the groups. The effect size technique is used to measure the effect size of the strategy of the Question Answer in the experimental group in each scope of the high-level test.

The results showed that there were statistically significant differences between the two groups in supporting the experimental. The effect size technique shows the great effects of the Relationship Strategy Answer Questions on the increasing synthesis, and evaluation skills while it has a moderate effect on improving analysis skills for the experimental group. The results of the observation cards show a large effect on student performance in all HOTS domains by using the Relationship Strategy Question Answer. The attitude scale showed that there was no statistically significant difference between the experimental and control groups' attitudes towards reading in the post application.
The second research, Mehrnaz (2014) was investigated “The Effect of Question-Answer Relationship (QAR) and Cooperative Learning (CL) Strategies on Reading Comprehension Ability of EFL Students in First Grade High School of Mohaddeseh, Urmia, Iran. The participants were 112 female students who were assigned to one control group and three experimental groups. All the participants answered the reading comprehension questions as a pre-test. Then QAR strategy was conducted in the first experimental group, the CL strategy was conducted in the second experimental group, and the combination of both strategies was conducted in the third experimental group, with no treatment for the control group. After treatments, students answered the questions of an equivalent post-test. The data were analyzed using SPSS software to determine the effect of strategies as independent variables on students' reading comprehension as the dependent variable. The results suggested that there was a statistically significant difference among the reading comprehension performance of the three experimental groups and the control group in their post-test scores. Furthermore, it was revealed that the third experimental group, provided with the combination of QAR and CL strategies, significantly outperformed the other groups in terms of reading comprehension. The findings of this study provide several incentives for the researchers in the fields of applied linguistics, psychologists, language teaching methodology, English for Specific or Academic Purpose (ESP/EAP), and many other language-related areas of interest who are interested in improving reading comprehension ability of EFL students.

The third research was done by Leah H. Kinniburgh and Sandra S. Prew (2010) entitled "Question-Answer Relationship (QAR) in the Primary Grades: Laying the Foundation for Reading Comprehension." The result of the research shows that QAR strategy can be successfully implemented grades kindergarten with proper staff development and support. And the second finding of his study was that the QAR strategy could lead to growth in reading comprehension of prima

The similarity among those researches is that the research focuses on reading comprehension and how to improve their reading comprehension with Question Answer and Relationship (QAR) strategy where it has been being researched by the
researcher. Moreover, the way in account the data is the same as the writer's research that is looking for the relationship of effect in each variable and used quasi-experimental design.

The distinguish of this research is the researcher more concern psychology side in the independent variable, that is students' self-efficacy, which other previous study did not explain about psychology aspect but they focus to the technique which can influence toward reading comprehension. So, the researcher wants to use QAR strategy and self-efficacy because based on the explanation above this strategy that is expected to involve thinking ability and thinking process of students what they understand. Thus, it allows students to connect meaning and understanding with texts, thus helping students to monitor their thinking while reading and reading comprehension.

E. Conceptual Framework

Understanding reading comprehension of narrative texts is the most complicated thing to do students than other texts because students are asked to identify goals from texts, main ideas/topics, generic structures, identifying similar meaning and draw a conclusion. Drawing conclusions is the most difficult thing for students where they have to make a sentence or summary of a story so that many students fail in reading comprehension narrative text. Student failure is supported by several factors, such as teaching methods and personal factors. Where, the application of teaching is not appropriate methods, and conditions of students such as their behavior, emotions, physical and cognitive make their understanding fail.

Based on the statement above, the interaction effects of the teaching method will be found and self-efficacy as a personal factor in students’ reading the narrative understanding text and see the difference between QAR strategy and conventional technique the method of reading students’ understanding texts.
1. **Different between students’ reading comprehension who were taught by Question Answer and relationship (QAR) strategy and those who were taught by conventional technique.**

Based on some previous researches about the effect of Question-Answer and Relationship (QAR) strategy on students’ reading comprehension, it can be concluded that QAR strategy can increase or improve students’ reading comprehension; it means that the difference between QAR strategy and conventional technique are showed because QAR can help students learn the kind of thinking that different types of questions require, as well as where to go for answers in the text and it encourages students to be more proficient and strategic readers, and also it helps students to ask effective questions when they read and respond to text. Students who are taught by QAR strategy will ease to find their reading method because with three basics of the reading method, which are taught or introduced by QAR strategy, the text will be more understood easily. Unrealized, step by step the students will usually use three basics of reading method so that it will be their custom or habit in comprehending the text, and the students more likely to be independence and active in comprehending the text because the role of the teacher in QAR strategy is only as a moderator or facilitator and even more supervisor. The teacher only introduces three basics of the reading method; then the students explore it by themselves so that they find their reading method.

On the other hand, the students who are taught by the conventional technique are more likely to rely on the teacher because the teacher has a big role in the class. Everything is prepared by the teacher, from the classroom management up to the material so that the students become passive, and it affects their achievement on their reading comprehension. From the statement above, it can be concluded that the difference between students who are taught by Question Answer and Relationship (QAR) strategy and conventional technique is to begin from the way of students in comprehending the text to the way of the students find their reading method, so that it will affect their achievement on reading comprehension. In other words, QAR is better than conventional teaching technique.
2. Interactional effect of teaching method and self-efficacy on their reading comprehension.

The interactional between teaching method and self-efficacy on students' reading comprehension is very strong because the teaching method will affect students' reading comprehension. The implementation of a good teaching method is needed to improve students' reading comprehension because it teaches or helps the students how to solve the problems they are facing in reading the text. For example: how to find the main idea, how, to find the topic, fact, and opinion. So that students will, more understand and easy to comprehend the text, it means that reading comprehension can be affected by good or suitable teaching method. Not only teaching method but also self-efficacy can affect students' reading comprehension. Self-efficacy will affect the result of the test because it will affect all of the students' conditions, such as feel, think, motivate them and behave so that it affects students' achievement in reading comprehension test. When the self-efficacy appears in a test, it changes students' behavior, they will not focus on the test, they will worry or fear to the test, and they will be blanked and lose their expression thought; so that, they cannot do the test well.

3. The difference of reading comprehension score between students with high self-efficacy who were taught by Question Answer and Relationship (QAR) strategy and those who were taught by conventional technique.

Question answer and relationship (QAR) strategy is one of the strategies applied in the classroom by using small groups of discussion which in each group there must be one smart student who can be relied upon to lead and guide other students in their groups, so the situation is expected to increase self-efficacy in each other students in the group because each student can work together, help each other and share their ideas. So, when the teacher implements the QAR strategy and uses three basic principles of reading (predicting, clarifying, and questioning) students can predict the text in parallel and share their predictions, after predicting they will clarify the results of predictions and be able to make questions from the texts they read so that these activities will foster different curiosity in the text. After students can make questions from the text, then using the QAR strategy will make it easier
for them to analyze the answers to each question. Students with high self-efficacy will be better when the QAR teaching method is implemented in the class because QAR strategies can increase independence, self-efficacy, and creative thinking. So the results of student achievement will be better than the conventional technique. It can be concluded that reading comprehension between students with high self-efficacy is taught by the QAR method better than those taught by the conventional technique.

4. The difference of reading comprehension score between students with low self-efficacy who were taught by Question Answer and Relationship (QAR) strategy and those who were taught by conventional technique.

The increasing of students' self-efficacy level in the test will affect their outcomes; hence, when QAR strategy is implemented in the classroom well, it will not affect the students who has low self-efficacy. It means that the students with low self-efficacy who are taught by QAR strategy are lower than those who are taught by conventional technique because self-efficacy is an affective factor which has a big role on students' achievement. It will be homework for the teacher to reduce students' self-efficacy during the teaching and learning process so that it brings to the students' test. Conventional technique also affects students' achievement in reading comprehension, but it cannot teach the students as what QAR strategy has done because in conventional technique all of the roles are taken by the teacher, the students do not do anything as long as the teaching and learning process, students' role is as a good listener and the teacher is as a speaker. So, when the students are asked to comprehend the text, they still confuse because of their silence, and they're passive in the class. So, students with low self-efficacy level who are taught by QAR strategy was lower than those who are taught by conventional technique. Many factors to make it different, it may be students' condition such as behavior, feeling, mood, and other conditions in class. The conceptual framework can be seen below:
Problems:
1. Students’ reading comprehension is still low
2. Lack of using Question-Answer and Relationship (QAR) Strategy in teaching reading comprehension.
3. Teaching and learning processes regarding the personal factor (Self-Efficacy) is still week.

Factors affecting reading comprehension

Teaching Method

Personal Factors: Self-Efficacy

Question-Answer and Relationship (QAR) Strategy

Stages:
- Predicting
- Clarifying
- Questioning

Conventional Technique

Stages:
- Lecturing
- Translating
- Grammatical rules
- Memorizing

Reading Comprehension of Narrative Text (QAR)

Indicators:
- Identify the main idea of the passage
- Confirming reference in the passage
- Identify the specific information in the passage
- Create inference out of the passage
- Analyze the explicit information in the passage
- Analyze the implicit information in the passage

Figure 2.1 Conceptual Framework
F. **Hypothesis Research**

Based on the previous discussion on the background of this research, the hypotheses are formulated as follows:

1. The students’ reading comprehension score who were taught by QAR strategy was higher than those who were taught by conventional technique.

2. There were interaction effects of teaching method and self-efficacy on students’ reading comprehension.

3. The students’ reading comprehension score who were taught by QAR strategy was higher than those who were taught by conventional technique for students’ high self-efficacy.

4. The students’ reading comprehension score who were taught by QAR strategy was lower than those who were taught by conventional technique for students’ low self-efficacy.
CHAPTER III
RESEARCH METHODOLOGY

This chapter presents the place and time of research, research method, research design, population and sample, research instrument including validity and reliability, the technique of analyzing data and statistical hypothesis.

A. Place and Time of Research

This research was conducted at SMPN 2 Ciputat Timur Tangsel in the academic year of 2018/2019. The researcher was chosen the school to conduct this research because based on the researcher observation from the teacher many students still face difficulty to express their ideas in English and there seem to be unmotivated and have unfavorable attitudes toward English in their learning motivation in reading skill, especially in reading comprehension.

B. Research Method

The design used treatment by level 2 x 2; it consisted of two independent variables and one variable dependent. The first variable is Question-Answer and Relationship (QAR) Strategy as an independent variable (A), the second variable is Self-Efficacy as a moderator variable (B) and the third variable is Students' Reading Comprehension of Narrative Text as a dependent variable (Y). The design above is called a factorial design 2 by 2. It is because of each variable has two levels (Kadir, 2017). The design was as follows:

<table>
<thead>
<tr>
<th>Students’ Self-Efficacy (B)</th>
<th>Teaching Technique (A)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Question-Answer and Relationship (QAR) (A1)</td>
</tr>
<tr>
<td>High (B1)</td>
<td>(A1B1)</td>
</tr>
<tr>
<td>Low (B2)</td>
<td>(A1B2)</td>
</tr>
</tbody>
</table>

Table 3.1 Research Design
Note:
A1B1: the use of QAR strategy to high self-efficacy students
A1B2: the use of QAR strategy to low self-efficacy students
A2B1: the use of the conventional technique to high self-efficacy students
A2B2: the use of the conventional technique to low self-efficacy students

C. Population and Sample

The population of the research was the students of eighth grade at SMPN 2 Ciputat Timur in the academic year 2018/2019, which consists of 8 classes, there were (VIII.1-VIII.8). Furthermore, the sample was taken two classes from eight classes randomly, namely VIII.1 consists of 36 students, and VIII.5 consists of 36 students. The sample of the research was known as a random cluster sampling. Then carried out random assumptions using coins and obtained class VIII.1 as the experimental group conducted with the QAR strategy and class VIII.5 as the control group carried out with conventional techniques.

D. The instrument of the Research

There are two kinds of instruments, which are used in this research. It will briefly explain by the researcher as follows:

1. Students’ Reading Comprehension
   a) Conceptual Definition

   Reading comprehension is an activity to obtain the information from printed texts or reading passage with the ability to transfer information into new interpretation using the words of the readers.

   b) The Operational Definition

   Reading comprehension is an activity to obtain the information from printed texts or reading passage with the ability to transfer information into new interpretation using the words of the readers. Reading comprehension is measured by two components: understanding the literal, and inferential. To test students' literal understanding on reading the passage, the test items are formulated to ask students' understanding of the identify the main idea of the passage, confirming reference in the passage, and identify the specific information in the passage. While, in testing inferential understanding, there are some items: create inference out of the passage,
analyze the explicit information in the passage, and analyze the implicit information in the passage.

c) The Blueprint of Reading Comprehension

Here is the blueprint of reading comprehension instruments as presented below:

Table 3.2
The Blueprint of Reading Comprehension Test (Valid)

<table>
<thead>
<tr>
<th>Aspects</th>
<th>Indicators</th>
<th>Number of Questions</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Literal Comprehension</strong></td>
<td>Identify the main idea of the passage</td>
<td>7, 11,</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Confirming reference in the passage</td>
<td>2, 25, 32, 36</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Identify the specific information in the passage</td>
<td>6, 10, 16, 17, 24, 26</td>
<td>6</td>
</tr>
<tr>
<td><strong>Inferential Comprehension</strong></td>
<td>Create inference out of the passage</td>
<td>5, 30, 31,</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Analyze the explicit information in the passage</td>
<td>3, 14, 37, 42</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Analyze the implicit information in the passage</td>
<td>1, 4, 9, 19, 33, 43</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td></td>
<td><strong>25</strong></td>
</tr>
</tbody>
</table>

d) Validation

(1) Validity

Analysis of validity is used to measure the items to become valid and accurate. The validity coefficient is chosen by the researcher as a research instrument. A validity coefficient (r_{xy}) is the coefficient of correlation between test scores and criterion (Ary et al., 2013, p. 230).

In Reading Comprehension, Product Moment formula is used to account the resulting test. The Formulation is in the following:
\[ r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\}\{N \sum Y^2 - (\sum Y)^2\}}} \]

Note:
\( r_{xy} \): Correlation
\( N \): Total of Students
\( X \): Point in a test
\( Y \): Total point each student
\( \sum X \): The summarize of point in a test
\( \sum Y \): The summarize of Total point each student
\( XY \): Total of product between \( X \) and \( Y \)
\( \sum X^2 \): The number of quadrates in each test
\( \sum Y^2 \): The number of quadrates each student

The item can be called validity; when it is in standard fact \( \alpha \) 0.05 if \( r \)-observation is bigger (>) than \( r \)-table, the item is valid. When it is in standard fact \( \alpha \) 0.05 if \( r \)-observation is smaller (\( \leq \)) than \( t \)-table, the item is not valid.

Based on the result of instruments validation that was examined in SMPN 13 Ciputat Timur and based on the result of calculation from 46 questions multiple choices of students’ reading comprehension that was obtained were 25 questions that were valid. Items that were valid are 1, 2, 3, 4, 5, 6, 7, 9, 10, 11, 14, 16, 17, 19, 24, 25, 26, 30, 31, 32, 33, 36, 37, 42, and 43. While the items that was not valid are 21, 12, 13, 15, 18, 20, 21, 22, 23, 27, 28, 29, 34, 35, 38, 39, 40, 42, 44, 45, and 46. (See appendix page 121)

(2) Reliability

For knowing the data was reliability, in Reading Comprehension, the researcher used method Kuder-Richardson (K-R 20).

\[ r_{11} = \left( \frac{n}{n-1} \right) \left( \frac{S^2 - \sum pq}{S^2} \right) \]

Note:
\( r_{11} \): Reliability
\( p \): The right item
\( q \): The wrong item
\( \sum pq \): The number of product between \( p \) and \( q \)
\( N \): The number of items.
Anas (2009, p. 209) stated that the Kuder-Richardson Formula 20 (K-R 20) is based on the proportion of correct and incorrect responses to each of the items on the test and the variance of the total scores. K-R 20 applies to tests whose items are scored dichotomously, i.e., 0 or 1. Because this method gives importance to all items in the test, it is appropriate for checking the reliability of the test used to measure a single trait. From the calculation, using K-R20 for instruments of reading comprehension obtained the reliability coefficient of 0.882 or a good category level. (See appendix page 122).

