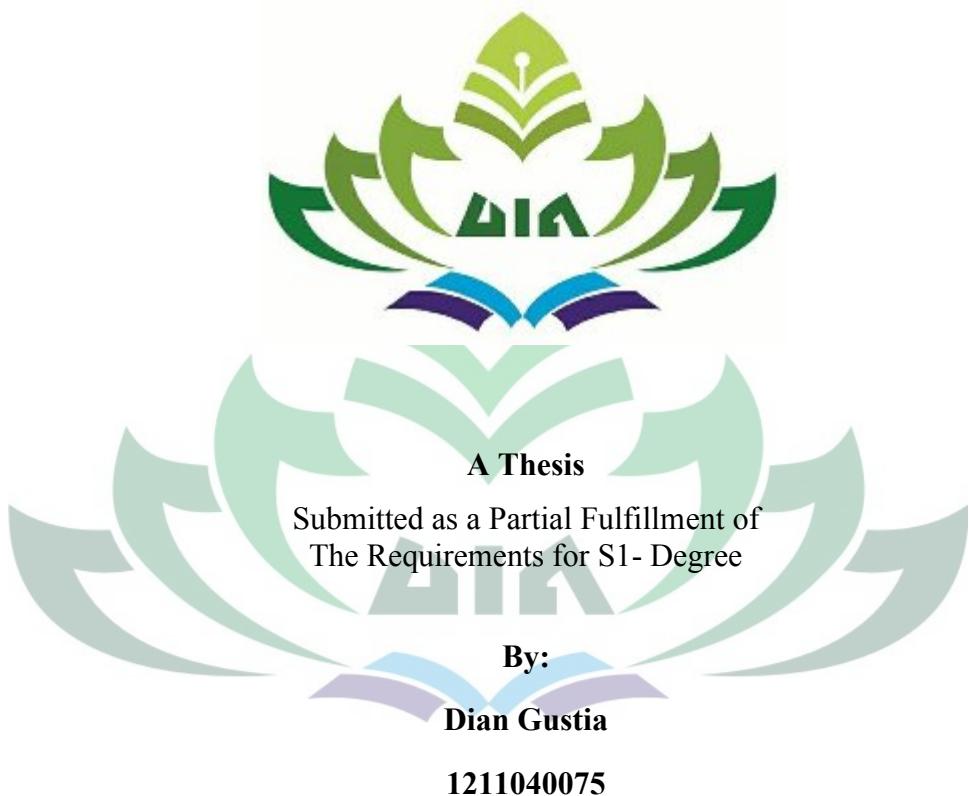


**TEACHING AND LEARNING READING COMPREHENSION THROUGH
QUESTION-ANSWER-RELATIONSHIP (QAR) STRATEGY TO THE
SECOND SEMESTER OF EIGHTH GRADE STUDENTS OF
MTS ASSALAM TANJUNG SARI LAMPUNG SELATAN
IN THE ACADEMIC YEAR OF 2017/2018**



Study Program : English Education

**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
2018**

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SECOND SEMESTER OF EIGHTH GRADE STUDENTS OF
MTS ASSALAM TANJUNG SARI LAMPUNG SELATAN
IN THE ACADEMIC YEAR OF 2017/2018**

A Thesis

Submitted as a Partial Fulfillment of
The Requirements for S1- Degree

By:
Dian Gustia
1211040075

Study Program : English Education

Advisor : Bambang Irfani, M.Pd
Co Advisor : Satria Adi Pradana, M.Pd

**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
2018**

ABSTRACT

Teaching and Learning Reading Comprehension through Question-Answer-Relationship (QAR) Strategy to the Second Semester of Eighth Grade Students of MTs Assalam Tanjung Sari Lampung Selatan in the Academic Year of 2017/2018

By:

Dian Gustia

The objectives of this are to know and to describe the process teaching and learning reading comprehension through QAR strategy, to know and to describe the teachers' problems in teaching reading comprehension trough QAR strategy, and to know and to describe the students' problems learning reading comprehension trough QAR strategy.

This research used qualitative descriptive research method. This research used purposive sampling technique to determine the sample. Purposive sampling technique is a common procedure used in qualitative research that identifies key informants or people who have specific knowledge about the topic being studied. In this research, VIII B class was chosen as the sample because the students' average score was the lowest score. In collecting the data, this research used three kinds of instruments; they were observation, interview and questionnaire. This research used three major phases of data analysis; they were data reduction, data display, and conclusion drawing or verification.

The Results of the research are as follows: The first, teaching learning processes in the class were not running well. It could be seen by the teacher did not complete the QAR steps based on Margareth's procedure of teaching and learning by using QAR. The atmosphere of teaching and learning reading by using Question-Answer-Relationship strategy some students looked active discussing but some of them looked less responsive. The second, the student got some problems; they were the students have no good vocabulary mastery, mastery of the basic, decoding, finding main idea, figure out the inference, speed of reading, working memory, finding motivation and interest in learning reading comprehension. The third, the teacher got some problems; they are choosing teaching material, giving a meaningful feedback, supporting, stimulating, engaging students, and managing the times.

Keywords: Descriptive Qualitative, Question-Answer-Relationship Strategy, Teaching Reading.



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN

Alamat : Jl. Leikol Endro Suratmin Sukarami Bandar Lampung Telp. (0721)703289

APPROVAL

**: TEACHING AND LEARNING READING
COMPREHENSION THROUGH QUESTION-ANSWER-
RELATIONSHIP (QAR) STRATEGY TO THE SECOND
SEMESTER OF EIGHTH GRADE STUDENTS OF MTS
ASSALAM TANJUNG SARI LAMPUNG SELATAN
IN THE ACADEMIC YEAR OF 2017/2018**

Students' Name

: Dian Gustia

Students' Number

: 1211040075

Study Program

: English Education

Faculty

: Tarbiyah and Teacher Training

APPROVED

**To be Tested and Defended in the Examination session
at Tarbiyah and Teacher Training Faculty, Raden Intan State Islamic University,**

Lampung

Advisor,

Bambang Irfani, M.Pd

NIP: 19730572006041001

Co-Advisor,

Satriono Adi Pradana, M.Pd

NIP.198602182015031005

**The Chairperson of
English Education Study Program**

Meisuri, M.Pd

NIP: 198005152003122004



**KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI (UIN)
RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN**

Address : Jl. Let. Kol. H. Endro Suratmin Sukarame I Bandar Lampung Telp. (0721) 703260

ADMISSION

A thesis entitled: "**TEACHING AND LEARNING READING COMPREHENSION THROUGH QUESTION-ANSWER-RELATIONSHIP (QAR) STRATEGY TO THE SECOND SEMESTER OF EIGHTH GRADE STUDENTS OF MTS ASSALAM TANJUNG SARI LAMPUNG SELATAN IN THE ACADEMIC YEAR OF 2017/2018**". By: **DIAN GUSTIA, NPM: 1211040075**, Study Program: English Education, was tested and defended in the examination session on Monday, November 5th 2018

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| Chairperson | : Meisuri, M.Pd |  |
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| First Co-Examiner | : Bambang Irfani, M.Pd |  |
| Second Co-Examiner | : Satria Adi Pradana, M.Pd |  |

The Dean of

Tarbiyah and Teacher Training Faculty


Prof. Dr. H. Chairul Anwar, M.Pd.
NIP: 195608101987031001

DECLARATION

I hereby certify that this thesis with the title: teaching and learning reading comprehension through Question-Answer-Relationship (QAR) strategy to the second semester of eighth grade students of MTs Assalam Tanjung Sari Lampung Selatan in the academic year of 2017/2018 is completely my own work. I am fully aware that I have quoted some statements and ideas from various source and those are properly acknowledged text.



DEDICATION

Praise and gratitude to Allah SWT Almighty for his abundant blessing to me, and then from my deep heart and great love, this thesis is proudly dedicated to:

1. The greatest inspiration in my life is my beloved father Syafe'i, mother Dastiana (Late) and step mother Anita, for their love, support, patience and guidance.
2. My beloved brothers & sisters: Ade Bernanda, Shintia Maharani, Indri Meivirera and Farizi Izhar Dasya, who always support and give me motivation.
3. My beloved Advisor (Mr. Bambang Irfani, M.Pd) and co-advisor (Mr. Satria Adi Pradana, M.Pd) who always teach me.
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5. My beloved almamater UIN Raden Intan Lampung, which has made me grow up and has contributed much for my self-development.

MOTTO

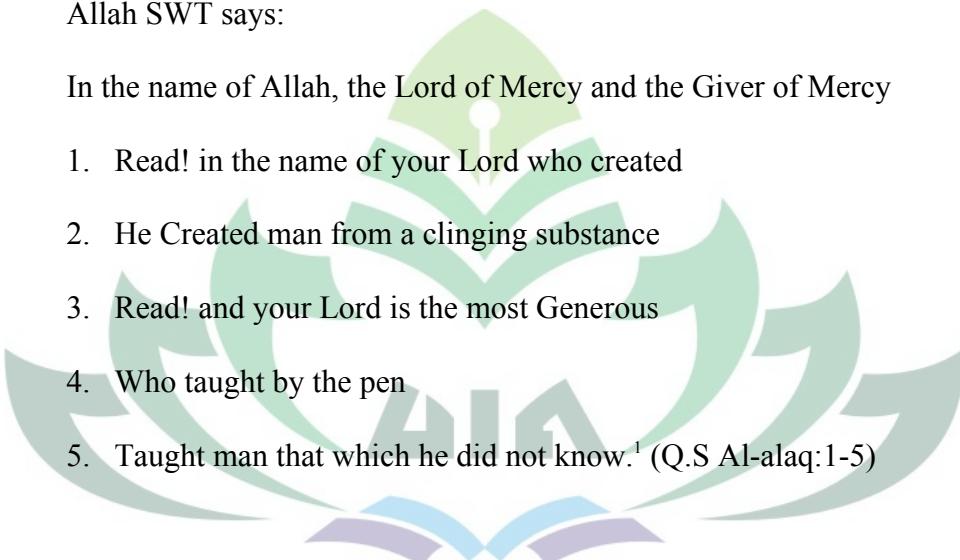
بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (١) خَلَقَ الْإِنْسَنَ مِنْ عَلْقٍ (٢) أَقْرَأْ وَرَبُّكَ
الْأَكْرَمُ (٣) الَّذِي عَلِمَ بِالْقَلْمَنْ (٤) عَلِمَ الْإِنْسَنَ مَا لَمْ يَعْلَمْ (٥)

Allah SWT says:

In the name of Allah, the Lord of Mercy and the Giver of Mercy

1. Read! in the name of your Lord who created
2. He Created man from a clinging substance
3. Read! and your Lord is the most Generous
4. Who taught by the pen
5. Taught man that which he did not know.¹ (Q.S Al-alaq:1-5)

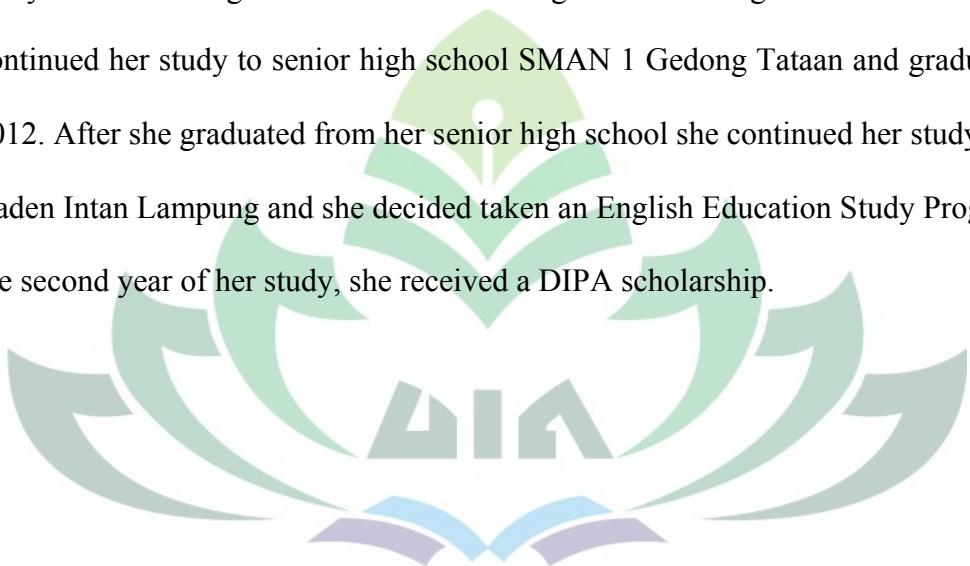


¹ <http://quran.com/96> Copyright © Quran.com. Sahih International All rights reserved

CURRICULUM VITAE

Dian Gustia was born in Pesawaran Lampung, on August 23th 1994. She is the Oldest of 4 children of Mr. Syafe'i and Mrs. Dastiana (Late). She has two brothers, names: Ade Bernanda and Farizi izhar Dasya, and one sister name: Indri Meivirera.

She graduated from Elementary School SDN1 Kalirejo on 2006. She continued her study to Junior High School SMPN 2 Negerikaton and graduated on 2009. She continued her study to senior high school SMAN 1 Gedong Tataan and graduated on 2012. After she graduated from her senior high school she continued her study at UIN Raden Intan Lampung and she decided taken an English Education Study Program. In the second year of her study, she received a DIPA scholarship.



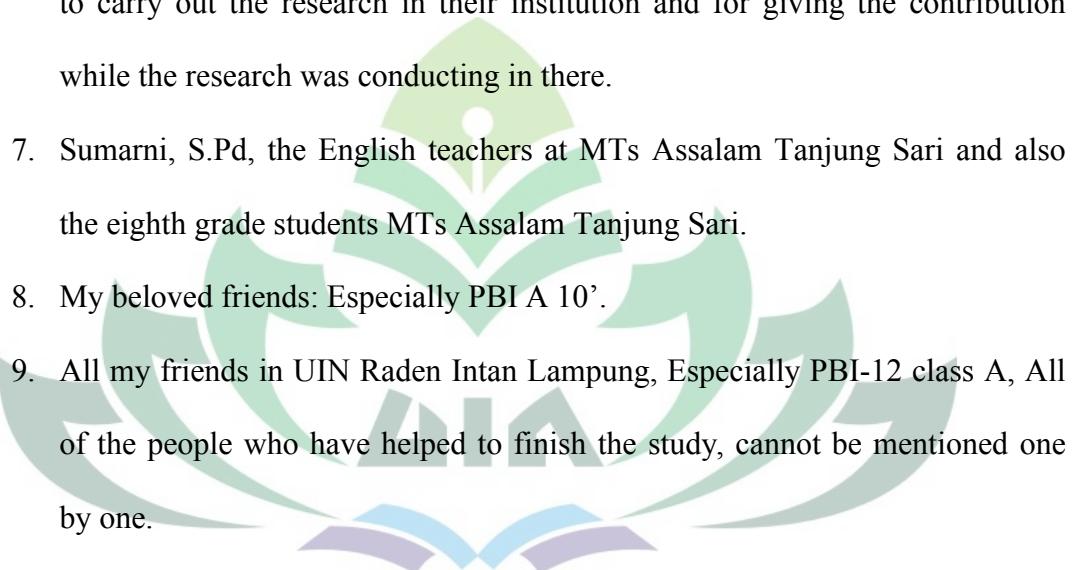
ACKNOWLEDGEMENT

In the name of Allah the beneficent and the merciful. All praise is merely to Allah SWT the Almighty, the lord of the world who has bestowed upon the researcher in completing this thesis. Peace and blessing upon to our prophet Muhammad SAW, His Family, His Friends, His Companions, And His Follower.

This thesis entitled teaching and learning reading comprehension through Question-Answer-Relationship (QAR) strategy to the second semester of eighth grade students of MTs Assalam Tanjung Sari Lampung Selatan in the academic year of 2017/2018 is submitted as compulsory fulfillment of the requirements for S1 degree of English Education Study Program at Tarbiyah and Teacher Training Faculty at UIN Raden Intan Lampung.

This thesis would never come into existence without any support, encouragement and assistance by several gorgeous persons. It is the great honor for the researcher to make acknowledgement of indebtedness to convey her sincere gratitude to:

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Finally, nothing is perfect and neither is this final project. If there is any comment, correction and critics for betterment of this final project are always open heartedly welcome.

May Allah SWT the Almighty, bless them all ameen.

Bandar Lampung, August 2018
The researcher

Dian Gustia

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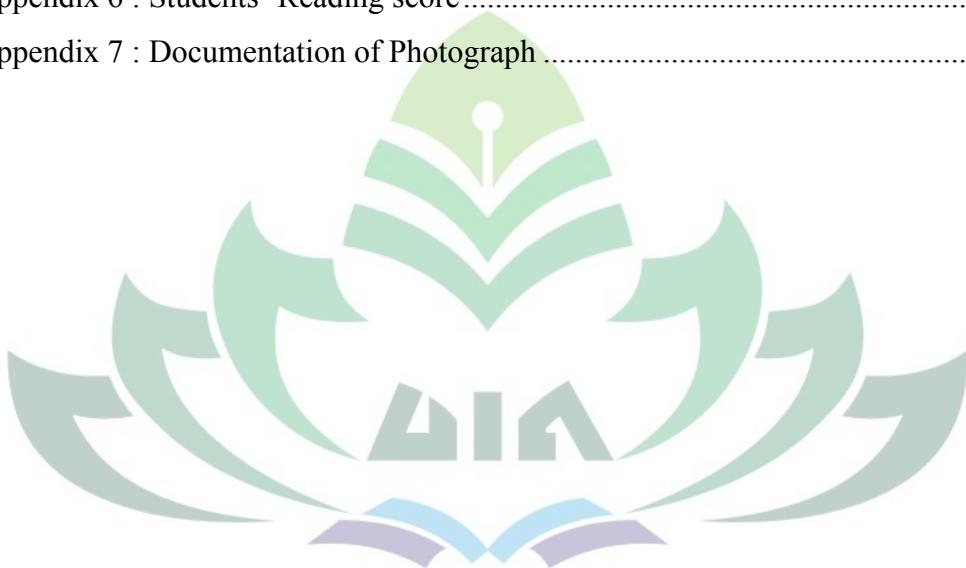
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CHAPTER I INTRODUCTION

A. Background of the Problem

Every person in this world uses language to communicate with one and another. People also use language to deliver message or ideas from the speaker to the listener and writer to the reader in interaction among themselves or with their environment. Moreover, Brown states that, language is a system of arbitrary, vocal symbols which permit all people in a given culture, other people who learned the system of the culture to communicate or interact.¹ Without language, it is impossible for people or everyone to join interaction each other in daily life or in learning something and also the human activities could not run well without language.

As Allah said on Q.S. Ibrahim: 4

وَمَا أَرْسَلْنَا مِنْ رَّسُولٍ إِلَّا بِلِسَانٍ قَوْمَهُ لِيُبَيِّنَ لَهُمْ فَيَضْلُّ أَمْ مَنْ يَشَاءُ وَيَهْدِي
مَنْ يَشَاءُ وَهُوَ الْعَزِيزُ الْحَكِيمُ ۝

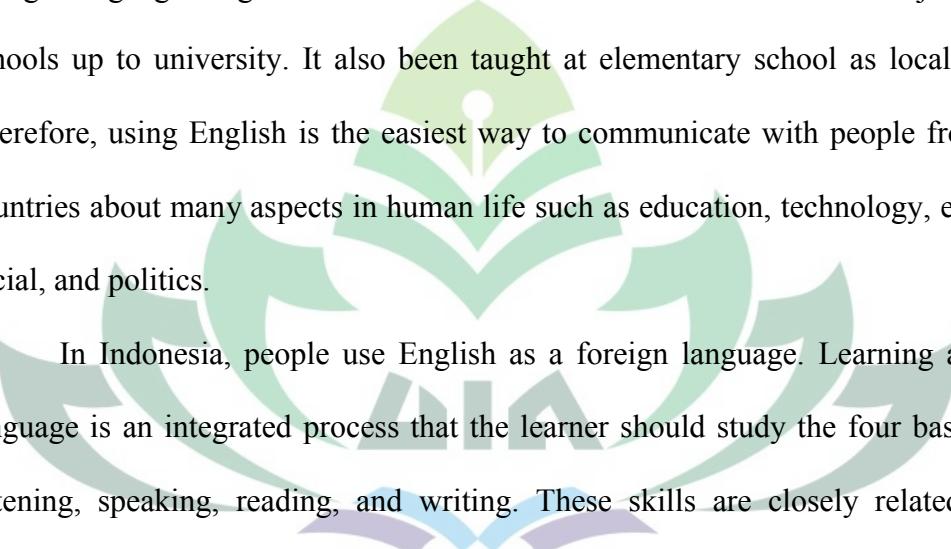
“And We did not send any messenger except in the language of his people to state clearly for them, and Allah sends astray (thereby) whom He wills and guides whom He wills. And He is the Exalted in Might, the Wise”.² It means that language is used to make us understand about something and interact to each other. On the other

¹ H. Douglas Brown, *Principles of Language Learning and Teaching*, (4th Ed), (Newyork: Longman,2000), p.5.

² *Al-Qur'an 3 Bahasa: Arab, Indonesia, Inggris*, (Depok: Al-Huda Kelompok Gema Insani), Al-Qolam: 1, p.1138

hand, language is means to communicate and get something about what human's needs because language is important to make clearly about anything information of in this world. Language is also making us get more knowledge.

English as an international language is used by many people in the world and in many areas of everyday life. Almost all countries have adapted English used as a compulsory subject at schools. The national education has decided that English as a foreign language taught in Indonesian schools. It learned started from junior high schools up to university. It also been taught at elementary school as local content. Therefore, using English is the easiest way to communicate with people from other countries about many aspects in human life such as education, technology, economy, social, and politics.

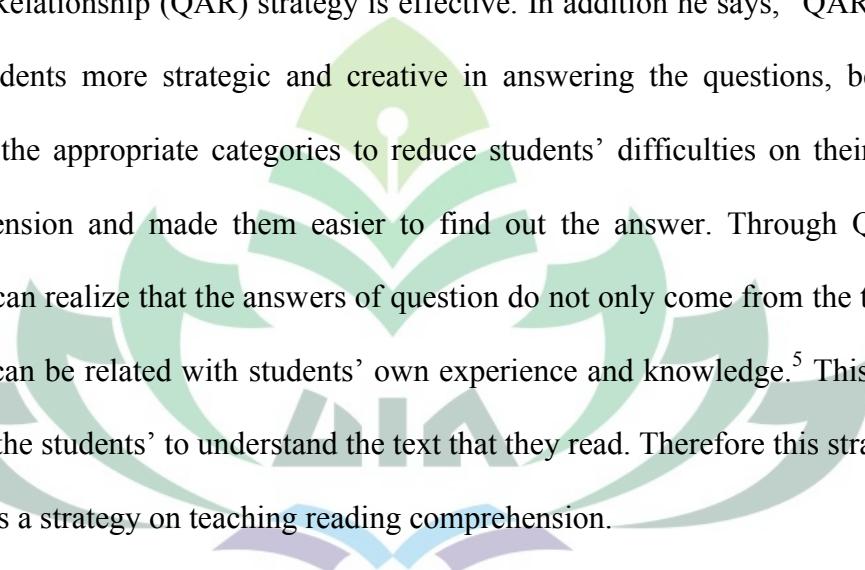


In Indonesia, people use English as a foreign language. Learning a foreign language is an integrated process that the learner should study the four basic skills: listening, speaking, reading, and writing. These skills are closely related to one another. In this case the researcher only focuses on one skills of English learning, it is reading.