2. Students’ Self-Efficacy

The self-efficacy questionnaires were given in Bahasa Indonesia. It is aimed to avoid misunderstanding and easy the participants in answering the questions.

a) Conceptual Definition

Self-efficacy is people's belief in their ability to produce a level of performance that affects events in their lives. Self-efficacy beliefs specify how people feel, think, motivate themselves, and behave.

b) Operational Definition

Self-efficacy is people's belief in their ability to produce a level of performance that affects events in their lives. Self-efficacy beliefs specify how people feel, think, motivate themselves, and behave. Such beliefs produce these diverse effects through three aspects. They include motivational, cognitive, and affective. Motivational aspect consisted of three indicators: desires to succeed, feeling lost energy, and feeling stress. Cognitive aspect consisted of four indicators: belief in oneself as a good reader, confidence in reading, feeling difficult, and feeling unable. Affective aspect consisted of three indicators: difficult to be concentration, organizing and expressing thoughts, and self-concern, experience, and irrelevant thinking.

c) The Blueprint of Self-Efficacy

Here is the blueprint of self-efficacy instruments as presented below:
Table 3.3
The Blue Print of Self-Efficacy Questionnaires

<table>
<thead>
<tr>
<th>Aspects</th>
<th>Indicators</th>
<th>Number of Questionnaires</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motivational</td>
<td>(a) Desires to succeed</td>
<td>1, 2, 3</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>(b) Feeling lost energy</td>
<td>4, 5, 6, 7, 8</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(c) Feeling stress</td>
<td>9, 10, 11,</td>
<td></td>
</tr>
<tr>
<td>Cognitive</td>
<td>(a) Belief in oneself as a good reader</td>
<td>12, 13, 14, 15, 16</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>(b) Confidence in reading</td>
<td>17, 18, 19, 20, 21</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(c) Feeling difficult</td>
<td>22, 23, 24</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(d) Feeling unable</td>
<td>25, 26, 27</td>
<td></td>
</tr>
<tr>
<td>Affective</td>
<td>(a) Difficult to be concentration</td>
<td>28, 29, 30, 31, 32</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>(b) Organizing and expressing thoughts</td>
<td>33, 34, 35, 36</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(c) Self-concern, experience and irrelevant thinking</td>
<td>37, 38, 39, 40, 41, 42, 43</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total Number</strong></td>
<td></td>
<td><strong>43</strong></td>
</tr>
</tbody>
</table>

d) Validation

(1) Validity

Analysis of validity is used to measure the items to become valid and accurate. The validity coefficient is chosen by the researcher as a research instrument. A validity coefficient ($r_{xy}$) is the coefficient of correlation between test scores and criterion (Ary et al., 2013, p. 230).

In Self-Efficacy, Product Moment formula is used to account the resulting test. The Formulation is in the following:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{N \sum X^2 - (\sum X)^2}(N \sum Y^2 - (\sum Y)^2)}$$

Note:

- $r_{xy}$ : Correlation
- $N$ : Total of Students
- $X$ : Point in a test
- $Y$ : Total point each student
- $\sum X$ : The summarize of point in a test
- $\sum Y$ : The summarize of Total point each students
- $\sum XY$ : Total of product between X and Y
- $\sum X^2$ : The number of quadrate in each test
- $\sum Y^2$ : The number of quadrate each students
The item can be called validity; when it is in standard fact $\alpha 0.05$ if $t$ account is bigger ($>$) than $t$-table, the item is valid. When it is in standard fact $\alpha 0.05$ if $t$-account is smaller ($<$) than $t$-table, the item is not valid.

Tryout of test self-efficacy instruments it was done to get a valid research instrument. The respondents were 36 students of VIII.3. There were offered a choice of five responses to each statement, whether never, ever, sometimes, seldom, and always. To judge the validity of each item could be seen from the column corrected item-total correction ($r_{obs}$) compare with $r_{table}$. If $r_{obs} > r_{table}$ that item is valid or otherwise using $\alpha = 0.05$. Based on trying out instrument which was conducted 36 students with 43 statements, it was obtained the 43 statements were valid. (See appendix page 123)

(2) Reliability

For knowing the data was reliability, in Self-Efficacy, the researcher used Cronbach Alpha method, which analyzes the reliability of this method of measuring instruments from on measurement.

$$r_{11} = \frac{n}{n-1}\left(1 - \frac{\sum \sigma_i^2}{\sigma^2}\right)$$

Note:
- $r_{11}$ = reliability score
- $\sum \sigma_i^2$ = total variance score
- $\sigma_i^2$ = total variance
- $n$ = item score

According to Sudjono (2011), the criteria of the instrument, reliability $r_{11}$ is stated as follow: (1) If is equal of higher than 0.7, it means that instrument is reliable and (2) If is lower than 0.7, it means that the instrument is unreliable. From the calculation, using Cronbach Alpha for instruments of self-efficacy obtained the reliability coefficient of 0.846 or good category level. It means that the instrument is reliable. (See appendix 124)
E. Technique of Analyzing Data

The data collection in this research is conducted by giving the test (before and after treatment). Before treatment means that giving the questionnaires of self-efficacy and after treatment means that giving the test of reading comprehension. The technique of analyzing data is utilized by the researcher to process the data, there three steps of it, namely normality, homogeneity, and hypothesis tests. The first, the normality test is performed to find out whether the data of the two classes are from a normally distributed population. Testing data normality data research by using Kolmogorov-Smirnov with SPSS (Kadir, 2015, p. 154).

The second is the test of homogeneity. The test of homogeneity is using the homogeneity of the variance of two independent samples with SPSS Program (Kadir, 2015, p. 167). Furthermore, hypothesis test using ANOVA Treatment by Level Design (Kadir, 2017, p. 349).

F. Statistical Hypothesis

To calculate the three variables in this research, it is needed to be formulated the statistical hypothesis as follows:

1. $H_0: \mu_{A1} \leq \mu_{A2}$.
   
   $H_1: \mu_{A1} > \mu_{A2}$.

2. $H_0: A \times B = 0$
   
   $H_1: A \times B \neq 0$

3. $H_0: \mu_{A1B1} \leq \mu_{A2B1}$.
   
   $H_1: \mu_{A1B1} > \mu_{A2B1}$.

4. $H_0: \mu_{A1B2} \leq \mu_{A2B1}$.
   
   $H_1: \mu_{A1B2} < \mu_{A2B2}$. 
CHAPTER IV
RESEARCH FINDING AND DISCUSSION

This chapter will present the research finding and discussion. It discusses the way to Enhancing Students' Reading Comprehension of Narrative Text through Question-Answer and Relationship (QAR) Strategy and Self-Efficacy at the eighth grade of SMPN 2 Ciputat Timur academic year 2018/2019. It covers the data description, the prerequisite test for data analysis, the testing hypothesis, and discussion of research findings.

A. Research Findings
1. The Data Description

The research was conducted at the eighth grade of SMPN 2 Tangerang Selatan academic year 2018/2019. There were three variables: Teaching Strategy (A), and Students' Self-Efficacy (B) as an independent variable while Reading Comprehension (Y) as a dependent variable. The data was obtained by giving a test to know students' reading comprehension and distributing a questionnaire to gain data on students' self-efficacy. Descriptive analysis of the data performed to determine the range of the data, the average, median, mode, and standard deviation. The data was taken from before and after treatment result of students in the school. A statistical description of calculation and test performed through SPSS as well as analysis and interpretation shown in the following table:
Table 4.1
Descriptive Statistic for Reading Comprehension

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>36</td>
<td>36</td>
<td>24</td>
<td>24</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Missing</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Mean</td>
<td>77.11</td>
<td>69.33</td>
<td>61.33</td>
<td>62.42</td>
<td>86.67</td>
<td>76.33</td>
<td>67.33</td>
<td>62.33</td>
</tr>
<tr>
<td>Std. Error of Mean</td>
<td>1.462</td>
<td>1.149</td>
<td>1.261</td>
<td>2.017</td>
<td>0.667</td>
<td>1.345</td>
<td>1.189</td>
<td>1.251</td>
</tr>
<tr>
<td>Median</td>
<td>80.00</td>
<td>68.00</td>
<td>61.50</td>
<td>62.00</td>
<td>87.00</td>
<td>76.00</td>
<td>68.00</td>
<td>64.00</td>
</tr>
<tr>
<td>Mode</td>
<td>72</td>
<td>68</td>
<td>70</td>
<td>53</td>
<td>84a</td>
<td>72</td>
<td>64a</td>
<td>64</td>
</tr>
<tr>
<td>Variance</td>
<td>76.902</td>
<td>47.543</td>
<td>38.145</td>
<td>97.645</td>
<td>5.333</td>
<td>21.697</td>
<td>16.970</td>
<td>18.788</td>
</tr>
<tr>
<td>Range</td>
<td>30</td>
<td>32</td>
<td>22</td>
<td>47</td>
<td>6</td>
<td>12</td>
<td>12</td>
<td>16</td>
</tr>
<tr>
<td>Minimum</td>
<td>60</td>
<td>52</td>
<td>50</td>
<td>42</td>
<td>84</td>
<td>72</td>
<td>60</td>
<td>52</td>
</tr>
<tr>
<td>Maximum</td>
<td>90</td>
<td>84</td>
<td>72</td>
<td>89</td>
<td>90</td>
<td>84</td>
<td>72</td>
<td>68</td>
</tr>
<tr>
<td>Sum</td>
<td>2776</td>
<td>2496</td>
<td>1472</td>
<td>1498</td>
<td>1040</td>
<td>916</td>
<td>808</td>
<td>748</td>
</tr>
</tbody>
</table>

Note:
A1: students who were taught by using QAR Strategy
A2: students who were taught by using the conventional technique
B1: students who had high self-efficacy
B2: students who had low self-efficacy
A1B1: the use of QAR strategy to high Self-Efficacy Students
A2B1: the use of the conventional technique to high Self-Efficacy Students
A1B2: the use of QAR strategy to low Self-Efficacy Students
A2B2: the use of the conventional technique to low Self-Efficacy Students
Here are the data descriptions of reading comprehension in each group:

1. **The score of Reading Comprehension by using QAR Strategy (A1)**

<table>
<thead>
<tr>
<th>A1</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>60</td>
<td>1</td>
<td>2.8</td>
<td>2.8</td>
<td>2.8</td>
</tr>
<tr>
<td>64</td>
<td>4</td>
<td>11.1</td>
<td>11.1</td>
<td>13.9</td>
</tr>
<tr>
<td>68</td>
<td>3</td>
<td>8.3</td>
<td>8.3</td>
<td>22.2</td>
</tr>
<tr>
<td>72</td>
<td>8</td>
<td>22.2</td>
<td>22.2</td>
<td>44.4</td>
</tr>
<tr>
<td>76</td>
<td>1</td>
<td>2.8</td>
<td>2.8</td>
<td>47.2</td>
</tr>
<tr>
<td>80</td>
<td>6</td>
<td>16.7</td>
<td>16.7</td>
<td>63.9</td>
</tr>
<tr>
<td>84</td>
<td>5</td>
<td>13.9</td>
<td>13.9</td>
<td>77.8</td>
</tr>
<tr>
<td>86</td>
<td>2</td>
<td>5.6</td>
<td>5.6</td>
<td>83.3</td>
</tr>
<tr>
<td>88</td>
<td>4</td>
<td>11.1</td>
<td>11.1</td>
<td>94.4</td>
</tr>
<tr>
<td>90</td>
<td>2</td>
<td>5.6</td>
<td>5.6</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>36</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

As seen in the data in Table 4.2 above, it can be described that scoring data for reading comprehension was done by using instrument with a subjective test (Multiple Choices) and the total items were 25 questions. For each question, the correct answer was graded 1, and an incorrect answer was graded 0. Therefore, the maximum score was 25, and the lowest score was 0. Respondents treated by the QAR strategy were 36 students. The empiric score stated that the highest score was 90, and the lowest score was 60. Furthermore, the mean was 77.11, the median was 80.00 mode was 72, the standard deviation was 8.769, and variance was 76.902. The result gained from the calculation could be seen below.
The mean 77.11 indicated that the average score for students was relatively good. To make it clear, it can be seen in the display of histogram and polygon presented below:

![Histogram and polygon](image)

**Figure 4.1**

Graph of Students’ Reading Comprehension taught by QAR strategy

### 2. The score of Reading Comprehension by using Conventional Technique (A2)

**Table 4.3**

Frequency Table of Reading Comprehension by Using Conventional Technique

<table>
<thead>
<tr>
<th>A2</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>52</td>
<td>1</td>
<td>2.8</td>
<td>2.8</td>
<td>2.8</td>
</tr>
<tr>
<td>60</td>
<td>4</td>
<td>11.1</td>
<td>11.1</td>
<td>13.9</td>
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<tr>
<td>64</td>
<td>5</td>
<td>13.9</td>
<td>13.9</td>
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<td>68</td>
<td>10</td>
<td>27.8</td>
<td>27.8</td>
<td>55.6</td>
</tr>
<tr>
<td>72</td>
<td>9</td>
<td>25.0</td>
<td>25.0</td>
<td>80.6</td>
</tr>
<tr>
<td>76</td>
<td>3</td>
<td>8.3</td>
<td>8.3</td>
<td>88.9</td>
</tr>
<tr>
<td>80</td>
<td>2</td>
<td>5.6</td>
<td>5.6</td>
<td>94.4</td>
</tr>
<tr>
<td>84</td>
<td>2</td>
<td>5.6</td>
<td>5.6</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>36</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>
As seen in the data in Table 4.3 above, it can be described that scoring data for reading comprehension was done by using instrument with a subjective test (Multiple Choices) and the total items were 25 questions. For each question, the correct answer was graded 1, and an incorrect answer was graded 0. Therefore, the maximum score was 25, and the lowest score was 0. Respondents treated by the QAR strategy were 36 students. The empiric score stated that the highest score was 84, and the lowest score was 52. Furthermore, the mean was 69.33, the median was 68.00, mode was 68, standard deviation was 6.895, and variance was 47.543. The result gained from the calculation could be seen below.

The mean 69.33 indicated that the average score for students did not reach the Minimal Mastery Level Criterion (KKM) yet. The KKM is 72.00. To make it clear, it can be seen in the display of histogram and polygon presented below:

Figure 4.2
Reading Comprehension by using Conventional
3. The score of Reading Comprehension with High Self-Efficacy (B1)

Table 4.4
Reading Comprehension with Students’ High Self-Efficacy

<table>
<thead>
<tr>
<th>B1</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>50</td>
<td>1</td>
<td>2.8</td>
<td>4.2</td>
<td>4.2</td>
</tr>
<tr>
<td>52</td>
<td>1</td>
<td>2.8</td>
<td>4.2</td>
<td>8.3</td>
</tr>
<tr>
<td>54</td>
<td>1</td>
<td>2.8</td>
<td>4.2</td>
<td>12.5</td>
</tr>
<tr>
<td>55</td>
<td>1</td>
<td>2.8</td>
<td>4.2</td>
<td>16.7</td>
</tr>
<tr>
<td>56</td>
<td>2</td>
<td>5.6</td>
<td>8.3</td>
<td>25.0</td>
</tr>
<tr>
<td>57</td>
<td>2</td>
<td>5.6</td>
<td>8.3</td>
<td>33.3</td>
</tr>
<tr>
<td>58</td>
<td>1</td>
<td>2.8</td>
<td>4.2</td>
<td>37.5</td>
</tr>
<tr>
<td>59</td>
<td>1</td>
<td>2.8</td>
<td>4.2</td>
<td>41.7</td>
</tr>
<tr>
<td>60</td>
<td>1</td>
<td>2.8</td>
<td>4.2</td>
<td>45.8</td>
</tr>
<tr>
<td>61</td>
<td>1</td>
<td>2.8</td>
<td>4.2</td>
<td>50.0</td>
</tr>
<tr>
<td>62</td>
<td>2</td>
<td>5.6</td>
<td>8.3</td>
<td>58.3</td>
</tr>
<tr>
<td>63</td>
<td>2</td>
<td>5.6</td>
<td>8.3</td>
<td>66.7</td>
</tr>
<tr>
<td>64</td>
<td>1</td>
<td>2.8</td>
<td>4.2</td>
<td>70.8</td>
</tr>
<tr>
<td>65</td>
<td>1</td>
<td>2.8</td>
<td>4.2</td>
<td>75.0</td>
</tr>
<tr>
<td>68</td>
<td>2</td>
<td>5.6</td>
<td>8.3</td>
<td>83.3</td>
</tr>
<tr>
<td>70</td>
<td>3</td>
<td>8.3</td>
<td>12.5</td>
<td>95.8</td>
</tr>
<tr>
<td>72</td>
<td>1</td>
<td>2.8</td>
<td>4.2</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>24</td>
<td>66.7</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

As shown the data in Table 4.4 above, it can be described that scoring data for reading comprehension was done by using instrument with a subjective test (Multiple Choices) and the total items were 25 questions. For each question, the correct answer was graded 1, and an incorrect answer was graded 0. Therefore, the maximum score was 25, and the lowest score was 0. Respondents treated by the QAR strategy were 36 students. The empiric score stated that the highest score was 72, and the lowest score was 50. Furthermore, the mean was 61.33, the median was 61.50, the mode was 70 standard deviation was 6.176, and variance was 38.145 the result gained from calculation could be seen below.
The mean 61.33 indicated that the average score for students was relatively good. To make it clear, it can be seen in the display of histogram and polygon presented below:

Figure 4.3
Reading Comprehension with Students’ High Self-Efficacy
4. Reading Comprehension with Students’ Low Self-Efficacy (B2)

Table 4.5
Reading Comprehension with Students’ Low Self-Efficacy

<table>
<thead>
<tr>
<th>B2</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>42</td>
<td>1</td>
<td>2.8</td>
<td>4.2</td>
<td>4.2</td>
</tr>
<tr>
<td>49</td>
<td>1</td>
<td>2.8</td>
<td>4.2</td>
<td>8.3</td>
</tr>
<tr>
<td>53</td>
<td>3</td>
<td>8.3</td>
<td>12.5</td>
<td>20.8</td>
</tr>
<tr>
<td>56</td>
<td>1</td>
<td>2.8</td>
<td>4.2</td>
<td>25.0</td>
</tr>
<tr>
<td>57</td>
<td>2</td>
<td>5.6</td>
<td>8.3</td>
<td>33.3</td>
</tr>
<tr>
<td>59</td>
<td>1</td>
<td>2.8</td>
<td>4.2</td>
<td>37.5</td>
</tr>
<tr>
<td>60</td>
<td>2</td>
<td>5.6</td>
<td>8.3</td>
<td>45.8</td>
</tr>
<tr>
<td>61</td>
<td>1</td>
<td>2.8</td>
<td>4.2</td>
<td>50.0</td>
</tr>
<tr>
<td>63</td>
<td>1</td>
<td>2.8</td>
<td>4.2</td>
<td>54.2</td>
</tr>
<tr>
<td>64</td>
<td>1</td>
<td>2.8</td>
<td>4.2</td>
<td>58.3</td>
</tr>
<tr>
<td>65</td>
<td>2</td>
<td>5.6</td>
<td>8.3</td>
<td>66.7</td>
</tr>
<tr>
<td>66</td>
<td>1</td>
<td>2.8</td>
<td>4.2</td>
<td>70.8</td>
</tr>
<tr>
<td>67</td>
<td>1</td>
<td>2.8</td>
<td>4.2</td>
<td>75.0</td>
</tr>
<tr>
<td>68</td>
<td>1</td>
<td>2.8</td>
<td>4.2</td>
<td>79.2</td>
</tr>
<tr>
<td>70</td>
<td>2</td>
<td>5.6</td>
<td>8.3</td>
<td>87.5</td>
</tr>
<tr>
<td>73</td>
<td>1</td>
<td>2.8</td>
<td>4.2</td>
<td>91.7</td>
</tr>
<tr>
<td>78</td>
<td>1</td>
<td>2.8</td>
<td>4.2</td>
<td>95.8</td>
</tr>
<tr>
<td>89</td>
<td>1</td>
<td>2.8</td>
<td>4.2</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>24</td>
<td>66.7</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

As seen in the data in Table 4.5 above, it can be described that scoring data for reading comprehension was done by using instrument with a subjective test (Multiple Choices) and the total items were 25 questions. For each question, the correct answer was graded 1, and an incorrect answer was graded 0. Therefore, the maximum score was 25, and the lowest score was 0. Respondents treated by the QAR strategy were 36 students. The empiric score stated that the highest score was 89, and the lowest score was 42. Furthermore, the mean was 62.42, the median was
62.00; the mode was 53 standard deviation was 9.882, and variance was 97.645. The result gained from the calculation could be seen below.

The mean 62.42 indicated that the average score for students was relatively good. To make it clear, it can be seen in the display of histogram and polygon below:

![Histogram and Polygon](image)

5. **The Use of Reading Comprehension by Conventional Technique with Low Self-Efficacy (A2B2)**

<table>
<thead>
<tr>
<th>Table 4.6</th>
</tr>
</thead>
</table>

Frequency of Reading Comprehension by Using Conventional Technique with Low Self-Efficacy

<table>
<thead>
<tr>
<th>A2B2</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>52</td>
<td>1</td>
<td>2.8</td>
<td>8.3</td>
<td>8.3</td>
</tr>
<tr>
<td>60</td>
<td>4</td>
<td>11.1</td>
<td>33.3</td>
<td>41.7</td>
</tr>
<tr>
<td>64</td>
<td>5</td>
<td>13.9</td>
<td>41.7</td>
<td>83.3</td>
</tr>
<tr>
<td>68</td>
<td>2</td>
<td>5.6</td>
<td>16.7</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
<td>33.3</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>
As seen in the data in Table 4.6 above, it can be described that scoring data for reading comprehension was done by using instrument with a subjective test (Multiple Choices) and the total items were 25 questions. For each question, the correct answer was graded 1, and incorrect answer was graded 0. Therefore, the maximum score was 25, and the lowest score was 0. Respondents treated by the QAR strategy were 36 students. The empiric score stated that the highest score was 68, and the lowest score was 52. Furthermore, the mean was 62.33, the median was 64.00, the mode was 64, the standard deviation was 4.334, and variance was 18.788. The result gained from the calculation could be seen below.

The mean 62.33 indicated that the average score for students was relatively good. To make it clear, it can be seen in the display of histogram and polygon below:

![Histogram and Polygon](image)

Figure 4.5
Reading Comprehension by using Conventional Technique with Students’ Low Self-Efficacy
6. The Use of Reading Comprehension by Conventional Technique with High Self-Efficacy (A2B1)

Table 4.7
Frequency of Reading Comprehension by Using Conventional Technique with High Self-Efficacy

<table>
<thead>
<tr>
<th>A2B1</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>72</td>
<td>5</td>
<td>13.9</td>
<td>41.7</td>
<td>41.7</td>
</tr>
<tr>
<td>76</td>
<td>3</td>
<td>8.3</td>
<td>25.0</td>
<td>66.7</td>
</tr>
<tr>
<td>80</td>
<td>2</td>
<td>5.6</td>
<td>16.7</td>
<td>83.3</td>
</tr>
<tr>
<td>84</td>
<td>2</td>
<td>5.6</td>
<td>16.7</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
<td>33.3</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

As seen in the data in Table 4.7 above, it can be described that scoring data for reading comprehension was done by using instrument with a subjective test (Multiple Choices) and the total items were 25 questions. For each question, the correct answer was graded 1, and an incorrect answer was graded 0. Therefore, the maximum score was 25, and the lowest score was 0. Respondents treated by the QAR strategy were 36 students. The empiric score stated that the highest score was 84, and the lowest score was 72. Furthermore, the mean was 76.33, the median was 76.00, the mode was 72, the standard deviation was 4.658, and variance was 21.697. The result gained from the calculation could be seen below.

The mean 76.33 indicated that the average score for students was relatively good. To make it clear, it can be seen in the display of histogram and polygon below:
7. The Use of Reading Comprehension by QAR Strategy with Students’ Low Self-Efficacy (A1B2)

Table 4.8

<table>
<thead>
<tr>
<th>A1B2</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>60</td>
<td>1</td>
<td>2.8</td>
<td>8.3</td>
<td>8.3</td>
</tr>
<tr>
<td>64</td>
<td>4</td>
<td>11.1</td>
<td>33.3</td>
<td>41.7</td>
</tr>
<tr>
<td>68</td>
<td>3</td>
<td>8.3</td>
<td>25.0</td>
<td>66.7</td>
</tr>
<tr>
<td>72</td>
<td>4</td>
<td>11.1</td>
<td>33.3</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
<td>33.3</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>
As seen in the data in Table 4.8 above, it can be described that scoring data for reading comprehension was done by using instrument with a subjective test (Multiple Choices) and the total items were 25 questions. For each question, the correct answer was graded 1, and an incorrect answer was graded 0. Therefore, the maximum score was 25, and the lowest score was 0. Respondents treated by the QAR strategy were 36 students. The empiric score stated that the highest score was 72, and the lowest score was 60. Furthermore, the mean was 67.33, the median was 68.00, the mode was 64, the standard deviation was 4.119, and variance was 16.970. The result gained from the calculation could be seen below.

The mean 67.33 indicated that the average score for students was relatively good. To make it clear, it can be seen in the display of histogram and polygon below:

![Figure 4.7](image)

Figure 4.7
Reading Comprehension by using QAR Strategy with Students’ Low Self-Efficacy
8. The Use of Reading Comprehension Using QAR Strategy with Students’ High Self-Efficacy (A1B1)

Table 4.9
Frequency of Reading Comprehension Using QAR Strategy with Students’ High Self-Efficacy

<table>
<thead>
<tr>
<th>A1B1</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>84</td>
<td>4</td>
<td>11.1</td>
<td>33.3</td>
<td>33.3</td>
</tr>
<tr>
<td>86</td>
<td>2</td>
<td>5.6</td>
<td>16.7</td>
<td>50.0</td>
</tr>
<tr>
<td>88</td>
<td>4</td>
<td>11.1</td>
<td>33.3</td>
<td>83.3</td>
</tr>
<tr>
<td>90</td>
<td>2</td>
<td>5.6</td>
<td>16.7</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
<td>33.3</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

As seen in the data in Table 4.9 above, it can be described that scoring data for reading comprehension was done by using instrument with a subjective test (Multiple Choices) and the total items were 25 questions. For each question, the correct answer was graded 1, and incorrect answer was graded 0. Therefore, the maximum score was 25, and the lowest score was 0. Respondents treated by the QAR strategy were 36 students. The empiric score stated that the highest score was 90, and the lowest score was 84. Furthermore, the mean was 86.67, the median was 87.00, the mode was 84, the standard deviation was 2.309, and variance was 5.333. The result gained from the calculation could be seen below.

The mean 86.67 indicated that the average score for students was relatively good. To make it clear, it can be seen in the display of histogram and polygon below:
2. The Prerequisite Test for Data Analysis

Before analyzing the test of hypothesis, it was needed to do the prerequisite analysis test of X1, X2, and Y variables. Moreover, it was one of the requirements that must be accomplished to make the regression or hypothesis test done well. In this analysis test, the normality test and the homogeneity test must be done first before the ANOVA test carried out.

Thus, a normality test was applied to the representative research sample. This test was done as hypotheses test, which was required that the sample must be normal. The next one was a homogeneity test that assumed the score of the dependent variable (Y) was categorized based on the equation of independent variable scores (X1 and X2). The result of this test is presented below:
a. Normality Test

To find out whether the spreading data is distributed normally or not, this study used a normality test. Thus, the *Kolmogorov-Smirnov* method was used as normality that the significance level $\alpha = 0.05$ to accept or reject the normal test. This test is carried out to both experimental and control groups with statistical hypotheses formula as below:

$H_0$: sample data is distributed normally

$H_1$: sample is not distributed normally

The calculation is performed with the assistance SPSS version 22. Looking back to the criteria of this program, the data is called normal p-value (Sig)$>0.05$, which $H_0$ is accepted and on the contrary $H_1$ is rejected (data is distributed normally). The score of p-value (Sig) is the number on the column of Sig from the table of normality test outcome by using SPSS program. The method used is *Kolmogorov-Smirnov* is used in this study. The calculation of the normality test in SMPN 2 Ciputat Timur it can be seen on the table as follows:

**Table 4.10 Calculation of Normality Test One-Sample**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Normal Parameters$^{a,b}$</td>
<td>Mean</td>
<td>86.67</td>
<td>76.33</td>
<td>67.33</td>
<td>62.33</td>
</tr>
<tr>
<td></td>
<td>Std. Deviation</td>
<td>2.309</td>
<td>4.658</td>
<td>4.119</td>
<td>4.334</td>
</tr>
<tr>
<td>Most Extreme Differences</td>
<td>Absolute</td>
<td>.218</td>
<td>.241</td>
<td>.207</td>
<td>.233</td>
</tr>
<tr>
<td></td>
<td>Positive</td>
<td>.209</td>
<td>.241</td>
<td>.207</td>
<td>.184</td>
</tr>
<tr>
<td></td>
<td>Negative</td>
<td>-.218</td>
<td>-.176</td>
<td>-.205</td>
<td>-.233</td>
</tr>
<tr>
<td>Kolmogorov-Smirnov Z</td>
<td>.218</td>
<td>.241</td>
<td>.207</td>
<td>.233</td>
<td></td>
</tr>
<tr>
<td>Asymp. Sig. (2-tailed)</td>
<td>.120$^c$</td>
<td>.054$^c$</td>
<td>.163$^c$</td>
<td>.071$^c$</td>
<td></td>
</tr>
</tbody>
</table>

Based on the data in Table 4.10 the scores on Sig column with *Kolmogorov-Smirnov* method in each group were mentioned consecutively: 0.218, 0.241, 0.207, and 0.233. Thus, the p-value score for each group is bigger than 0.05. From this
data, $H_0$ is accepted. On the other words, it can be concluded the data from the sample in SMPN 2 Ciputat Timur have distributed normally.

b. **Homogeneity Test**

After calculation with the normality test, the homogeneity test is one prerequisite test that needed to calculate the data with ANOVA. The aim of Homogeneity test is to find out whether the designed groups are homogeneous or not. In other words, we have to find out the homogeneity of the groups we designed.

The homogeneity test for the data of reading comprehension is performed by using Levene's test at a significant level of 5%. The result of homogeneity computation can be seen on the table follows:

<table>
<thead>
<tr>
<th>Table 4.11</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Computation of Homogeneity Test for Reading Comprehension</strong></td>
</tr>
<tr>
<td><strong>Levene’s Test of Equality of Error Variances</strong></td>
</tr>
<tr>
<td>Dependent Variable: Reading Comprehension (Y)</td>
</tr>
<tr>
<td>$F$</td>
</tr>
<tr>
<td>1.598</td>
</tr>
</tbody>
</table>

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + A + B + A * B

The hypotheses for the homogeneity test were set as follows:

$H_0$: $\sigma^2_{11} = \sigma^2_{21} = \sigma^2_{12} = \sigma^2_{22}$

$H_1$: expect $H_0$

The criteria were if the Sig value (Levene’s test) > 0.05 means that $H_0$ is accepted. On the contrary, the Sig value (Levene’s test) < 0.05 means that $H_1$ is accepted.