Reading is very important activity in human life because we can get information, knowledge, ideas by reading. Lucy Pollard states that reading is a great source of language learning: language can be acquired from reading as opposed to studied directly.³ It means that essential for students to practice reading, and learning to reading comprehension. Bacon Remarks in M.F Patel and Praveen M Jain states

³ Lucy Pollard, *Guide to Teaching English*, 2008, p.45

that reading is an active process which consists of recognition and comprehension skill. Reading is an important activity in life with which one can update his/her knowledge. Reading skill is important tool for academic success.⁴



Previous research has been done by Fuad Abdul Baqi entitled “Employing Question-Answer-Relationship (QAR) strategy to Improve Students’ Reading Comprehension.” It showed that teaching reading comprehension through Question-Answer-Relationship (QAR) strategy is effective. In addition he says, “QAR strategy made students more strategic and creative in answering the questions, because it provides the appropriate categories to reduce students’ difficulties on their reading comprehension and made them easier to find out the answer. Through QAR, the students can realize that the answers of question do not only come from the text itself but also can be related with students’ own experience and knowledge.⁵ This strategy can help the students’ to understand the text that they read. Therefore this strategy can be used as a strategy on teaching reading comprehension.

Based on the preliminary research conducted at MTs Assalam Tanjung Sari Lampung Selatan, the researcher found that Teaching and Learning Reading Comprehension Trough Question-Answer Relationship (QAR) Strategy has been applied there. From the result of interview with English Teacher, Mrs. Sumarni, S.Pd at MTs Assalam Tanjung Sari Lampung Selatan, she said that she had use QAR

⁴ M.F. Patel and Praveen M Jain, *English Language Teaching (methods, tools & technique)*, (Jaipur: Sunrise Published, 2008) , p.113.

⁵Fuad Abdul Baqi, 2014, *Employing Question-Answer-Relationship (QAR) strategy to Improve Students’ Reading Comprehension*, p. 164

strategy in teaching and learning reading comprehension but most of the students at eighth grade at MTs Assalam still found difficulties in reading because the students ability in reading and comprehending the text was still low. She added that the students' motivation in reading foreign language was still low. Here is the detail description of the students' score in reading comprehension:

Table 1
Students' Score in Reading Comprehension at Eighth Grade Students of MTs
Assalam Tanjung Sari in 2017/2018 Academic Year

No.	Class	Students' Score		Number of Student
		< 70	≥ 70	
1.	VIII A	22	17	39
2.	VIII B	29	11	40

Source: MTs ASSALAM Tanjung Sari

The table shows that from the total of students, 28 students achieved score the same as 70 or higher than 70, but more than it, 51 students got score lower than 70. The criterion of minimum mastery at eighth grade of MTs Assalam tanjung sari is 70. It could be inferred that most of students still have difficulties in their reading comprehension although they had been taught by using Question Answer Relationship (QAR) strategy.⁶

From the result of interview, the researcher was interested to conduct a research intensively about Teaching and Learning Reading Comprehension Trough

⁶ The teacher's document of the tenth grade at SMA Assalam Tanjung Sari.

Question-Answer Relationship (QAR) Strategy. The researcher conducted the research at the second semester of the eighth grade students of MTs Assalam Tanjung Sari Lampung Selatan in 2017/2018 Academic Year.

B. Identification of the Problem

Based on the background above the researcher identified the problems as follows:

- a. The students' ability in reading comprehension was still low.
- b. The students were difficult to comprehend the text.
- c. The student's interest and motivation in learning reading was still low.

C. Limitation of the problem

Based on the identification of the problem above, the researcher focused on teaching and learning reading comprehension through Question-Answer Relationship (QAR) strategy and the problems faced by the teacher and the students in teaching and learning reading comprehension through Question-Answer-Relationship (QAR) Strategy at the second semester of the eighth grade of MTs Assalam Tanjung Sari Lampung Selatan in 2017/2018 academic year.

D. Formulation of the Problem

Considering the background above, the researcher formulated the problem as follows:

1. How was the process of teaching and learning reading comprehension through Question-Answer Relationship (QAR) strategy at the second semester of the eighth grade students of MTs Assalam Tanjung Sari?
2. What were teachers' problems in teaching reading comprehension through Question-Answer Relationship (QAR) Strategy at the second semester of the second semester of the eighth grade students of MTs Assalam Tanjung Sari?
3. What were the students' problems in learning reading comprehension through Question-Answer Relationship (QAR) strategy at the second semester of the eighth grade students of MTs Assalam Tanjung Sari?

E. Objective of Research

1. To know and describe the process teaching and learning reading comprehension through Question-Answer Relationship (QAR) strategy at the second semester of the eighth grade students of MTs Assalam Tanjung Sari.
2. To know the teachers' problems in teaching reading comprehension through Question-Answer Relationship (QAR) strategy at the second semester of the eighth grade students of MTs Assalam Tanjung Sari.
3. To know the students' problems learning reading comprehension through Question-Answer Relationship (QAR) strategy at the second semester of the eighth grade students of MTs Assalam Tanjung Sari.

F. Significance of the Research

1. As a reference for further research about teaching and learning reading comprehension.
2. Providing benefit information and useful input in improving the quality of learning in the school.
3. To give more information about teaching and learning reading comprehension through Question Answer Relationship (QAR) strategy to the other teacher.

G. Scope of the Research

1. Subject of the research

The subject of the research was the English teacher and the students in the second semester at the eighth grade students of MTs Assalam Tanjung Sari Lampung Selatan in 2017/2018 Academic Year.

2. Object of the research

The object of the research was teaching and learning reading comprehension through Question-Answer Relationship (QAR) Strategy in the second semester at the eighth grade students of MTs Assalam Tanjung Sari Lampung Selatan in 2017/2018 Academic Year.

3. Place of the Research

The researcher conducted the research at MTs Assalam Tanjung Sari Lampung Selatan.

4. Time of the Research

The researcher conducted the research at the second semester of 2017/2018 Academic Year.



CHAPTER II **RIVIEW OF LITERATURE**

A. Concept of Teaching and Learning English

1. Concept of Teaching

According to Harmer, teaching is facilitating learning, enable the learner to learn, setting the condition for learning and showing or helping someone to learn how to do something, providing with knowledge, and causing to know or understand.¹ Moreover, Suzanne states that teaching is shared work between students and teachers.² Then it can be interpreted that teaching is process that done by the teacher to share their knowledge experience and the material to students. In this activity, the teacher who provides the education to students to learn is not limited only share their knowledge but also it is possible to share their experience as well. So, at the end of teaching English as foreign language process, the students will understand the subject that has been taught.

Furthermore to achieve the goals in teaching, teacher must notice the needs of its. For the reason, teaching demands a combination of three elements: transmitting knowledge, teaching for the process of inquiry, and encouraging interpersonal relationship. The way of teaching and assessing will depend on the

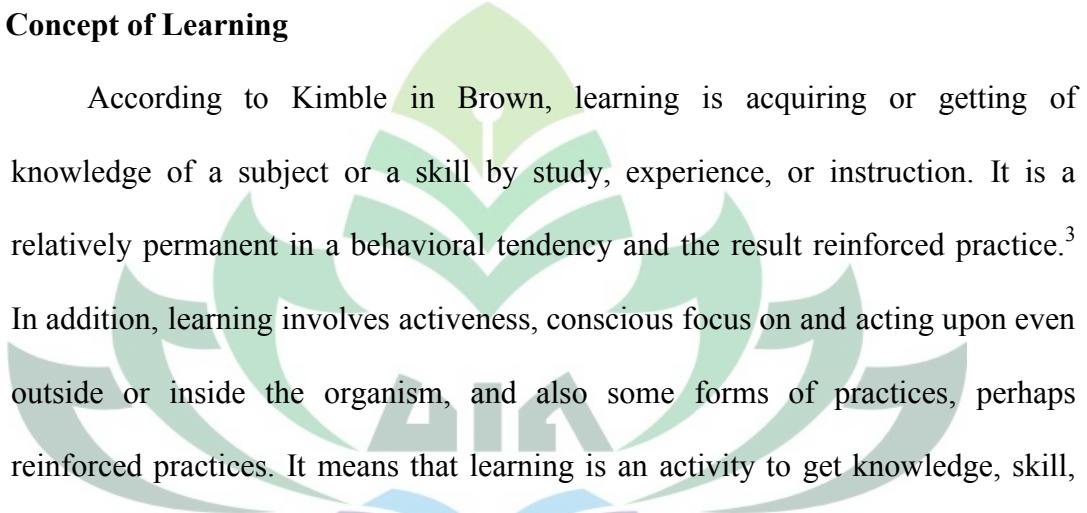
¹ Jeremy Harmer, *The Practice of English Language Teaching*, (3rd Ed), (Singapore: Longman Group UK Limited, 2004), p.39.

² Suzanne L. Miller, Penelope, *Theories of Learning and Teaching What Do They Mean for Educators?*, (Washington DC: NEA, 2006), p.11.

level and the goal of the teacher select before. It implies that teaching has component which cannot be separated.

Based on theories above, it can be concluded that teaching is a process for transferring knowledge by providing opportunity students to learn. Teacher uses certain ethnical task or activities the intension to give the material to students and teachers should notice the needs of it to make that process gets the best result.

2. Concept of Learning



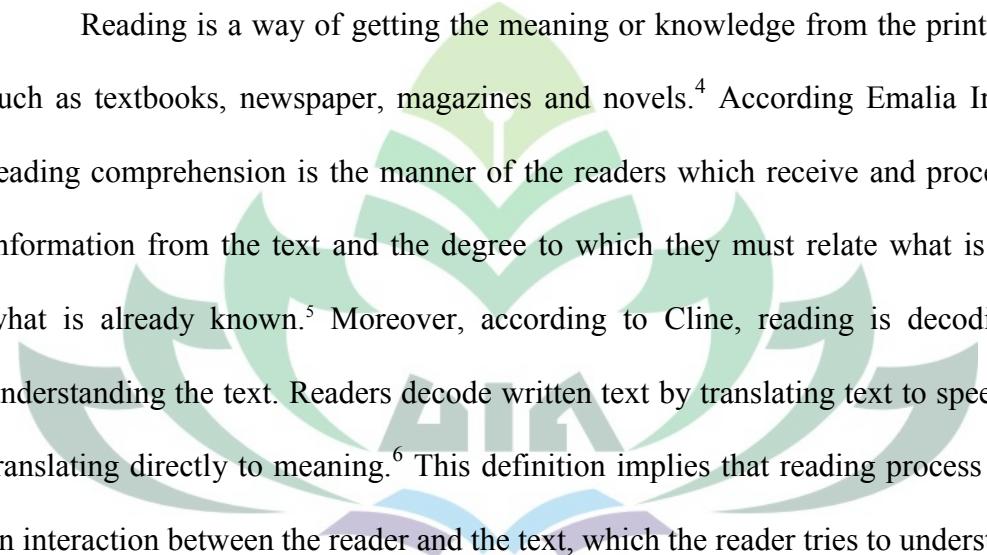
According to Kimble in Brown, learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction. It is a relatively permanent in a behavioral tendency and the result reinforced practice.³ In addition, learning involves activeness, conscious focus on and acting upon even outside or inside the organism, and also some forms of practices, perhaps reinforced practices. It means that learning is an activity to get knowledge, skill, and experience about subject learning which needs practice to improve the understanding of its. It can be seen that learning can be defined as changes in behavior. This change occurs as a consequence of experience in some specify situation. The change brought by developing a new skill and changing attitude.

Based on explanation above, it can be conclude that learning is the process of the students to get knowledge and understand the lesson or subject that the teacher give to them. In addition, teaching English should be put as the first

³ H. Douglas Brown, *Principles of Language Learning and Teaching*, (New York: Longman, 2000), p.7.

priority to achieve the goal of teaching English; there should be skillful, creative, and innovative teachers. The teacher not only need interesting techniques but also the teachers need notice to choose strategy wisely in which is easily to understand, offers simple lesson design, and appropriate for all students, especially to the weak readers. So, it can support them to achieving the goals.

B. Concept of Reading



Reading is a way of getting the meaning or knowledge from the printed page such as textbooks, newspaper, magazines and novels.⁴ According Emilia Iragiliati, reading comprehension is the manner of the readers which receive and process new information from the text and the degree to which they must relate what is new to what is already known.⁵ Moreover, according to Cline, reading is decoding and understanding the text. Readers decode written text by translating text to speech, and translating directly to meaning.⁶ This definition implies that reading process include an interaction between the reader and the text, which the reader tries to understand the ideas that presented by the author or the writer in the text.

Furthermore, according to Harmer, reading is useful for language acquisition. Provided that students more or less understand what they read, the more they read, the better they get at it.⁷ The statement supported by Patel and Praveen, “Reading is

⁴Team of Five, *Improving Reading Skill In English*, (Jakarta; Kencana, 2006), p.51

⁵Emilia Iragiliati, *Reading 2*, Universitas Terbuka, Jakarta, 2007, P.203

⁶ Cline, Johnstone & King, *Focus Group Reactor to Three Definition of reading; as Originally Developed in Support NARAP Goal 1* (Minneapolis; National Accessible Reading Assessment Project,2006), p.2.

⁷Jeremy Harmer, *How To Teach English*, (Longman Pearson; New York 2007), p. 99

an important activity in life with which one can update his/her knowledge”.⁸ It means that reading has usefulness for providing more understanding in subject learning and it has important part in life which can update the reader’s knowledge.

As Allah said on Q.S Al-Isra: 106

وَقُرْءَانًا فَرَقْنَاهُ لِتَقْرَأُهُ عَلَى النَّاسِ عَلَى مُكْثٍ وَنَزَّلْنَاهُ تَنْزِيلًا ٦٠

“And it is a Quran which We have revealed in portions so that you may read it to the people by slow degrees, and We have revealed it, revealing in portions.”⁹ It means that reading should be done regularly and continuously, so we can increase our knowledge and understanding about the text that we read.

Based on theory above, it can be conclude that reading is an important activity in decoding and understanding written text to get meaning from the interaction between the reader and the text, which the reader tries to understand the ideas that presented by the author to update the reader’s knowledge.

1. Types of Reading

There are differences types of reading which the teacher should be notice the dictations between of these types before teach the students. Reading can be classified in two types:

⁸ M.F. Patel and Praveen M Jain, *English Language Teaching (methods, tools & technique)*, (Jaipur: Sunrise Published, 2008) , p.113.

⁹ *Al-Qur'an 3 Bahasa: Arab, Indonesia, Inggris*, (Depok: Al-Huda Kelompok Gema Insani), Al-Qolam.

a. Intensive Reading

Intensive reading means to read shorter texts to extract specific information. Refers to the detailed focus on the construction of reading texts which takes place usually (but not always) in classrooms. Intensive reading is text reading or passage reading. In this reading the learner read the text to get knowledge or analysis.

b. Extensive Reading

Reader deals with a longer text as a whole, which requires the ability to understand the component part and their contribution the overall meaning, they may read novels, web pages, newspapers, magazines or any other reference material. Where possible, extensive reading should involve reading for pleasure. This is a fluency activity, mainly involving understanding. Example: Reading a newspaper, article, short story or novel.¹⁰

Based from the statement above, we know that there are two types of reading, both has differences each other. Intensive reading is reading in short text to get the specific information. Meanwhile extensive reading deals with longer text than intensive reading; this requires students' ability to understand the whole the text.

¹⁰ Jeremy Harmer, *How To Teach English*, (Beijing; Longman Pearson, 2007), p. 99

2. Purpose of Reading

Harmer states that students want to be able to read texts in English either for their careers, for study purposes or simply for pleasure. The purpose of reading in relation with the teaching of reading into purposes based on Harmer can be interpreted:

a. Reading for information

Reading for information is reading to learn about a trade, or politics, or how to accomplish something. Many students want to be able to read text in English for their careers. They have to know the update information which important for their future careers.

b. Reading for meaning

It is reading in which, as if it were literature, but much time must be spent with the eyes turned away from the pages reflecting on the text. Students focus on vocabulary, grammar or punctuation. We can also use reading material to demonstrate the way we construct sentences, paragraphs and whole texts.

c. Reading for pleasure

Many students want to be able to read texts in English either for their careers, for study purposes or simply for pleasure. If we read a work of literature properly, we read slowly, and we hear all the words. If our lips do not actually move, is only laziness.

It is supported by Williams in Jo McDonough, he states that usefully classifies reading into: Getting general information from a text, getting specific information from a text, and for pleasure or for interest.¹¹ By the theory above, it can be concluded that in teaching reading, there are many reason or purpose for making student motivated to read the text. And from those purposes have good influence for students' knowledge. Eventually, reading has benefits for students' careers in the future.

3. Elements of Reading Instruction

In reading, there are elements frequently asked questions that can build students' reading comprehension. The teacher should notice of each element to build up students' ability in comprehending the text. The following elements are:

a) Phonemic awareness

Phonemic awareness is the knowledge that words are made up of a combination of individual sounds. For example, the word cat is made up of three sounds (phonemes) /c/ /a/ and /t/. When these three sounds are combined fluidly, they make up the word cat.

b) Phonics

Phonic is the relationship between a specific letter and its sound. Only as relates to the written word. Some children have a good sense of phonemic

¹¹ Jo McDonough, *Materials and Method in ELT; A Teachers' Guide*, (3rd Ed), (Chichester: Wiley-Blackwel 2013), p. 111.

awareness, but to differing degrees. Failure to master phonics is the number one reason that children have difficulty learning to read.

c) Fluency

Fluency is the ability to read text accurately and smoothly. It helps children move from decoding words to sight-reading. This means that less energy is spent on deciphering each word and more is spent on comprehending what is read.

d) Vocabulary

Vocabulary is the words in the sentence. From the sentences, we have to know every word on the page to understand what we are reading.

e) Text comprehension

Text comprehension is the interaction that happens between reader and text. More than merely decoding words on a page, comprehension is the intentional thinking process that occurs as we read comprehension should be emphasized from the very beginning, not only after a child has mastered decoding skills.¹²

It can be seen that teacher should notice of each element to build student ability comprehend the text. In other hand, every student has differences level ability in each element. Hence, it is important to determine the child's level before beginning instruction. It is hoped that the teacher can consider wisely appropriate material or strategy in teaching before giving instruction to student.

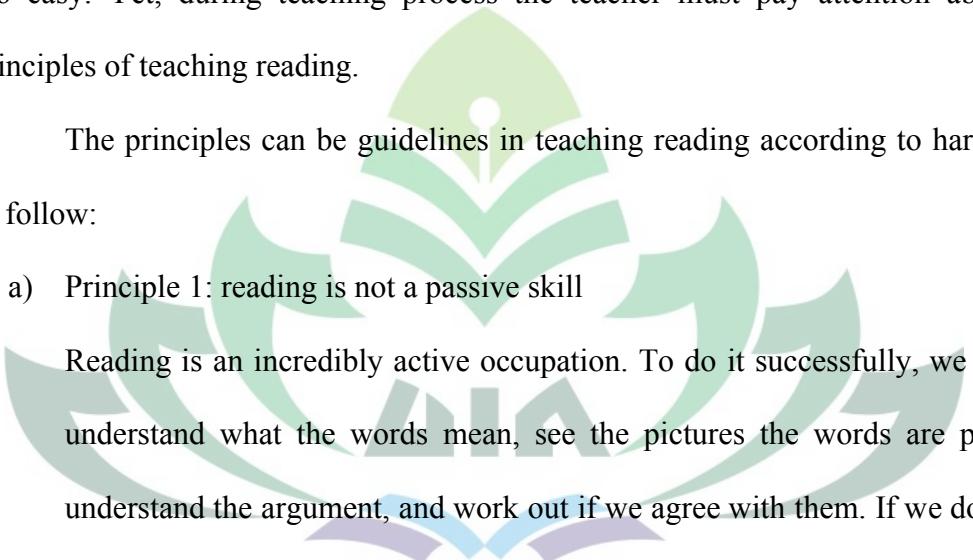
¹² The National Reading Panel: *Five Components of Reading Instruction Frequently Asked Questions*, p.1-3. Available online https://www.google.co.id/url?saFnationalreadingpanel_faq.pdf

C. Concept of Teaching Reading

Basically, enthusiasm and motivation to teach is main point in teaching. How the teacher can encourage the students to learn, eventually achieve the goal. Teaching reading can be as facilitate students' performance to comprehend texts, and teaching reading provides students with many opportunities to practice and for encouraging them in a number of comprehensions. Teaching reading is not complicated, but is not too easy. Yet, during teaching process the teacher must pay attention about the principles of teaching reading.

The principles can be guidelines in teaching reading according to harmer are as follow:

- a) Principle 1: reading is not a passive skill



Reading is an incredibly active occupation. To do it successfully, we have to understand what the words mean, see the pictures the words are painting, understand the argument, and work out if we agree with them. If we do not do these things and if the students do not do these things-then we only just scratch the surface of the text and we quickly forget it.