Based on the data in Table 4.11, obtained $F = 1.598$ with $df_1 = 3$, $df_2 = 44$ and $p$-value $= 0.203$. It means that $p$-value is bigger than 0.05. It means that $H_0$ is accepted, which implies that data groups (A1B1, A2B1, A1B2, and A2B2) come from a homogeneous population. Thus, it can be used Two ways of ANOVA analysis with test statistical of $F$. 
3. The Testing of Hypothesis

Hypothesis testing was intended to determine the proposed null Hypotheses \( (H_0) \) tested at a certain significance level. Two ways ANOVA analysis was performed and, because in this study to be obtained was how much influence that occurs between the independent variables on the dependent variable. Hypothesis testing was done consecutively; starting from the first hypothesis was Question Answer, and Relationship (QAR) Strategy was more effective than conventional technique on reading comprehension. The second hypothesis was there was an interactional effect between teaching method and students' personality on reading comprehension.

The analysis of the reading comprehension variable is performed by using two-tailed ANOVA test, which the assistance of SPSS version 22 for windows. The result ANOVA test then continued to extend test to find out the level significance among groups significantly (simple effect). In other words, the extended test was performed to find out which group contributes more to be students’ reading comprehension according to the teaching technique and the level of students’ personality.

The analysis of the reading comprehension variable was done by using two-tailed ANOVA test; it can be seen in the following table:

Table 4.12 ANOVA TEST (2X2)
Tests of Between-Subjects Effects

<table>
<thead>
<tr>
<th>Source</th>
<th>Type III Sum of Squares</th>
<th>Df</th>
<th>Mean Squared</th>
<th>F</th>
<th>Sig.</th>
<th>Partial Eta Squared</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corrected Model</td>
<td>4124.000*</td>
<td>3</td>
<td>1374.667</td>
<td>87.575</td>
<td>.000</td>
<td>.857</td>
</tr>
<tr>
<td>Intercept</td>
<td>256961.333</td>
<td>1</td>
<td>256961.333</td>
<td>16370.124</td>
<td>.000</td>
<td>.997</td>
</tr>
<tr>
<td>A</td>
<td>705.333</td>
<td>1</td>
<td>705.333</td>
<td>44.934</td>
<td>.000</td>
<td>.505</td>
</tr>
<tr>
<td>B</td>
<td>3333.333</td>
<td>1</td>
<td>3333.333</td>
<td>212.355</td>
<td>.000</td>
<td>.828</td>
</tr>
<tr>
<td>A * B</td>
<td>85.333</td>
<td>1</td>
<td>85.333</td>
<td>5.436</td>
<td>.024</td>
<td>.110</td>
</tr>
<tr>
<td>Error</td>
<td>690.667</td>
<td>44</td>
<td>15.697</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>261776.000</td>
<td>48</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corrected Total</td>
<td>4814.667</td>
<td>47</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. R Squared = .857 (Adjusted R Squared = .847)
Referring to the result analysis, as seen as the data in Table 4.12 testing hypothesis was elaborated as follows:

a. **Testing of the first hypothesis**

\[ H_0: \mu_{A1} \leq \mu_{A2} \]
\[ H_1: \mu_{A1} > \mu_{A2} \]

From the analysis in Table 4.12, it was found that the value of Sig for teaching technique was \(0.00 < 0.05\) and \(F_{obs} (44.934) > F_t (2.77)\) showing that the value of Sig for teaching technique was smaller than 0.05 and \(F_{obs}\) was bigger than \(F_t\). It means that \(H_0\) was rejected. It can be concluded that the students’ reading comprehension who were taught by QAR strategy was higher than those who were taught by conventional technique. In another hand, Question Answer and Relationship (QAR) strategy were more affective in enhancing students' reading comprehension than the conventional technique. The effect of Question Answer and Relationship (QAR) on students' reading comprehension is 50, 5%, or a large effect category.

b. **Testing of the second hypothesis**

\[ H_0: A \times B = 0 \]
\[ H_1: A \times B \neq 0 \]

From the analysis result in Table 4.12 was obtained \(0.024 < 0.05\) and \(F_{obs} = 5.436 > F_t = 2.77\). It shows that p-value for teaching strategy was smaller than 0.05, and \(F_{obs}\) was bigger than \(F_t\). It means that \(H_0\) was rejected. It can be concluded that there were interactional effect of teaching method and self-efficacy on their reading comprehension. In other words, synergize teaching strategy and self-efficacy an effect on students’ reading comprehension or teaching strategy an effect students’ reading comprehension depend on students ‘self-efficacy. Then, the interactional of Question Answer and Relationship (QAR) and Self-Efficacy on students’ reading comprehension is 11% or medium effect category.

Visually, the interactional effect between teaching strategy and students’ self-efficacy was presented below:
Because the hypothesis testing of the effect of interaction is significant, it must be tested for simple effects. Furthermore, the one-way ANOVA procedure was performed to test the difference in the average of the four treatment groups.

As for the proposed hypothesis is:

\[ H_0: \mu_{A1B1} = \mu_{A2B1} = \mu_{A1B2} = \mu_{A2B2} \]

\[ H_1: \text{Except } H_0 \]

From the corrected model in the test of Between Subject-Effects table, the value was obtained \( F = 87.575 \), and \( p\)-value = 0.000 < 0.05, it means that \( H_0 \) is rejected. Therefore, it can be concluded that there was significant between the four groups. Furthermore, the result of simple influence analysis (post hoc test) for treatment By Level Design was presented in Table 4.13 as bellow:
Table 4.13 Contrast Tests

<table>
<thead>
<tr>
<th></th>
<th>Contrast</th>
<th>Value of Contrast</th>
<th>Std. Error</th>
<th>t</th>
<th>Df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assume equal variances</strong></td>
<td>A1B1 X A2B1</td>
<td>10.33</td>
<td>1.617</td>
<td>6.389</td>
<td>44</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td>A1B2 X A2B2</td>
<td>5.00</td>
<td>1.617</td>
<td>3.091</td>
<td>44</td>
<td>.003</td>
</tr>
<tr>
<td><strong>Does not assume equal variances</strong></td>
<td>A1B1 X A2B1</td>
<td>10.33</td>
<td>1.501</td>
<td>6.885</td>
<td>16.100</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td>A1B2 X A2B2</td>
<td>5.00</td>
<td>1.726</td>
<td>2.897</td>
<td>21.943</td>
<td>.008</td>
</tr>
</tbody>
</table>

Referring to the result analysis as seen as the data in Table 4.13, the testing hypothesis was elaborated as follows:

c. **Testing of the third hypothesis**

\[ H_0: \mu_{A1B1} \leq \mu_{A2B1} \]
\[ H_1: \mu_{A1B1} > \mu_{A2B1} \]

From the analysis result the data in Table 4.13, it was found that \( t_{obs} \) (A1B1 x A2B1) = 6.389 and p-value 0.000 = 0.000 < 0.05, it shows that the p-value was smaller than 0.05. It means that \( H_0 \) was rejected. It can be concluded that the students’ reading comprehension that was taught by QAR strategy was higher than those who were taught by conventional technique for students' high self-efficacy. In other words, Question Answer and Relationship (QAR) strategy were more effective in increasing students' reading comprehension than a conventional technique for students’ high self-efficacy.

d. **Testing of the fourth hypothesis**

\[ H_0: \mu_{A1B2} \leq \mu_{A2B2} \]
\[ H_1: \mu_{A1B2} < \mu_{A2B2} \]

From the analysis result the data in Table 4.13, it was found that \( t_{obs} \) (A1B2 x A2B2) = 3.091, and p-value = 0.003/2 < 0.05, it shows that the p-value was smaller than 0.05. It means that \( H_0 \) accepted. It can be concluded that there was no difference in students' reading comprehension that was taught by Question Answer
and Relationship (QAR) strategy than those who were taught by conventional technique for students’ low self-efficacy. In other words, the data does not support the hypothesis. So, the student's low self-efficacy who taught by Question Answer and Relationship (QAR) strategy and conventional technique does not effect on students' reading comprehension.

B. Discussion

The purpose of this research was to investigate the effect of QAR strategy and self-efficacy on students’ reading comprehension of narrative text at eighth-grade students SMP N 2 Ciputat Timur Tangerang Selatan. This chapter will present the result of four research questions as follows:

The first research finding revealed that the students’ reading comprehension of narrative text that was taught by QAR strategy was higher than those who were taught by conventional technique. A good teaching strategy influences students' understanding to catch the material, and a good teaching strategy makes the material is easier to be understood by the students so that it makes the material becomes more interesting to be learned and to be understood. It was indicated that the QAR strategy is more effective in improving students' reading comprehension skills than the conventional technique. There are some previous theories that support this technique. In this discussion part, the researcher linked the findings of this research with those theories. The first theory about QAR strategy that provides students a way to think and talk about resources of information for answering the question which stated by Raphael (2005) is proven. It is because the application of QAR strategy toward students' learning, especially in their reading comprehension on narrative text is categorized as effective. The researcher found that QAR strategy, which was done by the students, gave the improvement in their learning on reading comprehension of narrative text. The students become strategic reader when they read the text to answer the question. They also work cooperatively with their friends by sharing the information with others and get idea or opinions from the other students related to the topic.
The second theory from Kinniburgh (2010) which said that the use of QAR strategy could help students to realize the need to consider the information in the text and information from their background knowledge is also proven. Based on the result of students’ score, it is shown that they used their background knowledge and combined it with the information in the text to answer the questions. That is why this second theory is proven as an effective strategy in teaching reading comprehension, especially on teaching reading the narrative text. It is also showed that the finding of this thesis had proved the three advantages from Raphael (2005). The students can comprehend the text well; they can understand the valuable response from the literal basic information to the open-ended discussion and constantly tap into their knowledge base on they encounter new information in the reading.

Based on the explanation above, the following are examples worksheets of students taught by QAR strategy. It can be seen below:
Referring to the picture above, we can see that QAR strategy used three stages, namely: predicting, clarifying and questioning. Predicting means that the ability to predict the topic what are being read. While clarifying is the ability to clarify the difficulties are facing while reading the text. And questioning is the ability to make question relates to the text. In the first stage finding the important point from the story was not easy, because the students must able to connect their prior knowledge to the new information about the text or to predict what is the author going to discuss next in the text. While the second stage the students try to classifying the story related to the picture and found the difficult word and last stage the students make a question based on the clue words and answer the question based on the story. Therefore, with this strategy can help them to solve their problems in reading comprehension through the three stages of QAR strategy itself.

Meanwhile, the students who applied the conventional technique are not given the same worksheet with the QAR strategy; they are only given questions in the form of essays. In the process of learning with the conventional technique, students only read a text that had been given by the teacher and discussed the material of reading in the group. The role of each student is not clearly explained in the group so that the learning process can overlap. They are only giving their ideas and the ideas that are given relatives the same, so they cannot find the content of the text.
Therefore, most of them were not actively involved in the discussion process. When the students cannot clarify, they collecting the same idea, to sum up, a vague idea, they cannot solve problems, and the teacher helps them understand the text. So, that's why they needed a teacher's instructional during teaching and learning process. This factor made students less understand the contents of the text. Consequently, when they have a reading test, their score is not maximal.

In the other hand, this research produced a result which corroborates the finding of a great deal of the previous study in this field. The finding of the current study is consistent with those of Mehrnaz (2014) from Urmia, Iran; her finding indicated that there was a statistically significant difference among the reading comprehension performance of the three experimental groups and the control group in their post-test scores. Furthermore, it was revealed that using the QAR strategy had a positive effect, and increased EFL students' reading comprehension. From the previous study above have proved that the QAR strategy have positive impacts on students' reading comprehension and QAR strategy could offer reading benefits to students.

Then, some experts have discussed the advantages of applying question-answer relationship activities. The analysis of data Showed that the findings of the study are in parallel with Raphael and Au (2005) who reveal the reasons of implementing QAR in teaching reading comprehension: 1) It encourages students to be more proficient and strategic readers; 2) It can help students to ask effective questions as they read and reply to the text; 3) Teachers use QAR to guide and check students' learning and to support higher-level thinking in their students.

Readence (2006) pointed out that the National Reading Panel (2000) has endorsed QAR as an effective means of improving comprehension. Questioning has also long been used by teachers as a way to guide and monitor students' learning. "Research shows that teacher questioning strongly supports and advances students' learning from reading "(Armbruster, Lehr, & Osborn, 2001, p. 224-231)."No comprehension activity has a longer or more pervasive than asking tradition reviews their student's questions about reading from, whether this Occurs before, during, or after reading "(Duke & Pearson, 2002, p. 147-168). Zygouris-Coe and Glass (2004)
Affirm that QAR technique helps students learned better understand the text. It helps students to think about the text they are reading and beyond it, too. It motivates them to think creatively and work cooperatively while challenging them to use higher-level thinking skills.

Therefore, the result for the first research question in the present study strongly affirmed what the Above-Mentioned scholars claimed.

Therefore, the findings of this research showed the way for the acceptance of the Believes that: Often, students need assistance in learning to monitor their comprehension, 1). Reading comprehension strategies are as means or plans for assisting and extending comprehension (Hardebeck, 2006). Moreover, research shows that teacher questioning strongly supports and progresses students' learning from reading (Armbruster, Lehr, & Osborn, 2001). Reading comprehension activity has a longer tradition or more invasive than asking students questions about their reading from, whether this occurs before, during, or after reading (Duke & Pearson, 2002).

It can be concluded that the result for the first research question in the present study strongly affirmed what the above-mentioned theory and previous study claimed. The findings of this research paved the way for the acceptance of the believes that: students often need assistance in learning to monitor their comprehension. Besides, this strategy helps them to understand the narrative text more quickly. With the stages of QAR strategy, it can help them easier to understand how to answer the question and to comprehend the text.

The second hypothesis testing result implied there was an interaction between teaching strategy and students' personality on reading comprehension of narrative text. In other words, the effect of teaching strategy on reading comprehension of narrative text depended on students' self-efficacy. Wang, (2007, p. 2) states that a good teaching strategy can motivate students and made them focus on the process of learning. However, this study, not only strategies that can improve student-learning outcomes but students' personality is also very helpful in improving learning outcomes. One of the students' personalities is self-efficacy. Self-efficacy is the main factor that contributes to the success of students; because self-efficacy
influences the choices made by students and actions, they pursue (Pajares, 2002). Academic self-efficacy refers to individual beliefs (beliefs) that they can successfully achieve a level determined on academic assignments or achieve certain academic goals (Bandura, 1997; Eccles & Wigfield, 2002; Elias & Loomis, 2002; Linenbrink & Pintrich, 2002a; Schunk & Pajares, 2002). Researchers conducted by Linenbrink and Pintrich (2003) have shown that academic self-efficacy is significantly associated with students’ learning, cognitive engagement, analytical thinking, academic commitment, strategy use, persistence, susceptibility to negative emotions and achievement.

In additionally, QAR Strategy and students’ self-efficacy could encourage students’ reading comprehension of narrative text. Operationally, reading comprehension was measured through an objective test (multiple-choice tests); students had to answer the questions based on the level of comprehension they have. Besides, the strategy allows students to have authority to response the content and information text based on they have been read and give students. It also encourages the students in their self-confidence in delivering their opinion about the story. On the other hand, QAR strategy organizes learning through response text in which the students explore their ideas and develop their multiple skills. It is appropriate for individual activity. The implementation of this strategy motivates and helps the students in the process of reading and response about what happened in the story. The students are easy to obtain many ideas and share ideas with other friends. Finally, it can be concluded that the QAR strategy is appropriate for teaching reading. Besides, another factor that can affect students’ reading comprehension is self-efficacy aspect that also an important thing that needs to be considered.

The third hypothesis testing result implied that the students' reading comprehension that was taught by QAR strategy was higher than those who were taught by conventional technique for students' high self-efficacy. Related to the first discussion although the use of QAR technique has been proved as the successful activity to improve students' achievement on reading comprehension on narrative text, there were also has some problems in the process of teaching and learning
which faced by the researcher. The problems are the researcher must control the students' attention and their concentrations were rather noisy and busy with themselves, and also most of the students always asked the same question in many times, so the researcher must be more patient. However, the researcher felt satisfied because of student's enthusiasm in the teaching-learning process through QAR technique.

According to Midgley et al. (2000) as "academic self-efficacy refers to students' perceptions of their competence to do their class work." Students make a reliable difference between their self-efficacy assessments in various academic domains, which, collectively, form a loose hierarchical multidimensional structure. Self-efficacy beliefs should be relevant for understanding academic outcomes because self-efficacy leads to specific behaviors and motivations that can encourage or discourage effective performance.

Also, in the academic context, the trust of children in their efficacy to control the process and results of their education and become proficient in challenging subject matter is likely to have a large impact on their scholastic impulses, interests, and educational performance. Students who are confident in their ability to organize, implement and manage their problem solving or task performance at the designated competency level demonstrate high self-efficacy.

Some studies also corroborate the statement of the theory, which indicate that self-efficacy and reading comprehension are related. The first study from Burrows (2012) conducted a quasi-experimental, longitudinal study that examined the role that extensive reading and reading strategies play in reading self-efficacy. His results from the latent growth curve model depicted that gains in reading self-efficacy were positively related to gains in reading comprehension. The results of Tobing’s (2013) study on the relationship amongst self-efficacy with reading comprehension also revealed that self-efficacy was significantly related to reading comprehension and contributed 20% to the prediction of reading comprehension. He notes that teachers, parents, and students should be made aware of the term self-efficacy because it may be important predictors of academic achievement.
This can be seen in the results of the student after treatment where the work of students taught with QAR strategy with high self-efficacy was far more successful in completing tasks well and can understand each task given than conventional technique. It can be seen below:

![Experimental Class](image1.png)  ![Control Class](image2.png)

**Picture 4.2**
Example of finding the reference (2) and explicit information of the text (3)

From the picture above, it can be seen that the difference in answers between the experimental class and the control class to find the reference and explicit information from a text is not easy. Because students must be able to understand the contents of the story and understand the changing of the personal pronoun and they should understand how to find in the text, but the experimental class could answer well. Another example will be explained below:

![Experimental Class](image3.png)  ![Control Class](image4.png)

**Picture 4.3**
Example of finding the main idea of the text
To find the main idea from the text was not easy. The students must be able to cover everything the paragraph talks about in a general way but does not include the specifics. And the important thing they have to understand what they read from sentence to sentence. The picture showed that the experimental class was better than the control class because they were able to answer the question.

From the results above, it can be known that the experimental class was better than the control class; they can answer all indicators given by the teacher. On the other hand, the QAR teaching strategy was better than conventional teaching technique, so the QAR strategy was very suitable in teaching reading comprehension. But not only teaching strategies that can increase students' reading comprehension scores, but students' self-efficacy is also one of the important factors to see how students believe in facing a test well.

The last hypothesis shows that there was no difference in students' reading comprehension that was taught by the Question and Answer and Relationship (QAR) strategy and with those taught with conventional techniques for low student self-efficacy. Some aspect influenced this result. First, the experimental class who taught by the QAR strategy gets more opportunities to share their ideas and can imagine through what they have read, and they become active students in the class. However, this is not suitable for students who have low self-efficacy. Second, the students with low self-efficacy will find it difficult to understand story texts, because they must understand language, vocabulary, grammar, punctuation, and how to construct sentences, paragraphs, and text meanings. In another hand, the students who have low self-efficacy they will find difficult to involve them in the story, describe and understand the text, to share information contained in the text, and to give their opinions about the story in the text. Therefore, students who have low self-efficacy will have no effect both taught with QAR and conventional techniques.

The results of this study are by the studies of Oden, Ebuta, and Nta (2012), they investigated students' self-efficacy and their reading comprehension performance. It was found that there was no significant relationship between low student academic self-efficacy and reading comprehension. Possible explanations of
these findings can be derived from student characteristics. Students are often not interested in schoolwork and lack of confidence in their abilities. As a result, they are, on average, not determined to endure hard work to achieve; if not, they will compile all strategies to read intricately, think critically, and adopt various strategies to penetrate difficult tasks.

Therefore, most student difficulties are caused by student self-efficacy. Students' low self-efficacy in themselves rather than their lack of ability in many situations is the reason for their low motivation, participation, performance, and achievements (Pajares, 2003, as quoted in Heidari, Izadi & Ahmadian, 2012). Also, when students assess themselves, they can manage learning activities with confidence. They are more likely to overcome the difficulties they face and achieve the goals they have set (Liang, 1998, as quoted in Wang, 2011).

In short, the differences between the QAR strategy and conventional techniques can be seen from the learning activities carried out and the reading process. In the QAR strategy, the teacher is a facilitator, while in conventional techniques, the teacher has the main task of instructing students to make groups. So they can start reading text based on instructions. Without instruction in process group discussions, it is difficult for students to do reading classes. Also, the QAR strategy provides more opportunities for students to respond to what texts they read. This motivates and facilitates students in the teaching process and promotes students to become active learners. However, the findings of this study do not support the hypothesis that the use of the QAR strategy with students who have low self-efficacy is higher than conventional techniques so that it can be concluded that the data do not support the hypothesis. On the other hand, the low self-efficacy of students taught with the Question Answer and Relationship (QAR) strategy and conventional techniques does not affect students' reading comprehension.
A. Conclusion

Referring to the findings and the result as presented in the previous chapter, the following will be delivered conclusion, implication, and suggestion. Each section was described as follows:

The first, the students’ reading comprehension who were taught by Question Answer and Relationship strategy was higher than those who were taught by conventional technique. In another hand, Question Answer and Relationship strategy were more affective in enhancing students' reading comprehension than the conventional technique. The effect of Question Answer and Relationship (QAR) on students' reading comprehension is 50.5%, or a large effect category.

The second, there was an interactional effect of teaching method and self-efficacy on their students' comprehension. In other words, synergize teaching strategy and self-efficacy an effect on students' reading comprehension. Teaching strategy an effect students' reading comprehension depends on students 'self-efficacy.

The third, the students' reading comprehension that was taught by Question Answer and Relationship strategy was higher than those who were taught by conventional technique for high self-efficacy. In other words, Question Answer and Relationship strategy were more affective in enhancing students' reading comprehension than the conventional technique for students’ high self-efficacy.

The fourth, there was no difference students’ reading comprehension who were taught by Question Answer and Relationship strategy and who were taught by conventional technique for students low self-efficacy. In other words, the data does not support the hypothesis. So, the student's low self-efficacy who taught by Question Answer and Relationship strategy and conventional technique was not effected on students' reading comprehension.

Based on the conclusion above, it can be concluded that Question-Answer and Relationship (QAR) is one of the potential strategies to be used in teaching reading
comprehension. By using QAR strategy, students can activate their prior knowledge, apply their higher-level of thinking, and enhance their interest and participation in the learning and teaching process. The findings of this study indicate that QAR strategy is successful in improving students reading comprehension of the narrative text. Therefore, the researcher recommended both teachers and students to apply this strategy in the teaching and learning of English reading comprehension.

Of course, this study was conducted not without weaknesses. It employed only one class from one school to conduct the experiment. Therefore, the finding cannot be generalized to other students from other school or educational levels. To cover these limitations, therefore with larger sample and more school in different educational levels are recommended for future research in this topic.

B. Suggestions

English teachers are recommended to use Question Answer and Relationship strategy because QAR Strategy can improve students’ reading comprehension achievement. Based on the conclusion of the study, some suggestions related to the researcher to convey in this study are:

1. The Students
   The students can apply the QAR strategy as the way to understand the text better so that answering the questions spend less time consuming in reading activity. Thus, the students must train the capability to use QAR stages in order to answer the question more easily especially in final examination. Even though the students do not use the QAR stages for test because it will take much time, they have known to use the strategy to answer the question.

2. The Teacher
   English teachers should be very creative to stimulate students' self-efficacy so that the students had a great desire for learning and completing the tasks and activities during learning. And the teacher should give the students a chance to share their feelings and difficulties about classroom activities as inputs for the teacher to do better in the future.
3. Other Researcher

Other researcher can develop further study in the area of QAR strategies in order to improve students’ achievement in reading comprehension. Then, other researchers can have research other factors that also affect reading comprehension achievement because there are so many variables that can stimulate the success of teaching and learning reading comprehension. The performance of the teachers, the attractiveness of the media, or other personal traits as self-esteem, personality, or motivation are some example of variables that extremely influence the teaching and learning of reading comprehension.

C. Implication

Referring to the finding and the result, as presented in the previous chapter, QAR strategy in teaching reading comprehension can give some implications. The teacher should realize that self-efficacy in learning English influence the students’ learning achievement, and the teacher should always give more attention to the students’ weakness in reading comprehension. The teachers and students who want to develop the reading comprehension skill should take part in the classroom during the learning and teaching process. This research has examined two reading strategies, namely conventional and QARs. They are applied to the students with high and low self-efficacy to know which teaching strategy is more suitable for them in improving their reading comprehension achievement. In this research, it implies that English teacher should try to apply this strategy for it can activate students’ prior knowledge, retrieve information from the text, interpret it, and reflect their understanding by creating their knowledge. This strategy helps the students become active readers.

Moreover, QAR strategy can make English teachers easier in managing learning activity and teaches the students how to ask questions about their reading and where to find the answer. At the end of the QAR session, the teacher clarifies the findings of the students during the reading process. Therefore, the strategy can be a good choice for English teacher in teaching reading comprehension. Seeing that reading comprehension achievement of students with high self-efficacy was
higher than those with low self-efficacy were. It gives implication for English teacher that before teaching reading comprehension, the teacher should identify their students' self-efficacy. The identification of students' self-efficacy can determine the teachers in deciding what efforts they will do to make the students pay more attention when they are teaching reading comprehension.

Therefore, understanding that the students have different self-efficacy is the key to success in teaching reading comprehension since the teacher can choose which strategy is more suitable to apply in the classroom. The research reveals that there is significant interaction between teaching strategies and self-efficacy on students’ achievement in reading comprehension. It implies that any teaching strategy applied by the teachers should be to the levels of students’ self-efficacy. Eventually, QAR strategy can help the students to improve their reading comprehension especially in narrative text. This strategy assists students in relating prior knowledge to the text information. It becomes a conscious process students actively engage in when reading texts, especially difficult reading selections. With this strategy, students become aware of the relationships between questions and answers. They will begin to understand where the answers come from and thus are better able to answer the questions correctly. Then, this strategy can motivate them to think creatively and work cooperatively while challenging them to use higher-level thinking. While the teachers will find it easier to develop reading comprehension through QAR strategy. Its means that the QAR strategy can make English teacher easier in managing learning activity and teaching reading comprehension with creatively.
REFERENCES


Kinniburgh, L. H & Prew, S. S. (2010). *Question Answer Relationships (QAR) in International* Journal of Early Childhood Special Education (INT-JECSE), Lkinniburgh@usouthal.edu


**SILABUS**  
**KELAS EKSPERIMEN**

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pokok/Materi Pembelajaran</th>
<th>Kegiatan Pembelajaran</th>
<th>Penilaian</th>
<th>Alokasi Waktu</th>
<th>Sumber Belajar</th>
</tr>
</thead>
</table>
| 1.1               | Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang divujudkan dalam semangat belajar. | **Teks naratif, berbentuk cerita pendek dan sederhana**  
**Fungsi sosial**  
Memperoleh hiburan, menghibur dan mengajarkan nilai- | **Mengamati**  
- Siswa menyalin dengan tulisan tangan yang rapi beberapa fabel, cerita pendek dan sederhana dari berbagai sumber, dengan menggunakan ejaan dan tanda baca dengan benar. | KRITERIA Penilaian:  
- Tingkat pemahaman fungsi sosial teks naratif fabel dan sederhana. | 6 x 4 JP  
- Buku pelajaran  
- Lembar kerja  
- Contoh teks tertulis  
- Teks atau latihan |
| 1.2               | Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta | | | | |

**Mata Pelajaran** : Bahasa Inggris  
**Kelas** : VIII  
**Kompetensi Inti** :  

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.  
KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya  
KI 3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahu nya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.  
KI 4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.
3.14 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel pendek, sesuai dengan konteks penggunaannya.

4.18 Menangkap makna teks naratif lisan dan tulis, berbentuk fabel dan sederhana penggunaannya.

damai, dalam melaksanakan komunikasi fungsional.

Nilai luah melalui cerita dengan tokoh binatang.

**Struktur text (gagasan utama dan informasi rinci)**

- Memperkenalkan tokoh, tempat, waktu, terjadinya cerita (orientasi).
- Memberikan penilaian (evaluasi) tentang situasi dan kondisi terjadinya cerita.
- Memaparkan krisis yang terjadi terhadap tokoh utama (komplikasi).
- Memaparkan akhir cerita, di mana krisis berakhir (resolusi) dengan bahagia atau sedih.
- Memberikan alasan atau komentar umum (reorientasi).

- Siswa membaca dan mendengarkan fabel tersebut untuk memahami isi pesannya.
- Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci) dari setiap fabel tersebut.

**Menanya**

- Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap fabel tersebut.

**Mengumpulkan Informasi**

- Secara kolaboratif, siswa mencari dan mengumpulkan beberapa fabel pendek dan sederhana dari berbagai sumber, termasuk dari internet, film, koran.

- Tingkat kelengkapan dan keruntutan struktur teks naratif.
- Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, kerapian tulisan tangan.
- Sikap tanggung jawab, kerjasama, cinta damai, dan percaya diri yang menyertai tindakan memahami isi pesan fabel.

**Cara Penilaian:**

**Kinerja (praktik)**

**Sumber dari internet**
<table>
<thead>
<tr>
<th>opsional.</th>
<th>\textbf{Unsur kebahasaan}</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Tata bahasa: Simple Past tense, Past Continuous Tense</td>
<td></td>
</tr>
<tr>
<td>(2) Kalimat langsung dan tidak langsung</td>
<td></td>
</tr>
<tr>
<td>(3) Kosa kata: tokoh binatang, tempat dan benda-benda terkait tokoh</td>
<td></td>
</tr>
<tr>
<td>(4) Adverbia penghubung waktu: first, then, after that, before, at last, finally, dsb.</td>
<td></td>
</tr>
<tr>
<td>(5) Adverbia dan frasa preposisional penunjuk waktu: a long time ago, one day, in the morning, the next day, immediately,</td>
<td></td>
</tr>
<tr>
<td>majalah, buku teks, dsb.</td>
<td></td>
</tr>
<tr>
<td>• Siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari fabel.</td>
<td></td>
</tr>
<tr>
<td>• Siswa membaca semua fabel yang telah terkumpul tsb., secara lebih cermat dengan cara mengidentifikasi dan menyebutkan:</td>
<td></td>
</tr>
<tr>
<td>- fungsi sosial setiap teks</td>
<td></td>
</tr>
<tr>
<td>- tokoh, tempat, waktu, terjadinya cerita</td>
<td></td>
</tr>
<tr>
<td>- krisis yang terjadi terhadap tokoh</td>
<td></td>
</tr>
<tr>
<td>- akhir cerita di mana krisis berakhir</td>
<td></td>
</tr>
<tr>
<td>- komentar atau penilaian umum tentang fabel (opsional, jika ada)</td>
<td></td>
</tr>
<tr>
<td>• Siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari fabel.</td>
<td></td>
</tr>
<tr>
<td>Menganalisis isi pesan fabel.</td>
<td></td>
</tr>
</tbody>
</table>

\textbf{Observasi:}

(cripta yang berisiko untuk memberikan balikan secara lebih cepat)

- Observasi terhadap tindakan siswa berusaha memahami dan menganalisis isi pesan fabel dan cerita sederhana.
- Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di
dsb.
(6) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal.
(7) Ucapan, tekanan kata, intonasi
(8) Ejaan dan tanda baca

**Topik**

Cerita yang memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama, dan bertanggung jawab.