- b) Principle 2: students need to be engaged with what they are reading

As we everything else in lesson, students who are not engaged with the reading text – not actively interested in what they are doing-are less likely to benefit from it. When they are really fired up by the topic of the task, they get much more from what is in front of them.

c) Principle 3: students should be encouraged to respond to the content of a reading text, not just to the language. Of course, it is important to study reading texts for the way they use language, the number of paragraphs they contain and how many times they use relative clauses. But the meaning, the message of the text, is just as important and we must give students a chance to respond to that message in some way. It is especially important that they should be allowed to express their feelings about the topic—thus provoking personal engagement with it and the language.

d) Principle 4: prediction is a major factor in reading

When we read texts in our own language, we frequently have a good idea of the content before we actually read. Book covers give us a hint of what in the book, photographs and headlines hint at what articles are about a reports look like reports before we read a single word. The movement we get this hint our brain starts predicting what we are going to read. Expectations are set up and the active process of reading is ready to begin. Teachers should give students ‘hints’ so that they can predict what comes too. It will make them better and more engaged readers.

e) Principle 5: match the task to the topic

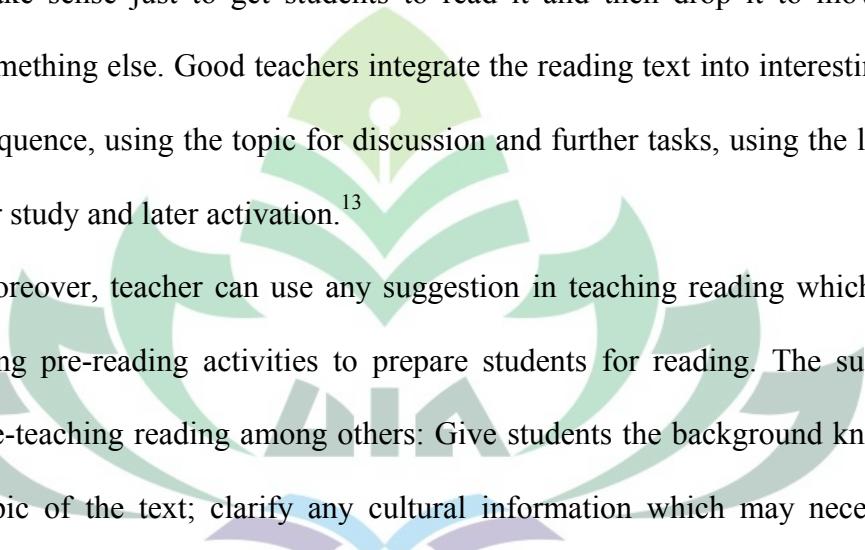
We could give students Hamlet’s famous soliloquy ‘to be or not to be’ and ask them to say how many times the infinitive is used. We could give them a restaurant menu and ask them to list the ingredients alphabetically, there might be reason for both task, but, on the face of it, they look of silly. We will

probably be more interest what Hamlet mean and what the menu food actually are. Once a decision has been taken about what reading text the students are going to read, we need to choose good reading tasks- the right kind of question, engaging and useful puzzles, etc.

f) Principle 6 : good teachers exploit reading texts to the full

Any reading text is full of sentences, words, ideas, descriptions, etc. it doesn't make sense just to get students to read it and then drop it to move on to something else. Good teachers integrate the reading text into interesting class.

Sequence, using the topic for discussion and further tasks, using the language for study and later activation.¹³



Moreover, teacher can use any suggestion in teaching reading which can be used during pre-reading activities to prepare students for reading. The suggestion during pre-teaching reading among others: Give students the background knowledge of the topic of the text; clarify any cultural information which may necessary to comprehend the passage; provide opportunity for class discussion activities.¹⁴

Based on the suggestion above that by giving any information of background knowledge about the text and provide opportunities for discussing the text are important part to do. It can be used to improve students reading activities. It is supported by Moreillon that understanding the importance of background knowledge

¹³ Jeremy Harmer. *Op. Cit* p. 101.

¹⁴ Heidi Byrnes, *Reading in the beginning and intermediate college foreign language class; Teaching reading*, (Washington DC: Grace Stovall Burkart, 1998) available online <http://www.nclrc.org/essentials/reading/developread.htm#topofpage>, accessed on 14th of January 2016.

to comprehension is critical because we connect new information with prior knowledge before we integrate and organize the new information.¹⁵ So, students can understand of what they read, enjoy in reading, and eventually they think that reading is a pleasure. From statements above, it can be concluded that teaching reading means giving knowledge in activity to encourage students in learning subjects. Teacher facilitates students by giving opportunity students to acquire knowledge from what they read.

D. Concept of Reading Comprehension

Before dealing with the definition of reading comprehension it is necessary to define the meaning of comprehension itself. Comprehension is the intentional thinking process that occurs as we read.¹⁶ In addition, Tankersley states that comprehension is the center of reading.¹⁷ She also says that comprehension is the heart of reading process and we bring our life experiences to the act of reading.¹⁸ It can be seen that comprehension is one part which become important in reading, this process need intentional thinking, students as the readers need more focus to able comprehend the text. By the statements above, it can be concluded that reading comprehension is the center of reading that need intentional thinking process to understand the text.

¹⁵ Judi, Moreillon, *Collaborative Strategy for Teaching Reading*, (Chicago: ALA, 2007) p. 19.

¹⁶ The National Reading Panel, *Op.Cit.* p.3.

¹⁷ Karen Tankersley, *The Threads of Reading*, (Alexandria: ASCD, 2003). p.90.

¹⁸ *Ibid*, p. 114.

Moreover, Karen states that when comprehension is deep and thorough, a reader is able to understanding, evaluating, synthesizing, and analyzing of information and gaining through an interaction between reader and author.¹⁹ Reading comprehension is a highly interactive process that takes place between a reader and a text. It means that the main point of reading comprehension process is at the interaction between readers and author. How readers' understanding can be constructed to catch the meaning of the author want to explain on the text.

Furthermore, Successful comprehension enables readers (or listeners) to acquire information, to experience and be aware of other words (including fictional ones), to communicate successfully, and to achieve academic success.²⁰ These purposes of reading comprehension can be achieved if the readers have good interaction with the text. It is influenced by many factors, one of them is the background knowledge of readers about the text that will be read, students who has known the background knowledge about the text will be easier to understand the text. Hence, giving information and background knowledge about the text to the students is needed, so students can understand the meaning of what they read and can comprehend the text well.

Based on the statement above, it can be concluded that Reading comprehension is a process of deep interaction between reader and author to

¹⁹ *Ibid*, p.116.

²⁰ ESRC, *Reading Comprehension: Nature, Assessment, and Teaching*. Comprehension available online, <https://www.unige.ch/fapse/logopedie/files/2814/1285/1088/cain-article2bis.pdf>. Accessed on 14th of January 2016, p.2.

communicate successfully in gaining what the author means on the text. The students as readers can comprehend the text based on their ability to recognize the text.

Furthermore, there are some criteria commonly used in measuring students' reading comprehension ability, they are:

1. Main idea (topic)
2. Expression / Idioms / phrases in context
3. Inference (Implied detail)
4. Grammatical Features
5. Detail (Scanning for a specifically stated detail)
6. Excluding facts not written (unstated detail)
7. Supporting ideas
8. Vocabulary in context.²¹

To satisfy the above criteria, there are some strategies for reading comprehension some that can be used by the teacher, they are as follows:

1. Identifying the purpose in reading
2. Using graphemic rules and patterns to aid in bottom-up decoding
(especially for beginning level learners)
3. Using efficient silent reading technique for relatively rapid comprehension
(intermediate to advanced levels)
4. Skimming the text for main ideas

²¹ H. Douglas Brown, *Language Assessment: Principle and Classroom Practice*, (California: Longman,2003), p.206.

5. Scanning the text for specific information
6. Use semantic mapping or clustering
7. Guessing when you aren't certain
8. Analyzing vocabulary
9. Distinguishing between literal and implied meaning
10. Capitalizing on discourse markers to process relationship.²²

In conclusion, the teacher is suggested to use strategy in teaching reading comprehension. By using strategy, it is expected that students will be better to engage interaction to the author and to communicate successfully in gaining what the author means on the text and achieve the goal of reading which is to make students able comprehend the text. While, teacher also needs to measure students' reading comprehension ability by using criteria commonly used in measuring students' reading comprehension.

E. Concept of Teaching Reading Comprehension

Brown states that teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.²³ Teaching can be defined as providing opportunities to learn. However, the result of the teaching depends on the students itself. But, teachers as the facilitator of teaching must give best effort for guiding

²² H. Douglas Brown, *Teaching By Principle: An Interactive Approach To Language Pedagogy* (California: Longman,2000), pp.306-310.

²³ H. Douglas Brown, *Op. Cit.* p.7.

students to make them get the best result. In other hand, Reading comprehension is a process of interaction between reader and author to communicate successfully in gaining what the author means on the text. So, by teaching reading comprehension, students are expected to able comprehend the text.

But, sometimes students still have difficulties to comprehend what they read in English, so teacher must help them to comprehend the text by using strategy which offers simple lesson design and can drill them to able memorize the text. It is like Question-Answer-Relationship, a teaching reading comprehension strategy which is not difficult to be understood and can help students to comprehend the text.

Based on the explanation above, it can be concluded that teaching reading comprehension is the process of helping, facilitating, guiding students to comprehend the text and providing students with many opportunities for practice it to make them can acquire the meaning and information from the author on the text.

F. Concept of Learning Reading Comprehension

According to Brown, learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction. It is a relatively permanent change in a behavioral tendency and the result of reinforced practice.²⁴ In addition, learning is an activity for getting knowledge, skill and experience about subject learning which needs practice to improve the understanding of its.

²⁴ H. Douglas Brown, *Op. Cit.*, p. 7.

Moreover, Karen states when comprehension is deep and thorough, reader is able to process make meaning by evaluating, synthesizing, analyzing, and interpretation the text.²⁵ Students in learning reading need to give more effort to get information and understand the means of the text. Therefore, the goal is to gain an overall understanding of what has been read.

Based on the statements above, it can be concluded that learning reading comprehension is the process of students to understand in gaining information of the text. Students can be successful in learning reading comprehension if they acquire the information and understand the text.

G. Concept of Problem in Teaching and Learning Reading Comprehension

1. Problem in Teaching Reading Comprehension

Problem is the deviation between what should be and what actually happened, theory and practice, the rules and implementation, or between the plan and implementation.²⁶ It can be seen, that problem is response that happen differs from that is expected, it could happen because there is deviation from what has been planned. In this case, the problems are usually faced by students in reading comprehension.

The problems in teaching reading comprehension deal with the teaching strategy, and selection of teaching materials. Moreover, According to Baradja,

²⁵ Karen Tankersley, *Op. Cit.*, p.116.

²⁶ Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2015), p. 52.

there are five facts that exist as issues in teaching reading. The problems in teaching reading are as follows:

a. The students' mastery of the basics

The basic knowledge of reading consists of the mastery of basic structural patterns and sufficient vocabulary items. The basic knowledge is the 'foundation of reading'. It is quite logic that the learners of reading must achieve the basic knowledge at appropriate levels. If this is not available, how we can build a house without foundation.

b. The students' habit of slow reading

Slow readers generally have poor comprehension. Therefore, slow readers are at a disadvantage in many ways. In Indonesian context, students try to read very slowly as if they want to understand a word of the passage. If they do not understand a word or an expression, they do not hesitate to look up word by word in dictionary, so that the reading is very slow.

c. The students' in ability to figure out inferences, implications and main idea

In reading an English text, students are concerned with two factors, to decode the text as what the writer says and to be familiar with content schema, that include culture and background knowledge. The mastery on these factors will provide students with accurate inferences, determining implications of what have been read, and identifying accurately main ideas of the text. Most students

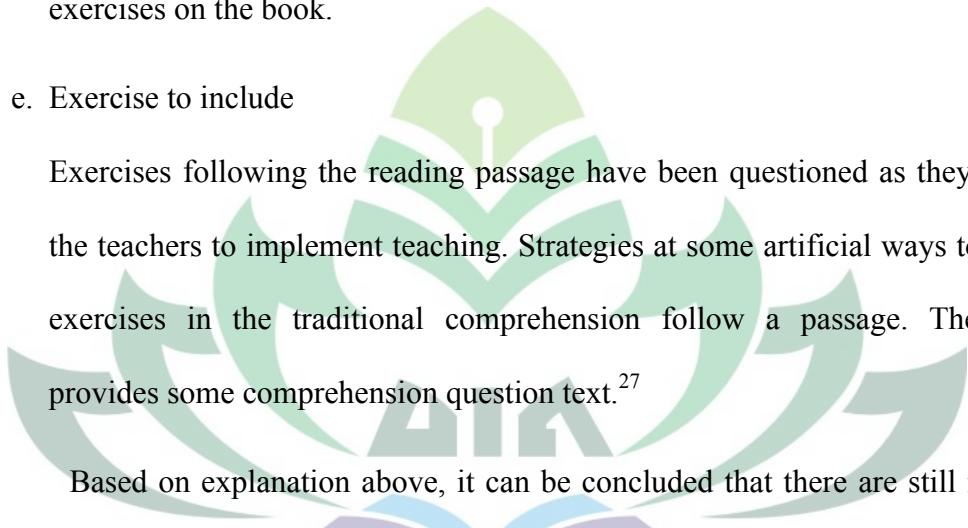
do not understand the text properly because they could not identify the main idea, make correct inferences, and understand accurate implication.

d. Text selection

In the text selection, teachers are not confident to choose the reading materials. Teachers mostly rely upon English textbook available by which modifications are not required. To use the textbook, the teachers follow the contents and exercises on the book.

e. Exercise to include

Exercises following the reading passage have been questioned as they impose the teachers to implement teaching. Strategies at some artificial ways to format exercises in the traditional comprehension follow a passage. The writer provides some comprehension question text.²⁷



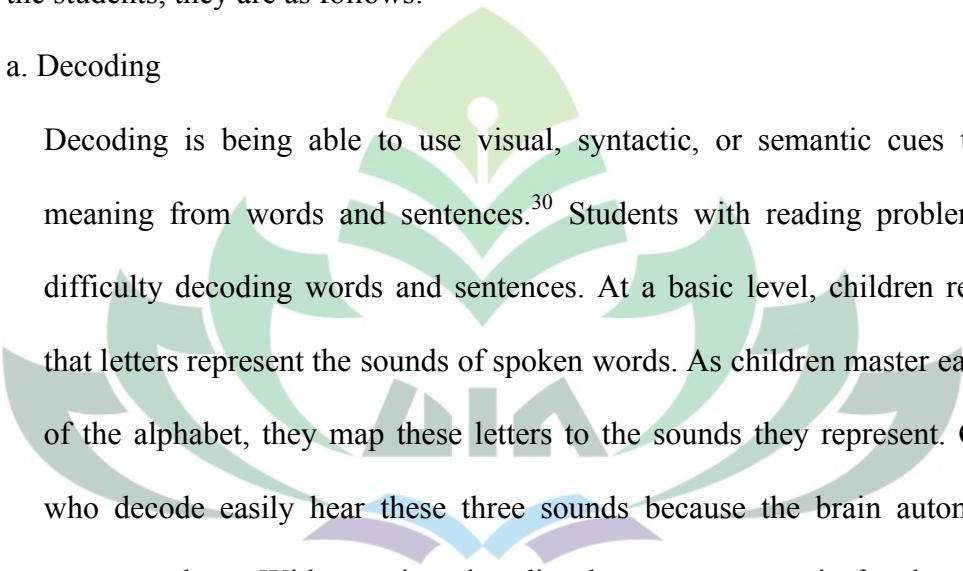
Based on explanation above, it can be concluded that there are still many of problems which might face in teaching reading comprehension including: The students' mastery of the basic, the students' habit of slow reading, the students' inability to figure out inferences, implications and main idea, text selection, and exercise to include. Teacher who guides the students in learning reading comprehension demanded to choose material wisely for decreasing the problem that could be faced.

²⁷ Teguh Budiharso, *Prinsip dan Strategi Pengajaran Bahasa*, (Surabaya: Lutfiansyah Mediatama, 2004), p. 54.

2. Problem in Learning Reading Comprehension

Students with reading problems lack many of the basic components of reading. They cannot read well, even to comprehend the text. They demonstrate multiple problems associated with low comprehension, including poor decoding, fluency (accuracy and speed of reading), and vocabulary.²⁸ Therefore, in teaching and learning reading comprehension there are some problems that will be faced by the students, they are as follows:²⁹

a. Decoding



Decoding is being able to use visual, syntactic, or semantic cues to make meaning from words and sentences.³⁰ Students with reading problems have difficulty decoding words and sentences. At a basic level, children recognize that letters represent the sounds of spoken words. As children master each letter of the alphabet, they map these letters to the sounds they represent. Children who decode easily hear these three sounds because the brain automatically separates them. With practice, decoding becomes automatic for the normally progressing reader. Children see words and read them without struggling, even if they don't know the meaning of every word.

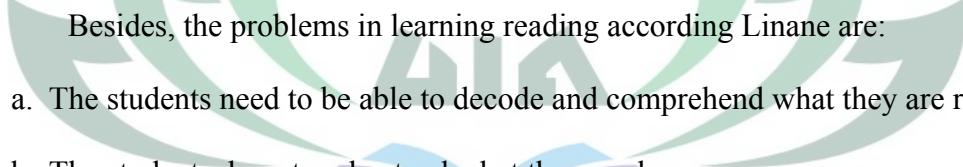
²⁸Janet, K. Klingner, *Teaching Reading Comprehension to Students with Learning difficulties*, (New York: The Guilford Press, 2007), p.4.

²⁹LearningRx Program, *Students with Reading Problems*, available online,<http://www.learningrx.com/students-with-reading-problems-faq.htm> accessed on January 05th 2016, p. 1.

³⁰Karen, Tanskerley, *Op. Cit.* p.31.

b. Comprehension and retention

Students with reading problems have difficulty comprehending material that they read. Comprehension ultimately depends on the ability to decode and master sight words. When that word recognition becomes automatic, young readers are better able to concentrate on the meaning of whole sentences and paragraphs while they read. As they read, children also learn to simultaneously connect information of what they are reading into what they already know, and stay focused. Children must also be able to organize and summarize the content and readily connect it to what they already know. Reading retention enables children to keep information in their long-term memories and to call upon and apply it in the future.



Besides, the problems in learning reading according Linane are:

- a. The students need to be able to decode and comprehend what they are reading.
- b. The students do not understand what they read.
- c. The difficult language in historical texts and poor question design in the book.
- d. The students are struggling readers. They cannot correctly identify the main idea when they read.³¹

Based on the explanation above, it can be concluded that problems in learning reading comprehension are the students have no good vocabulary mastery, they

³¹ MJ Linane, *Problem in Teaching Reading*, Available Online, <http://www.coolcatteacher.com/6-reading-comprehension-problems/> accessed on January 16th 2016, p.3.

have difficulty to decoding text and sentence, they have difficulty to comprehend and retention the text and sentence, they have problem in speed of reading, they have problems of inference making, and they cannot correctly identify the main idea when they read.

H. Concept of Strategy

Kindsvatter et al., define strategy is a combination of methods planed for achieving the purpose of learning.³² Duffi states that Strategy is a plan. The reason for doing something, and adjust the plan along the process.³³ He describes strategy like when someone plans a trip by car, he is thoughtful, making decisions about what highways to take, where to spend the night, and so on.³⁴ More over Dick and Carey state that strategy explain general components a substance of teaching and the procedures which both will be used in teaching to students. In addition, there are five components contained in learning strategy: Pre-teaching activity (motivation, purpose of activity etc.); Giving information about material that will be taught; Students involvement; Test (evaluation); Feedback.³⁵

Based on the theories above, the researcher concluded that strategy is a plan to make appropriate pattern of teaching and learning process by combining methods of

³² Yamin Martinis, *Strategy & Metode dalam Model Pembelajaran*, (Jakarta: GP Press Group, 2013), p.4.

³³ Gerald G. Duffi, *Explaining Reading; Second Edition*, (London: The Guilford Press, 2009), p.13.

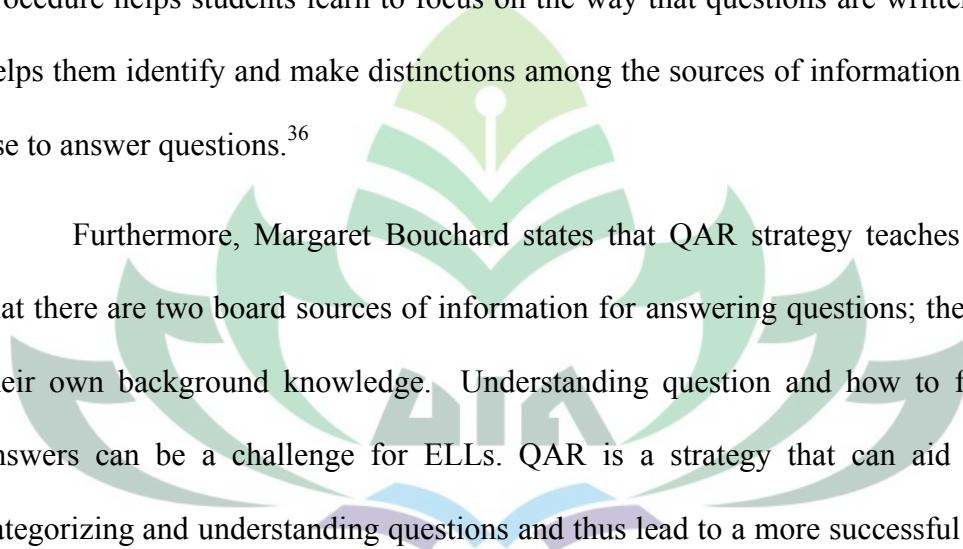
³⁴ Loc. Cit.

³⁵ Yamin, *Op. Cit.* p.5.

teaching and learning in which for gaining good standard of learning and gaining the purposes of learning.

I. Concept of Question-Answer-Relationship

QAR developed by Raphael (1986) as a way to help students improve their ability to answer comprehension questions, the QAR procedure is based on a three way relationship among the question, the text, and the reader's prior knowledge. The procedure helps students learn to focus on the way that questions are written, and so helps them identify and make distinctions among the sources of information they can use to answer questions.³⁶



Furthermore, Margaret Bouchard states that QAR strategy teaches students that there are two board sources of information for answering questions; the text and their own background knowledge. Understanding question and how to formulate answers can be a challenge for ELLs. QAR is a strategy that can aid ELLs in categorizing and understanding questions and thus lead to a more successful outcome for an answer.³⁷

Raphael developed QAR as a tool for clarifying how students can approach the task of reading texts and answering questions. It helps them realize the need to consider both information in the texts and information from their own background

³⁶ Fran Lehr and Jean Osborn, *A Focus on Comprehension*, (California: PREL, 2005), p. 20

³⁷ Margaret Bouchard, *Comprehension Strategies for English Language Learners*, (New York: Scholastic, 2005), p.36

knowledge. Without QAR instruction, students often over rely on text information or background knowledge.³⁸

Based on explanation above, it can be concluded that QAR as strategy in learning reading comprehension is concerned in improving students' understanding in comprehending the text based relationship among the question, the text, and the reader's prior knowledge.

J. Advantages and Disadvantages of Question Answer Relationship

1. Advantages of Question Answer Relationship

According to Raphael and Au, QAR can help to solve four problems to enhance students' level of literacy:³⁹

- a. The need for a shared language to make visible the largely invisible processes underlying reading and listening comprehension.
- b. The need for a framework for organizing questioning activities and comprehension instruction within and across grades and school subjects.
- c. The need for accessible and straight forward whole-school reform for literacy instruction oriented toward higher level thinking.
- d. The need to prepare students for high-stakes testing without undermining a strong focus on higher level thinking with text.

³⁸ Taffy E Raphael, *Teaching Question Answer Relationship, Revisited*, vol.59, (Chicago: The Reading Teacher, 2005), pp. 516–522.

³⁹ *Ibid*, p. 208.