**Mengasosiasi**

- Siswa membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari beberapa fable yang telah dikumpulkan dari berbagai sumber tersebut di atas.
- Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang hasil analisis mereka tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam fabel yang mereka baca.

**Mengkomunikasikan**

- Siswa menyampaikan beberapa fabel pendek dan sederhana yang telah dibacanya kepada teman-temannya, dengan cara antara lain membacakan, menyalin dan

**Portofolio**

- Kumpulan hasil analisis tentang beberapa fable yang telah dibuat.
- Lembar soal dan hasil tes
menerbitkan di majalah dinding, bertanya jawab, membahas pandangan masing-masing tentang isi fabel, dsb.

- Siswa berupaya membaca secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.
RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
QUESTION-ANSWER AND RELATIONSHIP STRATEGY

Nama Sekolah : SMP Negeri 2 Ciputat Timur
Mata Pelajaran : English
Kelas/Semester : VIII/2
Alokasi Waktu : 6 x 4 JP
Materi : Narrative Text

A. Kompetensi Inti

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.
KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
KI 3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahu tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
KI 4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, memodifikasi, dan membuat) dan baru abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.
1.2 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai dalam melaksanakan komunikasi fungsional.
3.14 Memahami fungsi sosial struktur teks, dan teks naratif berbentuk cerita pendek, sesuai dengan konteks penggunaannya.
3.18 Menangkap makna teks naratif lisan dan tulis, berbentuk cerita pendek dan sederhana penggunaannya.
C. Materi Pembelajaran

*Fungsi Sosial*
Memperoleh hiburan, menghibur dan mengajarkan nilai-nilai luhur melalui cerita dengan tokoh binatang.

*Struktur Teks*
1. Memperkenalkan tokoh, tempat, waktu terjadinya cerita (orientasi).
2. Memberikan penilaian (evaluasi) tentang situasi dan kondisi terjadinya cerita.
3. Memaparkan krisis yang terjadi terhadap tokoh utama (komplikasi).
4. Memaparkan akhir cerita, di mana krisis berakhir (resolusi) dengan bahagia atau sedih.
5. Memberikan alas an atau komentar umum (reorientasi).

*Unsur Kebahasaan*
(1) Simple Past Tense, Simple Past Continuous Tense.
(2) Kosa kata: nama binatang, tempat, waktu dan situasi yang terkait dengan tokoh.
(3) Adverb of time: first, next, then, after that, before, finally, etc.
(4) Prepositional phrase: a long time ago, one day, in the morning, the next day, last.
(5) Ucapan, tekanana kata, intonasi.
(6) Ejaan dan tanda baca.

D. Metode Pembelajaran:
Strategy Pembelajaran: Question-Answer and Relationship (QAR) Strategy
Metode Pembelajaran: Diskusi kelompok dan pemberian tugas.

E. Alat dan Sumber
- Alat Pembelajaran : Leptop, papan tulis, spidol, LKS (terlampir), dll..
- Sumber Belajar : - English text book junior high school
  - English language services, INC

F. Langkah-Langkah Pembelajaran
- Pertemuan ke: 1
  Indikator
  1. Membaca nyaring teks fungsional yang berbentuk naratif
  2. Mengindentifikasi makna dari naratif teks
3. Mengindentifikasi generic structure naratif teks

Tujuan Pembelajaran
1. Siswa mampu membaca naratif teks dengan intonasi yang benar.
2. Siswa mampu mengidentifikasi makna yang terdapat dalam naratif teks.
3. Siswa mampu mengidentifikasi generic structure yang terdapat dalam naratif teks.

Skenario Pembelajaran

<table>
<thead>
<tr>
<th>Pendahuluan</th>
<th>15 menit</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Guru mengajak peserta didik untuk berdoa sebelum memulai pelajaran.</td>
<td></td>
</tr>
<tr>
<td>- Guru memberikan ice breaking yang melatih konsentrasi peserta didik.</td>
<td></td>
</tr>
<tr>
<td>- Guru menyampaikan tujuan dan metode pembelajaran yang akan digunakan.</td>
<td></td>
</tr>
<tr>
<td>- Tanya jawab antara guru dan peserta didik terkait materi yang akan di pelajari seperti definisi, tujuan dan generic structure yang digunakan dalam teks narrative.</td>
<td></td>
</tr>
<tr>
<td>- Guru memberikan motivasi kepada peserta didik tentang pentingnya mempelajari materi narrative text.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Kegiatan Inti</th>
<th>60 menit</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Guru membagi peserta didik ke dalam beberapa kelompok kemudian siswa berkumpul sesuai dengan kelompoknya masing-masing.</td>
<td></td>
</tr>
<tr>
<td>- Peserta didik membaca contoh teks narrative sederhana dengan intonasi yang benar dengan bimbingan guru.</td>
<td></td>
</tr>
<tr>
<td>- Setelah peserta didik membaca salah satu contoh teks narrative yang telah dituliskan dan memahami makna yang terdapat dalam teks tersebut, guru memperkenalkan dan menjelaskan metode QAR kepada peserta didik guna mempermuadah menganalisis sebuah teks sesuai dengan tujuan pembelajaran.</td>
<td></td>
</tr>
<tr>
<td>- Peserta didik dibimbing dalam</td>
<td></td>
</tr>
</tbody>
</table>
memperaktikkan metode QAR serta menanyakan hal-hal yang menjadi kesulitan.
- Guru membagikan worksheet 1 kepada setiap kelompok tentang narrative teks.

| 1. Predicting | - Peserta didik diajak berdiskusi untuk memprediksikan gambar yang terdapat pada worksheet 1.  
- Guru memantau aktivitas diskusi dan melihat apakah setiap peserta didik mampu dan paham dalam mengikuti kegiatan diskusi tersebut.  
- Masing-masing kelompok akan menyajikan hasil diskusi mereka di depan kelas. |

| 2. Clarifying | - Setelah masing-masing kelompok menyajikan hasil kerja mereka guru mengklarifikasikan mengenai hasil kinerja setiap kelompok dan menjelaskan materi yang terkait dengan tujuan pembelajaran  
- Peserta didik menanyakan hal-hal yang kurang dipahami tentang narrative teks.  
- Kemudian peserta didik ditugaskan kembali untuk menyusun sebuah cerita berdasarkan gambarannya.  
- Guru memberi waktu 15 menit untuk mengerjakan worksheet yang diberikan setelah itu peserta didik membaca cerita yang telah mereka susun dengan intonasi yang benar.  
- Kemudian peserta didik menggaris bawahi setiap kata-kata sulit dan meletakknya di kolom yang sudah disediakan. |

| 3. Questioning | - Masing-masing kelompok akan mengidentifikasi generic structure sesuai dengan tujuan pembelajaran pada cerita yang telah mereka tuliskan sebelumnya dalam bentuk story map.  
- Guru memastikan apakah masing-masing kelompok dapat bekerja secara kodusif.  
- Peserta didik saling tukar jawaban dengan kelompok yang lainnya.  
- Guru memeriksa jawaban dengan melibatkan
peserta didik dan memberikan feedback atas hasil kerja kelompok yang dilakukan.

<table>
<thead>
<tr>
<th>Penutup</th>
<th>15 menit</th>
</tr>
</thead>
</table>
| - Guru bersama peserta didik bersama menyimpulkan hasil pembelajaran tentang mengidentifikasi makna dan generic structure dalam narrative teks.  
  - Guru membagikan home worksheet kepada peserta didik yang berkaitan dengan materi yang di pelajari sebelumnya.  
  - Guru memberitahu materi tentang pertemuan berikutnya adalah mengidentifikasi tujuan dan informasi yang terdapat dalam teks narrative.  
  - Guru mengakhiri kegiatan pembelajaran dengan memotivasi peserta didik untuk tetap semangat dalam belajar, mengucapkan salam dan meninggalkan kelas. |

**Pertemuan ke: 2**

**Indikator**

1. Mengidentifikasi tujuan dari narrative teks  
2. Mengidentifikasi informasi dari narrative teks

**Tujuan Pembelajaran**

1. Siswa mampu mengidentifikasi tujuan dari narrative teks.  
2. Siswa mampu mengidentifikasi informasi yang terdapat dalam narrative teks.

**Skenario Pembelajaran**

<table>
<thead>
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<th>Pendahuluan</th>
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| - Guru mengajak peserta didik untuk berdoa sebelum memulai pelajaran.  
  - Guru memberikan ice breaking yang melatih konsentrasi peserta didik.  
  - Guru menyampaikan tujuan pembelajaran sesuai dengan materi yang akan didiskusikan.  
  - Tanya jawab antara guru dan peserta didik tentang materi yang sudah dipelajari sebelumnya. |
<table>
<thead>
<tr>
<th>Kegiatan Inti</th>
<th>60 menit</th>
</tr>
</thead>
</table>
| - Peserta didik kembali berkumpul dengan kelompok masing-masing sesuai dengan pembagian kelompok sebelumnya.  
- Peserta didik membaca contoh teks narrative sederhana dengan intonasi yang benar dengan bimbingan guru.  
- Peserta didik kembali dibimbing dalam memperaktikkan metode QAR serta menanyakan hal-hal yang menjadi kesulitan.  
- Guru membagikan worksheet 2 kepada setiap kelompok tentang narrative teks. |

1. **Predicting**  
   **(Pre-reading)**  
   - Peserta didik memprediksikan sebuah cerita fabel “The Ant and the Dove”  
   - Guru memantau aktivitas peserta didik dan melihat apakah siswa mampu memprediksi kejadian apa yang terjadi selanjutnya pada akhir cerita.  
   - Kemudian peserta didik membaca cerita tersebut dan memahami makna dan informasi yang terdapat dalam cerita tersebut.

2. **Clarifying**  
   **(While-reading)**  
   - Setelah memahami cerita tersebut siswa dibimbing kembali untuk menyelesaikan tugas berikutnya  
   - Masing-masing peserta didik harus memahami teks narrative yang telah dibaca dan mampu untuk mengidentifikasi informasi seperti mengklarifikasikan kebenaran dari masing-masing pernyataan yang disertai dengan alasan  
   - Setelah mampu memahami informasi dari teks tersebut siswa kemudian menyelesaikan dan memahami beberapa kata-kata sulit yang terdapat dalam cerita.

3. **Questioning**  
   **(Post-reading)**  
   - Guru memberikan tugas terhadap masing-masing kelompok untuk menganalisis cerita sebelumnya dalam bentuk mapping story  
   - Peserta didik akan mengidentifikasi beberapa pertanyaan dari teks tersebut dengan
menggunakan metode QAR untuk memudahkan peserta didik dalam menjawab pertanyaan dari soal teks tersebut.
- Guru akan memastikan apakah masing-masing peserta didik sudah paham dalam menggunakan metode QAR untuk mengidentifikasi tujuan dan informasi dari teks tersebut.
- Setelah pengerjaan tugas selesai masing-masing peserta didik saling tukar jawaban untuk mendiskusikan kembali hasil kerja mereka.
- Guru bersama dengan peserta didik memeriksa hasil tugas peserta diidk dan menanyakan kembali kepada siswa tentang kesulitan apa yang mereka dapatkan dalam mengidentifikasi soal dengan menggunakan metode QAR.

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<td>- Guru bersama peserta didik bersama menyimpulkan hasil pembelajaran tentang mengidentifikasi tujuan dan informasi dalam narrative teks.</td>
<td></td>
</tr>
<tr>
<td>- Guru memberitahu materi tentang pertemuan berikutnya adalah mengidentifikasi tujuan informasi dan ciri kebahasaan dari narrative teks.</td>
<td></td>
</tr>
<tr>
<td>Kemudian guru memberikan tugas rumah dengan mencari sebuah cerita berbentuk fable dan menganalisis cerita tersebut sesuai dengan pembelajaran sebelumnya.</td>
<td></td>
</tr>
<tr>
<td>- Guru mengakhiri kegiatan pembelajaran dengan memotivasi peserta didik untuk tetap semangat dalam belajar, mengucapkan salam dan meninggalkan kelas.</td>
<td></td>
</tr>
</tbody>
</table>

❖ Pertemuan ke: 3 & 4

Indikator
1. Mengidentifikasi tujuan komunikasi narrative teks
2. Mengidentifikasi ciri kebahasaan narrative teks
### Tujuan Pembelajaran
1. Siswa mampu mengidentifikasi tujuan komunikasi narrative teks.
2. Siswa mampu mengidentifikasi ciri kebahasaan narrative teks.

### Skenario Pembelajaran

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<td></td>
</tr>
<tr>
<td>- Tanya jawab antara guru dan peserta didik tentang materi yang sudah dipelajari sebelumnya dan kesulitan apa yang mereka alami dalam penggunaan metode QAR.</td>
<td></td>
</tr>
<tr>
<td>- Guru kembali memberikan motivasi kepada peserta didik.</td>
<td></td>
</tr>
</tbody>
</table>

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<td></td>
</tr>
<tr>
<td>- Peserta didik membaca dan memahami makna contoh teks narrative sederhana dengan intonasi yang benar dengan bimbingan guru.</td>
<td></td>
</tr>
<tr>
<td>- Guru menjelaskan tentang ciri kebahasaan yang digunakan dalam teks narrative.</td>
<td></td>
</tr>
<tr>
<td>- Peserta didik kembali dibimbing dalam memperaktikkan metode QAR untuk mengidentifikasi tujuan komunikasi dari teks narrative.</td>
<td></td>
</tr>
<tr>
<td>- Guru membagikan worksheet 3 kepada setiap kelompok tentang narrative teks.</td>
<td></td>
</tr>
<tr>
<td>- Peserta didik mengerjakan exercise secara personal untuk mengetahui seberapa jauh mereka memahami ciri kebahasaan yang digunakan dalam teks narrative (worksheet 4)</td>
<td></td>
</tr>
</tbody>
</table>

1. **Predicting** - Peserta didik berdiskusi untuk memahami
| (Pre-reading) | dan memprediksikan masalah pada worksheet 3.  
- Guru memantau aktivitas kelompok dan melihat keterlibatan setiap peserta didik dalam kelompok dan membimbing proses perjalanan peserta didik dalam mengidentifikasi tujuan komunikasi yang terdapat dalam teks tersebut. |
|---|---|
| 2. Clarifying (While-reading) | - Masing-masing peserta didik harus memahami teks narrative yang diberikan guru dan mampu untuk mengidentifikasi tujuan komunikasi yang terdapat dalam teks tersebut.  
- Selama proses mengidentifikasi tujuan komunikasi dari teks dan menganalisis beberapa pernyataan yang disertai dengan alasannya yang diberikan, guru bersama peserta didik akan menganalisis ciri kebahasaan apa yang digunakan dalam teks narrative.  
- Peserta didik menanyakan hal apa yang tidak mereka pahami dari penjelasan guru mengenai ciri kebahasaan yang digunakan dalam narrative teks. |
| 3. Questioning (Post-reading) | - Peserta didik menganalisis cerita sebelumnya dan membuat pertanyaan dengan clue words yang diberikan oleh guru dan menjawab perntanyaan yang telah mereka buat dengan benar.  
- Masing-masing kelompok akan menganalisis beberapa pertanyaan dari teks yang berbeda dengan menggunakan metode QAR untuk menjawab pertanyaan dari masing-masing soal.(worksheet 3)  
- Setelah pengerjaan tugas selesai masing-masing kelompok akan mempersentasikan hasil kerja mereka.  
- Guru akan membimbing selama proses persentasi dan memastikan bahwa peserta didik sudah paham dengan penggunaan
metode QAR dilihat dari hasil persentasi mereka.
- Guru memberikan feedback terhadap hasil persentasi masing-masing kelompok.
- Guru membagikan worksheet 4 kepada masing-masing peserta didik yang berkaitan dengan ciri kebahasaan dari narrative teks.
- Guru dan peserta didik secara bersama memeriksa hasil kerja peserta didik dan memberikan feedback.

<table>
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</table>
| - Guru bersama peserta didik bersama menyimpulkan hasil pembelajaran tentang mengidentifikasi tujuan komunikasi dan ciri kebahasaan dalam narrative teks.  
  - Guru mengakhiri kegiatan pembelajaran dengan memotivasi peserta didik untuk tetap semangat dalam belajar, mengucapkan salam perpisahan dan menginfokan jadwal test yang akan dilakukan dan meninggalkan kelas. |

G. Penilaian

Tehnik : written test  
Bentuk  : written form  
(Jawaban benar mendapatkan skor maksimum 100)

Ciputat, 2018
Peneliti

Robiatul Adawiyah H
LESSON PLAN
TEACHER-CENTERED METHOD

School : SMP Negeri 2 Ciputat Timur
Subject : English
Class/Semester : VIII/1
Time Allocation : 2 x 45 minutes
Main Topic/material : Narrative Text

H. Standard Competence
Understanding the meaning in a simple short essay Narrative Text form to interact with the surrounding environment.

I. Basic Competence
Reading loud is meaningful simple short essay text Narrative Text form with speech, pressure, and acceptable intonation related to the surrounding environment.

J. Indicators
- Identify the purpose of the text
- Identify the main idea

K. The Purpose of Learning
- Students are able to identify the main idea or topic
- Students are able to identify the purpose of the text

L. Learning Material
1. Narrative Text
   a. Definition
      Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problem. An important part of narrative text is the narrative mode, the set of methods use to communicate the narrative through a process narration. Its purpose is to amuse to entertain reader with a story. There are many kinds of Narrative text.
      - Legend
        Example: Malin Kundang, the legend of Tangkuban Perahu, and the story of Toba Lake.
      - Fable,
        Example: the Smartest Parrot, and the story Monkey and Crocodile.
      - Fairy Tale
        Example: Cinderella, Snow White, the story of Rapunzel and Painting the Wall.
   b. Generic Structure
      A narrative text will consists of the following structure:
      - Orientation : introduction the participant and informing the time and place
- **Complication**: describing the rising crises, which the participants have to do with.
- **Resolution**: showing the way of participant to solve the crises, better or worse or solution of the problem.

c. **Language Feature of Narrative Text**, as follow:
   - Past tense (killed, drunk, etc.)
   - Adverb of time (once upon a time, one-day, etc.)
   - Time conjunction (when, then, suddenly, etc.)
   - Specific character. The character of the story is specific, not general. (Cinderella, Snow White, Alibaba, etc.)
   - Action verbs. A verb that shows an action. (killed, dug, walked, etc)
   - Direct speech. It is to make the story lively. (Snow White said, “My name is Snow White). The direct speech uses present tense.

d. **The text**

   **The Wolf and the Goat**

   A wolf saw a goat grazing at the edge of a high cliff. The wolf smacked his lips at the thought of a fine goat dinner.
   “My dear friend,” said the wolf in his sweetest voice, “aren’t you afraid you will fall down from that cliff? Come down here and graze on this fine grass beside me on safe, level ground.”
   “No, thank you,” said the goat.
   “Well then,” said the wolf, “aren’t you cold up there in the wind? You would be warmer grazing down here beside me in this sheltered area.”
   “No, Thank you,” said the goat.
   “But the grass tastes better down here!” said the exasperated wolf, “Why dine alone?”
   “My dear wolf,” the goat finally said, “are you quite sure that it is my dinner you are worrying about and not your own?”

M. **Teaching Method:**
   Teacher-Centered Method

N. **Learning Strategies**
   - Giving the title of the text will be discussed to the students.
   - Asking the students to predict the title mind mapping what it is going to be discussed.
   - Giving the students narrative text.
   - Asking the students to read the text and predict the content.
   - Discussing students’ prediction about the material as a clarification about their prediction.
   - Discussing the material in question and answer form as a feedback students’ comprehension.
**O. Learning Activities**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Steps</th>
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| **Opening**       | - Greeting  
| (15 minutes)      | - Asking the students’ condition  
|                   | - Filling the list attendant  
|                   | - Connecting the material with the characters  
|                   | - Telling the students about the learning outcomes/purpose  
|                   | - Divided the students in 7 groups  |
| **Main activities** | **Lecturing**  
| (60 minutes)      | - Stimulate the students by giving the title/mind mapping of the text, then ask them to predict what are they going to study or discuss (before reading).  
|                   | - Give feedback by re-explaining of narrative text by the teacher make them understand.  |
| **Translating**   | - Give the students an narrative text  
|                   | - Help the students to read the text by drilling  
|                   | - Ask the students to translate the text  |
| **Grammatical Rules** | - Explain the grammatical rules used in the text by the teacher  
|                   | - Ask the students to find the grammatical rules in a text by themselves  
|                   | - Ask the students to make a sentences using grammatical rules they have found  |
| **Memorizing**    | - Ask the students to find new vocabularies as many as possible  
|                   | - Ask the students to make a list of vocabularies  
|                   | - Ask the students to memorize the vocabularies then apply in a sentence  |
| **Closing**       | - Conclude the material.  
| (15 minutes)      | - Ask the students about the problem they have faced as long as teaching and learning process.  
|                   | - Ask the students to find and read more about an narrative text at home.  |

**P. Sources**
- English text book junior high school
Q. **Assessment**
   Technic : written test  
   Form : written form  
   a. Scoring Instrument (See on the students’ worksheet 1)  
   b. Scoring Guidelines  
      The correct answer will get 1 point
Worksheet 1

Tujuan Pembelajaran:
1. Siswa mampu membaca narrative teks dengan intonasi yang benar.
2. Siswa mampu mengidentifikasi makna yang terdapat dalam narrative teks.
3. Siswa mampu mengidentifikasi generic structure yang terdapat dalam teks narrative

Direction: Prediction the picture beside based on your prior knowledge!

- What is the topic of the story?

- What are they talking about?

- What is the kind of the story?

- What do you think the author wants you to know after reading?
Classification the story below based on the picture and circles the difficult words and then rewrite in the column below.

1. Looking the Foxy ate the cheese. He laughed at Neelam and said, “You have an ugly voice. I only wanted the cheese. You are a fool!”
2. Foxy thought of a plan. He went to the tree where Neelam was sitting and said, “Oh, what a beautiful bird you are! I am sure you have a beautiful voice too. Why don’t you sing for me?”
3. Neelam was very happy when she heard these words. She forgot the cheese was in her mouth. She opened her mouth to crow and the cheese fell out.
4. She picked up the piece of cheese with her beak and flew to the top of the tree. “I shall eat this piece of cheese slowly,” said Neelam to herself. “I have not eaten cheese for a long time. I love cheese.”
5. Foxy saw Neelam sitting on the tree and he also saw the cheese.
6. “I must get that piece of cheese from Neelam. But Neelam is very clever. I have to make Neelam drop the cheese.”
7. Foxy the fox was walking near the tree. He too was hungry. “I have not eaten anything all day. I am so hungry. I hope I find something to eat,” thought Foxy.
8. One day, Neelam the crow was flying over the trees. She was hungry. She was looking for something to eat. She found a piece of cheese under a tree. “How lucky I am!” said Neelam to herself.

Vocabulary Notes
One day, Neelam the crow was flying over the trees. She was hungry. She was looking for something to eat. She found a piece of cheese under a tree. “How lucky I am!” said Neelam to herself.
“I must get that piece cheese from Neelam. But Neelam is very clever. I have to make Neelam drop the cheese.”

Neelam was very happy when she heard these words. She forgot the cheese was in her mouth. She opened her mouth to crow and the cheese fell out.
Direction: Make a question based on the clue words below and answer the questions based on the story above.
Name:

Date:

**Worksheet 2**

**Tujuan Pembelajaran:**
1. Siswa mampu mengidentifikasi tujuan dari narrative teks.
2. Siswa mampu mengidentifikasi informasi yang terdapat dalam narrative teks.

**Direction:** Read each story beginning. Then, predict what will happen in the next story.

**The Ant and the Dove**

a. One hot day, an ant was seeking for some water. After walking around for a moment, she came to a spring. To reach the spring, she had to climb up a blade of grass. While making her way up, she slipped and …….
   - fell unintentionally into the water.
   - gets stuck in the root of the tree

b. She could have sunk if a dove up a nearby tree had not seen her. Seeing that the ant was in trouble, the dove quickly put off a leaf from a tree and dropped it immediately into the water near the struggling ant. Then the ant moved towards the leaf and climbed up there. Soon ……..
   - he left and ignored it
   - it carried her safely to dry ground.

c. Not long after at that, there was a hunter nearby who was throwing out his net towards the dove, hoping to trap it in this way. Guessing what he should do, then ant quickly bit him on the heel. Feeling the pain, the hunter dropped his net and the dove flew away quickly from this net.
   - the dove flew away quickly from this net.
   - it carried her safely to dry ground.
**Direction:** After you read the story above, classify the statement below and give the reason.

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<th>No.</th>
<th>Statements</th>
<th>True</th>
<th>False</th>
<th>Reason</th>
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<tbody>
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<td>1.</td>
<td>The ant sat in the tree</td>
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<td>2.</td>
<td>She slept and feel in the water</td>
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<td>3.</td>
<td>She didn’t know how to swim</td>
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<td>4.</td>
<td>The dove felt sorry for the ant</td>
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<td>5.</td>
<td>The ant wasn’t hurt when it got out of the water</td>
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<td>6.</td>
<td>The ant saw the dove by chance</td>
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<td>7.</td>
<td>The hunter was carrying a gun</td>
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<td>8.</td>
<td>The ant hit the man</td>
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<td>9.</td>
<td>The hunter is a good man</td>
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**Direction:** Solve the unfamiliar words below with appropriate synonym

1. Move
2. Shout
3. Pick up
4. Get up
5. Bring out
6. Bring down
7. Fast
8. disaster

1. Took away
2. Misfortune
3. Climbed
4. Walk
5. Scream
6. Quickly
7. Dropped
8. Carried
Mapping the Story

**Setting (Place)**
Where does the story take place?

**Setting (Time)**
When does the story take place?

**Main Character**
Who is the main character?

**Other Characters**
Who are the other characters?

**Plot (sequence of events)**

**Beginning**
What happens at the beginning of the story?

**Middle**
What happens at the middle of the story?

**End**
What happens at the end of the story?
Once, there was a kingdom in Priangan Land. Lived a happy family. They were a father in form of dog, his name is Tumang, a mother which was called is Dayang Sumbi, and a child which was called Sangkuriang. One day, Dayang Sumbi asked her son to go hunting with his lovely dog, Tumang. After hunting all day, Sangkuriang began desperate and worried because he hunted no deer, then he thought to shot his own dog. Then he took the dog liver and carried home. Soon Dayang Sumbi found out that it was not deer lever but Tamang’s, his own dog. So, she was very angry and hit Sangkuriang’s head. In that incident, Sangkuriang got wounded and scar then cast away from their home.

Years go by, Sangkuriang had travel many places and finally arrived at a village. He met a beautiful woman and felt in love with her. When they were discussing their wedding plans, the woman looked at the wound in Sangkuriang’s head. It matched to her son’s wound who had left several years earlier. Soon she realized that she felt in love with her own son.

She couldn’t marry him but how to say it. Then, she found the way. She needed a lake and a boat for celebrating their wedding day. Sangkuriang had to make them in one night. He built a lake. With a dawn just moment away and the boat was almost complete. Dayang Sumbi had to stop it. Then, she lit up the eastern horizon with flashes of light. It made the cock crowded for a new day.

Direction: Prediction the story beside based on your prior knowledge!

1. What is the topic of story?

2. What will happen in the end story?

3. What do you think the author wants you to know after reading?
**Direction:** After you read the story above, classify the statement below and give the reason.

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<tbody>
<tr>
<td>1.</td>
<td>He has father in form of dong and his name is Tumang.</td>
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<td>2.</td>
<td>Tumang hit Sangkuriang and he died</td>
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<td>3.</td>
<td>Dayang Sumbing was very angry and hit Sangkuriang’s head</td>
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<td>4.</td>
<td>He met with beautiful woman and felt in love with her</td>
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<td>5.</td>
<td>The woman looked at the wound in Sangkuriang’s hand</td>
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<td>6.</td>
<td>She wanted Sangkuriang to make 7 temples as wedding gifts</td>
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<tr>
<td>7.</td>
<td>She helped Sangkuriang to make 7 temples</td>
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<tr>
<td>8.</td>
<td>The story has happy ending</td>
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</table>
Direction: Make a question based on the clue words below and answer the questions based on the story above.
ENGLISH TEST

Read the following text to answer questions number 1 to 4.

The Wolf and the Goat

A wolf saw a goat grazing at the edge of a high cliff. The wolf smacked his lips at the thought of a fine goat dinner.

“My dear friend,” said the wolf in his sweetest voice, “aren’t you afraid you will fall down from that cliff? Come down here and graze on this fine grass beside me on safe, level ground.”

“No, thank you,” said the goat.

“Well then,” said the wolf, “aren’t you cold up there in the wind? You would be warmer grazing down here beside me in this sheltered area.”

“No, Thank you,” said the goat.

“But the grass tastes better down here!” said the exasperated wolf, “Why dine alone?”

“My dear wolf,” the goat finally said, “are you quite sure that it is my dinner you are worrying about and not your own?”

1. What did the wolf ask when he saw the goat grazing at the edge of a high cliff?
   a. To be his friend
   b. To graze on the level ground
   c. To climb up higher
   d. To be his dinner

2. “Aren’t you cold up there in the wind?”
   The word “there” refers to…
   a. A high cliff
   b. Sheltered area
   c. Grass
   d. Ground

3. What can we learn from the story above
   a. Don’t look down to other creatures
   b. Don’t easily believe in well behaved creatures
   c. Don’t judge others by their appearance
   d. Don’t easily beat other creatures

4. From the story, we know…
   a. The goat was very hungry
   b. The wolf was a helpful animal
   c. The wolf was eager to eat the goat
   d. The wolf was going to fight with the wolf
A man in Puerto Rico had a wonderful parrot. There was no another parrot like it. It was very, very smart. This parrot would say any word—except one. He would not say the name of the town where he was born. The name of the town was Catano.

The man tried to teach the parrot to say Catano. But the bird would not say the word. At first, the man was very nice, but then he got angry. “You are a stupid bird! Why can’t you say the word? Sat CATano, or I will kill you!” but the parrot would not say it. Then the man got so angry that the shouted over and over, “Say Catano, or I’ll kill you!” but the bird wouldn’t talk.