Using the QAR framework can provide benefits to schools, teachers, and students for a relatively small amount of time and effort. For schools, the benefit comes in the chance to pull the grade levels together around reading comprehension instruction. For teachers, the benefit is found in the opportunity to improve instruction around questioning activities and reading comprehension. For students, the benefit lies in gaining access to reading comprehension and higher level thinking with text—an opportunity often unavailable to those of diverse backgrounds.⁴⁰

2. Disadvantages of Question Answer Relationship

Rafael and Au state that QAR can help address the lack of a shared language among teachers and students for improving questioning practices, whether in the day-to-day life of the classroom, in students ‘activities outside of school, or in high-stakes testing situation.⁴¹

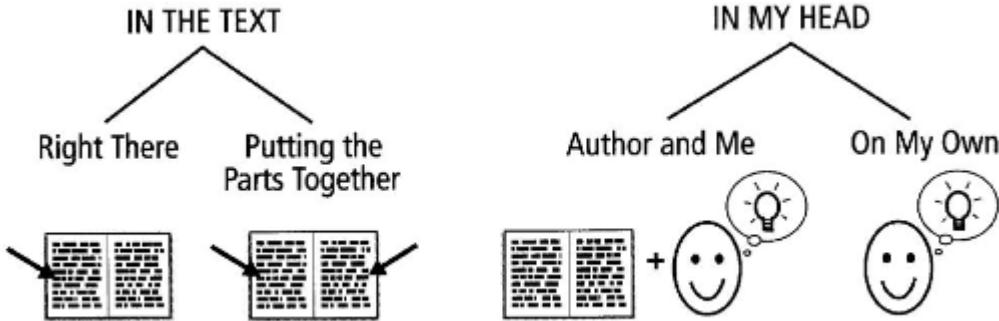
K. Guidelines for Teaching Reading Comprehension through Question Answer Relationship

QAR divide questions and responses into two board categories: In the Text and In My Head. These two categories are then each sub divided into two components as shown and explained below:⁴²

⁴⁰ *Ibid*, p. 220.

⁴¹ *Ibid*, p 218.

⁴² Margaret Bouchard, *Comprehension Strategies for English Language Learners*, (New York: Scholastic, 2005), p.36



1. In the Text: This information (answer) is found written in the passage or text.
2. Right there: This information that can be found in a single sentence or with another connecting sentence.
3. Putting the Parts together: This information is found in various parts of the passage, perhaps in two separate paragraphs. It is often associated with this type of question: compare/ contrast, cause/ effect, list/ example, problem/ solution.
4. In My Head: These questions and answers involving thinking on the part of students.
5. Author and Me: The information is found in the written text and from readers' background knowledge. This question would make no sense to readers unless they read the text. For example, if the class read about the Revolutionary War and the winter at Valley Forge, you might ask "How do you think the soldiers at the Valley Forge were feeling?" A student might respond, "Discouraged, afraid, sick". The students would have read the text, explaining the hardships and then interject how the soldiers might be responding to the situation based

on his or her background knowledge of how a person might respond when faced with this challenges.

6. Own My Own: This information must come from readers' personal knowledge or background knowledge. It will not be found in the text. Opinion questions are an example.

L. Procedure of Teaching Reading Comprehension through Question Answer Relationship

This is procedure of teaching reading comprehension trough Question Answer Relationship according to Margareth:⁴³

1. Read a sample text from the overhead or write it on a board or on chart paper. A copy maybe given to students.
2. After the text (passage) is read, generate questions that fall into each of the QAR question categories (Right there, Putting the Parts Together, Author and Me, On My Own).

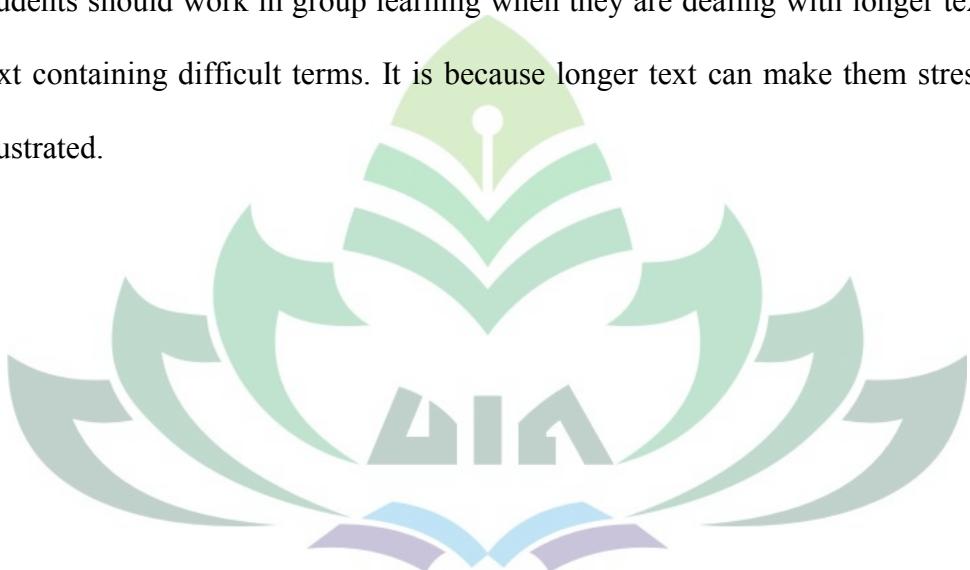
Example of Right There Question:

- a. Read the first question.
- b. Ask a student to respond.
- c. Then ask "How do you know?"
- d. The students respond "Because it says so in the story".
- e. Ask him or her to point where the answer is written in the text and read.
- f. Then relate the answer to the correct QAR category and explain the concept.

⁴³ Bouchard Margaret, *Comprehension Strategies for English Language Learners*, (New York: Scholastic, 2005), p.37

3. Then continue with the rest of the questions and answer, relating them to QAR strategy.
4. Copy and use the QAR cards for group responses. Students can point to or hold up the appropriate card when asked to identify the type of Question-Answer-Relationships required.

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



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research, the researcher used qualitative research. Qualitative research is descriptive research. The collected data is in the form of words or pictures rather than number.¹ Moreover, Setiyadi states that Qualitative research is a research that produces descriptive data in the form of written words or oral from the subject and its behavior that can be observed, therefore the goal of the research is an individual understanding and its background completely.² By those theories it can be seen that qualitative research use descriptive data in the form of written or oral form rather than use number, and it is important to pursue the goal of the research to get the deep understanding of what the researcher observes.

Furthermore, According Creswell qualitative research is a useful inquiry approach for exploring and understanding a central phenomenon. To learn about this phenomenon, the inquirer asks participants broad, general questions, collects the detailed views of participants in the form of words or images, and analyzes the information for description and themes.³ Qualitative research is descriptive. By the qualitative research, the researcher focused on the teaching learning reading

¹ Robert C.Bogdan and Sari Knopp Bilko, *Qualitative Research for Education An Introduction To Theories and Models*. p.1.

²Bambang Setiyadi, *Metode Penelitian Untuk Penelitian Bahasa Asing*, (Yogyakarta: Graha Ilmu, 2006) p.219.

³John W. Creswell, *Planning Conducting and Evaluating Quantitative and Qualitative Research, Fourth Edition*, (Boston: 2012) p.626.

comprehension process by using Question-Answer-Relationship (QAR) at the eighth grade students of the second semester of junior high school in which the students should be able to do practice reading comprehension.

B. Research Subject

According to Sugiyono, population is the whole subject/object of the research that has quality and particular characteristic. In addition he states that sample is part of the characteristic of population that represents of its population.⁴ Therefore, the sample of population as the subject and as the source of the data in this research were the English teacher of eighth grade of second semester and the eighth grade students of the second semester of MTs Assalam Tanjung sari Lampung Selatan in the academic year of 2017/2018. There were two classes consisted 79 students.

Furthermore, the researcher used purposive sampling. Then, the researcher took the sample as the source of data by using purposive sampling. According to Marguerite et.al, purposive sampling technique is a common procedure used in qualitative research that identifies key informants or person who have specific knowledge about the topic being studied. The type of purposeful sampling that a researcher may decide to use depends on the purpose of the study.⁵ The type of purposive sampling that the researcher uses in this research is extreme case sampling.

⁴ Sugiyono, Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R & D, (Bandung: Alfabeta, 2015), p. 117-118.

⁵ Marguerite G. Iudico, et.al, *Methods in Educational Research: From Theory to Practice*, (San Francisco: Jassey-Bass, 2006), p.152.

This type is individuals are selected because they represent extreme differences, for example, highest and lowest, best and worst in certain areas.⁶

Table 2

The Average of Students' Score Reading Comprehension at the Eighth Grade of MTs Assalam Tanjung Sari Lampung Selatan in the Academic Year 2017/2018

No	Class	Average Score
1	VIII A	67.6
2	VIII B	63.4

Source: Document of English reading score at the Eighth Grade students of MTs Assalam Tanjung Sari in the Academic Year of 2017/2018

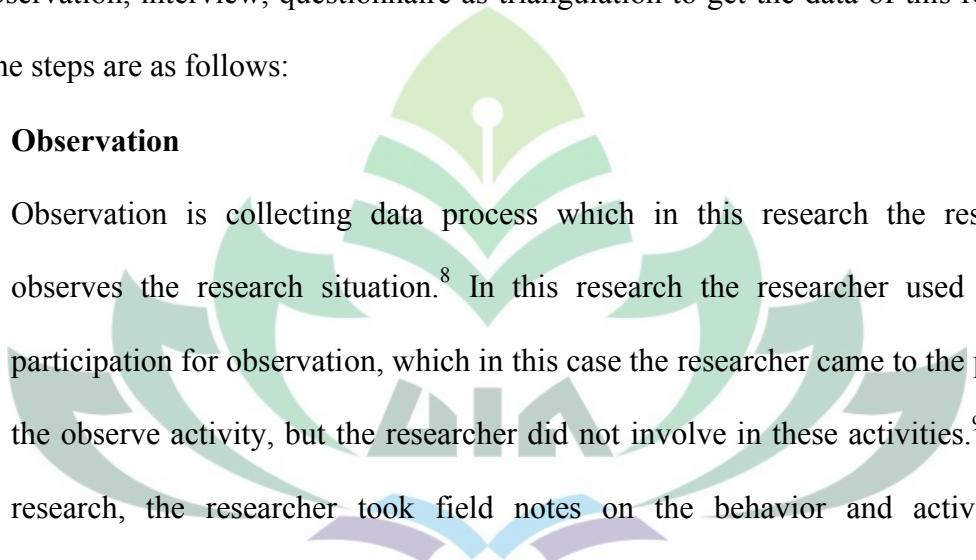
The researcher took one class as the sample of this research and the data was obtained from the students of VIII B class consisted of 40 students. The researcher used VIII B as the research subject and Sumarni, S.Pd as the English Teacher of MTs Assalam Tanjung Sari. The researcher chooses class VIII B because the students have average score which is lowest than the other class and it mean the students in this class have most difficulties in learning reading comprehension through Question-Answer-Relationship (QAR). It is appropriate with purposive sampling technique that has been explained.

⁶ *Ibid.*, p. 141.

C. Data Collecting Technique

Improving data collection techniques will enhance the accuracy, validity, and reliability of research findings. Ultimately, using these methods will help to achieve the goal of carrying out high-quality research with credible findings.⁷ There are some steps in this research which is conduct in gaining the data from the beginning until the end of teaching learning process. Therefore, the researcher conducted the observation, interview, questionnaire as triangulation to get the data of this research. The steps are as follows:

1. Observation



Observation is collecting data process which in this research the researcher observes the research situation.⁸ In this research the researcher used passive participation for observation, which in this case the researcher came to the place of the observe activity, but the researcher did not involve in these activities.⁹ In this research, the researcher took field notes on the behavior and activities of individuals at the research site. The researcher visited a site and records notes without becoming involve in the activities of the participants.¹⁰ In addition, the researcher used checklists to observe a student's or teacher's behaviors.¹¹

⁷ Margareta C. Herrel, Melissa A. Bradley, *Data Collecting Methods : Semi-Structured Interview and Focused Group*, (Airlington: RAND, 2009). p.2.

⁸ Bambang Setiyadi, *Op.Cit*, p. 239.

⁹ Sugiyono, *Op.Cit.*, p.312.

¹⁰ John Creswell, *Op.Cit.*, p.215.

¹¹ John Creswell, *Op.Cit.*, p.14.

It means that in this step of research, the researcher got the data by analyzing the object in teaching process and activities in classroom as passive participant without involving in teaching process. The researcher took notes during the teaching learning process systematically. In case the researcher took notes by writing in the field note and observation checklist.

2. Interview

According to Esterberg, interview is meeting of two persons to exchange information and idea through question and responses, resulting in communication about particular topic¹². This technique is commonly used for collecting data in research. By this way the researcher (the interviewer) got the information from the interview about what is being studied. Furthermore, there are many types of interview. They are a structured, semi structured, or non-structured interview.¹³

In case, related to the types of interview above, the researcher used semi-structured interview. With semi-structured interview, the interviewee still has a clear list of issues to be address and questions to be answer. However, with the semi-structured interview, the interviewer's preparation is flexible in term of the order in which the topics are considered, and perhaps more significant, to let the interviewee develops ideas and speaks more widely on the issues raised by the researcher. The answers are open-ended, and there is more emphasis on the

¹² Sugiono, *Op.Cit*, p. 317.

¹³ Marguerite G. Lodico, et.al, *Op.Cit.*, p.123.

interviewee elaborating points of interest.¹⁴ The researcher used semi-structured interview because the interviewee has prepare the list of questions to the interviewee, although the interviewer has prepare the list, yet it did not limit the researcher to ask questions only based on the list. The researcher asked more widely to get deep information and understanding.

3. Questionnaire

Questionnaire consists of a written list of questions. The important point here is that each person who answers the particular questionnaire reads an identical set of questions. This allows for consistency and precision in terms of the wording of the questions, and makes the processing of the answers easier.¹⁵ According to Brown in Dornyei that Questionnaires are any written instruments that present respondents with a series of questions or statement to which they are to react either by writing out their answer or selecting from among existing answers.¹⁶

The researcher gave students questionnaire which consist of a written list of questions which students were react by selecting from among existing answers in order to know the further information about their opinion and responds in learning reading comprehension through QAR. In addition, by collecting data from the questionnaire, the researcher would find out what were the problems faced by student in learning reading comprehension through QAR.

¹⁴ Martyn Descombe, *Good Research Guide*, (Great Britain: Biddles Ltd, 2003), p. 167.

¹⁵ *Ibid.*, 144-145.

¹⁶ Dornyei Zoltan, *Questionnaires in Second Language Research*, (New Jersey: LEA Publishing, 2003), p. 6

D. Research Instrument

1. Observation

The researcher observed the process of teaching and learning reading comprehension using Question Answer Relationship. The aspects of teaching learning process are described as follows:

Table 3

Observation Guideline

Subjects	Pointer(s)
Pre-activities (Teacher)	1. Teacher engages students' interest in learning reading comprehension by stimulating students' curiosity.
Whilst-activities (Teacher)	2. Teacher explains the QAR procedure and present information about the text.
Whilst-activities (Students)	3. Students follow teacher instruction and read the material based on the QAR procedure.
Post-activities (Teacher)	4. Teacher practicing students' reading skill and gives the scores and does reflection.
Teacher's and Students' Problems	
Teacher's problems in teaching reading comprehension:	1. The students' mastery of the basic 2. The students' habit of slow reading 3. The students' ability to figure out inferences, implications and main idea

	4. Text selection 5. Exercise to include
Students' problems in learning reading comprehension:	1. The students' have no good vocabulary mastery 2. The students' have difficulty to decode, comprehend, and retention the text and sentence 3. The students' have problem in speed of reading 4. The students' have problems of inference making. 5. The students' cannot correctly identify the main idea when they read.

2. Interview

In this research, the interview was used in collecting data for the teacher and the students. The researcher interview the teacher and sample of the students about their opinions of teaching learning reading comprehension process included problems that they faced in using QAR. Furthermore, this interview aimed to make sure about the result of the observation and to get more data relating to this research. The topics of interview could be described as follows:

Table 4

Interview Guideline for the teacher

Aspect	Indicator(s)	No. Item	Total Item

Teachers' problems	Ask the teacher whether she has any problems to understand the reading material that will be taught to the student.	1	1
	Ask the teacher whether she has difficulties if the students: cannot achieve the basic knowledge of the text, slow in reading, and could not identify the main idea, make correct inferences, and understand accurate implication.	2	1
	Ask the teacher whether she has problem to modify or design the question and the exercise to students.	3	1
	Ask the teacher whether she has difficulties to choose the teaching material.	4	1
	Ask the teacher whether she has problems in providing help and giving feedback to students in learning reading by using QAR.	5	1

Table 5
Interview Guideline for students

Aspect(s)	Indicator	No. Item	Total Item
Students' Problems	Ask the students whether they have any problems to understand the vocabulary.	1	1
	Ask the students whether they have difficulty to decode, comprehend and the text and sentence.	2	1
	Ask the students whether they have problem in speed of reading.	3	1
	Ask the students whether they have problems of inference making.	4	1
	Ask the students whether they cannot correctly identify the main idea when they read.	5	1

3. Questionnaire

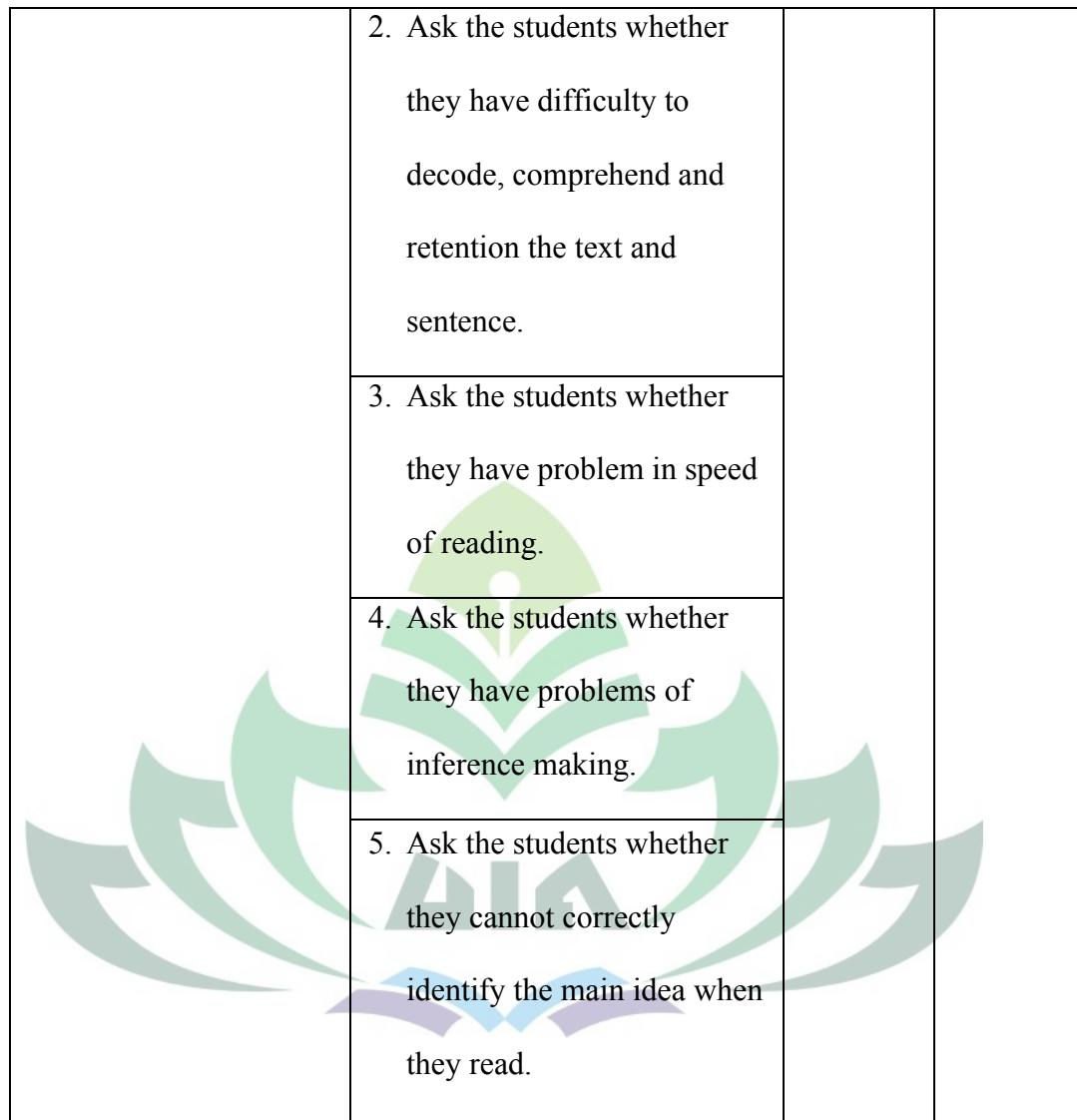
The researcher used questionnaire, the questionnaire is use to support the data which are gained in the interview to the students. The researcher use closed questions. A closed question the respondent is provided with ready-made response

options to choose from, these items do not require the respondents to produce any free writing; instead, they are to choose one of the alternatives, regardless of whether their preferred answer is among them.¹⁷ Then, the researcher distribute questionnaire after the process of teaching reading comprehension through QAR. Meanwhile, the guideline of the questionnaires which is used by researcher can be described as follows:

Table 6
Questionnaire Guideline for students

Aspect(s)	Indicator	No. Item	Total Item
Implementation of QAR in learning reading comprehension	Students' response in learning reading by using QAR	1, 2	2
	Students' practice in reading	3,6,9	3
Students' problems	1. Ask the students whether they have any problems to understand the vocabulary	4,5,7,8	4

¹⁷ *Ibid*, p.35



	<p>2. Ask the students whether they have difficulty to decode, comprehend and retention the text and sentence.</p>		
	<p>3. Ask the students whether they have problem in speed of reading.</p>		
	<p>4. Ask the students whether they have problems of inference making.</p>		
	<p>5. Ask the students whether they cannot correctly identify the main idea when they read.</p>		

E. Research Procedure

In this research, the researcher used the procedure of the research as follows:

- a. Found the subject of the research. The subjects were a class of students at the eighth grade of MTS Assalam Tanjung Sari Lampung Selatan in the academic year of 2017/2018 especially class VIII B along with the English teacher.

- b. The researcher discussed the lesson plan and the material with the teacher which will be given to the students.
- c. The researcher came to the class with the teacher in order to do the observation during the instruction and took some notes to all important events. The researcher do the observation to:
 1. The objects of the observation are the teacher and the students at the tenth grade of MTS Assalam Tanjung Sari Lampung Selatan.
 2. The time the observation will do at the second semester in the academic years of 2017/2018.
 3. Duration of the observation was until the researcher got the result of the research.
 4. The purpose of the observation to found the result and data in this research.
- d. The researcher distributed questionnaires to students after the process of teaching and learning.
- e. The researcher interviewed the teacher after students submit the questionnaires.
- f. The researcher interviewed the students after the researcher interviewed the teacher.
- g. The researcher analyzed the notes of the observation, interview and questionnaires.

F. Trustworthiness The Data

According to Setiyadi, basic principle of reliability is consistency, and qualitative research is also always tried to keep the data collected remains

consistent.¹⁸ Furthermore, qualitative research is also always tried to keep the data collected authentic and life overview of research subjects in an honest and balanced.¹⁹

In addition, the method commonly used to improve the reliability and validity in qualitative research is triangulation. Triangulation is a merger of two or more methods in collecting the data. Usefulness of triangulation is to enrich the data by using two or more methods in collecting the data, eventually makes more accurate conclusion.

According to Cohen and Manion, there are several kinds of triangulation as follows:

1. Time Triangulation

- a. Cross-sectional triangulation is the data collection implemented in the same time to different groups but in the longitudinal, data collection is carried out from the same group with different time.

- b. Longitudinal triangulation is the data collected from the same group at different times.

2. Place triangulation

For more accurate data collection, place triangulation purpose is to be able to use different places for similar data.

3. Theory triangulation

Researcher collects the data based on different theories.

¹⁸ Bambang Setiyadi, *Op.Cit.* p.30.

¹⁹ *Ibid*, p.31.

4. Method triangulation

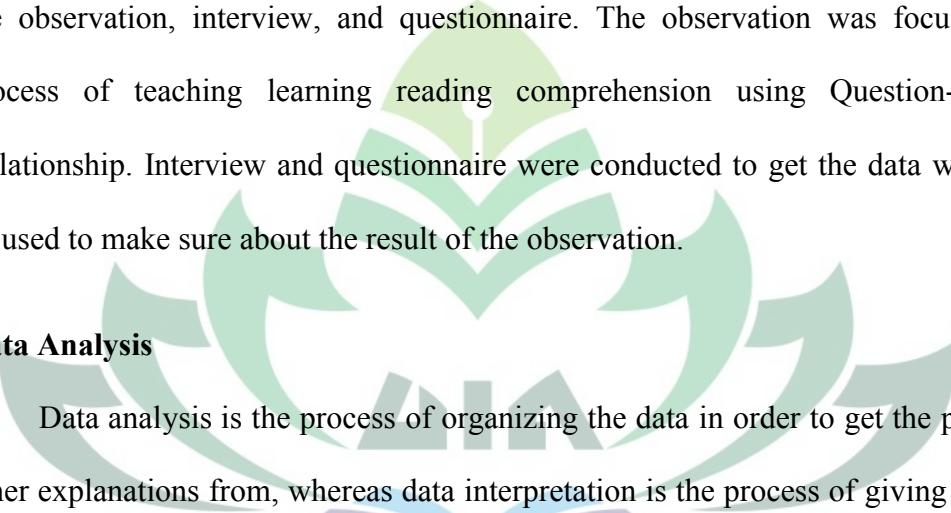
Researcher uses different methods for collecting similar data.

5. Researcher triangulation

In collecting for the same or similar data, it can be done by several researchers.²⁰

Based on the statement above, the researcher used triangulation of method. In triangulation method, the researcher used three data collecting techniques, and they are observation, interview, and questionnaire. The observation was focus on the process of teaching learning reading comprehension using Question-Answer-Relationship. Interview and questionnaire were conducted to get the data which can be used to make sure about the result of the observation.

G. Data Analysis



Data analysis is the process of organizing the data in order to get the pattern of other explanations from, whereas data interpretation is the process of giving meaning to the result of data analysis.²¹ Data analysis is the process of organizing the data in order to obtain regularity of the pattern of form of the research. Data analysis was conducted to create understanding of the data and to enable the researcher to present the result of this research to the readers. In this research, the researcher analyzes the data by qualitative descriptive with the steps as follows:

²⁰ *Ibid*, p.31-32.

²¹ Bambang Setiyadi, *Metode Penelitian untuk Pengajaran Bahasa Asing-Pendekatan Kuantitatif dan Kualitatif*, Cetakan Pertama (Yogyakarta: Graha Ilmu, 2006), p. 94.

1. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in written up field notes or transcriptions. In data reduction the mass of data has to be organized and meaningfully reduced or reconfigured.²² In this case, the researcher selected the data derive from observation on teaching and learning process, interview to the teacher and the students and give questionnaire to the students as the supporting data to the result of interview of the students.

2. Data Display

Data display is second component or level in Miles and Huberman model of qualitative data analysis. A display can be an extended piece of text or a diagram, graph, chart, table or matrix that provides a new way of arranging thinking about the more textually embedded data. At the display stage, additional, higher order categories or themes may emerge from the data that get beyond those first discover during the initial process of data reduction.²³

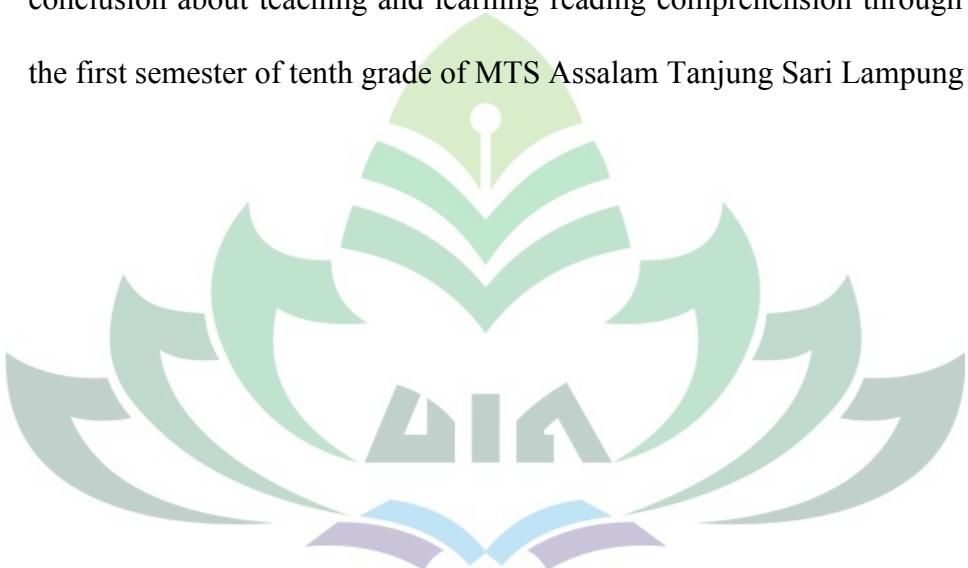
3. Conclusion Drawing/Verification

The last step of analyzing the data is conclusion drawing/verification. Conclusion drawing involves stepping back to consider what the analyzed data mean and to assess their implication for the questions at hand. Verification is linked to

²²Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis* (Thousand Oaks : Sage Publications, 1994), p.10.

²³*Ibid*, p.11.

conclusion drawing, entails revising the data as many times as necessary to cross-check or verifies these emergent conclusions. Verification refers to the process which is able to explain the answer of research questions and research objectives.²⁴ In this step, the researcher draw the conclusion and verify the answer of research question that will do in displaying the data by comparing the observation data, interview data, questionnaire data. Thus, the researcher get the conclusion about teaching and learning reading comprehension through QAR at the first semester of tenth grade of MTS Assalam Tanjung Sari Lampung Selatan.



²⁴ *Ibid*, p.11.

CHAPTER IV

RESEARCH AND DISCUSSION

A. General Description of the Research Place

1. Brief story of MTs Assalam Tanjung Sari Lampung Selatan

MTs Assalam is a junior high school of Islamic studies. This school is located on Jl. Raya Kertosari, RT 2/ RW 1, Tanjung Sari, Lampung Selatan. This school was built in 1998 because there was no junior high school which is a part of formal education giving global education and religious education.

Furthermore, teaching learning process was started in 1999. It was done in the morning. Here is the detail information of MTs:

School's Name	: MTs Assalam Tanjung Sari
NPSN	: 10800739
Address	: Jl. Raya Kertosari, RT 2/ RW 1, Kertosari (Kecamatan) Tanjung Sari (Kabupaten) Lampung Selatan
Accreditation	: Accredited
School Status	: Institute
School category	: Islamic Junior High School
Postal code	: 35361

Teaching learning activities in MTs Assalam Tanjung Sari is in the morning.

It is started at 07.00 am until 12.00 pm except on Friday only until 11.00 pm. The situation of MTs Assalam Tanjung Sari has high discipline because the school tries

to increase the students' attitude, knowledge, faithful to the God who is the great one, and also beneficial in the society.

2. Condition of Teachers and Students MTs Assalam Tanjung Sari

The numbers of teachers in MTs Assalam Tanjung Sari in 2017/2018 academic year are 28 that can be identified as follows:

Table 7

Number of the Teachers at MTs Assalam Tanjung Sari

Gender		Alumnus						
Male	Female	DI	D2	D3	S1	S2	S3	
18	10	1	2	-	25	-		

Source: Documentation of MTs Assalam Tanjung Sari

Table 8

Teachers and Staff Situation of MTs Assalam Tanjung Sari

No	Subject	Total
1	Science	3
2	Mathematics	3
3	Indonesia	3
4	English	2
5	Religion	5
6	Social Science	3

7	Sport	1
8	Art	2
9	Computer	1
10	BK	2
11	Staff	3
Total		28

Source: Documentation of MTs Assalam Tanjung Sari

In addition, MTs Assalam Tanjung Sari has 265 students. Preview presence of the students from class VII until class IX with different gender can be seen as follows:

Table 9
Number of Students at MTs Assalam Tanjung Sari
In Academic Year of 2017/2018

No	Class	Gender		Total
		Male	Female	
1	VII	51	67	118
2	VIII	25	45	79
3	IX	28	30	68
Total		122	143	265

Source: Documentation of MTs Assalam Tanjung Sari

Table 10
The Facilities of the school MTs Assalam Tanjung Sari

No.	Room Name	Total	Condition
1.	Headmaster's room	1	Good
2.	Teacher's Room	1	Good
3.	Classroom	12	Good
5.	Computer Laboratory	1	Good
6.	Library	1	Good
7.	Mosque	1	Good
8.	BK Room	1	Good
10.	UKS Room	1	Good
11.	Official House	1	Good
12.	Toilet Teacher	1	Good
13.	Toilet Students	1	Good
14.	Hall	1	Good
15.	OSIS' Room	1	Good

Source: Documentation of MTs Assalam Tanjung Sari

B. Research Procedure

The researcher conducted the research to know the process of using QAR in teaching and learning reading comprehension and problem faced by the teacher and the students at MTs Assalam Tanjung Sari Lampung Selatan.

The researcher did the research by using observation, interview and questionnaire as research instruments. Observation was used to know the process of teaching and learning reading comprehension by using QAR and the problems faced by teacher and students. Interview was used to know the problems faced by the teacher and the students in teaching and learning reading comprehension, and the questionnaires were used to know the problems and to confirm the data got in observation and interview in learning reading comprehension faced by the students.

In the observation, the researcher observed the teacher and students in the process of teaching and learning reading and also condition or the class's atmosphere during teaching and learning process. Then, the researcher interviewed the teacher and fifteen students to find out their responses, problems and causes of problems faced by them in teaching and learning reading comprehension by using QAR. After that, the next instrument was questionnaire. The researcher gave questionnaire to students after teaching and learning, the questionnaire was aimed to find out the teacher and students' problems in learning reading comprehension through QAR and to confirm the data gained from observation and interview. Moreover, the researcher collected additional data such as school profile and history, and the condition of the students and the teachers.

The research was conducted to the eighth grade students at the second semester of MTs Assalam Tanjung Sari in the academic year 2017/2018. The researcher conducted the research on March 15th 2018. In this research, the researcher included the date or planned schedules of work as follows:

1. On Agust 10st, the researcher conducted the preliminary research in MTs Assalam Tanjung Sari Lampung Selatan.
2. On March 5th, the researcher met the headmaster and got permission to do research at MTs Assalam Tanjung Sari Lampung Selatan.
3. On March 8th, researcher met the English teacher to discuss the lesson plan and also asked about time schedule of English class.
4. On March 15th, the researcher conducted the observation in the class and gave questionnaire to the students.
5. On March 16th, the researcher interviewed the teacher.
6. On March 16th, the researcher interviewed students.

C. Data Analysis

After collecting the data, the researcher analyzed the data that gained from observation, interview, and questionnaire. According to Miles and Huberman there are three major phases of data analysis: data reduction, data display, and data conclusion.¹ The following paragraphs are the explanation about the data collected by researcher.

1. Data Reduction

Data reduction is the first component or level in model of qualitative data analysis of Miles and Huberman theory. It refers to the process of selecting,

¹ Sugiono, Metode penelitian Kualitatif, Kuantitatif dan R&D, (Bandung : Alfabeta,2012), p.7

focusing, simplifying, abstracting and transforming the data that appear in written up field notes or transcriptions. In data reduction, the mass of data has to be organized and meaningfully reduced or reconfigured.² It means that the researcher selected data that would be written in his thesis. There were three instruments used to collect the data: observation, interview and questionnaire. In this step, the researcher analyzed the data based on each instrument.

a. Observation Data

The researcher employed an observation (see appendix 1). The observation was conducted to know the process of teaching and learning reading comprehension through QAR conducted in one meeting. In those meeting, the teacher conducted pre-activity, whilst-activity and post-activity. The researcher observed the process of teaching and learning reading comprehension through QAR, the students' and teacher's problems during teaching and learning reading comprehension through QAR. In the observation process, the researcher prepared the observation checklist. The data of observation had been identified as described in the following discussion.

1) Observation

In the classroom, process of teaching learning by using QAR was as follows:

a. Pre-activity

² Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis* (Sage Publications, Thousand Oaks, 1994), p.12

In pre-activity, the class was opened by greeting that was responded by all students. Many of them responded loudly with enthusiasm, but some of the less responded. After that, she reviewed last lesson, almost all the students had forgotten the material that had been discussed before and looked for the material in their books. After that Teacher gave brainstorming about the material with the easy example. E.g. the teacher asks about the student's holiday or camping experience. Some student showed their enthusiasm and responded to the teacher question, some student paid attention but quite, some students made little noisy and not paid attention.

b. Whilst Activity

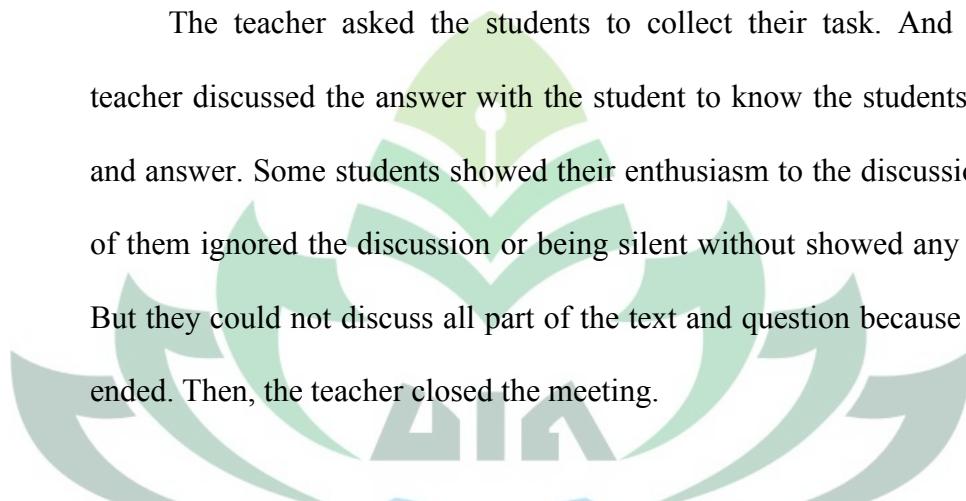
The teacher told the students that she would present information about the text that they will learn and the students were asked to listening her carefully to get brief information of the text before they started reading. Then, the teacher presented information about of the text. The presentation was clear but it was so long, almost all parts of the text were explained, it waste many of times. Many of the students looked boring, it was shown by some of the students who did not pay attention to the teacher and chatted with other friends.

After the teacher presented the information of the text, the teacher explained the task and give information about types of QAR's question. Then, teacher divided the students into 10 groups consisted of 4 students, the teacher arrange the groups randomly.

In each group, the researcher saw only few students read, discussed the text and tried to comprehend the text. In contrary, the other students did not read the text. Many of them read and translated the words by using dictionary or asking the teacher, but the other students were busy, made noisy or even bothering their friends in other group.

c. Post-Activity

The teacher asked the students to collect their task. And then the teacher discussed the answer with the student to know the students respond and answer. Some students showed their enthusiasm to the discussion, some of them ignored the discussion or being silent without showed any respond. But they could not discuss all part of the text and question because time has ended. Then, the teacher closed the meeting.



During the observation of teaching and learning reading comprehension by using QAR, the researcher found the problems as follow:

- a) The students did not have motivation. They did not pay attention to the teacher, to read the text and to discuss the material. Many of the students made noisy by themselves such as chatting with other friends.
- b) The students read the text very slowly as if they want to understand the text or even to decode and understand the meaning of the words that they had never

seen before. They looked up word by word in dictionary or asked to the teacher, so that the reading was very slowly.

c) Some of the students were passive, they looked did not interest in teaching learning process. The teacher seemed difficult to engage theirs' motivation

d) The students had forgotten the material that had been discussed before. It indicated that the students had problem in working memory, to memorize the text that they had discussed before.

e) Many of the students still could not comprehend the text well, nor to make inference of the text. It was shown by their answer of the questions from the teacher; most of them could not answer correctly.

g) There were many of the students mentioned in the class that the text was so boring. While, many of them mentioned that the text was difficult to be understood.

h) The teacher rushed to conduct discussion session with the students because the times were almost end.

i) The students felt shy, did not have confidence and afraid if they made mistake.

j) The teacher did not give feedback nor did reflection, because the time ended.

b. Interview Data

To support the data of the observation, the researcher employed interviews. The researcher interviewed the English teacher and samples of fifteen students. The researcher aimed at knowing the teacher's problems and students' problem during teaching and learning reading comprehension by using QAR. There were 7 questions that the researcher asked to the English teacher (see Appendix 2) and 10 questions were asked to the students (see Appendix 3).

c. Questionnaire Data

The researcher also employed a questionnaire to the students for supporting the result of the observation and interview. The questions in questionnaire were designed almost same with the question in interview to students, this aimed to get deeper understanding of students' problems and their opinions in learning reading comprehension by using QAR. In addition, questionnaire is as the proponent proof the result of interview to students. The questionnaire consisted of nine questions (see appendix 4). The first until the third questions was to know the students' opinion about using QAR, then the fourth until the eighth questions were to know the students' problems and the ninth question was to know the students in practicing reading outside of the school. Questionnaire was given to the whole students in Class VIII B which consisted of 40 students.

2. Data Display

Data display is the second component or level in model of qualitative data analysis of Miles and Huberman theory. A display can be an extended piece of text or a diagram, graph, chart, table or matrix that provides a new way of arranging thinking about the more textually embedded data.³ In this case, the researcher analyzed the data that had been reduced in data reduction and displayed it in the form of table. The analysis was done based on data collected by each instrument.

a. Observation Report

For collecting the data, the researcher used observation sheet based on the observation guideline and material. Here it is displayed the result of observation sheet based on the data showing in the data reduction, in this part the data were going to be identified and displayed for the two meetings that can be as follows:

Table 11

Observation Sheet

Observation Report of Teaching and Learning

Reading Comprehension Process through QAR

Subjects	Pointers(s)	Yes	No	Note
Pre-Activity (Teacher)	1. Teacher gives brainstorming to the students.	✓		Teacher gave brainstorming about the material with the easy example. E.g. the teacher asks about the student's holiday or camping experience.

³ *Ibid.* p.11

				Some student showed their enthusiasm and responded to the teacher question, some student pay attention but quite, some students make little noisy and not pay attention.
	2. Teacher simulate students' curiosity motivates students.		✓	Teacher did not stimulate students' curiosity to motivate students to learn reading.
Whilst-activity (Teacher)	3. The teacher give explain about what kind of the text that will give to the students.	✓		Teacher presented the material orally by using Bahasa. She inform the students about the text so long, almost part of the text was explained.
	4. Teacher explains the task and gives information about QAR.	✓		The teacher explained the task and give information about types of QAR's question.

	5. Teacher put the students into teams and provides times for students to delve into a topic and answer the question that modified by the teacher.	<input checked="" type="checkbox"/>		Teacher divided the students into 10 groups consisted of 4 students, the teacher arrange the groups randomly.
Whilst-activity (Students)	6. The students read the text that given by the teacher.	<input checked="" type="checkbox"/>		The students read the text with same material, they translate words by looked up the dictionary, it waste many of times. While many of students did not concentrate to read the text, they made noisy, chatting with other friends or even disturbed their friends when reading.
	7. The student work in group to discuss, and answer the question.	<input checked="" type="checkbox"/>		The student gathered to discuss the material, but many of the students did not involve in discussion, they made noisy or chatting with other friends.

Post-activity (Teacher)	8. The teacher discusses the text and the students answer.			The teacher asked the students to collect their task. And then the teacher discussed the answer with the student. Some students showed their enthusiasm to the discussion, some of them ignored the discussion or being silent without showed any respond. But they could not discuss all part of the text and question because time has ended.
Teacher's and Student's Problems				
Teacher's Problems	1. Teacher has difficulties if the students: cannot achieve the basic knowledge of the text, slow in reading, and could not identify the main			Teacher had difficulty to manage the time, because the students read and translate the text very slow. And teacher looked difficult to control student to explain about the text to the student because students cannot achieve basic knowledge of the text and cannot figure out

	idea, make correct inferences, and understand accurate implication.			inference, or to determine the main idea of the text. It can be seen by the student's answers when the teacher gave them question about the text.
	2. Teacher has problem to modify or design the question and the exercise to students.	✓		The teacher has no problem in modified the question. The teacher modified the question by using QAR strategy.
	3. Teacher has difficulties to choose the teaching material.	✓		The teacher has difficulties to choose the reading material because the teacher should choose materials that appropriate with the strategy.
	4. Teacher has problems in providing help and giving feedback to students in learning	✓		Teacher did not give meaningful feedback about the material to students, because the time had ended.

	reading by using QAR.			
Student's problems	<p>1. The students did not have good vocabulary mastery.</p>	✓		The students often asked the meaning of words to the teacher and looked up in dictionary if they did not know the meaning of the word in the text.
	<p>2. The students have difficulty to decode and comprehend the text and sentence.</p>	✓		Students had problems to decode words and sentences. E.g. They know the meaning of a word "easy" but they did not know the meaning of "easier", or they had known the meaning of a word but they still had difficulty to translate it in a sentence.
	<p>3. The students' have problem in speed of reading</p>	✓		Students read the text very slowly. They difficult to decode the words moreover when the words were new

				words by them. They translated word by word by asking the teacher and looked up in dictionary, it waste many of times.
	4. The students have problems of inference making.	✓		The teacher asked the student to make inference of the text, but many of them could not make inference correctly.
	5. The students cannot correctly identify the main idea when they read.	✓		The teacher asked the student to identify the main idea of the text, but many of them could not identify the main idea.