One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. “You are more stupid than the chickens. Soon I will eat them, and I will eat you, too.”

In the chicken house, there are four old chickens. They were for Sunday’s dinner. The man put the parrot in the chicken house and left. The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw! He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, “Say Catano, or I’ll kill you!”

5. Where does the story take place?
   a. London
   b. Puerto Rico
   c. Jakarta
   d. Buenos Aires

6. What is the word that the parrot cannot say?
   a. Catano
   b. Tacano
   c. Canato
   d. Nacato

7. How often did the owner teach the bird how to say the word?
   a. Always
   b. Everyday
   c. Many times
   d. Every second

8. It is most likely that…
   a. The bird killed the three chickens
   b. The three chickens killed the bird
   c. The bird played with the chicken
   d. The bird killed one of the three chickens
9. What is the story about?
   a. A parrot and a cat
   b. A parrot and a chicken
   c. A parrot and the owner
   d. A parrot, the owner, and chickens

10. “It was very, very smart”
    The underlined word refers to….
    a. The man
    b. The bird
    c. The chicken
    d. Puerto Rico

Read the following text to answer questions number 11 to 14.
There was a girl named Pina who lived on a fruit plantation with her mother. When her mother worked night and day, little Pina spend all her time playing with her friends. When her mother asked her to do something, she would always reply that she couldn't find things, even if it was laying night in front of her eyes.

One day, her mother fell ill and couldn't even get up to cook some food. So, she asked Pina to cook some rice. However, Pina being her lazy self, said "I can't find the pot. So where should I put the rice?" Her mother told her where the pot was. Then she said, "Where is the ladle, how am I going to cook without a ladle?" Again her sick mother had to tell her the exact location. Pina did the same with salt, rice and water! Enraged by Pina's behavior, her mother curse "May you grow a thousand eyes" and went back to sleep.

When she woke up, she could not find her daughter. She searched and searched and so did every single person on plantation. When Pina's mother saw the fruit, she was immediately reminded of Pina's beautiful brown eyes and thus, the fruit with a thousand eyes was named "Pina", meaning Pineapple in Tagalog.

11. The best title for the text is.....
    a. The fruit with thousands of eyes
    b. A lazy girls in planation
    c. The origin of pineapple
    d. A missing girls

12. What happened to the mother when she realized Pina had gone?
    a. She searched for her
    b. She cursed her
    c. She fell a sleep
    d. She got sick

13. What is the main idea of paragraph two?
    a. Pine’s mother was so angry that she curse her daughter
    b. Pina was too lazy to cook her own food
    c. Pine’s mother was terribly ill
    d. Pina was a really bad cook
14. What can we learn from the story
   a. Don’t be lazy
   b. Don’t spend your time for playing
   c. Don’t angry to your child
   d. Respect and obey your mother

Read the following text to answer questions number 15 to 17.

A Milkmaid had been in the meadow to milk her cows. Now she was returning home with a pail of milk on her hand.

She thought, "I will make cream and butter out of this milk. Then after selling them, I will buy eggs. And when they hatch, I shall have a good poultry farm".

She further thought, "I shall sell some of my chickens and buy a fine dress. Seeing it on my body at the party, all the boys will admire me. But I will turn them away".

She went on daydreaming; she forgot about the pail on her head. She moved her head suddenly and the pail of milk came tumbling down. It was broken and all the milk split.
"Dear, dear!" she cried, "I have lost mine all".

15. What did the milk-maid carry on her hand?
   a. Some cream
   b. Some butter
   c. A pail of milk
   d. A pail of eggs

16. What does the text tell us about?
   a. Spilt milk
   b. A pail of milk
   c. A hardworking girl
   d. A day dreaming milk-maid

17. What can we learn from the story above?
   a. Don’t cry over the spilt milk
   b. Don’t cry before you are hurt
   c. Don’t dream when you sleep
   d. Don’t count your chickens before they are hatched
Read the following text to answer questions number 18 to 21.

An ant nimbly running in search of food came across a chrysalis that was close its time to change. The chrysalis moved and this attracted the attention of the ant who for the first time realized that it was a living thing. "Poor, pitiful animal!" cried the ant disdainfully "what a sad fate is yours! While I can run with my pleasure, you lie imprisoned here in your shell". The chrysalis heard all this, but did not try to make any reply.

After a few days, when the ant passed that way again, nothing but the shell remained. Wondering what had happened to its content, he felt himself suddenly shaded and fanned by the gorgeous wings of a beautiful butterfly. "Behold in me," said the butterfly, "your much pitied friend!". So the butterfly rose in the air and lost in the summer breeze.

18. What is the main idea of the first paragraph?
   a. Chrysalis is an animal
   b. The chrysalis lie imprisoned
   c. The ant was feeling sorry for the chrysalis
   d. The ant goes around to have fun

19. The text generally tells us about…
   a. The adventure of an ant
   b. The ant and the chrysalis
   c. The changing of the chrysalis
   d. The regret of the ant

20. “Poor, pitiful animal!” The underline word refers to…
   a. The ant
   b. The chrysalis
   c. The butterfly
   d. The ant and chrysalis

21. From the text we can learn that...
   a. We have to be arrogant to other
   b. Freedom is everything in life
   c. We have to take revenge
   d. The appearance may be deceptive
The rats and The Elephants

Once upon a time, there lived a group of mice under a tree in peace. However, a group of elephants crossing the jungle unknowingly destroyed the homes of all the rats. Many of them were even crushed to death.

Then taking of rats decided to approach the elephant’s chief and request him to guide his herd through another route. On hearing the sad story, the elephant’s king apologized and agreed to take another route. And so the lives of the rats were saved.

One day, elephant-hunters came to the jungle and trapped a group of elephants in huge nets. Then the elephant king suddenly remembered the king of the rats. He summoned on the elephants of his herd, which had not been trapped, to go seek help from the king and told him about the trapped elephants.

The rat’s king immediately took his entire group of rats and they cut open the nets which had trapped the elephant’s herd. The elephant herd was totally set free. They danced with joy and thanked the rats.

22. What type of text is the above? It is…
   a. a narrative text  b. a recount text  c. a description text  d. an anecdote text

23. What destroyed the homes of all rats?
   a. a group of mice did  b. the hunter did  c. elephant’s herd  d. a group of elephant did

24. What helped the elephant’s herd free?
   a. entire group of rats did  b. the elephants-hunter did  c. the hunters did  d. a group of king did

25. What is generic structure of “once upon a time there lived a group of mice under a tree in peace”?
A. Answer the questions with crossing (X) A, B, C, or D!

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Answer sheet

1. B
2. A
3. B
4. C
5. B
6. A
7. C
8. A
9. C
10. B
11. C
12. A
13. B
14. D
15. C
16. D
17. D
18. C
19. B
20. B
21. D
22. A
23. D
24. A
25. C
ANGKET SELF-EFFICACY  
SCALE OF SELF-EFFICACY QUESTIONNAIRES

A. Petunjuk Umum
1. Angket ini bersifat ilmiah, tidak ada tujuan lain
2. Jawablah pernyataan dibawah ini dengan jujur
3. Berilah tanda checklist (√) pada pernyataan sesuai dengan pengalaman yang anda alami. Dengan kriteria sebagai berikut:
   1: Tidak pernah  2: Pernah  3: Kadang-kadang  4: Jaran  5: Selalu
4. Atas bantuannya saya ucapkan terima kasih

B. Biodata Responden
1. Nama Lengkap :
2. Jenis Kelamin :
3. Kelas :

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<td>Saya mencoba memahami kata-kata sulit yang terdapat dalam teks bahasa inggris</td>
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<td>Saya membuat list kosa kata sulit untuk membantu saya memahami teks bahasa inggris</td>
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<td>Saya berdiskusi dengan teman saya untuk memahami kalimat yang terdapat dalam teks bahasa inggris</td>
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<td>Saya merasa gugup ketika membaca sebuah teks bahasa inggris</td>
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<td>Jantung saya mulai berdetak tak menentu ketika mulai membaca</td>
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<td>Saya merasa gemetar ketika membaca teks bahasa inggris</td>
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<td>Badan saya berkerikat ketika mulai membaca</td>
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<td>Saya merasa tidak bisa berfikir jernih saat membaca</td>
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<td>Saya dapat mengidentifikasi jenis-jenis kata dalam sebuah teks bahasa Inggris</td>
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<td>Saya dapat memahami arti kata-kata dalam</td>
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<td>Saya dapat mengidentifikasi ejaan yang benar dari kata-kata dalam sebuah teks bahasa Inggris.</td>
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<td>Saya dapat mengidentifikasi jenis bacaan dari sebuah teks bahasa Inggris.</td>
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<td>Saya dapat mengidentifikasi sebagian besar arti sebenarnya (denotasi) dan arti kiasan (konotasi) dari kata-kata dalam sebuah teks bahasa Inggris.</td>
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<td>Saya dapat memahami maksud penulis dalam sebuah teks bahasa Inggris.</td>
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<td>Saya dapat memahami hubungan antara kalimat kalimat dalam sebuah teks bahasa Inggris.</td>
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<td>19</td>
<td>Saya dapat menemukan pokok pikiran dalam sebuah teks bahasa Inggris.</td>
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<td>Saya dapat memperkirakan arti sebuah kata dari konteksnya dalam sebuah teks bacaan bahasa Inggris.</td>
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<td>Saya dapat menghubungkan antara pengetahuan sehari-hari yang saya miliki dengan informasi dalam teks bahasa Inggris.</td>
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<td>Saya merasa kesulitan menemukan ide pokok dari sebuah teks bacaan bahasa inggris.</td>
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<td>Saya merasakan kesulitan menghubungkan antara pengetahuan sehari-hari yang saya miliki dengan informasi dalam teks bahasa inggris.</td>
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<td>24</td>
<td>Ketika membaca bagian teks yang sulit, saya membaca dengan suara keras untuk membantu saya memahami teks tersebut.</td>
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<td>25</td>
<td>Saya merasa tidak mampu mengucapkan pronounciation bahasa inggris yang terdapat dalam teks bahasa inggris dengan tepat.</td>
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<td>26</td>
<td>Saya merasa tidak mampu menyelesaikan bacaan saya.</td>
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<td>27</td>
<td>Saya merasa tidak mampu memahami setiap kata dalam sebuah teks bacaan bahasa inggris.</td>
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### 3. Affective

<p>| | |</p>
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<thead>
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<tr>
<td>28</td>
<td>Saya membaca dengan perlahan-lahan dan berhati-hati untuk memastikan bahwa saya memahami apa yang sedang saya baca.</td>
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| 29 | Saya mencoba untuk kembali berkonsentrasi pada bagian bacaan saya jika saya kehilangan.
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<tr>
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<td>30</td>
<td>30</td>
<td>Sesekali saya berhenti membaca untuk memikirkan isi bacaan tersebut.</td>
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<td>31</td>
<td>31</td>
<td>Ketika teks bertambah sulit, saya membaca bagian teks itu berulang kali untuk meningkatkan pemahaman saya.</td>
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<td>32</td>
<td>32</td>
<td>Saya menggaris bawah atau melingkari informasi dalam teks untuk membantu saya mengingat informasi tersebut.</td>
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<td>33</td>
<td>33</td>
<td>Saya menyesuaikan kecepatan membaca sesuai dengan teks yang saya baca.</td>
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<td>34</td>
<td>34</td>
<td>Sebelum membaca sebuah teks, saya melihat teks secara keseluruhan untuk mengetahui mengenai apa teks tersebut.</td>
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<td>35</td>
<td>35</td>
<td>Ketika teks bacaan bertambah sulit, saya memberikan perhatian lebih pada teks tersebut.</td>
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<td>36</td>
<td>36</td>
<td>Ketika membaca, saya memikirkan informasi yang berhubungan dengan teks itu dalam bahasa Inggris maupun bahasa Indonesia.</td>
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<td>37</td>
<td>37</td>
<td>Saya menggunakan tabel, angka, maupun gambar-gambar dalam teks untuk membantu saya memahami isi teks.</td>
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<td>38</td>
<td>38</td>
<td>Saya menggunakan buku-buku referensi (misalnya kamus) untuk membantu saya memahami isi bacaan.</td>
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<td>39</td>
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<td>Saya menggunakan penunjuk makna dalam konteks untuk membantu saya memahami isi bacaan.</td>
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<td>40</td>
<td>40</td>
<td>Saya membaca ulang bagian-bagian teks sebelumnya untuk menemukan hubungan makna dalam teks bacaan.</td>
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<td>41</td>
<td>41</td>
<td>Ketika menemukan informasi baru dalam teks, saya memeriksa pemahaman saya atas informasi tersebut.</td>
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<td>42</td>
<td>42</td>
<td>Ketika membaca, saya menerjemahkan teks bacaan itu dari bahasa Inggris ke bahasa Indonesia.</td>
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<td>43</td>
<td>43</td>
<td>Saya menggunakan pengetahuan saya untuk membantu memahami teks yang saya baca.</td>
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PENGAJUAN JUDUL PROPOSAL TESIS

NAMA : Rabiatul Adawiyah Harahap
NIM : 21160140000009
Jurusan / prodi : Magister PBI
Tanggal Pengajuan : 11 Januari 2018

Pengujian Proposal Tesis

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<th>No</th>
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<td>Dr. M. Farkhan, M.Pd</td>
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<td>2</td>
<td>Dr. Alek, M.Pd</td>
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Judul Proposal Tesis: “The Effect of Question-Answer and Relationship (QAR) Strategy and Learning Motivation on Students’ Reading Comprehension”

Status:*)
(✓) Disetujui
( ) Tidak Disetujui

Dosen Mata Kuliah 1

Jakarta, 11 Januari 2018
Dosen Mata Kuliah 2

Dr. M. Farkhan, M.Pd
NIP. 196509192000031002

Dr. Alek, M.Pd
NIP. 197605112005012003
PENGESAHAN PROPOSAL

NAMA : Robiatul Adawiyah Harahap
NIM : 21160140000009
Jurusan/Prodi : Magister PBI
Tanggal Pengesahan : 24 Februari 2018

Penguji Proposal Tesis

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<td>19700611 199101 2 001</td>
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<td>2.</td>
<td>Dr. Ratna Sari Dewi, M.Pd</td>
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Judul Proposal Tesis:

The Effects of Question-Answer Relationship (QAR) Strategy and Self-Confidence on Students’ Reading Comprehension of Narrative Text (A Quasi-experimental Study at the Eighth Grade for Public School in East Ciputat)

Status *)

( ) Disetujui
( ) Tidak Disetujui

Jakarta 24 Februari 2018
Dosen Pengusul
Dr. Fahriany, M.Pd
NIP. 19700611 199101 2 001

Dosen Penguji 2
Dr. Ratna Sari Dewi, M.Pd
NIP. 19720501 199903 2 013
SURAT KETERANGAN
NOMOR: 070/304/SMPN 2/2018

Yang bertanda tangan di bawah ini Kepala SMP Negeri 2 Kota Tangerang Selatan dengan ini menerangkan:

Nama : ROBIATUL ADAWIYAH H.
NIM  : 2116014000009
Progam Studi : Magister Pendidikan Bahasa Inggris
Jenjang Pendidikan : S2
Perguruan Tinggi : Universitas Islam Negeri Jakarta

Nama tersebut di atas benar telah melakukan Penelitian di SMP Negeri 2 Kota Tangerang Selatan pada tanggal 25 September 2018 s.d. 30 November 2018 guna penyelesaian tesis yang berjudul "Enhancing Students’ Reading Comprehension of Narrative Text Trought Question Answer and Relationship (QAR) Strategy and Self-Efficacy".

Demikian Surat Keterangan ini kami buat, untuk dapat dipergunakan sebagaimana mestinya.

Tangerang Selatan, 3 Desember 2018