Based on the notes which were taken by the researcher, the teacher gave brainstorming to the students before they started the activity, the brainstorming were about the material with the easy example. E.g. the teacher asks about the student's holiday or camping experience. Some student showed their enthusiasm and responded to the teacher question, some student pay attention but quite, some students make little noisy and not pay attention. The students looked bored and less interest to follow that activity.

In addition, the teacher had difficulties in managing the time. It is because the students reading very slowly and the teacher had to control students one by one to explain about the text because students could not achieve basic knowledge of the text and could not figure out inference, or to determine the main idea of the text. So the times almost end, the teacher seemed rush to discuss the material with the students and the teacher did not have time to give feedback about the material to students. Besides, students have no good vocabulary mastery and difficult to decode the word and sentences. And the students had problem in working memory of the text, they forgot the text that they had discussed before or even to remember new words that they just translated, it could be seen by many of the students asked the meaning of a word to the teacher more than once.

b. Interview Report

The researcher also employed interviews to support the data of the observation. The interviews were composed based on the stages of teaching reading, teacher's problems and students' problem in teaching and learning reading. The interviews were intended to find out the teacher's and students' opinions about reading comprehension class and their problems in teaching and learning reading comprehension by using QAR.

1) The Result of the Interview for the Teacher

There were seven questions that the researcher asked to the teacher about the problems and her opinions in teaching reading comprehension by using QAR. It can be seen in the dialogue below:

1. **Question** : What are the problems that you find in understanding the reading material that will be taught to the students?

Answer : Honestly sometimes I had problem to understand the material that would be taught to the students. But I could handle that because I had prepare the material that would be taught before the teaching learning had started in class.

2. **Question** : What are the obstacles that you find if the students cannot achieve the basic knowledge, if the students slow in reading and the students' slow in reading and the students could not identify the main idea, make a correct inference, and understand accurate implication?

Answer : Here, the students were weak readers. So they had problems to achieve the basic knowledge of the text and the students could not identify the main idea or make correct inferences. I had to explain more and more to make them could understand the text, it waste of many times and made me tired. And the students read very slowly. When they read the text they often did not know the meaning of a word and a sentence. They looked up on the dictionary and asked to me the meaning of that word or that sentence. Those were waste so many of times. I could not manage the times well because those problems.

3. **Question** : How you establish exercise or question to students? Do you modify the question or exercise to attract students' interest in learning reading comprehension by using QAR?

Answer : Yes, I designed new question or modify the question based on QAR strategy. And I also used the question or exercise from the book that I used in teaching learning process.

4. **Question** : What are the problems that you find in determining the reading material?

Answer : Most of the students were weak readers. It would be harder if they had to read a long text or read the text that difficult to be understood, the worse they did not want read the text because it was long and difficult to be understood. But in the book that I used in teaching reading comprehension, there were only few short texts, many of that were long texts. And I also has difficulties to choose the reading material because the teacher should choose materials that appropriate with the strategy.

5. **Question** : What are the obstacles that you find in giving a feedback for the students in the process of teaching reading comprehension by QAR?

Answer : Sometimes I did not have time to give feed back to the students about what we had learned. The times often up when I would give feedback to the students. It was because the students read the text and understand the text very slowly.

6. **Question** : What are obstacles that you find in simulating and engaging the student to read the text?

Answer : Almost all of them were passive. I had not any ideas to make them become more motivated to learn English especially in reading comprehension. For them reading was a boring activity. Sometimes they did not involve in discussion session or even they did not read the text. They made noisy and chatted with another friend. And many of them felt shy, did not confidence and afraid if they made mistake in giving opinion in answering the question.

7. **Question** : Based on your opinion, what are the problems faced by the students in learning reading comprehension by using QAR?

Answer : The students were slow in reading. Furthermore, they did not confidence to answer the question, they did not have good vocabulary mastery, they had problem to decode a word and a sentence. Students read the text very slowly. Besides, they could not make inference correctly and the students hard to memorize and forgot the text or the words that they had discussed before in last meeting.

From the result of interview to the teacher, the researcher concluded that teacher applied QAR in teaching reading comprehension was not running well because there were some weaknesses in many sides. And the teacher had

difficulties in applying the steps of in teaching reading comprehension by using QAR. Many of the problems that faced by teacher and the students. It can be explained as follows:

Table 12
Teachers' Interview Result

No	Problems
1.	Teacher had difficulties if the students cannot achieve mastery of the basics, the students read very slowly, and the students cannot figure out inferences, implications and main idea.
2.	Teacher had problems to establish or choose the teaching material.
3.	Teacher had problems to give a feedback for the students in the process of teaching reading comprehension.
4.	Teacher had problems in stimulating and engaging the students to read the text.
5.	The students were slow in reading. Furthermore, they did not have good vocabulary mastery, they had problem to decode a word and a sentence. Students read the text very slowly. Besides, they could not make inference correctly and the students had problems in working memory.

2) The Result of the Interview for the Students

Like interview to the teacher, the researcher also interviewed twenty students as the sample for collecting the data. Each student had difference answers of each question, but the main points of their answers were almost same.

So, the researcher selecting and focusing their answers that most common stated by them. There were ten questions that the researcher asked to the students about the problems and opinions in learning reading comprehension by using QAR. It can be seen in the dialogue below:

Table 13
Students' Interview Result

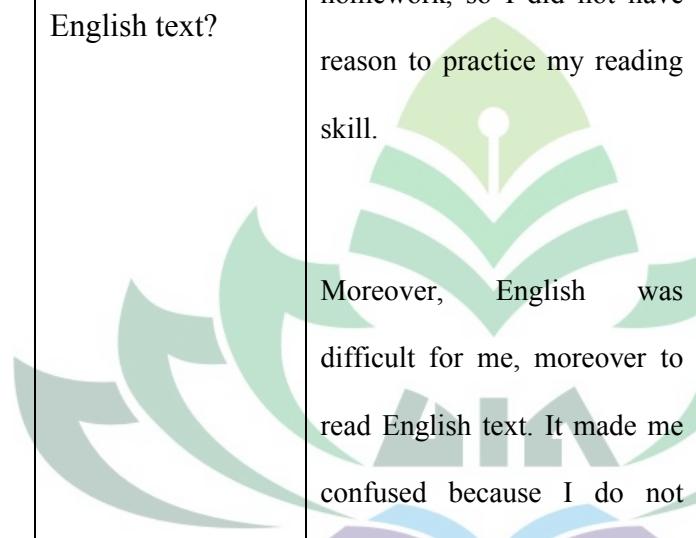
No	Question	Answer	Conclusion
1.	Does Question- Answer- Relationship help you to comprehend the text?	Yes, it helped me to comprehend the text because the teacher presented information about the text and question before read the text and then gave us question to understand more about the text. I could answer some question based on my own experience and shared my experience with my friends. It make me easier to comprehend the text and I can also found new vocabulary while answering question.	The students agreed that QAR could help them to comprehend English text. Furthermore, the students implied that QAR had advantages to make them easier to understand the text by listening teacher explanation before they read the text and answer the question. The teacher also clasified the question to make the student easier to answer the question. In addition, QAR helped them to enrich their vocabulary

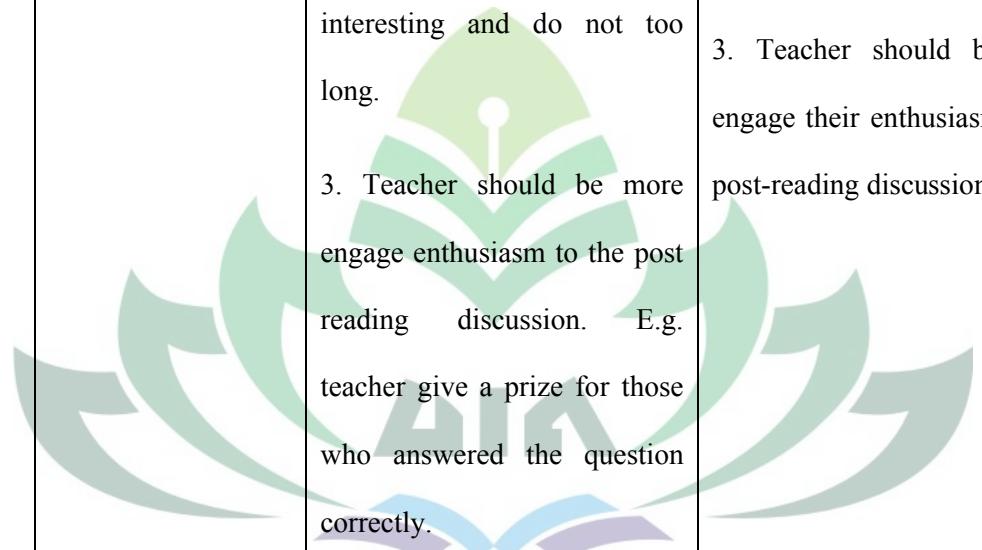
			while answering question.
2.	What are the problems that you find in learning reading comprehension by using QAR?	<p>Yes, I felt bored listen the teacher presented the information about the text, the teacher monotonously present the text (did not make variation technique or way to present the text). In addition, I was not motivated to read the text, because the texts were not interested or difficult to be understood. Many of my friends did not involve in discussion session, they made noisy and chatted each other. It disturbed me.</p> <p>Furthermore, I felt shy, did not confidence and afraid if I made mistake when answering the question.</p>	The students were not motivated to listen the teacher presented the information about the text. They were also not motivated to read the text and did not confidence if they made mistakes.
3.	How does your teacher attract	Sometimes the teacher gives a joke to make us not bored in	The teacher could not able engage the students' interest

	<p>your interest in learning reading? Do your teacher is able to make you being active during learning reading comprehension by using QAR in the class?</p>	<p>learning reading, but sometimes her jokes were not funny. I did not feel motivated to learn by her jokes.</p> <p>Meanwhile, They think that their teacher able made them active during teaching and learning process.</p> <p>But, most of the students were passive during teaching and learning process.</p>	<p>and become active in learning reading. Most of the students were still being passive during teaching and learning process.</p>
4.	<p>What are the difficulties that you find in understanding the meaning of a word or a sentence in the text?</p>	<p>Sometimes I did not know the meaning of a word and translated it by looking up in dictionary or asking to the teacher, moreover if that word was a word that I had never seen before. Furthermore, when I had known the meaning of a word, I difficult translated the whole sentence.</p>	<ol style="list-style-type: none"> 1. The students had no good vocabulary mastery. They still looked up in dictionary or asked to the teacher if they wanted to know the meaning of a word or a sentence. 2. The students had problem to decode words and sentences.

		Sometimes, the meaning of the sentence was weird although I had checked the meaning of each word of that sentence in dictionary.	
5.	What are the problems that you find in comprehending and figuring out of the inference of the text?	I had problem to get main idea of the text and to figure out the inference of the text, I do not understand the text well. One of the reasons was because of less vocabulary mastery and I did not practice to read the text at home after I learned English in the school.	Students had problem to get main idea of the text and to figure out the inference of the text.
6.	Does the text that was given by the teacher can attract your interest?	Sometimes teacher gave a long text that made me confused. And sometimes teacher gave me a text that interested me but still difficult to understand the text because of difficult vocabulary.	Sometimes the teacher cannot attract students' interest. The students thought that the teacher was wrong in choosing reading material.

7.	Do you need a long time to read and understand a text?	<p>Yes, I realize that I read text very slowly. Sometimes, I translated words by looking up in dictionary or asking to the teacher. I am aware it waste of many times, but I could not read the text quickly because I did not know the meaning of a word or a sentence, so I need to translate it by using dictionary or asking to the teacher.</p>	Students had problem in speed reading. They waste many of times for translating words and sentence in the text.
8.	What are the difficulties that you find in memorizing or remaining the text that you had read before?	<p>I had problem to memorize the text we had discussed before even to memorize the meaning of words in the text, It might happen because I rarely learn or practice English outside the school after I learn English in the school. Moreover, English words are hardly used in my environment, nobody used it, and it is so hard to remember a</p>	Students had problem in working memory. Working memory weakness might be a consequence of poor language comprehension

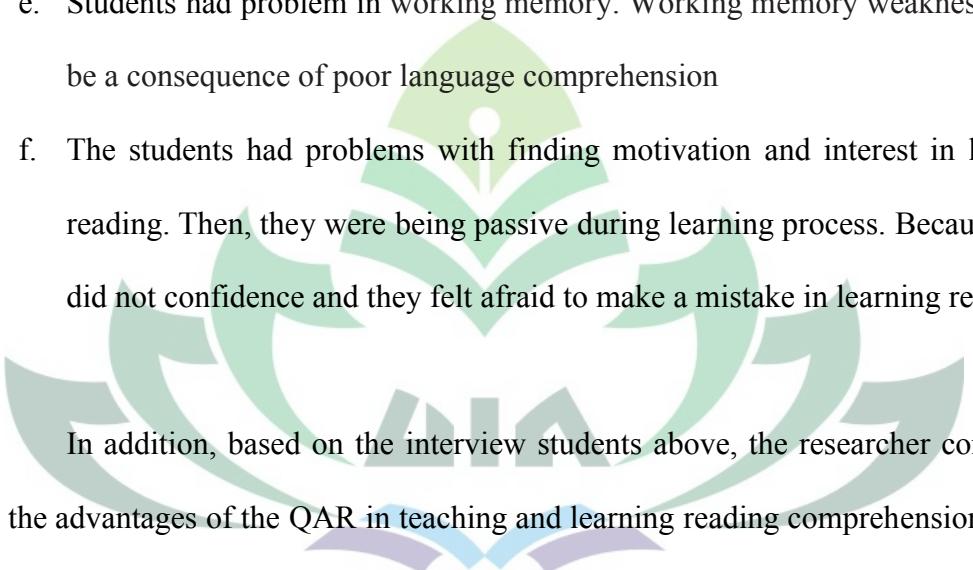
		new word/sentence.	
9.	Except in the class, do you interest to use English, practice English, and read English text?	<p>I rarely practice English at my house or outside class by reading English text from novel or other resources. But the teacher rarely gave me homework, so I did not have reason to practice my reading skill.</p>  <p>Moreover, English was difficult for me, moreover to read English text. It made me confused because I do not know the meaning of the word or the sentence. It because in my environment nobody used English, and I did not use English as my habit.</p>	<p>1. The students were rarely practice reading skill at the outside of the class or school, the reasons were because they had no motivation to read and the teacher rarely gave them home work to make them had to read the text.</p> <p>2. Many of the students had low interest to learn English especially in learning reading comprehension. It was because they think that English is difficult, English was strange and they their environment did not use English.</p>
10.	Do you have suggestion for	<p>1. To make me did not bored when listened the teacher presented information about</p>	<p>There are 3 points that's suggested by students for the improvement of teaching and</p>

	<p>further teaching and learning reading comprehension by using QAR?</p> 	<p>the text before I read, the teacher should use other lecture style in presenting the material. It should be more attracting. E.g. Use picture, video, movie etc.</p> <p>2. The text should be more interesting and do not too long.</p> <p>3. Teacher should be more engage enthusiasm to the post reading discussion. E.g. teacher give a prize for those who answered the question correctly.</p>	<p>learning reading discussion by using QAR :</p> <ol style="list-style-type: none"> 1. The way of the teacher's presentation about the text should be more attracting. 2. The text should be more interesting and do not too long. 3. Teacher should be more engage their enthusiasm to the post-reading discussion.
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However the researcher found that students had some problems in learning reading comprehension through QAR in MTs Assalam Tanjung Sari Lampung Selatan. They were as follows:

- a. The students had no good vocabulary mastery. They still looked up in dictionary or asked to the teacher if they wanted to know the meaning of a word.

- b. The students had problem to decode words and sentences.
- c. Students had problem to get main idea of the text and to figure out the inference of the text. It were because of less vocabulary mastery and did not practice to read the text at home after they learned English in the school.
- d. Students had problem in speed reading. They waste many of times for translating words and sentences in the text.
- e. Students had problem in working memory. Working memory weakness might be a consequence of poor language comprehension
- f. The students had problems with finding motivation and interest in learning reading. Then, they were being passive during learning process. Because, they did not confidence and they felt afraid to make a mistake in learning reading.



In addition, based on the interview students above, the researcher concluded the advantages of the QAR in teaching and learning reading comprehension. It can be explained as follows:

- a. QAR could help them to comprehend English text easier, because they listening teacher explanation and information about QAR before they read the text and answer the question.
- b. QAR had advantages to make them easier to answer the question, because the teacher also clasified the question based on QAR strategy to make the student easier to understand and answer the question.
- c. QAR helped them to enrich their vocabulary while answering question.

c. Questionnaire Report

The researcher also employed questionnaire to the students for supporting the result of the observation and interview. The questions in questionnaire were designed almost same with the question in interview to students. It is aimed to get deeper understanding of students' problems and their opinions in learning reading comprehension by using QAR and as the proponent proof of the result interview to students. Questionnaire was given to the whole students in Class VIIIB which consisted of 40 students.

1). Questionnaire Result

Based on the questionnaire filled by the students, the researcher could describe students response was varied and it was described in table as follows:

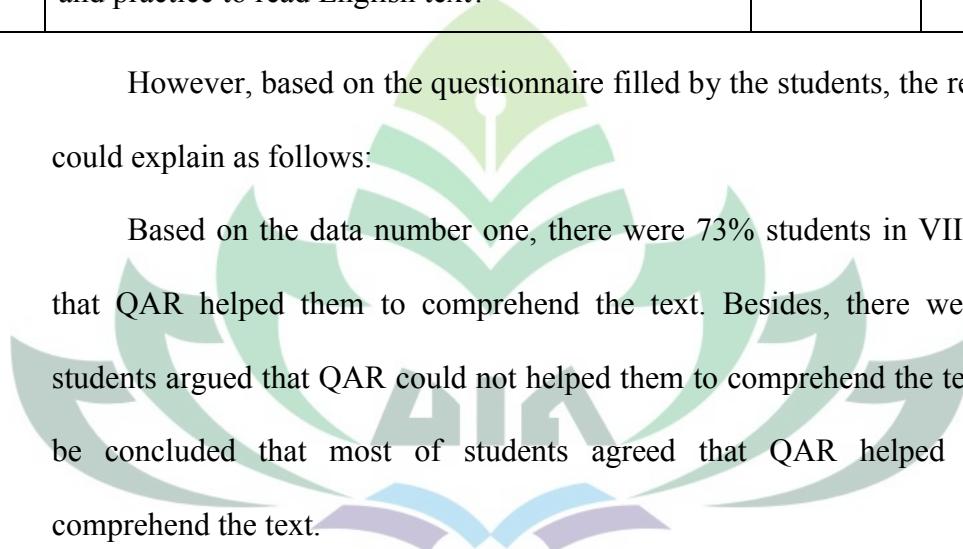
Table 13

Questionnaire Result

No	Question	Answer	
		Yes	No
1.	Does Question-Answer-Relationship help you to comprehend the text?	29	11
2.	Do you have problem in learning reading comprehension by using QAR?	31	9
3.	Do you think that your teacher is able to make you being active during learning reading comprehension by using QAR in the class?	18	22
4.	Do you have problem in understanding the meaning of a word or a sentence in the text?	26	14

5.	Do you have problem to comprehend and figuring out of the inference of the text?	25	15
6.	Do the text that were given by the teacher can attract you interest?	23	17
7.	Do you need a long time to read and understand a text?	34	6
8.	Do you have problem to memorize words, sentence and the text that you had been read before?	32	8
9.	Except in the class, do you interest to use English and practice to read English text?	12	28

However, based on the questionnaire filled by the students, the researcher could explain as follows:



Based on the data number one, there were 73% students in VIII B class that QAR helped them to comprehend the text. Besides, there were 27 % students argued that QAR could not help them to comprehend the text. It can be concluded that most of students agreed that QAR helped them to comprehend the text.

Referring to the data number two, there were 78% had problem in learning reading comprehension by using QAR, while 22% from the amount of the students did not have problem in learning reading comprehension by using QAR. It can be concluded that majority of the students had problem in learning reading comprehension by using QAR.

Based on the data number three, there were 45% from the total of the students stated that their teacher could engage them to be active in

learning reading comprehension by using QAR. But 55% of them stated that their teacher could not be able engage them to be active in learning reading comprehension. It means that the teacher could not be able engage them to be active during learning process.

Referring to the data number four, it could be seen that 65% students in class VIII B stated that they had difficulty to translate a word or a sentence in the text. Beside that 35% of students did not have difficulty to translate a word or a sentence in the text. It can be concluded that most of the students have no good vocabulary mastery.

Referring to the data number five, showed that 63% students in VIII B class they had problem to comprehend and figuring out of the inference of the text. Beside 37% of students did not have problem to comprehend and figuring out of the inference of the text. It can be concluded that most of them still could not comprehend the text well. They had problem to comprehend and figuring out of the inference of the text.

Based on the data number six, there were 58% from the total of the students stated that the texts were used in teaching learning process could not able to attract their interest. Beside 42% of them stated that the texts were used in teaching learning process could attract their interest. It means that most of the students dislike with the texts that were used in teaching and learning process.

Referring to the data number seven, there were 85% students had problem in speed reading. While 15% did not have problem in speed reading. It can be concluded that most of them had problem in speed of reading; they had habit of slow reading.

Based on the data number eight, there were 80% students had problem to memorize word, sentence and the text that they had been discussed before. Beside, 20% students did not have problem to memorize word, sentence and the text that they had been discussed before. It means that most of the students had difficulties in working memory of the text.

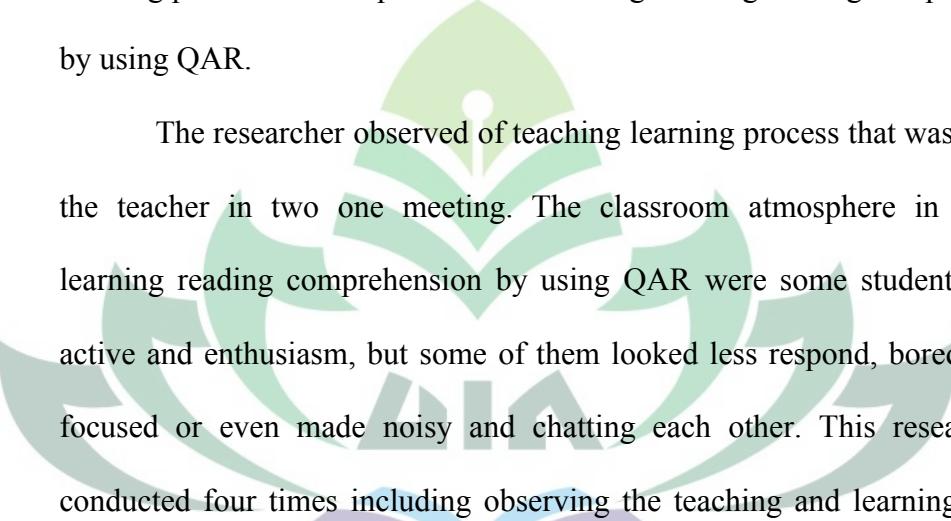
From the result of the questionnaire number nine, it showed that only 30% students practice to read English text at outside of the school. Beside, 70% did not practice to read English text. It means that they had low motivation to learn English more to practice their reading skill.

3. Data Conclusion

Conclusion Drawing/Verification is the third component or level in model of qualitative data analysis of Miles and Huberman theory. In this part, the data explained in data display were going to be discussed deeply in order to make a finding of the research. In this part, the discussion and findings were divided into three parts: the process, the teacher's problems, and the students' problems in teaching and learning reading comprehension by using QAR.

a. Process of Teaching and Learning Reading Comprehension by using Question-Answer-Relationship

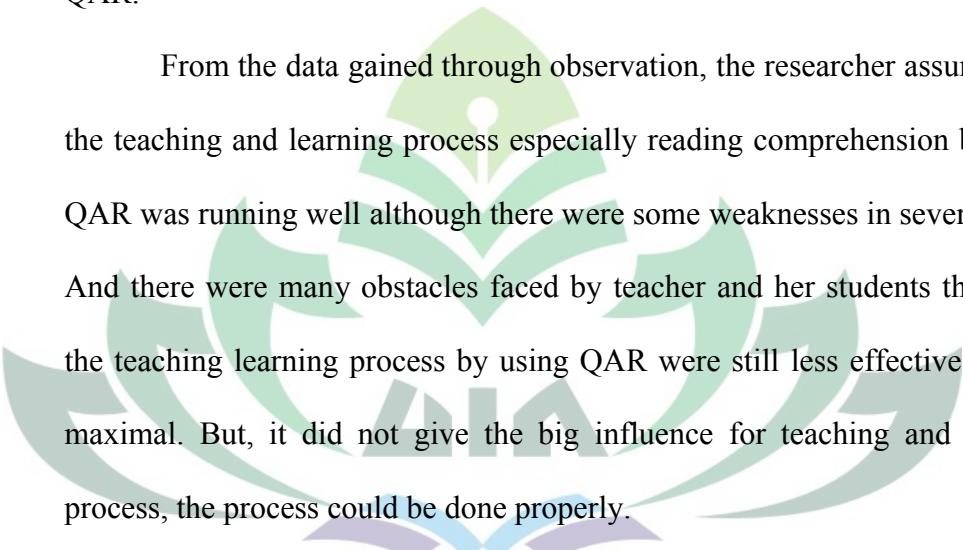
Teaching reading comprehension by using QAR was assumed could help the students in learning reading comprehension. But, in this research the teaching learning process by using QAR was still less effective and not maximal. In this research the researcher expected to see the teaching and learning process and the problems in teaching learning reading comprehension by using QAR.



The researcher observed of teaching learning process that was done by the teacher in two one meeting. The classroom atmosphere in teaching learning reading comprehension by using QAR were some students looked active and enthusiasm, but some of them looked less respond, bored did not focused or even made noisy and chatting each other. This research was conducted four times including observing the teaching and learning process by using QAR, interviewing the teacher and students, and giving questionnaire to the students.

From the data gained through observation, the researcher assumed that the teaching learning reading comprehension by using QAR was still less effective and maximal. The teacher had followed the procedure well based on the Margareth's, but there were some weakness in several sides. The teacher did not manage the time well. Some steps in QAR sequences were done haste by the teacher. Then, the teacher did not have time to give feedback or

reflection to the students. She only discussed the material without discussed about the students' difficulties in learning reading comprehension by using QAR. In addition, the students looked bored in teaching and learning process. That was indicated that some students were not had interest in learning reading comprehension by using QAR. By it reason, the teacher should be able attract students' interest in learning reading comprehension by using QAR.



From the data gained through observation, the researcher assumed that the teaching and learning process especially reading comprehension by using QAR was running well although there were some weaknesses in several sides. And there were many obstacles faced by teacher and her students that made the teaching learning process by using QAR were still less effective and not maximal. But, it did not give the big influence for teaching and learning process, the process could be done properly.

b. Problem Faced by Teacher in Teaching Reading Comprehension by using Question-Answer-Relationship

Besides, the problems of teaching reading comprehension are:

1. The students' mastery of the basic.
2. The students' habit of slow reading.
3. The students' ability to figure out inferences, implications and main idea.
4. Text selection.
5. Exercise to include.

Having conducted the research, the researcher found the problems during the applying of QAR in teaching reading comprehension at MTs Assalam Tanjung Sari. They are as follows:

1. Teacher had difficulties if the students cannot achieve mastery of the basics, the students read very slowly, and the students cannot figure out inferences, implications and main idea.
2. Teacher had problem to establish or to choose the teaching material in teaching reading comprehension.
3. Teacher had problem to give a meaningful feedback or reflection for the students in the process of teaching reading comprehension by using QAR.
4. Teacher had problems in supporting, stimulating and engaging the students to listen the presentation from the teacher, read the text and discuss the text.
5. Teacher had problem to manage the time in the teaching and learning process.

c. Problem Faced by Students in learning Reading Comprehension by using Question-Answer-Relationship

The researcher employed observation, interview and questionnaire to know the students' problems in learning reading comprehension by using QAR. The problems of learning reading comprehension are:

1. The students have no good vocabulary mastery
2. The students' have difficulty to decode, comprehend, and retention the text and sentence.
3. The students' have problem in speed of reading
4. The students' have problems of inference making.
5. The students' cannot correctly identify the main idea when they read.

Having conducted the research, the researcher found the problems during the applying of QAR in learning reading comprehension at MTs Assalam Tanjung sari Lampung Selatan. They are as follows:

1. The students have no good vocabulary mastery.
2. The students had problem to decode words and sentences.
3. Students had problem to get main idea of the text and to figure out the inference of the text.
4. Student had problem in speed of reading.
5. Students had problem in working memory to remember the text.
6. Students had problems with finding motivation and interest in learning reading comprehension. Then, they were being passive during learning process and they did not confidence, they felt afraid to make a mistake in learning reading.

D. Discussing of Finding

In this part, the researcher would like to discuss about the finding of the process of teaching and learning reading comprehension by using QAR as the first formulation of the problem this research. Beside the process of teaching and learning, the researcher discussed the teacher's and the students' problems in teaching and learning reading comprehension by using QAR as the second and the third formulation of the problem. This research was produced by the participants of the research, they were the English teacher and the students of VIII B class of MTs Assalam Tanjung sari Lampung Selatan in the second semester in academic year 2017/2018 that had been observed.

1. Process of Teaching and Learning Reading Comprehension by using Question-Answer-Relationship

Teaching reading comprehension by using QAR was assumed could help the students in learning reading comprehension. But, in this research the teaching learning process by using QAR was still less effective and not maximal. In this research the researcher expected to see the teaching and learning process and the problems in teaching learning reading comprehension by using QAR.

The researcher observed of teaching learning process that was done by the teacher in one meeting. The classroom atmosphere in teaching learning reading comprehension by using QAR were the students looked active and enthusiasm, but some of them looked less respond, bored or even made noisy and chatting each other. This research was conducted four times including observing

the teaching and learning process by using QAR, interviewing the teacher and students, and giving questionnaire to the students.

From the data gained through observation, the researcher assumed that the teaching learning reading comprehension by using QAR was still less effective and maximal. The teacher had followed the procedure well based on the margareth, but the teacher did not manage the time well. Some steps in QAR sequences were done hasty by the teacher. Even the teacher did not have time to give feedback or reflection to the students. She only discussed the material without discussed about the students' difficulties in learning reading comprehension by using QAR. In addition, the students looked bored in teaching and learning process. That was indicated that the students were not had interest in learning reading comprehension by using QAR. By it reason, the teacher should be able attract students' interest in learning reading comprehension by using QAR by using a variation in that teaching and learning process.

From the data gained through observation, the researcher assumed that the teaching and learning process especially reading comprehension by using QAR was not running well. There were many obstacles faced by teacher and the students that made the teaching learning process by using QAR was still less effective and not maximal. But, the process could be done properly.

2. Problem Faced by Teacher in Teaching Reading Comprehension by using Question-Answer-Relationship

Besides, the problems of teaching reading comprehension are:

1. The students' mastery of the basic.
2. The students' habit of slow reading.
3. The students' ability to figure out inferences, implications and main idea.
4. Text selection.
5. Exercise to include.

Having conducted the research, the researcher found the problems during the applying of QAR in teaching reading comprehension at MTs Asssalam Tanjung sari Lampung selatan. They are as follows:

1. Teacher had difficulties if the students cannot achieve mastery of the basics, the students read very slowly, and the students cannot figure out inferences, implications and main idea.
2. Teacher had problem to choose the teaching material in teaching reading comprehension.
3. Teacher had problem to give a meaningful feedback for the students in the process of teaching reading comprehension.
4. Teacher had problems in supporting, stimulating and engaging the students to listen the presentation from the teacher, read the text and discuss the text.
5. Teacher had problem to manage the times.

3. Problem Faced by Students in learning Reading Comprehension by using Question-Answer-Relationship

The researcher employed observation, interview and questionnaire to know the students' problems in learning reading comprehension by using QAR. The problems of learning reading comprehension are:

1. The students have no good vocabulary mastery
2. The students' have difficulty to decode, comprehend, and retention the text and sentence.
3. The students' have problem in speed of reading
4. The students' have problems of inference making.
5. The students' cannot correctly identify the main idea when they read.

Having conducted the research, the researcher found the problems during the applying of QAR in learning reading comprehension at MTs Assalam Tanjung sari Lampung Selatan. They are as follows:

1. The students have no good vocabulary mastery.
2. The students had problem to decode words and sentences.
3. Students had problem to get main idea of the text and to figure out the inference of the text.
4. Student had problem in speed of reading.
5. Students had problem in working memory to remember the text.

6. Students had problems with finding motivation and interest in learning reading comprehension. Then, they were being passive during learning process and they did not confidence, they felt afraid to make a mistake in learning reading.

Based on the result of problems above, it can be inferred that the problems explained in the theory were happened to the students, even there were more problem that happen in learning reading comprehension by using QAR. The researcher concluded that the English teacher could do the steps of QAR in teaching and learning reading comprehension well, although there were some weakness in several sides and there were many obstacles faced by the teacher and the students.

As Allah said on Q.S Al-Isra: 106

وَقُرْءَانًا فَرَقْنَاهُ لِتَقْرَأُهُ عَلَى النَّاسِ عَلَى مُكْثٍ وَنَزَّلْنَاهُ تَنْزِيلًا ٦٠

“And it is a Quran which We have revealed in portions so that you may read it to the people by slow degrees, and We have revealed it, revealing in portions.”⁴ It means that reading should be done regularly and continuously, so we can increase our knowledge and understanding about the text that we read.

After the researcher analyzed and found out the finding of the research, hopefully the researcher gave contribution of the research to better way. Learning reading comprehension should be supported by an interesting lecture style by teacher, so the students were interested to read and discuss the text. Besides, someone should

⁴ *Al-Qur'an 3 Bahasa: Arab, Indonesia, Inggris*, (Depok: Al-Huda Kelompok Gema Insani), Al-Qolam.

have good motivation. Moreover, Question-Answer-Relationship that has been applied by the teacher is one of the ways that can be used in learning reading comprehension because using QAR can help the students for improving reading comprehension.

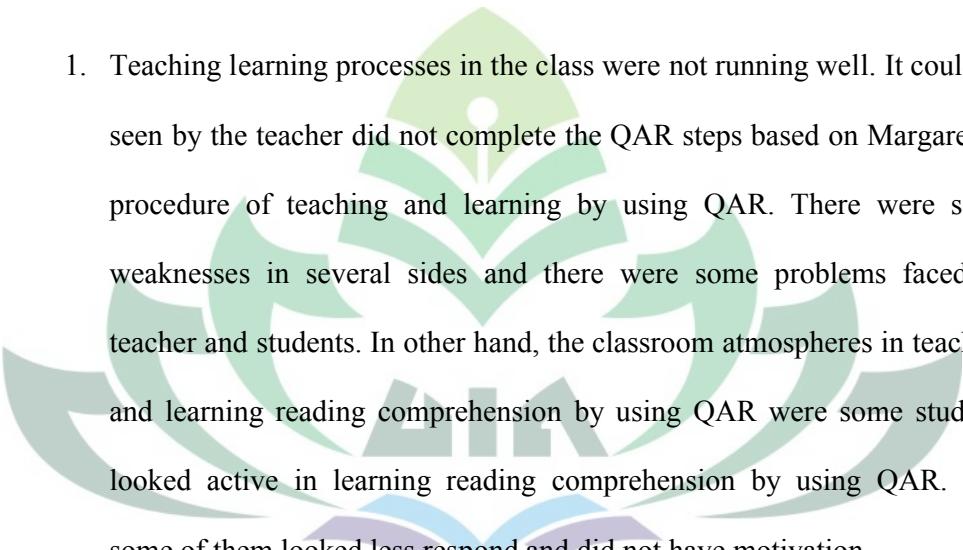


CHAPTER V **CONCLUSION AND SUGGESTION**

After collecting the data and analyzing the result of the research, the researcher drew some conclusions and suggestions in teaching and learning reading comprehension through QAR.

A. Conclusion

Having discussed the result of the research, it can be concluded that:

- 
1. Teaching learning processes in the class were not running well. It could be seen by the teacher did not complete the QAR steps based on Margareth's procedure of teaching and learning by using QAR. There were some weaknesses in several sides and there were some problems faced by teacher and students. In other hand, the classroom atmospheres in teaching and learning reading comprehension by using QAR were some students looked active in learning reading comprehension by using QAR. But, some of them looked less respond and did not have motivation.
 2. The problems faced by teacher in teaching reading comprehension by QAR were :
 - a) Teacher had problem to manage the times.
 - b) Teacher had difficulties if the students cannot achieve mastery of the basics, the students read very slowly, and the students cannot figure out inferences, implications and main idea.
 - c) Teacher had problem to choose the teaching material in teaching reading comprehension.

- d) Teacher had problem to give a meaningful feedback or reflection for the students in the process of teaching reading comprehension.
 - g) Teacher had problems in supporting, stimulating and engaging the students to listen the presentation from the teacher, read the text and discuss the text.
3. The problems faced by students in learning reading comprehension by QAR were:
- a) The students have no good vocabulary mastery.
 - b) The students had problem to decode words and sentences.
 - c) Students had problem to get main idea of the text and to figure out the inference of the text.
 - d) Student had problem in speed of reading.
 - e) Students had problem in working memory to remember the text.
 - f) Students had problems with finding motivation and interest in learning reading comprehension. Then, they were being passive during learning process and they did not confidence, they felt afraid to make a mistake in learning reading.

B. Suggestion

Considering the result of the research, the researcher would like to give some suggestions as follows:

1. To the English Teacher

- a. The teacher should manage time as good as possible.

- b. Give student time limit to read the text (7-10 min).
- c. Always give the students homework to practice reading in their home to increase their speed of reading and their vocabulary.
- d. Give an attracting brainstorming that raises students' interest in learning reading comprehension.
- e. The teacher should simulate students' curiosity to motivates students.
- f. Review the reading selection, and prepare a brief before start teaching.
- g. Use variation lecture style in presenting the information about the text to students before reading. E.g. Use video tape, picture, movie or etc. This format is compatible with the habits of contemporary youngsters and can help them build new bridges to print.
- h. Use variation or combine the QAR with other strategy/technique during reading to make students more attract to read the text.
- i. Record the discussion session to see as it is discussed.
- j. Teacher should engage students' enthusiasm to the post-reading discussion. E.g. teacher give bonus score and a prize for those who answer the question correctly.
- k. The teacher supposed to give a feedback and does reflection for the students.

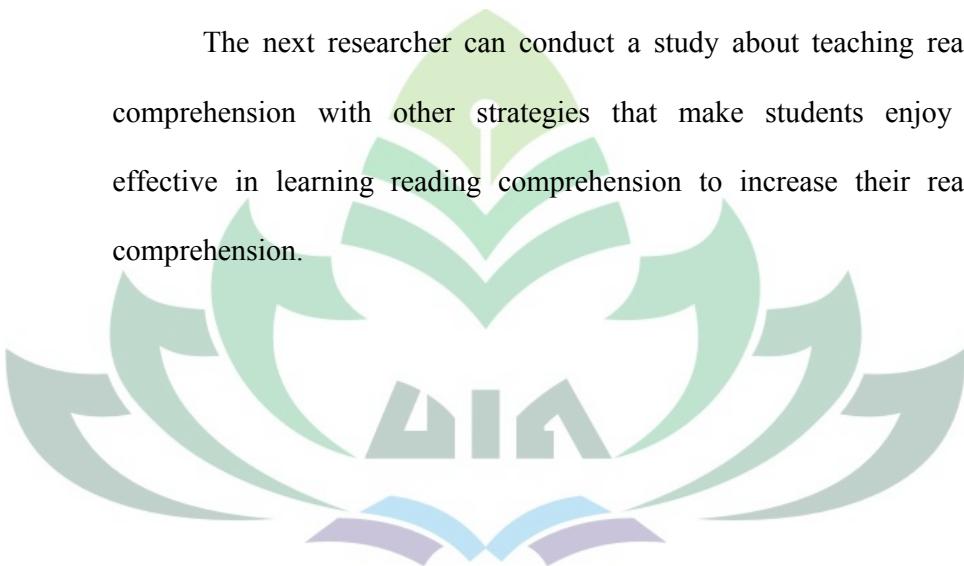
2. To the Students

- a. The students should know the important of English especially in reading comprehension.

- b. The students should have more time to practice reading, not only in school but also in their home.
- c. The students should expand vocabulary mastery that can be used in their reading activity.
- d. The students should study harder to get best future and be good students.

3. To other Researchers

The next researcher can conduct a study about teaching reading comprehension with other strategies that make students enjoy and effective in learning reading comprehension to increase their reading comprehension.



Appendix 4

Questionnaire Report

Respondent : Students at VIIIB

Day/ Date/ Year : Thursday, March 15th 2018

Place : SMA Asssalam Tanjung Sari

No	Question	Answer	
		Yes	No
1.	Does Question-Answer-Relationship help you to comprehend the text?	29	11
2.	Do you have problem in learning reading comprehension by using QAR?	31	9
3.	Do you think that your teacher is able to make you being active during learning reading comprehension by using QAR in the class?	18	22
4.	Do you have problem in understanding the meaning of a word or a sentence in the text?	26	14
5.	Do you have problem to comprehend and figuring out of the inference of the text?	25	15
6.	Do the text that were given by the teacher can attract you interest?	23	17
7.	Do you need a long time to read and understand a text?	34	6
8.	Do you have problem to memorize words, sentence and the text that you had been read before?	32	8
9.	Except in the class, do you interest to use English and practice to read English text?	12	28

Appendix 5**LESSON PLAN AND SYLLABUS**

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

SMP/MTs

Mata Pelajaran : Bahasa Inggris

Satuan Pendidikan : MTs Assalam Tanjung Sari

Kelas / Semester : VIII / 2

Nama Guru : Sumarni, S.Pd

KURIKULUM TINGKAT SATUAN PENDIDIKAN (KTSP)

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah	: MTs Assalam Tanjung Sari
Kelas/Semester	: VIII / Genap
Standar Kompetensi	: Membaca
	11. Memahami makna dalam esei pendek sederhana berbentuk <i>recount</i> , dan <i>narrative</i> untuk berinteraksi dengan lingkungan sekitar
Kompetensi Dasar	: 11.2 Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar
Jenis teks	: Recount Tekst
Tema	: Camping
Aspek/Skill	: Membaca
Alokasi/Waktu	: 2x45 menit

A. Materi Ajar

Teks esei berbentuk recount teks.

B. Indikator pencapaian kompetensi:

- Mengidentifikasi main idea dari sebuah paragraph.
- Mengidentifikasi makna kata dalam teks yang dibaca
- Mengidentifikasi makna kalimat dalam teks yang dibaca
- Mengidentifikasi variasi susunan kalimat dalam teks berbentuk: *recount, narrative, dan procedure*
- Mengidentifikasi tokoh dari cerita yang dibaca
- Mengidentifikasi urutan peristiwa dalam teks
- Mengidentifikasi kejadian dalam teks yang dibaca
- Mengidentifikasi langkah-langkah retorika dari teks
- Mengidentifikasi tujuan komunikasi teks dibaca

C. Tujuan Pembelajaran

Melalui pembelajaran peserta didik di harapkan mampu:

- Siswa mampu mengidentifikasi main idea dari sebuah paragraph.
- Siswa mampu mengidentifikasi makna kata dalam teks yang dibaca
- Siswa mampu mengidentifikasi makna kalimat dalam teks yang dibaca
- Siswa mampu mengidentifikasi variasi susunan kalimat dalam teks berbentuk: *recount, narrative, dan procedure*
- Siswa mampu mengidentifikasi tokoh dari cerita yang dibaca
- Siswa mampu mengidentifikasi urutan peristiwa dalam teks
- Siswa mampu mengidentifikasi kejadian dalam teks yang dibaca

- Siswa mampu mengidentifikasi langkah-langkah retorika dari teks
- Siswa mampu mengidentifikasi tujuan komunikasi teks dibaca

D. Media Pembelajaran

Teks / Gambar / Foto

E. Langkah-langkah pembelajaran

No	KEGIATAN
1.	<p>Pendahuluan</p> <p>a. Membuka pelajaran dengan salam dam berdoa bersama di pimpin oleh salah seorang peserta didik dengan penuh khidmat.</p> <p>b. Memulai pembelajaran dengan membaca basmalah.</p> <p>c. Memperlihatkan kesiapan diri dengan mengisi lembar kehadiran dan memeriksa kerapian pakaian, posisi dan tempat duduk di sesuaikan dengan kegiatan pembelajaran.</p> <p>d. Mengulas materi sebelumnya.</p> <p>e. Motivasi dengan mengarahkan siswa pada situasi pembelajaran.</p>
2	KEGIATAN INTI
	<p>A.Eksplorasi</p> <ol style="list-style-type: none"> 1. Guru memperkenalkan materi yang akan disampaikan. 2. Guru memberikan pertanyaan terkait materi yang akan di sampaikan untuk membangun pengetahuan siswa terkait materi yang akan diajarkan. 3. Guru memberikan contoh teks Recount.

	<p>4. Guru memberikan semangat kepada siswa untuk menggunakan strategi QAR, memberi tahu manfaat menggunakan strategi QAR, dan memberi tahu bagaimana cara memahami teks dan menjawab pertanyaan dengan menggunakan strategy QAR.</p> <p>B. Elaborasi</p> <ol style="list-style-type: none"> 1. Siswa dibagi menjadi beberapa grup yang terdiri dari 5-6 orang. 2. Siswa diberikan teks bacaan beserta pertanyaan untuk dibaca, didiskusikan dan dijawab bersama dengan anggota kelompok. 3. Siswa dan guru mendiskusikan dan mengulas secara bersama sama mengenai teks yang telah dibaca dan dijawab oleh para siswa. <p>Konfirmasi</p> <ol style="list-style-type: none"> 1. Guru melihat respon siswa saat mengulas kembali teks bacaan. 2. Guru menentukan kesulitan dalam mengajar reading. 3. Guru memberikan penilaian terhadap tampilan siswa.
3	PENUTUP
	<ol style="list-style-type: none"> 1. Guru memberikan kesimpulan tentang pelajaran hari ini. 2. Guru memberikan feedback dan menanyakan kesulitan siswa selama proses belajar. 3. Guru menutup pelajaran dengan salam.

Mengetahui;
Kepala Sekolah

Guru Bahasa Inggris

Nurhanifah, S.Pd

Sumarni, S.Pd

PERANGKAT PEMBELAJARAN
SILABUS PEMBELAJARAN

SMP/MTs
Mata Pelajaran : Bahasa Inggris

Satuan Pendidikan : SMP/MTs
Kelas / Semester : VIII / 2

Nama Guru : Sumarni, S.Pd
Sekolah : MTs Assalam Tanjung Sari

KURIKULUM TINGKAT SATUAN PENDIDIKAN (KTSP)

SILABUS PEMBELAJARAN

Sekolah : MTs Assalam Tanjung Sari
Kelas : VIII (Delapan)
Mata Pelajaran : Bahasa Inggris
Semester : 2 (Dua)
Standar Kompetensi : Membaca

- 1. Memahami makna dalam esei pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar**

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
11.1 Membaca nyaring bermakna teks fungsional dan essai pendek sederhana berbentuk <i>recount</i> dan <i>narrative</i> dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan	1. Teks Essai berbentuk <i>narrative / recount</i> 2. Ciri kebahasaan Teks Essai berbentuk <i>narrative / recount</i>	1. Tanya jawab mengembangkan kosakata berdasarkan gambar / cerita popular 2. Tanya jawab menggali informasi dalam cerita berdasarkan gambar	<ul style="list-style-type: none"> • Membaca nyaring dan bermakna teks essay berbentuk <i>narrative / recount</i> • Mengidentifikasi berbagai makna teks <i>narrative / recount</i> 	Tes lisan Tes tulis	Membaca nyaring Pilihan ganda	<i>Read the story aloud.</i> <i>Choose the right answer based on the text.</i>	4 x 40 menit	1. Buku teks yang relevan 2. Buku cerita bahasa Inggris 3. Gambar - gambar terkait cerita 4. Rekaman cerita 5. Tape recorder

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
11.2 Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar	3. Tujuan komunikatif teks essai <i>narratif/recount</i> 4. Langkah retorika <i>narrative/recount</i> 5. Spelling, stress, intonation	3. Mendengarkan teks <i>narrative/recount</i> yang dibaca guru 4. Membaca nyaring teks <i>narrative/recount</i> dengan ucapan dan intonasi yang benar 5. Menjawab berbagai pertanyaan tentang informasi dalam teks yang dibaca 6. Menentukan tujuan komunikatif teks <i>narrative/recount</i> yang dibaca 7. Menentukan langkah retorika dari teks <i>narrative/recount</i> yang dibaca	<ul style="list-style-type: none"> Mengidentifikasi tujuan komunikatif teks <i>narrative/recount</i> Mengidentifikasi langkah retorika dan ciri kebahasaan teks <i>narrative/recount</i> 	Tes Tulis Tes Tulis	Isian singkat Pertanyaan tertulis	<p><i>Complete the following sentences using the information from the text.</i></p> <p><i>Answer the following questions based on the text.</i></p>		6. CD 7. VCD player

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
11.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk <i>recount</i> dan <i>narrative</i>	1.Teks fungsional : - undangan - pengumuman - pesan - iklan 2.Tujuan komunikatif 3.Ciri kebahasaan	8. Menentukan ciri kebahasaan teks <i>narrative / recount</i> yang dibaca 9. Membaca teks <i>narrative / recount</i> lainnya 1. Mencermati teks fungsional pendek terkait materi Menyebutkan jenis teks fungsional yang dicermati 3. Membaca nyaring teks fungsional terkait materi 4. Menjawab pertanyaan tentang informasi yang terdapat dalam teks 5. Menyebutkan ciri-ciri teks fungsional yang dibaca 6. Membaca teks	 <ul style="list-style-type: none"> • Mengidentifikasi berbagai informasi dalam teks fungsional • Mengidentifikasi tujuan komunikatif teks fungsional • Mengidentifikasi ciri kebahasaan teks fungsional 	Tes tulis Tes tulis Tes tulis PG	PG Jawaban singkat Jawaban singkat	<i>Choose the best option, a,b,c or d</i> <i>Answer the following questions</i> <i>Give short answers !</i>	4 x 40 menit	1. Buku teks yang relevan 2. Contoh teks fungsional 3. Gambar terkait materi dan topik 4. Benda sekitar

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
		fungsional pendek lainnya dari berbagai sumber						
❖ Karakter siswa yang diharapkan :	Dapat dipercaya (Trustworthiness) Rasa hormat dan perhatian (<i>respect</i>) Tekun (<i>diligence</i>)							

Mengetahui;
Kepala Sekolah

Guru Bahasa Inggris,

NURHANIFAH, S.Pd

SUMARNI, S.Pd

Student's Reading Score of MTS Assalam Tanjung Sari South Lampung

Kelas: VIIA

No	Nama	Nilai	Keterangan
1	ADITYA APRILIANTO	58	
2	ANANDA MUDRIKA AZZAHRA	78	
3	AJUDIN	60	
4	AKBAR NUGROHO	66	
5	ALDI ARIYA	72	
6	ALFANI	70	
7	AMALIA TATA RENATA	72	
8	AMALYA	70	
9	ANDINI FANTHIKA SARI	65	
10	ANIS OKTAVIANI	80	
11	ARMEN PISKA JAYA	81	
12	BERI OKTA FIANDI	74	
13	CHALISTA QORI' ANANDA	65	
14	DEYANUR PUTRID OCTARIANA	68	
15	ECI WIDYA MULYANINGSIH	70	
16	EGI HAZMI ANANTO	58	
17	EFAN TORO	56	
18	FEBRI ANDIKA	71	
19	FITRIYANI	56	
20	INDAH KUSUMA	58	
21	IRFAN ADITYA	68	
22	JEFRI AGUS WIJAYA	72	
23	JESSY FITRIANA	70	
24	LOLYTA MUTIARA PUTRI	76	
25	M. AGUNG	70	
26	M. ALDRIANSYAH	65	
27	MONIKA YOLANDA	78	
28	PEBRIANA PUTRI	82	
29	RAHMAT SAPUTRA	64	
30	RHEZA FEBRIANSYAH	64	
31	RIKI ADJIE PRADANA	60	
32	ROBBY SATRIA	66	

33	SHERLY OKTAVIANI	66	
34	SISKA RAHAYU NURLATIFAH	60	
35	SYAMSU HARTAWAN	66	
36	TRIA CAHYANI	68	
37	ULIL ABSOR AMARUDDIN	66	
38	WINDI ANJANI	68	
39	YANUAR PRAMANA	58	

Tanjung Sari,
Guru Bidang study

Sumarni, S.Pd



Student's Reading Score of MTS Assalam Tanjung Sari South Lampung

Kelas: VIIIB

No	Nama	Nilai	Keterangan
1	ABDUL MULUK WIJAYA	60	
2	AGUS SETIAWAN	66	
3	ALDI PRAYOGA	70	
4	ANGGI RAHAYU	66	
5	ARUM SEKAR TANJUNG	58	
6	BAGAS SAPUTRA	80	
7	DANDI SETIAWAN	66	
8	DELA AYU SAFITRI	62	
9	DENI RIO SAPUTRA	60	
10	DERI KURNIADI	66	
11	DESTIAN RAMADHANI	70	
12	DIKI ARMADANI	60	
13	FERLIN GALUH PRATAMA	74	
14	IFAN ADITYA	70	
15	IIP KURNIAWAN	66	
16	IMEL YUNI ANDRIANI	70	
17	INDAH PURWANTI	68	
18	JOVI ADI PRATAMA	68	
19	JULANSYAH RASYID	62	
20	KENANDA	70	
21	LEGIYANTO	68	
22	LENI MARLINA	52	
23	M. HAFIDZ MAULANI	66	
24	M. WILLY ZAKARIA	60	
25	MAYA SAPUTRI	64	
26	MIKI ARIYADI SAPUTRA	58	
27	NADIA FATMA NINGRUM	70	
28	RAMA JAYA SAPUTRA	58	
29	RENA ANGGRAINI	66	
30	RIRIS ANGGRAINI	65	
31	SISKA HANDAYANI	62	
32	SUSI SUSANTI	72	

33	SAFITRI	68	
34	TIARA MAHARANI	78	
35	TYAS ANDRIANA	60	
36	TITO RAMADHAN	54	
37	WANTI KARTIKA SARI	60	
38	WULAN EMILIA	68	
39	ZAKI AHMAD RODIANSYAH	72	
40	ZALFA AYU PUTRI KENNENDY	62	

Tanjung Sari,
Guru Bidang study

Sumarni, S.Pd



Appendix 7**Documentation of Photograph**

MTs Assalam Tanjung Sari Lampung Selatan



The teacher explain the reading material



The students work in group





The researcher give the questionnaire to the students



The researcher interview the teacher



Appendix 1

Observation Checklist

Observation Report of Teaching and Learning

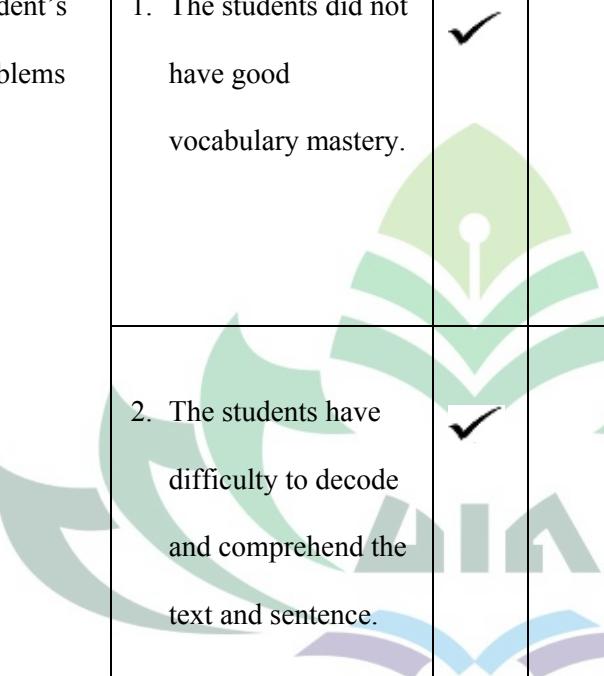
Reading Comprehension Process through QAR

Subjects	Pointers(s)	Yes	No	Note
Pre-Activity (Teacher)	1. Teacher gives brainstorming to the students.	✓		Teacher gave brainstorming about the material with the easy example. E.g. the teacher asks about the student's holiday or camping experience. Some student showed their enthusiasm and responded to the teacher question, some student pay attention but quite, some students make little noisy and not pay attention.
	2. Teacher simulate students' curiosity motivates students.		✓	Teacher did not stimulate students' curiosity to motivate students to learn reading.
Whilst-activity (Teacher)	3. The teacher give explain about what kind of the text that will give to the	✓		Teacher presented the material orally by using Bahasa. She inform the students about the

	students.			text so long, almost part of the text was explained.
	4. Teacher explains the task and gives information about QAR.	✓		The teacher explained the task and give information about types of QAR's question.
	5. Teacher put the students into teams and provides times for students to delve into a topic and answer the question that modified by the teacher.	✓		Teacher divided the students into 10 groups consisted of 4 students, the teacher arrange the groups randomly.
Whilst-activity (Students)	6. The students read the text that given by the teacher.	✓		The students read the text with same material, they translate words by looked up the dictionary, it waste many of times. While many of students did not concentrate to read the text, they made noisy, chatting with other friends or even disturbed their friends when reading.
	7. The student work in group	✓		The student gathered to discuss

	to discuss, and answer the question.			the material, but many of the students did not involve in discussion, they made noisy or chatting with other friends.
Post-activity (Teacher)	8. The teacher discusses the text and the students answer.	✓		The teacher asked the students to collect their task. And then the teacher discussed the answer with the student. Some students showed their enthusiasm to the discussion, some of them ignored the discussion or being silent without showed any respond. But they could not discuss all part of the text and question because time has ended.
Teacher's and Student's Problems				
Teacher's Problems	1. Teacher has difficulties if the students: cannot achieve the basic	✓		Teacher had difficulty to manage the time, because the students read and translate the text very slow. And teacher looked difficult to

	knowledge of the text, slow in reading, and could not identify the main idea, make correct inferences, and understand accurate implication.			control student to explain about the text to the student because students cannot achieve basic knowledge of the text and cannot figure out inference, or to determine the main idea of the text. It can be seen by the student's answers when the teacher gave them question about the text.
	2. Teacher has problem to modify or design the question and the exercise to students.		✓	The teacher has no problem in modified the question. The teacher modified the question by using QAR strategy.
	3. Teacher has difficulties to choose the teaching material.	✓		The teacher has difficulties to choose the reading material because the teacher should choose materials that appropriate with the strategy.
	4. Teacher has problems in providing help and		✓	Teacher did not give meaningful feedback about the material to students, because the time had

	giving feedback to students in learning reading by using QAR.			ended.
Student's problems	<p>1. The students did not have good vocabulary mastery.</p> <p>2. The students have difficulty to decode and comprehend the text and sentence.</p> <p>3. The students' have problem in speed of reading</p>			<p>The students often asked the meaning of words to the teacher and looked up in dictionary if they did not know the meaning of the word in the text.</p> <p>Students had problems to decode words and sentences. E.g. They know the meaning of a word “easy” but they did not know the meaning of “easier”, or they had known the meaning of a word but they still had difficulty to translate it in a sentence.</p> <p>Students read the text very slowly. They difficult to decode the words moreover when the words were new</p>

				words by them. They translated word by word by asking the teacher and looked up in dictionary, it waste many of times.
	4. The students have problems of inference making.	✓		The teacher asked the student to make inference of the text, but many of them could not make inference correctly.
	5. The students cannot correctly identify the main idea when they read.	✓		The teacher asked the student to identify the main idea of the text, but many of them could not identify the main idea.



Appendix 2

Teacher Interview Questions

Respondent : Mrs. Sumarni, S.Pd

Day/Date/Year/ : Friday, March 16th 2018

Place : MTs Assalam Tanjung Sari

1. **Question** : What are the problems that you find in understanding the reading material that will be taught to the students?

Answer : Honestly sometimes I had problem to understand the material that would be taught to the students. But I could handle that because I had prepare the material that would be taught before the teaching learning had started in class.

2. **Question** : What are the obstacles that you find if the students cannot achieve the basic knowledge, if the students slow in reading and the students' slow in reading and the students could not identify the main idea, make a correct inference, and understand accurate implication?

Answer : Here, the students were weak readers. So they had problems to achieve the basic knowledge of the text and the students could not identify the main idea or make correct inferences. I had to explain more and more to make them could understand the text, it waste of many times and made me

tired. And the students read very slowly. When they read the text they often did not know the meaning of a word and a sentence. They looked up on the dictionary and asked to me the meaning of that word or that sentence. Those were waste so many of times. I could not manage the times well because those problems.

3. **Question** : How you establish exercise or question to students? Do you modify the question or exercise to attract students, interest in learning reading comprehension by using QAR?

Answer : Yes, I designed new question or modify the question based on QAR strategy. And I also used the question or exercise from the book that I used in teaching learning process.

4. **Question** : What are the problems that you find in determining the reading material?

Answer : Most of the students were weak readers. It would be harder if they had to read a long text or read the text that difficult to be understood, the worse they did not want read the text because it was long and difficult to be understood. But in the book that I used in teaching reading comprehension, there were only few short texts, many of that were long texts. And I also has

difficulties to choose the reading material because the teacher should choose materials that appropriate with the strategy.

5. **Question** : What are the obstacles that you find in giving a feedback for the students in the process of teaching reading comprehension by QAR?

Answer : Sometimes I did not have time to give feed back to the students about what we had learned. The times often up when I would give feedback to the students. It was because the students read the text and understand the text very slowly.

6. **Question** : What are obstacles that you find in simulating and engaging the student to read the text?

Answer : Almost all of them were passive. I had not any ideas to make them become more motivated to learn English especially in reading comprehension. For them reading was a boring activity. Sometimes they did not involve in discussion session or even they did not read the text. They made noisy and chatted with another friend. And many of them felt shy, did not confidence and afraid if they made mistake in giving opinion in answering the question.

7. **Question** : Based on your opinion, what are the problems faced by the students in learning reading comprehension by using QAR?

Answer : The students were slow in reading. Furthermore, they did not confidence to answer the question, they did not have good vocabulary mastery, they had problem to decode a word and a sentence. Students read the text very slowly. Besides, they could not make inference correctly and the students hard to memorize and forgot the text or the words that they had discussed before in last meeting.



Appendix 3

Students' Interview Result

Respondent : VIII B students of MTs Assalam Tanjung sari

Day/Date/Year/ : March 16th 2018

Place : MTs Assalam Tanjung sari Lampung Selatan

No	Question	Answer	Conclusion
1.	Does Question-Answer-Relationship help you to comprehend the text?	<p>Yes, it helped me to comprehend the text because the teacher presented information about the text and quwstion before read the text and then gave us question to understand more about the text. I could answer some question based on my own experience and shared my experience with my friends. It make me easier to comperhend the text and I can also found new vocabullary</p>	<p>The students agreed that QAR could help them to comprehend English text. Furthermore, the students implied that QAR had advantages to make them easier to understand the text by listening teacher explanation before they read the text and answer the question. The teacher also clasified the question to make the student easier to aswer the question. In addition, QAR helped them</p>

		while answering question.	to enrich their vocabulary while answering question.
2.	What are the problems that you find in learning reading comprehension by using QAR?	<p>Yes, I felt bored listen the teacher presented the information about the text, the teacher monotonously present the text (did not make variation technique or way to present the text). In addition, I was not motivated to read the text, because the texts were not interested or difficult to be understood. Many of my friends did not involve in discussion session, they made noisy and chatted each other. It disturbed me.</p> <p>Furthermore, I felt shy, did not confidence and afraid if I made mistake when answering the question.</p>	The students were not motivated to listen the teacher presented the information about the text. They were also not motivated to read the text and did not confidence if they made mistakes.
3.	How does your teacher attract	Sometimes the teacher gives a joke to make us not bored in	The teacher could not able engage the students' interest

	<p>your interest in learning reading? Do your teacher is able to make you being active during learning reading comprehension by using QAR in the class?</p>	<p>learning reading, but sometimes her jokes were not funny. I did not feel motivated to learn by her jokes.</p> <p>Meanwhile, They think that their teacher able made them active during teaching and learning process.</p> <p>But, most of the students were passive during teaching and learning process.</p>	<p>and become active in learning reading. Most of the students were still being passive during teaching and learning process.</p>
4.	<p>What are the difficulties that you find in understanding the meaning of a word or a sentence in the text?</p>	<p>Sometimes I did not know the meaning of a word and translated it by looking up in dictionary or asking to the teacher, moreover if that word was a word that I had never seen before. Furthermore, when I had known the meaning of a word, I difficult translated the whole sentence.</p> <p>Sometimes, the meaning of</p>	<p>1. The students had no good vocabulary mastery. They still looked up in dictionary or asked to the teacher if they wanted to know the meaning of a word or a sentence.</p> <p>2. The students had problem to decode words and sentences.</p>

		<p>the sentence was weird although I had checked the meaning of each word of that sentence in dictionary.</p>	
5.	What are the problems that you find in comprehending and figuring out of the interference of the text?	<p>I had problem to get main idea of the text and to figure out the inference of the text, I do not understand the text well. One of the reasons was because of less vocabulary mastery and I did not practice to read the text at home after I learned English in the school.</p>	<p>Students had problem to get main idea of the text and to figure out the inference of the text.</p>
6.	Does the text that was given by the teacher can attract your interest?	<p>Sometimes teacher gave a long text that made me confused. And sometimes teacher gave me a text that interested me but still difficult to understand the text because of difficult vocabulary.</p>	<p>Sometimes the teacher cannot attract students' interest. The students thought that the teacher was wrong in choosing reading material.</p>
7.	Do you need a long time to read and understand a	<p>Yes, I realize that I read text very slowly. Sometimes, I translated words by looking</p>	<p>Students had problem in speed reading. They waste many of times for translating words and</p>

	text?	up in dictionary or asking to the teacher. I am aware it waste of many times, but I could not read the text quickly because I did not know the meaning of a word or a sentence, so I need to translate it by using dictionary or asking to the teacher.	sentence in the text.
8.	What are the difficulties that you find in memorizing or remaining the text that you had read before?	I had problem to memorize the text we had discussed before even to memorize the meaning of words in the text, It might happen because I rarely learn or practice English outside the school after I learn English in the school. Moreover, English words are hardly used in my environment, nobody used it, and it is so hard to remember a new word/sentence.	Students had problem in working memory. Working memory weakness might be a consequence of poor language comprehension
9.	Except in the class, do you	I rarely practice English at my house or outside class by	1. The students were rarely practice reading skill at the

	interest to use English, practice English, and read English text?	<p>reading English text from novel or other resources. But the teacher rarely gave me homework, so I did not have reason to practice my reading skill.</p> <p>Moreover, English was difficult for me, moreover to read English text. It made me confused because I do not know the meaning of the word or the sentence. It because in my environment nobody used English, and I did not use English as my habit.</p>	<p>outside of the class or school, the reasons were because they had no motivation to read and the teacher rarely gave them home work to make them had to read the text.</p> <p>2. Many of the students had low interest to learn English especially in learning reading comprehension. It was because they think that English is difficult, English was strange and they their environment did not use English.</p>
10.	Do you have suggestion for further teaching and learning reading comprehension by	<p>1. To make me did not bored when listened the teacher presented information about the text before I read, the teacher should use other lecture style in presenting the material. It should be more</p>	<p>There are 3 points that's suggested by students for the improvement of teaching and learning reading discussion by using QAR :</p> <p>1. The way of the teacher's presentation about the text</p>

	<p>using QAR?</p> <p>attracting. E.g. Use picture, video, movie etc.</p> <p>2. The text should be more interesting and do not too long.</p> <p>3. Teacher should be more engage enthusiasm to the post reading discussion. E.g. teacher give a prize for those who answered the question correctly.</p>	<p>should be more attracting.</p> <p>2. The text should be more interesting and do not too long.</p> <p>3. Teacher should be more engage their enthusiasm to the post-reading discussion.</p>
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